

# QUEST CONNECT FACILITATOR GUIDE

**Build social, emotional,  
and cognitive skills with  
additional hands-on  
practice and discussion!**

**Aligned to the CASEL  
Framework**



# CONTENTS

**Introduction**

**1**

**MODULE 1**

**FROM SELF-AWARENESS TO TEAM AWARENESS**

**3**

**Challenges, Reputation Ranking, Overall Teamwork**

**MODULE 2**

**GROWTH MINDSET & PERSEVERANCE**

**10**

**Map Exploration, Encounters, Challenges**

**MODULE 3**

**EFFECTIVE COMMUNICATION:  
LISTENING, PERSUADING & NEGOTIATION**

**16**

**Market, Encounters, Overall Teamwork**

**MODULE 4**

**GOAL SETTING & LONG-TERM PLANNING**

**24**

**Taxes, Reputation Ranking, Tech Blueprint Cards,  
Overall Game Strategy**

**MODULE 5**

**PERSONAL & COLLECTIVE DECISION-MAKING**

**30**

**Market, Encounters**

**MODULE 6**

**PROBLEM-SOLVING & STRATEGY**

**37**

**Challenges, Overall Game Strategy**

**BRAIN BREAKS**

**43**



# WELCOME TO QUEST CONNECT!

This Facilitator Guide and accompanying printable Student Resources are designed to supplement your QUEST gameplay by highlighting and expanding upon the social-emotional skills embedded within the game. A collection of “brain breaks” at the back of the guide can be interspersed throughout your implementation to give students fun physical or discussion-based breaks from their learning.

Each module focuses on developing a soft skill (self-awareness, perseverance, communication, goal-setting, decision-making, and problem solving). Use the Quest Connections section at the beginning of each Module to help you decide which areas and phases of gameplay your students need the most support in.

Whether you choose to complete just one or all of the hands-on activities in a given module, we strongly recommend beginning with the whole group discussion and wrapping up the module with the whole group reflection to give the activities context and to help students apply those skills both in their QUEST gameplay and in their lives within and outside of the classroom. These discussions will be instrumental in building students’ understanding of the core SEL competencies that will support their personal and academic success.

Use the **Entry**, **Access** and **Secondary** symbols to help you choose the activities best suited to your students’ abilities. Hands-on activities can be spaced out across a week or a month, depending on your timeline, as long as they are bookended with the discussions. Each individual hands-on activity also wraps up with a short debrief discussion to encourage students to reflect on the skills they just utilized.



You can choose a sequence of modules that makes the most sense for your students’ areas of challenge, or you can simply complete them in chronological order as they are written in the guide. A reference at the beginning of each module will help you understand which phases of QUEST gameplay that module supports.

All additional resources - worksheets, graphic organizers and game cards - referenced in this Facilitator Guide are available to download and print from your portal.

## SUGGESTED WAYS TO USE QUEST CONNECT TO SUPPORT QUEST GAMEPLAY

*"MY STUDENTS DON'T KNOW EACH OTHER WELL ENOUGH TO WORK TOGETHER EFFECTIVELY!"*

→ WE RECOMMEND:  
Module 1: Whole Group Discussion, Activity 1, Activity 2, Activity 3 & Whole Group Reflection

WE RECOMMEND: ←  
Module 5: Whole Group Discussion, Activity 2, Activity 3 & Whole Group Reflection

*"MY STUDENTS NEED MORE SUPPORT WITH DECISION-MAKING!"*

*"MY STUDENTS GET FRUSTRATED AND DEMORALIZED WHEN THEY DON'T COMPLETE A CHALLENGE SUCCESSFULLY!"*

→ WE RECOMMEND:  
Module 2: Whole Group Discussion, Activity 1, Activity 2 & Whole Group Reflection

WE RECOMMEND: ←  
Module 3: Whole Group Discussion, Activity 4 & Whole Group Reflection

*"MY STUDENTS ARE NEW TO THE CONCEPT OF NEGOTIATION!"*

*"HOW CAN I SUPPORT MY STUDENTS IN UNDERSTANDING DELAYED GRATIFICATION?"*

→ WE RECOMMEND:  
Module 4: Whole Group Discussion, Activity 1, Activity 3 & Whole Group Reflection

# MODULE 1

## FROM SELF-AWARENESS TO TEAM AWARENESS



### CASEL Alignments

#### Self-Awareness:

- Integrating Personal & Social Identities
- Identifying personal, cultural & linguistic assets

#### Social Awareness:

- Recognizing strengths in others

#### Self-Management:

- Showing the courage to take initiative

### QUEST CONNECTIONS

Challenges • Reputation Ranking • Overall Teamwork

### KEY UNDERSTANDINGS

- We all have different personal strengths and weaknesses.
- When we recognize our teammates' strengths we can work together to amplify all of our strengths.
- When we understand how our actions affect the way other people perceive us (reputation), we can be more thoughtful or intentional in our actions.

# MODULE 1

## Modeling & Whole Group Discussion (15 minutes):

### Give students the hypothetical scenario:

You're on a camping trip in the middle of a forest with a group of kids but you have no supplies and no technology. You need to set up camp, prepare food and map out your path for the next day before it gets dark. Which of the following necessary chores do you choose to help with?

- A. Find food (fish/plants)
- B. Build a safe and comfortable shelter for sleeping and build a fire
- C. Use a (paper) map to chart the safest and quickest route through the forest back to civilization.



Once each student has chosen one of the options, have a brief discussion about what personality strengths and skills each of the options requires. (For example, charting a route out of the forest would require a good sense of direction, a good spatial memory, and the ability to navigate a map.) By selecting one of the above chores, students likely gravitated towards making the most of strengths they already possess.

### Share the following definitions:

**Strengths:** *positive personality traits, skills, abilities or talents that can make life easier*

**Weaknesses:** *areas of challenge, or things you need to work on or improve upon*

Point out that each person has a variety of strengths and weaknesses. We can work better in teams once we can identify our own strengths and weaknesses as well as those of our teammates.

Ask students to think about which phases and situations in QUEST require you to know either your own strengths or the strengths of your teammates.

(Identifying personal and group strengths and weaknesses is valuable in all phases of QUEST, but particularly in the Challenge phase, when students can divide up the work according to each team member's strengths. Understanding the whole team's strengths and weaknesses can also be helpful for strategically planning how to improve their reputation rank.)

Ask students to think about some other areas of life when knowing their personal strengths or collaborators' strengths might be valuable.

# MODULE 1

## Small Group Activities (20-120 minutes):

Choose one or all of these activities to practice identifying strengths and weaknesses.

### Skill Set Bingo (30 minutes)

Materials:



**Skill Set Bingo Board** (one copy per team), pens/pencils

Preparation Notes:

N/A

Instructions:

- Distribute the **Skill Set Bingo** pages so that each team has one.
- Each team should read the different skills listed and write one of their names next to a skill that they possess.
- Once each team has completed all skills covered by their members, they should mingle with other teams to find at least one name to write next to each skill listed. Encourage students to find a variety of names rather than repeating the same names next to multiple skills.
- If you discover that no one in the class possesses a particular skill on the page, continue with only the skills represented.
- The first team to complete their Skill Set Bingo Board (by collecting a classmate's name for every skill listed) should shout "Bingo!" Check their work, then award a house point.
- Allow time for each team to finish the activity before inviting the first team to read aloud each name and corresponding skill on their page.
- Pause after each skill to check for accuracy (some skills may require/allow for a demonstration) and to see if there are any other students in the class who possess that skill.
- **Debrief Questions:**
  - Did you find it easy or challenging to identify your own strengths?
  - Did you learn anything surprising about your teammates' or classmates' strengths?
  - Which of the skills on your Bingo Board could be valuable when playing QUEST?
  - Are there any skills listed that you wish you possessed but don't have yet? If so, what could you do to build that skill?



# MODULE 1

## Heroes Assemble (40 minutes)

### Materials:



Lined paper for writing, blank paper for drawing, pencils, coloring pencils

### Preparation Notes:

If students are unfamiliar, you might choose to share some background information or images of superhero squads.

### Instructions:

- Each student needs one lined piece of paper to write down two personal strengths (something they are good at doing or a skill that comes naturally to them) and one weakness (something they find difficult or an aspect of their academic or personal life that they need to work more on).
- If students need a refresher, share the definitions of strengths and weaknesses again.
- Examples of personal strengths: good listener, artistic, brave, focused, athletic.
- Examples of weaknesses/challenges: easily distracted, forgetful, procrastinator, acts impulsively.
- Once each student has written their strengths and one weakness, teams will come together to look at their collective strengths and decide how each team member's weakness might be overcome or neutralized by another team member's strength. They should write down their ideas to share later on.
- Next, students will collaborate to draw a superhero squad (in the style of the Avengers, Justice League, etc.) that consists of one superhero per student in the team.
- Allow teams to choose how to divide up drawing and coloring responsibilities. Some teams may decide to have each student draw their personal superhero character, while others may have two students who draw and two students who color.
- Remind students that even if art isn't one of their personal strengths, giving it a try is the first step to building that skill!
- Each superhero character should clearly represent one specific strength possessed by a team member. Teams should label each superhero (or give them a name that clearly describes their strength).
- Teams will give their Superhero Squad a name, which can include their team name or be entirely original.
- Invite each team to present their Superhero Squad aloud to the rest of the class.
- After they present their Superhero Squad they should explain how one personal (anonymous) weakness in their team is neutralized by one of their strengths.

# MODULE 1

## • Debrief Questions:

- Did you learn about any strengths among your teammates that surprised you?
- Why might it be valuable to have a visual representation of all of your team members' greatest strengths together?
- What are some things that make you proud of your team?
- Imagine if QUEST were a game that you played individually instead of in teams. Do you think it would be easier or more challenging? Share why.

## Heroes and Villains (20 minutes)

### Materials:



**Heroes & Villains Character Cards** (one card per team),  
**Character Interview Questions** (3-5 interview pages per team)

### Preparation Notes:

Character cards will need to be pre-cut.

### Instructions:

- Briefly recap definitions for the words "hero" and "villain" in the context of a fictional story. (A hero is a mostly 'good' character who seeks justice and truth and a villain is a mostly 'bad' character, defined by selfishness and cruelty.) You might choose to reference some hero and villain characters students may be familiar with from books or movies.
- Distribute one **Heroes & Villains Character Card** per team.
- Teams are allowed to look at their own Character Card but should not show their card to anyone outside of their team.
- Teams should read their Character Card carefully to understand who their character is. However, teams will not know if their character is a hero or villain (but they can use the information provided to make a guess).
- Set a timer for 15 minutes while each team interviews members of other teams to answer the Questions on their **Character Interview** page.
- After teams have filled out the Interview page for each of the other team's characters, they should work in their teams to determine which of the characters are heroes and which ones are villains. Teams can also guess their own character's classification at this point.
- Once teams have made their decisions, present each hero and villain character one at a time and ask each team to cast their hero or villain vote.
- After each team has shared their vote, have a brief discussion about which character answers or attributes made them vote the way they did.

# MODULE 1

- The reveal: all of the characters are (potentially) heroes because even though they have made mistakes or have some weaknesses, their good qualities and actions outweigh the bad.
- Teams that guessed all of the characters correctly will win a house point.
- **Discuss:** All people have a combination of strengths and weaknesses, and accomplishments and mistakes. Having weaknesses doesn't make us bad people. In fact, they make us just like everyone else. As long as we all work on improving our weaknesses and leading with our strengths, we can be heroes.
- **Debrief Questions:**
  - What skills or processes did you use in this activity that could be helpful for building or understanding your team's reputation rank in QUEST?
  - Have you ever witnessed a person be labeled as 'bad' even though they had positive traits?
  - What are the pros and cons of judging people by their reputation or past actions?

## Listening Circle (20-30 minutes)

### Materials:



Any small classroom item to use as a talking stick.

### Preparation Notes:

This discussion-based activity is ideally done with everyone sitting on the floor in a wide circle.

### Instructions:

- Gather students to sit in a circle all together.
- Explain that a listening circle is an opportunity to get to know each other better and to identify and discuss personal and collective challenges.
- The most important part of the listening circle, as the name suggests, is to listen respectfully when anyone else is speaking.
- The only other rule is to only speak when holding the talking "stick" (or whatever item you're using.)
- Encourage students to be brave and speak up if no one else is speaking, but know that it's also OK if there are silences in the circle.
- To begin, place the talking stick in the middle of the circle.
- Choose from any of the below prompts or add your own. Read the prompt aloud and wait for a student to take the talking stick and begin speaking.
- When a student has finished speaking they can place the talking stick back in the middle of the circle or hand it to another student who raises their hand.

# MODULE 1

- Where would you travel if you could go anywhere in the world?
  - What makes you feel happiest?
  - If you were an animal, which one would you be?
  - Who do you look up to the most and why?
  - When you grow up, what do you want to be?
  - What is your favorite memory?
  - When have you been proud of yourself?
  - What's your favorite meal?
  - What kind of music do the people in your family listen to or play?
  - Who has influenced you the most in your life?
- To close the listening circle, take the talking stick and thank everyone for sharing and listening.
  - **Debrief Questions:**
    - How did it feel to speak to the whole group?
    - What are some things you learned about your classmates?
    - Why might it be important to listen to and learn about the people around you?

## Whole Group Reflection (15 minutes)

After completing one or more of the activities, gather students back together for a reflection discussion, using the Questions below as prompts to guide the discussion.

- List three strengths represented in your team. When and how might these strengths be valuable when playing QUEST?
- List one weakness among your team members that is supported by another team member's strengths.
- Describe other areas of your life when knowing your strengths might be helpful.
- What kind of people have weaknesses?
- Why is it helpful to understand your own weaknesses?
- How might knowing your team's strengths and weaknesses help you understand and improve your reputation ranking?

## Individual Journaling (5 minutes)

### Prompt:

Describe the strength or skill that you admire the most in others. Do you think you possess this strength? If not, describe some ways you could begin to build this strength.

# MODULE 2

## GROWTH MINDSET & PERSEVERANCE



### CASEL Alignments

#### Self-Awareness:

- Having a growth mindset
- Identifying one's emotions

#### Self-Management:

- Identifying and using stress management strategies

#### Responsible Decision-Making:

- Identifying solutions for personal and social problems

### QUEST CONNECTIONS

Map Exploration • Challenges • Encounters

### KEY UNDERSTANDINGS

- Even when a task is difficult or seems impossible, it is worth putting in the effort to achieve our goals.
- When we fail, lose, or don't achieve our goals we can learn and grow from the experience.
- We can learn from, and be inspired by, other peoples' success.

## MODULE 2

### Modeling & Whole Group Discussion (15 minutes):

Share the following quote with students:

*"I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game-winning shot, and I missed. I have failed over and over and over again in my life."*

Ask students what kind of person they think might have said this.

Students might guess that this person is a basketball player or generally an athlete.

Next, ask students if they think the person who said this was successful or unsuccessful.

After they answer, share the last sentence of the quote with them:

*"And that is why I succeed."*

Ask them what they think that last sentence means in relation to the rest of the quote. Why might failing over and over again mean that you succeed?

Tell students that the quote is from Michael Jordan, a former NBA player who is believed by many to be one of the greatest basketball players of all time.

Explain that even a person as successful as Michael Jordan fails sometimes. Failure is an unavoidable pit stop on the road to success.

Ask students to volunteer to share about a time they failed at something. You might also choose to share a story of one of your own failures, either as a student or as an adult.

Explain that every person experiences a variety of successes and failures in a lifetime, and most of us fail many more times than we succeed.

Ask students if they know any personal traits that might be helpful for coping with and learning from failure.

If students don't organically arrive at the word "**perseverance**", write it on the board.

Explain that perseverance is the ability to keep moving forward even when you face setbacks or challenges.

Ask students to think about which phases and situations in QUEST require you to demonstrate perseverance.

(Map exploration, Challenges and Encounters all require perseverance.)



## MODULE 2

Inevitably we will all make mistakes, fail challenges, make the wrong choice, etc. As long as we choose to persevere instead of giving up, we can succeed.

Explain the difference between having a growth mindset and a fixed mindset.

- **Growth mindset:** we believe we can learn and improve, no matter what challenges we face.
- **Fixed mindset:** we believe that all mistakes are failures we can never recover from or learn from.

Ask students to share how having a fixed mindset might negatively impact their ability to play QUEST.

### Small Group Activities (20-90 minutes)

Choose one or all of these activities to practice perseverance and growth mindset.

#### Drawing in the Dark (30 minutes)

**Materials:**



Blank paper, pens/pencils for drawing

**Recommended:** something to use as a blindfold (one per team)

**Preparation Notes:**

N/A

**Instructions:**

- Distribute materials for drawing. Each team needs one blank page, a pen/pencil, and a blindfold.
- Each team nominates one person to draw "in the dark" (with their eyes closed or covered by a blindfold).
- Assign each team an animal or object to draw (e.g. cat, computer, wolf, etc.). All team members can hear the assignment.
- Set a timer for 7 minutes while the artist in each team draws their item without being able to see their page, either because they're blindfolded or because they have their eyes closed.
- Their teammates can help them only by verbally directing them where to move their pen/pencil on the page.
- Important: teams should not be given access to erasers at any point during the activity.
- Remind students that if the artist in their team is caught looking at their drawing, they will be disqualified from the rest of the activity.
- When the time is up, invite each team to share their drawing. Ask teams to share whether they think they succeeded or failed at the activity and what they could have done differently to be more successful.

## MODULE 2

- Explain that the activity is not over. In fact, the real challenge is about to begin.
- Distribute additional pens/pencils to each team.
- For the next step, each team member needs to pitch in to transform their drawing into the best possible version of their assigned animal or object that they can produce.
- Students can add anything they want to their drawing, but they cannot erase anything from the first draft.
- Set a timer for 10 minutes while teams work to improve and refine their drawings.
- When the time is up, invite each team to share their new drawing and assess whether they succeeded or failed at the challenge.
- If any teams think they didn't succeed, have a brief discussion about why they feel that way. They might simply be judging themselves too harshly, or they may have communicated/shared the labor poorly, or artistic skills may not be among their team's strengths. In either case, each team will likely agree that their final drawing is better than their first version.
- **Debrief Questions:**
  - What did this activity teach you about perseverance?
  - How did you use a growth mindset to complete the second part of the challenge?
  - Can you think of another time when you used a growth mindset in school?
  - Did you learn anything else from the activity?

### Character Crisis (30 minutes)

#### Materials:



**One Character Crisis Card** per team, pens/pencils, paper

#### Preparation Notes:

N/A

#### Instructions:

- Distribute one **Character Crisis Card** per team.
- Randomly assign a growth mindset or a fixed mindset to each team.
- Give teams 10 minutes to devise a solution for their character or explain why their character cannot possibly succeed, depending on whether they were assigned a growth or a fixed mindset.
- Teams that were assigned a fixed mindset should describe in as much detail as possible why there is no way out of their character's crisis, while teams with a growth mindset will describe how they arrived at an amazing solution.



## MODULE 2

- Each team should present their character's solution (or lack of a solution) to the rest of the class.
- Next, each team will revisit their Character Crisis from the opposite point of view (adopting a growth mindset if they were previously fixed, and vice versa).
- Give teams an additional 5-10 minutes to develop their new solution or justification of their problems.
- **Debrief:**
  - What did you learn from approaching the same problem from different mindsets?
  - Which mindset came more naturally to you?
  - Can you think of a current situation in your life (either at home or in school) that could benefit from a growth mindset? How about in QUEST?

### PR Strategy (40 minutes)

#### Materials:



Poster-making materials (paper/cardboard, pencils, colored pencils, markers)

#### Preparation Notes:

N/A

#### Instructions:

- Assign each team the name of another team in your class. Every team will be the PR agents for another team.
- Explain that for today they will have to forget that their team is the best of all and instead focus on their "client," which is the team that they have been assigned.
- Their mission is to create a poster that hypes up their client and demonstrates that their client team is the best team.
- Set a timer for 10 minutes while teams interview their clients (and get interviewed) in order to determine their clients' strengths and selling points.
- Remind students to ask Questions that would reveal as much valuable information as possible about their clients so they can identify any hidden talents or strengths, including both individual and group strengths.
- Remind students to share as much valuable information as possible when they are being interviewed so they can be well represented by their PR team.
- Once each team has interviewed and been interviewed, they can begin designing their posters.
- Posters should have a variety of both written and visual elements. The main purpose of the poster is to hype the client team as much as possible.

## MODULE 2

- Give teams 15-20 minutes to design their posters.
- When everyone has finished, invite teams to present their posters and boast about their client as much as possible.
- After all the presentations are complete, invite teams to vote on the best poster and presentation (regardless of their feelings about the team).
- The team whose poster gets the most votes wins a house point.
- **Debrief Questions:**
  - Share some things you learned from this activity.
  - What connections can you make between this activity and our discussion about perseverance?
  - While playing QUEST, have you seen other teams succeed while your team failed? How does it feel to watch other teams succeed when yours fails?
  - Why might it be valuable to be able to celebrate other people's successes and strengths?

### Whole Group Reflection (15 minutes)

After completing one or more of the activities, gather students back together for a reflection discussion, using the Questions below as prompts to guide the discussion.

- What is the value of persevering when things get difficult?
- What can you learn from failure?
- What strategies can you practice to deal with negative feelings associated with failure? When and how can you practice these strategies while playing QUEST?
- How can you recognize another person's success and celebrate, even when you have failed? Why is it important to be able to do this?

### Individual Journaling (5 minutes)

**Prompt:**

When things go wrong or life gets challenging, what are some things you can do to make yourself feel better? Are there any people you go to who can help you feel better or stay strong? Describe your coping strategies.

# MODULE 3

## EFFECTIVE COMMUNICATION: LISTENING, PERSUADING & NEGOTIATION



### CASEL Alignments

#### Relationship Skills:

- Communicating effectively
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively

#### Responsible Decision-Making:

- Demonstrating curiosity and open-mindedness

### QUEST CONNECTIONS

Market • Encounters • General Teamwork

### KEY UNDERSTANDINGS

- Good communication within our teams requires actively listening to each other.
- As leaders, we need to be able to speak and write persuasively so others understand our point of view and can get on board with our ideas.
- When we face conflict or disagreement, we can negotiate a win-win outcome.

## MODULE 3

### Modeling & Whole Group Discussion (15 minutes)

#### Ask students:

- Have you ever been in a situation where you knew you were right but other people didn't agree with you or couldn't see your point of view? If so, how did you feel?
- Can you think of any skills or strengths that could have helped you avoid that situation?

Explain that often the cause of misunderstandings or disagreements is a lack of clear communication.

Ask students if they have experienced any communication problems or breakdowns within their teams while playing QUEST.

Often when we're anxious, stressed, or trying to do something quickly we can neglect to communicate well.

Write the words "good communication" on the board and ask students to share some ideas about what makes for good communication. Guide them toward the following:

- Writing/speaking clearly
- Being honest but not hurtful
- Listening attentively
- Being empathetic (understanding others' feelings)
- Being able to justify/explain your actions or thoughts
- Being patient
- Reading body language and facial expressions

Once you have some general ideas on the board about what makes for good communication, ask students if they can think of any other communication-related skills that might be helpful in QUEST. Steer them toward thinking about the skills they need to succeed in the Market and Encounter phases.

In the **Market** phase, it's helpful to be able to negotiate well with other teams in order to get what you want.

In the **Encounter** phase, it's helpful to be able to persuade your teammates of your point of view.

#### Share the following definitions:

- **Persuade:** *to convince someone to do something by asking, arguing or giving reasons*
- **Negotiate:** *to bargain or come to an agreement with someone*

Ask students to share about a time when they have successfully persuaded or negotiated with someone, either during QUEST or in any other area of their lives.

# MODULE 3

## Small Group Activities (20-120 minutes)

Choose one or all of these activities to practice effective communication.

### Speaking & Listening (20 minutes)

**Materials:**



**Speaker Passage** (one copy per team), note paper and pencils/pens (for listeners on each team)

**Preparation Notes:**

Ideally each team will have a separate area within a room or spread across multiple rooms to complete this activity. If that is not possible, remind students that being able to pay attention to one person when you can hear other conversations is a valuable communication skill!

**Instructions:**

- Each team should nominate one Speaker. The other 3-5 students on the team will be the Listeners.
- Assign the following categories to Listener students (one category per student on each team):
  - Feelings
  - Names & Proper Nouns
  - Nature Facts
  - Colors
  - Animals (descriptions and facts)
- Distribute the **Speaker Passage** page to the Speakers on each team only. They should not show the page to the Listener students.
- Explain to the Speakers that their task is to read their passage aloud clearly and fluently so that everyone on their team can pick up all the relevant details. In order to do this well, they should practice reading the passage aloud twice before they present it to their teams.
- While the Speaker students are practicing, explain to the Listeners that their task is to pay close attention and write notes related **ONLY** to their assigned category or subject.
- Listeners will receive one point for each correctly noted detail in their category but they will lose a point if they write a note about details in unrelated categories.  
**NOTE:** There will be some overlap between certain categories - for example: nature facts and animals.
- Once Listener students are ready, spread teams out around the room so each team has their own area to present and listen.
- Set a timer for 5 minutes while each Speaker reads their passage aloud twice through and Listeners write notes related to their assigned category. (For the purposes of this activity, Listener students should not ask Questions or ask for clarification. Their only task is to listen carefully and take relevant notes.)

## MODULE 3

- When the time is up, gather all teams back together.
- As a class, decide on the relevant details for each category by having Listeners from each team call out what they wrote down. Remind Listeners that they will get one point for each detail correctly noted and lose one point for any irrelevant notes.
- The team with the most points at the end gets a house point!
- **Debrief Questions:**
  - What communication skills did you practice during the activity?
  - Was it easy or challenging to isolate only the relevant information when listening to the Speaker? When might it be valuable to be able to zone in only on specific information? When might it be a bad idea to only pay attention to specific information?
  - When do you need to use good listening skills while playing QUEST?
  - When do you need to use good listening skills in other areas of life?
  - Why is it important to be able to speak loudly and clearly?



### Pitch It! (40 minutes)

#### Materials:



**Pitch Brief Cards** (one per team), pens/pencils and note paper for brainstorming

**Optional:** poster materials (poster paper, colored pencils, markers)

**Preparation Notes:** pre-cut **Pitch Briefs** from the page to randomly assign them to teams.

Students may need a definition of the word, "pitch". You might also choose to share a clip from the show Shark Tank to show an example of a successful pitch. You can also optionally choose to share company taglines and slogans.

#### Instructions:

- Invite one student from each team to volunteer to be a member of the Decision Board.
- Explain to the students on the Decision Board that for this activity they cannot show any special preference for their team. Their task as a Board Member is to choose the best product pitch, regardless of which team presents it.
- Randomly assign one **Pitch Brief Card** (facing down) to each team.
- Explain to the non-Board members on each team that their mission is to create a product pitch to promote their assigned product. Even if they think their product sounds ridiculous or pointless, they should still promote it in a way that makes it sound like the most exciting product of all time.

## MODULE 3

- Give teams the following steps to develop their 1-minute verbal product pitch:
  - Decide on a target audience. (This can be a specific age group, profession, or other demographic classification.)
  - Describe a problem their target audience is facing and explain how their product solves that problem.
  - Describe what success using the product looks like.
  - Decide on an ideal celebrity spokesperson (and say why).
  - Craft a short slogan or tagline.
  - Outline in 3-5 main points why their product is a guaranteed bestseller.
- Set a timer for 10 minutes while teams brainstorm and write out their product pitches.
- While teams are working on their pitches, the Decision Board should devise a five-point rating system for pitches that outlines what a pitch needs to do in order to get full points. The pitch (or pitches) with the highest score out of five will win that team a house point.
- When the time is up, invite each team to present their pitch to the Decision Board one by one.
- After each pitch, the Decision Board should take 1-2 minutes to (privately) discuss the pitch and give it a score from one to five.
- Once all teams have presented their pitches, the Decision Board can convene for one more minute to decide on the overall winner (or winners).
- **Debrief Questions:**
  - What skills did you use in this activity?
  - How did you use persuasive language?
  - When might you use persuasive language when playing QUEST?
  - Have you ever needed to be persuasive in other areas of your life? Share some examples.

### Bad Idea Advocate (30 minutes)

**Materials:**



**Bad Idea page**

**Optional:** devices for internet research (one per team)

**Preparation Notes:**

Pre-cut **Bad Ideas** from the page to randomly assign them to teams.

**Instructions:**

- Share the following definitions:
  - **Claim:** *the main idea or position of an argument*
  - **Evidence:** *facts or concrete examples that back up or justify the claim.*

## MODULE 3

- Distribute the **Bad Ideas** randomly (facing down) to each team.
- Explain that the statement on their Bad Idea card represents their claim.
- Teams will have to use evidence to build a convincing argument for their claim, even though they may not personally agree with their claim.
- Share the following guidelines for a convincing argument:
  - Your duty is to convince others to agree with your claim.
  - Use facts and evidence to support your argument.
  - Build trust in your audience by citing specific sources for your evidence.
  - Appeal to your audience's emotions by connecting with their emotions (this could mean tugging at their heart strings, making them feel angry, making them feel passionate, etc.)
- Give each team 15 minutes to build their 90-second argument, using as much factual evidence as possible. An internet search is appropriate but not required to help students build their argument.
- Circulate the room while students work to help each team build a strong case.
- For this activity you will be the judge.
- Instruct each team to select one "advocate" who will present their Bad Idea claim to the class.
- After all teams have presented, choose the team that built the most convincing argument to award a house point to.
- Debrief Questions:
  - What made this activity challenging?
  - Even though you didn't agree with your claim, how did you build an argument in support of it? Can you think of any times in life when it might be valuable to be able to convince others of a particular position?
  - Is there any downside to being very persuasive or dealing with persuasive people?
  - How can you use persuasion to help you succeed when playing QUEST?
  - How can you use persuasion in other areas of your life?

### Magic Egg Dilemma (30 minutes)

**Materials:**



**Magic Egg Mission cards** (one card per team)

**Preparation Notes:**

Review the definition of **negotiation** from the whole group discussion at the beginning of this module.

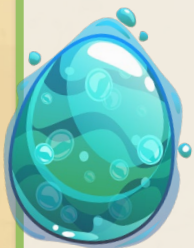




## MODULE 3

### Instructions:

- Distribute the **Magic Egg Mission** cards randomly (one per team).
- Explain to students that they should not show their card to other teams, but they can decide later on if they think it's a good idea to verbally share the information on the card.
- Give teams a few minutes to read their mission cards.
- Tell students... a "magic" egg has been discovered at an archaeological site. It has valuable properties that can fix a variety of the world's problems. The issue is, there is just one egg and everyone needs it for a different purpose.
- Explain that the purpose of this activity is for teams to use their communication and negotiation skills in order to get what they need to complete their mission.
- The key to this activity is to give students as little direction as possible so they can independently arrive at a successful communication strategy.
- Set a timer for 15 minutes while teams figure out their strategy and negotiate with each other so that each team can complete their mission.
- If you notice that by minute 10 students haven't figured out that they all need a different part of the egg (and therefore can negotiate a win-win that fulfills everyone's mission), you might choose to steer them in the direction of explaining their respective missions explicitly.
- When the time is up (or whenever students have arrived at a mutual agreement), invite a representative to share their decision about who gets the magic egg and how they arrived at that conclusion.
- If students chose to assign the magic egg to one team only, you can reveal that they could have negotiated a win-win outcome where everyone got the part of the egg they needed.
- Explain that a win-win outcome means that everyone is satisfied and feels their priorities are taken care of. Even though it doesn't always appear possible, we can usually talk through or work on a problem in a way that allows us to arrive at a win-win outcome.
- **Debrief Questions:**
  - What was your main goal at the beginning of the activity? Did you succeed in reaching your goal?
  - If you reached a win-win solution, how did you arrive there? What skills and strategies did you use?
  - Can you think of a time in your life when you wish you could have reached a win-win solution? If you could go back, is there anything you could do differently to reach a win-win?
  - What could win-win solutions look like when playing QUEST? What aspects of gameplay could benefit from them?



# MODULE 3

## Whole Group Reflection (15 minutes)

- What are some ways to model good communication?
- Why is good communication important within your team?
- What are some communication strategies or skills you can apply while playing QUEST?
- What are some ways you might speak, write or act if you were trying to be persuasive?
- Why is it important to be able to convince others with your words? What are some real world applications of this skill?
- What are some strategies you can use to be a better listener?
- What are some strategies you can use to arrive at a win-win outcome?

## Individual Journaling (5 minutes)

### Prompt:

Think about a time when you struggled to communicate your feelings or needs. If you could go back, is there anything you would do differently? Or, would you leave things as they were? Explain why.

### Notes

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# MODULE 4

## GOAL SETTING & LONG-TERM PLANNING



### CASEL Alignments

#### Self-Awareness:

- Experiencing self-efficacy

#### Self-Management:

- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals

#### Responsible Decision-Making:

- Identifying solutions for personal and social problems

### QUEST CONNECTIONS

Taxes • Reputation Ranking • Tech Blueprint Cards • Overall Game Strategy

### KEY UNDERSTANDINGS

- Sometimes we have to do hard work or make sacrifices in the moment in order to reap the rewards later on.
- Setting clear goals helps us stay focused when we face small setbacks and helps us determine the small steps we need to take to reach our goals.
- The journey to success is a marathon, not a sprint.

## MODULE 4

### Modeling & Whole Group Discussion (15 minutes)

Ask students if anyone has ever heard of the marshmallow test.

You can choose to share an article about the marshmallow test (there are countless articles available online) or simply share the main points listed below.

The marshmallow test was a famous social science research project in the 1960s and 70s conducted by Stanford psychologists.

Researchers gave young children one marshmallow and told them that if they waited 15 minutes to eat that marshmallow they would receive a second one.

The researchers then left the child alone in the room and observed whether they ate the marshmallow immediately or waited.

Follow-up research concluded that the children who chose to wait so that they could receive a second marshmallow had greater academic and career success than those who ate the marshmallow immediately.\*

*\*Note: the original marshmallow test did not take into account important socio-economic and cultural factors among the test subjects and a later test suggested there were flaws in the original conclusions. However, the lesson of delayed gratification remains valid.*

Ask students to think about what connections there might be between choosing to wait to get a second marshmallow before eating the first and having academic and career success.

Explain that delaying gratification means resisting the temptation to go for an immediate reward when you know that patience could yield a higher reward in the future.

Delayed gratification is a vital aspect of long-term planning.

Ask students to share some instances when being able to delay gratification, or to plan long-term instead of acting in the short term, might be helpful in QUEST.

(Some examples: collecting tech blueprint cards to use later on, winning house points that will factor into the winning score, saving food tokens to pay taxes at the end of an episode, etc.)

In life, we use long-term planning and delayed gratification to help us tackle our big goals. For example, if we want to get good grades we might have to choose studying or doing homework over the short term reward of looking at social media.

Ask students to share some personal or academic examples of goals that require long term planning.



# MODULE 4

## Small Group Activities (20-90 minutes)

Choose one or all of these activities to practice goal setting and planning.

### Team Goal Maps (20 minutes)

#### Materials:



Poster paper, pens/pencils, coloring pencils or markers, **Example Team Goal Map**

#### Preparation Notes:

We recommend being logged into your QUEST portal to be able to show students their current number of house points and reputation.

#### Instructions:

- Explain that the two keys to success in long-term planning are 1) knowing where you are now and 2) knowing where you want to get.
- For this goal-setting activity, students will work in their teams to focus on goals specifically related to QUEST. However, you can repeat the activity with a more general personal/academic framework.
- Distribute one poster sheet and pens/pencils/markers to each team.
- Show the **Example Team Goal Map**. Students can choose to represent the same goals and stats or come up with their own.
- Set a timer for 15 minutes while students brainstorm their goals, write down their current QUEST stats, and illustrate their plan, replicating the chart on their poster paper.
- While teams work, circulate the room to help generate ideas for steps students can take to reach their QUEST-related goals.
- When the time is up, invite each team to present their Map, sharing the steps they plan to take.
- Remember to check back in on the Team Goal Map as you advance through your QUEST gameplay to see if students have completed the steps they plotted out or achieved any of their goals!
- **Debrief Questions:**
  - Do your QUEST goals seem achievable? Why or why not?
  - Do you feel more or less motivated to succeed after writing your team's goals?
  - Did you and your teammates agree on your goals? If not, how did you move forward?
  - What is something in your life that you could make a goal chart for? What would the main goal on that map be?

# MODULE 4

## Bucket List Board (30 minutes)

### Materials:



Devices with Internet Access (one device per team)

### Preparation Notes:

The best free online tool to use for this activity is Canva. You don't need to create an account if you already have a google account. You might choose to set each team up with your email address so they're all using the same account, or you can have each team set up their own Canva with one person's google email address.

We recommend opening Canva before the activity to get familiar with the layout. Other free options for creating vision boards include Google Slides, PicMonkey, and Visuapp.

### Instructions:

- Explain the concept of a bucket list. A bucket list usually includes experiences and achievements someone hopes to accomplish during their lifetime.
- For this activity, teams will create a team "Bucket Board", which is a visual representation of a bucket list that includes pictures of their collective ideals for their lives.
- Bucket Boards should include images of any sports or activities (deep-sea diving, marathons, basketball games, mountain hikes) they want to do, any places (cities, countries, outer space) they want to visit, and any big achievements or rewards (Oscars/Grammys, family, business awards, cool cars) they would like to have.
- Each team's task is to be as ambitious as possible in imagining what they want and then to find images online that represent those things, places and feelings.
- Set a timer for 15 minutes while teams brainstorm and research images to fill their Bucket Board.
- Circulate the room to make sure each team's Bucket Board represents their collective wishes in all areas of life.
- When the time is up, invite each team to present their Bucket Board to the rest of the class, one by one. If possible, project each Bucket Board on a large screen or Smart Board for everyone to see.
- Ask individual students on each team to share something they could do (for example: go to medical school, learn about starting a business, learn about becoming an astronaut, etc) within the next 10-15 years to achieve the goals they chose to represent on their Board.
- **Debrief Questions:**
  - What skills did you use when creating your team's Bucket Board?
  - Did you and your teammates have any goals in common?
  - Why do you think it might be motivating to see a visual representation of your goals?
  - Are there any goals that you're more excited to do after making your Bucket Board?

# MODULE 4

## Community Project Planning (40 minutes)

### Materials:



**Community Project Planning Worksheet** (one copy per team)

Notepaper and pens/pencils for brainstorming

Devices with internet access for research (one per team)

### Preparation Notes:

You might choose to preface this activity with a whole group discussion about some problems facing your town or school community, including sharing articles or news/documentary videos.

### Instructions:

- Explain to teams that their task for this activity is to identify a problem in their community (some examples: pollution, crime, bad school lunches, noise from a nearby airport, lack of bike lanes, etc.).
- For this activity, the term community can be interpreted as broadly as their city/town or as narrowly as their school.
- If you have devices on hand, allow students to conduct some research or read news articles to help them identify a local problem.
- Give teams 10 minutes to discuss, research and identify their problem.
- Invite each team to share and describe the problem they've identified.
- Open the floor to all students to suggest ways this problem could be solved.
- Distribute the Community Project Planning Worksheets (one per team)
- Each team is tasked with coming up with one solution to their identified problem in the community and writing up a practical action plan for how to reach that solution using the worksheet.
- The team with the clearest and most comprehensive plan of action (as well as a well thought-out solution) wins a house point.
- For the purposes of this activity, there are no limits on the amount of time and money required for each team's proposed project. However, teams should include an estimated timeline on their project description.
- Invite each team to present their Community Project for the rest of their class.
- You can choose to either award the house point based on your own discretion, or allow students to vote for the best project.
- **Debrief Questions:**
  - What did you learn about the problems in your community from listening to other teams?
  - What did you learn about long term planning?
  - Did your idea for the solution change or evolve as you began to plot out the action steps?
  - Did you identify a quick or easy solution, or would your solution take time to implement?
  - After presenting your action plan and hearing other teams' action plans, do you feel more or less optimistic about the possibility to change things for the better? Share why.

# MODULE 4

## Whole Group Reflection (15 minutes)

After completing one or more of the activities, gather students back together for a reflection discussion, using the Questions below as prompts to guide the discussion.

- How can you decide whether it's more important to do what feels best in the moment, or do what will be better in the long term?
- What are some areas of life that require delayed gratification?
- How can you use what you've learned about long term planning and delayed gratification to improve your team's QUEST game play?
- Has there ever been a time in your life when you wish you could have used better long-term planning? What would you go back and do differently if you could?
- Do you have any long term personal or academic goals that you would like to start planning/preparing for now?

## Individual Journaling (5 minutes)

### Prompt:

What is your biggest/dream goal for your life? Are there any steps you could take this week that would help you get any closer? Describe them. Is there anything that is standing in the way of achieving your biggest goal? If so, describe how you might be able to overcome it (if you think there is a way).

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# MODULE 5

## PERSONAL & COLLECTIVE DECISION-MAKING



### CASEL Alignments

#### Relationship Skills:

- Practicing teamwork and collaborative problem-solving

#### Responsible Decision-Making:

- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions

### QUEST CONNECTIONS

Market • Encounters

### KEY UNDERSTANDINGS

- Every small decision we make has an immediate or a long-term outcome.
- To make good decisions as a team we need to be able to communicate, cooperate and compromise.
- We can make better decisions when we look at all the options and consider the possible consequences.

# MODULE 5

## Modeling & Whole Group Discussion (15 minutes)

Tell students that each person makes an average of 3500 decisions in a day. Many of those are small decisions, such as: get out of bed or hit snooze, eat breakfast or not, what outfit you wear to school, whether or not you say hi to someone in the hallway, etc.

### Ask:

- What are some decisions you've made so far today?
- Has anyone made any bad or not-so-good decisions this week?
- What can you learn from making a bad decision?
- Does anyone have any tricks that help them make decisions?



We usually make decisions based on our emotions or on our immediate needs (such as hunger or tiredness). However, we can develop strategies and processes that help us make better decisions that will lead to greater long term success and happiness.

- Can anyone think of some moments in QUEST when you've had to make decisions as a team?  
(Most decision-making in QUEST happens in the Map, Encounter and Market phases.)
- Do you find it easier to make decisions within your team or to make decisions by yourself?  
Share why.

Most (but not all) people find it easier to make decisions on our own. However, when we make decisions on our own we are more likely to decide quickly based on the emotions or needs we have in the moment, without thinking about the long-term outcome. When we make decisions with others we have to talk things out, which can help slow us down and think things through more carefully.

Making decisions with others requires good communication, a shared vision of success, and sometimes

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# MODULE 5

compromise.

## Small Group Activities (20-110 minutes)

Choose one or all of the following activities to practice decision-making strategies.

### Shadow Challenge (20 minutes)

#### Materials:



Measuring tape

#### Preparation Notes:

This activity needs to be completed outdoors when the sun is out so that students can cast shadows.

#### Instructions:

- Teams have one simple mission for this challenge: make the longest continuous shadow possible.
- This means that each team will have to find their own strategy. Some will hold hands and stand in a chain. Some will lie down. Some might try to build a human pyramid. There is no right answer!
- Set a timer for 7 minutes while teams figure out their strategy. Remind them that their team's shadow must be continuous, which means no gaps.
- Because there are no other rules for this activity, students are permitted to use objects to elongate their shadow, or even to collaborate with other teams. (Longest also doesn't necessarily require that the continuous shadow is linear. Shadows can be curved, zig-zagged, or even circular. Straight shadows will be easier to measure.) However, we don't recommend suggesting either of these options as the objective of the game is for students to make decisions and choices without your guidance.
- When the time is up, tell each team to freeze in their final position.
- Use your tape measure to measure each team's shadow.
- The team with the longest shadow gets a house point! (If teams decided to work together, then both/all teams win the point.)
- **Debrief Questions:**
  - How did you approach the challenge - what strategies did you try?
  - What decisions did you have to make? Was it easy to agree with one another?
  - Was your first strategy the best one or did you have to try multiple times before you created the longest shadow?
  - What skills did you use to reach your goal? (For example, communication, collaboration, etc.)

# MODULE 5

## Five-Step Solutions - 30 minutes

### Materials:



**Problem Story** (one copy per team)

**Solution Process** (one copy per team)

Board/screen/chart paper for instructions

### Preparation Notes:

N/A

### Instructions:

- Share the five-step strategy outline on the board or a screen:
  1. Identify the problem
  2. Gather information
  3. Brainstorm solutions
  4. Identify Consequences
  5. Make a Choice
- Read the steps aloud and define each one so that everyone understands.
- Explain that we can use intentional strategies, such as the above five steps, to approach a variety of problems in our lives - whether it's a game challenge, a research project, or even a conflict with a friend.
- Distribute the **Problem Story** worksheets (one per team).
- Explain to students that they will be applying the five-step strategy to reach a solution for the problem described in the story.
- Avoid defining the problem for students at this stage as that will be part of their assignment.
- Read the story aloud all together, then check for understanding to make sure each student understands all of the vocabulary.
- Distribute the **Five-Step Solution** pages (one per team).
- Set a timer for 15 minutes while students work through each step of the process.
- Circulate the room to make sure everyone understands the task and contributes to the work, but avoid offering help as the main purpose of the activity is for students to work together to make decisions.
- When the time is up, invite each team to present their brainstormed solutions as well as their final proposed solution.
- **Debrief Questions:**
  - How did you arrive at your final solution?
  - Was your first solution your best solution, or did you have to brainstorm multiple ideas before you arrived at the best one?
  - Did you all agree right away on the best solution? If not, how did you come to a consensus?
  - Can you think of any real world scenarios where you might apply the five-step strategy? Can you think of any real world scenarios when it wouldn't make sense to apply the five-step strategy?

# MODULE 5

## Decision-Making Matrix (30 minutes)

Materials:



**Character Choices cards** (one card per team)

**Decision-Making Matrix** (one copy per team)

Preparation Notes: N/A

Instructions:

- Distribute the **Character Choices cards** (one card per team).
- Explain to teams that their task for this activity is to help their assigned character make an important decision.
- To do so, they will use something called a **Decision-Making Matrix**. A Decision-Making Matrix is a table that compares choices using specific criteria. The criteria can be different depending on the kind of decision that is being made. However, for this activity all teams will be using the same criteria.

### Example Matrix

	Cost	Timeline	Happiness Factor	Total Points
Option A				
Option B				
Option C				

- Students will evaluate their assigned character's choices using three simple criteria:
  - How much will it cost?
  - How long will it take to complete?
  - How happy will it make the character?
- They will use a 1-5 point scale with 5 being the best result. So, for example, an option that is completely free would be a 5 on the scale. An option that costs a million dollars would be a 1 on the scale. An option that would take many years to complete would be a 1 and an option that can be completed within one day would be a 5. An option that would make a character very happy would be a 5. An option that would be challenging and not rewarding would be a 1.
- Using the matrix, teams will weigh up their characters' options and choose the one that scores the highest point value.

## MODULE 5

- They will have to use their own critical thinking skills to determine the point scores for each criteria.
- Set a timer for 15 minutes while teams read their character scenario and choices, then fill in the Matrix, and finally determine the best possible solution for their character.
- When the time is up, invite each team one by one to present their character's dilemma, their chosen solution, and why they think that is the best possible solution, taking into account the three criteria.
- **Debrief Questions:**
  - Do you think you arrived at the correct solution using the point scale, or were there other criteria you think should have been added to the matrix to help make the decision-making process more precise?
  - When could you use a Decision-Making Matrix (with different criteria) in QUEST?
  - When could you use a Decision-Making Matrix (with different criteria) in the school day?
  - What are some advantages of using the Matrix? Are there any disadvantages?

### The Decision-Making Maze (20 minutes)

#### Materials:



Devices with access to the [Decision Story Maze google form](#) (one device per team)

[Decision-Making Maze](#) (to project digitally)

#### Preparation Notes:

N/A

#### Instructions:

- For this activity, teams will navigate a simple story, choosing an outcome that will lead them to the next part of the story.
- Let teams know that there are three possible outcomes for their story: a happy ending, an unhappy ending and a neutral ending.
- Arriving at the happy ending will require making strategic choices and some long-term thinking.
- Teams that reach the happy ending will win a house point.
- Set a timer for 10 minutes while each team navigates the story.
- When the time is up, invite each team to share their story's final outcome. Ask them to evaluate whether their ending was happy, unhappy or neutral.
- Share the Decision-Making Maze (projected or on a screen) to give students a glimpse at the maze behind the scene.

## MODULE 5

- Explain that at the end of each day we could all make a similar decision maze that shows how each little choice affected the next part of our day, and ultimately how we feel at the end of the day.
- **Debrief Questions:**
  - Were you surprised by the outcome of your story? If so, why?
  - If you had an unhappy ending, was there one particular decision that led you there? Or many different decisions?
  - What would the decision maze of your day today so far look like? Do you think your day will end with a happy outcome, a neutral outcome or an unhappy outcome? If you think your day will have an unhappy outcome, is there any specific decision that you think led you there?

### Whole Group Reflection (15 minutes)

After completing one or more of the activities, gather students back together for a reflection discussion, using the Questions below as prompts to guide the discussion.

- When making decisions, what are some alternative strategies to try instead of acting based on your emotions or your short-term desires? When and how can you apply those strategies when playing QUEST?
- What skills do you use when making decisions by yourself and what skills do you use when making decisions in a team or as a group?
- In what ways can you use long-term planning when making decisions?

### Individual Journaling (5 minutes)

**Prompt:**

Think about a time when you made the wrong decision (big or small). If you could go back, how might you approach the decision-making process differently? What factors or emotions do you think led you to make the wrong decision? Could you have overcome any of them if you tried?

# MODULE 6

## PROBLEM-SOLVING & STRATEGY



### CASEL Alignments

#### Relationship Skills:

- Practicing teamwork and collaborative problem-solving
- Showing leadership in groups

#### Responsible Decision-Making:

- Identifying solutions for personal and social problems

### QUEST CONNECTIONS

Challenges • Overall Game Strategy

### KEY UNDERSTANDINGS

- When faced with a difficult or complex challenge, we must first define and understand our goal or where we want to go.
- We can take the time to brainstorm possible solutions or strategies before we make our first move.
- We can break down any problem or challenge into smaller steps.



## MODULE 6

### Modeling & Whole Group Discussion (15 minutes)

Ask students to share some definitions for problem-solving.

When we problem solve we identify a problem or challenge, we brainstorm solutions, and finally, we implement one of those solutions.

Ask students to think of some instances when they've used problem-solving in QUEST.

(QUEST as a whole is a problem-solving game, but most of the problem-solving happens during the Challenges phase. Challenges give us a clear goal and require that we build a strategy to get there.)

The first step in problem-solving is being able to identify your goal or ideal outcome. Once you know this you can build a strategy or process to reach that ideal outcome.

Ask students if anyone has failed to arrive at their ideal outcome or goal while playing QUEST. If so, did they learn anything from the process?

The chances are, once you've played a few episodes, at least one team will have failed to complete a challenge on time.

Sometimes the most valuable part of problem-solving is not the outcome, but the process or strategy we use to get there. This is because we might be able to apply that same strategy or process to other problems in games, schoolwork, or even in our everyday lives.

More generally, when we practice coming up with strategies to solve problems, the problems we face become less intimidating. No matter how big or small the problem, there is always a strategy or process that will get us to where we want to be.

Tell students to imagine that they're feeling generous and they've decided to help another team complete a QUEST challenge. QUEST challenges don't usually have just one answer so to help the other team, they would need to be able to describe and explain the steps they took to complete the challenge successfully.

In real life, in order to truly help someone solve a problem you can't usually just tell them an answer. Instead, you need to be able to help guide them through the steps so that they can arrive at an answer by themselves.



*I'VE GOT  
A PROBLEM. . .*

*LET'S FIND  
A SOLUTION!*



# MODULE 6

## Small Group Activities (30-90 minutes)

Choose one or all of these activities to practice problem-solving.

### Game of Cups (30 minutes)

#### Materials:

11 Plastic cups

**Optional:** a whistle to start/stop game

#### Preparation Notes:

This activity is ideally done outdoors, in a gym, or in any space without furniture so students can run around.

#### Instructions:

- Spread out across the space and assign a place for each team to stand. (The further teams can be spaced out from each other, the better.)
- Distribute one plastic cup per team. Teams should place their cups on the ground in front of them.
- Place an additional five cups in the center of the room (as far away from each team as possible). This area is called No Man's Land.
- Any student cannot hold a plastic cup for longer than five seconds. If they do, that student will be disqualified from the game and they will have to place the cup they were holding in No Man's Land.
- Explain to students that their objective for this activity is to obtain seven plastic cups, which means that they will have to obtain more cups, either by stealing from No Man's Land or from other teams.
- The team who gets seven cups the quickest will win a house point. However, if they try to hold onto their cups to protect them from being stolen by others, their members will be disqualified and the team will have to forfeit the cup.
- If any team member is tapped on the shoulder while in another team's area by a member of that team, they will have to exit the game.
- For all of these reasons, teams must move fast.
- Give teams a few minutes to discuss and develop a strategy for winning.
- It's game time!
- Keep the game going unless you see someone cheating (holding on to a cup for more than five seconds). If cheating is identified, pause the game until the cup is placed in No Man's Land and the student in QUESTION leaves the game.



## MODULE 6

- Restart the game and play until a team wins seven cups.
- The winning team gets a house point!
- **Debrief Questions**
  - What strategies/game plans did you use to win?
  - How did it feel to have other teams steal your cups?
  - Did you see any students cheating? If so, how did you feel?
  - Are there any times you have seen teams steal or cheat in QUEST?
  - Sometimes in the Market and Encounter phases of QUEST, teams are going to steal in order to get food, blueprint cards, points, etc. Do you think that's wrong, or do you think that the outcome (winning) justifies the action?
  - Have you ever witnessed someone cheating and succeeding/getting away with it in real life? If so, how did you feel?
  - Why do you think people sometimes lie or cheat or steal? Are there any justifiable reasons for doing any of those things? Are they acceptable strategies for solving problems?

### Survival Scenarios (30 minutes)

#### Materials:



**Survival Scenario** cards (one card per team)

Pencils and note paper for students to write their solution steps.

#### Preparation Notes:

N/A

#### Instructions:

- Distribute one **Survival Scenario** card to each team.
- Before they read their card, explain that each team's task is to figure out how to survive/reach safety within a specific set of circumstances listed on their card.
- In order to survive, each team must choose only three out of the five available resources listed on their card to help them.
- They will have to use their critical thinking and persuasion skills within their team to choose the items that will be the most helpful and effective.
- Finally, they will write down their survival strategy and how they would use each of their chosen items.
- Set a timer for 15 minutes while students work in their teams to determine and then write down their strategy.

# MODULE 6

- When the time is up, invite each team to present their survival plan one by one.
- After all teams have presented, point out if there were any similarities or overlap in their approaches to solving the problem.

## Math Brain Teasers (20 minutes)

### Materials:



**Math Brain Teaser** page (one copy per team)

Pencils and note paper for students to write their steps.

### Preparation Notes:

N/A

### Instructions:

- Distribute one copy of the **Math Brain Teaser** page to each team.
- Point out to students that the answer for each one is already written on the page.
- Each team's task is to write a complete set of instructions for each of the math brain teaser problems that explains how to arrive at the solution.
- Set a timer for 10 minutes while students work in their teams to write down the steps that could enable anyone to solve the math problems.
- Circulate the room while students are working to make sure each student on a team is contributing to the process.
- When the time is up, call on teams to share the steps they wrote (ask one team to share per QUESTion).
- **Debrief Questions:**
  - What skills (in addition to math skills) did you use in that activity?
  - Why might the steps to reach a solution sometimes be more important than the solution itself? Can you think of a real world example when this would be true?
  - Have you ever tried to teach someone to do something that you can do easily? If so, was it easy or frustrating? What skills would you use to be better at teaching or helping others?
  - When might you use the strategies and skills you used in this activity while playing QUEST?

# MODULE 6

## Whole Group Reflection (15 minutes)

After completing one or more of the activities, gather students back together for a reflection discussion, using the Questions below as prompts to guide the discussion.

- When facing a problem, what strategies can you use to resolve it as alternatives to just doing the first thing that comes to mind? When and how can you apply these strategies while playing QUEST?
- How can you support other people in solving problems?
- What is the first step you should take when faced with any problem?

## Individual Journaling (5 minutes)

### Prompt:

Think of a problem or challenge in your personal life (for example, a conflict with a friend, a feeling of jealousy, or an area of struggle in school) when you might be able to apply problem-solving strategies. Describe how you could approach this problem in a new way.

# BRAIN BREAKS

Each activity is designed to be completed in 5-15 minutes.

## Family Portrait



- Each team comes up to the front of the room one at a time and is given a title for a photograph/portrait that revolves around a type of family. For example: "Family of Clowns. Family of Mad Scientists. Family of Body Builders," etc.
- Teams have ten seconds to form a portrait based on the title. Remind students to think about the characters involved in the picture and to talk to each other so that there are no repeat characters. They should tell a story with their poses and arrangement, even though they are frozen in place. A time limit forces students to work quickly. Count them down and at the end of 10 seconds yell out FREEZE! The result should be a cohesive picture. You can even snap a picture of each one for students to see how their portrait turned out!

## Zip, Zap, Zop



- This quick-thinking improv game can be played as a whole group or in teams of at least three students each.
- The first player claps their hands, says "Zip", and points at another player in the circle.
- The player that was pointed to must immediately clap and point at someone else in the circle (including the previous player), saying "Zap".
- The third player continues the pattern, this time using the word "Zop".
- The pattern of words repeats, going: "Zip", "Zap", "Zop", "Zip", "Zap" etc. Try to play the game with some speed to increase the chances of a mistake.
- If anyone hesitates or says the wrong word, they take a strike. Three strikes and a player must exit the game. The last players standing in any team can face off against each other for a lightning winning round.

# BRAIN BREAKS

## Word Sneak



- Students work in partners to do a short, improvised role-play scene. Each partner is given a list of words that they must work into a natural conversation. Each partner takes turns, going in the order of the list and trying to work the words into a casual conversation as seamlessly as possible. Bonus: students practice reading and using vocabulary words!
  - See this example from [The Tonight Show](#)

### Word List

(Choose any five words for each student in a pair)

- |              |            |             |             |
|--------------|------------|-------------|-------------|
| • Accomplish | • Donut    | • Invisible | • Represent |
| • Acrobat    | • Elevator | • Lack      | • Shallow   |
| • Adapt      | • Evidence | • Master    | • Slippery  |
| • Automatic  | • Example  | • Mistrust  | • Survive   |
| • Border     | • Frequent | • Monster   | • Tarantula |
| • Calculate  | • Furious  | • Pointless | • Tidy      |
| • Compare    | • Fishy    | • Potion    | • Typical   |
| • Circus     | • Garden   | • Practice  | • Vacation  |
| • Decrease   | • Inform   | • Queasy    | • Variety   |
| • Destiny    | • Inspire  | • Recognize |             |

## Improv Counting Activity



- Have students stand in a circle, facing each other. Their mission is to count from one to ten as a group. Sounds easy, right? The catch is that only one person can speak at a time. If two students speak at the same time, or if someone says the wrong number or stumbles over their number, they have to begin again at number one.
- Tell students to take one deep breath in and out before they begin. Then, any student can begin the count by saying, "One". Students should not count in order of the circle. The order MUST be random and unplanned. Another student will say, "Two". Another student will say, "Three." If two students both try to say, "Four" at the same time, they will have to start from the beginning.
- For an added challenge, you can have students face outwards in the circle so they can't see each other!

# BRAIN BREAKS

## Step Into the Circle



- This non-verbal activity encourages students to share about themselves without having to say a word. It can ideally be done with students staying completely silent while they are moving in or out of the circle.
- Gather all students to stand in a wide outer circle. Explain that if a statement you read aloud is true for them, they will step inside the circle. Leave a moment of pause for students to step in, look around, and then reset back to the outer circle before you read the next statement.
- Begin by saying "Step inside the circle..."
  - If you have siblings
  - If you're an only child
  - If you feel as if you have a lot of responsibilities in your family
  - If you think you're a role model for someone in our outside of your family
  - If you consider yourself a quiet person
  - If you consider yourself a talkative person
  - If you talk in your sleep
  - If you remember your dreams
  - If you would like to travel to another country someday
  - If you would like to travel into space someday
  - If you try hard in school
  - If you think you should try harder
  - If you're proud of who you are

## Move If You...



- While Step into the Circle encourages students to build trust by sharing some deeper thoughts, this activity focuses more on learning fun/weird facts about each other and finding points in common.
- Students begin by sitting in a circle on chairs. As the teacher, you will stand in the middle of the circle at the beginning of the activity. Explain that when you say a statement, anyone who that statement is true for must stand up and move to another open chair. Begin by letting students play and move seats. When you get to your third or fourth, statement, you can move and take any open seat you can find. If a student moves and finds there is no open chair (which will happen once you join the game) they will come to the middle and take over as the person saying (and making up) the statements.
- Begin by saying "Move if you..." then use some of the statements below or make up your own!
  - Love ice cream
  - Hate anchovies
  - Watch a lot of TV
  - Play video games
  - Have a pet
  - Follow an animal on social media
  - Have eaten something you saw in a Tik-Tok video
  - Ate cereal for breakfast this morning
  - Like watching animated movies



# BRAIN BREAKS

## Walk & Talks



- Assign each team a topic to discuss and formulate a collective opinion about. Once each team has their topic, they will have five minutes to walk (whether it's around the classroom, out in the hallway, or even outside) and discuss their topic. There are three rules for this five-minute period: all students in a team must walk (or move in some way) for the duration, they must stay on task and discuss only their assigned topic, and by the end of the five minutes they must have an opinion that everyone on the team agrees upon. Choose from the topics below or invent your own!
  - Cats or dogs?
  - Being super strong or really fast?
  - Clowns: funny or scary?
  - Football or soccer?
  - Cake or ice cream?
  - Summer or fall?
  - Fridays or Sundays?

## World's Worst



- This game helps generate creative ideas. Pick any profession and challenge each student in the room to say something that would be said by the world's worst person in that profession. For example, the world's worst dentist might say, "Just remember to eat candy every day before your next visit!" The world's worst postal worker might say, "Number 9, number 11 - what's the difference? Just throw them all in the same mailbox!"

## As if...



- This is a fun physical activity to practice listening skills and language comprehension and to get students to MOVE! As you read each statement aloud, students must act as if they're experiencing what you're describing.
  - Run in place AS IF a big bear is chasing you.
  - Walk through the room AS IF you're walking through honey.
  - Reach up AS IF you are grabbing balloons out of the air.
  - March in place AS IF you are in a marching band.
  - Shake your body AS IF you are a wet dog who just stepped out of a bath.
  - Jump in place AS IF you are popcorn popping.

# BRAIN BREAKS

## Would You Rather...?



- Have students stand in a line or cluster in the middle of the room. Let them know that you will be asking them a series of Questions with two options. If they choose the first option, they should move to the left side of the room. If they choose the second option, they should move to the right side of the room. Use the Questions below or invent your own!
- "Would you rather..."
  - Have a pet snake or a pet spider?
  - Be able to fly or be able to breathe under water?
  - Only be able to walk on all fours or only be able to walk sideways like a crab?
  - Travel back in time to the past or travel forward in time to the future?
  - Become invisible or become a giant?
  - Be really good at math or really good at sports?
  - Have a personal life-sized robot or a jetpack?
  - Eat broccoli flavored ice cream or ham flavored cookies?

