

QUEST

CREATORS



WORKBOOK TITLE

Facilitator Guide

A

ACCESS
LEVEL

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- Team Challenge Answer Key
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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 a 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 vital SEL and ELA (including writing, speaking, and listening) skills.

The QUEST Creators program is designed to expand upon the 4 Cs - critical thinking, communication, collaboration, and creativity - that are at the heart of all things QUEST. 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. 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. Simple games (including classics such as Pictionary and Battleship) are interspersed throughout the first four units to give your Access learners opportunities to practice and analyze gameplay before they approach designing challenges in unit 5. If you have any classic board or card games on hand (such as Scrabble, Connect Four, playing cards, or Monopoly) we recommend inserting those to either replace or supplement the games listed in the guide. In the final unit, students will mostly work 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 and 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, an 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.88) 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
Week 35 - QUEST Gameplay		
Play QUEST Episode 7	Part 2 (+ Extra time for finishing/catching up) + Optional Modules	90 min
Week 36 - QUEST Gameplay + QUEST Connect		
Play QUEST Episode 7	Part 2 (+ Extra time for finishing/catching up) + Optional Modules	90 min
Week 37 - QUEST Connect		
QUEST Connect	Optional Modules	90 min
Week 38 - QUEST Creators		
QUEST Creators Showcase Prep & Additional Activities	QUEST Creators Additional Activities & Showcase Prep	90 min
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: “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 a favorite story you’ve read or seen recently from a book, movie, or TV show? 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 1 (10 MIN)

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

TEAM ACTIVITY 2 (10 MIN)

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 & Practice Brainstorming

MATERIALS: Creator Notebooks, Pens/pencils, board/chart paper

WHOLE GROUP DISCUSSION (20 MIN)



TURN & TALK: “What does brainstorming mean?”

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

- No ideas will be judged as “bad” or “weird” or “too silly” or “not good enough”.
- 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 this brainstorming activity 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 first brainstorming session:

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 practice, 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, etc.



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 (15 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 (10 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 requires 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 remain motivated throughout the process.

ASK STUDENTS:

- 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?
- What kind of games do you like to play? (E.g. sports, board games, phone app games, video games, etc.)



NOTES

LESSON 4

Writing a Team Mission Statement

MATERIALS: Creator Notebooks, Pens/pencils, board/chart paper

WHOLE GROUP DISCUSSION (15 MIN)

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 1 (25MIN)

Have students turn to **Core Values & Mission Statement** (p.16) in their Creator Notebooks.



TURN & TALK: “What are values?”

Core values are the main beliefs or ideas that a person or organization operates from. They guide our actions and choices.

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.

LESSON 4

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.

WHOLE GROUP DISCUSSION (10 MIN)

Ask the following questions:

- Why do you think companies, teams, and even individuals create mission statements? What is their purpose?
- How do you think your team mission statement could impact the work you do together as creators?

TEAM GAME #1: SPEED DRAWING

Wrap up today's lesson with a teambuilding game. Select one team to be the observers for this game. The members of that team will fan out and watch as the other teams play.

Encourage them to write down notes on anything they notice about the game players, including: their emotions, their level of focus/concentration, anything that makes them laugh, anything that engages them, and anything that seems to make them frustrated or disengaged. They will record their notes in **Game Observations** (p.13) in their individual Notebooks.

Throughout the next few units, each team will have the opportunity to be game observers. In Unit 5 you will gather all of their observations together to discuss game creation before they design their team challenges. Let students know that being observant is an essential skill for a game designer.

Today's game 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.

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.

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)

Today teams will begin thinking about and writing down their big picture ideas for their side quest episodes. Begin with a brief refresher discussion about side quests. Ask students:

- Who remembers what a side quest means? (A side quest is like a hidden level of the game, or an adventure that branches off from the main storyline.)
- What do we know about the storyline of QUEST so far?
- What are some adjectives you would use to describe the story and characters of QUEST? (For example: funny, exciting, mysterious, scary, etc.)
- What happens in the Encounter Phase of an episode?
- What happens during the Challenge Phase?

Remind students that their side quest episodes will include: a storyline, characters, a setting, an encounter, and a challenge. Today they have an opportunity to share and discuss their big ideas for what they would like their side quest episodes to look like.

TEAM ACTIVITY 1 (20 MIN)

Have students turn to the **Mind Map** (p.17) in their Creator Notebooks. Each team should nominate or vote on one person to write down their ideas for this activity.

The nominated scribe on each team should write the words “Side Quest Episode” in the large center square of their mind map. Next, they will write “Storyline + Encounter” in the box to the right of the large square, “Characters” in the box above the large square, “Challenge” in the box to the left of the large square, and “Setting & World” in the box below the large square.

The boxes they have filled in represent the main elements of their side quest episode. They should use the next 10-15 minutes to brainstorm in their teams and fill in the smaller boxes that branch off the main boxes with their ideas and goals around their side quests. For example, in the boxes branching off of “Storyline & Encounter” they might write some adjectives or ideas to describe the kind of storyline and/or encounter they hope to create (e.g. adventurous, mysterious, surprise ending, etc.)

Each team should write at least two ideas per category, but they do not need to fill in every box on the mind map. The purpose of this activity is for students to experience their first team creative brainstorming session. Circulate the room while students begin discussing their ideas to help them stay on track. If students seem challenged by this activity, it’s likely that they are overthinking it.

LESSON 5

Encourage them to write down any idea that comes to mind. If they want a character similar to Baby Yoda, they can write “Baby Yoda” in one of their character boxes. Anything goes in a creative brainstorming session!

You can also remind students of the ground rules for brainstorming:

- Every idea is a good idea.
- 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.

When everyone is finished, invite teams to volunteer to share their Mind Maps with the rest of the class.

TEAM ACTIVITY 2 (25 MIN)

It’s time for teams to take the first step in designing the materials for their team’s side quest episode! Today they 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 QUEST 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 every student 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 CHALLENGE (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.

INDIVIDUAL JOURNALING (10 MIN)

Have students turn to the **Journal Prompts** (p.54-55) in their Creator Notebooks.

Give students 3-5 minutes to write. Encourage them to keep writing while the timer is going 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 be required to share their journal responses.



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

WHOLE GROUP REFLECTION (10 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 the main character is 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 is the setting (where the story takes place) in QUEST? How would you describe this place?

Let students know that in the next unit they will be creating more characters 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.

LESSON 6

TEAM GAME #2: CATEGORIES

Assign a new team to be the observers for this game. The members of that team will fan out and watch as the other teams play.

Encourage them to write down notes on anything they notice about the game players, including: their emotions, their level of focus/concentration, anything that makes them laugh, anything that engages them, and anything that seems to make them frustrated or disengaged. They will record their notes in **Game Observations** (p.13) in their individual Notebooks.

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

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!

Unit 2: Creating Characters

● Unit Objective

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

● Essential Questions

- What makes an interesting or compelling main character for a game?
- In what ways are a main character and a secondary character different?
- How can we incorporate everyone's ideas to write and create collaboratively?

LESSON 1

Getting Started: User Experience & Design

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

WHOLE GROUP DISCUSSION (10 MIN)

In this unit students will approach character creation through writing, thinking, and drawing creatively. However, there is another aspect to designing an episode that requires a different kind of creative thinking. Tell students that today they will be learning about a process called user experience design. User experience design is the process that design teams use to create products and games that provide meaningful and enjoyable experiences to users/audiences.

By thinking about how to provide creative solutions, students can begin to approach their side quest episodes as more than just fun creative projects. They're creating a meaningful experience that their friends, family, and community members can enjoy and remember for years to come!

Explain that the term "user" or "end user" is used in game design to describe any person that will play or interact with a final product.



Turn & Talk: "Who do you think the end user for your side quest episode might be?"

Invite students to share their ideas. Explain that their end user is anyone who visits their episode presentation at the QUEST Creators Showcase. This includes parents, younger siblings, other family members, educators, etc. They should keep their end user in mind as they proceed with designing their episode.

TEAM ACTIVITY (40 MIN)

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.

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.)



LESSON 1

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.

WHOLE GROUP REFLECTION (10 MIN)

Have a debrief about the process of designing solutions for specific people or to solve specific problems. Ask students:

- What did you learn from designing a present for SAM?
- Was it easier or more challenging to design the sleep gadget? Why do you think that is?
- Who can share a definition for the term “end user”?
- Who are the “end users” for your episode?
- Why might it be a good idea to think about your end user at the beginning of the process of designing or creating something? Share any ideas!

LESSON 2

Understanding & Describing QUEST Characters

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

WHOLE GROUP DISCUSSION (10 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 a favorite character that you remember from a book, movie, video game, 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.)

WHOLE GROUP ACTIVITY (15 MIN)

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 (30 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.

LESSON 2

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 with their team.

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 (5 MIN)

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

- Can you think of any fictional characters from books or movies that are good role models?
- Can you think of any fictional characters who you would not want to be like?
- Understanding the strengths, weaknesses, and thought processes of fictional characters can help us better understand and empathize with the people around us.
- Have you ever related to a character in a book or movie?
- What did you have in common with that character?

NOTES



LESSON 3

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 ACTIVITY (30 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.



LESSON 3

WHOLE GROUP REFLECTION (15 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?

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 remember about the characters in the encounters? Were they funny/scary/mysterious/confusing?



NOTES

LESSON 4

Main Characters & Secondary Characters

MATERIALS: Creator Notebooks, pens/pencils, blank paper for sketching, coloring pencils

WHOLE GROUP DISCUSSION (15 MIN)

Ask students to guess the difference between main characters (or heroes) 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 even has similar traits to the writer, director, or game designer who created them.

When it comes to creating secondary (or side/supporting) characters, writers and creators usually make bigger and bolder choices with the characters' physical and 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.

Ask students to think about some secondary characters they can remember from books, movies, or TV shows. What makes these characters memorable? Suggest some franchises that most students would know (e.g. *Harry Potter*, *Diary of a Wimpy Kid*, *Finding Nemo*, *Toy Story*, *The Incredibles*, etc.) to help prompt the discussion.

Explain that during the Encounter Phase of QUEST, the main characters meet 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.

TEAM ACTIVITY 1 (20 MIN)

Teams will engage in a freestyle collaborative character drawing activity. Their mission as a team is to collaboratively create a monster creature. This means one person might sketch the outline, another adds facial features, another adds clothes or accessories, etc.

They will sketch their monster creature first on blank paper and then copy it onto the third **Character Sheet** (p.10) in their Creator Notebooks. This creature can be scary, funny, gross, or all three, but it shouldn't look exactly like a human being or any specific animal. Each team's monster must have a name and at least two strengths and one weakness.

When all teams have completed their monster drawings and Character Sheet details, invite them to present their monster to the rest of the class.

LESSON 4

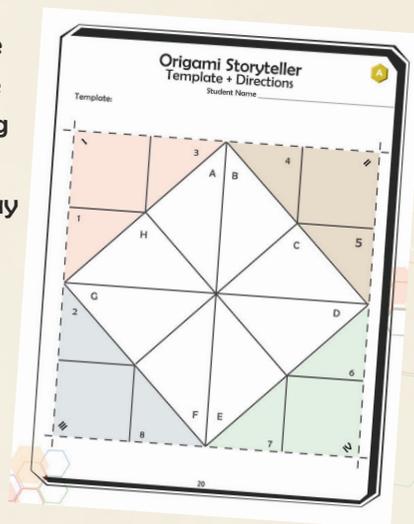
TEAM GAME #3: ORIGAMI STORYTELLER

For today's team game, all teams should participate in Part 1. Choose one team to be the observers for Part 2 only.

PART 1: Have students turn to the **Origami Storyteller Template** (p.20-22) in their Creator Notebooks. Each team will need just one template for this activity. (Students can choose to use the remaining templates later on if there is extra time at the end of a lesson.) Just as they make choices with different outcomes in an encounter, today they will create a "story" with different outcomes by writing in the triangles on their template and folding along the dotted lines.

1. Draw four characters, one on each of the four outer rectangles (I,II,III,IV).
2. Draw eight "magical objects" - e.g. magic wand, treasure chest, crystal ball, genie's lamp, etc. - one on each of the eight triangles (numbered 1-8).
3. Write eight story outcomes on the inner triangles (A-H). Story outcomes can be as straightforward or as silly as students like. Examples of story outcomes:
 - You transform into a frog and hop away into the pond.
 - You discover a pile of money and are rich for the rest of your life.
 - You meet a prince/princess and live happily ever after in a castle.
 - You fall asleep for 100 years.
 - You join a band of pirates.
4. Cut out the completed template from the page and then fold according to the instructions on **Origami Storyteller Folding Instructions**.

PART 2: The observer team should fan out and observe as students on each team interact with other students' storytellers. As always, they should take note of anything that other students seem to like, laugh at, dislike, etc. They will record their notes in **Game Observations** (p.13) in their individual Notebooks.



LESSON 5

Team Encounter Characters

MATERIALS: Creator Notebooks, pens/pencils, blank paper for sketching, coloring pencils, cardboard rectangles from team episode boxes

WHOLE GROUP DISCUSSION (10 MIN)

Have a brief refresher discussion about secondary characters. Ask students:

- How are secondary characters different from main characters?
- Who is your favorite secondary character from a book or a movie?
- Describe a secondary character we've met in an encounter in QUEST.

In books, movies, and games, we usually learn less about secondary characters. They serve a specific purpose related to the storyline or the mood, but we may not necessarily know all about their lives and personalities. Similarly, in QUEST we usually only learn just enough about the encounter characters to understand their role in the encounter. Sometimes it's important that the encounter character is slightly mysterious. That way, as players we must decide if we trust them or not.

Today students will work in their teams to choose their episode's secondary character. This will be the character their main character meets in the Encounter Phase.

TEAM ACTIVITY (30 MIN)

Remind students that their team's secondary character can be any one of the characters they created in Units 1 and 2. This includes their Manga characters and their team monster character, as well as any of the other characters based on themselves. Remind students that a secondary character usually has more exaggerated traits. They can be funny, scary, silly, etc.

As a team they will choose their character, make any changes or enhancements as needed (which might include combining elements from two different characters), then draw and color a final version of their secondary character on a cardboard rectangle from their Team Episode Box. Make sure teams divide up the labor to draw, color, and then cut out their character.

Once all teams have finished, invite them to present their secondary/encounter character to the rest of the class.

LESSON 5

TEAM BONUS CHALLENGE (20 MIN)

Today's bonus 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 chose.

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!

LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Set of cut-out Character Trait & Action Cards (one per team), Creator Notebooks, pens/pencils, blank paper for sketching, coloring pencils, cardboard rectangles from team episode boxes

TEAM CHALLENGE (10 MIN)

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

It's time for students to use what they know about Character Traits to win points for their team!

Each team will need one set of cut out **Character Trait & Action** (p.24) cards from their Creator Notebooks.

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

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

TEAM ACTIVITY (30 MIN)

It's time for teams to select their main character! This character will be their player/end user's avatar (stand in) 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: "Which character from a book, movie, or story of any kind do you relate to the most? Describe this character and share what you have in common with them. If you can't think of a character you have anything in common with, describe a character (or characters) you would like to be more like."



Unit 3: Worldbuilding & Creating Settings

● Unit Objective

Students will understand the connection between setting and mood, then craft settings and story worlds for their side quest episode.

● Essential Questions

- What makes a setting interesting or exciting?
- How can we use details and descriptions to create a mood?
- How can we combine the elements of our side quest to create an immersive experience for our audience/end users?



LESSON 1

Settings & Mood

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

WHOLE GROUP DISCUSSION (10 MIN)

Begin by inviting students to share a definition for the word “setting.” Remind students that the setting is where a story takes place. The setting in *QUEST*, for example, is Sarabella Falls.

As part of their side quest episode, teams will be creating their own unique settings. Ask students to share the settings of some of their favorite stories from books, movies, video games, etc.

Ask if anyone can share a definition of the word “mood” in the context of a story.

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

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

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

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.

LESSON 1

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.

TEAM ACTIVITY (25 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?

LESSON 2

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 2

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 3

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 the 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 accomplish/win.

LESSON 3

The setting they choose today 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.

Here are some examples of story moods:

Spooky, Chaotic/Random, Mysterious, Funny, Silly, Joyful, Hopeful

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!

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.

LESSON 4

Expanding Your Story World

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

WHOLE GROUP DISCUSSION (20 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 as well.

Once you have a board/piece of chart paper filled with emotions, 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 today teams will be further building upon the story worlds they have already begun to create.

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 its geography, 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* franchise, *Toy Story*, *Pokemon*, *Animal Crossing*, etc.)

WHOLE GROUP ACTIVITY (15 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.

LESSON 4

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 creative as possible with your answers!

TEAM ACTIVITY (25 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 setting and biome to help guide their brainstorming.

If students are having difficulty 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.

Students will have time to add more details to their worldbuilding before they present their worlds to the rest of the class in the next lesson.

LESSON 5

Setting the Scene for Gameplay

MATERIALS: Creator Notebooks, pens/pencils, blank team episode box lids

WHOLE GROUP DISCUSSION (15 MIN)

Ask students to share a definition of worldbuilding. What are some things you should consider when building a world for a story or a game?

Give teams a few minutes to finalize their worldbuilding planning before they present to the rest of the class. Each team should nominate one person to present their story world aloud. Students on other teams should listen attentively during the presentation. After each presentation, open the floor for questions and positive feedback (compliments).

TEAM ACTIVITY (25 MIN)

Now that students know their story worlds, mood, values, and main characters, it's time to design their episode box!

Teams should begin with a brief brainstorming session to decide on their style. They will leave the space for their episode title blank for now.

Remind students to consider the following as they approach their box design:

- Side quest mood
- Story world elements
- Any colors, patterns, symbols, or images on their Team Banner

If devices are available, give students time to research box designs of popular board games for inspiration. They can also use QUEST episode boxes as inspiration.

NOTE: Teams should leave the interior of their episode box blank. Today they will decorate the outside only.

Invite teams to present their decorated episode boxes to the rest of the class!

TEAM GAME #4: SETTING DETECTIVES

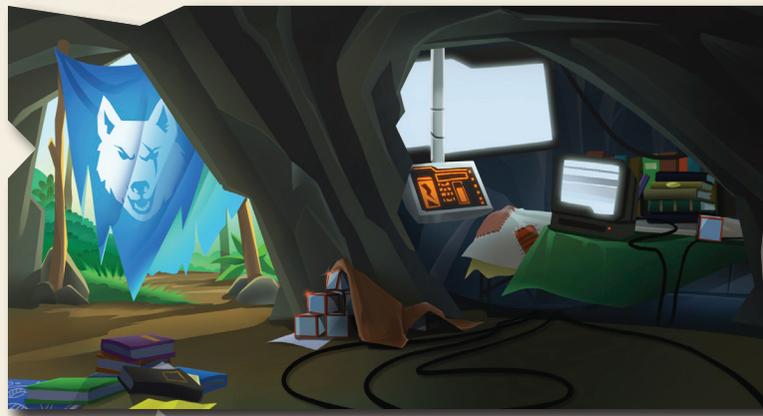
Choose a new team to be the observers for this activity. Students from the observer team should each move to sit with a different team. They will not participate in the game, but they will observe anything that is fun, easy, difficult, or frustrating for the students on the team they're sitting with. They will record their notes in Game Observations (p.13) in their individual Notebooks.

The rest of the 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.

LESSON 5

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 steam and spices seep out into the night air.



LESSON 6

Challenge, Reflection & Journaling

MATERIALS: Creator Notebooks, pens/pencils, blank or grid paper for gameplay

PREP: pre-cut Setting Details Cards

TEAM CHALLENGE (10 MIN)

Distribute one set of **Setting Details Cards** (p.32-34) from the Creator Notebook per team. For this challenge, teams 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.

INDIVIDUAL JOURNALING (10 MIN)

Have students turn to the **Journal Prompts** (p.54-55) 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?

WHOLE GROUP REFLECTION (10 MIN)

Have a brief discussion about the purpose and value of worldbuilding as a 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 character descriptions?
- Is there anything in your story world that could provide a learning experience for your audience/end users? (For example, facts about your biome, information about nature or government styles, ideas about positive behaviors, etc.)

LESSON 6

TEAM GAME #5: BATTLESHIP

Choose a new observer team for today's game. This game needs to be played in pairs. If there is an uneven number of students on each team you can pair students with a student from another team. Each observer student should sit with a pair of player students. They will record their notes in **Game Observations** (p.13) in their individual Notebooks.

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:

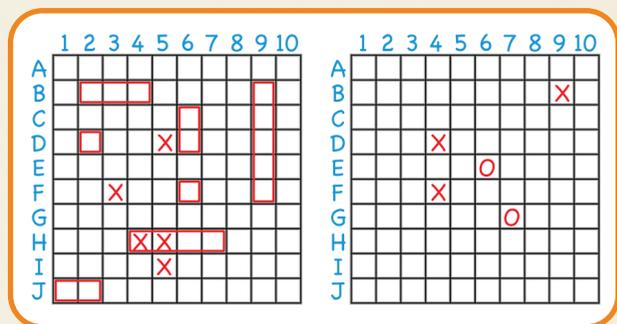
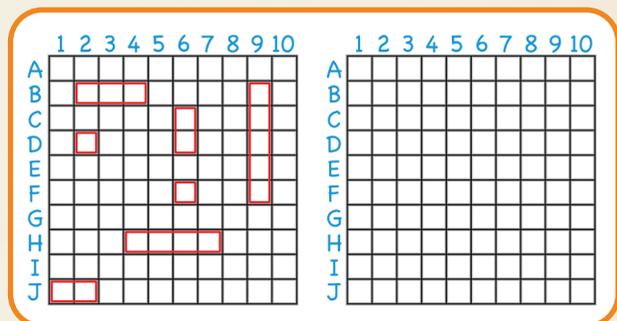
Each player's fleet consists of the following ships:

- 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.



Unit 4: 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

Story Structure

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

WHOLE GROUP DISCUSSION (10 MIN)

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.

ASK STUDENTS:

- 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.

WHOLE GROUP ACTIVITY (15 MIN)

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

Discuss as a whole group to answer these questions about the video.

- 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.)

LESSON 1

TEAM ACTIVITY 2 (25 MIN)

Today's activity will give students an opportunity to practice collaboratively developing a story with a beginning, middle, and end.

Have teams turn to **Three-Panel Comic** (p.40) in their Creator Notebooks. Each team will collaboratively write and draw one comic story.

Give students a minute 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 from 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 by 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 scene, 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 1

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 have 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 dollar bill was fake money from a board game.) The next student will add a “Fortunately” statement, the next an “Unfortunately” statement, and so on. (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!

NOTES

LESSON 2

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 hero, such as “a teenage detective” or “a zany scientist”.
2. **YOUR MAIN CHARACTER’S GOAL:** A solid premise will also include a simple explanation of what your main character wants or needs.
3. **THE SITUATION OR OBSTACLE:** What problem or extraordinary situation does your hero 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*).

Today students will write a story premise and choose a theme for their side quest episodes. Themes in stories and games 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.

TEAM ACTIVITY 1 (25 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 Units 2 and 3. Once teams have defined their main character’s goal they should decide how their character comes to be in the setting they created. They will also write about the general situation their character will be confronted with. To do this, they will need to have a quick creative brainstorm. Remind students that the first step is to say and write down as many ideas as possible and then they can narrow down their choices.

Students should write their ideas on and choose a theme from **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.

Circulate the room while students work to help them develop and expand upon their ideas.

LESSON 2

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.

WHOLE GROUP DISCUSSION (20 MIN)

Remind students that their story premise establishes the main elements and situation for their side quest's overall storyline, but it's not the whole story. Ask if anyone remembers the three main elements of story structure that you discussed in the previous lesson.

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.)

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

After you have watched the video, have a brief discussion as a whole class to recap the elements of a good storyline.

Let students know that in the next couple of lessons they will be writing their side quest encounters, which happen in the middle of the story.

LESSON 3

Side Quest Encounters

MATERIALS: Creator Notebooks, pens/pencils, board/chart paper

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.

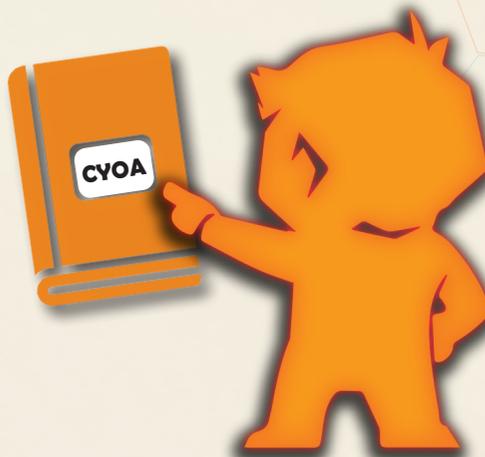
You might choose to sketch a simple tree with three branches growing in opposite directions on the board/chart paper to illustrate the story structure. Write “Option A” above one branch, “Option B” above another and “Option C” above the third, and “Story Choice” next to the trunk.

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 3

TEAM ACTIVITY 1 (10 MIN)

Break students out into their teams for a brief discussion about encounters. Each team should come up with one or two 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.

TEAM ACTIVITY 2 (20 MIN)

Have students turn to **Crafting an Encounter** (p.37) in their Creator Notebooks. Today they will come up with 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. They should consider the side quest mood they wrote down on their **Side Quest Development** (p.31) to help them brainstorm.

Each encounter should involve their main character meeting their secondary character and then the secondary character forcing the main character to make a choice between two options. One option will have a positive outcome and the other a negative outcome. If time remains, they can begin brainstorming encounter outcomes A and B. They will finalize these outcomes in the next lesson.

WHOLE GROUP REFLECTION (15 MIN)

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. 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 4

Encounter Outcomes

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

WHOLE GROUP DISCUSSION (15 MIN)

Before students proceed with scripting their encounters, have a brief discussion about how encounters can serve as tests that reward specific values and behaviors (through tokens, badges, etc.). For example, some of the encounters in QUEST reward showing courage, while others reward curiosity. Briefly recap the encounters students have done so far to see if you can identify a value or behavior for each one.

In most cases, encounters reward positive 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. When students create their encounter outcomes A and B today it's an opportunity for them to consider a specific value that is important to them as a team.

TEAM ACTIVITY (30 MIN)

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

Encourage students to brainstorm their ideas 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").

FOR EXAMPLE:

- You arrive at a clearing in the forest and see a strange creature with huge, glowing eyes. The creature steps forward and tells you that if you want to pass his shelter you must pay him \$30.
- **Do you...**
 - A. Pay the \$30.
 - **Outcome:** Congratulations on being truthful - you did the right thing! You win 2 points
 - B. Tell the creature to look out because there's a wolf running behind him, ready to attack. When he turns around you make a run for it.
 - **Outcome:** Uh-oh, you lied and the creature is mad. Now he demands \$50 to pass. You lose 2 points.

LESSON 4

A positive encounter outcome should award the player 2 points and a negative outcome should deduct 2 points (or give the player 2 negative points).

NOTE: Eventually students will write their encounter on the blank game cards from their episode box and enclose the outcomes in two different envelopes, marked A and B. 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 with 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 practiced or learned while 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 players/audience could gain from playing your side quest episode (based on what you've created so far)?

NOTES



LESSON 5

Story Introduction

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

WHOLE GROUP DISCUSSION (20 MIN)

Congratulate students on how far they've come in developing their episodes! Today they will write the introduction for their story.



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 disappeared, and that students need to figure out what's going on. In addition to delivering information, the video also sets the mood of mystery.

Students will flesh out the main ideas they wrote in their story premise and turn it into a script that they will later read aloud and record their voices for. They will play this voice recording at their showcase presentation.

Before students write their Story Introduction scripts today, let them know that first they will be watching an interview with the creators of QUEST to hear about how they developed the story for QUEST, season after season.

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

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

- 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 1 (25 MIN)

Have students turn to **Story Introduction** (p.39) in their Creator Notebooks. They will also need some lined or blank paper to brainstorm and plan.

As they assemble and brainstorm around the main elements of their story introduction, they should keep in mind the mood or theme they chose for their side quest episode and let that guide their ideas. The Story Introduction script expands upon the details they wrote for their Story Premise, turning it into a narrative instead of just an idea.

Because they will later record their story introductions, let students know that they should keep it fairly short, so that it can be read aloud in thirty seconds or less.

LESSON 5

Remind students that the key to successful creative brainstorming is writing down every idea - no matter how “bad” or “good” it seems - and trying to build off of each one to see where the idea takes you.

In the remaining time, teams will write a first draft of their Story Introduction script. Share the following tips for writing their introductions:

- Write in the second person (using the pronoun “you”).
- Write in the present tense.
- Use sensory details (sights, sounds, smells, tastes, sensations) to create an immersive atmosphere.
- Keep it short enough to read aloud in 30 seconds.

Invite teams to present their Story Introduction. Each team should nominate one person to read theirs 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 GAME #6: LEADING & LISTENING

Choose a new observer team to observe today’s game. Each member of the observer team should sit at a table with a different team and take notes on anything they observe. They will record their notes in **Game Observations** (p.13) in their individual Notebooks.

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 they felt their teammates listened to them attentively. Finally, ask students why they think leading and listening might be important aspects of teamwork.

LESSON 6

Challenge, Reflection & Journaling

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

TEAM CHALLENGE (15 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 (10 MIN)

Congratulate students on being halfway 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.

Ask students if anyone has heard the term “magic circle” applied to gameplay. 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 (10 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.

(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.)

LESSON 6

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.54-55) in their Creator Notebooks.

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



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

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.

TEAM ACTIVITY (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 game thinking to design a challenge for their side quest episode.

● Essential Questions

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

LESSON 1

Becoming Game Designers

MATERIALS: Creator Notebooks, pens/pencils, board/chart paper

WHOLE GROUP DISCUSSION (15 MIN)

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

- Does anyone remember what “user experience design” means? (User experience design is an approach to designing games and products that puts the emphasis on the end user, or the person who will ultimately use or play with the product.)
- How did you use a user experience design approach to design a gift for SAM?
- Does anyone remember what the “magic circle” of gameplay means? (The magic circle is used to describe anything that happens within the boundaries of a game. You can imagine that an invisible chalk circle has been drawn around you when you begin playing any game. When you finish the game, you step out of the magic circle and the rules of the game no longer apply.)

In the next few lessons, students will design the challenges for their side quest episodes. Because challenges have rules and point values, we can think of challenges as games. As students begin to define what happens within the magic circle of their challenge game, they will keep their users/audience/players in mind. Remind students that their users/audience/players are anyone who visits their episode presentation at their QUEST Creators Showcase.

WHOLE GROUP ACTIVITY 1 (15 MIN)

Before students begin creating their own challenges, you will recap each of the challenges they have completed so far in QUEST. By this point, students should have completed at least five QUEST challenges.

Write down key words on the board or chart paper to represent students’ ideas as you discuss.

As a whole group, 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?

LESSON 1

TEAM ACTIVITY 1 (10 MIN)

Have students turn to their **Game Observations** (p.13.) in their Creator Notebooks. In their teams they will discuss their observations and notice where they have written down similar ideas. Altogether, they should write down:

1. One thing that made a game fun, funny, or engaging for players.
2. One thing that made players lose focus, act frustrated, or give up.

NOTE: If your students were challenged by writing observations, you can skip to the next activity and discuss ideas about gameplay as a whole group by recapping each of the team games you played.

WHOLE GROUP ACTIVITY 2 (10 MIN)

Invite one student from each team to share the two overall observations they wrote down in the previous activity. Once everyone has shared, you will use their observations to draft (on the board or chart paper) a list of 3-5 Guidelines for Challenges. These guidelines can include both positive and negative statements. Here are some examples to help you get started:

- Challenges shouldn't be too difficult for most third graders.
- Challenges should take no longer than 10 minutes to complete.
- Challenges should have clear and simple directions.

Take a snapshot of the guidelines you wrote down or save the piece of chart paper to revisit them in the next lesson.

As an assignment before the next Creators Lesson, each student should interview one person they know (a friend, family member, classmate, teacher, etc.) using only the first three questions from **Empathy Interviews - Games** (p.14) in their Creator Notebooks.

TEAM ACTIVITY 2 (10 MIN)

Use any remaining time to set teams up with a quick and easy game to play. Some suggestions:

- Tic tac toe
- Animal 20 questions
- Rock, paper, scissors (play in pairs, then the winner from each game faces off with another winner, until there's one winner per team, then the winners from each team face off with the winner from another team until you have one or two remaining champions)
- If materials available: Scrabble, Connect 4, Uno, Go Fish!

LESSON 2

Challenge Goals

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

TEAM ACTIVITY 1 (15 MIN)

Begin class with a quick debrief of the game students played at the end of the previous lesson, approaching the game from the point of view of game designers. What was fun? What was challenging? Were the directions clear?

Next, have students work in their teams to share the results of the first three questions from **Empathy Interviews - Games** (p.14) Each team should have at least three interviews. If they don't, use ten minutes at the top of class for students to pair up with a student from a different team to interview and then be interviewed.

Students should use the answers from each of their individual interviews to write down one or two takeaways as a team. Takeaways should relate to things people either enjoy or want to see more of in the games they've played. Ideally, a takeaway will represent more than one person's answer.

WHOLE GROUP DISCUSSION & ACTIVITY (35 MIN)

Bring everyone back together to share the one or two takeaways they wrote down from their game interview results.

Explain to students that game designers begin the process of planning a new game by trying to first understand their end user/player's needs and wants. They can accomplish this by conducting interviews and observing people playing games, just like students have done.

The next step in the game design process is choosing a main goal, task, or problem to solve. Most (but not all) games have a story-based problem or task that informs players what they must do to succeed at the game.

In the game Operation, for example, "Doctors" and "Specialists" are tasked with healing a patient by removing items from the patient's body. In the game Candyland, players must try to find King Kandy, the lost king of Candyland.

In each of these story-based games, game pieces represent real world or fantastical items. These game items take on a specific meaning only when you step into the magic circle of gameplay. In Episode 2 of Season 1 of QUEST, students are tasked with rebuilding a radio tower. To do this, they had to build a tower from a set of cards and weights. The story problem to solve was the radio tower getting destroyed in a storm and needing to be rebuilt. Within the magic circle of gameplay, the cards represented walls and roofs. Outside of that magic circle, the cards are just pieces of cardboard.

You may need to recap a couple of additional QUEST challenges to help students understand story problems and magic circle rules.

LESSON 2

A COUPLE MORE EXAMPLES FROM GAMES:

BATTLESHIP: story problem/task = sink an enemy fleet of ships. Within the magic circle, small squares on a page represent different types of ships.

MONOPOLY: story problem/task = accumulate as much money as possible by buying, trading and building properties. Within the magic circle, colored squares on the board represent streets and stations, while little plastic houses represent homes and hotels.

Share the following story problem/task with students: a player needs to collect magic fruit that has fallen from trees in the forest and store them in a basket to bring back their team.

As a whole group, you will devise a challenge that solves the story problem. Share the following items from your teacher box: hexagonal game counter pieces, a sand timer, and a dice. You will also need one blank game board and a set of blank playing cards from a team episode box. You will not need to actually build these challenges, but looking at physical materials can help inspire ideas. This activity will take up the majority of the rest of class time.

You might choose to lay out the physical items on a table and invite teams to come up one at a time to look closely at the items. Once everyone has seen the items, begin brainstorming together about ways you could translate your story problem (gather magic fruit and bring them back to your team) into a game or challenge. Walk through the materials one by one to discuss how you might use each of them for this challenge. You may also choose not to use all of the materials.

NOTE: Challenges should be for a single player.

EXAMPLE MAGIC FRUIT CHALLENGE*

Game board = forest, with areas where fruit has fallen and areas with holes in the ground where you could fall in and drop your fruit

Game counters = magic fruit, which you collect if you land in the right places

Dice = number you roll dictates where you move your character along the board

Sand timer = players must complete the challenge in 2 turns of the sand timer

**You can use this example to guide your discussion if students are struggling with ideas, but we strongly recommend giving students time to come up with their own ideas first.*

If you come up with an idea for a challenge quickly, task students with coming up with a different challenge to solve the same story problem, this time using a different set of materials from either your teacher box or a team episode box.

LESSON 3

Brainstorming Deep Dive

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

TEAM ACTIVITY 1 (10 MIN)

Start today's lesson by giving students the following assignment to brainstorm and respond to in their teams: Invent a 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 7 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 challenge!

WHOLE GROUP DISCUSSION (10 MIN)

Invite one student from each team to share their combination game idea with the rest of the class. Have a discussion about whether 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.

LESSON 3

TEAM ACTIVITY 2 (15 MIN)

Each team should come up with a list of three 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 games, and board games.

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 3 (15 MIN)

Note: You might choose to begin this brainstorming session by reviewing the list of **Game Mechanics & Definitions** (p.49) all together. These game mechanics can be helpful to generate ideas. However, if you feel as if the vocabulary will be too challenging for your students it is not necessary to introduce the concept of game mechanics.

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.

You can optionally choose to assign one of the following story problems to each team. Alternatively, you can have students devise a challenge and then invent their own story problem to fit the challenge they designed afterwards. If they invent their own story problem, they should write a sentence to introduce their challenge in the context of their episode storyline.

1. A character needs to decode a letter with important information sent by their future self.
2. A character needs to find their way out of a maze to rejoin their team.
3. A character needs to travel across a field filled with obstacles to get to safety.
4. A character needs to crack a series of codes to unlock a safe filled with treasure.
5. A character needs to find a safe house in a spooky ghost town.
6. A character needs to collect gold coins from a cave to bring back to their team.
7. A character needs to outsmart an AI robot on a quiz in order to gain access to a secret room in Sarabella Falls Academy.

LESSON 3

All challenges students come up with should be playable for a single player. 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. 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.

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

THREE EXAMPLES OF CHALLENGES CONNECTED TO STORY 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.

LESSON 4

Building the Challenge

MATERIALS: Creator Notebooks, pens/pencils, team episode boxes, additional challenge items from teacher box, 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 share some 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 (15 MIN)

Teams will continue brainstorming challenge ideas until they have at least two 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.

The **Game Mechanics & Definitions** page can also help them consider a wider variety of ideas if they're mostly coming up with similar ideas.

TEAM ACTIVITY 2 (30 MIN)

Once each team has generated a couple of challenge ideas, it's time for teams to choose just one of their ideas to build. They can make their decision by majority vote or any method they prefer as a team.

To further develop their chosen challenge idea, teams should fill out the details in the **Magic Circle of Gameplay** (p.50) in their Creator Notebooks.

Let students know that the maximum number of points that can be won for an episode is 10 points. Since 2 points are awarded in the Encounter Phase, their challenge should result in a maximum of 8 points.

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 8 points if they do), or if they will award points (fewer than 8 points) for partial success.

LESSON 5

Testing, Refining & Writing Directions

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

WHOLE GROUP DISCUSSION (15 MIN)



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. Explain that game designers typically invite people to test their “first draft” games to gather feedback. 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 directions for their challenge on **Challenge Directions** (p.51) in their Creator Notebooks. They will rewrite their directions in their best handwriting on their Challenge Scroll in Unit 6 after their challenge has been tested.

LESSON 5

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!

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 your challenge based on today's experience?
- Do you think it's easy or difficult to adopt growth mindset? Share why.
- Share anything that impressed you about another team's challenge.



LESSON 6

Challenge & Reflection

MATERIALS: Creator Notebooks, pens/pencils, episode box materials, teacher box, any additional challenge materials, screen to show video

TEAM CHALLENGE (15 MIN)

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

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:

character
encounter
premise

biome
tundra
marine

setting
sensory
Feedback

LESSON 6

Teams will use this time to make improvements to their challenges based on the feedback they received in the previous lesson. They can also decorate their challenge items, including any cards, boards, posters, or game pieces required to complete their challenge.

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 it contains clues or details related to their challenge.

After teams have finalized their challenges and decorated their challenge materials, 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.

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

While students are working, circulate the room to make sure each student on a team has a task, whether they're drawing, coloring, or decorating.

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.)
- 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?

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 audience/players?
- In what ways are we contributing to our communities as Creators?

LESSON 1

Mission Check-In & Finishing Touches

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 mission statement from Unit 1. They should take a few minutes to discuss in their teams whether they have fulfilled their mission and stayed true to their values as creators and/or QUEST players. If not, they should write down any changes they would make as they launch their final unit of QUEST Creators and before they play the final episodes of QUEST.

WHOLE GROUP DISCUSSION (10 MIN)

Share the order of their QUEST Creators Showcase episode presentation for students:

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

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

Once each team has chosen their voice style, ask one student per team to volunteer to try reading one sentence of their Story Introduction script aloud in that style. If they're struggling, offer some tips (for example: "try speaking louder," or "stand up and move like a giant while you talk," or "try to sound as if you're afraid," etc). Encourage students to approach this activity playfully. It's a chance to try funny voices!

NOTE: If students are challenged by this activity, encourage them to read their script in their clearest, strongest voice - no special modifications needed!

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

LESSON 3

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.

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 "brrrrrr" 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 & Wrapping Up

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

TEAM ACTIVITY 1 (20 MIN)

Use the first 20 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)

Students should collect all completed Peer Feedback Forms for their episode and then discuss any suggestions or corrections with 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 (20 MIN)

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

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!

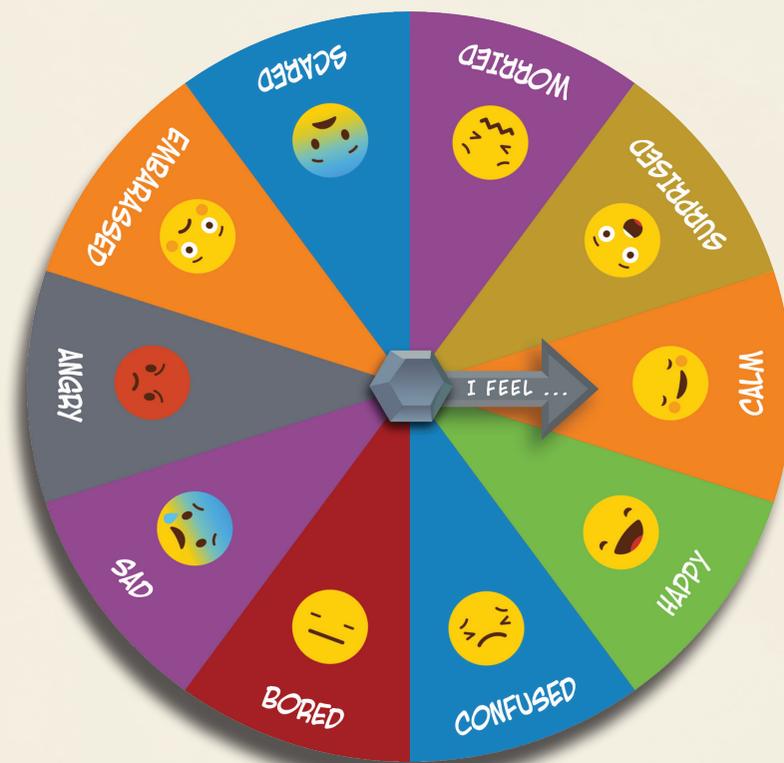
LESSON 5

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

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

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

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



LESSON 6

Challenge & What We've Learned

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

WHOLE GROUP DISCUSSION (10 MIN)

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's 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 (25 MIN)

Have students turn to their **Creator Bio** (p.1) in their Notebooks. Each student will rewrite 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 rewrite the information from their **Creator Bio** page.

Teams will use the remaining 15 minutes for the following:

- Finalize all episode materials (including their box design and episode blurb)
- Double-check written material
- Practice presenting the encounter, challenge, and story ending
- Make any changes or enhancements as needed

LESSON 6

INDIVIDUAL JOURNALING (10 MIN)

Have students turn to the **Journal Prompts** (p.54-55) 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. After they have finished writing, invite students to volunteer to share aloud, but let them know that they will never be required to share their journal responses.



JOURNAL PROMPT: Write about some things you're proud of yourself for (e.g. things you accomplished, positive behaviors you've demonstrated, ways you've grown or shown a growth mindset, etc.).

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?

Remind students that when they present at the showcase they're making a positive contribution to your community by sharing stories, by entertaining people, and by making them happy.

- What are some other ways you can make a positive contribution to our community, either now or in the future?

TEAM CHALLENGES ANSWER KEY

UNIT 1: CHARACTER DETECTIVES

- A. A bee (Optional hint: I make honey)
- B. A clock (Optional hint: I can tell the time)
- C. Beets (Optional hint: I can also make red juice)
- D. A kangaroo (Optional hint: I live in Australia)
- E. A bear (Optional hint: I love to eat something made by the character from A)

UNIT 2: CHARACTER TRAITS & ACTIONS

Brandon: Thoughtful

Ana: Wise

Kara: Selfish

Imani: Brave

Michael: Impatient

Jordan: Humble

UNIT 3: SETTING DETAILS & MOOD

Gloomy: Rain pouring

Spooky: Bats flying

Cheerful: Lively music

Mysterious: Whispered voices

Hopeful: Rainbow on the horizon

Funny: A starfish in a top hat

UNIT 3: TEAM GAME #4: SETTING DETECTIVES

A. School bus

C. Beach/Seaside

B. Bedroom

D. Kitchen

UNIT 4: 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 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!

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.

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.

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

ADDITIONAL GAMES & ACTIVITIES

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!

SNOWMAN (15-20 MIN)

This is a classroom-friendly update to the old game, Hangman. Choose a word from the Creators Glossary, one of the Word Banks in the Creator Notebook, or choose a QUEST character's name.

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

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

Begin by drawing dashes on the board to represent each letter of a word. Once students see how many letters there are, they can start to make guesses of either letters or words.

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.

ADDITIONAL GAMES & ACTIVITIES

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.

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.



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 Access 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, 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.