

LESSON 2: COMPASS SCAVENGER HUNT

Grade-Level Outcomes

Primary Outcome

Outdoor pursuits: Demonstrates correct technique for basic skills in 1 self-selected outdoor activity. (S1.M22.6)

Embedded Outcome

Personal responsibility: Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates. (S4.M1.7)

Lesson Objectives

The learner will:

- complete the scavenger hunt by employing compass skills.
- in small groups, create a scavenger hunt with three or four clues.

Equipment and Materials

- Compasses
- Paper and pencils
- Scavenger hunt instructions and clues

Introduction

Today, we will review the parts of the compass and participate in a fun scavenger hunt.

Instructional Task:

Review of Compass and Compass Scavenger Hunt

■ PRACTICE TASK

Before class, set out items for students to find using their compasses.

Review the parts of the compass with students to check for understanding.

Have students complete this task in groups, with partners, or individually. Make stations so that they cannot observe others.

The activity has students using the clues and directions that you provide to progress through the scavenger hunt.

Example: You will start in the doorway that faces the lockers. From that spot, you will go north until you cross the yellow line on the floor. After you cross the yellow line, you will turn east and go to the cone. (Put a few cones out so that students must choose the correct one.) There, you will receive your next clue.

Extensions

- Students draw a map as they progress through the scavenger hunt. It must be readable to others and include the direction, how many paces were traveled, and any landmarks to look for.
- Add activities to the scavenger hunt. Require lunges, wall sits for 30 seconds, or even 10 push-ups or burpees before moving on to find the next clue.
- Students follow other students' maps to see whether they align.

Student Choices/Differentiation

- Have different scavenger hunt routes for the different skill levels (easy, medium, difficult, and extreme).
- Place clues within sight of the last clue to help less-skilled students.

What to Look For

- Are students using the compass effectively?
- Do they understand the basics of the compass and how it works?
- Students are reading their compasses and not guessing throughout the scavenger hunt.

Instructional Task: Students Create Their Own Scavenger Hunt

■ PRACTICE TASK

Now that they have seen your version of the scavenger hunt, students in small groups create their own scavenger hunts with three or four clues.

All groups start in the same place and end at the same place but take different routes to get there.

EMBEDDED OUTCOME: S4.M1.7. Teach students appropriate social behaviors such as including all group members, supporting all group members' ideas, and working as a team.

Extension

After the groups create their own, have students complete other groups' scavenger hunts.

Guiding questions for students:

- Which scavenger hunt was the easiest? Why?
- Which scavenger hunt was the most difficult? Why?

Student Choices/Differentiation

Partner students evenly so that knowledge can be shared between partners and groups.

What to Look For

- Students are able to write detailed clues.
- Students are writing a scavenger hunt that uses compass directions.
- Students understand why a scavenger hunt is easy or hard.

Note: Use a simple checklist to assess students' scavenger hunts:

- Three or Four clues
- Level of difficulty
- Creativity

Formal and Informal Assessments

Checklist: student-created scavenger hunt

Closure

- Compass reading is an important survival skill, but in today's lesson, it was a matter of surviving the scavenger hunt. How were you able to succeed?
- From time to time, we will fail or get our directions wrong, and it is important to learn from these mistakes. How many of you made a mistake reading your compass today? Can you describe where you went wrong? Learn to correct it and move on, and don't let it frustrate you.

It seems that we are getting better at using the compasses, which is good, because next class we will play a game in which it's important to use the compass quickly to win. We also will use a compass to create directions to a time capsule that we will set so that others can find it.

Reflection

- Did all students have a say in creating the scavenger hunt?
- Did students work together?
- Were the clues too difficult or easy for the teacher-led scavenger hunt?

Homework

Because we will set a time capsule next class, bring something small and non-perishable to add to it. We will vote to determine whether it should be added to our collection of items.

Hand out rubric on time capsule assignment for students to review.

Resources

Internet keyword search: “scavenger hunt with compass,” “compass activities”

TIME CAPSULE RUBRIC

Fill out rubric using scale points, with 5 being the highest score and 1 being the lowest, or does not meet standard.

Student name	Correctness	Neatness	Aesthetic-ally pleasing	Compass knowledge	Effort	Ease of interpretation	Completeness	Collaboration with team

From R.J. Doan, L.C. MacDonald, and S. Chepko, eds., 2017, *Lesson planning for middle school physical education* (Reston, VA: SHAPE America; Champaign, IL: Human Kinetics).