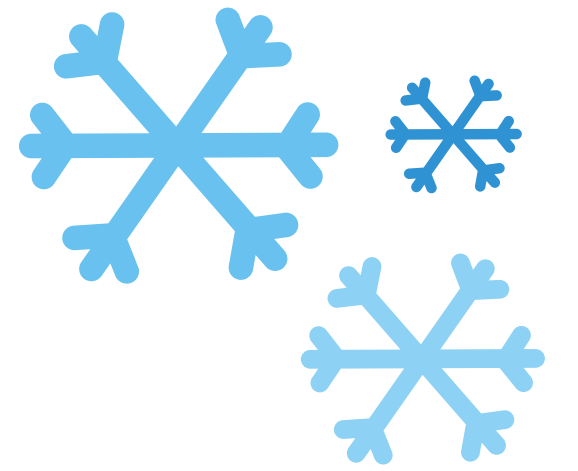




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# WINTER SHORELINE SCAVENGER HUNT

## Purpose:

This activity targets the exploration of the natural world for cycles 1-6 by focusing on the 'Living Things' section of the Quebec Science and Technology Curriculum. Specifically, this activity can be used to explore Matter, Energy, Forces and Motion, and Systems and Interactions in living things while introducing techniques, instrumentation, and appropriate language. Additionally, this activity will focus on identifying the cultural significance of living things.

## Materials:

- Scavenger Hunt Bingo Cards
- Pencils
- Ziploc Bags or trays
- Magnifying glasses or binoculars
- First Aid kit
- Prizes (optional)

## Instructions:

1. Bring your class to the nearest body of water, where they will have safe and easy access to the shoreline. The more diversity in the landscape, the better!
2. Start a discussion about the landscape and the living things in the area using the discussion prompts provided.
3. Split your class into teams of two, giving each team one bingo card, one pencil, and a couple of ziploc bags to collect things they observe.
4. Give the students 45 minutes to search for items on their bingo cards. While students are searching visit each team with a magnifying glass or a pair of binoculars and let them try to see something up close or far away.
5. Gather the groups at the end of the time and let students show and tell what they found. Ask the students questions about the importance of each item using some of the discussion prompts provided.

## Discussion prompts:

### Introduction Points -

- Ask your students to describe the location you are in. Ask them about the weather, including temperature, clouds, and precipitation. Ask them to describe the physical environment, including what kind of plants, soil/sand/rocks, and waterbodies they can see.
- Ask your students what plants need to survive. Why do different plants live in different areas? Why are plants important to animals and humans? Why are plants important for water (ex. land plant roots prevent erosion and their dead leaves go into the water, water plants provide oxygen for fish)?
- Ask your students what animals need to survive. What do different animals eat? Where do different animals live? Where do they get water from?

### Discussion Points -

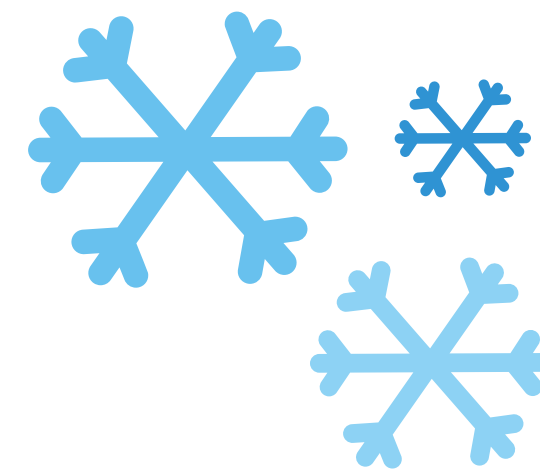
- Choose two things on the bingo card and ask your students how they relate. Does one thing use the other for food? For habitat? Do they have a positive or negative relationship? What other things does might this relate to?
- Choose one thing on the bingo card and ask your students how it changes with different seasons. What season do you see it in? When does it reproduce? Does it move or change between seasons?
- Ask your students to categorize the things on the bingo card. Ask them why they chose to put certain things in one group and others in a different group? Did they group them into living and non-living things? Did they group plants together? Did they group 'gross' things together?
- Choose one thing on the bingo card and discuss what its food web is. What does it eat? Does it eat different things? What eats it? and what is the largest animal that might be in the food web? What happens if one of these animals disappears from the food web?
- Choose one thing on the bingo card and discuss its habitat or what it provides habitat for. What time of day is it awake? Where does it go when it's awake? Where does it sleep? Where does it reproduce?
- Choose an animal on the bingo card and ask your students how it moves, get them to demonstrate. Does this animal move in different ways when it is scared? When it is fighting? When it is looking for a mate?
- Ask your students how different animals blend into their environment. Prompt them to discuss different types of camouflage or mimicry.
- Ask your students how people relate to items on the bingo card. How do we interact with them? Are they important for our habitat? Are they important for meeting our basic needs (food and water)?
- Ask your students how people impact the items on the bingo card. Do we have positive relationships with them? Do we do things that can hurt them?





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# WINTER SHORELINE SCAVENGER HUNT

Find or collect each item from the squares below, make sure you can describe it.

If it is something interesting that you can collect and want to share, put it in a bag! If you're not sure, ask your teacher.

Once you have seen or collected an item, cross it off.

Once you have crossed off all of your items, go tell your teacher!

<p><b>Animal Tracks</b></p> 	<p><b>A Rabbit</b> Wâpus<sup>w</sup></p> 	<p><b>A Tree with Needles</b> Sâpunikan</p> 	<p><b>A Willow Branch</b> Nîpisiy</p> 
<p><b>A Grouse or Ptarmigan</b> Papaşkiw or Wâpihyew</p> 	<p><b>An Alder Branch</b> Atûspiy</p> 	<p><b>Lichen</b> Asciy, wâhkunac</p> 	<p><b>A Bug</b> Kâ maskawâcipiskunet</p> 
<p><b>Ice</b></p> 	<p><b>Wood</b></p> 	<p><b>Garbage</b></p> 	<p><b>Animal Poop</b></p> 
<p><b>A Squirrel</b> Anikucâs</p> 	<p><b>A Bird</b> Piyesis</p> 	<p><b>A Rock</b></p> 	<p><b>Something Cool!</b></p> 