



# Scavenging around



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## Before you go:

Research explorers and the new things they have found. Health and safety is important - establish clear rules about what can be collected and what can't. Identify the search area and explain where the boundaries of this area are.

## What do you need?

A list of things to collect. The list can be pictorial for younger children or non-readers (or it can be in a different language). Bags, boxes, or camera to collect items.

## Activity

This is an ideal introductory activity to new and interesting places like woodlands. It encourages children to really open their eyes to the variety of colour, texture and shapes around them. They can be 'scavengers' or 'treasure hunters'.

The list can include items of different colours, textures (like soft, smooth or prickly) or shapes and sizes (large, small, round or pointed). Alternatively specific items can be identified, like a shiny thing, an oxygen maker, your favourite thing, a feather, something dead, something red, a leaf shaped like a saw, three different kinds of seed, a leaf that has been eaten by something, something that

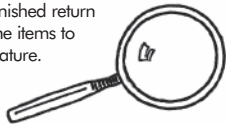
smells lovely or horrible, something made by people, something we should look after, something a mouse might eat, something beautiful.

Give a list of 'treasure' or 'scavenging' items and collecting bags to a small group of children with an adult helper – this can vary depending on age and ability.

Ask them to collect as many items as possible from the list. Remind them not to pick flowers, living plants or

bring back living creatures. If the children have cameras, they can "capture" their treasure, by taking a picture.

On regrouping, share what each person has discovered. What was the best thing they found? How do the items link to one another and to the wood? When you are finished return the items to nature.



## Follow-up

You can use scavenged pieces to make a temporary piece of artwork or use the items as a stimulus for story telling or poetry. Talk more about the links between the items – if there are nibbles in a leaf – who ate it? This can introduce food chains and webs. Use unnatural items to discuss the ways we use woodlands.