



Smart Hunt

Teamwork: to get on with other people



Activating Personal Capabilities

www.smart-science.co.uk

Another creative science resource from
the Centre for Science Education



Smart Science is the only teaching pack to bring together personal capabilities and scientific enquiry.

Infusing teamwork, creativity, problem solving, communication and self management into fun contexts through generic and science embedded tasks. Incorporating Assessment for Learning, this pack provides an exciting way to motivate, engage and raise achievement in Primary Science.

For more information please visit: **www.smart-science.co.uk**

Or contact: Centre for Science Education, Sheffield Hallam University, Howard Street, Sheffield S1 1WB
Telephone: 0114 225 4870



Generic Task

We're not scared!



Learning objective

Teamwork: to get on with other people

Introducing the task 10 minutes

Read the story *We're Going On A Bear Hunt* (details below). Explain to the children that they're going to be set a challenge which needs them to get on with each other. Have a look at the pictures in the story book and pick out times when the family helped each other, e.g. by carrying the baby, pulling each other through the wavy grass, supporting the baby to stand up, holding the dog above water, helping with each others shoes etc. They'll need to think about ways they can help each other during this challenge which is an obstacle course.

This activity could be undertaken outdoors, or inside if weather is poor.

Running the task 20 minutes

You need: PE equipment, e.g. hoops, benches, bean bags, quoits; and/or other equipment, e.g. clothing - shoes, wellies, hats, gloves, sack race bags, umbrellas etc,

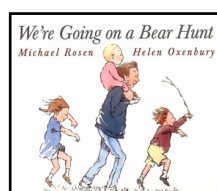
1. Group the children into teams of six.
2. Walk the children through the obstacle course, and share any rules that are appropriate.
3. Instruct the group that each team member must complete the course, and that they are allowed to nominate one of the team to act as a helper at each stage of the course.
4. Ask the children to talk to each other about which area of the course they may need most help at and who would be best to be the helper. Indicate that when the helper goes through the course, they will have no support.
5. The winning team is that which has all team members finished in the shortest amount of time. When the teams arrive at the end they should shout 'Bear Hunt!'

Resources

We're Going On A Bear Hunt

by Michael Rosen & Helen Oxenbury

(ISBN 978-0-7445-2323-2, Published by Walker Books)





Science Embedded Task

Smart Hunt



Learning objective

Teamwork: to get on with other people

Science Investigative Skills: to explore, using the senses as appropriate, and make and record observations; to find out about the different kinds of plants and animals in the local environment

National Curriculum: Sc1 2f; Sc2 5a

Success criteria

To be successful the children will:

- have got on with other people by managing a task together.
- have made and recorded observations using sight, touch and smell.
- have found out about different kinds of plants and animals in the local environment.

Equipment

- Various outdoors equipment – petri dishes, magnifying glasses, digital cameras, large bug viewers, bug huts, bug hunters (supplied by TTS), trays, pond nets, etc.
- Job Role badges – 1 set per group
- Hunt Cards – 1 per group
- Hotspot cards

Introducing the task 10 minutes

Explain to the children that this task is about getting on with each other so that we can learn more about the environment we live in. Relate this

back to the generic task by talking about the physical ways we can help each other when in a team, e.g. like they did on the obstacle course, and the characters did in the story. Explain that they will now be doing their own 'Smart Hunt' which will need them to get on with each other whilst working outside.

Main task 30 minutes plus

1. Organise the children into teams of between 3-6.
2. Give out the job role badges and the Hunt card. Ask them to discuss and reach agreement about who will do what.
3. Give instructions as to where the children may venture during their Smart Hunt, the timings they should be aware of and the health and safety issues in your location.
4. Stagger the start of the hunt by allocating particular groups particular 'Hunt Hotspots'. When arriving at the Hotspot they

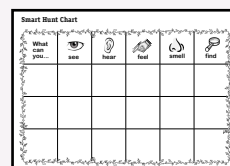
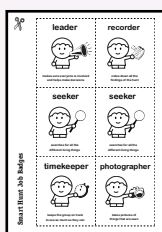
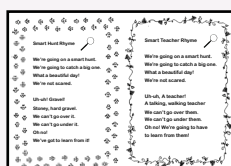
should chant their Smart Hunt rhyme. They should be given up to 10 minutes in each Hunt Hotspot before moving on.

5. Indicate that as a team they should get on together to complete as much of their Hunt card as possible by exploring and examining the area using the equipment provided.

Reviewing the task 10 minutes

Talk to the children about how they got on with the other people in their group. How did they work together during the Smart Hunt? Talk about the Hotspots and what they found out. Involve the children in reviewing their work and making an overall judgement about how they got on together. Use the assessment for learning Smart Grid.

Resources





Smart Hunt Hotspots

Hunt Hotspots

You will require up to six Hunt Hotspots. At each area the children will be required to look at what the area looks like, what it sounds like, what it feels like, what lives there, how the living things move.

Where you feel apprehensive the children may not locate a living thing, it may be useful to have picture cards, books or photos of insects or animals that would usually occupy this area.

At each area provide a caption card as shown on the Smart Hunt Rhyme sheet, encouraging children to chant the Smart Hunt rhyme when they arrive.

Possibilities for areas are:

- graveled
- muddy
- sandy
- water
- rocky/flagged
- grassy
- tree-filled/bushy
- soil.

Rhyme Ideas for Hunt Hotspots

Mud – Uh-uh! Mud! Thick oozy mud!

Sand – Uh-uh! Sand! Cold, wet sand!

Water – Uh-uh! Water! Dirty, sploshy water!

Rocks – Uh-uh! Rocks! Rough, jagged rocks!

Grass – Uh-uh! Grass! Long, spikey grass!

Trees – Uh-uh! Trees! Tall, bushy trees!





Smart Hunt Rhyme

We're going on a smart hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-uh! Gravel!

Stoney, hard gravel.

We can't go over it.

We can't go under it.

Oh no!

We've got to learn from it!



Smart Teacher Rhyme

We're going on a smart hunt.

We're going to catch a big one.

What a beautiful day!

We're not scared.

Uh-uh, A teacher!

A talking, walking teacher

We can't go over them.

We can't go under them.

Oh no! We're going to have
to learn from them!

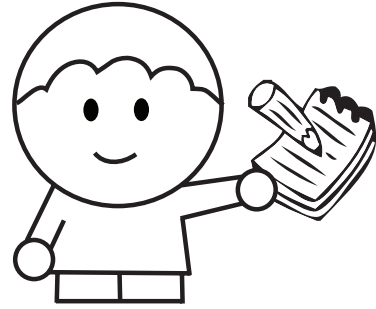


leader



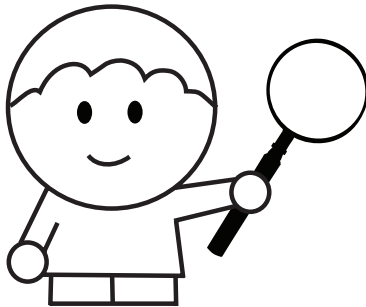
makes sure everyone is involved
and helps make decisions

recorder



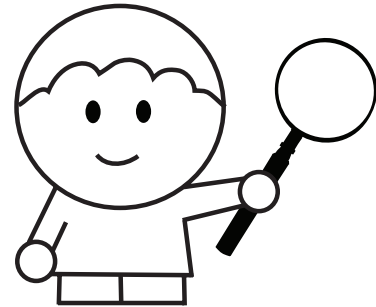
notes down all the
findings of the hunt

seeker



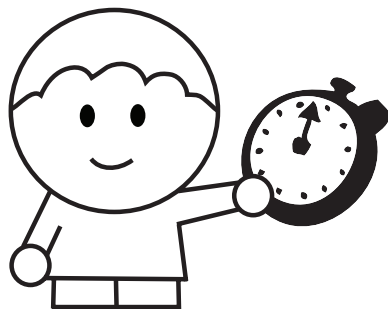
searches for all the
different living things

seeker



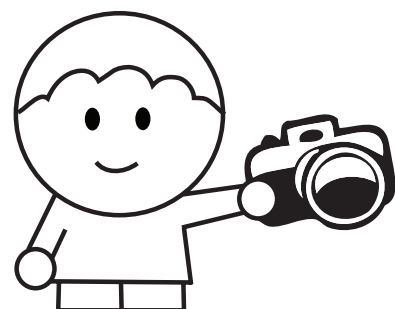
searches for all the
different living things

timekeeper



keeps the group on track
to see as much as they can

photographer



takes pictures of
things that are seen



woodlice



snails or slugs



pondskaters



ants











moss



blue bottle flies

Smart Hunt Chart

What can you...	 see	 hear	 feel	 smell	 find

 <p>We were great at the task because...</p>		
 <p>We were good at the task because...</p>	<p>we got on with other people, by ...</p> <hr/> <p>we saw some living things, e.g. ...</p> <hr/> <p>we observed living things by using ...</p> <hr/> <p>we found out about different kinds of plants and animals in the local environment, e.g...</p> <hr/> <p>we...</p>	<p>Next time we will ...</p>
 <p>We were okay at the task because...</p>		

