

QUEST CREATORS FACILITATOR GUIDE



Entry
Level

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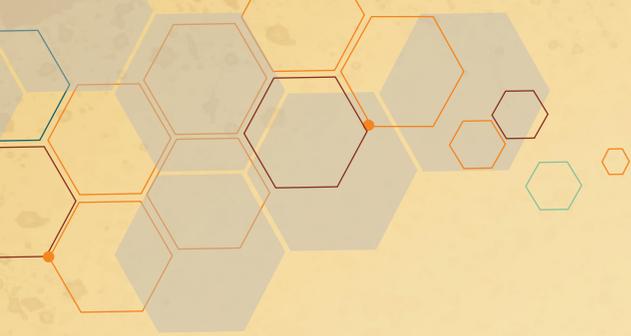
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INTRODUCTION

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 creation of characters with stories, which will be presented and acted out by students 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. If your students' parents speak other languages, consider making your Showcase a bilingual event!

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



UNIT 7: WHO I AM

● UNIT OBJECTIVE

Students will be able to identify their inside traits, including strengths and weaknesses, to help them work together as a team in Quest.

● ESSENTIAL QUESTIONS

- What are the traits and strengths that will help me succeed at Quest and in life?
 - How can I act in a way that will reflect my best qualities?
 - How can I collaborate with my teammates in a way that makes the most of all of our strengths?
- 

LESSON 1

Who We Are in Quest

TELL STUDENTS: When we play Quest, we are characters in a story. A character is a person or creature in a story; it's who the story is about.

ASK:

- Who remembers a story from a book or a movie they saw recently?
- Do you remember any characters from the story?
- What do you remember about them?

EXPLAIN: By the end of Quest Creators, you're going to invent an original Quest character from your imagination, write an introduction speech for your character, and perform as your character in a showcase for your families and other students!

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

ACTIVITY:

Have students turn to **All About Me** (p.1) in their Creator Notebooks. They will draw a picture of themselves in the space provided, and list one or two things they like and dislike below. They can leave the Inside & Outside Traits spaces blank for now.

Before students get started, generate lists of likes and dislikes together on the board or a piece of chart paper. Write Like on one side and Dislike (or Don't Like) on the other. Have students call out ideas for both columns.

Encourage students to copy your spelling from the board to help them fill out the "I like _____" and "I don't like _____" part of their **All About Me** page. They can also draw pictures to represent their likes and dislikes.

To help students brainstorm likes and dislikes you might make the following suggestions:

**ICE CREAM
THE BEACH
SPINACH
SOFTBALL
RAIN
SUNSHINE**

**TV
MATH
BEDTIME
BUG BITES
SCHOOL
SATURDAYS**

LESSON 2

Inside & Outside Traits

TELL STUDENTS: Today we're going to continue working on our **All About Me** sheets by adding our Inside Traits and Outside Traits.

EXPLAIN: Outside Traits are the things people can see. For example, brown hair is an outside trait. Being tall is another.

Inside Traits are things people cannot see. They form our personalities. Being funny is an example of an inside trait. Being kind is another.

ACTIVITY 1:

Divide the board into two columns. Label the first column "Outside Traits" and the second column "Inside Traits."

All together, generate a list of words or phrases for each column. As you add words, make sure each student in the class understands the meaning of each word.

Here are some suggestions to help you get started:

OUTSIDE TRAITS:

- Strong
- Tall
- Blue eyes
- Short

INSIDE TRAITS:

- Brave
- Smart
- Silly
- Helpful

Once you have at least five traits in each column, have students add Inside and Outside Traits to their **All About Me** sheets.

When everyone has finished, invite students to present their **All About Me** sheets with the rest of the class. Remind them that they can win a house point for their team by presenting aloud.



ACTIVITY 2:

Have students turn to **All About Us** (p.2) in their Creator Notebooks.

Students should stand at the front of the room with their Notebooks and a pencil. For this whole-group activity, students will need to find at least one person in the class that possesses each of the traits listed on their page and write that person's name (or draw a representation) next to the trait.

Read each of the traits aloud one by one and give students 1-3 minutes to find someone in the class who possesses that trait.

The inside traits may take longer as students will need to ask each other questions to identify the trait. Although students can write their own names, encourage them to find someone else who possesses the same trait. If time allows, they can write more than one name per trait.

1. Brown eyes
2. Funny
3. Shy
4. Long hair
5. Tall
6. Talkative
7. Generous
8. Clever
9. Freckles
10. Cheerful



Invite a few students to share their lists aloud to give a sense of the variety of traits you share as a class.

REFLECTION & CONNECTION:

As we identify our inside traits, we become self-aware. Self-awareness means knowing ourselves. Knowing ourselves will help us succeed in Quest and our daily lives!

- What are some inside traits that you have?
- What are some inside traits that your teammates have?

LESSON 3

Student Strengths

TELL STUDENTS: Today we're going to learn more about the inside traits that will help us succeed in Quest!

EXPLAIN: Most of our inside traits are positive, or good. We call these positive traits "strengths". Strengths are things we're good at. Some examples of strengths are being creative, being a good listener, and being brave. We all also have some inside traits that can make life difficult for us or for the people around us. We call these "weaknesses", but that doesn't mean that we're weak. Weaknesses are things we need to work on, places we need to make improvements.

NOTE: You may need to make a distinction between physical strength and weaknesses and personality strengths and weaknesses for students.

ACTIVITY 1:

Write the word "Strength" on one side of the board and "Weakness" on the other side. (You might choose to draw a smiley face next to Strength and a sad or frowny face next to Weakness to remind students which one is positive, and which is negative.) Call out the following words and phrases to students and ask them which column they belong in. You may need to share definitions as you go through the list.

HELPFUL, LAZY, GOOD AT SHARING, DOESN'T LIKE SHARING, GOOD LISTENER, DOESN'T LISTEN, ALWAYS TRIES, GIVES UP EASILY, FOCUSED, EASILY DISTRACTED, RESPECTFUL, DISRESPECTFUL

Next, have each student share aloud at least one of their personal strengths. For the purposes of this activity, students can also list skills, such as "good at basketball" as strengths. Add their ideas to your Strengths list on the board!

TELL STUDENTS: each strength usually has an opposite weakness. For example, the opposite of being focused (strength) is being easily distracted (weakness). Go back over each of the student strengths you added to the list and see if you can work together to find an opposite.

NOTE: some strengths might have multiple opposites, depending on your level of specificity. For example, if "good at basketball" is a strength, "bad at basketball" could be an opposite weakness, but other weaknesses such as "clumsy" or "slow runner" are also valid options. Feel free to just choose one weakness per strength listed.

REFLECTION & CONNECTION:

Knowing our strengths and weaknesses helps us work better with others. Our teammates might have strengths that help us overcome our weaknesses. As you work together, try to notice your teammates' strengths!

- What strengths do your teammates have?
- Do you have any of the same strengths as your teammates?
- Do any of your teammates have a strength that is the opposite of one of your weaknesses?

LESSON 4

Actions & Reputation

TELL STUDENTS: Other people don't always know our inside traits or strengths and weaknesses, so they form ideas about us based on the way we act.

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

Today we're going to explore how our actions affect our reputation.

EXPLAIN: Your team's reputation will help you succeed (or not succeed) in Quest. The better your reputation, the easier it will be! Having a good reputation in real life can make it easier to make friends.

ACTIVITY:

Begin by asking each team to share which reputation badges they earned 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.

If any of your students has "stolen" during their Encounter or Market phases of Quest, take a moment to discuss why they stole, and why people might steal in the real world.

Next, ask if they remember which actions earned a positive reputation (smiley face) badge. Students may need prompting to remember the different phases of gameplay.

Have students work in their team groups to decide if they would award smiley faces or frowny faces in these fictional scenarios. Begin by reading the first scenario aloud. Make sure students understand all of the vocabulary. Then, give each team 1-2 minutes to make their decision.

Circulate the room as teams make their decisions to help keep their discussions on track. Each student should draw a smiley face or frowny face on the **Actions & Reputation** sheet (p.3) in their Creator Notebook.

Once each team has made a decision, move onto the second scenario. You will discuss their answers afterwards.

SCENARIO 1: Ana offers to share her snack with a new student named Ella. Will this give Anna a good reputation or a bad reputation?

SCENARIO 2: Your cousin Michael visits from out of state. He asks to play with your toys and you let him. When Michael leaves, you see that he has taken one of your toys with him. Will this give Michael a good reputation or a bad reputation?

SCENARIO 3: Jordan doesn't talk much to anyone during school time but on your birthday she draws a card for you with a nice message inside. Will this give Jordan a good reputation or a bad reputation?

Once each team has made their decisions on all three scenarios, invite one person from each team to share aloud what reputation badge they would have awarded and why. If teams chose different answers (**FOR EXAMPLE:** some teams might focus on the part of Scenario 3 where Jordan doesn't talk to others during schooltime and consider that a negative), have a brief discussion about why they made their choices in each case.

Point out that doing things that can give us a bad reputation, but that doesn't necessarily make us a bad person.

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.

Have a group discussion about why we might sometimes do things that give us a bad reputation. What emotions or needs can make us act this way?

OPTIONAL: If time remains, discuss which inside traits might make us more likely to act in a way that could give us a bad reputation. (For example, being unable to focus might mean we act up or don't follow directions during class time.) Reinforce that everyone has strengths and weaknesses and sometimes our weaknesses can cause us to act in a way that might give us a bad reputation, but that doesn't mean we're bad people.



REFLECTION & CONNECTION:

When we understand how the way we act can influence the way other people see us, we can make better decisions about how to act!

- Have you ever made a bad decision and acted in a way that might give you a bad reputation?
- What could you do to fix your reputation?

NOTES

LESSON 5

TEAM CHALLENGE - Inside & Outside Traits

PREPARE: Cut out **Inside and Outside Traits Cards** (p.4) in their Creator Notebooks (one set per team).

TELL STUDENTS: Today you're going to use what we've learned about inside traits and outside traits to complete a character challenge!

ASK STUDENTS:

- Who can tell me what outside traits are?
- Who can tell me what inside traits are?
- Who wants to share some of their own inside and outside traits?

TEAM CHALLENGE:

Each team will need one set of cut-out **Inside Traits & Outside Traits**. They will also need to have one Creator Notebook open to the **Inside & Outside Traits Chest** (p.6).



If your students can read, set a timer for 5 minutes while they sort the traits into the correct chest. While students are working, circulate the room to make sure everyone in each team is contributing to the conversation and decision-making.

OPTIONAL MODIFICATION: Read through each word or phrase on the cut-out strips one by one for students. After you read a trait aloud, give teams time to decide on which chest to place it in. Remind them to discuss their answers within their teams only. Make sure each student in a team contributes to their collective decision-making.

At the end, check each team's work. Each team that completes the challenge correctly (with all the right words in the corresponding chests), gets a house point.

ACTIVITY:

Have students work in their team groups on **Our Wins** (p.7) in their Notebooks. For this activity teams will identify at least two things they have succeeded at or accomplished so far in Quest or Quest Creators. Let them know that they will be able to add to their Wins page as they advance through the program and the game.

LESSON 6

REFLECTION & QUEST CONNECTIONS

What Makes Me a Great Quest Player?

TELL STUDENTS: We are all great Quest players because we have a variety of strengths and weaknesses and we know how to work together.

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

ASK STUDENTS:

- Which inside traits or strengths make you a good Quest player?
- What kind of actions can give you a good reputation? Share some examples.
- What kind of actions might give you a bad reputation? Share some examples.

ACTIVITY 1:

Have students turn to **I'm a Great Quest Player** (p.8) and their **My Strengths Word Bank** (p.9) in their Creator Notebooks. Read the words from the **My Strengths Word Bank** aloud together and make sure students understand each vocabulary word.

Have students write their answers in the spaces provided using words from the Word Bank provided. They can also draw pictures to symbolize their strengths and feelings.

I'm a great Quest player because I'm _____ (strength).

I can have a good reputation when I _____ (action).

When I play Quest I feel _____ (emotion).

Have students share their **I'm a Great Quest Player** pages aloud in their teams. Encourage them to notice when they share similar strengths so they can begin to define their collective strengths as a team.

ACTIVITY 2:

Have students turn to **Student Superhero** (p.10) in their Creator Notebooks.

For this activity they will imagine, draw and describe themselves as superheroes!

Begin by asking students if they know what a superhero is. Explain that a superhero is a special kind of character with powers that we call superpowers. A superhero uses their superpowers to protect their community. Superheroes usually wear special costumes.



UNIT 2: WHO WE ARE TOGETHER

● UNIT OBJECTIVE

Students will apply what they've learned about traits and strengths to their team groups and to the characters they create.

● ESSENTIAL QUESTIONS

- What does successful collaboration in our team look like?
 - In what ways can I use what I know about myself to create a fictional character?
 - What makes someone a Creator?
- 

LESSON 1

Meeting a Quest Character

TELL STUDENTS: When we play Quest we're characters in a story, but there are also other characters in Quest who aren't real people like us. Today we're going to get to know a Quest character!

ASK STUDENTS:

- Who are some characters we've met in Quest so far?

You can have them turn to the **Quest Characters** (p.35) in their Creator Notebooks for a refresher. Most students will remember SAM. Ask them to share what they know about SAM, including some outside traits and some inside traits.



ACTIVITY:

Show the **Character 1 video**. Play it twice so students fully understand the video's message.

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? (Jay)
- What does this character like? (Video games)
- What does this character dislike?
- What is a strength this character has? (give examples)
- What is a weakness this character has? (give examples)
- Do you think this character will be successful in Quest? Why or why not?

ACTIVITY 2:

Students will work in their teams to use the information from the video (and written on the board) and their unique creativity to write a character introduction for Jay.

ASK STUDENTS:

- How do you introduce yourself to a new person?
- What do you tell them about you?

Have them turn to the first **Character Introduction** (p.11) in their Creator Notebooks and work together to fill in the blanks for Jay.

Remind students to use the information they already know to help them guess any information they don't know. For example, Jay doesn't state what his favorite place in the world is, but we can guess from his interests and hobbies where his favorite place might be.

Hello, my name is _____

I'm _____ years old.

I have _____ brothers and _____ sisters.

I'm from Sarabella Falls.

My favorite thing to do is _____ with _____.

My favorite place in the world is _____ because it's _____.

The one thing you should know about me is I'm very _____.

When everyone has finished, invite each team to present their **Character Introduction** for Jay aloud for the rest of the class.

REFLECTION & CONNECTION:

A character is a person or creature in a story, but character also has another meaning. Character can describe the way we think, feel and act. Being a person with good character means you are honest, kind and responsible.

- Do you know what it means to be responsible?
- Can you think of some other inside traits that could give someone a good character?

NOTES



LESSON 2

Creating a Quest Character Together

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

ASK STUDENTS:

- What does the word collaborate mean?
- Can you think of a time you collaborated while playing Quest?
- Why is it helpful to collaborate?

EXPLAIN: When we collaborate, we can accomplish more than when we work alone. We all have different strengths and different ideas and when we combine the powers of our imaginations, we can create something magical!

ACTIVITY 1:

Project the **Character 1 Image** for everyone to see.

Invite students to answer the following questions and write their answers on the board or a piece of chart paper.

NOTE: Students might have a lot of ideas and opinions to share, so you may have to remind them that sometimes we have to choose just one answer (for example, when coming up with a name), even though each person's ideas are equally important.

- Is this character a person, an animal, an alien, or a robot?
- What could this character's name be?
- How old do we think this character is?
- What do they like? (activities, foods, colors, etc.)
- What do they dislike? (activities, foods, colors, etc.)
- What is one of their strengths?

Encourage students to copy your spelling from the board to write their answers in **Our Character** (p. 13) in their Notebooks. They can also represent their answers by drawing pictures in the spaces provided.

Congratulate students on collaborating to invent a brand-new Quest character! Remind them that they will be creating their own individual characters later in the program.

ACTIVITY 2:

Have students stand in a circle at the front of the room for this quick and fun “Boost Up” activity that will help students get to know each other and help them feel more connected.

The first student to speak will begin by saying “My name is _____ (their name) and one thing I like about _____ (other student’s name) is he/she _____ (compliment).

Remind students that if they don’t yet know the name of the person they want to give a compliment to, they can always ask!

If they can remember other students’ strengths they can use those as their compliments. If they can’t remember anything, they can pick something cool they’ve noticed about the other student, such as cool shoes or great hair. Anything positive counts as a compliment!

You can give students the following examples to help them think of compliments:

- Is good at drawing.
- Is funny.
- Is kind.
- Shares with other people.
- Helps other people.
- Is good at writing.
- Is smart.
- Is good at challenges.
- Is creative.

Go around the circle until each student receives a compliment. If any student is struggling, jump in and suggest a compliment based on what you know about your students so far. Students may not notice if someone is a good listener for example, so feel free to point that out!

REFLECTION & CONNECTION:

When we engage our creativity, we can invent new things that no one has ever thought of before. Every story begins with a huge amount of creativity.

- What are some ways you have used your creativity so far in Quest and Quest Creators?

LESSON 3

Character Feelings & Actions

TELL STUDENTS: Characters in stories can have thoughts and feelings, just like real people.

ASK STUDENTS:

- What are some feelings or emotions you know?
(Some examples: happy, sad, scared, excited, nervous, etc.)

As students call out answers, write their ideas down on the board or chart paper in a column with the heading "Feelings". (Leave the other side of the board blank for now)

ACTIVITY 1:

Share the **Character 2 Image** for everyone to see.

Begin by having students brainstorm the following:

- **CHARACTER'S NAME**
- **AGE**
- **THREE OUTSIDE TRAITS**
- **THREE INSIDE TRAITS**

NEXT, ASK THEM: What emotion do you think this character might be feeling now?

Have students explain why they chose a specific emotion. Is it because of the character's facial expression? How about their body language?

Once you can all agree on one or two emotions for the character, ask students what they normally do when they're feeling that emotion.

For example, if they're feeling scared, they might go tell an adult or a friend about what they're scared about. If they're feeling sad, they might cry or try to do something to cheer themselves up.

Go back to your list of feelings from the beginning of class.

Write the heading "Actions" at the top of the other side of the board/chart paper. Explain to students that certain emotions cause us to take certain actions.

All together, brainstorm an action to match each feeling. Draw an arrow across the board to connect each feeling with the corresponding action.

ACTIVITY 2:

Have students work in their teams to fill out **Feelings & Actions** (p. 14) in their Creator Notebooks. They should collaborate to make their decisions, but each student should write in their own Notebook, if possible.

You may need to remind students that there are no wrong answers as we each speak and act differently in response to our feelings.

- When I feel happy I ... (action)
- When I feel sad I ... (action)
- When I get hurt, I say, ... (speech)
- When I'm hungry I say, ... (speech)
- When I'm scared I ... (action)
- When I'm excited I ... (action)

REFLECTION & CONNECTION:

The way we feel affects the way we act. When we have challenging or unpleasant feelings such as sadness or jealousy, we might in a way that hurts or bothers other people. If we can identify our feelings before we act we might be able to find something that makes us feel better instead of doing something we'll regret later on.

- What are some things you can do when you're sad to make you feel happier?
- What are some things you can do when you feel jealous to make you feel better?

NOTES

LESSON 4

Choices & Encounters

TELL STUDENTS: When we have an Encounter in Quest, we usually meet a new character (or many characters) who introduces a story event. Then, in our teams we must make a decision about what action we want to take or how we're going to interact with the new character. When we make the right choice, we can get badges or tokens for our team. When we make the wrong choice, we might have to pay something or lose badges.

EXPLAIN: To encounter means to meet someone unexpectedly or to have a surprising experience. Encounters in Quest help us become better at making decisions. Today we're going to practice looking at our choices and making decisions together.

ACTIVITY:

Have students turn to **Challenges & Choices** (p. 15) in their Creator Notebooks. They will work in their teams to write at least two choices and one decision for each Challenge. Each student should write answers in their own Creator Notebook, even though they are collaborating to generate ideas and decisions. Circulate the room while students work to make sure each student in a group has a say in their decisions. Allow 15 minutes for the activity.

You might choose to read the challenges aloud one by one and discuss and generate the ideas all together as a class. You can prompt students at the beginning, but try to have them run the discussion around each challenge as much as possible.

CHALLENGE 1: What should you say if someone hurts your feelings or offends you?

Choices (different things you might say):

Decision (what you think is the best thing to say):

CHALLENGE 2: What should you do if you notice someone being bullied?

Choices (different things you might do):

Decision (what you think is the best thing to do):

CHALLENGE 3: What should you do if you broke something that belongs to your friend?

Choices (different things you might do):

Decision (what you think is the best thing to do):

CHALLENGE 4: What should you do if you think someone is cheating in a game or a test?

Choices (different things you might do):

Decision (what you think is the best thing to do):

REFLECTION & CONNECTION:

Sometimes in Quest and in life we make the wrong choice and something bad happens. Even though it doesn't make us feel good, we can learn something from the situation. Next time your team makes the wrong choice, try to figure out at least one thing you can learn from the experience.

- Can you think of a time when you made a choice that might have been the wrong choice (either in Quest or in real life)? If you could make that choice again, what would you do?
- Did you learn something from making the wrong choice?

LESSON 5

TEAM CHALLENGE - Character Charades

PREPARE: Cut, fold and glue one **Feelings Cube** (p.16) per team

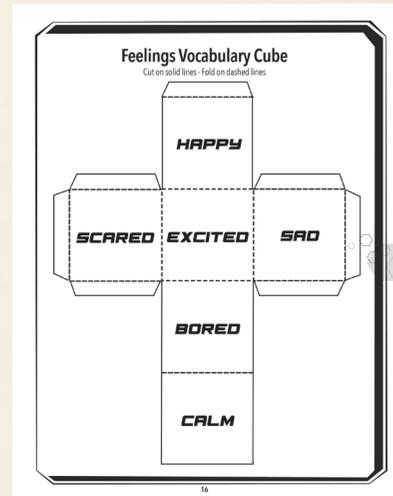
TELL STUDENTS: For today's team challenge, you're going to perform as characters with different emotions. Your teammates will have to guess your character's emotion.

TEAM CHALLENGE:

Teams will play a version of the game charades, but acting out the emotions on their **Feelings Cubes**. You may need to remind students of your **Feelings & Actions** conversation to help them think about how to act out different feelings.

Read aloud each word on the **Feelings Cube** and make sure students understand the meaning of each one.

Tell each team to choose one person to be the first character. Give one folded and glued **Feelings Cube** to the first character in each team. Have the first character from each team throw the **Feelings Cube** (away from the rest of their team) so that one emotion is facing up. Make sure each character student knows the meaning of their word before you send them back to their team.



Set a timer for 6 minutes for this challenge. While the timer is on, the character students must act out the emotion from the cube until their teammates guess the emotion correctly. When they guess correctly, the character student can pass their **Feelings Cube** to the person who guessed the emotion. They will throw the cube (without showing their teammates) and act out a new emotion for their team to guess. Circulate the room while students complete the challenge to make sure everyone knows the meaning of their word.

Teams that correctly guess all of the emotions before the timer goes off will get a house point. If you see that no teams have finished, give students an additional 2 minutes.

ACTIVITY:

Write the sentence frame, "When I feel _____ (word), I _____ (action or speech)" on the board for everyone to see.

Assign a different word from the **Feelings Cube** to each team and have one student from each team use the sentence frame to say out loud what they do or say when they feel that emotion.

ASK STUDENTS:

- Why do you think understanding the connection between feelings and actions is important for storytellers and character creators?

Explain that when we create stories about our characters, we will give our characters feelings. Knowing how our character feels will help us decide what our character will do next.

ASK:

- Can anyone identify any feelings that SAM has in Quest?
- How about Ditto?

Tell them that as they advance through Quest they will see how SAM's and Ditto's feelings influence what they say and do.

REFLECTION & CONNECTION:

Understanding what other people are feeling based on their actions can help us decide how to interact with them. For example, if we see that someone is nervous we can do something that reassures them or helps them feel calm.

- What would you do if you saw that one of your friends or teammates was crying?
- What might you say if you realized that one of your friends or teammates was angry?



NOTES

LESSON 6

REFLECTION & QUEST CONNECTIONS

Understanding SAM & Ditto

ASK STUDENTS:

- What Characters have we met in Quest so far? List them all!
- What do we know about each character?
- What have we learned about making decisions in Encounters?

ACTIVITY 1:

Show the **SAM/Ditto Character video**. Play it twice through and make sure students understand every word. Explain that SAM and Ditto are two characters in one robot body!

AFTER THE VIDEO ASK STUDENTS:

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

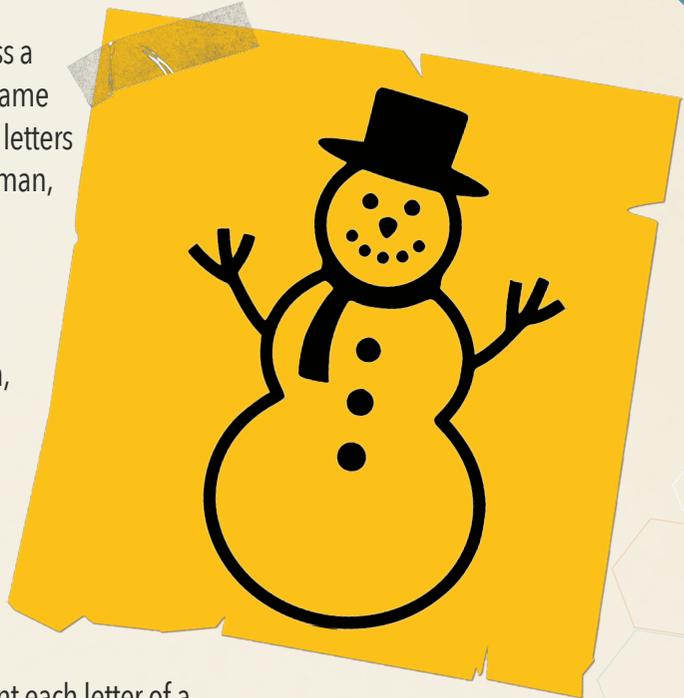
Explain that while SAM and Ditto are two separate characters in one body, we all have different sides to our personalities. On some days we might act differently and make different choices than we would on other days. These differences are usually related to the way we're feeling.

ACTIVITY 2:

If time allows, play a version of the old game "Hangman." Choose one of the Quest character names to begin. Explain to students that they will have to guess what character you're thinking of. They can look at the **Quest Characters** page in their Notebooks to help them guess.

Tell students they should raise their hands to guess a letter or word. They must wait until you say their name back to say their guess out loud. If students guess letters or words incorrectly, you will draw parts of a snowman, piece by piece, for a total of nine pieces, or nine incorrect guesses.

When you play Snowman, for the first incorrect answer, the lower (and biggest) snowball is drawn, for the second the middle snowball is added, and for the third, a snowball is added at the top (the head of the snowman). After that, the snowman gets two sticks (the arms), a top hat (like the one Frosty the Snowman wears), two eyes, and a sad face.



Begin by drawing dashes on the board to represent each letter of a word. Once students see how many letters there are, they can start to make guesses of either letters or character names. You might choose to give them character-specific clues as well.

REFLECTION & CONNECTION:

Understanding our teammates and the characters in Quest can help us succeed as we play the game!

- Who is your favorite character so far, and why?
- What makes your team the most awesome team?

NOTES



UNIT 3: WHERE WE ARE

UNIT OBJECTIVE

Students will be able to use their five senses to describe real places and imaginary story settings.

ESSENTIAL QUESTIONS

- How can describing the real places in our lives help us create imaginary settings?
 - Why do we use our five senses to describe our experiences?
 - What makes a description in a story exciting or interesting to read or hear?
- 

LESSON 1

Familiar Places

TELL STUDENTS: The places we come from and the places we love help make us who we are. Today we're going to describe the places we know and learn about the new places we'll explore in Quest.

ASK STUDENTS:

- What is your favorite place?
- What do you like about this place?

Make a list of students' responses on the board or chart paper. If they need some prompting, suggest the following: the beach, a playground, your house, a relative or friend's house, a candy store, the aquarium, an amusement park, maybe even...school!

ACTIVITY:

Have students turn to **My Favorite Place** (p.18) in their Creator Notebooks. They should use the space provided to write the name of and draw a picture of their favorite place. If a student's favorite place isn't already written on the board, add it to the list so they can copy your spelling. As students draw, circulate the room to prompt them to add as much detail as possible to their drawings. Once students have finished their drawings, help them to identify the emotion they feel in this place.

You might choose to write the following on the board/chart paper to help them:

HAPPY, EXCITED, CALM, CURIOUS, JOYFUL, PROUD

Students can also draw a facial expression to represent how they feel when they're in their favorite place. They should leave the bottom half of the sheet (I see/hear/smell) blank for today. Invite everyone to stand up and present their drawing to the rest of the class. Let students know that they can earn a house point for their team by being brave enough to share their work!

ACTIVITY 2:

Have students work in their teams to describe one thing they like doing in their favorite place. If their favorite place is the beach, maybe they like swimming or splashing in the ocean, or maybe they like being buried in the sand or feeding seagulls or building sandcastles! Circulate the room to make sure each student in a team has a chance to share their favorite activity in their favorite place.

REFLECTION & CONNECTION:

Going to new places in real life and discovering new places in Quest can be more fun when we are curious. Being curious means that we want to learn new things.

- When and how have we used our curiosity lately?
- Why do you think curiosity is important and helpful?

LESSON 2

Exploration and Our Five Senses

EXPLAIN: In the Map phase of each episode of Quest, we explore. Exploring means to travel around a place in order to learn new things. Sometimes we choose a place to explore that has hidden loot or food tokens and sometimes we meet bandits, which makes us lose points. We never know what we're going to find.

When we explore new places in the real world, we also don't know what we're going to find. Sometimes we find things we like – such as toys or snacks – and sometimes we find things we don't like – such as spiderwebs or thorns.

Whenever and wherever we explore, we learn something new!

TELL STUDENTS: Today we're going to explore new places with our imaginations. When we share about a real or an imaginary place, we can use our five senses – sight, sound, smell, taste, touch – to describe our experience.

Write the words **See, Hear, Smell, Taste, and Touch** (with symbols to represent eyes, ears, nose, mouth and a hand) on the board or chart paper. Leave space underneath each one to write some examples.

ASK STUDENTS:

- What's your favorite color?
- What's your favorite smell?
- What's your favorite sound?
- What's your favorite thing to taste?
- What textures or sensations do you like/dislike? (Examples: carpet, sand, grass, cotton candy, sandpaper)



As students call out their answers, write the words under the appropriate sense on the board.

ACTIVITY:

Have students turn back to **My Favorite Place** (p. 18) in their Notebooks.

Today they will add the following sensory details to their pictures of their favorite place.

- Describe some things and people you would see in this place.
- Describe some things you would hear.
- Describe some things you might smell.

Students can also draw pictures to represent their sensory details in the spaces provided. While students work, circulate the room to prompt them with ideas about the kinds of things they might see, hear and smell.

Invite students to share their drawings and sensory descriptions out loud with the rest of the group. Students who share aloud should be rewarded with a house point for their team.

REFLECTION & CONNECTION:

Exploring new places, whether real or in our imaginations, takes courage. Whether we discover things we like or things we don't like, we still learn something valuable!

- What places have we explored so far in Quest?
- Who and what have we discovered in those places?



NOTES

LESSON 3

Story Settings

EXPLAIN: The places in stories are called settings. A setting is where a story takes place.

ASK STUDENTS:

- Does anyone remember the setting from a story or movie?
- Does anyone remember what the town where Quest is set is called? (Sarabella Falls)
- What settings have we seen in Quest so far? (eg. Sarabella Falls Academy/School, the Radio Tower, the Forest, etc.)

ACTIVITY:

Play the **Setting 1 video**.

Play it a second time and make sure students understand it fully. 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?)

You might decide to play and pause throughout this activity to capture the sensory details described.

Explain that the 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. What are some things that could make a place or a setting feel spooky? Make a list all together. (Some examples: seeing bats flying, hearing an owl hooting, hearing footsteps crunching in the ground, being unable to see anything because it's dark, etc.)

What feelings do the settings in Quest give you?

REFLECTION & CONNECTION:

We associate places in our real lives with emotions as well. There are some places that make us feel happy or excited just by being there and there are some places that make us feel nervous or uncomfortable.

- Can you think of a place that makes you feel happy?

LESSON 4

Creating a Quest Setting Together

TELL STUDENTS: Today we will be using our five senses to describe and explore a new setting from Quest!

ASK STUDENTS:

- Who can tell us what a setting is? (A setting is a place in a story.)
- Who can list all five senses? (Sight, sound, smell, taste, touch.)

ACTIVITY:

Show the **Setting 1 image** for everyone to see (or have students turn to p.19 in their Creator Notebooks).

Invite students to answer the following questions and write their answers on the board or a piece of chart paper.

As you write on the board, have students fill out the details in their What is the Setting? Sheets (p. in their Creator Notebooks).

- What is this place called?
- Describe the weather. Is it hot/cold/rainy/sunny/dry?
- What things do you see? List them.
- What kind of creatures/animals might you see here?
- What would you hear in this place?
- What would you smell in this place?
- What things could you feel if you were here? (eg. Grass under your feet, cool water, breeze, etc.)
- What emotion does this place make you feel?
- Would you like to go to this place? Why or why not?



Congratulate students on collaborating to invent a brand-new Quest setting!

REFLECTION & CONNECTION:

Imagination is the ability to “see” and describe things that exist in our minds, but that we can’t touch or see in the real world. Our imaginations are like superpowers that make us able to create worlds and characters and stories.

- What have you used your imagination to create recently?
- Next time you use your imagination, remember that you’re using a superpower!

LESSON 5

TEAM CHALLENGE

Our Five Senses

PREPARE: Cut out one set of **Senses Vocabulary** (p.21) for each team.

TELL STUDENTS: We're going to use what we've learned about our five senses for today's team challenge.

ASK STUDENTS:

- Who can remind us what the five senses are? (Sight, sound, smell, taste, touch.)

TEAM CHALLENGE 1:

Read aloud each of the **Senses Vocabulary** words to make sure all students understand each word.

Distribute one set of cut-out **Senses Vocabulary** words to each team.

Have each team turn to the **Sense Stations** page (p.23) in one Creator Notebook.

Tell them that they will need to sort the **Senses Vocabulary** into the correct stations. If the vocabulary word describes a smell, then they should put it in the "Smell" station.



Set a timer for 5 minutes while each team sorts their vocabulary words. Alternatively, you can choose to read each vocabulary word one at a time. After you have read the word aloud, give teams 30 seconds to choose the correct station.

Any team that completes the challenge successfully (with all of their **Senses Vocabulary** words placed in the correct Sense Stations) gets a house point!

TEAM CHALLENGE 2:

We use our five senses to learn more about the world around us.

What kind of things can you learn when you use your eyes to see? (Some examples: you can see where you're going so you don't trip or fall, you can read signs and books, you can see pictures and maps, etc.)

For this activity students will engage their sight to explore the classroom with a game of "I spy." Begin the game by choosing a somewhat visible item in the room and say "I spy..." and describe one or two details about the item (for example: "I spy something small and yellow") and have students guess what you're thinking of. The first student to guess the item gets to go next. Encourage them to pick something that others may not see right away.

Continue so as many students get a chance to speak and guess as possible.

LESSON 6

REFLECTION & QUEST CONNECTIONS

Where to Next?

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?
- What settings have we seen in Quest? Can you describe them?

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 Goals** (p.24) in their Creator Notebooks. Students will work in their team groups to come up with at least three goals for the rest of Quest.

Even though they will decide on their goals collaboratively, encourage each student to write in their own Creator Notebooks. They can also choose to draw to represent their goals, or work in pairs to write.

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.

Invite each team to share their goals aloud with the rest of the class to win a house point! Point out if there are any goals that were shared among all teams. Ask students which of their goals they think is the most important to their success and enjoyment of Quest.

REFLECTION & CONNECTION:

When we set goals together we are more likely to succeed together! We all set goals every day - some are big and some are small! Has anyone set a goal to learn how to tie your shoelaces? Has anyone set a goal to read or write or draw?

- Why do you think setting goals might be a good idea?
- Have you ever set a goal for yourself before?

UNIT 4: WHAT WE CREATE: CHARACTERS & STORIES

● UNIT OBJECTIVE

Students will be able to tell a true story and an invented story in sequence and to invent and describe an original Quest character.

● ESSENTIAL QUESTIONS

- How can I use details to tell a story?
- What makes a character interesting or fun to read or hear about?
- What is the connection between the fictional stories and characters I create and my real life experiences?

LESSON 1

True Stories – Circle Maps

ASK STUDENTS:

- What are some stories you know? Share what happens in that story.

EXPLAIN: Stories can be true because they actually happened, or they can be made-up because they come from someone’s imagination. When we read a book or watch a movie, we’re reading or seeing a made-up story, but when our friend tells us about their weekend, they’re telling a true story.

TELL STUDENTS: Today we’re going to tell true stories. These are things that actually happened to you.

ACTIVITY 1:

Have students turn to the **Circle Map page** (p.25) in their Creator Notebooks.

Replicate the circles from the Circle Map page on the board or on chart paper. For your model map, choose a true story/event to share from your own life. It could be a trip to a beach/desert/lake, a visit with your family, a surprising discovery, a story about a pet, etc. Write the main event from your story in the middle circle. If you went to the beach you might write, “Trip to the beach” in the middle of your smaller circle.

Tell students to choose an event from their own lives to write in the middle of their circle maps. They might write about their weekend, or a birthday party they can remember or something funny that happened at home or at school. Give them a few minutes to represent the event with a few words or a simple drawing in the center of their circle maps.

In the outer circle, write in simple words or draw the answers to these questions:

- Who was there?
- What did it look like? (Draw or describe some things you saw)
- When was it? (Write the season or time of day)
- What happened? (Write or draw one or two events)
- How did you feel? (Write a feeling word or draw an emoji-style face)

Have students answer all of the questions above on their **Circle Maps**, either writing or drawing their responses to represent their true story.

Point out that the when and where represent their story’s setting, the who is their story’s character(s) and the what are the story events. The main elements of any story, whether true or imagined, are the setting, characters, and story events. When they have completed the Circle Map, each student should share their story aloud with the rest of their team.

REFLECTION & CONNECTION:

Sharing true stories helps us learn more about each other. Everyone has an interesting story to tell!

- Who can retell the story one of their teammates told them?

LESSON 2

Crafting a Story – Beginning, Middle and End

TELL STUDENTS: Every story 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 discover a problem.
- **End:** The characters find a solution.

We can use the words “first”, “next” and “last”/“lastly” to help us tell a story. Write first, next, and last under beginning, middle and end.

ACTIVITY 1:

Show **Story Image 2** for everyone to see.

Tell students that you’re going to create a story map for this picture. A story map is a way to organize your ideas about the beginning, middle and end of a story.

Draw three big circles on the board/chart paper. Label the three circles, “Beginning”, “Middle”, and “End”.

Tell students to imagine that the picture is from the middle of a story. Write down their answers to the following questions in the “Middle” circle:

- Who are these characters? Give them names.
- Where are they?
- What are they feeling? Why?



Once you have a few ideas, ask them to imagine what might have happened before. Write their new ideas in the circle labeled “Beginning”.

ASK THEM:

- What were the characters doing before they came here?
- Where were they before?

Once you have a few ideas, ask them to imagine what might happen next, after the moment pictured in the image.

ASK STUDENTS:

- What will these characters do next?
- How will this story end?

ACTIVITY 2:

After you have generated the main story ideas for the beginning, middle, and end together on the board, have students turn to **Crafting A Story** (p.26) in their Creator Notebooks.

Students will work together in their teams to write a story in three (or more) full sentences.

Explain that they can use the details from the story map on the board to craft sentences to build their story.

Remind them that they already know their character names, setting and details. They can write one sentence for the beginning, one for the middle and one for the end.

Students can also draw their story ideas for the beginning, middle and end in the corresponding boxes.

While students write, circulate to help them construct simple sentences (or longer sentences if they're experienced writers) and spell any new words. Remind them that all the keywords are already written on the board.

Invite teams to read their story sentences aloud for the rest of the class. Remind them that their team will get a house point if they choose to share!

REFLECTION & CONNECTION:

We just created a story together! When we create stories, we usually describe characters who face a challenge or problem and succeed.

- Can you think of a time when you faced a challenge or problem and you succeeded?

NOTES

LESSON 3

Crafting a Story – The Five Ws

TELL STUDENTS: Today we're going to learn more about creating a story. There are five important words that will help us when we create any story: Who, When, Where, What and Why.

Write the five W words on the board or chart paper for everyone to see.

EXPLAIN:

Show students the Story image 1 from the previous lesson. Ask them if they can remember:

- **Who** are the characters in that story?
- **What** did they do?
- **When** did the story happen? (time of day or season)
- **Where** was the story set?
- **Why** did the characters do what they did?

The five W words help us organize the main elements of our stories. **Who** tells us about the characters or people. **What** tells us about something that happened. **When** tells us about the time. **Where** tells us about the setting or place and **Why** tells us the reason someone did something

ACTIVITY 1:

Show the **Story image 2**. Tell students that they will collaborate in their teams to write or tell a story using the five W words, inspired by this picture from Quest.

Encourage each student to write in their own **Five Ws Flower organizer** (p.28) in their Creator Notebooks. Alternatively, they can collaborate to draw their story in one Creator Notebook. They will put the main idea for their story (for example: "a team gets lost" or "some friends find a treasure") in the center circle.

Next, they will write the who (some character names), what (what happens), where (setting), when (time of day or time of year) and why (why the characters do what they do) in the corresponding flower petals. While students work, circulate the room to make sure that every student in a team is contributing to the storytelling.

When everyone has finished, invite each team to share their story ideas with the rest of the class. Encourage students to share their ideas aloud in full sentences, like a real story. Each team can get a house point for sharing their story aloud!

REFLECTION & CONNECTION:

We can use the five Ws in our real lives to help us ask questions to learn more about the world around us.

- Who wants to try to use the five Ws to retell the story of Goldilocks and Three Bears? Let's do it all together!

LESSON 4

Creating Our Quest Characters

TELL STUDENTS: Now that we are all experienced storytellers, it's time to create our characters for the showcase.

EXPLAIN: Show the **Character 1 image** from Unit 2 to remind students that they've already created a character collaboratively, now they're creating their own character, but they can ask for help from their team members anytime.

ACTIVITY:

Have students turn to the **Character Sheet** (p.29) in their Creator Notebooks. Remind them that they're creating a new character from Quest. This character can be similar to them, but it could also be different. Their character might be human, or they might be a robot, or even an animal!

Play the **Drawing a Character Tutorial video** once before students begin. If they want to practice some of the techniques in the video, you might choose to play it a second time.

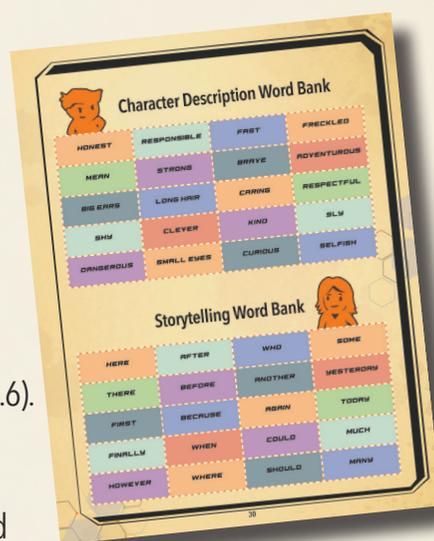
Encourage students to look at their **Character Description Word Bank** (p.30) to give them ideas about Outside Traits for their characters.

Once they have finished drawing, they can fill out the Inside Traits and Outside Traits boxes for their characters using words from the **Character Description Word Bank** and the **Inside & Outside Traits Word Bank** (p.6).

Have students share their invented characters out loud in their teams.

When everyone has finished, students should share their characters aloud within their teams.

Remind students that they will be presenting these characters at the Showcase, but they will have an opportunity to draw their characters much larger on a piece of chart paper.



REFLECTION & CONNECTION:

- If you met the character you created in real life, do you think you would be friends with them?
- What do you like about your character? Is there anything you don't like?

LESSON 5

TEAM CHALLENGE

Speed Drawing

TELL STUDENTS: Today's challenge is a drawing challenge! Each team should pick one person to do the drawing. You don't need to be the most talented artist on the team for this activity, but you do need to be able to draw quickly.

TEAM CHALLENGE:

Give the drawing student on each team a selection of three words (see below) written on strips of paper. They CANNOT show these words to their teammates. Make sure students know what their words mean.

The drawing student will begin by drawing their first word and their teammates will have to guess what the word is. The drawing student cannot say or write any words, they can only communicate through drawing and adding new details to their drawings to help their teammates guess.

Note: make sure students use pencils and erasers for this activity as they will likely have to begin their drawings over once or twice to help their teammates understand what it is.



Set a timer for 10 minutes for students to complete the challenge. Circulate the room as they play to make sure teams are playing by the rules. If no one completes the challenge in 10 minutes, give them an additional 3 minutes to finish.

Each team gets one point per word guessed correctly. The team with the most points at the end gets a house point.

DRAWING WORDS:

Team 1	Soccer	Shark	Apple
Team 2	Summer	Dog	Trashcan
Team 3	Baseball	Snowman	Roof
Team 4	Clock	Butterfly	Elbow
Team 5	Winter	Rabbit	Desk

LESSON 6

REFLECTION & QUEST CONNECTIONS

Our Characters & Stories

ASK STUDENTS:

- What have we learned about stories so far?
- Who is a story about? (Characters.)
- Where does a story take place? (The setting.)
- What does every story have? (Characters, setting, beginning, middle, and end.)
- What five questions help us tell a story? (Who? What? When? Where? Why?)

ACTIVITY:

Tell students to turn to their **Character Sheet** to look at the character they created. Invite teams to share one of their characters aloud to the rest of the class to win a house point.

Today students will be adding details about their character's strengths and weaknesses and likes and dislikes to **All About My Character** (p.31) in their Creator Notebooks.

Remind students that characters can have strengths and weaknesses and likes and dislikes just like real people. Their character's strengths will help them in the story of Quest.

Circulate the room while students fill out the following details only (they will complete All About My Character in the next unit). Offer help with spelling and vocabulary as needed.

- **Character strengths: (list two)**
- **(Character name) finds it difficult to _____.**
- **(Character name) likes _____.**
- **Character name doesn't like _____.**

REFLECTION & CONNECTION:

Learning to think like a character is a special skill. Have you ever imagined what a character in a book or a movie might be thinking or feeling? If you can imagine what it's like to be a made-up character you can also try imagining what it's like to be a different person in your life. Next time you have a conversation, think about what the other person might be thinking or feeling!



UNIT 5: HOW WE COMMUNICATE

● UNIT OBJECTIVE

Students will be able to identify different kinds of communication (verbal and non-verbal) and make the connection between good communication and good storytelling.

● ESSENTIAL QUESTIONS

- In what parts of life (and Quest) is good communication important?
 - What tools for communication do I have?
 - In what ways is listening an important part of communication?
- 

LESSON 1

Character Role-Play

TELL STUDENTS: Today we're going to practice acting as characters in scenes!

EXPLAIN: Acting out stories can help us practice our communication skills and problem-solving skills.

- Does anyone know what communication means?

Communication means giving and receiving information. We communicate when we speak, but also when we write and draw. We can even communicate with our facial expressions and bodies!

ACTIVITY 1:

Students will perform in their team groups one by one for this activity. Give each team one strip of paper with one of these challenging situations written on them. They should imagine that they're playing characters in the middle of Quest when they act out their scene.

SCENARIOS:

- Someone on their team has stolen food from another team.
- There isn't enough food for everyone in the team.
- Someone is making decisions without talking or listening to the rest of the team.
- The team is lost and they don't know how to get back to Sarabella Falls Academy and the rest of the students.
- The team has found a book with all the solutions to all the challenges and they must decide if they should keep it for themselves, share it with other teams, or not look at it all.
- Someone in the team is crying and won't say why.

Read each team's scenario aloud to make sure they fully understand it. They should discuss their scenario and how they want to play it out. They should act out the situation as described (sometimes this will require one student to play a specific role, such as the student who has stolen something or the one who is crying), then try to figure out a solution.



Circulate the room while students are discussing their scene to help them decide what to do and say. They don't have to write a script for this activity, just brainstorm a few ideas verbally. They can improvise during their performance!

Let students know that each team will get a house point after they perform their scene.

Invite each team one by one to come to the front of the room to perform their role-play scene. You can ask questions or prompt them as they act if they seem to get stuck. Each scene should be 1-2 minutes long.

Remind students to speak loudly and clearly so they can be heard by everyone in the room.

Give each team a round of applause and award them a house point after they perform! Afterwards, take a moment to have a whole group discussion about the way the team decided to approach the problem in their scene. Invite other students to suggest different ways they could have responded.



REFLECTION & CONNECTION:

- How did it feel to perform for an audience?
- Do you like performing or does it make you nervous?
- Has anyone ever presented for a bigger audience or acted in a play?
- When we practice performing in front of a group, we get more and more courageous each time!

NOTES

LESSON 2

Character Introductions

EXPLAIN: Ask students if anyone has ever been to a wax museum. In a wax museum, people can see sculptures of real famous people and historical figures and learn about them.

TELL STUDENTS: As part of your final project for the Showcase, you will bring the character you invented to life in a pretend wax museum presentation. Today you will write the words your character will say to introduce themselves to people who visit the Showcase.

ACTIVITY:

It's time for students to fill in a **Character Introduction** (p.11,32) for the character they drew and described on their **Character Sheet**, using what they already know about their invented characters and adding some new details.

BEFORE THEY BEGIN, ASK STUDENTS:

- How do we introduce ourselves when we meet someone new?
- What information is important to include when we introduce ourselves?
- Why do we introduce ourselves before we begin a conversation?

Explain that their character introductions will be an opportunity for family and friends to meet the amazing characters they've created. In order to write them they should first take a moment to close their eyes and imagine what it's like to live in their character's shoes, to be a character inside Quest, and to have all of the inside and outside traits they listed for their characters.

When they are ready, they will begin filling in the missing words on their Character Introduction pages.

Hello, my name is _____.

I'm _____ years old.

I have _____ brothers and _____ sisters.

I'm from Sarabella Falls.

My favorite thing to do is _____ with _____.

My favorite place in the world is _____ because it's _____.

The one thing you should know about me is I'm very _____.

Circulate the room while students work to help them with vocabulary and spelling. Encourage students to help each other within their teams.

REFLECTION & CONNECTION:

- If you were introducing yourself to someone new, what would you say? What is one thing you wish people knew about you?
- When we introduce ourselves we usually say something about ourselves, and we listen to what the other person is saying. We can also ask the other person questions. What kind of questions would you ask someone you just met?

LESSON 3

My Character & Me

TELL STUDENTS: Some people like to create characters who are just like them, while other people like to create characters who are a different age, species and size, and who have completely different inside traits and outside traits.

- Is your character like you or very different?

Some people like to create characters who are mostly good and have clear strengths, while other people like to create characters who might do bad things.

- Did anyone create a character who does bad things?

There is no right or wrong when it comes to creating characters! Today we're going to look at how our characters might be similar or different to who we are.

ACTIVITY 1:

Pair students up with either another student in their team, or a student from a different team if teams have an uneven number of students. Students will write about their own character and themselves, then share what they wrote with their pair partner.

Tell all students to turn back to **All About My Character** (p.31) in their Creator Notebooks to fill out the **My Character & Me** section at the bottom with the following information.

(Character name) has these things in common with me: _____

(Character name) is different to me because: _____

ASK STUDENTS: The following questions to help them come up with their ideas.

- Does your character look like you?
- Is your character the same age as you?
- What is something you're good at doing that your character is also good at doing?
- What is something you're not good at doing that your character is good at doing?
- Is there anything you're good at doing that your character struggles with?

Circulate the room while students work and share in their pairs to offer help or prompts.

ACTIVITY 2:

Students will work in their teams for a game of animal 20 questions! Tell each team to choose one person to have the answer. Everyone else will ask the questions.

Give each "answerer" their animal assignment written on a piece of paper.

Make sure they can read and are familiar with their animal.

Explain that the other students on a team must ask questions that can have a yes or no answer only. Questions that don't have a yes or no answer cannot be answered.

You might choose to have teams take turns so you can observe and keep count of how many questions have been asked, or you can circulate the room while each team plays simultaneously.

Remind students that all the answers are animals. You might choose to give them some example questions to start, such as:

- Does it live underwater?
- Does it have fur?
- Does it eat grass?
- Is it bigger than a poodle?

Any team that guesses their animal in fewer than 20 questions gets a house point!

TEAM 1: ELEPHANT

TEAM 2: PIG

TEAM 3: CAT

TEAM 4: MOUSE

TEAM 5: FISH

**DOES IT HAVE
FOUR LEGS?**

**REFLECTION & CONNECTION:**

- Why do you think asking questions is an important part of communication?
- What is fun about creating a character who has special skills or strengths that you don't have?
- Why might it be fun to create or read about a character who has lots of weaknesses or does bad things?

Character creation gives us an opportunity to think about the kind of person we would like to be and the kind of person we wouldn't want to be.

LESSON 4

Presenting Aloud & Giving Feedback

ASK STUDENTS:

- Does anyone know what it means to give feedback?
- Have you ever received feedback from a teacher?

EXPLAIN: When we give feedback we give someone helpful information about something they've presented or shared with us. Getting feedback helps us improve. Today we're going to focus on giving positive feedback, or compliments, to each other.

ACTIVITY 1:

Have each student present (read or say aloud) their **Character Introduction** for the rest of their team.

The other students in the team will then respond with positive feedback using one of the following sentence stems:

I like your character presentation because _____ .

- OR -

I like the part when you _____ .

While students present to their teams, circulate the room to make sure that all students are either listening respectfully or presenting clearly.

Each student will give their verbal feedback directly following their teammate's presentation.

After each student has presented to their teams, invite them to share one piece of positive feedback they heard from their teammates.

REFLECTION & CONNECTION:

Hearing positive feedback gives us more confidence in our work and presentations. It feels good to hear nice things about what you've created. It also feels good to give other people compliments on their work. Sometimes in life we might receive negative feedback. Even though it doesn't usually feel good to get negative feedback, it will help us understand how to improve.

- What's your favorite piece of feedback you got today?
- Has anyone ever given you feedback that felt negative, but which helped you learn something?

LESSON 5

TEAM CHALLENGE

Leading & Listening

EXPLAIN: When we work together as a team, we need to understand each other, even when we have different perspectives and different strengths and weaknesses.

We can do this by communicating well. We can communicate by speaking, by writing, by drawing and even by the way we move our bodies and faces. For today's challenge we're going to practice our speaking skills.

TEAM CHALLENGE:

Have each team appoint a leader for today's challenge. Give each leader a small object from the classroom (an eraser, a marker, a bookmark, etc.)

Tell the leaders that they will need to describe the object using only their five senses (sight, sound, smell, taste, touch) 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 five 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 afterwards 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.

ACTIVITY:

It's time for another communication game! Have all students sit in a circle. For the first round, sit in the circle with them.

Ask if anyone has ever played the game Broken Telephone before. Explain that you will begin by whispering a sentence into the ear of the student sitting closest to you. Then, they will pass the sentence along by whispering it into the ear of the student next to them. Everyone will continue passing the sentence around the circle until it comes back to you. The challenge is to try and keep the sentence exactly the same by listening well and communicating clearly (but softly).

For the first round, let students know that they can ask the sentence to be repeated once, but no more than once.

LESSON 6

REFLECTION & QUEST CONNECTIONS

Communicating in our Teams

ASK STUDENTS:

- Why is good communication important in Quest?
- What kinds of communication do we know? (Speaking, listening, writing/reading, drawing, body language, facial expressions)
- What makes communication difficult?
- Do you feel as if your team communicates well? Why or why not?

TELL STUDENTS: We've mostly been practicing communication through writing, drawing, speaking and listening. Today we're going to practice communicating non-verbally. This means we will use our bodies and faces to communicate, but not our voices.

Sometimes people don't always say (or write) what they're thinking or feeling so it's important to pay close attention to the way they move or express with their faces. Being good at understanding non-verbal communication takes skill and practice, just like becoming a good listener does!

ACTIVITY 1:

Tell students that you're going to act out some feelings and thoughts without saying any words and they will have to guess what you're thinking. Let them know that they can guess by raising their hands and you will call on them to share.

EXAMPLE ACTIONS AND THOUGHTS:

- **Action:** tapping your foot impatiently -> Thought: "I'm impatient" or "I'm tired of waiting."
- **Action:** rubbing your stomach -> Thought: "I'm hungry."
- **Action:** yawning and stretching -> Thought: "I'm tired"
- **Action:** shivering, rubbing your arms -> Thought: "I'm cold"
- **Action:** rubbing your temples, wincing -> Thought: "I have a headache"

Invite students to volunteer to come up and take your place and act out one of the thoughts listed above.

UNIT 6: HOW WE PRESENT

UNIT OBJECTIVE

Students will be able to present their character introductions at a wax museum-type showcase, as well as exhibit their final drawings and writing.

ESSENTIAL QUESTIONS

- What is required for a good presentation?
- How have I become a storyteller and creator?
- In what ways does my presentation and storytelling make a positive contribution to my community?

LESSON 1

Building Courage

ASK STUDENTS:

- Who knows a definition for the word courage?
- What are some things you've done in Quest that require courage?

TELL STUDENTS: Sometimes doing things that are loud or silly helps us be more courageous. Today we're going to play some games that will help us build our courage so we're ready to present.

ACTIVITY 1: ENERGY BUILDER

Have everyone stand in a circle. Explain that you're going to count from one to ten all together.

At "one" you'll start crouched down on the floor and whisper as softly as you can.

At "two" you'll grow a little bit taller and a little bit louder.

Continue increasing the energy so that by "ten" you're all jumping up to the ceiling and shouting at the top of your lungs. (**WARNING:** This activity can get loud!)

ACTIVITY 2: BUST A MOVE

Have each team group stand in their own row. Tell students that together they will be performing a dance and each team member will contribute one move.

Begin by having the first student in a row, Student A, make a movement. They can shake their heads, clap their hands, kick a leg, wiggle – anything at all, as long as it's one clear movement. The next student, Student B, should repeat Student A's movement and then add a new movement of their own. Then Student C will repeat Student A's movement, then repeat Student B's movement, then add their own new movement.

Continue down the row so that each student in a team repeats the moves of the students that came before, then contributes their own move to the dance.

After the last student in the team adds their move, it's time for Student A again. This time, Student A must repeat all the dance moves their partners did in the correct order, and then add a new move. If they get it right, continue with Student B, and so on. See which team can memorize the most dance moves correctly. The winning team should perform their "dance" for the rest of the class! This activity builds motor and memory skills.

REFLECTION & CONNECTION:

When we express ourselves by moving or talking in a funny way, even if we're embarrassed at first, we are building our courage, which will help us when we present!

- What are some other things you can do when you need courage?

LESSON 2

Larger Than Life Characters

TELL STUDENTS: It's time to prepare our final projects! When we present, we want our drawings to be big enough for anyone who comes to the showcase to see.

Today we're going to draw our invented characters from our **Character Sheets** onto chart paper. You can make changes to your drawing if you want, but you don't have to.

ACTIVITY:

Distribute chart paper so each student has their own sheet. Students should share coloring pencils within their teams.

Play the **Drawing a Character Tutorial video** for students one more time.

Remind them that they can draw their character exactly as they drew it on their **Character Sheet** (p.29), just bigger.

However, now that they know their characters even better than they did when they drew them the first time, they might choose to add additional details, such as accessories (glasses, bandanas, hairbands, or something their character holds to help them in Quest), or even a facial expression that shows a particular emotion.

As students draw, circulate the room to help everyone make progress and offer suggestions to help them add more detail.

When every student has finished, have them practice presenting their character drawing to the rest of their team. Tell teams to give each person a round of applause after they present. Remind them that we applaud to show someone that they did a great job.

REFLECTION & CONNECTION:

We can give our characters facial expressions to show their emotions, just as our faces show our emotions. When we're happy we smile. When we're scared we open our eyes wide. When we're fearless or angry we frown or make our eyes smaller.

- What emotions or thoughts do you think your character would have?



LESSON 3

Character Crafting

PREPARE: Gather some crafting materials, such as: cardboard, coloring pencils, paper, pipe cleaners, safe scissors, tape, straws, ice pop sticks, paper plates, plastic cups, glitter, markers, etc.

ASK STUDENTS:

- Has anyone ever been in a show or a play before?
- If you have, did you wear your regular clothes, or did you wear something different?
- Has anyone ever dressed up in a costume for Halloween or for a party?

EXPLAIN: Sometimes when we play characters that are not ourselves, we wear costumes, or special clothes and accessories, that help us feel more like our character.

Today we're going to use our creativity to make some things that we can wear for our character presentations.

ACTIVITY:

Have students brainstorm together in their teams. They should look at each character drawing, then work together to decide what accessory that character might need. Some accessories might already be represented in the drawing, and others they might come up with on the spot.

Here are some examples of simple accessories to make:

- An eye mask made from cardboard/paper plates and a straw or ice pop stick for students to hold it in front of their faces
- Butterfly wings (decorated with marker/coloring pencils/glitter) cut from cardboard and looped with string or ribbon to tie them to your body
- A purse made from cardboard and string
- A necklace made from string and pasta

NOTE: If sourcing crafting materials for this project is too challenging, have your students use this time to decorate and cut out the **Character Activation Button** (p.33) in their Creator Notebooks. Explain that each student will have this "button" next to them for showcase visitors to press to activate their character introduction.

As students work, circulate the room to help them decide on or craft their chosen accessory.

REFLECTION & CONNECTION:

- What does it mean to "act" as a character?
- Do you have fun when you act?

LESSON 4

Practice Presenting

ASK STUDENTS:

- Who feels ready to perform our Showcase for an audience of other students, teachers and family?

EXPLAIN: Today we'll rehearse our Showcase characters. Rehearsing means practicing. Even if you don't feel right now, you'll feel more confident after you practice!

ACTIVITY 1:

Give students time to practice saying their lines aloud in their teams before they present to the whole class.

Once they have practiced in their teams, have students stand in different parts of the room like they will for the showcase. They should choose a pose or position that they can comfortably stand frozen in for a long time.

Explain that Showcase participants will be walking around the room to look at each character, admire their artwork, **All About Me** and **All About My Character** pages, and then activate their **Character Introduction** by pressing their **Character Activation Button**.

Once the button has been activated (by a participant touching it), they should begin reciting their **Character Introduction**. Once all students are in position, walk through the room and visit each character one by one to have them recite (or read, if necessary) their **Character Introduction**.

If time allows, give each student the opportunity to present twice.

REFLECTION & CONNECTION:

- What did you learn about other students' characters?
- Are any of your characters similar? In what ways?
- How are your characters different?

REMEMBER: being a good listener is just as important as being a good presenter!



LESSON 5

TEAM CHALLENGE

Character Detectives + Final Touches

TELL STUDENTS: It's time for one final team challenge! Today you'll need to use your detective skills to solve these riddles and discover who and what these characters are. A detective is a person who uses clues and information to discover the truth.

TEAM CHALLENGE:

Remind students that characters in this challenge can be animals, plants or even objects in this case.

Read each statement out loud, then give students 2 minutes to figure the answer out in their teams. After 2 minutes, ask students if they would like a hint. (Teams can opt to receive a hint or not receive a hint.)

Give them an additional minute to guess the correct answer. Each team should write or draw their one-word answers on a piece of paper, without saying the answers out loud to the rest of the group.

- "I'm a queen, and I rule over my hive, but I don't wear a crown. What am I?"
Optional Hint: I make honey.
- "I have two hands, but I can't clap. What am I?"
Optional Hint: I tell the time.
- "I'm a vegetable you should eat to stay healthy, but you might also need my help to become a rapper. What am I?"
Optional Hint: If you squeeze me, you'll get red juice.

When the time is up, check each team's answers. The team with the most correct answers gets a point. If multiple teams have guessed all the answers correctly, they can each get a point.

ACTIVITY 1:

Use the remaining class time to have students practice their **Character Introductions** in pairs. The more they practice, the more confident they will be for the Showcase! If anyone needs to add final touches to their drawings or **Character Activation buttons**, now is the time!

ACTIVITY 2:

Have students work in their teams to add new wins to their Our Wins page (p.) in their Creator Notebooks. Give them the following examples to help them add new details.

- Creating something you're proud of
- Succeeded at a challenge
- Communicated well with teammates
- Learned something new (describe what you learned)
- Had fun
- Made a new friend or friends

REFLECTION & CONNECTION:

- What are some things you've achieved so far in Quest and Quest Creators?
- Which one are you most proud of?
- What makes you proud of your team?

NOTES

LESSON 6

REFLECTION & QUEST CONNECTIONS

What We've Learned

TELL STUDENTS: Congratulations! You are all Quest Players and Quest Creators! Look back at all of the amazing drawings and writing you've done!

EXPLAIN: When we present at our Showcase, we are making a contribution to our community by sharing stories, by entertaining people, and by making them happy.

- Can you think of a book, game, movie, or play that made you happy? Why do you think people enjoy reading, watching and playing story-based games?

ACTIVITY:

Have students turn to **I Am a Quest Creator** (p.36) in their Creator Notebooks. Today they will be writing about all of the amazing ways they make a positive difference in the lives of others. Encourage students to help their teammates with spelling and drawing. Remind students that the simple things they do, such as sharing or even smiling can brighten someone else's day.

- I make my parents/family happy when I _____.
- My teammates like me because I _____.
- I am good at _____.
- Looking at my artwork makes people feel _____.

Circulate the room while students work to help them complete their statements.

REFLECTION & CONNECTION:

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

OPTIONAL

Quest Creator's Showcase

2 Hours

- Coordinate with other facilitators and program managers to schedule and plan a Quest Creators 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' wax museum characters.
- Give students time to rehearse and memorize their character introductions. Practice performing as many times as possible in class time.
- You may want to hold your presentation outdoors or in a big open space. You can also move any furniture out of the way in your regular classroom.
- At presentation time, set students up in different parts of the room. They should stand in "frozen" in their chosen character poses, with their Character Sheets nearby for people to read.
- When a Showcase participant "presses" a student's **Character Activation Button**, the student should say their character introduction once through. Participants can also then read their **Character Sheet, All About Me, All About My Character** and see their character drawings.
- 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 your Entry Level students first to meet their talking wax characters. Next, they'll visit 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 from the different presentations. 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: INSIDE & OUTSIDE TRAITS

Inside Traits: Funny, kind, energetic, leader, shy, smart, silly, brave

Outside Traits: Tall, blonde, short, curly

UNIT 2: CHARACTER CHARADES

Teams that correctly guess all of the emotions before the timer goes off should get a house point.

UNIT 3: FIVE SENSES

See: Dark, ugly, pretty, bright

Smell: Smoky, stinky

Taste: Salty, spicy, sweet, bitter

Touch: Rough, cold, smooth

Hear: Loud, musical

UNIT 4: SPEED DRAWING

Each team gets one point per word guessed correctly. The team with the most points at the end gets a house point.

UNIT 5: LEADING & LISTENING

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

UNIT 6: CHARACTER DETECTIVES

- "I'm a queen, and I rule over my hive, but I don't wear a crown. What am I?"
Optional Hint: I make honey.
Answer: A bee
- "I have two hands, but I can't clap. What am I?"
Optional Hint: I tell the time.
Answer: A clock
- "I'm a vegetable you should eat to stay healthy, but you might also need my help to become a rapper. What am I?"
Optional Hint: If you squeeze me, you'll get red juice.
Answer: Beets

ADDITIONAL GAMES & ACTIVITIES

BUTTERFLY PERSPECTIVES

Ask students if they know a definition for the word "perspective." Explain that perspective means seeing things from a particular point of view. Even if we all experienced the same event, if we were individually interviewed about it afterwards, we would all remember and describe things slightly differently because of our unique perspectives.

Play the **Butterfly Drawing Tutorial Video** once or twice through, then have students draw the outlines of their butterflies on blank pieces of paper. Give them time to color and decorate their butterfly's wings in as much detail as they want.

Next, have a conversation about a butterfly's perspective. How does the world look to a butterfly flying above?

Students should work in their teams to write a brief description of what their butterfly sees when they fly around, and then what their butterfly might be thinking and feeling. Remind them that bugs can be characters in a story, too!

ALPHABET CHARACTERS

In this simple art activity, students will practice drawing letters of the alphabet, then turn them into characters.

Begin by having each student write the first letter of their own name as big as they can on a blank piece of paper. Once they've written the letter, they're going to add details to turn the letter into a character. That might mean giving them a face with eyes or noticing how certain parts of their letter might be modified to look like arms or legs or a tail, etc.

Continue adding more detail and colors until the letters are transformed into characters. Challenge each team to see if they can spell out a word with their alphabet characters. They may need to trade letters with another team!

STORY CUBES

Have each team turn to the **Story Cube** (p.34) 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.

(cont.)

ADDITIONAL GAMES & ACTIVITIES

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, work together as a whole group to verbally tell a story that incorporates all of the story elements written on the board from the **Story Cubes**.

FIELD NOTES

Take the class outdoors for a fun field notes activity! Any outdoor area will work. Instruct each team to take detailed notes on the following:

- 5 things they can see
- 4 things they can touch/feel
- 3 things they can hear
- 2 things they can smell
- 1 thing they can taste

Next, they should choose one of the things they see, such as a plant or a bug, and draw it in as much detail as they can. Have each team share their collected field notes aloud and see if anyone noticed things that other students didn't.

DISGUSTING DIRECTIONS

In this fun, students will collaborate in their teams to practice writing directions and using sensory details.

Tell students that their assignment is to describe how to make the most disgusting sandwich in the world in four steps.

No ingredients are off limits, but they must describe how to make this gross sandwich in as much detail as possible. Do you toast the bread? Do you wipe the bread along the dirty tires of a car? Do you drizzle the sandwich with tadpole pond water? Whatever it is, include all the sensory details!

Have each team share their disgusting sandwich recipe and vote on which one is the most disgusting!

ADDITIONAL GAMES & ACTIVITIES

LETTER TO SAM

Show students a picture of SAM. Tell them that today they have an opportunity to ask SAM any questions they might have, or even just share about their experiences with Quest so far.

You can have students collaborate in teams to write separate letters or you might choose to work as a whole class to collaboratively write a letter that you will write on the board or chart paper.

If students are working in their teams, share the following frame to guide them.

Dear SAM,

We are the _____ team.

We have some questions for you/We have some things we want to share...

Thank you for reading this letter.

From (Student Names)

Invite students to share their letters aloud!

NOTES





QUEST

The logo for QUEST, featuring a stylized 'Q' inside a hexagon, followed by the word 'QUEST' in a bold, sans-serif font.

Entry
Level

A dark gray hexagonal button with a slight shadow, containing the text 'Entry Level' in white, sans-serif font.