

Ducks Unlimited Education Activity

Wildlife Survival Scavenger Hunt

Overview:

Students learn to identify sources of food, shelter and water for animals in a specific habitat by performing a scavenger hunt to identify examples of each. Students also practice map-making skills as they sketch the habitat and label examples of food, shelter and water.

Curriculum Focus:

- Science
- Geography

Materials:

- "Scavenger Hunt" record sheet
- Blank sheet for drawing map

Activity:

Print out the [Scavenger Hunt](#) record sheet. Make enough photocopies for student pairs or small groups to use. Identify a specific habitat for students to visit during their scavenger hunt, such as a nearby park, a nature preserve or a "wild" spot on school grounds. Be sure the area is varied enough to provide answers to the scavenger hunt, especially regarding a water source.

Review the Puddler Special Feature story. Define and discuss habitats. Share common examples, such as forest, pond, prairie and wetland habitats. Ask students to name animals that live in a given habitat. Choose one example and talk about that animal's food, shelter and water needs for survival.

Divide the students into pairs or small groups. Hand out copies of the Scavenger Hunt record sheet. Explain that students will be visiting a local habitat with the mission of finding all the things listed on the Scavenger Hunt record sheet. In addition, students must map out the area as they go along, labeling the locations of at least three things they find during their scavenger hunt. Suggest that teams nominate a map-maker and a recorder.

You may want to turn the scavenger hunt into a competition by setting a time limit, and awarding points for correct answers and map details. This will encourage teams to work independently and make their best efforts.

Once students have finished their scavenger hunt, have them compare their scavenger hunt lists and maps. Create a master list on the board. Ask the following questions:

Were you surprised by anything you saw-or missed-on your scavenger hunt?

Do you think many animals live in the habitat you visited?
Why or why not?

What signs of human activity, if any, did you notice?

What words would you use to describe this habitat?

What do you think was the most common resource: food, shelter or water?

What else did you learn from your scavenger hunt?

Extension idea:

As a class, discuss how factors such as weather, changes in animal populations and human activities might affect the balance of food, water and shelter students observed during their scavenger hunt.

SCAVENGER HUNT RECORD SHEET

Can you find these clues for wildlife survival in your habitat?

1. One water source: _____

2. Two examples of shelter on the ground:

Shelter 1: _____ Animal that might use it: _____

Shelter 2: _____ Animal that might use it: _____

3. Two examples of shelter off the ground:

Shelter 1: _____ Animal that might use it: _____

Shelter 2: _____ Animal that might use it: _____

4. Two sources of food for herbivores (plant-eating animals):

Food source 1: _____ Animal that might eat it: _____

Food source 2: _____ Animal that might eat it: _____

5. Two sources of food for carnivores (meat-eating animals):

Food source 1: _____ Animal that might eat it: _____

Food source 2: _____ Animal that might eat it: _____

6. Three animals that live in this habitat (you saw them, heard them, or saw signs of their activity):

Animal 1: _____

Animal 2: _____

Animal 3: _____

Make a map of the habitat on a separate sheet of paper. Label the names and locations of three or more things you found during your scavenger hunt.