



Date: _____

Cultural, Environmental Photo Scavenger Hunt

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the land, water, and people of NunatuKavut, Labrador from where this lesson plan originates. We also acknowledge Inuk educator, Tracey Doherty, as the creator of this lesson plan and the Raymond Ward Memorial School in Norman Bay, NL, where this lesson was taught.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Demonstrate an understanding of the interactions among people, places, and the environment; [Social Studies GCO 5]
2. Interpret, select, and combine information using a variety of strategies, resources, and technologies; [English Language Arts GCO 5]
3. Exhibit personal development, such as positive self-esteem, self-responsibility, leadership, decision-making, cooperation, self-reflection, and empowerment during physical activity. [Physical Education GCO 6]

LIST OF ACTIVITIES

1. Photo Scavenger Hunt - Planning
2. Photo Scavenger Hunt - Event

MATERIALS

- Technology - Access to an app like Actionbound for creating a scavenger hunt
- Equipment: cameras, iPads, or cell phones with camera apps
- Supplies to create the map: printed photographs (taken by students), a large piece of paper, markers, coloured pencils
- Equipment: iPads and/or cell phones for students on the scavenger hunt, with app Actionbound
- Supplies: Food supplies for the meal; items for serving and eating
- Supplies for craft activity



Social Studies

Origin

Norman Bay, NL;
NunatuKavut Inuit Education
Program
NunatuKavut
Newfoundland and Labrador

Learning Level / Grade

6



840 mins

Related Subjects

English Language Arts, Art,
Indigenous Language,
Indigenous Ways of Knowing
& Being, Physical Education

DESCRIPTION

Through art, technology, writing, and hands-on learning, this lesson plan explores the connections between people, place, environment, culture, and government.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life

TEACHERS' GUIDE

Background/Foundational Information

- The NunatuKavut Constitution was created to preserve the traditional culture of the community membership and to demonstrate pride and self-respect in Inuit heritage and language. The Photo Scavenger Hunt lesson plan is intended to highlight the importance of this Constitution and contribute to student understanding of cultural knowing and preservation.

ACTIVITIES

1 - Photo Scavenger Hunt - Planning**Purpose**

This activity explores the connections between people, place, environment, culture, and government through art, technology, writing, and hands-on learning.

Time: 240 mins

Activity Instructions

1. The teacher will introduce the photo scavenger hunt concept to the class by engaging students in a discussion both to better understand students' current perspectives and to inform them about the process for the lesson. Students will be encouraged to ask their families about local landmarks about which they would like to know more.
2. Through a student-centered approach, the teacher will lead the class on a scouting expedition around the environment. The objective of this expedition is to identify significant landscapes or land features that can be used to map a photo scavenger hunt route for a class who will be invited to the community for a scavenger hunt event. Students will be encouraged to use local names for landmarks and to create their own memorable names for unnamed landforms. The names they use or create may describe the land's features or hold stories related to that location.
3. Incorporating community history and cultural knowledge is an integral part of this expedition. Providing opportunities for students to share their stories about the place in which they live and how they identify with each location will provide context and meaning to the scavenger hunt. The stories that students attach to landmarks or landforms can be shared with the visiting students. In Norman Bay, where this lesson originates, there is a helicopter pad. In this community, the visiting students would have to come by helicopter if the scavenger hunt is scheduled post-ice breakup, which is usually within the first week of May. There is also a government wharf, the bay nestled between hills on either side, and a power plant in the distance. Along the roadside, from the helicopter pad to the school, there are some older houses that are no longer inhabited. Students have stories about the family history connected to old houses. There is a pond, which would be considered a lake in other areas of Canada, and an island on which a pair of loons nest. Another notable area is behind the students' houses to the north, called Big Hill, there are caves where bears hibernate. During the scouting expedition, it is important to provide students with time to discuss the significance of such landforms as it will add value to the experience and help to inform the photo scavenger hunt route.
4. After the scavenger hunt route is determined, students will return to the school and begin to design the photo scavenger hunt using an application, such as Actionbound, which allows them to create activity prompts for each location. On the day of the event, visiting students can view and complete each activity using the application on school iPads and/or on personal cell phones.
5. In preparation for the event, some students will be designated as guides for the scavenger hunt map. These students will be posted at points along the hunt route on the day of the event to assist the visiting students in completing each activity.
6. Students will also create an alternate plan for an indoor scavenger hunt in the event that inclement weather prevents students from safely participating in the outdoor scavenger hunt.
7. An indoor map will be created, using student photographs posted on a wall in a central location of the school. This indoor map route may be limited to the school building or include neighbouring buildings (with special permissions). The Actionbound application can be used to complete activities at the alternate indoor locations.
8. As part of the full day event, guests will be offered a meal. Students will be responsible for creating the menu and writing the grocery list of items required to prepare this meal. This meal may be prepared by some of the students, with the help of teachers and/or community members, for invited guests on the day of the scavenger hunt.
9. A traditional craft activity will follow the meal on the day of the event. To offer this part of the lesson, the class will invite a community member to lead the activity. It is important to consider the most appropriate way to engage the community and to ask for the sharing of knowledge and skills.
10. Students will create an invitation and/or decide on the method of invitation for the visiting class. Options may include a typed and mailed invitation or an email to the classroom teacher to be shared with the class. Invitations should include a description of the event.

*** Please note that, in planning this lesson, initial conversations between schools will be**

required to determine if the class receiving the invitation will be able to participate. Ongoing teacher-to-teacher communication will be required to organize travel, consent forms, associated costs, and other logistics.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners




... in the following ways:

- Spiritual - Students share their knowledge of, and personal connection to, local places on the scouting expedition.
- Emotional - The stories students share highlight their relationship with their environment.
- Physical - Students determine a scavenger hunt route by scouting local landmarks.
- Intellectual - Students learn about their community through conversations with family members and through reflecting on their own knowledge of the local landscape. Students are encouraged to draw upon the history and stories connected to their community and to challenge their imaginations to create new narratives for unnamed areas. This information will weave together a story of place for visitors during the scavenger hunt event.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Technology - Access to an app like Actionbound for creating a scavenger hunt	Link 
Teachers can explore this app and download it for planning and hosting the scavenger hunt. Students will need to download the app (or a similar app) to their cell phones or iPads.	
Equipment: cameras, iPads, or cell phones with camera apps	Supplies 
Cell phones or iPads with camera apps are preferred, given the integration of the photos with the scavenger hunt app.	
Supplies to create the map: printed photographs (taken by students), a large piece of paper, markers, coloured pencils	Supplies 
The paper size will depend on how big the map will be and the size of the wall where the map will be posted.	

TEACHING NOTES

2 - Photo Scavenger Hunt - Event

Purpose

This activity promotes the physical, emotional, spiritual, and intellectual well-being of students through experiential learning. It encourages cooperation, collaboration, and problem-solving skills. Additionally, it provides opportunities for personal reflection as well as verbal and artistic forms of expressions.

Time: 300 mins

Activity Instructions

The teacher and students will host a photo scavenger hunt event for students from a neighbouring community, which will include the following:

- Welcoming the guest students and teacher to the community and the school.
- Introductions and a brief overview of the planned activities.
- Scavenger hunt activity guided by the hosting students and supervised by the teacher, followed by a nutrition break.
- Sharing pictures and discussing the scavenger hunt experience in a classroom equipped with an interactive whiteboard.

Visiting students may share what they learned about the community and what they were able to capture through pictures.

Host students may share local/personal stories about the places visited along the scavenger hunt route. Stories may include the origin of place names and/or the significance of locations within the community.

Other shared events in this activity include:

- Gathering for a meal planned by the hosts and prepared for their guests and community members.
- Participating in a traditional craft activity led by a community-member. Students will make their own craft to take with them when they leave.
- Closing reflections, thank-you's, and departure.

* Please note that the visiting class departure time will depend upon the travel distance to their school. The event outline may, therefore, vary from the one provided above.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

- Spiritual - Students guide guests on a scavenger hunt that captures special cultural aspects of the community.
- Emotional - Students become guides and share their stories with visitors about their surroundings. After the hunt, students reflect on what they have learned through the experience. This activity encourages introspection and supports identity.
- Physical - The scavenger hunt event is an example of learning by doing. Students also learn how to create a traditional craft under the guidance of a community member. This is an example of experiential learning.
- Intellectual - Students learn about their community through conversations with family members and through reflecting on their own knowledge of the local landscape. Students draw upon the history and stories connected to their community and challenge their imaginations to create new narratives for unnamed areas. They use this information to weave together a story of place for their visitors during the scavenger hunt event.

Materials

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Resource Title	Type
Equipment: iPads and/or cell phones for students on the scavenger hunt, with app Actionbound	Supplies 📄
Enough iPads and/or cell phones for students to each have one or to work in groups. The app Actionbound (or a similar app for scavenger hunts) will need to be loaded onto each device.	
Supplies: Food supplies for the meal; items for serving and eating	Supplies 📄
The meal will be planned during the 'planning' phase. The teachers will work with community members and students to hand out food preparation assignments. Other items for the meal will have to be gathered - plates, cutlery, serving spoons and dishes, cups, etc.	
Supplies for craft activity	Supplies 📄
The craft to be made by host and guest students will be decided during the 'planning' phase. The supplies needed for the craft will have to be gathered so they are ready for the day of the scavenger hunt.	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

Pre-assessment:

- Considering student learning styles, interests, and perspectives when developing the lesson content and approach;
- Developing a learning experience that incorporates the exploration, preservation, and expression of culture;
- Understanding cultural protocols associated with Indigenous education.

Formative Assessment:

- Conversations while planning the event, during the event, and after the event.





Assessment Performance Tasks:

- Create invitations
- Create photo scavenger hunt
- Deliver photo scavenger hunt
- Post-hunt critique.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Southern Labrador (Norman Bay)	Link 
Nunatukavut Constitution	Link 
The President Todd Russell on Southern Inuit Education Program of the Nunatukavut Community Council	Link 
Southern Inuit Education Program	Link 

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Relationship with the land

This lesson plan consists of two on-the-land activities:

1. Photo Scavenger Hunt Scouting Expedition - In this activity, students scout the community for landmarks to include on a scavenger hunt map for visiting student participants.
2. Photo Scavenger Hunt Event - In this activity, guest students participate in the outdoor photo scavenger hunt under the guidance of the hosting students.

Both activities reinforce the significance of human relationships with the land.

Participatory and experiential learning activities

Language and Culture

Language and culture are included in the identification of community landmarks, landforms, and the stories associated with each place. Some landforms may carry an Indigenous name and/or a traditional story. Language and culture are also important elements of the traditional craft activity which provides students with an opportunity to learn from a community member.

Relationship with family, ancestors

The relationship with family is present in the first part of this lesson when students are asked to consider the different landmarks and landforms within their community and ask family members to share their knowledge of these places. Family dialogue is intended to enrich the learning experience, draw connections between school and home, and foster opportunities for intergenerational learning.

The relationship with community is also present in this lesson through the community-led craft activity. This activity connects community to school and provides students with an opportunity to learn traditional values, language, and skills.

Connections are made with everyday life

Students are encouraged to reflect on how the lesson applies to everyday life through considering what each location means to them. The personal narratives students attach to geographic landmarks on the scouting expedition connect personal experiences and values to physical locations. This reinforces a connection to place.

Intergenerational learning with Elders/Knowledge Holders

Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes
Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes

Intergenerational learning with Elders/Knowledge Holders

Ethics in the classroom: care, truthfulness and trust, respect, integrity

Care - demonstrated in the collaborative effort required to create the event.

Respect - demonstrated in the sharing and receiving of knowledge.

Truthfulness and Trust - fostered through open dialogue between students, teachers, and community members in the learning environment.

Integrity - highlighted in the lesson's focus on cultural connections to the environment and fostering pride in sharing knowledge and experiences with others.

Different learning styles; attention given to mind, body, and spirit

Healthy relationship with self and identity

Students are encouraged to reflect on their identity during the scouting expedition as they draw connections between place, people, and sense of self. This reflection continues through the sharing of knowledge during the event and the discussions that occur afterwards.

Personal reflection time (connecting with thoughts and feelings)

- Following the scavenger hunt event, one or two classes will be devoted to students reflecting on the activity and discussing how the event went and what might be changed to improve the event. This discussion will provide students with the opportunity to talk about what they observed, how they felt about the experience, and what they learned through the experience. Additionally, or alternatively, the teacher may have individual student conferences to discuss the event.
- Students will be asked to create individual stories about the event to be shared with the guest students.
- To continue communication between the hosts and the guests, and to reflect on the experience, the teacher will arrange peer conferencing. This may be done in pairs or in larger groups. This relationship between schools may continue throughout the school year to provide the students with opportunities to collaborate on other learning experiences.

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Newfoundland and Labrador Yes

Unit Plan Title: Expressions of Culture

RELATED LESSON PLANS

- Elements of Art – Textures in Our Environment

CONTRIBUTORS

Name	Role/Job Title	Place
Tracey Doherty	Teacher	NunatuKavut
Sara Leah Hindy	Regional Curriculum Resource Support	NCCIE
Amy Hudson	Director of Research, Education, and Culture	Nunatukavut Community Council
Sylvia Moore	Regional Lead	NCCIE

QUESTIONS/MORE DETAILS

For Questions contact: Sylvia Moore (sylvia.moore@mun.ca) for more information.