



Natural treasure hunt

Time | 1hr

Cost | Free

Head outdoors and explore the beautiful biodiversity on offer. What will you discover?

Location | Outdoors

Group size | Pairs

You will need

- Pens or pencils
- Paper
- Scavenger hunt sheets
- Spotter sheets and/or devices with nature ID apps
- Magnifying glasses and binoculars (optional)
- A map or plan of a local green space (optional)

Learning outcomes

Value the outdoors

Enjoy being outside, feel comfortable in nature, and feel connected to the natural environment.

Be a team player

Learn to work better with others, achieve shared goals, and put the team first.

Before you begin

- This is a great activity to explore local biodiversity; it'll help everyone start to think about how they could take action to support biodiversity for their Community Impact Staged Activity Badge. You could play "Web of life" to introduce the topic of biodiversity.
- Choose an appropriate outdoor area such as a nature reserve, woodland area, canal, or park. If you're going to meet there (rather than at your usual meeting place), make sure parents and carers know exactly where you'll be, and what time to drop off and collect everyone.
- The Woodland Trust's nature detectives spotter sheets can help you identify all sorts of local wildlife. Take a look at their spotter sheets for trees, plants and fungi, and animals. Alternatively, there are plenty of free apps available. There's the Seek app from iNaturalist, which uses the camera on your device to help you identify plants, animals and trees. Or, for trees, there's the Woodland Trust Tree ID app. These apps are designed to be family-friendly and can be used without registering or setting up an account.
- Create a scavenger hunt that your group will love. We've included some examples of things you might like to include.
- Use a safety checklist to help you plan and risk assess your activity. Additional coronavirus-related controls to think about may include:
 - Set up a hand washing station that you can use throughout the session.
 - Make sure people wash their hands before and after using any shared equipment or resources.
 - Clean any equipment between different people using it.
 - Remind everyone to stay two metres apart at all times. If it works better for you, people could do this activity individually, rather than in pairs or small groups. The activity could even be done at home (with support from an adult) – everyone could share their findings at your next meeting.
 - Print enough scavenger sheets for everyone to have a copy, so they don't need to share the same piece of paper.

Things you could include in a scavenger hunt

- two different birds
- a flying insect
- something beginning with an s
- an interesting pattern
- something squishy
- something red
- something under a rock
- animal tracks
- three types of leaves
- something rough
- something that makes a sound
- a feather
- something fallen from a tree
- something with six legs
- something that smells good

On the day

Time	Activity	Guidance	Equipment
5 mins	1. Everyone should gather at the agreed place.		
	2. An adult should explain any specific safety arrangements for the activity.	For example, does the place you're using have any hazards people need to be aware of? Are there boundaries on how far people can go? Where will the grown ups be?	
	3. The person leading the activity should explain that there are lots of different forms of life waiting to be discovered. People might not spot them immediately, but they're all around them.		
3 mins	4. Everyone should stay where they are and close or cover their eyes to help them focus on using their other senses. What can they hear? What can they smell?	It may sound obvious, but make sure you're in a safe area and that there's someone keeping an eye on what's going on around you.	
2 mins	5. Everyone should agree some ground rules for the activity, to make sure their visit doesn't harm or damage the environment.	You'll probably want to include things like being calm and quiet (so you don't disturb wildlife), not picking any flowers or plants, handling wildlife gently, and putting things back where they were found.	
5 mins	6. Everyone should split into pairs or small groups.		
	7. The person leading the activity should give everyone a scavenger hunt sheets and a pencil or pen. They should explain that the challenge is to find everything on the list. Everyone should write or draw what they find and try to identify exactly what it is.	If it's something that's no longer part of a living thing (for example, a fallen leaf) and people can pick it up safely, they could keep hold of it to show everyone at the end.	<ul style="list-style-type: none"> • Scavenger hunt sheets • Pens or pencils
	8. The person leading the activity should show everyone any resources that they can use to help them identify the wonderful wildlife they'll discover.	This could be the spotter sheets or apps mentioned above, or something else.	<ul style="list-style-type: none"> • Spotter sheets and/or devices with nature ID apps

Time	Activity	Guidance	Equipment
2 mins	9. The person leading the activity should remind everyone about the boundaries for the hunt, including how far everyone's allowed to explore and how long they've got.	If people have got a way of keeping track of the time, you might want to set a specific time for everyone to gather back.	<ul style="list-style-type: none"> • Magnifying glasses and binoculars (optional) • A map or plan of a local green space (optional)
30 mins	10. Everyone should set off for their scavenger hunt.		
5 mins	11. At the end, everyone should gather together. Once everyone's washed their hands, everyone should take it in turns to share their discoveries. What was everyone's favourite find? Did they learn something new?		
5 mins	12. The person leading the activity should remind everyone that biodiversity's all about the variety of living things, on a local and global scale. They could remind everyone that WWF talk about biodiversity as 'the magic ingredient that enables the world to work smoothly'.	You could remind everyone about "Web of life" – or give it a go if you haven't tried it yet.	
	13. Everyone should talk about why biodiversity is important. What can people do to support biodiversity? Does anyone know about any species that are struggling and need help? Bees are a good example.		

Adjustments

Change the level of challenge

- You can make the scavenger hunt list easier or more difficult. It's up to you how many items you include and how specific you are. You could increase the challenge by asking for certain types of leaves, or by giving people points for extra-special finds.
- You could ask people to identify the family each living thing belongs to (for example, beetle) or even the specific species (for example, stag beetle).

Make it accessible

- When choosing a place to explore, consider the terrain and environment – does it work for everyone?
- Make sure you have enough adults to give each young person the support they need. How many adults you need will depend on your group.

Reflection

Time	Activity
5 mins	What did it feel like spending time outdoors in nature? What was it like seeing all of the different types of life? What would it feel like if we didn't have all of this variety to enjoy?

Take it further

Plan a project to support biodiversity for your Community Impact Staged Activity Badge. To get started, why not buzz over to “Bee prepared”, creep over to “Snug as a bug”, or fly on to “Feed the birds”.

Youth shaped guidance

- This is a good activity to support young people to think about biodiversity and how they could make a difference.
- You could get young people involved in creating this activity – they could design scavenger hunts for each other.

Safety

All activities must be safely managed. Use the safety checklist to help you plan and risk assess your activity. Do a risk assessment and take appropriate steps to reduce risk. Always get approval for the activity and have suitable supervision and an InTouch process.

Animals and insects

Be aware of the risks before interacting with animals. Be aware of anyone with allergies, and make alternative arrangements for them.

Outdoor activities

You must have permission to use the location. Always check the weather forecast and inform parents and carers of any change in venue.

Online safety

Supervise young people when they're online and give them advice about staying safe.

For more support around online safety or bullying, check out the NSPCC website. If you want to know more about specific social networks and games, Childnet has information and safety tips for apps. You can also report anything that's worried you online to the Child Exploitation and Online Protection command.

As always, if you've got concerns about a young person's welfare (including their online experiences), follow the Yellow Card reporting processes.

