



# 4.1 Full-Scale Treasure Hunt

This can be as short and simple or long and complicated as you like, depending on who's playing and what time is available. Two Players (or small teams of Players) compete in seeking a 'hidden treasure'. Instead of uncovering written clues as they go along, they find coloured tokens which 'buy' them spoken clues from the Keeper of the Treasure, using his/her Talker.



## Communication Aims

- Interaction, empowering the child using AAC in the eyes of his/her peers;
- Practise timed 'public speaking' and commenting;
- Practise accessing vocabulary accurately (matching colour coded items).

## How to Play

**Who: Two teams, each composed of 1-3 Players; The Keeper of the Treasure (who is the person using a Talker); at least one Helper**

In advance

- Treasure Keeper & Helper choose an object to hide and hide it – not just in the room but around a wider area that is easily accessible to all;
- Then discuss and design some 'clues', and program these into Talker.

Playing

- 2 Players/teams enter;
- Treasure Keeper allocates each a name & badge (e.g. names of forms of transport or suchlike, just drawn on sticky labels is OK);
- Treasure Keeper speaks out first clue, and teams set off to solve that problem and find next clue. E.g. 'your next clue is - near water' (could be by the sink, or bird bath, bottle of water, watering can etc.)

## What You Need

- Access to an area a bit wider than just a single classroom, e.g. including hall, garden;
- A Treasure or several treasures depending on the number of Players;
- Clues and comments programmed into Talker;
- A set of clue cards, two of each colour (however many you want) (laminated, for repeated use). Something like Lego bricks might be easier for some Players to grasp.

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- Clue, when found, is a coloured card (there is one for each team). Teams bring this card back to Treasure Keeper, who then speaks out the next clue (by activating message stored under that colour of key);
- Repeat steps 5-6 as many times as is suitable to the group involved. Treasure Keeper will enjoy following the teams around and observing, as they search;
- Eventually, Player/Team finds the treasure.

#### Preparation

- Half-to-one hour per game, to think up clues, program them in, and hide cards and Treasure .

### Vocabulary

This really needs to be programmed on to a single page. You will have to think up your own clues, and match these to the age and ability of Players, but here a few ideas:

- *Your next clue is;*
- *Near a door/near;*
- *Open and go through, to find some leaves (ie through the door and amongst the leaves of a plant or tree);*
- *We watch and watch. But do we ever go round the back? (back of TV);*
- *These are on when we arrive, and when we go home. But we take them off in between times (amongst the coats).*

#### Comments

- |                            |                                |
|----------------------------|--------------------------------|
| • <i>Keep going</i>        | <i>Look where I'm pointing</i> |
| • <i>You're doing well</i> | <i>Well done!</i>              |

### Hints and Tips

- Players/teams can come back as often as they need to, to hear the Treasure Keeper's clue repeated;
- Three spoken clues, including the first one, may be enough for many young Players, or when a quick game is required;
- If you don't want this to be competitive, with a 'winner' and a 'loser', provide two Treasures. The first to find it gets to pick their choice of Treasure first;
- If the game is popular, it could be integrated into the daily/weekly routine – start on a Monday and do a clue every day until finding the treasure on Friday (perhaps giving out points or stickers each day for successful clue find, to keep motivation going);
- High Stakes – the Treasure could be cumulative in the same way, e.g. items that make up a 'set' (e.g. My Littlest Pet Shop, Transformers etc.) spread out over a term or so.

**Extensions** - Appoint a different Treasure Keeper, and let the Player with Talker join a team. Program a couple of basic messages, to be used at each stage, e.g. *I think it's over there, That way, I know where it is! I've found it, Can I hear the clue again?*