

QUEST CREATORS FACILITATOR GUIDE



Access
Level

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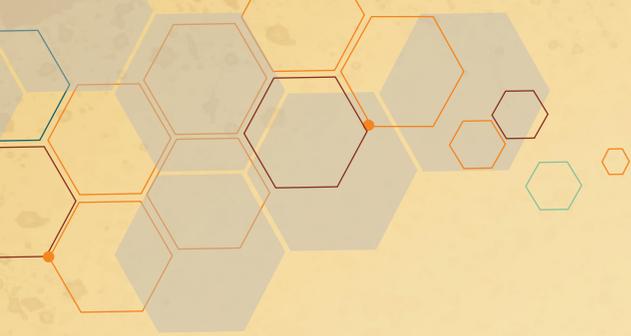
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INTRODUCTION

The Quest Creators program is designed to expand on the 4 Cs - critical thinking, communication, collaboration, and creativity - that are at the heart of all things Quest. As students develop and produce original characters, artwork, and stories, they are empowered to see themselves not only as thinkers and doers, but as architects of their own experience. The powerful pairing of creative work with SEL activities offers a holistic approach to self-knowledge, and ultimately, self-esteem.

Each program unit focuses on a specific area of storytelling. The units give students a variety of cross-disciplinary small-group and whole-group activities to explore each storytelling element from a multitude of perspectives and approaches. Every lesson plan within each unit is designed to be completed in 45 minutes, including time for students to present and share aloud.

As learners advance through the activities, they will work in their teams to use their creative skills to win house points that contribute toward their team's overall score at the end of your Quest and Quest Creators implementation. As in all Quest programs, points are intended to be fun and motivational rewards that emphasize collaboration and critical thinking over prior knowledge. Students can also win house points for their team by sharing their creative work aloud with the rest of the class.

Students' learning will culminate in the production of each team's Side Quest, which functions as a "hidden" level of Quest, complete with a story premise, characters, setting and an interactive challenge. Students will present their Side Quests at a Showcase event, either for family and community, or for other students and educators. If possible, we recommend planning your Showcase ahead of time as a family engagement event so that parents can witness and engage with all of the amazing creative work your students have produced.

You will find all digital materials, including videos, images and written prompts to share on screen with students, in your Quest Creators online portal.

LEARNING FLOW:

Character -> Setting -> Story Catalyst/Story Starter -> Challenge



UNIT 1: KNOWING OURSELVES

● UNIT OBJECTIVE

Students will be able to recognize their strengths, weaknesses, reputation, and coping skills to help them work together as a team.

● ESSENTIAL QUESTIONS

- What are my strengths and weaknesses?
 - What combined strengths do we have as a team, and how can we use them to help us succeed at Quest?
 - How can I manage my emotions and behavior to be a better teammate and Quest player?
- 

LESSON 1

Becoming a Quest Creator

TELL STUDENTS: As we embark on playing Quest, we're also going to become Quest Creators. As creators, we're going to design our own "hidden level" or Side Quest.

EXPLAIN: Quest is a story-based adventure. Most games and video games begin with characters, a setting, and a storyline. The challenges and activities are designed around those main elements.

Any story, whether for a game or a book or a movie, begins with what we call a story premise. A story premise is the main idea behind a story, or the set-up. For your final projects each team will create their own Side Quest, which includes characters, a setting, a story premise and challenge to present at a Showcase for other students, educators and families!

As we launch our creative journey, we're going to begin where any good writer, creator or designer begins... with ourselves. All good ideas for characters and stories are inspired by a creator's real emotions and experiences.

ASK STUDENTS:

- Outside of Quest, where else would you find characters, settings and storylines? (In books, movies, comics, etc.,)
- What is your favorite story, either from a book, movie or TV show, you've seen recently? What happens in the story?
- What is the story premise or set-up of Quest? (Season 1 premise: Students wake up at Sarabella Academy in a post-apocalyptic world where all the adults have vanished. They must work together to rebuild society and solve the mystery of what happened.)

ACTIVITY:

To begin their journey as Quest Creators, each student will write a Creator Bio. Have students turn to **My Creator Bio** (p.1) in their Creator Notebooks to write in their responses.

My name is _____ and I'm _____ years old.

My favorite story or video game is _____ (book/movie/video game title) because I like the _____ (art/characters/jokes/explosions/challenges).

My favorite type of creative expression is _____ (writing/drawing/acting/singing/rapping/playing an instrument).

The creative form that I find most challenging is _____.

I would like my final project to be _____, _____, and _____ for the people who read and play it. (Insert three adjectives of your choice).

When students get to the last statement, you might choose to offer them the following adjectives to inspire them. Read each one aloud and make sure everyone understands the meaning.

FUN

FUNNY

CHALLENGING

EXCITING, SCARY

EDUCATIONAL

ENTERTAINING

SURPRISING

MEMORABLE

SWEET

INSPIRATIONAL

ORIGINAL

POWERFUL

UNPENSEFUL

NOTE: Let students know that they can also choose adjectives that are not on this list!

Once everyone has finished, have students share their Creator Bios aloud in their teams. Tell students to pay attention to the goals they share about their final projects, as those final projects will be collaborative. If time allows, invite students to present their Creator Bios to the rest of the class. Let them know that anytime they present or share aloud something they've created they can earn a house point for their team!

REMEMBER: Gaining house points is one of the easiest paths to success for any team!

REFLECTION & CONNECTION:

Identifying our goals for our final projects will keep us on track as we begin to create.

- What kind of creator do you want to be?
- Do you know the names of any artists, writers, directors, or game designers whose work you admire?



LESSON 2

My Strengths & Weaknesses

TELL STUDENTS: When we work on characters in the next unit, we will use our personal traits to inspire our character's traits. A trait is a feature of a real person or of a character in a story. We all have a variety of physical traits and personality traits.

Being tall or having brown hair are examples of physical traits. Being smart or talkative are examples of personality traits.

EXPLAIN: We all have traits and skills that make us good friends, teammates, students, and creators. We call these positive traits strengths, even though they have nothing to do with physical strength.

We also all have things that we find challenging or personality traits that can make life difficult for us or the people around us. We call these weaknesses, but they don't make us weak.

Weaknesses are just things we need to work on, or places we need to make improvements.

ACTIVITY 1:

Pair students up for this short SEL activity. Students should be paired with another student in their Team unless there's an uneven number of students in each Team.

In their pairs, students should discuss and answer the following statements, writing their answers on **My Strengths & Weaknesses** (p.2) in their Student Notebooks.

Encourage students to use the list on the next page, **Our Strengths & Skills** (p.3) to help them think of possible strengths. You might choose to read the list aloud together first.

- List four of your personal strengths.
- List one of your personal weaknesses.
- Describe how one of your weaknesses could be transformed into a strength.

NOTE: If students are challenged by the third question, we recommend modeling the activity by choosing a potential weakness and working together with students to brainstorm ways to transform that weakness into a strength.

See the two examples below for inspiration.

- Being easily distracted might be a weakness but we can reframe it as "being curious" or "being interested in what's going on around you."
- Finding math difficult could be seen as a weakness but it could also be framed as "working on improving my math skills" or "I've made improvements in math since last semester."

ACTIVITY 2:

This character strengths activity will help students identify their own strengths and learn about each other's strengths.

Tell students to keep in mind the four personal strengths they wrote down in the previous activity, as they will need to know their own strengths to help other students fill in their **Our Strengths & Skills** (p.3) in their Creator Notebooks.

Set a timer for 7 minutes while students circulate the room to write the name of at least one student next to each character strength written on their **Our Strengths & Skills** page. To accomplish this, they will each have to ask other students about their personal strengths. If necessary, they can write multiple names next to a single strength, but their main goal should be to have at least one name next to each one.

Remind students that they can tell people about strengths that they didn't list on their **My Strengths & Weaknesses** pages, as long as they're true!

When each student has a full sheet, invite a couple of students to share their lists aloud to give a complete picture of the variety of strengths in the whole group.

REFLECTION & CONNECTION:

Understanding our teammates' strengths will help us work better together, especially if they possess strengths we don't have!

- Did any of your teammates' strengths or skills surprise you?
- Did you realize that you all possess so many different strengths and skills?
- Why do you think knowing your own strengths might make you a better Creator (writer and artist)?

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LESSON 3

Behavior & Reputation

TELL STUDENTS: When we play Quest, we can earn good reputation and bad reputation badges depending on the way we behave and the choices we make within the game.

When we act in a way that seems positive or honest, we will have a good reputation. When we act in a way that seems negative or dishonest, we will have a bad reputation. Reputation is how other people think about or perceive us.

Today we're going to explore how our personal traits and actions can affect our reputation in real life.

EXPLAIN: Your team's reputation is one of many factors that can help you succeed (or not succeed) in Quest. Having a good reputation in real life can make it easier to succeed in school and to make friends.

ASK STUDENTS: Which reputation badges did your team earn in Episode 1 of Quest? If any team received bad reputation (frowny face) badges, ask them to share when and why they were given to them.

- Do you remember which actions earned a positive reputation (smiley face) badge? Students may need prompting to remember the different phases of gameplay.
- In general, what kind of behavior can give us a positive reputation in real life?
(For example: helping, sharing, talking to someone who's new or seems isolated, making people laugh, giving compliments, working hard)
- What kind of behavior can give us a positive reputation in real life?
(For example: Not listening to directions, cheating, stealing, being dishonest, talking over people, saying unkind words.)

ACTIVITY 1:

Have students turn to the **Behavior & Reputation** sheet (p.4) in their Creator Notebooks.

Students will work in their Team groups to decide if the characters in these fictional scenarios would gain a positive reputation or a negative reputation from their behavior (smiley face or frowny face). Although they will work together in their teams to decide their answers, each student should write their answers in their own Notebook.

You might choose to read all five scenarios aloud first to make sure students understand all of the vocabulary.



Set a timer for 12 minutes while they work in their teams. Circulate the room to make sure each student in a team is contributing to the discussion and decision-making.

NOTE ABOUT TIMERS: Timers can gamify the process by adding a sense of urgency to any activity. They also help students stay on task. If you ever feel as if the suggested time is too long or too short, or that use of the timer is unproductive, feel free to adjust or disregard as needed.

SCENARIO 1: A rival team steals food tokens from your team.

SCENARIO 2: A teammate constantly complains that everyone else on the team is slower or less clever than them.

SCENARIO 3: A teammate prefers to mostly stay quiet, but they'll help whenever you ask them.

SCENARIO 4: A teammate talks a lot, but often has good ideas about what to do.

SCENARIO 5: You see a team donating food tokens to another Team.

Once each team has made their decisions on all five scenarios, invite one person from each team to share aloud what reputation badge they would have awarded and why.

Have a discussion about the decision-making process, especially if different teams gave different answers. (Scenarios 3, 4, and 5 are likely to solicit different opinions.) Let students know that there isn't always a right or a wrong answer because we all have different perspectives.

Make sure to point out that good people do things that can give them a bad reputation. It's a normal part of life!

When we do things that give us a bad reputation, we can make things better by doing good things. Ask students if they can think of some good things we can do to balance out any negative actions. Some examples include: saying sorry, helping someone else, giving a gift, etc.

REFLECTION & CONNECTION:

When we understand how our behavior can shape our reputations, we can make better decisions about how to behave.

- What emotions, needs or personality traits might cause us to behave in a way that would give us a bad reputation?
- If we do something that gives us a bad reputation, how can we repair or make up for this?

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LESSON 4

Feelings, Thoughts & Actions

ASK STUDENTS: Have you ever had a day when you were feeling bad and then you made a mistake or said something you later regretted?

Have you ever had a day when you were feeling good and then you got a good grade on a quiz or created something you were proud of?

What kind of feelings can help you succeed in Quest challenges or communicate well with your teammates? (For example: positivity, excitement, engagement, pride, hopefulness,.)

EXPLAIN: It's no coincidence that when we're dealing with a difficult emotion (sadness, jealousy, anger, loneliness), we're more likely to do or say something we later regret. When we're dealing with a positive emotion (joy, hopefulness, excitement) we're more likely to do things well. That's because our emotions and actions are always connected.

When we have a difficult emotion, we can choose to either act in a way that makes us feel better or we can act in a way that will make us feel worse.

ACTIVITY 1:

Pair students up for a quick SEL activity on **Emotions & Choices** (p.5) in their Creator Notebooks.

Each pair should come up with a good choice action (something that will make them feel better) and a not-so-good choice action (something that will make them feel worse) for each of these challenging emotions.

You can give students the following examples to help them:

SAD:

- Choice A: talk to a friend who might be able to cheer me up
- Choice B: say something mean to a classmate so that they're sad, too.

NERVOUS:

- Choice A - take deep breaths to calm myself
- Choice B - bite my nails

FEAR, ANGER, LONELINESS, JEALOUSY

Invite pairs to share their ideas aloud with the rest of the class. Have a brief discussion about ways we can cope with difficult emotions. Point out that positive actions can be different for different people. For example, some people find that taking some time alone can help them cope with sadness, while others find that being around other people helps them cope more easily.

LESSON 5

TEAM CHALLENGE - Character Traits & Actions

PREPARE: Cut out one set of **Character Traits & Actions** cards (p.7) per team.

ASK STUDENTS: Who can explain what a character trait is?

(A trait is a quality that makes one person different from another. Character traits can be physical traits or internal/personality traits.)

TELL STUDENTS: It's time to use what you know about Character Traits to win points for your team!

TEAM CHALLENGE:

Each team will need one set of cut out **Character Traits & Action** cards from their Creator Notebooks.

Tell students to read each card carefully and match each Character Trait with the appropriate Character Action. Set a timer for 5 minutes while students complete the challenge. If no teams have finished, give them an additional 2 minutes.

When the time is up, check each team's matches. Teams with all correct matches get a house point.

ASK STUDENTS:

- What is a superhero?
- What is a superpower?
- How is a superpower different from an ordinary character strength?
- What are some examples of superpowers?

ACTIVITY:

For this activity students will engage their creativity to envision their character strengths as superpowers.

Explain that a superpower is often an exaggerated version of a trait that real people can possess. For example, while real people don't normally have the super strength required to lift a truck or tear metal, we can all build up muscles and get stronger. Similarly, real people can't usually predict the future or know exactly when danger is around the corner (aka a 'spidey sense'), but we all have something called intuition, which helps us decide what to do next.

For this activity, students should look at the strengths they listed on **My Strengths & Weaknesses** (p.2) and brainstorm ways to exaggerate those strengths into superpowers.

Here are some examples:

- **Smart-> super genius**
- **Honest ->can detect lies**
- **Speaks another language ->can learn and speak any language in the world in an instant**

When the time is up, invite each team to share their characters' superpowers and explain how these superpowers could help them overcome challenges in Quest.

Next, have students work in their teams to create a superhero that combines one superpower from each student in the team.

They will draw and describe their Team's superhero on **Quest Team Superhero** (p.11) in their Notebooks. If time allows, they should each draw their own superhero in their Notebook, but if you're short on time they can collaborate to draw and describe one version.

REFLECTION & CONNECTION:

When we combine our powers (strengths) with our teammates' powers, we can all be superheroes!

- Describe some superheroes you know from movies or comic books. Do they have anything in common?
- Who is your favorite superhero and why?
- Why do you think many superheroes work in teams?

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LESSON 6

REFLECTION & QUEST CONNECTIONS

How I Contribute to My Team

ASK STUDENTS: Who will volunteer to present their team's superhero from the previous lesson to the rest of the class?

Remind them that they will gain a house point for their team if they choose to present!

TELL STUDENTS: Each team is made up of students with a variety of strengths. When we work together we combine our strengths so we can do more, learn more and be more.

As you continue playing Quest and becoming Creators you will learn new skills and grow stronger in others, but it's valuable to take a moment to assess the skills and strengths you bring to your team from the beginning.

At the end of Quest Creators and Quest you'll have a chance to assess your skills and strengths again to see what you've gained or improved in.

JOURNALING:

Have students turn to the **Journal Prompts** (p.41) in their Creator Notebooks.

Give students 3-5 minutes to write. Encourage them to keep writing while the timer is on, without worrying about grammar or spelling. They will answer the first prompt on the Journal Prompts page.

After they have finished writing, invite students to volunteer to share aloud, but let them know that they will never have to share their journal responses.

JOURNAL PROMPT: "I'm a valuable contributor to my team because ..."

REFLECTION & CONNECTION:

Recognizing and writing about our strengths and contributions will help us have more confidence as we move forward with Quest. Learning about our teammates' strengths will also help us with the Challenges in Quest.

- Have you learned anything new about your teammates?
- Have you discovered anything new about yourself?
- Are there any creative skills (e.g. writing and drawing) that you would like to improve upon as you become Quest Creators?



UNIT 2: CREATING CHARACTERS

● *UNIT OBJECTIVE*

Students will learn to analyze existing Quest characters in order to create (draw and describe) two original characters.

● *ESSENTIAL QUESTIONS*

- What makes an interesting character for a story?
 - How can we use everyone's ideas to write and create collaboratively?
 - What is the value of learning different styles of character art?
- 

LESSON 1

Character Basics

ASK STUDENTS:

- Who can tell us what a character is? (A character is the subject of a story; it's who the story is about.)
- What are some characters you know from books, movies or TV shows? Describe them.
- What characters have we met so far in Quest? You can have them turn to the Quest Characters (p.42) in their Creator's Notebooks for a refresher.

ACTIVITY:

Show the **Character 1 Video**. Play it twice and make sure students understand the meaning.

Afterwards, ask students the following questions. Write their answers on the board or chart paper to create a character profile.

- What is this character's name?
- What does this character like?
- What does this character dislike?
- What is a strength this character has?
- What is a weakness this character has?
- Do you think this character will be successful in Quest? Why or why not?

Explain to students that they will soon be creating their own characters.

ASK THEM:

Where would you start if you were inventing your own character?

Would you create a character that's like you or would you try to create a character that's completely different – maybe even a different creature?

Next, play the **What Makes a Good Character?** QB Video.

Have students answer the following in their teams. Each team should have one person write down their responses.

ASK:

- What kind of things can be characters?
- What are some elements that every character needs?
- Why should a character have more positive traits?
- Why should a character have weaknesses, or negative traits?
- What is a character goal? What are some examples?

Invite teams to share their answers with the rest of the class. Tell them to keep these ideas in mind for the next lesson!

REFLECTION & CONNECTION:

Learning about fictional (invented) characters helps us think about what kind of person we want (or don't want) to become.

- Can you think of any fictional characters from books or movies that are good role models?
- Can you think of any fictional characters that you would not want to be like?

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LESSON 2

Creating a Character Collaboratively

TELL STUDENTS: Today we're going to collaborate to create a character from Quest, using an image to inspire us.

ACTIVITY:

Have students turn to their first **Character Sheet** (p.12) in their Notebooks.

Show the **Character 1** image so everyone can see. Tell students that this is a character from Quest. They're going to use both what they see and their imaginations to describe this character.

Have students work in their teams to answer the questions below. They should each complete their own Character Sheet, even though they will be coming up with their answers collaboratively.

NOTE: For small-group activities and discussions we recommend assigning a leader in each team to make sure the team stays on task and answers all of the questions.

- What could this character's name be?
- What are some physical traits you notice?
- What do you think this character likes?
- What do you think this character's strengths are? (Choose 3-4)
- What do you think this character's weaknesses are? (Chose 1-2)

Once teams have collaboratively described their character, have students draw their version of the character onto their first **Character Sheet**. They can try to draw their character exactly as they are in the image, or they can draw their own representation/interpretation of them.

Circulate the room to help students generate ideas and stay on task. Remind students that there are no wrong answers for this activity. The right answer is anything they choose!

Afterwards, invite each team to present their invented character with the rest of the class.

REFLECTION & CONNECTION:

Understanding the strengths, weaknesses, and thought processes of fictional characters can help us better understand and empathize with the people around us.

- Have you ever related to a character in a story or movie?
- What did you have in common with that character?

LESSON 3

Creating an Original Character

TELL STUDENTS: Today you will be each creating your own original characters. For today's activity, you should create a character that has some traits (physical or personality), in common with you, but some that are different.

ACTIVITY 1:

You might choose to replay the **What Makes a Good Character? Video** again to recap the main principles of character creation before students begin describing their characters.

Give students a few minutes for their initial brainstorming, then have them fill out their character's strengths, weaknesses and goals in their second Character Sheet. Remind them that a goal is something the character wants to do, get, or achieve (for example: become an NBA champion basketball player, save the world, return to their home planet, become president, etc.).

They can use the word bank from **Character Strengths & Weaknesses** (p.15) to help them generate ideas, or they can come up with their own.

Once students have filled out the Strengths and Weaknesses on their Character Sheets, show the **Drawing a Character Tutorial Video**. You may need to play it twice through if students want to closely study any of the techniques used in the video.

ACTIVITY 2:

After students have drawn their characters and described their character's strengths and weaknesses, have them work in their teams to decide on their character's main goal and to figure out one way that one of each of their characters' weaknesses could get in the way of them achieving their goal.

FOR EXAMPLE: If their character's goal is to play in the NBA, maybe a lack of focus causes them to lose games.

If their character's goal is to be president, perhaps shyness prevents them from campaigning/giving speeches.

As they work, students should share their Character Sheets aloud within their teams. Let them know that they will be choosing one of these characters they created today for their Side Quest later on.

Invite students to present their completed individual **Character Sheets** with the rest of the class for a house point.

REFLECTION & CONNECTION:

What character traits get in the way of you getting or achieving what you want in life? Once we identify these traits we can learn to work with, or even overcome them.

LESSON 4

Manga Characters

TELL STUDENTS: Today you're going to create one last character, but this one will be in a special style, known as Manga.

ASK STUDENTS: Who knows what Manga style art is? (Many students will know Manga art from comic books and anime TV shows.)

What are some features of Manga art that you've noticed? (Manga characters usually have large eyes, faces that express a particular emotion, and bright or unusual hair color.)

ACTIVITY:

Have students turn to the third **Character Sheet** (p. 14) in their Notebooks.

Begin by showing the **Drawing a Manga Character Art Tutorial Video**. After students watch the video once through, give them some time to brainstorm their Manga character's name and traits.

Show the **Drawing a Manga Character Art Tutorial Video** a second time so students can pay close attention to the techniques with their own character in mind.

Once they have drawn their character, they should complete the Strengths and Weakness part of their **Character Sheet**.

Invite students to present their Manga characters first within their teams, and then to the rest of the class!

REFLECTION & CONNECTION:

- Do you know any other styles of art?
- Why do you think different styles of art are popular in different parts of the world?
- Why might it be valuable to study art and stories from a variety of cultures?

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LESSON 5

TEAM CHALLENGE - Character Detectives

TELL STUDENTS: Today you're going to play detectives to figure out who these characters are. A detective is a person who uses clues and information to find something or discover the truth.

TEAM CHALLENGE:

Each team will need just one **Character Detectives** sheet (p.16) in their Creator Notebooks open on their table to work with for this team challenge.

Read the five character riddles aloud first, making sure students understand all of the vocabulary.



Set a timer for 7 minutes while students work together in their teams to write their answers about who or what they think the character is. If students need more time, give them an additional 2 minutes.

When the time is up, have teams share their answers aloud.

Teams get a house point if they guess each character correctly.

ACTIVITY:

Play the **SAM & Ditto Character Video**. Play it twice through and make sure students understand it fully. Explain that SAM and Ditto are two characters in one robot body.

After the video, ask students:

- Describe SAM's physical traits.
- Describe Ditto's physical traits. (They should be mostly the same as SAM's.)
- What are the personality traits that make SAM different?
- What are the personality traits that Ditto different?
- How do SAM and Ditto interact? Do they usually agree disagree with each other?
- Which one do you trust more? Why?



Give students the following phrases and invite them to guess whether it was said by SAM or by Ditto:

1. "As long as you do each and every little thing I say with unquestioning obedience, we will get along great!" (Ditto)
2. "I am programmed to help survivors rebuild a working society." (SAM)
3. "Don't let curiosity get the better of you!" (Ditto)
4. "Well...good luck out there Survivors, watch out for poison ivy. Just remember, "leaves of three, eat for free. Leaves of two, fun to chew"." (SAM)

Explain that while SAM and Ditto are two separate characters in one body, we all have different sides to our personalities. On some days we might act differently and make different choices than we would on other days. These differences are usually related to the way we're feeling.

REFLECTION & CONNECTION:

Understanding the characters we encounter in Quest will help us decide if we trust them. Sometimes in life we must choose between trusting different people who give us different or contradictory information or advice.

- What are some signs or personality traits that let you know you can trust someone?
- Have you ever had to prove to someone that they could trust you? How did you show them?

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LESSON 6

REFLECTION & QUEST CONNECTIONS

Our Characters in Quest

ACTIVITY:

Have students turn back to their Character Sheets to look at the two original characters they created.

Tell them to imagine that the two characters they created have landed in the same situation where students began at the beginning of Episode 1 of Quest.

ASK THEM:

- What strengths, skills, talent or knowledge does your character have that would help them succeed in Quest?
- How might their weaknesses affect them negatively in Quest?
- Do your characters possess any strengths or special talents that you wish you had?
- Do you possess any strengths or special talents that your characters might want?

JOURNALING:

Have students turn to the **Journal Prompts** (p.41) in their Creator Notebooks.

Give students 3-5 minutes to writethen invite them to volunteer to share what they wrote.

JOURNAL PROMPT: Write about a time when you did something that made you feel proud of yourself. Have you ever done something you don't feel proud about?

REFLECTION & CONNECTION:

When we struggle or face failure, it can be helpful to think about the times we have succeeded, the things other people admire in us, and the times we have made ourselves proud. It's normal to be disappointed by a setback or loss, but remembering our positive aspects and achievements can help us bounce back.

- What is something you've achieved or created so far in Quest or Quest Creators that you're proud of?

UNIT 3: BUILDING WORLDS

UNIT OBJECTIVE

Students will practice using their five senses to describe real places from memory, then they will learn to create an original setting within their assigned biome.

ESSENTIAL QUESTIONS

- What role do the people and places in my life play in shaping who I am today?
- What makes a setting in a story interesting, exciting or memorable?
- What is the connection between a story's setting and its mood?

LESSON 1

Real Places & Our Five Senses

ASK STUDENTS: Who remembers the different parts of a story that we discussed in Unit 1? (Character, setting and storyline.)

TELL STUDENTS: In the previous unit we learned how to create a character and now we're going to learn how to create a setting. But first, we're going to practice by describing the real places we know.

PAIR & SHARE

Pair students up for this quick SEL activity. Have each student turn to **Where I'm From** → **Who I Am** (p.17) in their Creator Notebooks. They should each write individually for 10 minutes, then share their responses aloud with their pair partners.

Ask if anyone wants to volunteer to share their answers aloud with the rest of the class to win a house point for their team.

EXPLAIN: The real places we know play a role in shaping who we are. For example, if you grew up somewhere very cold you might have different hobbies and prefer different foods than if you grew up somewhere very hot.

ASK STUDENTS: What are some of your favorite places? (For example: the beach, an amusement park, a go-kart track, a playground, home, a friend or relative's home.)

Choose one answer that would be familiar to most students – such as the beach or desert or the playground at school – and write the name of the place on the board or chart paper. Write down students' answers to the following questions:

- What kinds of things do you see when you're in this place? List them.
- What are some sounds you might hear?
- What are some smells in this place?
- What are some textures or sensations you might feel? (For example: sand beneath your feet, cold water on your body, slimy seaweed swishing against your legs.)
- Are there any tastes you associate with this place? (For example: salty water, sunscreen.)

EXPLAIN: We can use our five senses – sight, sound, smell, taste, touch - to describe real or imaginary places. Today they're going to describe a place in Quest using sensory details.

LESSON 2

Story Settings

PREPARE: Students will need internet access and one computer or device per team for Activity 2.

ASK STUDENTS: Who knows what a setting is? (A setting is the place and time – or where and when – a story takes place.)

TELL STUDENTS: Today we're going to visit a new setting in Quest and use what we've learned about the five senses to describe the setting together.

ACTIVITY 1:

Play the **Setting 1 video**.

Play it a second time and make sure students understand each word that was said.

Afterwards, ask students the following questions. Write their answers on the board or chart paper to create a description for the setting.

- What is this place? Is it indoors or outdoors?
- Is it in a town or in nature?
- What sights/visual details were described?
- What sounds were described?
- What smells were described?
- What emotion does this setting make you feel? (Happy? Scared? Sad? Excited? Calm?)

Explain that the sensory details (sights, sounds, smells, tastes, textures) that describe a story's setting can help give a particular emotion or feeling to the story. A spooky setting, for example, will make a story scary.

- What feelings do the settings in Quest give you?

ACTIVITY 2:

Explain that in Quest (and in the real world) there are six biomes: forest, grassland, freshwater, marine, desert, and tundra. Biomes are different areas that have their own specific climate, plants and animals.

When each team creates their setting for their Side Quest (final project) and showcase, they will be creating a setting that can exist within one specific biome. For now, students do not need to have any background knowledge about biomes, because they're about to do some research!

Assign each team one of the following biomes:

FOREST, GRASSLAND, FRESHWATER, MARINE, DESERT, TUNDRA

NOTE: You might choose to have each team select their top three choices of biome to guarantee that each team is happy with their assignment.

Instruct each team to research their assigned biome so they can fill out the **Biome Information Sheet** (p.19) in their Creator's Notebooks. This information will be valuable when they begin to create their setting.

As students begin their research, circulate the room to make sure they're finding the information they need.

The best place to start will be searching their biome name and the word, "biome". (For example: "grassland + biome.") Encourage them to look at pictures of their biome as well to familiarize themselves with the animals, plants and landscape.

If time allows, have each team present their biome to the rest of the class. If not, there will be time for biome presentations and the beginning of the next lesson.

REFLECTION & CONNECTION:

- If you could go anywhere in the world, where would you go and why?
- Are there any places you've visited that you would like to go back to? Are there any places you wouldn't like to go back to?

When we travel or learn about faraway places, we can broaden our perspectives and experience new sights, sounds, smells, and tastes. Having lots of different experiences makes us better Creators!



LESSON 3

Setting & Mood

ASK STUDENTS:

- Who will share aloud what you learned about your biome?
- Would you choose to live in this biome? Why or why not?
- What adjectives would you use to describe your biome? (For example, cozy, inviting, colorful, dry, wet, cold, sunny, colorless, flat, rocky, etc.)

EXPLAIN: In real life there are places we like being – for example, the beach or an amusement park – and places we don't want to be – such as a dentist's office or a haunted house. We like or dislike places based on the emotions we feel when we're there. We can call this the mood of the place. Stories have moods, too.

ASK: Have you watched or read something scary? Something funny? Something mysterious?

Tell them that when we talk about the mood of a story, we're referring to the feeling that the story gives you. Another way to describe mood is atmosphere.

When you walk into a place, it has an atmosphere that makes you feel a certain way. Explain that the mood and setting of a story are usually closely linked.

ASK:

- When you walk into a candy store how do you feel? When you walk into a haunted house, how do you feel?
- What kind of story feels like walking into a haunted house?

ACTIVITY 1:

As a whole class, brainstorm a few ideas for settings that pair well with the following story moods. Write students' ideas about the setting on the board or chart paper under each mood.

MYSTERIOUS
CREEPY/SCARY
HUMOROUS/FUNNY

If students are struggling to think of settings for each mood, encourage them to think about familiar stories and movies with a particular mood and recall the kinds of settings in those stories and movies.

Before the next activity, give students a quick refresher on what sensory details are and why we use them in stories. Tell them that sensory details - sights, sounds, smells, tastes and textures - help set the mood of a story.

ACTIVITY 2:

Play the **Setting 2 Video**.

Play it a second time and make sure students understand each word that was said.

Afterwards, have students work in their teams to answer the following questions. Each team should nominate one person to write down their answers.

- What is this place? Is it indoors or outdoors?
- Is it in a town or in nature?
- What sights/visual details were described?
- What sounds were described?
- What smells were described?
- What emotion does this setting make you feel? (Happy? Scared? Sad? Excited? Calm?)

Invite each team to share their answers about the setting described in video. If teams had different ideas about the emotion, remind them that there are no wrong answers when they're using their imaginations.

Explain that the sensory details that describe a story's setting can help give a particular emotion or feeling to the story. A spooky setting, for example, will make a story scary.

REFLECTION & CONNECTION:

- What feelings do the settings in Quest give you?
- Can you think of a real place that always makes you feel happy just by being there?
- Are there any real places that you associate with a negative emotion?

**NOTES**

LESSON 4

Creating an Original Setting

ASK STUDENTS:

- Who remembers what a mood is?
- Who can tell us what a biome is?
- Who remembers what sensory details are?
- What is an example of a sensory detail (something you would see, hear, smell, feel, or taste) that you might find in a place with a creepy or scary mood?

TELL STUDENTS: Today you'll be using everything you've learned about settings and biomes to create your own original settings within your team's assigned biome. You will give your setting a mood and use sensory details to describe it.

EXPLAIN: When you create your setting, you will also label two or three points of interest. Points of interest can be natural resources such as a lake or a cliff, or manmade objects or places, such as a treehouse, a locked chest or a trap door. A point of interest is something interesting that could potentially inspire a story event.

Identifying points of interest will help you later on when you create a story premise and challenge to pair with your setting.

Play the **What Makes a Good Setting? QB Video** once through and have a brief discussion about the elements that make a good setting.

ACTIVITY:

Each student in a team will draw and describe a different setting within their team's assigned or chosen biome. Their settings should reflect what they know about their biome's plants, animals, and climate. One student might choose to draw a building or structure, another a lake, another a forest, and so on. If their biome is the marine biome one student might draw a coral reef, another the bottom of the deep ocean, another the beach, etc.

NOTE: If devices are available, encourage students to research images of their biome for more inspiration.

Show the **Drawing a Place Tutorial Video**. Play it once for students to just listen and watch and then play it a second time so they can practice some of the techniques in the video.

Have students turn to **Creating a Setting** (p.20) in their Notebooks to draw and describe their original settings. As they work, circulate the room to offer prompts and suggestions to help them add more detail to their drawings. When students have finished drawing and describing their settings, they should share them aloud within their teams.

If time allows, invite students to present their settings to the whole class to earn a house point for their team.

LESSON 5

TEAM CHALLENGE

Setting Detectives + Detailed Descriptions

PREPARE: Find one small classroom item – such as an eraser, a marker, a keyring, etc. – to distribute to each team.

TELL STUDENTS: Today is a double-challenge day! The first challenge will require us to use our critical thinking skills to determine the setting described in different situations. The second challenge will require us to use our communication skills to describe something in detail to our teammates.

TEAM CHALLENGE 1:

Students must work in their teams to figure out the setting for each of these read-alouds. Before calling out an answer, each team has to “buzz in” by saying their team name.

Read each description once or twice through and give students time to discuss the settings in their teams until they’re ready to buzz in and answer. The team with the most (or any) correct answers gets the house point.

Setting Description 1: Fourteen children are buckled in tight, excited to be on the way to the Aquarium. Their teacher sits in the front seat. All the seats are squeaky and shiny with little cracks in them. Outside, the rain pours down, but inside it’s warm and dry and the air is filled with the smell of packed lunches.

(Answer: School bus)

Setting Description 2: When Jonathan woke up, he opened the curtains and saw that it was sunny outside. The smell of bacon wafted up from downstairs and he could hear his mother calling him for breakfast. He yawned and stretched.

(Answer: Bedroom)

Setting Description 3: Elise ran toward the salty water. The sounds of children laughing and screaming of gulls squawking overhead filled the air. “Don’t forget sunscreen!” her dad called.

(Answer: Beach/Seaside)

Setting Description 4: Angel followed the spicy and comforting scent of pozole (stew). The room looked exactly as it always did: a stovetop filled with pots and pans almost overflowing with flavorsome stews and sauces cooking, a table set for five people, and the back door swinging open to let the smoke and spices seep out into the night air.

(Answer: Kitchen)

TEAM CHALLENGE 2:

Tell each team to appoint a “leader” for this activity. Give each leader one small object.

Tell the leaders that they will need to describe the object using only their five senses (sight, sound, smell, taste, texture) in order for their teammates to draw it. They cannot say what the object is or describe what it is used for, or say anything about it other than what they can perceive with their senses.

They should begin by describing in detail how it looks, and then they can describe sounds, smells or textures as additional hints if needed to give their teammates a better understanding of what they’re drawing.



Set a timer for 5 minutes while students work. When the time is up, have each team present their drawing and have the leader show the object.

Teams that were able to draw their object (somewhat) accurately get a house point.

Have a brief discussion about what made the challenge easy or difficult. Ask students if they felt their leader gave clear instructions. Ask the leaders if their teammates listened to them attentively.

REFLECTION & CONNECTION:

Knowing how to listen is just as important for good communication as knowing how to speak, write or draw.

- Have you ever felt as if someone wasn’t listening to you? How did that feel?
- Has anyone ever told you that you weren’t listening? Do you think they were right?

NOTES

LESSON 6

REFLECTION & QUEST CONNECTIONS

Places & Goals

ASK STUDENTS:

- What do we mean when we talk about the “setting” of a story?
- How do we describe story settings and real places – what do we use?
- What are the five senses?
- What is your favorite place in the world? Describe it using all five senses.
- What settings have we seen in Quest so far? Can you describe them?

TELL STUDENTS: Each team is made up of students with a variety of strengths. When we work together we combine our strengths so we can do more, learn more and be more.

As you continue playing Quest and becoming Creators you will learn new skills and grow stronger in others, but it’s valuable to take a moment to assess the skills and strengths you bring to your team from the beginning.

At the end of Quest Creators and Quest you’ll have a chance to assess your skills and strengths again to see what you’ve gained or improved in.

JOURNALING:

Have students turn to the **Journal Prompts** (p.41) in their Creator Notebooks.

Give students 3-5 minutes to write then invite them to volunteer to share what they wrote.

JOURNAL PROMPT: How does your environment change the way you act? For example, do you behave differently when you’re at home with your family compared to at school? Is there a place where you feel most like yourself? Describe it.

EXPLAIN: It’s easier to accomplish things or make improvements when we know what we want to achieve or where we want to go. We can set goals to help us accomplish tasks in our lives and also in Quest. Today each team is going to set some goals for the rest of Quest.

ACTIVITY:

Have students turn to **Our Team's Goals** (p.21) in their Notebooks.

Students will work in their teams to come up with at least three goals for the rest of Quest, each writing their answers in their own Notebooks.

- You can give students the following examples to help them:
- We will have fun.
- We will have a good reputation.
- We will share food tokens with other teams.
- We will play fairly.
- We will collaborate/work together.
- We will use our creativity.
- We will listen to each other.
- We will make good decisions.
- We will try our best.

REFLECTION & CONNECTION:

When we set goals together we are more likely to succeed together!

- Have you ever set a goal before?
- Did you achieve it?
- Did you learn something from the process?
- Has anyone set a goal that they're still working toward achieving?

NOTES



UNIT 4: CRAFTING A STORYLINE

● UNIT OBJECTIVE

Students will analyze stories to gain a deeper understanding of story structure, then they will create a story premise for their Side Quests/final projects.

● ESSENTIAL QUESTIONS

- What is a Side Quest and how does it relate to the overall Quest storyline?
 - What makes a good or engaging story?
 - In what ways is storytelling valuable for communities and individuals?
- 

LESSON 1

Story Premise

ASK STUDENTS:

- Who can describe the story premise of Quest? (Reminder: the story premise is the set-up, or how the story is set in motion.)
- What else has happened so far in the story of Quest? You may need to walk students through the short synopsis of what happens in the first four episodes.
- What stories do you know well from your favorite books or movies?
- Invite a few students to share a few basic storylines they're familiar with.

NOTE: Retelling stories in sequence is good practice for oral language skills and will help learners recognize the rhythm and patterns in storytelling.

EXPLAIN: For their final projects students will be creating a Side Quest. A Side Quest is like a "hidden" level of Quest that doesn't change the outcome of the main story but is a fun optional adventure.

Today we're going to hear a Side Quest that involves Jay, a character we've already met in Quest.

ACTIVITY 1:

Play the **Storyline Video**. Play it twice through so students understand it fully. Then, have students discuss in their teams to answer these questions about the video. Each team should nominate one person to write down their answers.

- Who was that Side Quest story about?
- What did he do? Where did he go? Why?
- What challenges or difficulties did he face?
- How did he succeed in the end?
- What mood did that story have? (For example: scary, exciting, hopeful, funny, suspenseful.)

Invite teams to share out what they wrote down for each question.



LESSON 2

Beginning, Middle & End & Creating Comic Stories

TELL STUDENTS: Every story has characters, a setting and a storyline and every storyline has a beginning, middle and end.

EXPLAIN: Say out loud and write on the board or a clean piece of paper:

- **Beginning:** we learn about the characters and setting.
- **Middle:** the characters encounter a problem or challenge.
- **End:** the characters find a solution.

This is the basic structure of nearly every storyline you'll find in books, movies, comics and even the levels of video games.

Today you'll be working in your teams to craft a comic story with a beginning, middle and end.

The first panel (or story window) will be your story's beginning. The second will be your middle and the third will be the end. Keep the storyline structure in mind as you work on your comics!

ASK STUDENTS:

- Who has read a comic book?
- How is a comic different from a novel? (A comic tells a story with pictures and words. The pictures are usually more important than the words.)

ACTIVITY 1:

For this brief modeling activity, divide your board or a piece chart paper into three columns or squares. These will be your story panels. Tell students that you're going to practice creating a comic story all together. For this comic story, your main character is SAM. The premise of your comic story is that SAM is running out of electric charge.

As a class, brainstorm and come up with one sentence to describe how your story begins, one sentence to describe what happens in the middle of the story and one sentence to describe what happens at the end.

Next, draw a simple representation of each sentence in the corresponding column or square.

NOTE: Feel free to draw stick figures for this activity!

Once you've sketched out the basic story, ask students if they would like to add any speech bubbles (dialogue) or thought bubbles (SAM's thoughts) to enhance the story.

ACTIVITY 2:

Each team will need to create one comic story collaboratively. Have them turn to **Three-Panel Comics** (p.22) in their Creator Notebooks. Give students a moment to decide on their roles in the comic creation process. They might choose to have two people on the team do the drawings, one write captions or speech one color, or they might all take turns with each role. Each student should contribute and offer suggestions and ideas for each aspect of the story creation process, regardless of their role.

Give students the following story premises to choose to inspire their story. Multiple teams can choose the same story premise, as long as they all develop and illustrate the story in a different way and come up with different endings for their stories.

- A: Two best friends find a suitcase filled with treasure.
- B: A scientist accidentally spills a chemical and creates something terrifying.
- C: A student discovers a secret doorway in the classroom that leads somewhere surprising.
- D: A character meets a time traveler.
- E: A character wakes up in a different dimension.

Once each team has chosen their premise, they should begin their comic story development, following the steps below.

STEP 1: Create one or two simple characters you can draw repeatedly. You can represent people with stick figures, or choose animals or even inanimate objects, which are easier to draw, as your main character(s).

STEP 2: Choose a setting you can easily draw. Sometimes in a comic you will use a variety of ways of showing this setting. Typically, that means starting with a “zoomed out” view that shows the reader the whole place, and then “zooming in” to show close-ups of specific places within the setting.

STEP 3: Decide what you’ll draw in each panel (the first is the beginning, the second is the middle and the third is the end).

STEP 4: It’s time to draw the comic!

STEP 5: Add any speech bubbles, thought bubbles or sound effects to enhance your comic stories.

Invite each team to present their comic story to win a house point!

REFLECTION & CONNECTION:

- Why do you think stories need a problem or a challenge in the middle? Would a story be less interesting without the problem or challenge? Why, or why not?
- Does anyone prefer comic stories to stories that are written only? Why, or why not?
- What can comic stories achieve that written stories cannot achieve?
- What can written stories achieve that comic stories cannot?

LESSON 3

Developing the Side Quest

ASK STUDENTS:

- Who can tell us what a Side Quest is?
- What is the relationship between a Side Quest and the main story of Quest?

EXPLAIN: Side Quests, which are side stories or mini adventures, exist in video games, and even novels, to give players or readers an extra adventure and an opportunity to learn something new or tackle a new challenge.

In your Side Quest (which will include one or two characters, a setting, a story premise, and a challenge), your audience should learn something new about your biome and setting and practice or learn a new skill with your challenge.

Today you're going to choose one of your team's settings and one or two of your characters to help you build the framework for your Side Quest.

ACTIVITY 1:

Have students turn to **Side Quest Development** (p.23) in their Creator Notebooks.

They may also need to glance back at their completed **Character Sheets** and **Creating a Setting** pages to choose one or two characters per team and one setting per team. Students will have time before the Showcase to re-draw their chosen character(s) and setting on chart paper. For now, they should fill out the Development page to establish what they want the main elements of their Side Quest to be. Students should work together in their teams to do this.

They will also choose a mood for their Side Quest. Remind them that mood is the feeling associated with a story or setting. Here are some examples of story moods:

*SPOOKY, CHAOTIC/RANDOM,
MYSTERIOUS, FUNNY, SILLY,
JOYFUL, HOPEFUL*

In the next class they will write their Story Premise.

ACTIVITY 2:

Gather all students together at the front of the room for a collaborative improv storytelling game called "Fortunately/Unfortunately". This game will help students generate story ideas on the spot to help them realize they have countless ideas at their fingertips!

Explain that together you will be telling the story of a character with a very confusing life; everytime something good happens to them, something bad happens right after.

Invite students to come up with the character's name, age and job or main hobby. You might choose to write those key details on the board or chart paper for everyone to see.

Begin the game by stating a simple sentence about your character. (For example: Gary the plumber went to the store to buy some food.) The student next to you should say the next sentence in the story, beginning with the word, "Fortunately." Explain that fortunately means something good is about to happen. (For example: Fortunately, Gary found a hundred dollar bill in his pocket.) Then, the next student must begin their sentence with the word, "Unfortunately." Unfortunately means something bad is about to happen. (For example: Unfortunately, he realized the hundred dollar bill was fake money from a board game.)

Continue around the circle so every student adds either a Fortunately or an Unfortunately sentence to the story. Encourage students to get a little silly or exaggerated with their story ideas to stretch their imaginations!

REFLECTION & CONNECTION:

Longer stories, such as books or full-length movies, often have a change in mood. Sometimes a story begins with a joyful mood and then it switches into a sad mood or a spooky mood.

- Can you think of any stories that started out joyful or happy and then changed mood? Can you think of any stories that started out with a sad or depressing mood but then became happy?
- Have you ever had a day when you started out with a certain mood and then your mood changed completely? If so, what caused your mood to change?

NOTES

LESSON 4

Creating Your Side Quest Story Premises

TELL STUDENTS:

Today you will be working in your teams to create your own story premise for your Side Quest project.

Remind them that a story premise is the setup of a story, and can usually be told in just a couple of sentences. A story premise should feature the beginning of a story (including the character and setting), right up to the moment when a character will face a problem or challenge.

Students will create their challenges and finalize the details of their Side Quest in the next unit.

ASK STUDENTS:

- Who can tell us the story premise of Quest?
- Who will tell us what mood you chose for your Side Quest in the previous lesson?

ACTIVITY:

Tell students that in their teams they should decide on and refine a story premise for their Side Quest that communicates the mood they chose and integrates the setting and characters they chose in the previous lesson.

Each team's story premise should explain how their character(s) gets to their chosen setting and the first thing that happens when they get there.

They should also choose a big idea, or central concept for their Side Quest from one of the options provided. Later on, they will connect their big idea to their challenge.

Have students turn to **Writing a Story Premise** (p.24) to write their ideas. Each team will create only one story premise, but each student should write in their own Creator Notebook.

Circulate the room as students work to help them nail down their ideas (and not overthink them).

When everyone has finished, invite each team to present their Side Quest story premise to the rest of the class to win a house point.

REFLECTION & CONNECTION:

- What are some reasons we tell and share stories?
- Why do we like hearing stories?
- People often say that storytelling can unite or build a community. What do you think that means?
- How might creating and sharing stories make us feel united?

LESSON 5

TEAM CHALLENGE

Mood & Details + Story Cubes

PREPARE: Cut out one set of **Setting Details Cards** (p.25) for each team.

TELL STUDENTS: For today's Team Challenge you'll be using what you know about storytelling and mood to win house points!

TEAM CHALLENGE:

Distribute one set of **Setting Details Cards** per team. For this challenge, they will need to match the setting details and adjectives with the correct mood.



Give students 5 minutes to complete the challenge. Go around to each table to check each team's work. Teams with all correct matches will win a house point.

ACTIVITY:

Have each team turn to the **Story Cube** (p.29) in one of their Notebooks. They will only need one cube per team. Instruct each team to write a type of character (e.g., human boy/girl, wolf, robot, alien, etc.) on one square - or side - of the cube.

Next, they will write a character trait on another square, then an emotion on another square, then an action (e.g., swimming, drawing, talking, running, etc.) on another. In the remaining two squares they should write a setting/place and a sound. All together, pick a color for settings, a color for inside traits, a color for sounds, etc., then have students lightly color in the square. They may need to rewrite their words in marker or pen so they're still legible. Once each Team has written and colored on all the sides of their cube, they can cut out their cube, fold it along the dotted lines, and glue or tape the sides together.

Have each team throw their Story Cube and read the side that shows on top. Write each one on the board or chart paper. You might end up with multiple characters and no setting or multiple settings and no sounds, and that's OK! Next, have students work in their teams to develop a story (three sentences is plenty) that incorporates all of the details on the board. Each team should nominate one person to write down their story. Invite each team to share their Story Cube story aloud. Point out that even though each team used the same story elements, they each managed to create a unique story because of their unique perspectives and ideas.

REFLECTION & CONNECTION:

- Do you think it's easier to create together or to create by yourself?
- What are the benefits of creating collaboratively?
- Are there any benefits to working alone? There are no right or wrong answers – everyone works differently!

LESSON 6

REFLECTION & QUEST CONNECTIONS

Collaborative Storytelling

ASK STUDENTS:

- How does your Side Quest fit into the story of Quest?
- Does your Side Quest have the same overall mood of Quest, or does it change? (It's OK if it changes!)
- Do you think your Side Quest could have a message or lesson? What would it be? Point out that their story's message or lesson should connect in some way to their chosen big idea. Give each team a couple of minutes to brainstorm about what a central message or lesson for their story might be.

JOURNALING:

Have students turn to the **Journal Prompts** (p.41) in their Creator Notebooks.



Give students 3-5 minutes to write then invite them to volunteer to share what they wrote.

JOURNAL PROMPT: If your life was made into a movie or video game, what kind of movie or video game would it be? Describe it! Include a description of the character that would represent you.

ACTIVITY:

Distribute one blank sheet of paper to each team. Tell each team to fold their piece of paper into six rectangles.

- On the first rectangle they should write, "Character 1 name and description".
- On the second rectangle, they should write "Character 2 name and description".
- On the third: "Where did they go?"
- On the fourth: "What did they do?"
- On the fifth: "What did they say?"
- And on the sixth: "How did it end?"

The first student in each team will write the first character name and description. Then they'll fold over what they wrote and pass it to the next student, who will write the second character name and description. Teams should continue folding, passing the piece of paper, and adding a detail, until they've completed all six rectangles. At the end, have them unfold the piece of paper and read the story they created within their Teams!

REFLECTION & CONNECTION:

- As you advance through Quest and Quest Creators, what are some things you've achieved or created that you're most proud of?
- Were there any difficult challenges that you succeeded in?
- Have you created a cool character or setting or story?



UNIT 5: UNDERSTANDING & DESIGNING CHALLENGES

● UNIT OBJECTIVE

Students will learn about the purpose and process of designing challenges, then they will design a riddle, a math problem and a physical challenge for their Side Quest.

● ESSENTIAL QUESTIONS

- In what ways can story problems and challenges be valuable for the reader/listener/player?
 - What is the value of setting goals that are difficult to reach?
 - What are some connections between storytelling/creating and empathy?
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LESSON 1

My Goals & Obstacles + Story Problems & Solutions

ASK STUDENTS: Who remembers what happens in the beginning, middle and end of a story?

Beginning: We learn about the characters and setting.

Middle: The characters encounter a problem or challenge.

End: The characters find a solution.

TELL STUDENTS: Today we're going to focus on the middle part of the story, when a character (or characters) discovers a problem or faces a difficult challenge.

EXPLAIN: Remind students that when they play Quest, they are characters in a story. Ask them what their characters in that story want to achieve or get. (They may have multiple answers.) Next, ask them what is in the way of them getting what they want in Quest. (Again, they might have many answers.)

Tell students to think of some books or movies they know well. Ask them what kind of challenges or obstacles the characters had to overcome in these stories.

ACTIVITY 1:

Pair students up for this short SEL activity. Students should be paired with another student in their team unless there's an uneven number of students in each team.

In their pairs, students will discuss and write answers to the following questions on **My Goals & Obstacles** (p.31) in their Creator Notebooks.

- What is something that you personally want to achieve but haven't achieved yet? (Some examples: be good at a sport, get better grades, win a trophy, etc.)
- What are some things that have made it difficult to achieve this goal?
- Have you ever overcome a challenge or obstacle to get what you wanted? Describe what happened.

EXPLAIN TO STUDENTS: We can use our own goals and challenges as inspiration for the stories we create.

ACTIVITY 2:

Have students work in their teams to create solutions/resolutions for the three story scenarios on **Obstacles & Solutions** (p.32) in their Notebooks. They can use just one Notebook per team for this activity.

SCENARIO A: While out searching for food and supplies with his friends, Amir wanders from the group and trips and falls, injuring himself. He calls out, but no one can hear him.

SCENARIO B: Yasmin wants to swim across the river to reach a building on the other side, but her fear of fish gets in her way.

SCENARIO C: Robin gets paired up with a partner to complete a challenge, but her partner is a know-it-all and won't listen to Robin's suggestions.

While students work, circulate the room to make sure each student in a team is contributing to their decision-making. Encourage them to get creative with their ideas!

When everyone has finished, invite each team to share their Story Solutions aloud.

REFLECTION & CONNECTION:

Sometimes we have goals that seem difficult to achieve, but when we break those big goals down into smaller steps (and apply some patience) we can usually achieve what we want.

- Can you think of one small step you could take today that would take you a little bit closer to a bigger goal?

NOTES

LESSON 2

Becoming Thoughtful Designers

ASK STUDENTS:

- Who here enjoys playing Quest?
- Who here enjoys playing video games?
- Who likes math?
- Who likes sports? Puzzles? Mystery stories? Crossword puzzles?

EXPLAIN: Most of us enjoy activities that challenge us and require us to use our brains, skills, and/or strength to succeed. That's because we are all naturally problem-solvers!

When game designers are designing a game, they know that their users will want an experience that is fun and challenging, but not too challenging. They might also want their users to learn something new or feel something new by playing the game.

TELL STUDENTS: It's almost time for you to step into the role of Game Designers to prepare to design some challenges for your final showcase project. But first, we're going to practice our design skills by creating for a specific audience.

When we create anything – whether it's a new type of device or a story or a gift – we have to begin from a place of thinking about what our audience might want or need. Sometimes we create things that we think our audience will enjoy or have fun with, and sometimes we create things that offer a solution to a problem.

ACTIVITY 1:

Tell students to turn to **User Experience & Design** (p.33) in their Creator Notebooks. Distribute a sheet of blank paper to each team for their brainstorming.

For this activity, students have to design (or ideate) something to meet the needs of two specific people. They will answer the questions first, then brainstorm (on blank paper), then finally draw and label their final idea.

1. You need to buy or make a gift for SAM's birthday. What will you give her?
 - What do you know about SAM?
 - What do you think SAM likes?
 - How do you want SAM to feel when she receives this gift? (List two emotions.)
2. Your classmate has trouble sleeping, which makes them tired all day in school. Invent a gadget that could help them fall asleep.
 - What are some things that make it difficult to fall asleep? (For example: loud noises, bright light, distracting thoughts, etc.)
 - What emotion does this setting make you feel? (Happy? Scared? Sad? Excited? Calm?)

Once they nail down their invention or idea for each one, they should draw and label it in the space provided.

As students work, circulate to make sure each team member is contributing and listening, and offer prompts to help students generate ideas.

When everyone has finished, invite each team to present their ideas and drawings with the rest of the class. You might choose to award additional house points to exceptionally creative ideas.

REFLECTION & CONNECTION:

As Creators, we are crafting stories, building worlds, and designing challenges for other people to experience and enjoy.

- What kind of experience do we want to give our audience?
- Think of some adjectives to describe this experience.



NOTES

LESSON 3

Designing Riddles/Word Challenges

ASK STUDENTS:

- Who knows what a riddle is?

The **Character Detectives** (p.18) Team Challenge from Unit 2 was a series of riddles. Invite a student to go back and read one of the riddles aloud for the rest of the class.

EXPLAIN: A riddle is a type of challenge that requires the reader or listener to guess who or what the person telling the riddle is describing, using the details given as clues. Ask if anyone knows the famous riddle of the Sphinx. According to Greek mythology, the Sphinx asked a riddle to all travelers in order to let them pass through the city gates. Anyone who struggled to figure out the answer was eaten by the monster.

This is the riddle she asked: Which creature has one voice, but has four feet in the morning, two feet in the afternoon, and three feet at night?

See if students can guess the right answer. (Humans, who crawl on all fours as babies, walk on two as adults, and need a walking cane when old.) Tell students that today they will be creating their own riddles!

ACTIVITY 1:

Each team will invent one riddle. Have them turn to **Designing Challenges - Words & Math** (p.34) in their Notebooks. Today they will only fill out the top half (Word Challenges) of the page. Students have two options for their riddles. They can choose either an animal or an object in the classroom. If time allows, they can even do one of each!

Give students the following steps to help them write their riddles:

- Choose the answer to your riddle. This is your animal or object.
- Write down a few facts and/or a description of your animal or object. (Use your five senses to help you describe it!)
- Use "I am..." or "I have..." or "we are..." statements to write your riddle. Include at least three important details about your character to help someone guess who or what they are.
- Come up with a hint – an additional detail – that could help someone guess the answer.

Circulate the room while students work to help them generate ideas and stay on task. When everyone has finished, invite each team to share their riddle aloud and have the rest of the class guess the answer. You can choose to give house points for clever riddles and/or presentation style.

REFLECTION & CONNECTION:

When we write from the perspective of a different person (or an object or an animal), we are stepping into their shoes and imagining what it would be like to be them. Try imagining what it would be like to be a puppy - what would you see, feel, and think? Now, try to imagine what it would be like to be one of your parents or family members!

LESSON 4

Designing Math Challenges & Physical Challenges

TELL STUDENTS: Today we're going to continue with designing challenges. For your final projects you will choose one of these three challenges – a word challenge, a math challenge, or a physical challenge – to present.

EXPLAIN: Math challenges are similar to word challenges, but instead of guessing who or what something is, the listener will have to do some mental math to answer the question posed in the challenge.

Here are two examples of math problems:

- There were 500 seats for spectators at Harry's soccer game, but 617 people showed up to watch the game. How many people will have to stand? ($617 - 500 = 117$ people will have to stand.)
- When Alberto was 6 years old, his little sister, Jessica, was half his age. If Alberto is 40 years old today, how old is Jessica? ($6/2 = 3$. $6 - 3 = 3$. $40 - 3 = 37$ years old.)

ACTIVITY 1:

Have each team turn to **Designing Challenges - Words & Math** (p.34). Today they will fill out the lower part of the page.

To think of their math problem, students should go back to their biome. What are some elements of their biome (animals, plants, points of interest) that could inspire a word problem?

Anything that can be counted or measured is a good start for a math word problem!

ACTIVITY 2:

It's time for students to plan (but not necessarily build) a physical challenge! Once they draft and sketch out their physical challenge, you can help them gather the materials they need. Remind them that they should plan their physical challenges using only materials that are easy to source (for example: plastic cups, straws, sticks, paper and pencils, erasers, chalk, etc.)

Some examples of physical challenges include:

- Shooting a ball through a hoop (or some balled-up paper into a trashcan)
- A game of tic tac toe with physical items
- Building a pyramid with plastic cups
- Designing an obstacle course with chalk on gravel (outdoors)

LESSON 5

TEAM CHALLENGE

Story Puzzles + Writing Directions

TELL STUDENTS: Today's challenge is a collection of word challenges. We call these challenges story puzzles. These are even more challenging than riddles because there is more than one step to figure out the answer.

TEAM CHALLENGE 1:

Have students turn to **Story Puzzles** (p.36) in their Creator Notebooks to read along with you as you read these challenges aloud one by one.

As soon as a team has figured out the answer to one of the puzzles, they must "buzz in" by saying their team name. After they say their team name, they can say their answer aloud. If they answer incorrectly, another team can buzz in. Let students know that if they buzz in without saying the answer, they won't get a second try.

The team with the most correct answers at the end will win a house point.

Alternatively, if you think students will work better quietly in their teams, you can have each team work to answer the questions in any order within a 10-minute timeframe.

My name is Luna and I live on a farm with four other horses who are my brothers and sisters. Their names are Zazzie, Sumo, Ruby and Pixie. What is the fifth horse's name?

My neighbor's home is a one-story house and everything inside is different colors. The walls are green, the ceiling is yellow, the couches are red, the fridge is orange. They eat from purple plates and drink from blue glasses. Can you guess what color the stairs are?

Adrian fell off a 20-foot ladder but didn't get hurt at all. In fact, he walked away and went straight to baseball practice. How did he manage to not get hurt?

Kara has a large family. She has an equal number of brothers and sisters, but each brother only has half as many brothers as sisters. How many boys and girls are there in Kara's family?

LESSON 6

REFLECTION & QUEST CONNECTIONS

Perseverance

ASK STUDENTS:

- How does it feel to have become game designers?
- Did you enjoy creating challenges? Why or why not?
- When you imagine an audience (friends, family, classmates, teachers) trying out your challenge, what do you think will be difficult about it for them?

ACTIVITY:

Write the word “perseverance” on the board and ask students if anyone knows what it means.

Gather a few different definitions or share this one: the power to continue doing something in spite of difficulties. Discuss some things that they have done already that took perseverance (for example, learning to ride a bike, or to do math, or to tie their shoes). On the board/chart paper, create a list of these events along with a description of what students needed to do to persevere and demonstrate success.

Next, create a list of things that one can do to show perseverance in any situation (for example, practice, have patience, ask for help, try in a different way, etc.).

Tell students that having come so far in Quest, they have shown great perseverance. Remind them that through their final projects, they’re sharing the lessons of perseverance with anyone who tries out their challenge.

JOURNALING:

Have students turn to the **Journal Prompts** (p.41) in their Creator Notebooks.

Give students 3-5 minutes to write then invite them to volunteer to share what they wrote.

JOURNAL PROMPT: What skills do you have and use when dealing with real world challenges?

REFLECTION & CONNECTION:

- Have you ever been in a situation where you realized it was better to give up than to persevere?
- Have you ever been in a situation where you almost gave up, but instead you kept trying and you finally reached your goal?
- How can we decide if a difficult to reach goal is worth hard for?

UNIT 6: PRESENTATIONS & GIVING FEEDBACK

● UNIT OBJECTIVE

Students will be able to give, receive and implement feedback to refine their presentations for a Showcase event.

● ESSENTIAL QUESTIONS

- How can we connect our setting, characters, challenge and story premise to create a cohesive Side Quest?
- Why is it important to be able to give and receive feedback?
- What makes a presentation fun for the audience?

LESSON 1

Finishing Touches

TELL STUDENTS: You are all Quest Creators now and it's almost time to present your materials to an audience. Any writer, artist or game designer will tell you that before you present your work, it's important to revise, enhance and improve everything one last time.

Today we'll work on refining the settings for your Side Quests and writing directions/hints for your challenge.

ACTIVITY 1:

Students will work together in their teams to draw the final version of their chosen setting on chart paper.

On their final drawings, students should use the letters A-Z to demarcate the following: creatures (animals/insects/aliens) and plants (trees, flowers, bushes, seaweed, moss, etc.), sensory details such as smells and sounds (yes, they're invisible, but they can still be labeled), as well as their points of interest and anything that might be relevant to their challenge or story premise.

They should create a **Map Legend** (see example in the Lesson Slideshow) in the bottom right corner of their drawing where they define and describe each of the lettered items.

While students are working on their chart paper drawings, show the **Basic Colored Pencil Techniques** video to help them try different ways to show texture and shadow.

ACTIVITY 2:

Have students turn to **Challenge Basics** (p.37) in their Notebooks.

If students have chosen to create a physical challenge, they should write clear and concise step-by-step directions for how to play their challenge and how to win points. If their challenge involves a single step, such as throwing a ball of paper into a hoop, encourage them to gamify the challenge further by adding a timed component or giving participants a maximum number of tries or adding a target they must hit to win.

Their directions should include what is required to win or succeed at the challenge.

If they chose a math or word challenge, the directions will be simpler, but they should still write directions. The directions can also help connect their challenge to their setting. The final step in the directions might be a hint (for a riddle) or a process, such as multiplication or subtraction (for a math problem). They can keep the hint step hidden with a piece of paper or cardboard when they present their challenges.

Remind students that they should write their directions clearly enough for a six-year-old to understand!

Here's a simple example of a Side Quest with a character + story premise + setting + math challenge:

- Alexander and his team were searching an old building for clues when he heard a strange and creepy noise coming from the forest nearby. He stepped outside and the noise got louder. Alexander realized the noise was a raven, who seemed to be calling him. He followed the raven's call deep into the dark wooded forest, where he stumbled upon a locked chest. The chest had a combination lock. A note next to the lock gave him the following clues to figure out the three-digit combination to unlock the chest:
- The first digit is your age the day before your 10th birthday.
- The second digit is the first digit minus 4.
- The third digit is the sum of the first two digits added together, then divided by 2.
- What is the combination that will allow Alexander to unlock the chest?

The directions for the above challenge would break down the clues into simple and clear steps. A possible hint would be: If you add all three digits together you get 21.

REFLECTION & CONNECTION:

- How does it feel to be a Creator?
- What do you think the experience of reading and participating in your Side Quest will feel like for your audience?
- Do you think the challenge will be difficult? Fun? Both?

NOTES

LESSON 2

Team Presentations

ACTIVITY 1:

Have students finish up their settings and challenge directions. If any team has finished with both, they should proceed with drawing their character (or choose a second character to draw) on chart paper.

EXPLAIN: The best way to prepare for a presentation of any kind is to practice, practice, practice! Let students know that it's OK, and normal, to feel nervous before presenting. Today they will be presenting for their peers/classmates to practice and grow their confidence before they present for a bigger audience.

No matter who their audience is, all audiences will want to see the teams succeed and have a good time with their challenges.

ACTIVITY 2:

It's time for each team to present (by reading aloud) their story premise, show their setting and character, and present their challenge for their classmates to solve or try out.

Allow for 5 minutes per team presentation. Invite students to ask questions from the presenting team.

Let students know that they will be writing peer feedback in the next lesson so they should take note of anything interesting, cool, or unclear about any of the presentations.

REFLECTION & CONNECTION:

- How did it feel to perform for an audience?
- Do you like performing or does it make you nervous?
- When we practice, we get more and more courageous each time!

LESSON 3

Giving & Receiving Feedback

ACTIVITY 1:

If not all teams had time to present in the previous session, have them present their settings, characters, story frames and challenges for the class. If all teams have presented, have them finish and refine their large-format chart paper drawings of their characters. (One character per team is enough, unless students want to draw more!)

TELL STUDENTS: One of the most important steps in any creative process is giving and receiving feedback from people you trust before you share your work with a wider audience. Professional artists, writers, and game designers have people to test, read, and offer suggestions to help them create and refine their best work.

ACTIVITY 2:

Today students will be trading their settings and challenges with other Teams to offer helpful feedback and suggestions, then make any last changes to their own projects.

There are three main components to helpful peer review:

1. Compliment
2. Make Specific Suggestions for Enhancement
3. Point out any necessary corrections

Assign each team's Side Quest to another team to read, review, test the challenge and offer feedback written on **Peer Feedback** (p.38) in their Notebooks.

While teams are working and writing their feedback, circulate the room to make sure everyone understands the different components of feedback and keeps their suggestions positive and helpful.

Have teams fill out Peer Feedback pages for as many other teams as they can in the time remaining.

Make sure each team receives all Peer Feedback forms that were written for their Side Quest.

REFLECTION & CONNECTION:

- Being able to understand and receive feedback – both positive and negative - is a valuable skill!
- You don't have to believe every piece of feedback you receive, but there is always something you can learn from it.
- Is there anyone in your life who you go to for feedback about your work, ideas, art, or anything else?
- What qualities or traits would you look for in a person to provide feedback?
- What is the best piece of feedback or best piece of advice you've ever received?

LESSON 4

Improvements & Growth Mindset

ASK STUDENTS:

- Who wants to share some positive feedback they received?
- Who wants to share a correction or suggestion they were given?
- Does everyone understand all the feedback they received?
- Does anyone not like the feedback they received?

EXPLAIN: Sometimes we receive feedback we don't like, but we should still take it into consideration. You don't have to take every suggestion, but it's worth taking the time to consider if the adjustment might improve your work. There's always room for improvement!

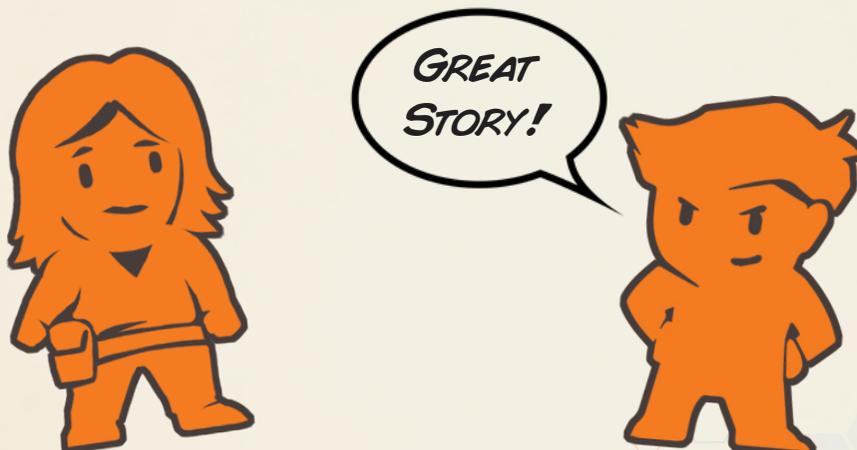
Being able to understand the need for improvement and not letting it upset you is one way to demonstrate a growth mindset. Having a growth mindset means you're open to recognizing your mistakes and learning and growing from them.

ACTIVITY 1:

Tell each team to make at least one adjustment to their drawings, challenges, or challenge directions from their **Peer Feedback** forms. This can be an adjustment made based on a suggestion about a lack of clarity or it can be made as an enhancement based on a compliment.

As teams work to make their improvements, circulate the room to help students choose an appropriate adjustment or improvement to make. Examples of improvements include: more clarity in directions, corrections in spelling, added details to drawings, and adjustments to challenges to make them more playable or fun.

If you notice that teams have character or setting descriptions that lack vivid language, encourage them to turn to the **Character Description, Setting Description** and **Enhancing Descriptions Word Banks** (p.39-40) in their Notebooks to add more descriptive adjectives, verbs and nouns.



ACTIVITY 2:

Explain to students that another way we can show growth mindset is transforming the way we think about the things that are difficult or challenging for us. When we recognize that we haven't mastered a particular skill, such as drawing, instead of feeling bad about it, we can remind ourselves that we're learning or improving our skills. The process of learning and improving doesn't end until we give up.

Pair students up to work together to first fill in the blanks for these three statements.

- "I'm not smart enough to _____."
- "I'm not talented enough to _____."
- "I'm not creative enough to _____."

Next, in their pairs, they will transform each statement into "I'm learning to _____" or "I'm getting better at _____" statements.

REFLECTION & CONNECTION:

- Have you ever given up or felt as if you've failed at something?
- Do you know about any famous writers, artists or inventors who failed (or thought they failed)?

Did you know that Albert Einstein failed countless tests and exams in school and then went on to make many mistakes in his equations and theories?

- Why do you think Albert Einstein is famous for being a genius despite all his failures?

NOTES

LESSON 5

TEAM CHALLENGE

Verbal Storytelling + Final Touches

TELL STUDENTS: Today we're going to prepare for our Showcase by doing a warm-up activity that will help us to focus, then we're going to practice some public speaking with a verbal storytelling challenge.

ACTIVITY:

Have students stand in a circle, facing each other. Their mission is to count from one to ten as a group. Sounds easy, right? The catch is that only one person can speak at a time. If two students speak at the same time, or if someone says the wrong number or stumbles over their number, they have to begin again at number one.

Tell students to take one deep breath in and out before they begin. Then, any student can begin the count by saying, "One". Students should not count in order of the circle. The order **MUST** be random and unplanned. Another student will say, "Two". Another student will say, "Three." If two students both try to say, "Four" at the same time, they will have to start from the beginning. For an added challenge, you can have students face outwards in the circle so they can't see each other!

TEAM CHALLENGE 1:

Tell each team to turn to the **Storytelling Word Bank** (p.40) in their Creator's Notebooks.

For this challenge, each team will tell a story out loud, using as many of the words as possible from the Word Bank. Each Word Bank word is worth one point. All teams that score 5 points or higher will get one house point. Teams that score 7 points or higher on this challenge will get two house points.

First, read the Word Bank words aloud for students. Let them know that they will have 5 minutes to prepare their story before they perform for the rest of the class. They can use their preparation time to look up the meaning of any unfamiliar words, or to brainstorm a narrative (or some combination of both).

When the first team is called upon, they can nominate a Storyteller in their team to begin telling/performing a story out loud for the class, using as many of the Word Bank words as possible.

Remind Storytellers to speak loudly and clearly for everyone to hear. Other team members can tag in to take over if a Storyteller seems to be struggling. Each team has 2 minutes to perform their story, using as many Word Bank words as possible.

REFLECTION & CONNECTION:

- What skills did you use in the counting exercise?
- What kinds of communication skills did you use in both activities?

LESSON 6

REFLECTION & QUEST CONNECTIONS

What We've Learned

TELL STUDENTS: Congratulations on becoming Quest Creators! You should be proud of your hard work and creativity!

ASK STUDENTS:

- What skills do you think you have learned or improved upon since beginning Quest and Quest Creators?
- Has anyone improved at drawing? How about storytelling? How about winning challenges?

WHOLE GROUP DISCUSSION:

Tell students to look back at the **Quest Creator Bios** they wrote at the beginning of the program. Do they think their final projects will fulfill the hopes they had for them at the beginning? Is there anything they would add to the list of adjectives in Question 5?

ASK STUDENTS:

- What did we learn from Quest?
- How did we show courage?
- How and when did we show perseverance?
- How/When do we communicate?
- Did we show creativity?
- Did we practice good collaboration?

REFLECTION & CONNECTION:

- When we present at our showcase we're making a positive contribution to our community by sharing stories, by entertaining people, and by making them happy.
- What are some other ways can we make a positive contribution to our community, either now or in the future?
- What skills can help us make those positive contributions?

OPTIONAL

Quest Creator's Showcase

2 Hours

- Coordinate with other facilitators and program managers to schedule and plan a Quest Showcase for all students participating in the Quest Creators Program.
- Invite families, friends, and even local press for a night of community engagement and fun.
- Designate a room or area of the showcase to set up for your students' Side Quests and challenges.
- If your program has students at all grade levels implementing Quest Creators, participants should be able to walk through the showcase in order of grade level. They will visit Entry Level students first to witness their talking wax characters. Next, they'll visit your Access Level students to learn about Side Quests and challenges. Then they'll visit Secondary Level students to read and hear their branching storylines and challenges.
- If possible, have someone film each group of students as they present to share with parents, or to use as PR for your program!
- As they move through the Showcase, participants can select a character, a setting, a story premise and a challenge. At the end of their tour, they'll put their character, setting and storyline together to create their very own original Side Quest story!
- Each family/group will leave with their collaboratively written story, becoming Quest Creators, too!



TRIBE CHALLENGES ANSWER KEY

UNIT 1: CHARACTER TRAITS & ACTIONS

- > Brandon: Thoughtful
- > Imani: Brave
- > Ana: Wise
- > Michael: Impatient
- > Kara: Selfish
- > Jordan: Humble

UNIT 2: CHARACTER DETECTIVES

- A. A bee
- B. A clock
- C. Beets
- D. A kangaroo
- E. A bear

UNIT 3: SETTING DETECTIVES

- A. School bus
- B. Bedroom
- C. Beach/Seaside
- D. Kitchen

UNIT 4: MOOD & DETAILS

- Gloomy: Rain pouring
- Cheerful: Lively music
- Hopeful: Rainbow on the horizon
- Spooky: Bats flying
- Mysterious: Whispered voices
- Funny: A starfish in a top hat

UNIT 5: STORY PUZZLES

1. The fifth horse is named Luna.
2. There are no stairs; it's a one-story house
3. Adrian fell from one of the lower rungs of the ladder, not from the top.
4. There are four girls (including Kara) and three boys in the family.

UNIT 6: IMPROV STORYTELLING

- Each Word Bank word is worth one point.
- All teams that score 5 points (5 words) or higher will get one house point.
- Teams that score 7 points (7 words) or higher on this challenge will get two house points.

ADDITIONAL GAMES & ACTIVITIES

FEELINGS CHARADES

(10-20 minutes)

Give students an opportunity to practice acting/presenting and to develop their social-emotional vocabulary with a round of Feelings Charades!

Give each team a set of five emotions written on pieces of paper (they can be the same emotions for each team).

Each team should nominate one student to be the actor. The actor will unfold the first piece of paper and act out the emotion, trying out different facial expressions and physical gestures but staying completely silent.

As soon as one of their teammates guesses the emotion, the actor should move on to the next emotion, OR allow one of their teammates to tag in to become the actor.

You can use this activity to award house points by giving each team 5 minutes to act out and guess all of the emotions. Any team that guesses all of their emotions correctly within the time gets a house point!

CATEGORIES

(10-20 minutes)

This lightning-fast writing game encourages students to make quick connections and practice writing and spelling new vocabulary words.

Begin by writing the following categories on the board or a piece of chart paper:

- Colors
- Animals/insects
- Things you would carry in a backpack (this category can be interpreted broadly, but shouldn't include anything that wouldn't fit in a backpack or any living creatures)
- Things that would help you survive on a desert island

Tell students that you'll be giving them a letter of the alphabet and they will have 1 minute, working in their teams, to write as many words as they can that begin with that letter in each category. (If this proves too challenging, give teams 3 minutes to write.)

When the time is up, pick a new letter of the alphabet and repeat the process. Continue with at least four letters. Teams should get a point for each unique word they write, which means they can't get multiple points if they write the same word in multiple categories.

OPTIONAL: The team with the most points at the end wins the house point!

ADDITIONAL GAMES & ACTIVITIES

CRYSTAL CLEAR COMMUNICATORS

(20-30 minutes)

This game encourages students to practice communicating clearly through writing and drawing! Teams should play one at a time so everyone can observe.

Tell the first team to come to the front of the room. Give one student on the team a strip of paper with a phrase on it. Give the first student 2 minutes to draw a picture of what the phrase describes.

Next, the first student will give their drawing to the second team member. The second team member has one minute to write a phrase to describe the picture.

The third team member gets the phrase their teammate wrote and has 2 minutes to draw it. Continue until each student on a team has either written or drawn the phrase. At the end, have all students on the team show the rest of the class what they wrote or drew to see if they all wrote and drew the same thing. Repeat with the next team!

DRAWING PHRASES:

- Team 1 The dog ran away with the hot dog in its mouth
- Team 2 The cat played the drum
- Team 3 The bear ate the peanut butter straight from the jar
- Team 4 The chicken wore a wizard hat
- Team 5 The octopus wore a shoe on each tentacle

VOCABULARY HOT SEAT

(15-25 minutes)

For this vocabulary challenge, you can choose to use any set of Vocabulary words from the Word Banks in students' Creator Notebooks, or use the suggested words below.

Have each team nominate one student to be in the hot seat. Once hot seat contestants have been chosen, have students play rock, paper, scissors or pull strips of paper with their team names to determine which team goes first.

The hot seat contestant from the first team will sit at the front of the room in the "hot seat" (just any chair at the front of the room), in front of the board or chart paper.

Explain that they will have to ask questions that have yes/no answers only in order to guess the word written on the board behind them.

(cont.)

ADDITIONAL GAMES & ACTIVITIES

Here are some examples of yes/no questions for this game:

- Is it a noun/verb/adjective? Does it have fewer than 10 letters?
- Does it have more than two syllables?
- Is the letter e found in the word?
- Would this word be found in the first half of the dictionary?
- Is this word a character trait?
- Is this word a type of biome?

Write the word on the board for everyone (except the hot seat contestant) to see. Make sure teams know that if they try to signal the word to their hot seat teammate in any way, their team will be disqualified from the challenge.

Tell the first student to start asking yes/no questions. Keep a tally of how many questions they ask until they guess the word written behind them correctly. If students are struggling, you can give hints and count the hints as questions.

Continue with each elected contestant from each team. The team who guessed their word with the least number of questions wins a house point!

SUGGESTED VOCABULARY WORDS:

Character, Tundra, Marine, Courageous, Curious, Perseverance, Weakness, Sensory, Loot, Reputation

SURVIVAL ISLAND

(15-20 minutes)

This fun challenge encourages students to engage their critical thinking skills and practice decision-making within their teams.

Read aloud this introduction to the challenge:

"You've all woken up on a sinking ship near the shore of a desert island. Each team can only carry four items from the ship onto the island, so you'll have to pick only the four most important items for your survival. . . . But there's one little problem: a wild storm strikes this island once every 8 hours, destroying any structures and leaving everything soaking wet."

Write the list of items (without the point scores) on the board or chart paper. Tell students they have 5 minutes to work in their teams to choose four items from this list and write a short explanation for each item they choose.

(cont.)



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