



FIRST® at Home Activity

Treasure Hunt

ACTIVITY SUMMARY

Practice pre-coding skills by writing and following step-by-step instructions using directions on blocks.

Age Range & Grade Level: *Ages 4-6, Grades Pre-K through 1st*

Program Connection: FIRST®LEGO® League Discover

ACTIVITY OUTCOMES

Participants will:

1. Create a code using symbols and words.
2. Test the code with a partner by reading aloud or showing the partner the code symbols.
3. Reflect on how the symbols created specific movements to achieve the goal.

RELEVANCE MATRIX – Subject Area Crosswalks and Core Values Addressed

Science	Math	Literacy	Social Studies	Computer Science
Sketching, Ask Questions, Analyze Data	Shapes and Logical Thinking	Writing and Reading Aloud	N/A	Pre-Coding Syntax Development
Discovery	Innovation	Impact	Inclusion	Teamwork

FUN! Our last core value should always be used when doing any FIRST® activities.

KEY VOCABULARY

Right
Symbols

Left
Obstacles

Coding

MATERIALS & SUPPLIES NEEDED FOR THIS ACTIVITY

Treasure Hunt Design Brief, (Optional) Printed symbol cards, obstacles to represent the tree and treasure.

GUIDANCE SET-UP

Description – Action – Guidance	Notes
Prepare the activity ahead of time to determine the obstacles and if printing the direction cards and cut them out. Students may assist with cutting out cards.	Tape the cards to blocks, boxes, or other physical items to serve as physical manipulatives. Pick a designated starting spot on the floor and mark it with tape.
Provide students with the student Design Brief. Read aloud the problem statement.	The design brief document is for the students and is in a separate link.
Show students the location of the treasure and point out where the obstacles are located.	If being done virtually provide examples to set up at home.
Determine how students will complete the activity, what their length of time will be, how to collaborate and how to share their solutions. Have students work on their solutions.	
Determine how (or if) the activity will be assessed, such as with the student design brief or evaluation of the student completion of the activity.	
Explore the <i>Go Further!</i> opportunities	See below
Wrap up – Have students complete their self- reflection and review.	Core Values self-assessment is found in the student Design Brief document.

STUDENT OR TEAM ACTIONS

1. Review the student design brief, problem statement and criteria/constraints.
2. Begin by discussing each symbol and what it means:
3. Start the designated starting spot and have the student follow the directions.
4. Take turns between writing and following if you have multiple students or between the adult and the student.
5. Go to the next code and add steps.
6. Once all three pieces of code are written, test out the code and see if you capture the treasure.
7. Optional - Explore the Go Further! opportunities.
8. Students share their solution and reflect on their learning by explaining what they did to a teacher, friend, or family member.
9. Students complete their self-reflection.

GO FURTHER!

Make some new symbols and words and try to get to the treasure faster.

Move the treasure to a new location with different obstacles and make a new code.

Or take it digital and use [Hour of Code Prereader](#) activities

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