

# Tips for leading the scavenger hunt

Around your school and local community there are signs of electricity and evidence of how electricity gets to your school (power lines, transformer box etc.). What students see depends on a number of factors such as where your school is located and whether the power lines are above or underground.

Neighbourhoods in newly developed areas often have power lines underground and the only evidence may be electrical boxes and safety signs on the street.

For this reason, it's important to take a walk around your school and local streets ahead of time to see what evidence can be seen. Take a copy of the scavenger hunt with you and find out for yourself what evidence is found in and around your school and community.

## Adapt the scavenger hunt to suit your location

If there are fewer things to see, incorporate looking for signs of electricity in use (traffic lights, street signs, people using cell phones etc.) as well. Instead of using the printed scavenger hunt sheet, students could draw pictures of things they see along the way.

## Plan a route

Plan your route ahead of time to ensure students will get to see a variety of things. Plan a route that starts and ends at the same place and passes by as many of the things listed on the scavenger hunt as possible.

## Encourage participation

To encourage participation, incorporate an element of “I spy” into the activity, describing things the students should look for in the surrounding area such as, “I see a metal box on the side of the street. It has a sign on it with some red and yellow colours...”

## Have students make connections

While on the scavenger hunt, have students try to search for physical connections between the different parts they are seeing. For example, if they spot some power lines, can they see how the power lines are connected together by wooden poles? Can they see where the lines join to the school building (service drop)?

## It's OK not to see everything on the list!

Students love going on scavenger hunts, but they love being able to check everything off of the list even more. The intent of this scavenger isn't to find everything, but rather to see what is found in your local surroundings with the pictures and labels acting as guidance.

For example, take time at the end to discuss why the students might not have seen a substation (these are usually located on the outskirts of town but can be seen close to schools, depending on the location).

## Make the scavenger hunt your own

We can't know for sure what your students will see around their school as it's not the same everywhere. If time permits, create your own scavenger or have students draw pictures of things they see rather than try to complete the scavenger hunt.

