

# Scavenger Hunt - Around the School

ACTIVITY OVERVIEW	SUGGESTED TEACHING AND LEARNING SEQUENCE															
<p>In this activity students will complete a treasure hunt race around the school in groups.</p> <p>It is likely that some groups will be more efficient at the treasure hunt quiz than others. Some groups may assign roles and split up the questions while others will stay together to work on the questions one by one.</p> <p>The purpose of the activity is for students to reflect on their prior planning to the task (or lack thereof) and consider how they worked individually and as a team. In completing this activity, students should recognise that the division of labour is an effective strategy to use when completing tasks in co-operative groups.</p> <p>Several enterprising attributes are addressed in this lesson plan (see box) and it is hoped that students will transfer the skills/strategies learnt here to future Education for Enterprise units.</p>	<ol style="list-style-type: none"> <li>1. The teacher gives each group of students an envelope containing questions. These questions vary between groups to avoid congestion in certain parts of the school. Students have 30 – 45 minutes to complete the challenge and will have finished when answers have been found and recorded, or the group has run out of time. The treasure hunt is to be set up as a race – the first team back with correct answers wins.</li> <li>2. Before reviewing the answers to their questions, students reflect on their actions and prior planning to undertake this challenge. Students can answer the following questions: How much time was used to complete the treasure hunt? Did the group match personal capabilities to question categories? Did all team members contribute and stay on task? Did the group stay together or split up?</li> <li>3. The teacher asks students to work out a ‘time bill’ for their group – How long did the treasure hunt take you? How many members in the group? Multiply these two answers to come up with a total time. Which group was the quickest? Which group was the slowest? What strategies did the fastest group use? Why did some groups take more time?</li> <li>4. Students determine an alternative approach to the treasure hunt that would take less time and that better matches the capabilities of students to the tasks.</li> <li>5. Students draw a flow chart of the planning and actioning steps to use if a further challenge was to be given. The teacher may give students a 2<sup>nd</sup> challenge so that they can apply a more efficient approach.</li> <li>6. Students check their answers to the challenge questions.</li> </ol>															
<p style="text-align: center;"><b>LEARNING OUTCOME/S</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Define the term ‘division of labour’.</li> <li>• Explain why ‘division of labour’ is an effective strategy to use when completing tasks in co-operative groups.</li> </ul>	<p style="text-align: center;"><b>Reflective questions/discussion</b></p> <ol style="list-style-type: none"> <li>1. How might the application of the ‘division of labour’ principle impact on the time to complete this group task and the quality of the answers?</li> <li>2. Consider the division of labour in your school, i.e. the roles and responsibilities of different people. Why is your school organised in this way?</li> </ol>	<p style="text-align: center;"><b>VOCABULARY FOR THE LANGUAGE WHEEL</b></p> <table border="0" style="width: 100%;"> <tr> <td>Contributing</td> <td>Capabilities</td> </tr> <tr> <td>Division of Labour</td> <td></td> </tr> <tr> <td>Drive</td> <td>Initiative</td> </tr> <tr> <td>Managing Self</td> <td>Organising</td> </tr> <tr> <td>Participating</td> <td>Planning</td> </tr> <tr> <td>Process</td> <td>Teams</td> </tr> <tr> <td>Working</td> <td></td> </tr> </table>	Contributing	Capabilities	Division of Labour		Drive	Initiative	Managing Self	Organising	Participating	Planning	Process	Teams	Working	
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<p style="text-align: center;"><b>Suggestions for questions</b></p> <p><i>Internet question:</i> e.g. Weather for our location for the next three days.</p> <p><i>Maths questions:</i> e.g. radius, diameter, area of playgroup facilities, sports facility, etc.</p> <p><i>Library questions:</i> e.g. the words of a poem, author of a book, etc.</p> <p><i>Interviews:</i> Three key questions for the principal, office manager, etc.</p>	<p style="text-align: center;"><b>Key competencies and enterprising attributes to consider:</b></p> <p style="text-align: center;"><u>Managing Self</u></p> <p>Using initiative and drive Matching personal goals and capabilities to an undertaking</p> <p style="text-align: center;"><u>Relating to Others</u></p> <p>Working with others in teams</p> <p style="text-align: center;"><u>Participating and Contributing</u></p> <p>Planning and organising</p>															