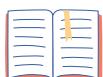


Tregasure Hunt (Levels A-B)

STAY ACTIVE

To promote purposeful movement, exploration, and early problem-solving while fostering independence, confidence, and group celebration.



Learning Intentions

Follow Simple Directions:

Students will practise responding to clear instructions such as "find," "look," or "bring."

Attend and Explore:

Students will explore the space to locate familiar objects with support.

Build Confidence:

Students will experience success and joy when finding and returning a treasure.



Success Criteria

Students attempt to find or reach for one treasure with support.



Students return the object or indicate completion (handing it to an adult, placing it in a basket, or showing it).

Students show engagement, looking, smiling, moving toward objects, reaching, or vocalising.



Treasure Hunt (Levels A-B)

STAY ACTIVE

Duration: 5 minutes

Objective

To promote purposeful movement, exploration, and early problem-solving while fostering independence, confidence, and group celebration.

What You Need

Familiar, safe objects that the students will easily recognise (beanbags, scarves, soft toys, sensory items), if you have double ups of each item it can make it easier for students.

Optional: Create a treasure map of your classroom!

Optional: Create a treasure list with a set of images of the objects you have chosen to use.

• Basket or tub for returned treasures

• AAC devices with words such as “look,” “find,” “treasure,” “go,” “stop,” “help,” “finished,” “happy”

Optional: tactile objects for multi-sensory discovery

Setup

1. Before placing the treasure objects in their spots, show the students the line up of objects they will need to find.
2. The teacher places objects around the space in visible, accessible locations (no tricky hiding, unless you think your students will be ok finding them).
3. Students sit or stand at a starting line or in a circle.
4. Provide picture cards of each treasure for supported matching if possible.
5. Ensure safe movement paths for all students, including wheelchair users.

Gameplay

1. Call Out the Treasure

The teacher shows the treasures/objects the students will need to find. You can either play this game by finding one object at a time, or hiding up to 3-4 objects at a time for the students to find together.

If using one object at a time, the teacher holds up the object for the students to see and says “Find this one!”, the students then all close their eyes whilst the teacher places it somewhere in the room.



Treasure Hunt (Levels A-B)

STAY ACTIVE

If using multiple objects at the same time show the students all the objects they need to find before asking them to close their eyes and you hide the objects around the room. Single step instructions are recommended for A-B students.

2. Search

Students begin to search the room as a team by:

- walking or rolling toward a visible treasure
- reaching from a seated position
- pointing when they see the object
- making a sound or looking excitedly at the object
- following an adult who is modelling the search

Adults can support by gesturing, guiding hands visually, or walking alongside students.

3. Collect

Students pick up, touch, or indicate the treasure.

If unable to grasp, they may:

- point
- knock it gently
- hover their hand over it
- press AAC ("found it!")

4. Return

Students bring or indicate the treasure at the return station (basket, box, or teacher's open hands).

Teacher celebrates:

"You found the treasure!"

"Great job!"

"Wow! You did it!"

5. Celebrate as a Group

Peers and adults clap, cheer, or wave.

Repeat with a new treasure.

Limit to 2 - 4 rounds depending on regulation and engagement.



Treasure Hunt (Levels A-B)

STAY ACTIVE

Debrief / Reflection

Use simple visuals or real objects:

- "Which treasure did you like?" (hold up 2–3 objects for choice-making)
- "Show me happy!"
- "Was it easy or hard?" (students respond with gesture, look, or AAC)
- "Do you want more treasure hunting?" (yes/no visuals)

Any communication is celebrated.

Sensory-Seeking Learners Variation

1. Use High-Interest Sensory Treasures

- textured balls
- ribbons
- shakers
- scented or crinkly items
- light-up toys (safe battery-operated)

2. Movement Treasure Hunt

Add movement before finding the treasure:

- stomp
- stretch
- wiggle
- clap
- big jump (if safe and appropriate)

3. Multi-Treasure Dash

Release several treasures at once.

Students choose whichever treasure interests them most.

4. Sensory Path

Place treasures at the end of sensory mats or stepping stones for extra input.



Treasure Hunt (Levels A-B)

STAY ACTIVE

AAC-Specific Supports

1. Prepare Vocabulary

Include:

- look
- find
- treasure
- help
- go
- stop
- here
- happy
- finished
- colours (red, blue, yellow if used)

2. Aided Language Input

Teacher models on AAC while speaking:

“Look.”

“Find treasure.”

“Treasure here.”

“You did it!”

“Happy.”

3. AAC Participation

Students may say:

- “go!” to start
- “help” when needing support
- “found it!”
- “finished” when ready to stop

4. AAC Reflection

Encourage reflection by modelling:

“I like treasure hunting.”

“I feel happy.”

“More?”

