

GRADE LEVEL EXPECTATION: 1-3
WALKING TREASURE HUNT
CONTENT AREA: SOCIAL STUDIES

LESSON TIME:
30 minutes
+ homework
assignment

MATERIALS:
1. White or
chalkboard

2. Markers/chalk

TAKE HOME:
None

OBJECTIVE: The Walking Treasure Hunt gives kids an opportunity to recognize all the great things they get to see when they walk. It also helps students become more familiar with their neighborhood and community. This lesson is adapted from Chicago Mayor Daley’s Safe Routes Ambassadors Walking Treasure Hunt.

3 GRADE STANDARD:
2: Geography
1. Use various types of geographic tools to develop spatial thinking

PROCEDURE:

Design a one-page list of items and objects that children can look for on their way to school. You should include some street signs and traffic signals. It’s also a good idea to include fun items, and ones that are specific to the neighborhood in which your students live, like a park, a playground, a brown dog, or a favorite restaurant. The list can also ask questions like, “where is the bus or bus stop closest to your home?” If you don’t live in the neighborhood yourself—or even if you do—you can ask your students to help you create the list.

- Distribute the list to the students and designate a completion date.
- Ask students to use the list as they walk to school or in their neighborhoods. They should identify each item and where they found it. They should try to keep track of street names. Alternatively, instead of when walking to school (if they bus to school, for example), students can use the list as they walk to a park or to other locations or around the school grounds.
- Have a discussion about what they learned from the treasure hunt. Talk about things students saw that weren’t on the list (and maybe use them to make a new list for a new hunt).
- Ask students, “What is the difference between being driven to school and walking? When you’re in the car, do you notice the same things as when you’re walking?”

Extension: Have students draw the items they saw or write a story about their walk and the items they saw and where they saw them.

Sample List	Item Location
White fence	_____
Pink flamingo	_____
Crossing guard	_____
Bicycle	_____
Stoplight	_____
School bus	_____