

Scavenger Hike

Physical Education



At School Activities



Alternative Activities and Pursuits

7-12

Grade Level

Equipment	Camera phone or digital camera, list of scavenger items, hiking trail or other natural environment
Learning Outcome	Use cardiovascular endurance to participate in a hike, identify objects, and demonstrate how to respect surroundings in a natural environment.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. If possible, do not have students share camera phones or digital cameras.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students outside of and before instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students about considerations for showing respect for the natural environment. This may include considerations for trees and plants, bugs and animals, and ecosystems in general. Share how moving or picking can alter the natural environment or ecosystem. If students require instruction on elements in the natural environment (e.g., types of trees, flowers, etc.) provide them with an overview and visuals.

Activity Description

Develop a list of items that students can locate while on the hike. Students must be able to take a picture of the items without disrupting the natural environment or leaving the path of hiking trails. Examples of items include:

- Tree bark (list types of trees)
- Types of leaves (e.g., maple, oak, birch)
- Round rock or stone
- Pine cone
- Circular object of choice
- Something brown
- Common insects (e.g., ants, spider, mosquito)
- Flowers or plants (list types of flowers or plants)
- Moss
- Water
- Square object of choice
- Something yellow

Share with students' considerations for respecting trees, plants, animals, bugs, and ecosystems in general. If utilizing a flipped classroom strategy, remind students to apply what they learned in advance of the activity.

Take time to review safety considerations and emergency protocol with students in advance of the hike. Provide each student with the list of items to find during the hike as well as boundaries or paths to follow along the hike. As students participate in the hike, they take pictures of items from the list. At the completion of the hike, invite students to share their pictures of the items they took. Consider asking them to create a virtual collage or challenge them to find a creative way to share the pictures they took.

Physical Education Competencies



MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What did you notice most or what was most memorable about the hike?*
- *What different muscles did you use to participate in the hike?*



Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S Space	T Task	E Equipment	P People
Reduce the length of the hike or choose a hike with a flatter terrain.	Participate in a hike without implementing the scavenger hunt.	Students use the required equipment for them to complete the activity successfully.	Provide students with verbal cues and gestures to identify items.

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to demonstrate respect for the natural environment throughout the hike?
- Is the student able to demonstrate cardiovascular endurance on the hike without having to take frequent breaks?
- Is the student engaged and successful at identifying a variety of items from the list?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[A Responsibility to Be Human](#)