



### *Materials*

- Set of architectural, engineering and/or construction plans.  
Digital cameras, one for each team (cameras needed only for the outdoor hunt).
- Students can use the cameras on their phones.

### *Preparation*

- Distribute Architectural Plans to each team.
- Identify the specific features you would like the students to find. Plan for indoor and outdoor features so that the session can be conducted regardless of weather conditions.

### *Eating & Settling-In (15 min)*

### *Focus (5 min)*

Learn to read architectural plans and to identify architectural and structural features of a building. Teams of students search for features of actual buildings on an outdoor scavenger hunt. Or in the indoor version, students examine architectural plans and answer questions about the plans and find specified features.

### *Mini-Lesson/Modeling (20 min)*

- Identify specific features on a set of Architectural plans. Point out where that feature is on the interior/exterior of the structure so that the students can relate what they are seeing on the plans to what it looks like on/in the structure.



### *Small Group/Independent Work Time (40 min)*

- Weather permitting, teams of 3-4 students are armed with a digital camera/phone camera and a list of architectural and structural features to find on real buildings in a nearby neighborhood.
- The team bringing back images of the most objects wins.
- Students are given a set of drawings depicting the space (e.g., an office) where the team meets; students are told to take the plans and look for specific things in the office.
- Students conduct the hunt on paper. Small teams are given the same set of blueprints and a list of items for which to search and then mark with a highlighter.
- Items can be simple such as a window, stairway, or door, while other items can be complex such as an exit sign, fire extinguisher cabinet, or drinking fountain. To add a level of complication, students can count the number of certain items in the drawing. When the time is up, the teams of students gather in a large group before a fresh blueprint or floor plan that is taped on a wall and report on their findings.
- Set up three stations – architecture, engineering, and construction – each with its own set of drawings and each staffed by the appropriate professional. Ideally, the drawings are of the same structure. Students are divided into small teams and given a set of questions to answer for each set of drawings (e. g., what is the dimension of the beam at the fourth bay?). The teams move from station to station where, if necessary, the mentors can coach them to find the answer, give explanations, and respond to questions.

### *Presentations (15 min)*

Students share the photographic evidence of their scavenger hunt with the other teams by describing which Architectural feature it is and where they found it. Teammates should take turns sharing the photos.

### *Reflection/Closing (10 min)*

Ask questions like: Which is the feature you like the best? Which was the easiest to find? Which was the most difficult to locate?

### *Looking to Next Week (5 min)*

Provide a brief overview of what's to come in the next session.

### *Clean-Up (10 min)*