

DIVERSITY HUNT

Grade Level: Pre-K thru HS

Summary: This is a great activity for introducing students to the Big Ideas of place, diversity, systems and interdependence. It invites learners to engage in their surroundings with the mind of a detective; looking for clues about the details and relationships within a particular space.

Big Idea(s): Diversity, Interdependence, Place, Systems

Next Generation Science Standards and NYSSLS standards

Cross- Cutting Concepts	Patterns Structure and Function Systems and Systems model
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Essential Questions:

- In what ways are things alike and different at the same time?
- How are living and/or non-living things in the same place connected?
- How can we tell the story of a system?

Student Outcomes: Students will gain a deeper connection to the place of investigation. They will share and articulate their discoveries with a partner and the whole group. They will engage with their environment in tactile, verbal and visual ways. They will build a mental model of the concept of diversity, interdependence, place or systems through first hand experience.

Time: 15 – 20 minutes

Vocabulary: (will vary with the grade level) *colors, diversity, interdependence, relates to, temporal language (first, then...), system, connected to*

Materials: color paint chips, paint sample cards from hardware store, cut into single color cards and a place to explore!

Preparation: Find a place that can contextualize the concept in focus. Natural spaces easily express most of the Big Ideas in observable ways. This may also be any of your learning spaces, both indoors or out. Gather paint chips/color sample cards from the hardware store. Pre-trip the location to develop a sense of possibilities and limitations for your students.



Pre-Activity Questions: Look around the place you are introducing your students to – a museum, a city park, a forest or the classroom. Ask your group what colors they see at first glance.

Activity:

Using a variety of colored paint chips ask them to find an object(s) that is the closest match they can make to their color chip. They do not need to remove items, but if it is a place where they are allowed to, go ahead! If not, just make sure they know where to find it again. Now, challenge them!

Elementary grades:

Big Idea: **Diversity**

EQ: In what ways are things alike and different at the same time?

- Have students draw the objects that best match their color card. Have them think about the diversity of these objects (could be shape, size, weight, texture, location). Have students brainstorm researchable questions about their objects.

Big Idea: **Interdependence**

EQ: How are living and/or non-living things in the same place connected?

- Have students pair up, each with a different color card, and find the connection between their two items that match the color chips. For example, how is the blue robin's egg connected to the green tree leaf? Then have them diagram the connection together.

For Middle and High School:

Big Idea: **Systems**

EQ: How can we tell the story of a system?

- 6th-8th grade students – have students pick three paint chips, match them to objects and then write an explanation or informational piece of how these objects are connected and part of a system (from a historical or scientific approach). Have them use text based evidence in their explanation.

Discussion or Reflection Questions:

- How did what you saw when you first came out change?
- What do you know about this place that you didn't know before?

Follow-up Activity:

Metaphor Hunt: This is a similar activity to the Diversity Hunt. This time, instead of giving colors to hunt for, you hand out a variety of images. The student then needs to look for a natural “match” for the object, dynamic, or relationship represented in the image. For example, a student who holds an image of a pair of scissors may find the serrated edge of a leaf or a leaf-eating beetle as a metaphorical match. A student with an airplane may find a metaphorical match in a flying insect or bird.

