

Grades 3–5

Category: Building a Positive
Classroom Climate

Topic: Team-Building

Human Scavenger Hunt

Background

Students in grades 3–5 are becoming more selective about whom they choose as friends. These relationships are now more centered on common interests with peers who are their same age and gender. Helping students create a broader and more inclusive circle of friends expands their social support systems and makes them less likely to be isolated when shifts in friendships occur. Learning more about classmates helps students practice perspective-taking and increases empathy, both of which are important in preventing bullying. This session encourages students to go “outside their comfort zones” to talk with classmates with whom they might not normally interact and to learn things they might have in common.

Learner Outcomes

By the end of this session, students will be able to

- understand more about classmates
- practice ways of initiating conversations and asking polite questions
- define empathy and awareness about peers’ individual needs
- discuss things they have in common with peers

Materials Needed

- Human Scavenger Hunt Game Cards on page 175

- Human Scavenger Hunt Worksheet on page 176 and a pencil for each student
- Two containers (one for each set of game cards)

Preparation Needed

- Copy the Human Scavenger Hunt Game Cards and cut into two sets as instructed. Place each set in a separate container. (Note: There are spaces at the end of each column to create your own cards based on things you know about your group, or based on ideas submitted by students.)
- Copy one Human Scavenger Hunt Worksheet for each student.

Class Meeting Outline

Opening Activity (15 minutes)

1. How many of you have ever been on a scavenger hunt or know how it works? If there are students unfamiliar with this, ask others to help explain that it is a game where you have a list of things you have to find.
2. We're going to do a human scavenger hunt. Instead of finding objects, you will have to find out facts about your classmates. Give each student a worksheet and pencil.

Dig Deeper



- For students with limited language proficiency or social skills, model and practice this activity in advance so they are able to participate.
- Small-group projects can sometimes cause tension among students and can reinforce existing social hierarchies. Help promote teamwork by beginning any group project with icebreaker questions, such as those offered in this session, to give students an opportunity to learn more about each other.

- a. To play, I will draw two slips of paper—one from each of these containers. One slip will tell you WHO to ask; the other slip will tell you WHAT to find out.
- b. The idea is to talk to as many different students for each fact as you can, not just the people you know best.
- c. Once you find a person to ask the question, write that person's name and answer on your worksheet. For now, leave the column labeled "Same as Me?" blank.
- d. Let's practice once. Draw a slip from each container, read the WHO slip first, wait a moment; read the WHAT slip next. Allow students about a minute to find someone and ask the question.

- e. **Let's begin. Here's the first item on our hunt!** Allow about a minute for each "hunt" item, watching to see if students need more or less time. Make sure each student finds at least one person for an item before moving on to the next. Expect students in grade 3 to finish about five items; students in grade 5 should find more in the time allotted.

Discussion Questions (15 minutes)

1. Process the activity.
 - a. **On your worksheets, count up the number of *different* girls who answered your questions. Write that number on the line next to the word "Girls."** Then count up the number of *different* boys who answered your questions. Write that number on the line next to the word "Boys." Add those two numbers together and write the total on the line next to the word "Total." Congratulate students on their efforts.
 - b. Grades 4–5: **Who got more answers from boys than girls? Who got more answers from girls than boys?** Comment on gender patterns that surface. Did boys tend to talk to boys and girls talk to girls? If so, ask students why that happened.
 - c. **How many of you were able to find someone to answer all the questions? If not, what made it hard?**
 - d. **What things did you find out about each other that you didn't know? What answers surprised you?**
2. **Look at your worksheets again. You'll see a column on the right labeled "Same as Me?" Put an X in spaces where you found something in common with (or the "same" as) the person you talked to. Count up your X marks and raise your hand if you had at least three Xs. Make a personal note of students who did not raise their hands and observe them more closely over the next week. Students with little in common with peers may be more isolated from them, or even excluded. How many of you learned that you have something in common with someone you don't know well?**

Wrap-Up

1. **The more we know about each other, the more we understand each other. Sometimes it is surprising to find out how many things we have in common, and to learn about ways that we are unique, or different.**

Learning about each other can help us to get along and to work better together as a class. The more people we know, the more choices we have if we need someone to turn to when we need help or are looking for a friend.

2. Encourage additional questions and comments.

Curriculum Connections

Vocabulary: *common, different, gender, scavenger, similar, unique*

Language Arts: Instruct students to make a list of six questions they would like to ask classmates about themselves.

Math: Have students tally responses about similarities they have with peers (for example, the number of students who have a pet, who have a sister, who like computer games). Help them graph the results. Incorporate the use of fractions or percentages (for example, What fraction of our classmates have a relative who lives outside of our state?)

Science: Over the next week, observe whether girls seem to prefer certain activities while boys seem to prefer others. Chart the results.

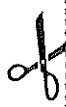
ACTIVITY



Human Scavenger Hunt Game Cards

Instructions: Copy the cards and cut them apart. Select the cards that are appropriate for your group. You will need at least six to eight Who to Ask cards, and six to eight What to Ask cards.

WHO to Ask:	WHAT to Ask:
Someone who is the opposite gender	Do you have a pet? If so, what kind?
Someone who has a different color eyes from yours	Do you have brothers or sisters? If so, how many?
Someone who lives on a different street	What is your birthday (month and day)?
Someone in a different reading group	What is your favorite snack food?
Someone wearing red	What is your favorite color?
Someone wearing sneakers	What do you like to do after school?
Someone with the same color hair as yours	Does any of your family live in another state or country? If so, where?
Someone with long hair	Do you like to play computer games? If so, what is your favorite?
Someone wearing jeans	What is your favorite song?
Someone who is taller than you are	What do you like to do in the summertime?
A girl	Do you like to read? If so, what do you like to read?
A boy	Can you play a musical instrument? If so, what instrument?
Someone with different color hair than yours	Do you have a favorite hobby? If so, what is it?
Someone who is shorter than you	Can you speak another language? If so, which language?





Human Scavenger Hunt Worksheet

WHO	WHAT	Same as Me?

I asked:
____ Girls
____ Boys
____ Total