



Scavenger Hunt

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Teaching Guide

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RATIONALE & THEMES

When the Bubble Street gang fail to win the scavenger hunt, Cass is unable to accept the result. Believing their bid was sabotaged she launches an investigation to identify the cheats. Despite their best efforts and lots of allegations, they are unable to identify a credible culprit.

In the meantime, a missing locket at the Shady Oaks residential home, where Cass's dad works, distracts them and they decide to undertake another investigation.

A tangled web of clues at the residential home challenges their skills and when they finally manage to solve the puzzle, Cass has a flash of inspiration when she realizes the parallels with their scavenger hunt investigation and is able to identify the culprit and explain how their hunt was sabotaged.

The themes are broad and include

- Friendship
- Inter-generation relationships
- Rivalry & jealousy
- Conflict resolution
- Elderly confusion
- Fairness
- Disappointment & anger
- Accepting defeat
- Cheating

SUMMARY

Cass is determined to win the Rowan Tree Manor scavenger hunt and persuades Lex and Nicholas that they should enter.

A school outing to Shady Oaks residential home pairs her with Nathan, her nemesis, to plant shrubs and her intention to submit an entry for the scavenger hunt slips her mind. Fortunately, Lex remembers and her dad submits their entry.

Convinced they will win, Cass sets off to unravel the riddles.

Developing their strategy during the hunt, the final clue thwarts them and they arrive at the finish to discover that a time penalty has relegated them to runner-up place.

Devastated, Cass remonstrates with the organizer, convinced there has been foul play. Unfortunately, the decision stands and she is inconsolable.

Determined to uncover the cheat, Cass marshals the gang's resources to find an explanation.

In the meantime, her visits to the residential home uncover the disappearance of a valuable locket and she, Lex and Nicholas decide to run parallel investigations to solve both mysteries.

Deploying their investigating techniques, they sift through the evidence until the culprit is identified and the brooch returned.

Coincidentally, their investigation at the resident's home provides the link to solve the scavenger hunt mystery, identifying a most improbable culprit and, earning them a trophy for their determination keeping intact their investigation-solving record.

APPROACH

This is a very enjoyable and entertaining read. Although the plot is comic, it is an engaging read with many opportunities for discussion.

The themes sit firmly within the remit of the SPHE and PDMU guidelines. Development can be more effectively facilitated with small group discussion.

This guide has divided the story into four sections and the activities offer suggestions on developing the themes.

Section 1 Puzzle Pals Pages 9- 48

SUMMARY

Cass has discovered that a scavenger hunt has been included in the activities for the local community festival.

Convinced that her phenomenal investigating skills will guarantee success, she convinces

Lex and Nicholas that the Bubble Street gang must enter.

Mr. Freebs, their teacher has organized a horticultural project for the class at Shady Oaks residential home (where Cass's dad works) and in an attempt to engineer fellowship, he has paired Cass with her nemesis, Nathan, to complete a simple gardening task.

His scheme fails and Cass is scolded when she reacts to one of Nathan's taunts.

Mr. Freebs' intervention is unable to achieve harmony and Cass feigns thirst as an excuse to escape to the tranquility of the home where she listens politely to a story that Carmella, one of the residents, has told her many times, before returning to the garden.

Despite several suggestions, the gang are unable to reach agreement on the name for their scavenger hunt team and decide to defer the decision.

On a return visit to the gardening project, Nathan and Cass manage a tense harmony before the strain prompts her to wander off to explore.

She finds Mr. Fox, who is creating a wonderful collage of a yellow rose, however Cass's admiration fails to soften his grumpy mood and she returns to Nathan and their task.

The day for the scavenger hunt arrives and Cass realizes that they have forgotten to register their team. Lex reassures her that her dad registered the team and Cass is horrified when she learns the name that was chosen.

DISCUSSION POINTS

- (**Read p 22**): Mr. Freebs is hoping that by making Cass and Nathan work together, they will be encouraged to be friends. Is this realistic or fair? Is it reasonable to expect children to be friendly with everyone? How can harmony and enjoyment be maintained when you are working with someone that you don't like?

- (**Read p23**): Nathan boasts that his mum has an important job and enjoys benefits from her VIP status. Why does he need to say these things? Why do some people try to present what they do or say as more important than others?
- (**Read pp31-33**): Carmella is elderly and a little confused telling Cass the same stories several times. How does Carmella's confusion put a barrier between her and other people? What sort of things could you talk to her about? www.youngdementiauk.org/telling-children-kids.alzheimersresearchuk.org/young-kids/
- (**Read p40**): Cass, Lex and Nicholas are struggling to decide on a name for their scavenger hunt team. Why are they unable to reach agreement? How does a dominant person affect decision making in a team? How can you prevent a dominant person from always getting their own way?

ACTIVITIES

1. Excited (**Read p9**)

Bubbling with excitement at the thought of the scavenger hunt, Cass feels that her senses are tingling.

Describe in detail the feelings you had when something made you feel as excited as Cass was.

2. My Friend Cass (**Read pp9-19**)

Cass has a very persuasive personality and is good friends with Lex and Nicholas.

Could you be friends with Cass?

In small groups, make a list of three reasons why you think you could be friends with her and three reasons that might prevent you from being her friend.

Select the most important reason from each list and then decide whether or not you could be her friend.

3. My Teacher is annoying (**Read p22**)

Mr. Freebs is determined that Cass and Nathan will become friends. At every opportunity he makes them work together.

Cass finds this annoying because she dislikes Nathan.

Describe something annoying that your teacher does and explain what they are trying to achieve.

4. The Garden (**Read pp40-42**)

Mr. Freebs has organized the class to create a garden for the residents of Shady Oaks, however they haven't spoken to the

residents about what they might like.

Work in small groups to create an illustrated plan, including explanations for a garden that elderly people might enjoy.

Make a list of things that you will need to think about for your design, e.g. disability, poor vision, confusion, etc. so that spending time in the garden will be an enjoyable and safe experience for them.

www.sensorytrust.org.uk/information/factsheets/sensory-garden-5.html
www.sensorytrust.org.uk/information/factsheets/age-friendly-landscape-1.html

5. The Flower (**Read pp43-45**)

Mr. Fox is not particularly friendly; however, Cass is fascinated as she watches him create a yellow rose collage from scraps of coloured paper.

Choose an interesting picture, either a flower, tree, sunset or face etc. and then recreate it as a collage.

Remember to blend shades of the main colour for effect.

artfulparent.com/collage-art-ideas-kids/

6. The Scarecrow (**Read p46**)

The pumpkin patch has some very scary scarecrows. Their expressions, clothes and the ways they are positioned are all different and Cass has a very frightening feeling as she stands among them.

Create an image of what she saw that frightened her so much.

Section 2 Scavengers Pages 49- 101

SUMMARY

Cass watches the opposition confidently, seeing little threat as the sealed envelopes with the clues are distributed, waiting for the signal to begin.

The first clue directs them to the pumpkin patch, where Cass in excitement blurts out the answer and is overheard. Annoyed, she realizes that stealth is needed if they are going to win.

On the next clue, they realize that they are being followed and Cass loudly misinterprets the clue to send their opponents on a wild goose chase.

Changing strategy and the order of the clues, they find themselves rummaging in the attic of the manor and are pranked by Nathan and his team pretending to be ghosts.

Recovering their composure, a particularly challenging clue prompts an inspirational decipher from Cass leaving them with only a few simple clues to finish.

The penultimate clue solved, they rush to get a photo of the weather vane to complete their entry only to find that it has disappeared.

Hectic minutes spent scouring the undergrowth for the missing weather vane cost them a time penalty, leaving them drawing with Bianca's team on points, but relegated to second place due to time difference.

Despite a desperate plea for the decision to be reconsidered, the verdict stands and Cass is inconsolable.

DISCUSSION POINTS

- (**Read p54**): Cass believes that Sasha is smart but Jim has '*street smarts*'. What does she mean? What is the difference? What might he be better at than Sasha? Which would be the more useful skill set to have?
- (**Read pp66 & 100-101**): Nicholas suspects that Alanna has copied some of their answers and accuses her of cheating. Was it wrong of the others to take advantage of what they had overheard? Is it unfair to use an advantage to help you win? What would you do?
- (**Read pp95-96**): Nicholas praises Cass's ability to solve the clues. Why do we value cleverness so much? Are there other qualities that are just as important? Are clever people treated better than others? Do they have better jobs and lifestyles? Is this fair?
- (**Read pp100-101**): Cass is very upset, unable to accept the result of the scavenger hunt and blaming Bianca for cheating. If she is disappointed, how should she express her feelings? Why do we criticize those who show their disappointment as '*whingers*', yet we applaud those who show delight when they win? Is this fair?

ACTIVITIES

1. The Dark Horse (**Read pp54-55**)

Idioms add colour to our descriptions, however, Cass gives a very confused explanation for the Dark Horse idiom.

Give a better explanation for what she means using a simple example and a humorous illustration.

Choose two more idioms and give a give a clear example and illustration to explain their meanings.

examples.yourdictionary.com/idioms-for-kids.html

2. The App (**Read p57**)

Graham needs a scavenger hunt App so that the teams can submit their photos.

It is a simple App but he still needs to design the screen and the links that directs the users from page to page.

Working in groups, design the pages / screens and show how they link together.

You will need to use a flow chart / tree diagram to show how all the screens link together.

www.youtube.com/watch?v=uCNliFuKG8I

3. Clues (Read pp59-96)

Graham has spent a lot of time creating an artistic leaflet with all the clues and has decorated it with funky illustrations.

He has also created a second leaflet with hints to help the younger children solve the clues.

Create a copy of both his leaflets.

4. Guess What (Read pp59-96)

Graham's clues are challenging and entertaining.

In small groups, choose five items that you can see from your classroom or playground and write scavenger hunt clues for them using Graham's style.

When you have finished, swap your clues and challenge each other to solve them.

5. Too Cool (Read pp80-81)

Cass, Lex and Nicholas get a fright when Nathan and Jim pounce on them in the attic dressed as ghosts.

The author thought it might be entertaining if it were Nathan and Jim who got the fright instead.

Write a short paragraph to describe how Cass, Lex and Nicholas might have turned the tables on them.

6. North (Read pp91)

Cass is able to determine where North is by using a compass. If she didn't have a compass how might she have discovered which direction it was?

Research how North can be found without using a compass and choose one that is appropriate.

You'll need to write a brief, clear explanation for Cass with an illustration.

www.instructables.com/id/3-Ways-to-Find-North-Without-a-Compass/

www.scoutsociety.org/repository/orienteering/Finding-North.html

Section 3 The Thief... Almost Pages 102-156

SUMMARY

Still upset the next day in class, Cass is

provoked into an ill-judged reaction by Nathan's taunts about the scavenger hunt and earns a detention from Mr. Freebs.

Later, her frustration still bubbling, she is unable to convince Lex and Nicholas to share her annoyance and leaves the gang hut under a cloud of ill-feeling. Even her favourite meal is unable to console her and it is left to her mum to cheer her up.

The following day, apologies exchanged, good will is restored and the class pay another visit to Shady Oaks, where a sobbing Carmella reveals that her gold locket is missing.

Cass immediately decides that the Bubble Street gang will investigate and taking the opportunity of another visit to Shady Oaks, they interrogate some of the residents in an attempt to identify a suspect.

Glimpsing someone suspiciously recover a dropped trinket, Cass leads the hunt to identify him.

Returning to their scavenger hunt investigation they revisit the Manor and obtain permission to explore the location.

They determine that the weather vane had been removed during the hunt but are unable to identify by whom and decide to pay closer attention to the winners.

Returning to Shady Oaks, they observe Mr. Klein attempt to take one of the nurse's badges and realize that he was the one Cass had seen pilfer Ms. Barnes trinket.

They confront him in his room and he confesses, however, when he explains that he was simply 'collecting' the baubles to make them into a bracelet for her they realize he is not the locket thief and the investigation stalls.

DISCUSSION POINTS

- **(Read pp103 & 107-108):** Cass is still upset about the scavenger hunt and is unable to think rationally about what has happened. How does anger distort the way we understand what is happening? How can we recognize when this is happening and what can we do to prevent it?
- **(Read pp115-116):** When Cass apologizes to Lex and Nicholas, she immediately feels better. Why does it make us feel good to apologize? What happens during this exchange that uplifts us? Does receiving an apology have a more powerful effect than making one? Can you explain why there is a difference?
- **(Read pp123-124):** Mrs. Barnes loves to wear lots of jewellery. Why does this appeal to her? Why do people like to wear ornaments? What are they trying to say about themselves?

- **(Read p139):** Cass dislikes Nathan and is reluctant to believe that he didn't cheat. When you dislike someone, how does this affect how you feel about them. Why is it easier to accuse someone if you dislike them? How can you make sure that you treat people you dislike fairly? Why should you treat people you dislike fairly?

ACTIVITIES

1. Anger (Read pp104 & 114)

Cass is angry, provoked and finding it difficult to control her emotions.

She needs help to deflate the angry balloon feeling swelling in her chest.

In small groups suggest three strategies she might try to help her prevent an angry outburst.

www.nhs.uk/conditions/stress-anxiety-depression/dealing-with-angry-child/

2. Cass (Read pp108-110)

When Cass storms out of the club house Lex and Nicholas look at each other in amazement before discussing what has just happened, their feelings towards her and why they think she behaved in the way she just did.

In pairs, create the short dialogue they had. Were they understanding? What did it reveal about what they thought of her?

You can perform it for the class.

3. Furious (Read p113)

Cass describes her anger as a balloon swelling in her chest that she is unable to control.

Many people experience physical effects when they are angry.

Describe how you react when you are really angry? How many of your senses are involved?

Add an illustration to show the effect that it has on you.

4. When I'm Angry (Read pp113-4)

Cass's mum is able to comfort her and help her to deal with her feelings.

Parents are very important in helping children to deal with their feelings.

In groups make a list of five useful things that parents can do or say to help and a second list of five unhelpful things that they shouldn't do or say.

Create your lists as an illustrated help sheet for parents.

youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-anger/

5. Open and Closed (Read pp123-6)

Cass and Nicholas have both identified suspects, however, Lex is having difficulty asking questions and has gathered very little useful information.

She needs your help. Make a list of suitable 5xW & H (**WHO, WHAT, WHEN, WHERE, WHY & HOW**) initial and follow-up questions, explaining how to avoid asking 'closed' questions so that she can gather useful information.

examples.yourdictionary.com/examples-of-open-ended-and-closed-ended-questions.html

6. Blue Jumpers (Read p131)

As Cass, Lex and Nicholas set off to interrogate each of the residents who were wearing a blue jumper, the author thought that it might be entertaining to write this as a comedy episode.

To make it comic, she decided that some of the conversations might be more amusing if the interviewee misheard the questions or were confused and gave a silly answer

Create a silly, comic conversation that each of them had.

Section 4 Solved Pages 157- 218

SUMMARY

Resuming their scavenger hunt investigation, they undertake surveillance on Bianca and Tara from the winning team, eavesdropping in an attempt to gather information. Despite using some novel techniques, they are unable to gather anything incriminating.

Their Shady Oaks investigation has also stalled, but a brief conversation with grumpy Mr. Fox provides an interesting lead.

Downtime with some television, a fantasy game and a visit to the club house restores them. Meeting Graham, they learn that a second weather vane has also disappeared, confirming that there had never been any connection to the scavenger hunt.

Acting on intuition, they investigate the magpie nests in the trees around Shady Oaks. There is no sign of Carmella's locket but from their vantage point they observe Ms. Barnes' delighted reaction to Mr. Klein presenting her with the bracelet of retrieved trinkets he made for her. They also see Carmella wander into the garden where she stoops into the rose bush to inhale its fragrance.

In a 'lightbulb' moment, they suspect that

the locket may have snagged on a bush and been tugged off.

A quick search of the rose plot reveals nothing. However, a memory is triggered for Cass and she leads them to Mr. Fox's room and his yellow rose collage where they discover the locket as the centre piece.

Persuading him to relinquish it, they return it to a delighted Carmella.

Inspired, Cass leads them back to Rowan Manor where a quick search locates the missing weather vanes and a brief surveillance identifies the crows as the culprits.

Graham is amazed as well as very impressed with their investigation skills and presents them with a spare scavenger hunt trophy.

Delighted the gang bathe in the satisfaction of an intact investigation record.

DISCUSSION POINTS

- (**Read p158**): Cass, Lex and Nicholas are able to listen to Bianca and Tara's conversation without being seen. Is it ever right to eavesdrop on another conversation? How important is privacy? How can we respect each other's privacy? Does privacy include emails, messages and texts?
- (**Read pp189-192**): Mr. Fox has taken Carmella's locket, claiming that he found it. Is it stealing if you keep something that you find? Did he have a responsibility to try to find the owner? When is it OK to keep something that you have found?
- (**Read pp194-195**): Carmella is confused and doesn't remember that she has shown Cass the photo many times. Many elderly people suffer memory loss. Do you think that old age is an illness? How should the elderly be treated?

ACTIVITIES

1. Teen Talk (Read pp164-7)

Later Tara and Bianca meet their other team mate, Arnie's older brother and they describe the earlier behaviour of Cass, Lex and Nicholas.

Recreate their conversation using the language that Tara and Bianca used earlier.

You can perform it using the mannerisms and expressions that they might have used.

2. Fantasy (pp172-5)

The gang have created a fantasy game that they like to play to amuse themselves.

In small groups, create your own fantasy game for the playground, with heroes, villains and charmed weapons.

Keep the rules simple to make them easy to

remember.

3. Oh! My Goodness (Read pp182-3)

When Mr. Klein presents his gift of mislaid baubles to Ms. Barnes Cass is only able to hear her initial comment.

How might the conversation develop between them as they go for lunch?

Working in pairs, recreate the conversation.

4. The Magpie (Read p184)

Cass is fascinated by magpies and believe that these wonderful birds are misunderstood.

She decides to produce a single information leaflet to celebrate the magpie, with lots of facts, illustrations and interesting stories.

She intends to give one to each of the Shady Oaks residents.

Can you help her to compile the leaflet?
community.rspb.org.uk/wildlife/f/all-creatures/8983/21-facts-about-magpies

www.care2.com/causes/6-fascinating-facts-about-the-misunderstood-magpie.html

www.bbc.co.uk/earth/story/20150408-the-truth-about-magpies

5. Forever Memory (Read 194-5)

Carmella is confused and forgets that she has shared the memory of her daughter many times. However, it is a joyful memory and cheers her up each time she revisits it.

What memory would you choose to keep revisiting?

Describe it and explain why you would not like to ever lose it.

6. Sorry, Nathan (Read p214)

Cass feels guilty that she has fooled Nathan and decides to write an apology to him. However, she will not accept all the blame and points out how his attitude annoys and provokes her.

Help her to write the apology that is not really an apology.

7. Mr. Fox (Read pp215-7)

When Cass tells her dad about grumpy Mr. Fox smiling when Lex gave him her medal and inviting them to help with a collage, her dad explains what happened to Mr. Fox before he came to live at Shady Oaks.

Use your imaginations to recreate some of the details of his story that might explain why he is grumpy.