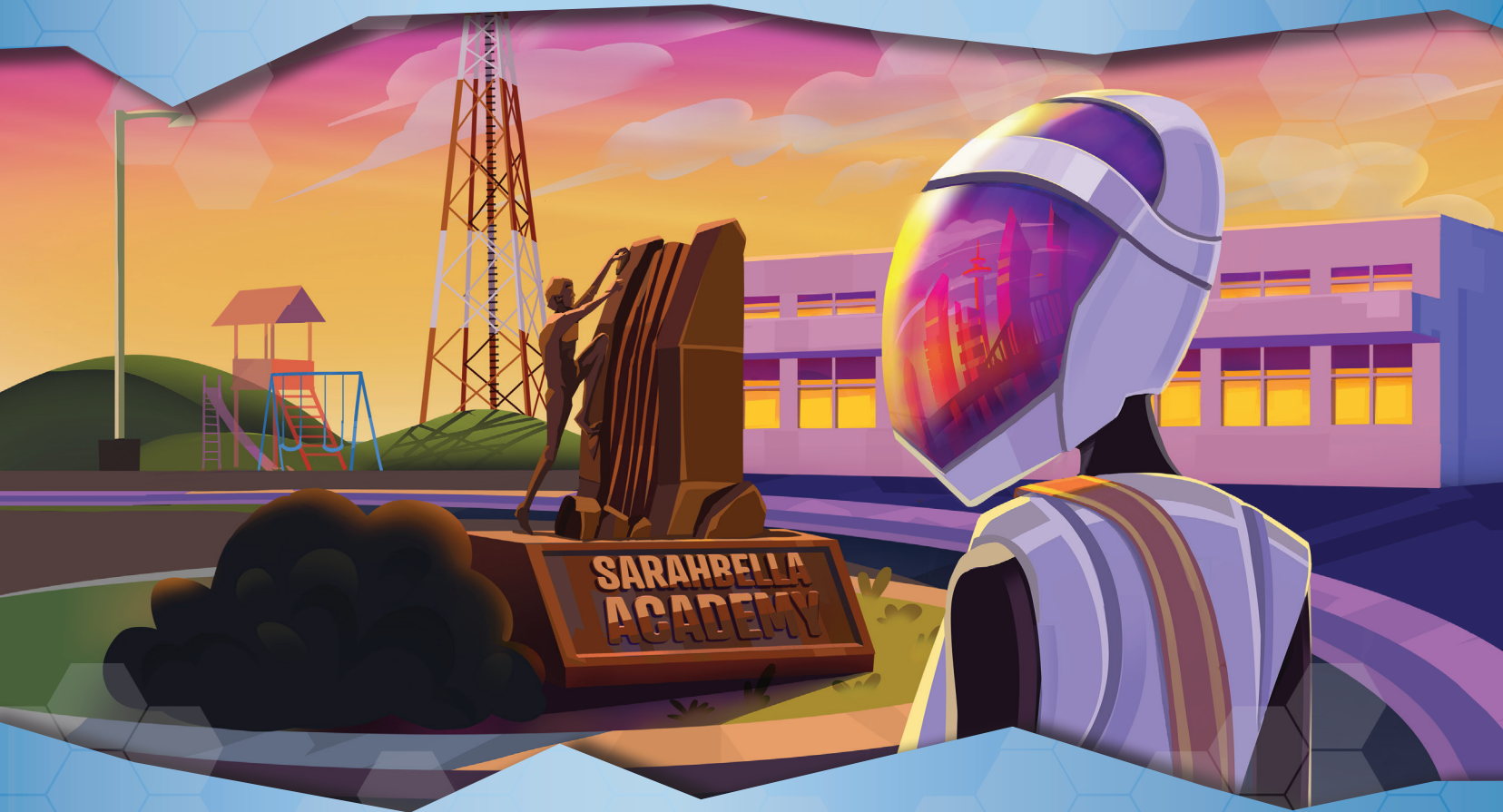


QUEST

CREATORS



WORKBOOK TITLE

Facilitator Guide

S

SECONDARY
LEVEL

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A NOTE ON TEACHER MATERIALS

As you may have noticed, your QUEST Creators Teacher Box (which contains additional materials for your students to use to create their episode challenges) includes a blank space for your artwork as well as space for your Teacher Bio at the back. We encourage you to take inspiration from the art tutorial videos included in the program to decorate your box with a self-portrait, Manga character design, or a drawing of your favorite place...maybe even of your classroom! Even if you don't feel as if you are artistically talented, drawing on and/or decorating your box is a fun opportunity to model a growth mindset for your students. Use your Teacher Bio to share your likes, dislikes, goals and accomplishments!

INTRODUCTION

WELCOME TO QUEST CREATORS! QUEST Creators takes students from players to creators by positioning them as the artists, authors, and designers of their very own QUEST experience. Using creativity as a framework for self discovery and empowerment, students build and expand upon vital SEL and ELA (including writing, speaking and listening) skills.

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 players and thinkers, 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 or game design. Every lesson plan within each unit is designed to be completed in an hour, including time for students to present and share aloud. The first four units focus on storytelling and introducing design thinking. While your students build their literary vocabulary, learning about characters, settings and story moods, they will also be creating their own original characters and stories. In Unit 5, students will use design thinking to design their episode challenges. In the final unit, students will work largely independently on finalizing the artwork and writing for their side quest episodes.

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

Students' learning will culminate in the production of each team's episode, which functions as a "hidden" level of Quest, complete with a story premise, characters, setting, encounter and an interactive challenge. Students will present their episodes 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. See **QUEST Creators Showcase Planning** (p.86) at the back of this guide for more details and recommendations.

You will find all digital materials, including videos, images and written prompts to share on screen with students at questboxes.com/creators.

SAMPLE 60-HOUR PACING GUIDE

For Implementation of QUEST, Creators, Connect & Trials

Week 1 - QUEST Gameplay

QUEST Program Kickoff & QUEST Ep. 0: Tutorial	Student Introductions and split into teams + Students take Pre-assessment	90 min
	Play Episode 0: Tutorial	

Week 2 - QUEST Gameplay

Play QUEST Episode 1	Play full episode	90 min
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Week 3 - QUEST Creators

QUEST Creators Unit 1	QUEST Creators Unit 1: Lesson 1	45 min
	QUEST Creators Unit 1: Lesson 2	45 min

Week 4 - QUEST Creators

QUEST Creators Unit 1	QUEST Creators Unit 1: Lesson 3	45 min
	QUEST Creators Unit 1: Lesson 4	45 min

Week 5 - QUEST Creators

QUEST Creators Unit 1	QUEST Creators Unit 1: Lesson 5	45 min
	QUEST Creators Unit 1: Lesson 6	45 min

Week 6 - QUEST Gameplay

Play QUEST Episode 2	Play full episode	90 min
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Week 7 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 8 - QUEST Creators

QUEST Creators Unit 2	QUEST Creators Unit 2: Lesson 1	45 min
	QUEST Creators Unit 2: Lesson 2	45 min

Week 9 - QUEST Creators

QUEST Creators Unit 2	QUEST Creators Unit 2: Lesson 3	45 min
	QUEST Creators Unit 2: Lesson 4	45 min

Week 10 - QUEST Creators

QUEST Creators Unit 2	QUEST Creators Unit 2: Lesson 5	45 min
	QUEST Creators Unit 2: Lesson 6	45 min

WEEKS 11-20

Week 11 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 12 - QUEST Gameplay

Play QUEST Episode 3	Play full episode	90 min
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Week 13 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 14 - QUEST Creators

QUEST Creators Unit 3	QUEST Creators Unit 3: Lesson 1	45 min
	QUEST Creators Unit 3: Lesson 2	45 min

Week 15 - QUEST Creators

QUEST Creators Unit 3	QUEST Creators Unit 3: Lesson 3	45 min
	QUEST Creators Unit 3: Lesson 4	45 min

Week 16 - QUEST Creators

QUEST Creators Unit 3	QUEST Creators Unit 3: Lesson 5	45 min
	QUEST Creators Unit 3: Lesson 6	45 min

Week 17 - QUEST Gameplay

Play QUEST Episode 4	Play full episode	90 min
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Week 18 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 19 - QUEST Creators

QUEST Creators Unit 3	QUEST Creators Unit 4: Lesson 1	45 min
	QUEST Creators Unit 4: Lesson 2	45 min

Week 20 - QUEST Creators

QUEST Creators Unit 3	QUEST Creators Unit 4: Lesson 3	45 min
	QUEST Creators Unit 4: Lesson 4	45 min

WEEKS 21-30

Week 21 - QUEST Creators

QUEST Creators Unit 4	QUEST Creators Unit 4: Lesson 5	45 min
	QUEST Creators Unit 4: Lesson 6	45 min

Week 22 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 23 - QUEST Gameplay

Play QUEST Episode 5	Play full episode	90 min
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Week 24 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 25 - QUEST Creators

QUEST Creators Unit 5	QUEST Creators Unit 5: Lesson 1	45 min
	QUEST Creators Unit 5: Lesson 2	45 min

Week 26 - QUEST Creators

QUEST Creators Unit 5	QUEST Creators Unit 5: Lesson 3	45 min
	QUEST Creators Unit 5: Lesson 4	45 min

Week 27 - QUEST Creators

QUEST Creators Unit 5	QUEST Creators Unit 5: Lesson 5	45 min
	QUEST Creators Unit 5: Lesson 6	45 min

Week 28 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 29 - QUEST Gameplay

Play QUEST Episode 6	Play full episode	90 min
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Week 30 - QUEST Trials + Connect

QUEST Connect	Optional Modules	90 min
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WEEKS 31-40

Week 31 - QUEST Creators

QUEST Creators Unit 6	QUEST Creators Unit 6: Lesson 1	45 min
	QUEST Creators Unit 6: Lesson 2	45 min

Week 32 - QUEST Creators

QUEST Creators Unit 6	QUEST Creators Unit 6: Lesson 3	45 min
	QUEST Creators Unit 6: Lesson 4	45 min

Week 33 - QUEST Creators

QUEST Creators Unit 6	QUEST Creators Unit 6: Lesson 5	45 min
	QUEST Creators Unit 6: Lesson 6	45 min

Week 34 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 35 - QUEST Gameplay

Play QUEST Episode 7	Part 2 (+ Extra time for finishing/ catching up) + Optional Modules	90 min
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Week 36 - QUEST Gameplay + QUEST Connect

Play QUEST Episode 7	Part 2 (+ Extra time for finishing/ catching up) + Optional Modules	90 min
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Week 37 - QUEST Connect

QUEST Connect	Optional Modules	90 min
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Week 38 - QUEST Creators

QUEST Creators Showcase Prep & Additional Activities	QUEST Creators Additional Activities & Showcase Prep	90 min
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Week 40 - QUEST Gameplay

QUEST & QUEST Creators	Calculate scores and celebrate winning teams	90 min
	Post-Program Surveys	

Unit 1: Who We Are as Creators

● Unit Objective

Students will be able to identify their personal and collective strengths and define their goals as creators.

● Essential Questions

- What are my personal strengths and weaknesses?
- What combined strengths do we have as a team, and how can we use them to help us succeed as players and creators?
- What is our team's collective vision and mission as creators?

LESSON 1

My Strengths and Weaknesses

MATERIALS: Creator Notebooks, Pens/Pencils

WHOLE GROUP DISCUSSION (15 MIN)



TURN & TALK: Ask students, “What do you think a side quest might be?”

A “side quest” is an adventure that branches off from the main storyline, but doesn’t affect the overall storyline of the game. In this case the main storyline is the story of QUEST, and the side quests are the storylines of each team’s unique episode.

The members of each team will collaboratively create original characters, settings, storylines, maps, encounters, and challenges to present to your school or wider community in a culminating showcase event at the end of your QUEST Creators implementation. Today, they officially become QUEST Creators!

As they launch their creative journey, they’re going to begin where any great writer, artist or game designer begins: with themselves. Often, the best ideas for characters and stories are inspired by a creator’s real emotions and experiences.

Before you begin today’s activities, have a brief discussion about the stories, games and other entertainment that you all enjoy. As students answer, we recommend writing down a few key words or adjectives to describe the things they enjoy.

ASK STUDENTS:

- What is your favorite story, either from a book, movie or TV show, you’ve read or seen recently? What happens in the story?
- Does anyone have a favorite video game? If so, what do you like about it?
- How about a favorite board game? Are there any other games you play? Describe them.
- Who can describe the story of QUEST so far? What has happened?

INDIVIDUAL WRITING ACTIVITY (10 MIN)

To begin their journey as QUEST Creators, each student will write a Creator Bio. Explain that Bio stands for Biography, which provides background information about a person. Have students turn to **My Creator Bio** (p.1) in their Creator Notebooks to write their responses.

Have students share their Creator Bios aloud in their teams.

LESSON 1

PAIR/SMALL GROUP SHARE ACTIVITY (20 MIN)

Explain to students that as they advance into creating characters in the next lesson, they will use their personal traits to inspire their characters.

A trait is a feature of a real person or of a character in a story. We all have a variety of physical traits and personality traits.



TURN & TALK: “What are some examples of physical traits vs. personality traits?”

Being tall or having brown hair are examples of physical traits. Being smart or talkative are examples of personality traits. Invite students to share some other examples of personality traits and physical traits to check for understanding.

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

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

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

Put students in pairs or groups of three for this short SEL activity. Students can be paired with students from other teams.

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

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

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

Note: If students are challenged by the third question on their **My Strengths & Weaknesses** page, we recommend modeling the activity by choosing a potential weakness and working together with students to brainstorm ways to transform that weakness into a strength.

See the two examples below for inspiration.

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

LESSON 1

WHOLE GROUP REFLECTION (15 MIN)

Invite students to volunteer to share either their Creator Bio or their My Strengths & Weaknesses pages aloud with the whole class. As a Creator, students will not only write, design and draw, but they will also present their episode to the community. Practice presenting aloud for the class will help them prepare and grow their confidence in public speaking. That way, they can put on a dazzling performance at the showcase. Let them know that they can win a house point for their team if they choose to present aloud.

Wrap up by discussing the following questions as a class.

- What kind of creator do you want to be?
- Do you know the names of any artists, writers, directors or game designers whose work you admire?
- Does anyone have any personal strengths or talents that could help them in either QUEST gameplay or QUEST Creators? List them!
- Why do you think artists, writers and game designers have to know themselves well as part of the creative process?

NOTES



NOTE ABOUT HOUSE POINTS

House points can be assigned and accumulated throughout your QUEST, QUEST Creators and QUEST Connect implementation. They can be added directly to your game interface so you can keep track of each team's points throughout gameplay.

House points can be awarded throughout QUEST Creators for presenting aloud (either individually or as a group), exceptional creative work, collaboration, or general positive behavior - based on your discretion. If students are reluctant to share their work aloud early on we recommend using house points as an incentive to share. House points should be tallied at the end of your implementation to award the winning team.



LESSON 2

Who We Are Together

MATERIALS: Creator Notebooks, pencils for drawing, screen to show video

WHOLE GROUP DISCUSSION (10 MIN)

Begin by asking students to volunteer definitions and examples of personal strengths and weaknesses.

Explain that today they will be inventing a character that is inspired by themselves. This means that their character will share some of their personal strengths and weaknesses.

Before you begin designing characters, ask students to share about some of their favorite characters from books, movies, TV shows, or game shows.

All together, come up with some adjectives or traits to describe memorable or interesting characters.

INDIVIDUAL DRAWING ACTIVITY (20 MIN)

Give students a couple of minutes to think about and write down some physical traits for their characters. They can choose to make their characters look exactly like them, or they might choose to exaggerate certain traits or even invent new ones for their characters. Let them know that they will also have opportunities to create characters that are very different from themselves in the next unit.

Have students turn to the first **Character Sheet** (p.5) in their Creator Notebooks. They will draw their characters in the space provided and then fill in their character's strengths, weaknesses and important physical traits. They can use the example strengths and weaknesses from **Character Strengths & Weaknesses** (p.7) to help them.

Play the **Drawing a Character Tutorial Video**. You may need to play it twice through if students want to closely study any of the techniques used in the video.

TEAM ACTIVITY (20 MIN)

PART 1 -

Students will share their character drawings and descriptions in their teams. Encourage them to notice any similarities among their characters. Do they have any of the same strengths, weaknesses or physical traits?

Invite each team to share with the whole class about any similarities among their characters.

Explain to students that in the next unit they will be working in their teams to create and choose two characters for their final side quest episode. One of those two characters might be the character they draw today. Now is the time to begin thinking about their shared interests and preferences as a team so they can create and choose characters that represent everyone's taste.

LESSON 2

PART 2 -

Have students turn to **Our Strengths & Skills** (p.4) in their Creator Notebooks. They will discuss each of the strengths/skills and write names next to any strengths or skills represented by members of their team. They don't need to write names next to every single strength or skill.

Next, they will write down ways each of these strengths or skills can help them as a team in QUEST or Creators (or both). They can write these ideas on one of their Notes pages. Circulate the room while students work to make sure every student on each team is contributing to the conversation.

OPTIONAL: let students know that you will be awarding house points to teams that are giving equal opportunity for all members to speak/contribute.

WHOLE GROUP REFLECTION (10 MIN)

Invite each team to present their Our Strengths & Skills page aloud to the rest of the class, sharing how each strength and skill will help them on their QUEST adventure.

Wrap up by discussing the following questions as a class.

- Are there any skills or strengths your team is missing that you think would be helpful for succeeding at QUEST or Creators?
- If so, can you think of any steps you could take toward building that skill?

NOTES

LESSON 3

Setting Goals and Thinking Like a Designer

MATERIALS: Creator Notebooks, Pens/pencils

WHOLE GROUP DISCUSSION (10 MIN)

Read the Problem-Solving Story together as a class.

My name is Olivia and I'm twelve years old. My team has put me in charge of keeping track of our food and making sure we always have enough to eat and enough to pay our taxes. I thrive on responsibility - one day I'm going to run for President - so I'm more than happy to be in charge.

But here's the thing: sometimes our food gets stolen and sometimes we give it away and sometimes I underestimate how much we're going to have to pay in taxes - all of which can leave us without enough food to eat at the end of the week. I just wish there was a simple way for me to keep track of everything so I can plan properly and guarantee that we'll always have enough food to eat.

Because if we don't have enough food, then the team gets hangry. And no one wants to deal with hangry teammates when you're trying to collaborate and survive.

After you've read the story, ask students to define, in a sentence or two, what they think Olivia's problem is. Work together as a class to arrive at a single-sentence problem statement. There are different possible versions but it should boil down to something along the lines of, "Olivia needs a way to track/manage her team's food supply."

Next, brainstorm all together about some ways you could solve Olivia's problem.

Some examples of solutions include: a spreadsheet that she updates daily, a schedule to remind her to count their food supply, a safe storage unit that allows her to see how much is inside, etc.

LESSON 3

Choose just one solution and draw a rough sketch of it on the board or chart paper so everyone can see. If your solution is a spreadsheet, for example, sketch out what that spreadsheet might look like. This does not need to be a perfect drawing!

Finally, have a brief discussion about how useful/easy your proposed solution would be for Olivia. Would it fully solve her problem? Would it be easy to use? Are there any downsides to this solution?

Explain to students that you just briefly went through the five phases of a process known as Design Thinking. Design Thinking is an approach to problem-solving and creative design that is used by many game designers (and many big companies, including Toyota, Apple, Nike, and Netflix). Share the following graphic and definitions.

DESIGN THINKING: *an approach to solving problems and creating meaningful forms of entertainment that relies on research, analysis, creativity, trials, and feedback.*

1. **EMPATHIZE:** we try to understand our audience/user's feelings, needs, wants and challenges.
2. **DEFINE:** we identify a problem or need that we want to solve to improve our audience/user's experience.
3. **IDEATE:** we brainstorm many different creative solutions so we can discover less obvious answers.
4. **PROTOTYPE:** after we choose one solution, we build an example or first draft version of our proposed solution.
5. **TEST:** we share the prototype with our audience/user and gather feedback on their experiences.

Between now and the next Creators lesson, students will conduct Empathy interviews to begin approaching their side quest episode design from a design thinking perspective.

LESSON 3

TEAM ACTIVITY (15 MIN)

Have students turn to **Our Team's Goals** (p.12) in their Notebooks to work in their teams for a quick goal-setting activity.

Each team will come up with at least three goals for their QUEST and Creator's experience, each writing their answers in their own Notebooks, then they'll brainstorm some specific actions or steps they can take toward achieving each goal. You'll check back in with these goals later in your QUEST experience.

You can give students the following examples to help them:

- We will have fun.
- We will create an unforgettable side quest experience.
- We will design the coolest challenge in the showcase.
- We will figure out the mystery of what's going on in QUEST first!
- We will be known as the most generous team.
- We will encourage each other.
- We will collaborate/work well together.
- We will use our creativity.
- We will listen to each other.
- We will rock every challenge.
- We will make good decisions.
- We will try our best.

Have one student from each team present their team's goals aloud. Point out any commonalities (or big differences) across teams' goals.

INDIVIDUAL ACTIVITY (10 MIN)

Tell students to turn back to their completed Character Sheet from the previous lesson. They have already defined their character's strengths and weaknesses and now it's time to determine their character's goal! They will write this goal on **Character Strengths & Weaknesses** (p.7) in their Creator Notebooks.

This goal should be inspired by one of their own personal long-term goals. A goal is anything big they would like to achieve in the future. It does not have to be a goal they included in the previous team activity. Next, they will write about how their character's weaknesses might get in the way of them achieving that goal.

For example, if their character's goal is to play in the NBA, maybe a lack of focus causes them to lose games. If their character's goal is to be president, perhaps shyness prevents them from campaigning/giving speeches. If their character's goal is to run their own company, a tendency to procrastinate could stop them from achieving that goal.

LESSON 3

WHOLE GROUP REFLECTION (15 MIN)

Ask students to share some ideas about why it might be important or valuable to set goals in our personal or academic lives. Has anyone ever set a big goal for themselves outside of school? If so, did they accomplish it?

Explain that becoming a Creator is going to require a lot of effort and time and they may even run into challenges as they begin to build their side quest episodes. Setting goals can help them stay on track and stay motivated throughout the process.

Another way to stay on track as they create is to think about their end user, or audience. “End user” is the design term to describe the person who interacts with their final product. In this case, their end users are anyone who attends their showcase and interacts with the episode they design. All designers need to keep in mind what might be entertaining, fun, or educational for their end users as they create.

Have students turn to **Empathy Interviews - Games & Entertainment** (p.14) in their Notebooks. Their assignment before the next Creators lesson is to complete at least one empathy interview with someone in their lives. This person could be a friend, a sibling, parent, cousin, etc. Ideally it will be someone not in your class. However, if completing the assignment outside of class time is not possible, you can choose to begin the next lesson by having students interview each other using the Empathy Interview questions.

If students are unable to find someone who enjoys games of any kind (this includes sports, board games, video games, crosswords, etc.) to interview, they can modify the questions to ask about other story-based forms of entertainment (movies, books, comics, etc.).

Note: These empathy interviews will help students approach their overall episode with their eventual audience in mind. Later in the process they will conduct a second empathy interview geared toward helping them design their challenges.



LESSON 3

OPTIONAL MINI LESSON: BRAINSTORMING

If your students are new to creative brainstorming, we recommend inserting this optional whole-group activity before beginning the next lesson.

Begin by asking students to share definitions for the word, “brainstorm.”

A brainstorm is a collaborative activity with the goal of coming up with creative ideas or solutions to a problem. A few ground rules for brainstorming:

- No ideas will be judged as “bad” or “weird” or “too silly.”
- Everyone contributes ideas.
- No one person can dominate the brainstorming session by shouting over or interrupting others.

We recommend writing students’ ideas on the board or chart paper throughout the brainstorming so there is a visual representation of all the ideas presented. This first brainstorming session should take no more than 15 minutes.

Write and say the following prompt for your brainstorming:

- How would you make school better?

Encourage students to consider all aspects of the school day, including each class, their lockers, their lunch, homework, the commute, the library, technology access, etc. They should get as ambitious with their ideas as possible. At the end of the session, ask students to choose what they think are the top three most important or valuable ideas from all of those proposed. It doesn’t matter if these are practical or easily implementable, since that was not part of the assignment.

If students need more brainstorming, practicing a “bad brainstorm” can be a fun way to loosen up and get ideas flowing. In this part of the brainstorm, students must share ideas that are as bad and silly as possible. For example: make teachers wear clown costumes to school, have vending machines in every classroom, have a ‘bring your raccoon to school’ day.



LESSON 4

Writing a Team Mission Statement

MATERIALS: Creator Notebooks, pencils for drawing, screen to show video

WHOLE GROUP DISCUSSION (5 MIN)

If at least two students per team have completed their Empathy Interviews, then proceed as directed. If not, use this time to pair students up (students should be paired with someone from a different team) to conduct the Empathy Interviews.

Before students break out into their team to analyze their results, ask them to share any surprising or interesting takeaways from their Empathy Interviews. Explain that we conduct empathy interviews to understand the needs and wants of our end users. Invite students to share a definition for “end user.” Next, ask if anyone can share a definition for the word “empathy.”

Empathy is the ability to understand and share the feelings of another; when we’re empathetic we can step into the shoes of someone else and see life from their perspective.

TEAM ACTIVITY 1 (15MIN)

Students will work in their teams to share their interview answers and write a problem statement relating to their questions about games.

For today’s activity, their problem statement will relate to the kind of games and entertainment their end users (anyone they interviewed) are seeking. Remind students that this step is about identifying and stating your users’ needs. Work together to draft a statement that accurately describes the kind of game or entertainment your end users are seeking. A good problem statement usually expresses a specific point of view. In this case, arriving at a single statement will require students to find common threads in their interview answers, or simply write statements that encompass multiple wants or requirements.

Here are some examples of problem statements related to games:

- Kids want more free online multiplayer game options.
- Parents want board games that are appropriate and accessible for everyone in the family.
- Multilingual families want more multilingual game options.

The purpose of this activity is for students to begin applying design thinking and to start thinking about the eventual end users for the side quest episodes they’ll be creating. It’s OK at this point if their problem statement is more general than the examples listed above.

Students will write their problem statement in the “Define” section of **Design Thinking - Games & Entertainment** (p.15) in their Creator Notebooks. They will complete the rest of the worksheet over the next two lessons.

LESSON 4

WHOLE GROUP DISCUSSION (10 MIN)

Once each team has written their problem statement, bring everyone back together for a brief whole group discussion.

Ask students if anyone has ever heard of the term “mission statement.” A mission statement describes the overall purpose or goal of a person, organization, or team. Share the following examples of mission statements with students. You might choose to have them guess what kind of company created each one.

“To inspire humanity – both in the air and on the ground.” (JetBlue)

“To accelerate the world’s transition to sustainable energy.” (Tesla)

“Spread ideas.” (TED)

“To be Earth’s most customer-centric company, where customers can find and discover anything they might want to buy online, and endeavors to offer its customers the lowest possible prices.” (Amazon)

“Bring inspiration and innovation to every athlete in the world.” (Nike)

As you’ll see, mission statements are usually just one sentence that expresses the primary goal of the company.

For the next activity, students will brainstorm some of their team goals and values, then craft a one-sentence mission statement for their team.

TEAM ACTIVITY 2 (15 MIN)

Have students turn to **Core Values & Mission Statement** (p.16) in their Creator Notebooks. First, they will read and discuss the list of core values. You can also choose to talk through the core values list as a whole group before teams begin working independently.

Once it’s clear that students understand the vocabulary and concepts, they should discuss in their teams which of these values (up to three) are most important to them as a team.

Next, they will craft a mission statement that reflects their main goal and values.

A few pointers for writing mission statements:

- Statements should be positive and goal-oriented (no need to focus on what they don’t want).
- Write in the present tense.
- Team goal(s) should be related to their creative work, but can also reflect their teamwork while playing QUEST.
- Mission statements should reflect at least one or two of their core values.

Let students know that they will return to their mission statement and core values throughout Creators to check in and make sure that they’re on the right track.

LESSON 5

Designing a Team Banner

MATERIALS: Creator Notebooks, Pens/pencils, blank paper, coloring pencils for sketching prototypes, blank team banners (in Team Episode Boxes), markers for decorating banners

WHOLE GROUP DISCUSSION (10 MIN)

Ask students if anyone remembers the five phases of design thinking. If they don't remember all five phases, share the graphic with definitions from Lesson 3. Point out that they have already completed the Empathy and Define steps for their Games & Entertainment project. Today they will be completing the Ideate and Prototype steps.

Explain that ideation is the process of brainstorming to arrive at a creative solution and prototyping means sketching out a "rough draft" version of their proposed solution. For this project, each team's "solution" will be a game or some type of entertainment that meets the needs and wants of their intended audience.

Before students work in their teams to ideate and prototype, have a brief refresher on how to brainstorm creatively and effectively.

- Brainstorming is not about finding one right answer, it's about coming up with multiple diverse ideas.
- No criticism and no judgement; every idea is a good idea and no idea is stupid.
- Everyone contributes.
- You can contribute to the discussion by building from or adding to another person's idea.
- One person on each team will write your team's ideas on the **Mind Map** (p.17) in your Creator Notebooks.

Remind students to record any ideas that come up in their brainstorming on the Mind Map. Ideas don't just have to be final product ideas, but any elements that would make a good final project. See the completed **Example Mind Map** in your QUEST Creators portal as a visual reference. You can show the example to students to give them an idea but try to avoid having them replicate the example as ideas should be their own.

TEAM ACTIVITY 1 (25 MIN)

Students should brainstorm and fill in their **Mind Maps** for 10-15 minutes at most. Next, they will choose one solution (or one type of game) and sketch a prototype.

For a games and entertainment-related prototype, they might choose one of the following:

- Sketch a storyboard of their movie, video game or book idea
- Sketch out a rough design of a board game
- Create a movie poster

LESSON 5

- Design a book cover
- Write an outline and draw some characters from a video game

The point of their Prototype is to show an example of what their game or story might look like. Teams will present their Prototypes to the rest of the class at the beginning of the next lesson.

Note: These prototypes do not have to represent final ideas for their side quest episodes. Rather, the process is intended to get students familiar with design thinking and to help them practice collaborating creatively. They may even find that they end up re-using some of the elements in this prototype in their final side quest episodes!

TEAM ACTIVITY 2 (20 MIN)

Once each team has ideated and created their prototype, it's time to take the first step in designing the materials for their team's side quest episode! Today teams will write on and decorate their blank team banners.

Each team's banner can look completely different, but all banners should at least display the team name.

Students might choose to draw a picture of their team mascot animal, draw pictures of themselves, or simply decorate the banner with patterns and symbols. They might even choose to write their mission statement on their banner.

Before students begin, remind them that this is their first opportunity to define their team's artistic style. By the end of their Creators journey they will have created artwork for characters, settings and a map, in addition to decorating their episode box and materials. They should be intentional in choosing the colors and designs for their banner, which will be posted above their episode presentation at their Creators Showcase.

Encourage each team to begin the process by brainstorming together and then assigning roles for the banner design. As they think about roles, they might choose to reflect back on their collective and individual strengths. Circulate the room while students discuss and work on their banners to make sure each student on a team is engaged and contributing.

WHOLE GROUP REFLECTION (5 MIN)

Invite each team to present their completed banner to the rest of the class. In their presentation, they should show the banner and explain their artistic and design choices. Give teams a round of applause for their hard work!

LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Creator Notebooks, Pens/pencils

TEAM ACTIVITY 1 (10-15 MIN)

Each team will need just one **Character Detectives** page (p.18) from their Creator Notebooks open on their table to work with for this team challenge.

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

When the time is up, have teams share their answers aloud. Teams get a house point if they guess each character correctly.

WHOLE GROUP DISCUSSION (15 MIN)

It's time for teams to make any final edits and then present the prototypes they created in the previous lesson.

When they're ready, invite each team one by one to present their prototype and explain how they arrived at choosing that specific idea from the answers to their Empathy interviews.

This presentation will represent the Test phase of Design Thinking. As such, after each presentation, pause and invite the rest of the class to offer suggestions for enhancement or positive feedback on the presentation. Let students know that they will be voting on the best prototype. They cannot vote for themselves. The team that gets the most votes will win a house point!

NOTE ON FEEDBACK

If your students are new to the idea of giving peer feedback, they will have plenty of opportunities to practice before teams give each other feedback on their episode presentations in Unit 6. At this point in their QUEST Creators journey, we recommend emphasizing that feedback should be positive. Pointing out what works or what's great can be really valuable to help students/teams know they're on the right track, or where they can add more.

Explain that feedback is an essential part of being a game designer, writer or artist. Knowing how to give and receive feedback is one of the most important tools in any creative's toolbox!

For today, encourage students to think for a minute or two before offering suggestions/enhancements.

After all teams have presented and a house point has been awarded, ask students what (if anything) they might take from their Design Thinking project into creating their side quest episode. Now that they know a little more about the kind of games and entertainment the people in their lives enjoy, will they keep those in mind as they create their characters, stories and challenges? They will apply design thinking again when they dive into designing their challenges in Unit 5.

LESSON 6

INDIVIDUAL JOURNALING (10 MIN)

Have students turn to the **Journal Prompts** (p.54) in their Creator Notebooks.

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

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



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

WHOLE GROUP REFLECTION (15 MIN)

Have a brief discussion about the storyline, characters and phases of their QUEST gameplay so far.

- Who are some characters you have met so far in QUEST? Describe them.
- Can you identify who is the main character in the story of QUEST? (Students, as well as the student characters in QUEST, are the main characters because they are the ones going on an adventure/journey.)
- What has happened in the storyline so far?
- What adjectives would you use to describe the storyline? (E.g. exciting, intriguing, scary, mysterious, etc.)
- What is the setting (where the story takes place) in QUEST?

Let students know that in the next unit they will be creating more characters and designing the setting for their side quest story. As they continue playing the next episode of QUEST they should pay close attention to the characters and setting to see how they influence the overall experience of the story and gameplay.

Unit 2: Creating Characters & Settings

● Unit Objective

Students will learn to analyze existing QUEST characters and settings in order to create (draw and describe) their own original characters and settings for their side quest episodes.

● Essential Questions

- What makes main characters and secondary characters in stories compelling?
- What makes a game setting exciting or unique?
- How can we incorporate everyone's ideas to write and create collaboratively?

LESSON 1

Understanding & Describing QUEST Characters

MATERIALS: Creator Notebooks, pens/pencils, screen to show video, board/chart paper

WHOLE GROUP DISCUSSION (20 MIN)

Have a brief discussion about characters. Remind students that a character is anyone in a story; it's who the story is about. Ask the following questions:

Who is your favorite character that you remember from a book, movie or TV show? Describe them.

Who are some characters we've met so far in QUEST? Describe them.

What things do you consider when you're creating a new character? (E.g. physical traits, strengths, weaknesses, goals, likes, dislikes, etc.)

Play the **QUEST Character 1 video** (available in the QUEST Creators portal and in the Unit 2 Slideshow). You might choose to play the video twice through to make sure everyone heard and understood all of the vocabulary.

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?
- Does this character have any accessories, clothing, or special physical details that tell us something about their personality?
- What does this character like?
- What does this character dislike?
- What is a strength this character has?
- What is a weakness this character has?

TEAM ACTIVITY (20 MIN)

Share the **Character 1 image** (available in the QUEST Creators portal and in the Unit 2 Slideshow) so that everyone can see. Tell students that they will be working in their teams to create a profile for this character, just as you all did for the character in the video.

The difference is, this time each team will come up with their own names and ideas about the character. There are no wrong answers! Students should use the character's physical pose, clothing and facial expression as clues to help them make decisions about the character's personality.

Have teams turn to **Describing a Character** (p.19) in their Notebooks. All students on each team should fill in the answers in their own Notebooks but they will discuss and decide on their answers collaboratively in their team.

LESSON 1

Circulate the room while students are working to make sure all students on a team are contributing their ideas and being heard.

When all teams have finished, invite each one to present their character profile aloud. Point out the similarities and differences across each team's profile. Remind students that there are no right or wrong answers, since they're using their creativity!

WHOLE GROUP REFLECTION (20 MIN)

Ask students to describe the difference between main characters (or protagonists) and secondary or side characters in stories.

Explain that the main character is who we learn the most about in a story, movie or game. They usually appear at the beginning of the story and remain until the end. Their journey and their emotions are central to the story. In general, as readers/movie-watchers/gameplayers, we are supposed to empathize with or relate to the main character.

Sometimes the main character is even a stand-in for the writer, director or game designer - meaning that their personal traits are heavily inspired by the person who created them. In a game, the main character serves as an avatar or stand-in for the player.

Later in this unit, each team will choose just one of the characters they each created to be their team's side quest main character.

Teams will also be choosing a secondary character for their encounter.

When it comes to creating secondary (or side/supporting) characters, writers and creators usually make bigger and bolder choices with the characters' personality traits. Secondary characters usually serve a specific function within a narrative. For example, a secondary character might be funny, tell jokes, and generally provide comic relief in a story. Alternatively, a secondary character might be scary, mysterious or threatening, adding a sense of spookiness or danger to a story. In other words, the secondary characters are essential to establishing the mood or tone of a story. (Note: students will learn more about and discuss mood in the next couple of lessons.)

Ask students to think about some secondary characters they can remember from books, movies or TV shows. What makes these characters memorable?

Explain that during the encounter phase of QUEST, a main character (or characters) meets a new secondary character (or group of secondary characters). The secondary character is essential to the encounter, but they usually don't appear again in the story or become a big part of the overall narrative. In the next lesson, students will be creating the characters that will eventually become their encounter characters.

Before you wrap up, have a brief discussion about the encounters students have had in QUEST so far. Which characters were involved? What do they know about the secondary characters in the encounters? Were they funny/scary/mysterious/confusing?

LESSON 2

Creating Original Characters

MATERIALS: Creator Notebooks, pens/pencils, screen to show videos, coloring pencils

WHOLE GROUP DISCUSSION (15 MIN)

Begin by showing the **What Makes a Good Character?** Video. After playing the video, once or twice through, have students answer the following questions in their teams. Each team should have one person write down their responses.

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

Invite teams to share their answers with the rest of the class.

Ask students if anyone knows what Manga style art is. (Many students will know Manga art from comic books and anime TV shows.)

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

Today each student will create their own unique Manga character!

INDIVIDUAL DRAWING ACTIVITY (20 MIN)

Have students turn to the second **Character Sheet** (p.8) in their Notebooks.

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

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

Once they have drawn their character, they should complete the Strengths and Weakness part of their **Character Sheet**. Students should share their completed Manga Character Sheets aloud with their teammates.

WHOLE GROUP REFLECTION (10 MIN)

Invite students to volunteer to present their Manga character to the whole class. Anyone who chooses to present will win a house point for their team!

Have a brief discussion about different styles of art. Are students familiar with any other style of character art? Why might it be valuable to study art from a variety of cultures? Why do you think different styles of art are popular in different parts of the world?

LESSON 3

Settings & Mood

MATERIALS: Creator Notebooks, pens/pencils, screen to show video

WHOLE GROUP ACTIVITY (15 MIN)

Play the **Setting 1 video**. Then, play it a second time and make sure students understand each word that was said.

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

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

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

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

Mysterious

Creepy/Scary

Humorous/Funny

(Example: Mysterious - setting: old mansion, sensory details: sound of footsteps, darkness, flashlight, howling wind, etc.)

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

LESSON 3

TEAM ACTIVITY (20 MIN)

Have students turn to **Setting Basics** (p.28) in their Creator Notebooks. Show the Setting 1 image so that everyone can see it. Explain that students will be working in their teams to describe the setting shown in the image.

There are no right or wrong answers for the things they might see, hear, smell, etc. but they should use a combination of creativity and critical thinking to arrive at their answers.

When teams have finished, invite them to present their setting descriptions to the rest of the class.

If teams chose different sensory details and moods, see if you can collectively draw connections between the sensory details and mood in each description. A setting with a scary mood, for example, should have sensory details that evoke a creepy or scary atmosphere.

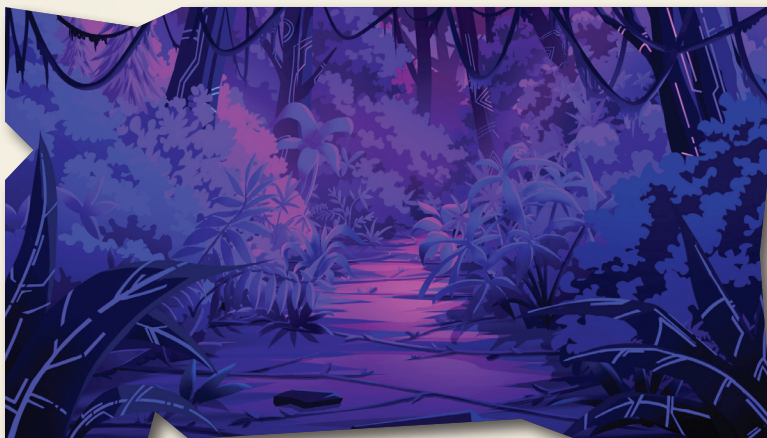
WHOLE GROUP REFLECTION (10 MIN)

Have a brief discussion about places and mood. Ask students:

- What kind of mood in general do the settings in QUEST have?
- Can you think of a real place that always makes you feel happy just by being there?
- Are there any real places that you associate with a negative emotion?

Next, ask students if anyone is familiar with the term, “biome”. Explain that in QUEST (and in the real world) there are six biomes: forest, grassland, freshwater, marine, desert, and tundra. Biomes are different areas that have their own specific climate, plants and animals.

When each team creates their setting for their side quest they will be creating a setting that exists within one specific biome. In the next lesson, students will choose (or be assigned) their biome so they can begin working on creating their setting.



LESSON 4

Creating an Original Setting - Pt. 1

MATERIALS: Creator Notebooks, pens/pencils, screen to show video, devices with internet access for research

WHOLE GROUP DISCUSSION (10 MIN)

Ask students if anyone remembers what a biome is. Remind them that there are six main biomes: forest, grassland, freshwater, marine, desert, and tundra. Biomes are different areas that have their own specific climate, plants and animals. Each team will create a side quest setting from within one of these biomes.

You can choose whether to allow teams to choose their biome (which means there may be more than one team working on the same biome) or to ask teams to write down their top three choices and assign the following biomes accordingly so each team has a different biome.

Forest, grassland, Freshwater, marine, desert, tundra

TEAM ACTIVITY 1 (15 MIN)

Each team will need one device with internet access for this activity. Instruct teams to research their assigned biome so they can fill out the **Biome Information Sheet** (p.29) in their Creator Notebooks. This information will be valuable when they begin to create their setting. Each student should write down the information in their own Notebook, even though they will conduct their research collaboratively.

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

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

Invite each team to share their biome findings aloud with the rest of the class. After they present, ask:

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

WHOLE GROUP ACTIVITY (15 MIN)

Play the **What Makes a Good Setting? QB video**. After playing the video once or twice through, have a brief discussion about QB's advice for creating a setting.

- What is the purpose of using sensory details to describe a setting?
- What are points of interest? List some examples.
- What kind of setting would you choose for an adventure story?

LESSON 4

INDIVIDUAL ACTIVITY (10 MIN)

Using what they have learned about their biome, students will work individually to choose a specific setting within their team's biome. This might be a lake or a frozen lake, a coral reef, treetops, the forest floor, or a dark and murky swamp.

If they need help selecting a specific setting, we recommend having them return to a quick online image search to see examples of the different settings within their biome. Students should write the name of their chosen setting on **Creating a Setting** (p.30) in their Creator Notebooks. They will complete the rest of the page in the next lesson.

WHOLE GROUP REFLECTION (10 MIN)

Recap what students have learned about settings and biomes so far. Ask:

- Why is the setting an important part of a story?
- How do we describe settings in a story? What do we use?
- What is the main setting in QUEST? Describe it.
- How many biomes are there? List them.
- Which biome - or biomes - do you think the main storyline of QUEST takes place in? (There is no single right answer to this question, but students can use context clues from what they know about QUEST settings and biomes so far to make a decision.)

OPTIONAL ADDITIONAL PRACTICE

WHOLE GROUP ACTIVITY (15 MIN)

Play the **Setting 2 Video** once or twice through to make sure students understand all of the vocabulary. Afterwards, have a whole group discussion to answer the following questions:

- What is this place? Is it indoors or outdoors?
- Is it in a town or in nature?
- What biome do you think it is located in?
- 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?)
- Which details contribute to creating that mood?

Remind students of the connection between sensory details and mood as they proceed with creating their own settings in the next lesson.

LESSON 5

Creating an Original Setting - Pt 2

MATERIALS: Creator Notebooks, pens/pencils, screen to show video, coloring pencils

WHOLE GROUP DISCUSSION (10 MIN)

Have a brief group check-in about settings. Ask students:

- What is a setting?
- What are sensory details and why do we use them to describe settings?
- What are some examples of story moods?
- What mood do you think the story of QUEST has?

Describe a memorable setting from a movie or TV show you watched recently. What made it interesting or cool?

INDIVIDUAL ACTIVITY (25 MIN)

Have students turn to **Creating a Setting** (p.30) in their Creator Notebooks. Make sure each student has chosen a specific setting within their biome to draw and describe. Their settings should reflect what they know about their biome's plants, animals, and climate. One student might choose to draw a building or structure, another a lake, another a forest, and so on. If their biome is the marine biome one student might draw a coral reef, another the bottom of the deep ocean, another the beach, another an underwater cave, etc.

It's OK if more than one student on a team chooses to illustrate the same setting, but try to encourage some variety among students. That way, they will have more options to choose from for their team's side quest episode setting.

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

As students work on drawing and describing their settings, circulate the room to offer prompts and suggestions to help them add more detail to their drawings.

TEAM ACTIVITY (15 MIN)

When students have finished drawing and describing their settings, they should share them aloud within their teams.

Today students will decide on their specific setting and overall mood for their side quest episode. You may need to remind students that their side quest storyline branches off from the main QUEST storyline, like a hidden level in a video game. So, for example, their side quest will begin with their main character discovering or being transported to their setting (within their assigned biome), having an encounter with their secondary character(s) and, as part of their storyline, stumbling across a challenge they have to beat/win.

LESSON 5

Teams will choose their main character in the next unit, but for now they're choosing the setting, which will establish the mood of their side quest. Let teams know that they can choose one setting drawn by one team member or a setting that combines elements from two or more settings drawn today.

Circulate the room as teams work to help them consider their side quest's mood. You may want to have a whole group refresher on examples of story moods to help them decide.

Each student should fill out the bottom part (starting with "Biome") of **Side Quest Development** (p.31) in their Creator Notebooks. The details will be the same for each student on a team. Teams will draw a final version of their setting on the inside lid of their episode box after they have designed their challenge in Unit 5. This allows for some time to make additions or adjustments to incorporate elements from their storyline, encounter or challenge in their final setting drawing.

WHOLE GROUP REFLECTION (10 MIN)

Invite each team to describe/show their chosen setting (or settings, if their final setting will be a combination of multiple settings they drew) and mood.

After each team presents, open the floor for other students to ask questions or share positive feedback. If multiple teams choose the same mood for their side quests, that's OK!

NOTES

LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Setting Details cards (pre-cut), Creator Notebooks, pens/pencils, blank paper for sketching, coloring pencils, cardboard rectangles from team episode boxes

TEAM CHALLENGE (20 MIN)

Distribute one set of **Setting Details Cards** (p.32) from the Creator Notebook per team. For this challenge, they will need to match the setting details and adjectives with the correct mood.

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

TEAM ACTIVITY (20 MIN)

Now that students have established their side quest episode's main setting and mood, it's time for teams to select their main character! This character will be their player/end user's avatar as they play their side quest episode.

To choose their main character they should look back at their completed **Character Sheets** from Unit 1 and choose just one main character. Teams can also choose to use one of their Manga characters or monster characters as their main character. However, if they choose this option they will need to fill out a new **Character Strengths & Weakness** (p.7) page to define their character's strengths, weaknesses, goal, and obstacle.

NOTE: If collective decision-making is an area of challenge for your students, we recommend inserting one of the decision-making activities from your QUEST Connect program guide.

It might also be helpful to offer students the following approaches to decision-making:

- » *Decision by authority: The group generates ideas and holds open discussions, but the final decision is made by one person.*
- » *Decision by majority: The group holds a vote on a particular issue following a period of discussion. The majority wins.*
- » *Decision by unanimity: All group members must agree that the decision is the best one.*
- » *Decision by consensus: The decision is discussed and negotiated until everyone affected by it understands and agrees with what will be done. Consensus in decision making means that all members genuinely agree that the decision is acceptable.*

LESSON 6

Encourage students to consider the following questions as they choose their side quest's main character:

- Does this character have strengths or traits that represent many people on the team?
- Will this character be appealing and memorable for your audience/end users?
- Will we be able to easily draw this character again for our 3D cut-out?
- Does this character have a strong goal that we could use to drive our storyline?

If any team is struggling to choose a single character they can all agree on, they have the option of creating a new character that combines elements from multiple characters. They should write their main character's name and brief description on **Side Quest Development** (p.31) in their Creator Notebooks.

Once each team has made their decision, they will re-draw (or draw for the first time) their chosen main character on one of their cardboard rectangles. Make sure teams divide up the labor to draw, color, and then cut out their character.

You might choose to play the Drawing a Character Art Tutorial Video again while students draw. Remind them to keep the outline of their character as clean and simple as possible so they can easily cut out their cardboard character and mount it on a stand.

WHOLE GROUP REFLECTION (10 MIN)

Invite each team to present their main character drawings to the whole class!

Next, have a brief check-in about the creative process so far. Tell students that research studies show that creative writing and drawing can increase self-esteem and/or confidence . Ask students:

- Why do you think that might be?
- Do you enjoy creating?
- What do you think people mean when they say that creating (through drawing or writing) gives you power?
- Do you think you have increased your creativity since beginning your QUEST Creators journey?

INDIVIDUAL JOURNALING (5 MIN)

Have students turn to the **Journal Prompts** (p.54) in their Creator Notebooks. Give students 3-5 minutes to write then invite them to volunteer to share what they wrote.



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

LESSON 6

BONUS TEAM CHALLENGE (OPTIONAL - IF TIME REMAINS)

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

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

- **SETTING DESCRIPTION 1:** Fourteen children are buckled in tight, excited to be on the way to the Aquarium. Their teacher sits in the front seat. All the seats are squeaky and shiny with little cracks in them. Outside, the rain pours down, but inside it’s warm and dry and the air is filled with the smell of packed lunches.
- **SETTING DESCRIPTION 2:** When Jonathan woke up, he opened the curtains and saw that it was sunny outside. The smell of bacon wafted up from downstairs and he could hear his mother calling him for breakfast. He yawned and stretched.
- **SETTING DESCRIPTION 3:** Elise ran toward the salty water. The sounds of children laughing and screaming of gulls squawking overhead filled the air. “Don’t forget sunscreen!” her dad called.
- **SETTING DESCRIPTION 4:** Angel followed the spicy and comforting scent of pozole (stew). The room looked exactly as it always did: a stovetop filled with pots and pans almost overflowing with flavorsome stews and sauces cooking, a table set for five people, and the back door swinging open to let the smoke and spices seep out into the night air.

Unit 3: Crafting Storylines & Encounters

● Unit Objective

Students will gain a deeper understanding of story structure, then they will create a story premise and encounter for their side quest episode.

● Essential Questions

- In what ways can we make our side quest story an immersive experience for our audience/end users?
- What makes a good or engaging encounter?
- In what ways is storytelling valuable for communities and individuals?

LESSON 1

Writing a Story Premise

MATERIALS: Creator Notebooks, pens/pencils, screen to show video

WHOLE GROUP DISCUSSION (15 MIN)

Explain to students that a story premise is a one or two sentence statement that expresses the main idea of a story. A strong premise should ideally include these four elements:

- 1. Main character: Your story premise should include a brief description of your protagonist, such as “a teenage detective” or “a zany scientist.”
- 2. Your protagonist’s goal: A solid premise will also include a simple explanation of what your main character desires or needs.
- 3. The situation or obstacle: What problem or extraordinary situation does your protagonist find themselves in?
- 4. The setting: A specific location where the main part of the story takes place.

For example, this is the story premise of Season 1 of QUEST:

Students (main characters) wake up in a classroom in Sarabella Falls Academy (setting) and discover that there are no adults in the world (situation/obstacle) and they need to figure out what’s going on (goal).

ASK STUDENTS:

- What else has happened so far in the story of QUEST? (You may need to walk students through the short synopsis of what has happened in the first three episodes.)
- What stories do you know well from your favorite books or movies?

Invite a few students to share a few basic storylines they’re familiar with.

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

TEAM ACTIVITY 1 (15 MIN)

Play the **Side Quest Storyline Video**. Play it twice through so students understand it fully.

Then, have students discuss in their teams to answer these questions about the video. Each team should nominate one person to write down their answers.

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

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

LESSON 1

TEAM ACTIVITY 2 (15 MIN)

It's time for teams to write a first draft of their story premise, combining the main character and the setting they chose in Unit 2. Once teams have defined their main character's goal they should decide how their character comes to be in the setting they created.

Next, they should complete **Writing a Story Premise** (p.36) in their Creator Notebooks.

Here they will write one or two complete sentences combining all of the elements of their premise. Remind them that this isn't their final story premise (as they can make edits later on) but it is the first draft, which they will build upon in the coming lessons.

WHOLE GROUP DISCUSSION (10 MIN)

Invite teams to present their first draft story premise for their side quest episodes.

NOTE: If you ever find that students are reluctant to present, remind them that they can win a house point for their team (which factors into their team's overall QUEST score at the end of gameplay and influences their ability to win).



TURN & TALK: "What does good audience behavior look like?"

Remind students to applaud after each team presents and if they have any compliments or positive feedback they can share it.

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LESSON 2

Side Quest Encounters

MATERIALS: Creator Notebooks, pens/pencils

WHOLE GROUP DISCUSSION (15 MIN)

ASK STUDENTS:

- Has anyone ever read a Choose Your Own Adventure (CYOA) story?
- Has anyone ever watched a movie or TV show that had an alternative ending?

Explain that CYOA books and alternative ending stories are examples of branching narratives, which means that each part of the story has two or more optional outcomes or next steps, so the reader can make choices along with the characters.

You might choose to sketch a simple tree with three branches growing in opposite directions on the board/chart paper to illustrate the story structure. Write “Option A” above one branch, “Option B” above another and “Option C” above the third, and “Story Choice” next to the trunk.

All video games are branching narratives because there are different outcomes depending on the player’s choices and actions. Ask students if they can think of any examples of narrative branching within QUEST.

Encounters are a prime example of a branching narrative within the story of QUEST. Every player or team has the same encounter, but their choice between the different options has an outcome that will affect their points, tokens, and badges as they advance through the game.

For their side quest episodes, students will be crafting an encounter between their main character, and their secondary character. The encounter should result in the main character having to choose between three options. One option should have a clearly positive outcome (win points), one option should have a clearly negative outcome (lose points or get negative points), and the third option should either have a neutral (no gain or loss) or slightly negative/positive outcome.

Before students begin working in their teams, you might choose to recap each of the encounters in QUEST so far to illustrate precisely how encounters work. You can point out that encounters usually reward certain behaviors or values. You will dive deeper into the values and rewards associated with encounters in the next lesson.



LESSON 2

TEAM ACTIVITY 1 (10 MINS)

Break students out into their teams for a brief discussion about encounters. Each team should come up with a short list of elements that make an encounter interesting, fun or memorable. You might choose to share some examples, such as: creepy characters, funny dialogue, difficult choices, surprising outcomes, etc.

Give teams no more than 5 minutes to discuss and write down a few elements, then bring everyone back together to share some of the ideas they came up with. Before moving on, encourage students to look back at the answers to Question #2 of their **Empathy Interviews** from Unit 1. They should keep these emotions in mind as they proceed with drafting their encounter.

TEAM ACTIVITY 2 (20 MIN)

Have students turn to **Crafting an Encounter** (p.37) in their Creator Notebooks. Today, they will work in their teams to decide on their encounter character and the main story idea of their encounter, which they will write in just one or two sentences. Encourage them to use note pages or blank paper to brainstorm a few different ideas for an exciting encounter. Remind them that their team's encounter character can be any one of the characters they created in Units 1 and 2 (other than the character they chose as their main character).

They can begin brainstorming the encounter outcome for each option in the remaining time. They will finalize these outcomes in the next lesson.

WHOLE GROUP REFLECTION (15 MIN)

Have a brief discussion about the value and purpose of encounters in games. Explain that part of what makes an encounter exciting and/or frustrating is that you don't know what the outcome of your choice will be. Similarly, in real life we often don't know what the outcome of our choices will be. Sometimes the outcomes of our choices don't even become clear until years later!

Games and video games offer us an opportunity to make choices without worrying because although the consequences may affect our gameplay, they have no effect on our lives outside of the game.

ASK STUDENTS:

- Can you think of a time when you had to make a difficult choice?
- Do you think you ultimately made the right choice?
- What did you learn from the experience?
- What is the value of sometimes making the wrong choice in life?

LESSON 3

Dialogue & Encounter Outcomes

MATERIALS: Creator Notebooks, pens/pencils, blank or lined paper for brainstorming

WHOLE GROUP DISCUSSION (15 MIN)

ASK STUDENTS:

- Who can tell us what dialogue is?
- Why do writers use dialogue in stories?

Explain that dialogue is the conversation between characters in a story; it's the words they say to each other. Just as the sensory details associated with a setting help to set the mood of a story, dialogue is another opportunity to create a specific mood or tone. Dialogue can also tell us about a character's personality traits.

When students script their encounter today they can choose to use dialogue to illustrate the scene between their main character and side character, or they can simply describe what happens using narration. If they choose to use dialogue, it's an opportunity to reinforce the mood or tone of their side quest story.

Before students proceed with scripting their encounters have a brief discussion about how encounters can serve as tests that reward specific values and behaviors. Some of the encounters in QUEST reward courage, while others reward curiosity.

Encounters can reward "good" social behavior, such as being generous or conscientious, but they can also reward taking risks or prioritizing taking care of one's team over the needs of the encounter character.

TEAM ACTIVITY (30 MIN)

Instruct students to turn back to their **Core Values & Mission** page (p.16) to help them choose which value or values they want to reward. For example, if one of their team's core values is integrity then their positive encounter outcome should reward players who choose with integrity. Conversely, a negative outcome could take points away from a player who chooses to act dishonestly.

Teams should also think back to their Empathy Interviews and Prototype to help them think more deeply about the kind of gaming experience (and learning experience) they want to offer their end users with their encounter.

Encourage students to brainstorm their ideas and dialogue (if they're choosing to use dialogue) on note paper before they write their final ideas onto their **Encounter Script** (p.38) in their Notebooks. Remind them that their encounter should be written in the present tense and the second person (using the pronoun "you").

LESSON 3

FOR EXAMPLE:

"You arrive at a clearing in the forest and see a strange creature with huge, glowing eyes..."

NOTE: Eventually students will write their encounter on the blank game cards from their episode box and enclose the outcomes in three different envelopes, marked A, B, and C. However, they will have time to make any last changes before writing the final version in Unit 6.

WHOLE GROUP REFLECTION (15 MIN)

Invite teams to share their encounters aloud for the rest of the class to win a house point.

After everyone has presented, have a discussion about the benefits of playing and designing games.

Ask students:

- What positive behaviors or skills have you learned from playing QUEST?
- Have you learned positive behaviors or skills from any other games or books/movies/stories?
- What are some ways you could apply the skills you've used or learned in QUEST in the real world?
- Can you think of any positive skills or lessons that your end users could gain from playing your side quest episode (based on what you've created so far)?

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LESSON 4

Immersive Storytelling

MATERIALS: Creator Notebooks, pens/pencils, blank or lined paper for brainstorming, screen for showing videos

WHOLE GROUP DISCUSSION (15 MIN)

Congratulate students on creating their main characters, and crafting their story premise and encounter! Today they will develop their storylines further.

Play the **What Makes a Good Storyline? Video**.

After you have watched the video, have a brief discussion all together to recap the elements of a good storyline.

Next, say aloud and write on the board or a piece of chart paper:

Beginning: we learn about the main character, setting and situation.

Middle: the character encounters a problem or challenge.

End: the character finds a solution (or accepts defeat.)

Explain that this is the basic structure of nearly every storyline in books, movies, comics and even the levels of video games.

Today students will work in their teams to write their storyline introductions, or beginnings.



TURN & TALK: “Who remembers what happens in the introduction video for QUEST Season 1?”

The first video of Season 1 establishes that students have woken up in the mysterious Sarabella Falls Academy, that all of the adults have gone, and that students need to figure out what’s going on. In addition to delivering information, the video also sets the mood of mystery.

TEAM ACTIVITY 1 (15 MIN)

Teams will need some lined or blank paper to brainstorm and plan. For this part of the activity they will brainstorm the main details of their story introduction, but not write the script.

As they assemble the main elements of their story introduction, they should keep in mind the mood or big idea they chose for their side quest episode and let that guide their ideas. They can also refer back to their Story Premise, which they will be expanding upon.

LESSON 4

Remind students that their story introduction will be short (2-3 sentences or no more than 30 seconds) so they should use that time to establish their mood and main story ideas as quickly as possible.

WHOLE GROUP ACTIVITY (15 MIN)

Once each team has brainstormed some ideas for their story introduction, bring everyone back together. Ask if anyone can share a definition of the term “immersive.”

Explain that “immersive” describes anything that makes you feel deeply absorbed in it. For example, QUEST is an immersive story experience because you become a part of the story. By completing challenges and encounters you engage in the storyline and as you watch the videos and listen to the music, many of your senses are engaged. Effective immersive storytelling gives the audience the feeling of “being there.”

Let students know that the next video will be an interview with the creators of QUEST, who will share how they work together every season to create an engaging and immersive story experience.

Play the **Creating an Immersive & Engaging Story Video**.

After watching the video once or twice through, have a brief discussion about the ideas and tips shared.

- How do the creators of QUEST develop an idea into a story?
- What techniques do they use to create a specific mood or tone?
- What ideas did they share that were helpful, interesting or surprising to you?

TEAM ACTIVITY (15 MIN)

Have students turn to **Story Introduction** (p.39) in their Creator Notebooks. In the remaining class time, teams should write a first draft of their Story Introduction. Share the following tips for writing their introductions:

- Write in the second person (using the pronoun “you”).
- Write in the present tense.
- Remember that this is your audience/end user’s first introduction to your episode.
- Use sensory details (sights, sounds, smells, tastes, sensations) to create an immersive atmosphere.
- Remember: your introduction should have a minimum of two and a maximum of five sentences.

LESSON 5

Creating a Cohesive Side Quest

MATERIALS: Creator Notebooks, pens/pencils, blank or lined paper for brainstorming

WHOLE GROUP DISCUSSION (15 MIN)

Begin the lesson by inviting each team to present the first draft of their story introduction. Teams should nominate one person to read their story introduction aloud. Encourage the students presenting to read their introduction in a way that feels engaging and exciting, as if they're reading it for a room full of younger kids.

After each team presents, ask the students listening the following questions:

- What emotions did that make you feel?
- Can you guess the intended mood of that story?
- What did you enjoy the most about it?
- Can you think of any enhancements that would add to the mood or engagement of this story?

Remind students that storytelling is a collaborative process and giving and receiving feedback is an essential part of it!

TEAM ACTIVITY 1 (10 MIN)

Let students know that they will be reading their story introduction aloud for anyone who comes to play their episode at the showcase.

With that in mind, give teams 10 minutes to make any enhancements or changes to their Story Introductions and have them write the second draft on their **Story Introduction** page (p.39) in their Creator Notebooks. Changes might include shortening their introduction so that it can be read in 30 seconds.

WHOLE GROUP DISCUSSION(10 MIN)

Ask students if anyone remembers the three main elements of storyline structure. Remind them of the following:

Beginning: we learn about the main character, setting and situation.

Middle: the character encounters a problem or challenge.

End: the character finds a solution (or accepts defeat.)

LESSON 5

They have already completed the beginning part of the story (aka the introduction). Their middle part of their story - which is usually the longest part of any story - will comprise their encounter and their challenge.

Teams will design their challenges in the next unit, but today they will write one or two sentences that connect their introduction to their encounter. In other words, once the audience has been introduced to this storyworld, how do they transition to the encounter with their secondary character?

As always, teams should keep in mind their overall goals for their side quest as well as their chosen mood as they write these transition sentences. Explain that their objective as a team is to create a cohesive storyline for their episode. "Cohesive" means that all of the parts (characters, setting, mood, introduction, encounter, etc.) feel as if they belong together in one story, instead of in lots of different shorter stories.

TEAM ACTIVITY 2 (15 MIN)

Have teams look at their main Character Sheet, their secondary/encounter Character Sheet, their Setting, their Encounter and their Story Introduction to check if their elements feel cohesive. If they're unsure, they might consider adding some details to their setting and character descriptions that add to the mood and emotions in their storyline and encounter. They might also include some details related to the setting in their encounter story.

Finally, students should write one or two sentences that would come after their introduction and lead into their encounter that describes how and where their main character meets their encounter character. They will write these on their **Story Introduction** (p.39) page.

WHOLE GROUP ACTIVITY (10 MIN)

After all their thinking and writing today, gather students together to stand at the front of the room for a collaborative improv storytelling game called "Fortunately/Unfortunately."

This improv game will help students generate story ideas on the spot to help them realize they have countless ideas at their fingertips!

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

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

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

LESSON 5

dollar bill was fake money from a board game.) The next student will add a “Fortunately” statement. (For example: Fortunately, the clerk at the hardware store doesn’t know that. Unfortunately, Gary drops and loses the hundred dollar bill while browsing the store. Fortunately, he runs into his best friend Larry. Unfortunately, Larry is in a bad mood and doesn’t want to chat...)

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

OPTIONAL ADDITIONAL PRACTICE

If your students could use more practice with story creation and beginning, middle, end structure, try this comic writing activity.

Each team will create one comic story collaboratively to practice a story beginning, middle and end. Have them turn to **Three-Panel Comic** (p.40) in their Creator Notebooks.

Give students a moment to decide on their roles in the comic creation process. They might choose to have two people on the team do the drawings, one write captions or speech one color, or they might all take turns with each role. Each student should contribute and offer suggestions and ideas for each aspect of the story creation process, regardless of their role.

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

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

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

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

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

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

STEP 4: It’s time to draw the comic!

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

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

LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Creator Notebooks, pens/pencils, note paper for brainstorming, board/chart paper

TEAM CHALLENGE (10 MIN)

Have students turn to **Story Puzzles** (p.42) in their Creator Notebooks. You might choose to read the story puzzles aloud all together first to check for vocabulary understanding.

Teams will have 10 minutes to solve and write down their answers to the story puzzles. The team(s) with the most correct answers at the end wins a house point.

WHOLE GROUP DISCUSSION (15 MIN)

Congratulate students on being half way through the process of designing their side quest episodes! It may not feel like it yet, but all of the work they've done so far will go a long way toward laying the groundwork for their final episode presentation.



TURN & TALK: "Can you guess what the magic circle of gameplay means?"

Explain that the magic circle is an imaginary space that separates the game from the rest of the world. Within the magic circle of a game, specific rules apply that don't apply in the real world and people may act differently or make different choices than they would in the real world.

Using American football as an example, the magic circle includes everything that happens on the field from the moment of kickoff until the end of the game. While in the magic circle, players follow a certain set of rules, play towards a specific objective, and act within the expectations for their position. As soon as the game ends, everyone steps out of the magic circle and returns to acting as they would in regular life.

Have a discussion as a whole class about what happens within the magic circle of some popular board games, sports, and video games.

Some examples of games to discuss: Monopoly, Clue, Operation, chess, volleyball, basketball, Fortnite, Minecraft, Mario Kart, Dungeons & Dragons, etc. Choose games that most of your students are familiar with.

TEAM DISCUSSION (15 MIN)

Have students work in their teams for just 5 minutes to discuss and describe some things that happen within the magic circle of QUEST gameplay. Each team should nominate one person to write down their ideas.

LESSON 6

(A few examples of what happens with the magic circle of QUEST: students work together in teams, they try to gain positive reputation badges, they collaborate to solve challenges and win points, they uncover clues, etc.)

When 5 minutes is up, bring everyone back together to share some of the ideas they wrote in their teams. We recommend writing down ideas all in one place on the board or a piece of chart paper under the heading “Magic Circle of QUEST.”

Let students know that in the next unit they will further build upon the magic circle of their side quest episodes to establish some rules and additional details.

INDIVIDUAL JOURNALING (10 MIN)

Have students turn to the **Journal Prompts** (p.54) in their Creator Notebooks.

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



JOURNAL PROMPT: If your life was made into a movie, what kind of movie would it be - action/adventure/drama/comedy/horror? Describe it. Include a description of the character that would represent you and give the movie a title. Bonus: Which actor would play you?

WHOLE GROUP REFLECTION (10 MIN)

Ask students if they have any ideas about why people say that storytelling and games are forms of community building. Have they experienced any community building while participating in QUEST?

Explain that sharing or engaging with stories can facilitate learning, generate emotional connections, and give people shared positive experiences to discuss.

Similarly, games give people opportunities to process emotions, connect with one another, learn new information, and build a sense of camaraderie with their fellow players.

Have a brief discussion about how your upcoming QUEST Creators Showcase (when students will present their side quest episodes for families and friends) can be a community building event. By creating stories and games for others to engage in, your students are not only gifting their community with entertainment, but also with learning, connection, and perhaps even an emotional experience that they will remember for years to come.

Unit 4: Worldbuilding

● Unit Objective

Students will gain an understanding of the value of worldbuilding in game creation, then they will further develop their settings and design a map.

● Essential Questions

- What role does worldbuilding play in designing a story or game?
- How can we combine the elements of our side quest to create an immersive experience for our end users?
- What values/skills do we want to emphasize or reward in our episode?

LESSON 1

Big Picture Thinking & Story Theme

MATERIALS: Creator Notebooks, pens/pencils, screen to show video

WHOLE GROUP DISCUSSION (15 MIN)

Begin by asking students to share answers to this very simple (but also very complex) question:

- What is QUEST?

Write their answers on the board or chart paper.

Invite as many different answers as possible. If students seem stuck on the same ideas, encourage them to share adjectives or one-word ideas that describe QUEST. Some answers may include: a story, a game, a video game, a set of challenges, a learning experience, a virtual world, an immersive experience, etc.

Next, ask them to share some emotions they have felt while playing QUEST. Write those down, too.

Lastly, ask students to share some ideas about the themes that emerge in QUEST. Remind students that themes in a game, like themes in a story, are recurring ideas or subjects that give a deeper meaning to the story. Specifically, themes in games help players make choices and make sense of the rules of the game. Examples of themes in QUEST include survival, teamwork, and discovery.

In any episode, the storyline, challenge and encounter will likely involve one or all of those themes. When faced with a choice within QUEST, students know their objective is survival, the best way to do that is to work in their teams, and they can only make progress if they are open to discovering new ideas and strategies.

Once you have a board/piece of chart paper filled with emotions, themes, definitions and ideas related to QUEST as a whole, step back and point out that QUEST is all of those things at once...and students' side quests will be (almost) everything that QUEST is, too!

Explain that in this unit teams will be further building upon the story worlds they have already begun to create. But first, it's time to take a step back and think about their big picture goals as storytellers and designers, which may have evolved since they first began thinking about creating their own episode.

TEAM ACTIVITY 1 (15 MIN)

Have students turn to **Big Picture Planning** (p.43) in their Creator Notebooks. They will work in their teams to decide on the following for their side quest episodes:

- One theme
- Three emotions they want their audience/end users to feel when they interact with their episode
- One or two overall objectives for their episode. These can be learning outcomes, skills/behaviors rewarded, or anything else they would like their audience to come away with after "playing" their episode.

LESSON 1

They should refer back to their Empathy Interviews from Unit 1 to help them identify their end user emotions and episode objectives. Circulate the room while teams work to help them brainstorm and to make sure each student on a team is contributing.

WHOLE GROUP DISCUSSION (10 MIN)

Bring teams back together to briefly share their **Big Picture Planning** ideas. Point out any common themes or emotions. Remind students that “have fun” is a perfectly sufficient goal when it comes to games. After all, the most important part of any game is that it’s fun!

Ask students if anyone remembers the meaning of the “magic circle” of gameplay. Remind them that the magic circle includes everything that happens within their episode, including any emotions or outcomes for their end users.

Ask students if anyone knows - or can guess - a definition for the term “worldbuilding.”

Explain that worldbuilding is the process of designing an imaginary world in a story or a game. Worldbuilding is different from simply creating a setting, because it involves a variety of factors, including climate, inhabitants, government, trade, food, etc.

Just like any country in the real world comprises more than just a geographical place, places in games and stories can exist as entire ecological systems with unique rules, languages, and ways of being.

You might choose to discuss a particular story or game that is familiar to students that has a fantastical world with strong rules. (Some examples: Harry Potter, Hunger Games, any Marvel or DC comics or movies, Toy Story, Pokemon, Animal Crossing, etc.)

Today, students will begin filling out the details of the world that exists within the magic circle of their episode.

TEAM ACTIVITY 2 (20 MIN)

Have students turn to the **Worldbuilding Questionnaire** (p.44) in their Creator Notebooks. For this activity, just one student from each team will need to write down the team’s answers. Instruct teams to nominate or choose a new scribe to do the writing for this activity.

Students will work in their teams to discuss and write down their answers to the questionnaire about the story world of their specific side quest episode. They can borrow elements from the world of QUEST or they can invent new ones. There are no wrong answers in this activity! Encourage students to have fun and get creative with the rules and customs of their imagined world! They should keep in mind their chosen side quest mood and existing storyline to help guide their creative brainstorming.

If students are challenged by coming up with answers, remind them that they can borrow ideas from the story worlds of any movies, books or games they know and love. They can also choose to replicate the rules and customs of the real world.

LESSON 2

Places and Details

MATERIALS: Creator Notebooks, pens/pencils

WHOLE GROUP ACTIVITY (20 MIN)

It's time for students to practice their worldbuilding skills with a collaborative verbal worldbuilding game. Clean the board or turn to a clean piece of chart paper and write the word "Pizzatopia" at the top.

Explain to students that you will be designing a new story world all together. This world is called Pizzatopia and in this world, all the characters are pizza toppings. Invite students to call out some ideas for pizza topping characters - they should give their character a name and a main personality trait. Write their responses on the board or chart paper.

Once you have a few characters, ask students to choose which of these characters might be the most powerful character in the world of Pizzatopia.

Next, continue building out the world by asking the following questions (and writing down students' answers):

- What is the name of the language the characters in Pizzatopia speak?
- What is the mode of transportation in Pizzatopia? (E.g. Airplanes, cars, cheese slides, flying tomatoes, etc.)
- What kind of government does Pizzatopia have?
- What does the Flag look like? Invite a student to draw the flag on the board/chart paper.
- What is the currency? (How do you pay for goods and services in Pizzatopia?)

The only guiding principle for this activity is to be as imaginative and silly as possible with your answers!

WHOLE GROUP DISCUSSION (20 MIN)

Give students a moment to finalize their Worldbuilding Questionnaires and nominate one presenter for this activity. Then, invite each team to present their answers.

After each team has presented, have a brief discussion about any commonalities or big differences across story worlds. Variety is a good sign that teams are beginning to develop their own unique creative styles!

As part of their side quest episodes, students will be designing a map for their story world. Today, they will begin planning their maps.

LESSON 2

Have a brief discussion about students' experiences with the map phase of QUEST. Ask them:

- What is the purpose/goal of the map phase?
- What kinds of things do you find when you explore the map?

You can share the Example Sarabella Falls map as a reference to help students plan for the next activity. Remind them that their maps will be much less complex since they're just designing for one episode.



TEAM ACTIVITY (20 MIN)

Have students turn to **Map Planning** (p.45) in their Creator Notebooks. Let them know that their maps will comprise four specific locations. Just like in QUEST, some of these locations will unlock positive outcomes (points) for players and some will unlock negative outcomes (losing points).

Teams should use the remaining class time to begin planning what their four map locations will be and whether they will reveal something positive or negative. Examples of map locations include: a school, a farm, a maze, a downtown area, a forest, a beach, a mountain range, a lake, church, a movie theater, etc. Teams should choose two locations with positive outcomes and two with negative outcomes so their end users have a fifty-fifty chance of gaining points. Maps should include the team's main side quest setting (created in Unit 2) as one of the locations. (This will not be an outcome location.)

Remind students that their maps should be consistent with their biomes, but can also spread out further than just their biome if they choose. For example, if their setting is in the marine biome, they can choose to create an all-underwater map that shows a coral reef, a sunken ship, buried treasure, a shark's lair, etc. or they can choose to show the beach, a surf shack, caves, a beach town, etc.

Teams will have time to finish their Map Planning in the next lesson.

LESSON 3

Designing a Map

MATERIALS: Creator Notebooks, pens/pencils, large format paper (from episode box) for map, blank paper for sketching, screen to show video

TEAM ACTIVITY 1 (15 MIN)

Have a brief check-in to see where teams are in terms of their map planning progress, then allow teams to continue working on finishing the planning process. Next, they will be sketching, coloring and finalizing their maps.

WHOLE GROUP ACTIVITY (15 MIN)

Play the **Designing a Map Tutorial video**. Give teams time after the first watch to sketch out a very rough planning draft on a sheet of blank paper. Play the video a second time so students can pay attention to the techniques.

Once students are ready, distribute one sheet of poster paper to each team.

TEAM ACTIVITY 2 (20 MIN)

It's time for teams to draw their maps! Encourage students to divide up roles for this activity. Some students should draw, while others identify and describe the specific locations and include the plus or minus point score for each one. They will have time to color and present their maps and the beginning of the next lesson.

WHOLE GROUP REFLECTION (10 MIN)

Have a brief discussion about the purpose and value of worldbuilding as part of creating side quest episodes. Ask students:

- Why do you think writers and game designers build worlds as part of the storytelling process?
- After adding details to your story world, are there any changes you would make to your storyline or character descriptions?
- In what ways does your story world connect to your characters, story introduction and mood?
- Is there anything in your story world that could provide a learning experience for your audience/end users?

LESSON 4

The Side Quest World

MATERIALS: Creator Notebooks, pens/pencils, sketched map from previous lesson, blank paper for sketching, screen to show video, coloring pencils, blank episode boxes, optional: devices with internet access

WHOLE GROUP DISCUSSION (10 MIN)

Invite each team to present their progress on their map drawing. Encourage students to point out each of their specific map locations and their significance. After each team presents, open the floor for compliments, questions and suggestions from other students.

WHOLE GROUP ACTIVITY (10 MIN)

Each student will need a blank sheet of paper and one coloring pencil for this activity. They will be practicing some pencil coloring techniques before they color in their map drawings in their teams.

Play the **Basic Coloring Techniques Art Tutorial Video**. While the video plays, each student should use a pencil or colored pencil to practice the techniques shown in the video. Let them know they will be applying these techniques both to their map drawing and when they do their final setting drawing in the next unit.

TEAM ACTIVITY 1 (15 MIN)

Have students work in their teams to add any final details to and color in their map drawings. While students work, circulate the room to make sure each student on a team is contributing to the process. Remind them that this is the final version of their map that they will present as part of their showcase.

TEAM ACTIVITY 2 (20 MIN)

Note: This activity can be completed concurrently with map completion and coloring if students divide up the work.

Now that students know their story worlds, themes, mood, values and characters, it's time to design their episode box! They will leave the space for their episode title blank for now.

Teams should begin with a brief brainstorming session to decide on their chosen style. Remind students to consider the following as they approach their box design:

- Side quest mood
- Side quest theme(s)
- Audience/end users
- Story world elements
- Any colors, patterns, symbols or images on their Team Banner

LESSON 5

Setting the Scene for Gameplay

MATERIALS: Creator Notebooks, pens/pencils, paper for brainstorming, completed maps, blank cards from team episode box, coloring pencils

WHOLE GROUP DISCUSSION (15 MIN)

Begin by inviting each team to present their episode box design to the rest of the class. After each team presents, open the floor for compliments, questions and suggestions from other students. You might optionally choose to award a house point for the most creative or innovative design.

Ask students to share their ideas about what they think the most important element of their side quest episode will be. There is no single right answer, but students might identify the storyline, their audience/end user's experience and emotions, and the challenge among the most important elements.

Explain that in a good, cohesive episode, all of the elements should work together to create a unique experience for their audience. Today they will focus on connecting the story worlds they have created with their encounters and challenges.

TEAM ACTIVITY 1 (10 MIN)

Remind students that encounters and maps are both point experiences. The final point experience will be the challenge. Each team's total audience score should add up to 10 points. (This will be important for your Showcase so participants can add up their score from each episode they play.)

Teams can choose their own negative or minus point distribution (how many points a player can lose across their challenge, map and encounter phases), but their points awarded should be as follows:

- 2 points for landing on one positive map area
- 1 point for landing on the other positive map area
- 2 points for the best encounter outcome
- 5 points for completing the challenge successfully

Keep in mind that players/end users can play their episode without winning any points. For example, if they choose two negative map areas, choose a negative encounter outcome and fail the challenge. It's up to teams to decide now how many points they want their player/end user to lose when they choose these negative outcomes. They should record their point scores on Encounter Script and Map Planning pages.

LESSON 5

WHOLE GROUP DISCUSSION (5 MIN)

Bring students back together for a brief discussion about their side quest episode presentations. Remind them that participants will go through their episode one by one (as opposed to in teams, as they have done with QUEST).

During the map presentation, participants will select two places on the map to explore. Exploring these places will either result in them winning points or losing points. Because this experience is analog (offline, and completed on paper) instead of digital (like QUEST), students have the opportunity to present their map outcomes in a creative and immersive way.

Explain that each team will write outcomes for their map exploration on blank game cards from their episode box. On one side of the card they should draw a symbol or a small picture to represent the place on the map and on the other side of their card they should write the points outcome and one sentence that describes why points are lost or won, in story terms. In QUEST, players can encounter bandits or discover treasure on the map, which will factor into their overall points. Here are some examples of possible map outcomes:

- Card side 1 would have a drawing of a book and the word “Library” on it. Card side 2 says: “You have successfully broken into the library, but uh-oh...you were too noisy and the librarian kicked you out. You lose 2 points.”
- Card side 1 has a symbol to represent a maze and the word “Maze” on it. Card side 2 says: “Congratulations! You figured out how to navigate the maze and found an ancient gold coin. You win 1 point.”
- Card side 1 has a drawing of a river and the word “River” on it. Card side 2 says: “You have come to bathe in the river. Lucky for you, the river has magical powers! You win 2 points.”

TEAM ACTIVITY 2 (20 MIN)

Have students work in their teams to brainstorm and then write their map exploration outcomes and point values, then draw and decorate their map cards. Remind teams to keep the following in mind for both their visual designs and their outcomes:

- The overall mood of their side quest
- The rules and customs of their episode storyworld
- Their main storyline
- Anything they know about their biome
- Any values, skills or behavior they want to reward
- Any colors or visual elements they have previously established on their episode boxes and Team Banners.

Circulate the room while teams work to touch base and help them develop their map outcomes into simple one-sentence story ideas that can be funny, silly, spooky, adventurous, etc. depending on the overall style of their episode.

LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Creator Notebooks, pens/pencils, blank paper for brainstorming, team episode box lid, markers

PREP: small classroom items, such as an eraser, a marker, a keyring, etc. (one item per team)

TEAM CHALLENGE (10 MIN)

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

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

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

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

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

Have a brief discussion about what made the challenge easy or difficult. Ask students if they felt their leader gave clear instructions. Ask the leaders if their teammates listened to them attentively. Finally, ask students why they think leading and listening might be important aspects of teamwork.

TEAM ACTIVITY 1 (30 MIN)

In the next unit students will design their challenges, which are the final - and main - part of their side quest episode presentations. Today, they will begin to hone their design skills with a little user experience challenge. Explain that user experience refers to the overall experience of their audience or end users when they use their product or play their game.

Have students turn to **User Experience & Design** (p.46) in their Creator Notebooks. Distribute a sheet of blank paper to each team for their brainstorming.

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

LESSON 6

CHALLENGE #1

You need to buy or make a gift for SAM's birthday. What will you give her?

- What do you know about SAM?
- What do you think SAM likes?
- How do you want SAM to feel when she receives this gift? (List two emotions.)

CHALLENGE #2

Your classmate has trouble sleeping, which makes them tired all day in school. Invent a gadget that could help them fall asleep.

- What are some things that make it difficult to fall asleep? (For example: loud noises, bright light, distracting thoughts, etc.)

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

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

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

INDIVIDUAL JOURNALING (10 MIN)

Have students turn to the **Journal Prompts** (p.54) in their Creator Notebooks.

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



JOURNAL PROMPT: "If you could create a brand-new world that you could live in for just one day, what would it look like? What would you do during your one day there? Would you have any special powers or abilities?"

TEAM ACTIVITY 2 (10 MIN)

Give teams the remaining class time to brainstorm and choose a title for their episode. Their title should tell us something about either the storyline, characters, mood or story world. You might choose to recap the names of the episodes of your current QUEST season or discuss the names of students' favorite books, movies or TV shows to help them generate ideas. Once they decide on a name, they can write it on their team episode box.

Unit 5: Designing Challenges

● Unit Objective

Students will apply design thinking and game thinking to design a challenge for their side quest episode.

● Essential Questions

- In what ways can we apply design thinking to creating a challenge?
- What values/skills do we want to emphasize or reward in our episode?
- What are some reasons humans play games?

LESSON 1

Design Thinking & Problem-Solving

MATERIALS: Creator Notebooks, pens/pencils, team episode boxes, teacher box

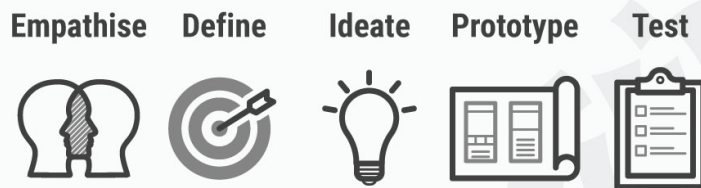
WHOLE GROUP DISCUSSION (15 MIN)

Have a brief refresher discussion on design thinking. Ask students:

- Who can remind us what design thinking is?
- What are the five phases of design thinking?
- What does empathy mean?
- Why do you think we begin the design process with thinking about our audience's feelings?

Explain that identifying our end users' wants, needs and feelings first helps us design a product or game that will bring them more satisfaction.

Recap the five phases of design thinking and what happens in each one.



Today students will learn to apply design thinking to game design.

Before they jump into the hands-on activities, have a discussion recapping each of the challenges they have completed so far in QUEST. By this point, students should have completed at least five QUEST challenges.

Recap the steps and outcome of each challenge, then ask students to think about the following:

- What did you like about this challenge?
- What skills did it require to complete this challenge? (For example: math, focus, communication, creativity, critical thinking, reading, balance, steadiness, research skills, etc.)
- Was it slightly difficult, very difficult, or too difficult?
- Was there anything frustrating about the challenge?

INDIVIDUAL ACTIVITY (10 MIN)

As always, the first step in design thinking is Empathy! For today's empathy "interviews" each student in a team will answer questions in the **Challenge Design Empathy Survey** (p.47) in their

LESSON 1

TEAM ACTIVITY (15 MIN)

It's time for students to share and discuss their Empathy Survey answers aloud in their teams. One student on each team should take notes on their team's discussion. As they discuss and take notes they should pay attention to any common or recurring ideas in their answers. By the end of their discussion each team should produce a problem statement that summarizes what students on the team collectively want to see in a game challenge.

A good problem statement is general enough to leave room for creative freedom. Avoid references to specific solutions. Students should choose only the answers or requirements that feel most important to them. Here are few examples of problem statements consisting of one or two general requirements:

- Our team wants a challenge that is medium in difficulty and involves problem-solving
- Our team wants a challenge with simple directions that involves physical movement.
- Our team wants a challenge that requires us to collaborate and figure out clues.
- Our team wants a challenge that makes us laugh while we're working on it.

As teams work, circulate the room to help them translate their Empathy answers into a problem statement for a challenge.

WHOLE GROUP DISCUSSION & ACTIVITY (25 MIN)

Bring the whole class back together for each team to share their problem statement aloud. If teams have similar problem statements, that's OK! In fact, if any teams are struggling, encourage them to listen to other teams' statements and borrow any ideas they like. After all, many creative projects (novels, movies, games, etc.) are inspired by works that came before them!

Now that students have a statement related to their feelings and wants around challenges, it's time to revisit the challenges they have experienced so far in QUEST. This time, recap the storyline problem around each challenge. (For example: rebuilding a radio tower to communicate, reconnecting the electricity, etc.)

Explain that each challenge in QUEST begins with a problem introduced in the storyline that needs to be solved.

Share any one of the following examples of general storyline-based problems that a challenge could be built around. Then, have a whole-group brainstorm to come up with three ideas for challenges for one of these story problems you chose. These challenge ideas should involve the challenge items included in either the team episode box, the additional challenge items included in your teacher box, or any easily available items in your classroom or building. You will not need to actually build these challenges, but looking at physical materials can help inspire ideas.

LESSON 1

- A character needs to decode a letter with important information sent by their future self.
- A character needs to find their way out of a maze to rejoin their team.
- A character needs to travel across a field filled with obstacles to get to safety.
- A character needs to crack a series of codes to unlock a safe filled with treasure.
- A character needs to find a safe house in a spooky ghost town.
- A character needs to collect a magic fruit that has fallen from trees in the forest and store them all in a basket to bring back their team.
- A character needs to outsmart an AI robot on a quiz in order to gain access to a secret room in Sarabella Falls Academy.

You don't need to come up with all of the details for the challenges in this brainstorm, just a basic idea for each one. Challenges should be for a single player. Here are three examples of challenges connected to Problem #2:

- A board game where the player has to roll a dice to move the character or game piece or answer challenge questions to advance or land at a dead end.
- A pinball-type game with a maze drawn on a large piece of paper (with cardboard pieces to build pathways/walls). A player has to roll a plastic marble through the maze in under 3 minutes.
- A player has to read and interpret a set of coded directions through a maze (drawn on paper) and move their cardboard character according to the directions.

WHOLE GROUP REFLECTION (10 MIN)

Let students know that, in the next lesson, they will begin brainstorming ideas for their challenges, using their problem statement to guide the requirements they want to fulfill and one of the above story problems to give their challenge a story-based context.

Briefly recap some of the new terms students have learned so far. Ask students:

- What is a problem statement?
- What do we do in the "ideate" phase of design thinking?
- Why do game designers use design thinking?
- What do we mean when we talk about the "magic circle" of gameplay?

There is just one more new term for students to learn as game designers! Ask students if anyone has ever heard the term, "game mechanics." Explain that game mechanics are the rules that define what happens within the magic circle of gameplay.

Game mechanics include the point system, how players move or use physical materials, and different levels of difficulty. The central game mechanic of the board game Chutes and Ladders involves rolling a dice and moving up and across or "falling" down a board.

Ask for one student to volunteer to describe the central game mechanic of their favorite board game. They will dive deeper into this topic in the next lesson!

LESSON 2

Brainstorming Deep Dive

TEAM ACTIVITY (15 MIN)

Start today's lesson by giving students the following assignment to brainstorm and respond to in their teams: Invent one (or two, if time allows) new game that combines the elements of two different existing games.

You might choose to begin by recapping some games that students might be familiar with. See below for some examples. For the purpose of this activity it will be easier to use analog, physical, board or card games (instead of video or phone app games).

Monopoly, Clue, Scrabble, Chess, Tic tac toe, Memory, Pictionary, Battleship, Go Fish! Snap, Mastermind, Volleyball, Basketball, Tennis, Baseball, Dungeons & Dragons, Magic the Gathering, etc.

Here's an example of a game that combines elements of the card games Go Fish! and Memory:

Each player gets a set of 10 playing cards, which they must show to their opponent. The other player must try to memorize their cards. Both players will try to make matching pairs of cards, but they can't ask the other player what cards they have, they must go from memory or choose to "fish" in the pile of unused cards.

Encourage students to try combining elements either from two different sports (e.g. a volleyball and tennis mashup where players use rackets but basically play tennis in teams like you would in volleyball), or two board games, or two card games. They should be able to explain in a couple of sentences how the game works.

Set a timer for 10 minutes while students brainstorm so they don't have time to overthink the activity. In fact, you can let them know that a timer is an easy way to gamify any activity. A timer in itself represents a game mechanic!

WHOLE GROUP DISCUSSION (15 MIN)

Invite one student from each team to share their favorite combination game from their list of three with the rest of the class. Have a discussion about whether each of these games would work and why or why not. Often when a game fails, it's because there are too many rules or it becomes too confusing or the overall objective/goal isn't clear.

Nailing down why a game succeeds or is fun can be a little more complex. For this next activity, students will work in teams to identify what they like or enjoy about their favorite games.

Team Activity 1 - 15 minutes

Each team should come up with a list of five games that they enjoy playing - either individually or as a group - and then discuss and write down some reasons why they enjoy each of those games. For this activity, they can include video games and phone app games in addition to sports, card and board games.

LESSON 2

Have students use the **Game Benefits** list (p.48) in their Creator Notebooks to help them generate ideas for why they enjoy these games. They can also add ideas that aren't already on the list.

Invite each team to share one of their favorite games and the reasons why they enjoy it with the rest of the class. Have a brief whole group discussion about any of the reasons students listed that could apply to playing QUEST. Encourage students to bring these ideas about why we enjoy games into their brainstorming in the next activity.

TEAM ACTIVITY 2 (15 MIN)

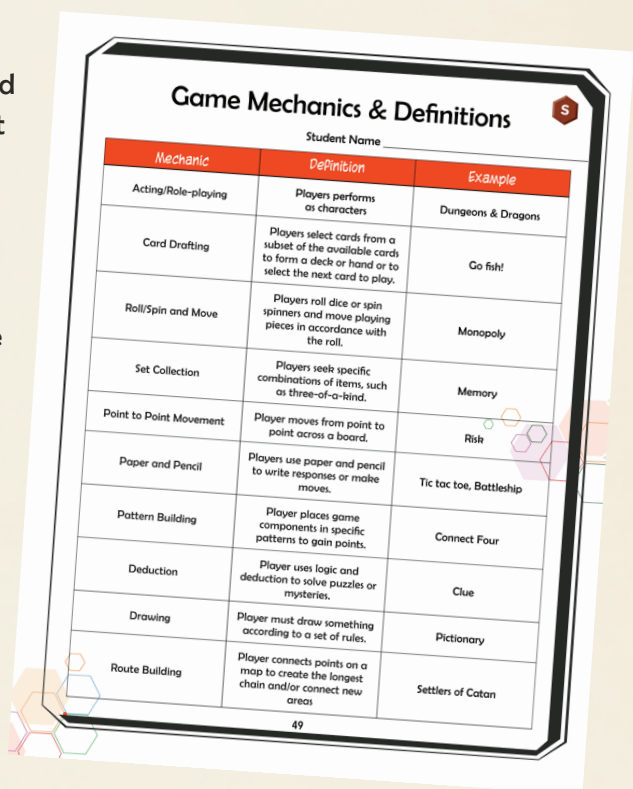
It's time for students to begin brainstorming their challenge ideas! To help them do this, they will need access to their team episode boxes as well as the list of **Game Mechanics & Definitions** (p.49) in their Creator Notebooks.

Remind teams that they should use the requirement(s) from their **Empathy Survey** to help guide their choices. They will not complete the brainstorming process today, but they should use all remaining class time to generate as many ideas as possible.

Make sure that each team nominates a scribe to write all ideas that come up during the brainstorm. They should write on blank or note paper.

NOTE: All challenges should be playable for a single player.

Circulate the room while teams brainstorm to help them stay on task. Even if they only come up with one game idea today, that's a step in the right direction!



Game Mechanics & Definitions		
Student Name _____		
Mechanic	Definition	Example
Acting/Role-playing	Players perform as characters	Dungeons & Dragons
Card Drafting	Players select cards from a subset of the available cards to form a deck or hand or to select the next card to play.	Go fish!
Roll/Spin and Move	Players roll dice or spin spinners and move playing pieces in accordance with the roll.	Monopoly
Set Collection	Players seek specific combinations of items, such as three-of-a-kind.	Memory
Point to Point Movement	Player moves from point to point across a board.	Risk
Paper and Pencil	Players use paper and pencil to write responses or make moves.	Tic tac toe, Battleship
Pattern Building	Player places game components in specific patterns to gain points.	Connect Four
Deduction	Player uses logic and deduction to solve puzzles or mysteries.	Clue
Drawing	Player must draw something according to a set of rules.	Pictionary
Route Building	Player connects points on a map to create the longest chain and/or connect new areas	Settlers of Catan

LESSON 3

Ideate & Prototype

MATERIALS: Creator Notebooks, pens/pencils, team episode boxes, extra paper for brainstorming, screen to show video

WHOLE GROUP DISCUSSION (15 MIN)

Have a quick refresher discussion around the following question: why do people play games?

Students can look back at their **Game Benefits** page to help them generate ideas.

Next, play the **Game Design Interview Video**. You might choose to play it a second time and have students take notes.

After watching the video, debrief with the following questions:

- How do the creators of QUEST approach designing a challenge?
- Why are games and challenges valuable for people of any age?
- What other ideas did they share about the design process that you found helpful, interesting or surprising?

TEAM ACTIVITY 1 (10 MIN)

Teams will continue brainstorming challenge ideas until they have at least three playable ideas. If any teams are running low on ideas, encourage them to think back on the challenges they've completed in QUEST, the challenges and games they've played in QUEST Creators, and any other games they've played and enjoyed in life.

Teams should also keep in mind their problem statements to help guide their choices and ideas. Encourage them to use the **Game Mechanics & Definitions** page to help them consider a wide variety of ideas.

LESSON 3

TEAM ACTIVITY 2 (25 MIN)

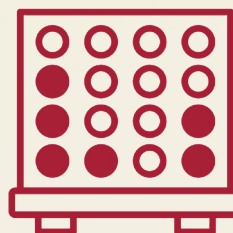
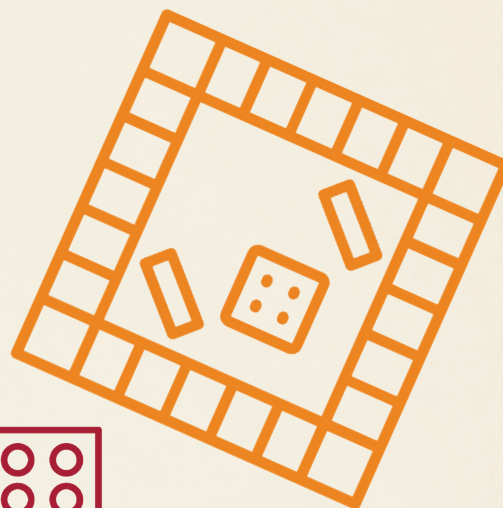
Once each team has generated a few challenge ideas, tell students that it's time to choose just one of their ideas to develop into a prototype. To help them narrow down their choices they can optionally use one of the Storyline Problems from Lesson 1 in this unit to give their challenge a framework.

If they don't feel as if any of the suggested Storyline Problems work with either their challenge or their overall storyline, they can come up with a simple one or two-sentence story problem of their own that connects to their challenge.

To further develop their chosen challenge idea, teams should fill out the details in the **Magic Circle** (p.50) in their Creator Notebooks, starting with the problem statement they wrote in Lesson 1 of this unit.

TEAM ACTIVITY (10 MIN)

Choose one of the "Classic Games" from the **Additional Activities & Games** section at the back of this guide (p.90), or choose any board or card game available to you (e.g. Connect Four, Scrabble, Clue, Monopoly). As students play, encourage them to pay attention to the game mechanics, what makes the game interesting, fun, easy, or perhaps what makes the game frustrating, difficult to play, or boring.



LESSON 4

Testing & Refining

MATERIALS: Creator Notebooks, pens/pencils, episode box materials, teacher box additional challenge materials

WHOLE GROUP DISCUSSION (15 MIN)

Begin with a quick debrief of the game played at the end of the previous lesson. What takeaways do students have as game designers?



TURN & TALK: “Who knows the meaning of growth mindset?”

If your students have never heard the term before, we recommend inserting an activity from the Growth Mindset section of QUEST Connect (if time permits). You can share the following definitions of a growth mindset and a fixed mindset with students:

- **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 think about and then share some examples of times they needed to have a growth mindset while playing QUEST.

Explain that games of all kinds encourage us to adopt a growth mindset. We can't always guarantee that we'll win or succeed at any given game, but usually the more we play it, the better we get. If we have a fixed mindset we believe we cannot improve or grow.

Now, ask students why it might be important to have a growth mindset as a game designer. Remind them of the fifth phase of design thinking, testing. The testing phase requires us to share our prototypes with potential end users to gather feedback about their experience. The testing phase is vital for game designers to ensure their game is fun, user-friendly, and actually works. Adopting a growth mindset approach to game design means being open to improving your design to make the best game possible.

Today teams will test each other's challenges so that they can make improvements/adjustments before they finalize their challenges and design their materials.

TEAM ACTIVITY 1 (15 MIN)

Give teams time to wrap up their challenges and write first draft directions on **Challenge Directions** (p.51) in their Creator Notebooks.

LESSON 4

TEAM ACTIVITY 2 (20 MIN)

Assign each team a different team's challenge to test. Instruct each team to gather together any materials needed to complete their challenge as well as their Magic Circle page and Challenge Directions page. These items should include everything the other team needs to be able to understand and try out the challenge.

If Team X (insert team name) is testing Team Y's challenge, then the members of Team Y should watch while the members of Team X read the directions and then play or try to play the challenge. Members of Team Y should intervene as little as possible (unless it's necessary for Team X to be able to try out the challenge). One member of Team Y will be tasked with taking detailed notes on any questions, confusion or difficulties that arise for Team X as they interact with the challenge. They can write their notes in **Challenge Design Testing Notes** (p.52) in their Notebooks.

Next, the teams will swap roles and Team Y will test out Team X's challenge while members of Team X observe and take notes. If you have an odd number of teams, you can join in as a challenge tester!

Give teams a few additional minutes to finish writing up their notes and thoughts after the Test phase.

WHOLE GROUP REFLECTION (10 MIN)

Gather everyone together for a debrief of the testing experience. Ask students:

- What surprised you when you observed the other team attempting your challenge?
- Do you have ideas for improvements to make to your challenge based on today's experience?
- What connections can you make between having a growth mindset and testing and refining your challenges?
- Do you think it's easy or difficult to adopt a growth mindset? Share why.
- Share anything that impressed you about another team's challenge.

LESSON 5

Building the Challenge & Writing Directions

MATERIALS: Creator Notebooks, pens/pencils, episode box materials (including Challenge Scroll), teacher box additional challenge materials

TEAM ACTIVITY 1 (30 MIN)

It's time for students to make changes/improvements to their challenge based on results from the testing phase. As teams work, circulate to make sure each team is making at least one adjustment to their challenge. If teams feel as if their challenge was accomplished too easily they might consider revising it to increase the difficulty. Alternatively, they may decide to rewrite their challenge directions in a way that is easier to understand.

Once teams have finished their improvements, they will write a final draft of their challenge directions in their best handwriting onto the **Challenge Scroll** from their team episode boxes. Encourage teams to write lightly in pencil onto the scroll first, before they write the final version in pen.

Teams can decide if their challenge is win/lose only (meaning the player gets zero points if they don't successfully complete the challenge and 5 points if they do), or if they will award points (fewer than 5 points) for partial success.

Some challenges will dictate an automatic win or lose (particularly challenges that rely on a timer) while others (especially board game style challenges) might allow players to gain points gradually. You may need to work with teams to help them devise their point system.

Keep in mind that all team challenges should have a maximum 5 point score. This is important because it allows for some friendly competition at the showcase. The showcase visitor who wins the most points by playing all of the teams' episodes gets to be the showcase champion!

Once students have filled out the details, they will gather their required challenge items and begin to practice playing their challenge. By doing this, they can get more specific in the timing (if they're using a timer or time mechanic) and difficulty level of their challenge.

Lastly, they will decorate all of the physical materials required in their challenge. If any team's challenge involves a board game, they may need extra time to complete their challenge design.

As always, students should keep in mind both the mood of their overall episode as well as any other designed pieces when they approach decorating their challenge materials. Encourage students to be cohesive in their designs and decorations so that all of the pieces of their episode feel as if they belong together. Encourage teams to divide up roles to accomplish each of the above tasks.

LESSON 5

WHOLE GROUP DISCUSSION (10 MIN)

Each team should have a general idea or a couple of specific sentences that frame their challenge as a story problem. The next step is to connect their story problem and challenge to the main storyline of their episode. To do this, they should only need to write one additional sentence and possibly add some small additional details to their original Story Introduction.

For example, if a team's story problem is, "A character needs to find a safe house in a spooky ghost town," and their storyline is about a character getting lost in a forest, then they might write a connecting sentence that explains how their character is searching for a way out of the forest and stumbles upon a hidden ghost town.

You may need to remind students of the order of their episode presentation to help them connect the dots:

1. A student reads their story introduction aloud.
2. A student presents the setting and main character drawing (optionally reading their descriptions aloud or allowing the end user to read the descriptions).
3. A student presents the map, their end user makes their map selections, and a student reads the map outcomes aloud.
4. A student introduces the encounter character and reads the encounter set-up. After their end user makes an encounter choice, the student reads the encounter outcome.
5. A student reads the sentence that introduces the challenge and associated story problem.
6. The end user engages with the challenge, then a student tells them their point score.
7. Finally, a student reads the closing sentence of their episode aloud. (They will write this in the next unit.)

TEAM ACTIVITY 2 (10 MIN)

Teams should use the rest of class time to connect their challenge to their overall storyline or make any final adjustments/improvements to their challenge or materials design.

LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Creator Notebooks, pens/pencils, board/chart paper, team episode box lids, colored pencils

TEAM CHALLENGE (15 MIN)

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

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

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

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

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

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

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

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

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

SUGGESTED VOCABULARY WORDS:

ideate
prototype
mechanic

encounter
premise
character

tundra
marine
setting

test
sensory
branching

WHOLE GROUP REFLECTION (10 MIN)

Have a quick debrief about the experience of creating a challenge. Ask students:

- What adjectives would you use to describe the experience of designing a challenge? (E.g. easy, fun, difficult, surprising, etc.)

LESSON 6

- How has your perspective on the challenges you've done in QUEST changed now that you've designed your own challenge? (You might provide the sentence frame, "I used to think...But now I think...")
- Do you think you would ever like to design a game or challenge again in your life?
- What part of your episode are you most excited about or proud of?
- Are there any parts of your episode that you can imagine specific friends or family members enjoying?

TEAM ACTIVITY (25 MIN)

Students may have wondered why they haven't yet drawn the final version of their setting on the inside of their box lid... That's because their setting is usually either where their challenge takes place, or contains clues or details related to their challenge.

Now that teams have finalized their challenges, they may choose to add details to their setting drawing that relate directly to their challenge. For example, if students have created some kind of animal-matching card game as their challenge, they might choose to add one of those animals into their setting drawing. If their challenge involves navigating a maze, then they might add a maze or a signpost for a maze to their setting. However, adding new details is not a requirement if students feel their chosen setting adequately connects to their storyline and challenge.

Whether they're adding new details or not, it's time for students to draw the final version of their setting on the inside of their episode box lid. Teams should assign roles for drawing the main picture, coloring and adding detail. If there are any other challenge materials they haven't finished decorating, other team members can complete those.

While students are working, circulate the room to make sure each student on a team has a task. If any students don't have tasks, encourage them to review their Story Introduction or Encounter to make any enhancements or revisions to their writing.

You might choose to re-play the **Drawing a Setting Art Tutorial** video or the **Basic Coloring Techniques Art Tutorial Video** while students work if they need a refresher on drawing, shading, etc.

INDIVIDUAL JOURNALING (5 MIN)

Have students turn to the **Journal Prompts** (p.54) in their Creator Notebooks.

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



JOURNAL PROMPT: "What skills do you have and use when dealing with real world challenges? What would you consider your greatest strengths?"

Unit 6: Presenting an Episode

● Unit Objective

Students will finalize all physical materials for their Side Quest episodes, give and receive feedback on episodes, and prepare to present their episodes at a community showcase.

● Essential Questions

- Why is it important to be able to give and receive feedback?
- In what ways can we make our presentation fun, immersive and memorable for our end users?
- In what ways are we contributing to our communities as Creators?

LESSON 1

Mission Check-In & Final Drawings

MATERIALS: Creator notebooks, team episode boxes, pens/pencils, additional paper for note taking, coloring pencils, any additional challenge materials as needed

TEAM ACTIVITY 1 (10 MIN)

Begin today's lesson by having teams look back at their original problem statement from Unit 1 related to the kind of games/entertainment their friends and family enjoy. They should take a few minutes to discuss in their teams whether their episode would satisfy the needs and wants of their eventual end users.

(In case there's any confusion, students have used a double-layered design thinking process. The first was an application to their side quest episode as a whole and the second was specifically with regard to their challenges. Today, students will be zooming back out to look at the episode as a whole.)

WHOLE GROUP DISCUSSION (10 MIN)

Check in with teams to see if they feel as if they have created an episode that would be enjoyable for their end users. If there is anything missing, today they have a chance to add any last details! Being willing to make revisions and enhancements is essential to developing a growth mindset!

For example, if their end users wanted more multilingual game options, students might write a second version of their storyline and challenge directions so their episode can be enjoyed in any language. If their end users wanted a spooky game experience, they can add some spooky details to their setting or map drawing, or their Story Introduction. If their end users were seeking a game they could play with the whole family, students might add a modification to their game or some story elements that would make it appealing and playable for younger siblings.

Additionally, they will look at their **Team Values & Mission** to make sure they have stayed true to their mission statement. They might consider making adjustments to their encounter, challenge or storyline that better reflects their values, or perhaps they'll choose to revise their mission statement now that they understand the process of creation better.

TEAM ACTIVITY 2 (40 MIN)

Teams will use the rest of class time to complete the following, dividing up roles and responsibilities:

- Make any adjustments to their drawings or writing to meet the needs of their end users.
- Draw their encounter character on a cardboard rectangle, color it, and set it up on a plastic stand.
- Finalize their main character cut-out and set it up on a stand.
- Make any revisions/adjustments as needed to meet their team values and mission statement.
- Write a final description of their setting that includes the details written on their **Creating a Setting** page, as well as any facts about their biome or additional sensory details they would like to add.

LESSON 2

Side Quest Episode Assembly

MATERIALS: Creator Notebooks, team episode boxes, pens/pencils, additional paper for note taking, coloring pencils, any additional challenge materials as needed

WHOLE GROUP DISCUSSION (15 MIN)

Begin with a brief recap of how your program showcase will unfold and the different presentation roles to fill:

1. A student reads their Story Introduction aloud.
2. A student presents the setting and main character drawing (optionally reading their descriptions aloud or allowing the end user to read the descriptions).
3. A student presents the map, their end user makes two map area selections, and a student reads the map outcomes aloud.
4. A student introduces the encounter character and reads the encounter set-up. After their end user makes an encounter choice, the student reads the encounter outcome.
5. A student reads the sentence(s) that introduces the challenge and associated story problem.
6. The end user reads the challenge directions, engages with the challenge, then a student tells them their point score.
7. Finally, a student reads the closing sentence of their episode aloud.

At this point, teams should have most of these elements ready for presentation, with the exception of items #1 and #7. Give students a minute to check that they have completed all of their items, including preparing all of their challenge materials.

Today, students will be assembling the parts of their side quest episode so they can be ready to begin practicing their presentations soon.

Before students begin working in their teams, open the floor for questions about the showcase. Refer to “**Quest Creators Showcase**” (p.86) in this guide for details about how a showcase should unfold.

NOTE: if you have any further questions, don't hesitate to reach out to a ProSolve team member!

TEAM ACTIVITY 1 (20 MIN)

Teams should use this time to divide and conquer, making sure the following items are complete and ready to go for the showcase:

- Main character cut-out
- Main character description (strengths, weaknesses, etc.) written on a blank game card (they can use one of their character stands to present this)
- Setting drawing on box lid

LESSON 2

- Setting description written on cardboard rectangle (they can use one of their character stands to present this)
- Map drawing
- Map outcomes written on game cards
- Encounter story finalized
- Encounter outcomes written on game cards
- Envelopes for encounter outcomes designed/decorated (envelopes should be labeled as A, B, or C to represent the choice and outcome)
- Challenge storyline complete
- Challenge items decorated
- Overall point system is recorded on paper somewhere
- If teams have any remaining physical items in their episode boxes they want to use, they should decide how to use them today

Circulate the room while teams work to make sure everyone is contributing.

TEAM ACTIVITY 2 (15 MIN)

Teams will use the next 15 minutes to revise their Story Introduction scripts and add any details. The first step in the revision process is reading the script aloud. One student on each team should read their script aloud while the rest of the team makes notes about anything they might want to change or any opportunities for enhancements.

Changes or enhancements can include any necessary corrections to grammar/spelling as well as adding any details that will help establish the mood of their overall episode. If there are any special “easter eggs” or clues that refer to the team’s challenge, they can also add those to the script.

WHOLE GROUP REFLECTION (10 MIN)

As you begin to near the end of your QUEST Creators journey, have a discussion about the experience so far. Ask students:

- What has been the most challenging part of your episode creation?
- What was the most fun thing to create?
- What new skills or knowledge have you learned that you could apply to other areas of your life?
- What is your single favorite entertainment experience (this can include books, movies, comics, TV shows, video games, board games, etc.) of all time? What do you like most about it?

LESSON 3

Episode Presentation & Staging

MATERIALS: Creator Notebooks, team episode boxes, pens/pencils, additional paper for note taking, coloring pencils, any additional challenge materials as needed

WHOLE GROUP DISCUSSION (20 MIN)

Today, students will rehearse their Story Introductions and decide on any additional enhancements for their episode presentation that could make them feel more immersive.

It's time for a quick voice acting 101! Explain to students that voice acting - giving their presentations a specific emotion or mood - will contribute to the immersive experience of their episode.

Give teams a few minutes to choose one of the following adjectives to describe the kind of storytelling voice they would like to bring to their Story Introduction. Remind them that this will be their audience/player's first taste of their episode, and it should help establish the overall mood of the episode.

STORYTELLING VOICE STYLES

- **ANIMATED:** lively, energetic, exciting, full of emotions, like a person telling an adventure story to a roomful of people
- **BOOMING:** loud, intimidating, like a giant
- **CROAKY:** low and husky, like a monster or a spooky nonhuman character
- **CRISP:** clear and easy to understand, professional, like a tour guide or a commercial
- **GENTLE:** sweet and soft, like a parent reading their child a bedtime story
- **ROBOTIC:** monotone or disjointed, like a robot/android

TEAM ACTIVITY (15 MIN)

Once one student per team has tried out a voice for one sentence of the introduction, have teams break off to practice reading their script aloud in a voice that matches the tone of their script. They don't have to stick to a specific voice style (although it can help with immersive storytelling), as long as they speak clearly and confidently.

After each student has an opportunity to try reading, teams should nominate one person to read their full introduction script at the Showcase. They can do this by taking a vote or simply by having one person volunteer. We recommend letting teams come to a consensus by themselves, unless no one on the team wants to present, in which case you can chime in and help them choose or offer some words of encouragement.

If there are multiple students on a team eager to perform, remind them that they can opt to rotate out different roles at the Showcase - meaning, one student can read the introduction for their first player, a second student can read the introduction for the second player, switching back and forth.

LESSON 3

WHOLE GROUP DISCUSSION (5 MIN)

Check in to make sure each team has at least one (or more) designated story voice for their Introductions. This student (or students) should begin reading and rehearsing the script. If possible, allow the voice students to find a quiet place to read and practice. Otherwise they can stay in the room, but sit apart from the rest of their team so they don't get distracted.

TEAM ACTIVITY 2 (15 MIN)

While the story introduction students are practicing and getting comfortable with their script, the rest of the students will plan the other aspects of their presentation, including any music or other visual elements they want to add to make their presentation stand out.

Once they have all of their presentation materials and plans ready, teams should divide up roles for the actual presentation. They can choose to have two or three students divide up presentation duties (which include presenting the characters, setting, map, encounter, and challenge) or they can choose to rotate out as new people visit their setting - meaning, one student will present the episode for the first participant, then another student will present for the next participant, etc.

Wrap up the class by inviting the designated story introduction readers from each team to present their introduction for the class, using their best voice acting skills.

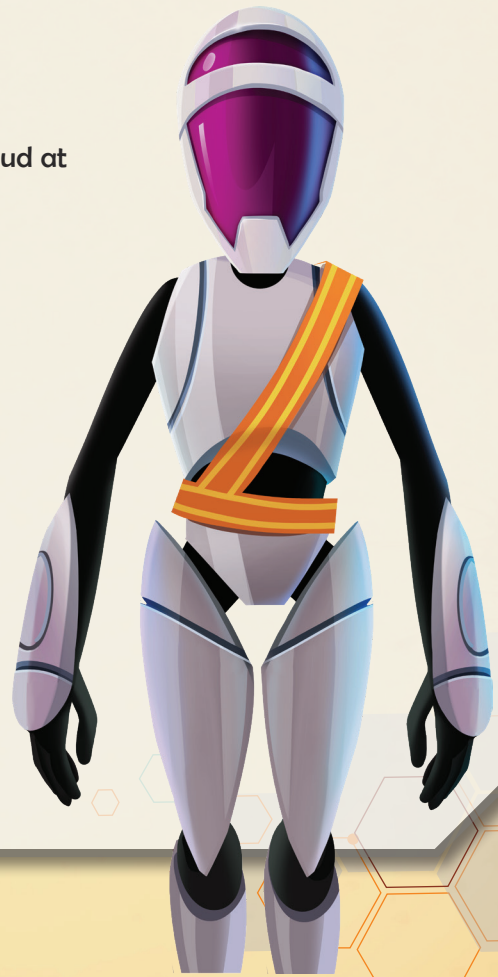
Give each presenter a round of applause and allow time for positive feedback from the rest of the group to follow.

PRESENTATION TIPS

Students should practice reading their introduction script aloud at least three times before the day of the showcase.

Before presenting, have them warm up with the following:

- Take long, deep breaths
- Tap your chest several times, alternating hands
- Shake your head
- Say “brrrrrrr” several times and allow your lips to vibrate (do a lip trill)
- Take a sip of water or a warm drink



LESSON 4

Alternate Endings & Practice Presenting

(60-120 minutes)

MATERIALS: Creator Notebooks, team episode boxes, pens/pencils, additional paper for note taking, coloring pencils, any additional challenge materials as needed

WHOLE GROUP DISCUSSION (10 MIN)

Ask students if they can remember the three main parts of a storyline. If they need a refresher, remind them of the following:

Beginning: we learn about the main character, setting and situation.

Middle: the character encounters a problem or challenge.

End: the character finds a solution (or accepts defeat.)

So far they should have a beginning, which includes their Story Introduction and their main character and setting descriptions, they have a middle, which includes their encounter and challenge. Now, all that remains is a single sentence to provide an ending to the story.

However, since it's possible that their end user will succeed (get a high point score) or fail (get a low or negative point score), they will write two possible endings. The first ending should be a happy ending, for anyone who obtains 5-10 points. The second ending should be an unhappy/neutral/funny ending for anyone who obtains fewer than 5 points.

Remind them that each of these endings should just be one sentence that wraps up the story of their episode (two sentences at the absolute maximum).

To keep consistent with their Story Introduction and Encounter, their endings should be written in the second person and present tense.

TEAM ACTIVITY 1 (10 MIN)

Teams should write a first draft of their story endings on note paper, then check for grammar/spelling. Once they feel as if their endings are as good as they can possibly be, they should write them in their best handwriting onto blank game cards.

One side of the game card should have a symbol or some words to represent whether it's a happy or unhappy ending and the other side will have their story sentence.

LESSON 4

WHOLE GROUP DISCUSSION (5 MIN)

Let students know that today they will begin practicing their presentations by presenting to the rest of the class. As players/participants of other teams' presentations, their job is to pay attention to what they love about the experience, and notice any areas that could use clarification or slight adjustments. After each presentation, every student should fill out a **Peer Feedback Form** (p.53) in their Creator Notebooks.

TEAM ACTIVITY 2 (35 MIN)

Have each team set up their episode presentation. Ideally they will each be able to do this at their own table. Once everyone is ready, set up a rotating system so that members of each team can present while other members visit another team's episode.

Remind students to fill out a Peer Feedback Form for every side quest episode they visit.

NOTE: Depending on your class size and the length of students' presentations, you might need to budget an additional class period for presentations and feedback.

NOTES

LESSON 5

Peer Feedback & Finishing Touches

TEAM ACTIVITY 1 (15 MIN)

Use the first 15 minutes of this lesson to allow teams to finish presenting and interacting with each other's episode presentations, as well as filling out a Peer Feedback Form for each episode they interacted with. If everyone has completed this step, you can jump ahead to the next activity.

TEAM ACTIVITY 2 (20 MIN)

Each team should collect all completed Peer Feedback Forms for their episode and then discuss any suggestions or corrections in their team. Next, they will make any changes as needed. Remind students that they don't need to take every suggestion or piece of advice. However, if more than one student has made the same suggestion they should at least consider it.

If any teams received no suggestions for improvement or corrections, they might choose to add to the details or elements that they received compliments on.

Finally, they can use the rest of the time to complete or polish their episode's physical materials and written instructions and to rehearse reading their presentation scripts!

WHOLE GROUP ACTIVITY (25 MIN)

The following improv activities are designed to help students focus and build confidence in presenting. Choose just one or play them all!

IMPROV COUNTING

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!

FEELINGS CHARADES

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

Assign each team five emotions on pieces of paper (they can be the same emotions for each team).

LESSON 5

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

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

You can use this activity to award house points by giving each team 3 minutes to act out and guess all of the emotions. Any team that guesses all of their emotions correctly within the time gets a house point!

For the purpose of this activity, gibberish is nonsense language. To tell a story in gibberish, voice tone, pitch and intonation is used. There is no one way to speak in gibberish and every person will have their own style (some may prefer just using clicking or beeping sounds or 'blah-blah-blaahs' whereas some will use different letter combinations and sounds for a gibberish effect.

Invite one student to volunteer to be the gibberish storyteller and two more to be their translators. Instruct the storyteller to imagine they're retelling a classic fairytale story (such as Goldilocks & The Three Bears, Cinderella, Little Red Riding Hood, etc.) They will not use real words to tell the story, but they should use the intonation, emotion and physical gestures they would use to tell the story while speaking in nonsense gibberish sounds.

The two translators will listen to the first "sentence" and then begin attempting to simultaneously translate what they think the storyteller is saying. The two translators will switch off, each interpreting one sentence at a time. The storytellers do not need to pause while the translators are speaking.

The key to this activity is not for the translators to correctly guess what the storyteller is saying, but rather for them to interpret creatively, using voice, tone, etc. If everyone is laughing, this game is being played successfully!



LESSON 6

Challenge & What We've Learned

MATERIALS: Creator Notebooks, pens/pencils, team episode boxes, blank paper

TEAM CHALLENGE (20 MIN)

Tell each team to turn to the **Storytelling Word Bank** (p.56) in their Creator Notebooks.

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

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

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

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

WHOLE GROUP REFLECTION (15 MIN)

Congratulate students on all the incredible creative work they've accomplished, all of their successful collaboration and communication, and all the ways they have been champions for one another throughout the process! Take some time to reflect as a whole group on what students have learned throughout the process.

ASK STUDENTS:

- What did we learn from QUEST and QUEST Creators?
- What is a quest? What does that word mean? In what ways have we been on a quest together?
- How and when did we show courage?
- How and when did we show perseverance?
- How and when did we communicate?
- Did we show creativity?
- Did we practice good collaboration?
- Would you ever like to create a game again? Or write a story? Or create characters?
- Would you ever like to play a season of QUEST again?

LESSON 6

Have a brief discussion about how you can make your upcoming showcase the best possible experience for students and participants. Ask students:

- What are some skills you need to make a good presentation?
- How would you communicate to an adult who is visiting your episode presentation?
- How would you communicate to a seven-year-old who is visiting your episode presentation?
- What do you think your audience needs to understand about QUEST or your episode before they experience it (if anything)?
- What are some emotions you want your audience to feel as they hear your episode story and engage with your challenge and encounter? What are some things you can do to help them feel that way?

Tell students that they have one last opportunity to make any final changes or additions to their presentations today.

Each team should nominate one person who will act as the “SAM” for their team’s presentation. This person will greet everyone who comes to visit their presentation. If there is a line of people waiting, the SAM team member will talk to people waiting and let them know anything they need to know before they begin the episode.

TEAM ACTIVITY (15 MIN)

Have students turn to their **Creator Bio** (p.1) in their Notebooks. Each student will re-write their bio on a clean piece of paper or any remaining blank cardboard from their episode box so they can include their bios as part of their episode presentation. Students can choose to draw a small picture of their faces in the upper right corner of their bio pages, or simply re-write the information from their **Creator Bio** page.

Teams will use the remaining 15 minutes for the following:

- Finalize all episode materials
- Double-check written material
- Practice presenting the encounter, challenge and story ending
- Make any changes or enhancements as needed

Congratulate students on all the incredible creative work they’ve accomplished, all of their successful collaboration and communication, and all the ways they have been champions for one another throughout the process!

QUEST CREATOR'S SHOWCASE PLANNING

1. **SET A DATE:** Wrap up the school year, kickoff your summer, or plan around an existing family engagement night.
2. **SECURE A LOCATION:** A unique location, such as a local museum, park, theater or event space can make your event feel extra special. A well-decorated school gym, auditorium, or outdoor space can be just as meaningful! You have a whole class full of artists and designers who can help you decorate your space!
3. **SEND INVITATIONS:** You can find an editable Showcase invitation to send to family and friends in your QUEST Creators portal. We recommend inviting district and school board members, as well as principals and donors to make the most of this incredible PR opportunity for your program.
4. **CHOOSE PRIZES:** If you plan to make your Showcase a competition event (the participant who wins the most points from engaging with students' episodes becomes the Showcase Champion), source a donated gift card or gift basket from families or local businesses as a prize. If you choose a Showcase Champion, you will also need to designate a person with whom participants can check in and share their scores. (This person could be a secondary level student, if available.) You might optionally choose to allow participants to vote for their favorite student episode and award a special prize to that team.
5. **CELEBRATE:** Students will remember this event long after they graduate from your program! Make it fun and celebratory!

ON THE DAY OF THE SHOWCASE

Your Secondary level Creator teams will each need a dedicated space to set up their episode presentations. Ideally each team can have a desk or table with room for the following: episode box display with their setting and 3D characters front and center, somewhere to hang or post their map, space for challenge (either on the desk/table or on the floor in front of it) and space for additional episode presentation materials, including map and encounter outcome envelopes and challenge direction scrolls.

Begin the event with a short introduction to let participants know about all the creative, collaborative and problem-solving work students have accomplished through QUEST and QUEST Creators and to help them understand the general idea behind student-designed episodes.

Teams will read their Story Introductions and present their characters, setting, encounter and challenge for Showcase participants one by one. If you choose to make your Showcase a competitive event, one person will need to be available to record each participant's overall point scores from all of the episodes. Participants will be responsible for reporting their overall score to this person. At the end of the Showcase, award a special prize to the overall Showcase Champion with the highest point score.

Wrap up your event by congratulating students and awarding prizes to the winning QUEST team and/or exceptional QUEST Creators teams.

TEAM CHALLENGES ANSWER KEY

UNIT 1: CHARACTER DETECTIVES

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

UNIT 2: SETTING DETAILS & MOOD

Gloomy: Rain pouring

Cheerful: Lively music

Hopeful: Rainbow on the horizon

Spooky: Bats flying

Mysterious: Whispered voices

Funny: A starfish in a top hat

UNIT 3: STORY PUZZLES

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

UNIT 4: DESCRIBING & DRAWING CHALLENGE

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

UNIT 5: VOCABULARY HOT SEAT

Keep a tally of how many questions each team asks until they guess the word written behind them correctly. If students are struggling, you can give hints and count the hints as questions.

The team who guessed their word with the least number of questions wins a house point!

UNIT 6: STORYTELLING CHALLENGE

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

ADDITIONAL GAMES & ACTIVITIES

If you have extra time at the end of a lesson or want to give your students additional writing, art and game practice, choose from the menu of games and activities below. You can also use these as fast finisher activities for your QUEST gameplay.

RIDDLE WRITERS (15 MIN)

EXPLAIN: A riddle is a type of challenge that requires the reader or listener to guess who or what the person telling the riddle is describing, using the details given as clues. The Character Detectives Team Challenge from Unit 1 was a series of riddles. Invite a student to go back and read one of the riddles aloud for the rest of the class.

Ask if anyone knows the famous riddle of the Sphinx. According to Greek mythology, the Sphinx asked a riddle to all travelers in order to let them pass through the city gates. Anyone who struggled to figure out the answer was eaten by the monster.

THIS IS THE RIDDLE SHE ASKED:

*Which creature has one voice, but has four feet in the morning,
two feet in the afternoon, and three feet at night?*

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

Each team will invent one riddle. They can choose either an animal or an object in the classroom. If time allows, they can even do one of each!

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

Choose the answer to your riddle. This is your animal or object.

Write down a few facts and/or a description of your animal or object. (Use your five senses to help you describe it!)

Use “I am...” or “I have...” or “we are...” statements to write your riddle. Include at least three important details about your character to help someone guess who or what they are.

Come up with a hint – an additional detail – that could help someone guess the answer.

DISGUSTING DIRECTIONS (15 MIN)

This activity gives students an opportunity to work 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 six 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 pungent pond water? Whatever it is, include all of the sensory details! Have each team share their disgusting sandwich recipe and award a house point to the most disgusting one.

ADDITIONAL GAMES & ACTIVITIES

CRYSTAL CLEAR COMMUNICATION (20-30 MIN)

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

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

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

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

DRAWING PHRASES:

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

COLLABORATIVE CHARACTER PORTRAITS (10 MIN)

Each team will need one large sheet of paper or chart paper and pencils for this collaborative drawing activity. Set a timer for 6 minutes for students to complete their character drawings in their teams. This is intended to be a fast-paced activity!

- The first student on each team will draw the outline of a character's face and neck. This character can be a human, an animal, a monster - whatever they want! However, once the first student has drawn their outline, they don't have any say in how their teammates will fill out the rest of the details for the character.
- The second student in each team will be responsible for adding the eyes.
- The third will draw the nose and mouth.
- The fourth will add hair (or antlers/ fur/ antennae as appropriate).
- And the fifth will give your character a name and a thought or speech bubble.
- Have each team present their characters to the rest of the class!

ADDITIONAL GAMES & ACTIVITIES

GEOMETRICS (5 MIN)

Challenge each team to design a character using only geometric shapes (triangles, squares, circles, rectangles, etc.) Set a timer for 3 minutes while each team draws their character.

When everyone has finished, invite each team to share their riddle aloud and have the rest of the class guess the answer. You can choose to give house points for clever riddles and/or presentation style.

CLASSIC GAMES

BATTLESHIP

These games will give your students additional opportunities to analyze game mechanics as they approach designing a challenge.

To play Battleship, students will take turns trying to guess the locations of their pair partner's ships on a grid. Each student will need a piece of blank or grid paper, a pencil and something to help them draw straight lines for their grids (if using blank paper.)

To begin, each player draws two 10 x 10 grids, labeled along the sides with letters and numbers. On the left-hand grid the player draws rectangles representing their fleet of ships:

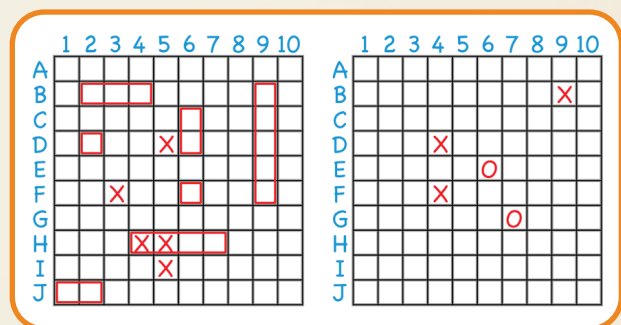
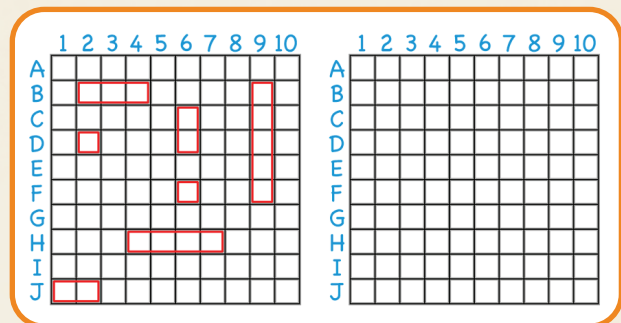
Each player's fleet consists of the following ships:

- 1 x Aircraft carrier - 5 squares
- 1 x Battleship - 4 squares
- 1 x Cruiser - 3 squares
- 2 x Destroyers - 2 squares each
- 2 x Submarines - 1 square each

Each ship occupies a number of squares on the grid that connect either horizontally or vertically (across or down, not diagonally.)

During the game players take turns making a shot at the opponent, by calling out the coordinates of a square (eg D5). The opponent responds with "hit" if it hits a ship or "miss" if it misses. If the player has hit the last remaining square of a ship the opponent must announce the name of the ship; eg "You sunk my battleship." Each player should record their opponent's shots on the left-hand grid, and their shots on the right-hand grid as "X" for a hit and "O" for a miss:

The first player to lose all their ships loses the game.



ADDITIONAL GAMES & ACTIVITIES

PICTIONARY

This is a version of the classic drawing game, Pictionary. Each team should nominate one person to draw. They will need blank paper and pencil for the activity.

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

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 7 minutes for students to complete the challenge. Circulate the room as they play to make sure teams are playing by the rules. Each team gets one point per word guessed correctly. The team with the most points at the end gets a house point.

CATEGORIES

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

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

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

(continued...)

ADDITIONAL GAMES & ACTIVITIES

Letter	Colors	Animals/Insets	Things you carry in a backpack	Things that would help you survive
A	Aqua, apricot	Ant, antelope, alpaca	Apple, Android	Apple, Applesauce, AA batteries
R	Red, rust	Rat, red squirrel	Rice Krispies treats	Rice

One student on each team should replicate the top row of the above table on a piece of blank or notepaper.

Tell students that you'll be giving them a letter of the alphabet and they will have 2 minutes, working in their teams, to write as many words as they can that begin with that letter in each category. (If this proves too challenging, give teams 3 minutes to write.)

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

SURVIVAL ISLAND

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

Read aloud this introduction to the challenge:

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

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

Before they begin, make sure that students understand all of the options.

REMEMBER: they can only choose four items from this list!

- A bag of fruit and vegetable seeds (4 points)
- Fishing net (5 points)
- Sunblock (3 points)
- 100 ft rope (3 points)
- Waterproof bed sheet (3 points)
- A large, strong bucket (2 points)
- A bag of chips (1 point)
- Matches (2 points)
- Tent (1 point)
- Compass (3 points)
- Mirror (2 points)
- Hammock (1 point)

Have teams share their chosen items aloud and award points accordingly.