

## Scavenger Hunt

## Teacher's Guide

**Subject:** Integrated Science (Life; Earth-Space; Physical)

**Topics:** Planning, Interpreting nature, Communicating

**Summary:** Students will explore to find the ten items on the scavenger hunt sheet and record their answers.  
Students will expand their knowledge about Florida ecosystems and local flora and fauna.  
After completing the activity, students will be able to:

**Objective(s):**

1. Observe a variety of different ecosystems found at Rookery Bay NERR.
2. Describe various types of flora and fauna native to Florida.
3. Explain different aspects of Florida's natural environment.

**Ecosystem(s):** Mangrove, Pine Flatwoods, Temperate Hardwoods, Upland Scrub.

### Equipment:

- Student worksheet
- Pencils
- Anemometers
- Hand Lenses
- Digital Cameras
- Clipboards

### Background (Pre-field Classroom Activity)

- Vocabulary: environmental interpretation, symbiosis, botany
- Rookery Bay Field Guide available at <http://www.rookerybay.org/publications/field-guide>
- Description of Florida ecosystems available at <http://webworldwonders.firn.edu/eco/>

### Procedure (Engage; Explore; Explain)

1. *Setup.* Divide students into two small groups. Have each group begin walking along the trail in opposite directions to keep the groups separated.
2. *Engage.* Engage the students by asking "If you were an explorer sent by your country to describe a newly discovered island, what would you highlight or focus on?"
3. Review with students how to use an anemometer and take time to ensure that students understand the material. Students may need a refresher about symbiosis and invertebrates. Ask the students to what they find on the data sheet.
4. *Explore.* Walk the trail a total of two times. Begin walking the trail in one direction and for the first time, have students record what they find. For the second time, walk the trail in the opposite direction and discuss what students were able to find. Assist the students in identifying and explaining any interesting plants, animals, or natural features. Take a minute during the walk to have students stop, stand quietly, and listen for one minute. Take a few minutes to discuss with students what they were able to hear.
5. *Explain.* After completing the lab, allow the students to discuss or ask any other questions regarding things they saw on the trail. At this time, facilitators can introduce/explain the specific concepts and explanations in a formal manner. If there is time remaining, take advantage of the natural surroundings and lead the students in an educational outdoor game.
6. *Elaborate.* Teachers should reinforce the concepts back in the classroom.
7. *Evaluate.* Have students reflect on what they have learned by writing in their journal or by drawing a concept map of what they have learned.

### Sunshine State Standards

**Science:** SC.7.L.17.2, SC.7.L.17.3, SC.7.E.6.6 **Language Arts:** LA.7.1.6.1, LA.7.1.6.2, LA.7.1.6.7, LA.7.1.6.11

**Ocean Literacy Principle:** 5. The Ocean supports a great diversity of life and ecosystems.

# Scavenger Hunt

# Student Data Sheet

## General Information

Full Name:		Date:	
School (teacher):		Time:	

Take a hike and explore the snail trail to find the ten items listed below. Use your senses to become aware of everything around you!

- 1) Find an example of symbiosis.

---



---

- 2) Find something with a strong scent.

---



---

- 3) Find something that camouflages into the natural environment.

---



---

- 4) Find and record the highest wind reading on the trail using the anemometer.

---



---

- 5) Find a good hiding place for an animal.

---



---

- 6) Find something red that is natural.

---



---

- 7) Find something that makes a noise.

---



---

- 8) Find an invertebrate.

---



---

- 9) Find something that is smooth and something that is rough.

---



---

- 10) Find three different types of leaves.

---



---

# Scavenger Hunt

# Rookery Bay Snail Trail

