

Community scavenger hunt and paper mural



Concept:
Me and my community



Recommended:
1st grade



Length:
60-150 minutes

About this lesson

In this lesson, students embark on a community scavenger hunt (in the company of parents and classroom helpers), using found items to create a small mural. While we suggest 1st grade as the recommended grade level for this activity, you can adapt it to suit the needs and interests of your class.

Learning objectives

By the end of this lesson, students will:

- Identify various businesses and helpers within the community
- Describe features that make the community special
- Identify ways to help the community as a responsible citizen
- Create a mural of the community through collaborative teamwork

Driving question

- What is a community?

Future ready skills

Collaboration

Responsibility

Critical thinking

Lesson breakdown

60-90
minutes

Activity 1 - Community scavenger hunt

In this activity, students embark on a community scavenger hunt (in the company of parents and classroom helpers). The items students gather will be used to create a small mural in Activity 2.

60-90
minutes

Activity 2 - Paper mural

In this activity, students work together to create a mural of their community.

In-app My Files

Upload photos of students' community scavenger hunt and class mural to the **My Files** app on their **Dpad**.

Lesson vocabulary

- Mural
- Scavenger hunt
- Community
- Neighborhood
- Citizen

ASCA standards

B-LS 2. Creative approach to learning, tasks and problem solving

B-SS 7. Leadership and teamwork skills to work effectively in diverse groups

B-SMS 9. Personal safety skills

Community scavenger hunt



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Inquiry prompts

- What is an example of a helper in a community?
- What makes our classroom community special?

Instructions

In this activity, students embark on a community scavenger hunt (in the company of parents and classroom helpers). The items students gather will be used to create a small mural in [Activity 2 - Paper mural](#).

- 1 Enlist the help of parents, classroom aides, or senior students to accompany small groups of 5-7 students around your neighborhood as they search for objects on the list. Students can collect items or photos on their hunt.
- 2 You can adapt the [Our Community scavenger hunt - worksheet](#) to meet the unique opportunities in your community or neighborhood and the interests of your classroom. Some examples of suitable items for your list include:
 - Leaves from 4 different trees found in your town or city
 - Crayon rubbings of six different building materials
 - Something that shows the best thing about your town or city
 - A sign or flyer for a community event
 - A takeout menu from a restaurant
 - Something from a place where people go to have fun
 - Something that shows you have visited public transportation (e.g. transfer at a subway station, bus ticket, photo at a bus stop)
 - A crayon rubbing of some decoration or a historic marker found on a building
 - Something from local government office (e.g. a photo at city hall)
 - Something from a neighborhood helper (e.g. a pen from a police officer, a photo with a firefighter, a brochure from a nurse from a health clinic, etc.)
 - A count of some of the things in your town (e.g. the number of schools, restaurants, convenience stores, trees on the block, parks, etc.)
- 3 Discuss each group's findings. Ask your students what they learned about their community and what else they'd like to know about where they live. Brainstorm ideas about how they can be helpers in their community.

Materials required

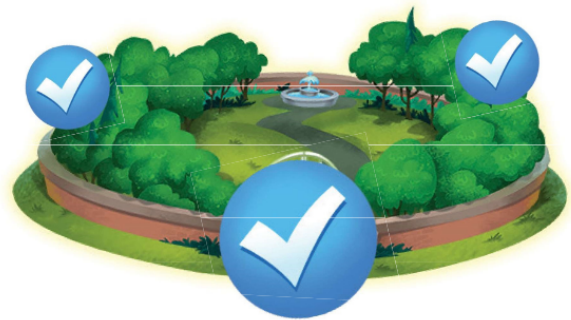
- [Our Community scavenger hunt - worksheet](#)
- A map of your town or city (or a map of your state that shows where your town is located)
- A bag for each student
- A smart phone or tablet for each group if allowing photos
- Paper
- Crayons

Artifacts

A collection of gathered items to be incorporated into the mural created in Activity 2

Our Community Scavenger Hunt

Find out what's in our neighbourhood!



- Leaves from 3 different trees
- A flyer for a community event
- A takeout menu from a restaurant
- A business card (not from the same restaurant as your takeout menu)
- Something from a place where people go to have fun
- Something that shows you have visited public transportation (e.g. transfer at a subway station, bus ticket, photo at a bus stop)
- A crayon rubbing of some decoration or a historic marker found on a building
- Something from local government office (e.g. a photo at city hall)
- Something from a neighbourhood helper (e.g. a pen from a police officer, a photo with a firefighter, a brochure from a nurse from a health clinic, etc.)
- A count of some of the things in your town (e.g. the number of schools, restaurants, convenience stores, trees on the block, parks, etc.)

Paper mural



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Length:
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Inquiry prompts

- What can you do to be a good citizen in your neighborhood?
- What are the different ways people travel around our community?
- What is one way we can help take care of our neighborhood?

Instructions

In this activity, students work together to create a paper mural of their community using items found during their scavenger hunt in Activity 1.

- 1 Using a large sheet of paper, have students work together to create a mural of their community. They can paint a streetscape from the community and glue items or print-outs of pictures they collected as part of the scavenger hunt to the mural.
- 2 Have students paint themselves in the mural, performing a task to help their community. For example:
 - Working as a police officer, firefighter, or other community helper
 - Picking up trash
 - Helping people carry groceries

Materials required

- Items collected from scavenger hunt in Activity 1
- Long sheet of craft paper
- Crayons, paint, markers, glue

Artifacts

A paper mural for the classroom