

# QUEST TRIALS



 QUEST





# CONTENTS

## WELCOME

Welcome Quest Trials — **A**

Quick Glance Overview — **D**

## MODULES

Module 1: Sam Says — **1**

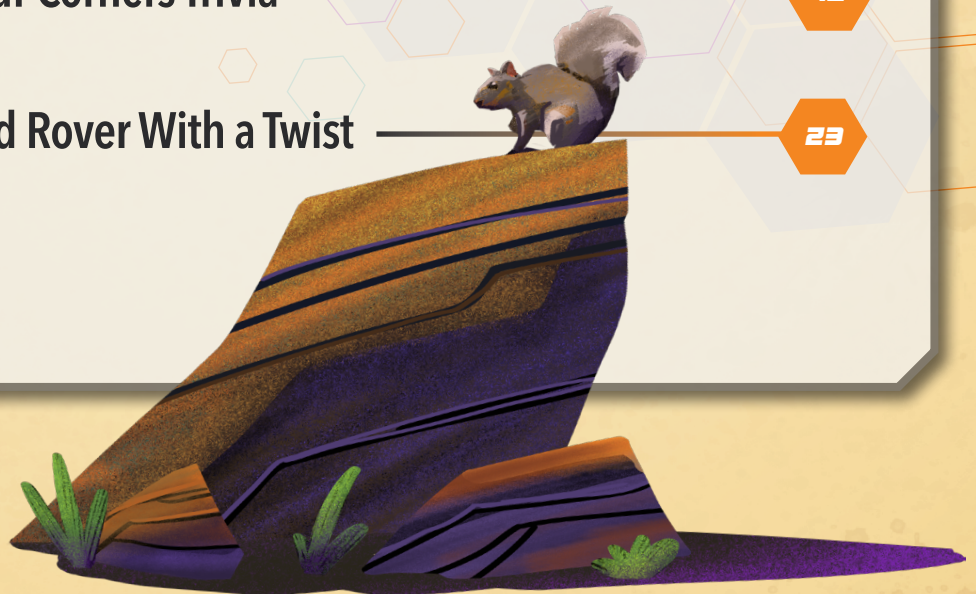
Module 2: Tribe Investigations — **5**

Module 3: Tribe Memory — **11**

Module 4: Tug of Words — **15**

Module 5: Four Corners Trivia — **19**

Module 6: Red Rover With a Twist — **23**



# **QUEST TRIALS**

## **WELCOME TO QUEST TRIALS**

This content strand of Quest Academy presents a gamified approach to physical fitness and activity. Through a series of mental and physical challenges, students develop a value for staying active, hone their coordination and physical skills and develop an appreciation for health, self-expression and social interaction. Within each module, students will engage in active challenges that promote teamwork and collaboration, develop physical literacy and ask learners to use critical thinking in strategic and tactical ways. Students will work with their tribe or team, to earn house points that contribute to the tribe's overall score at the end of the summer.

## **PHYSICAL LITERACY:**

Quest Trials has been designed to support SHAPE America's National Standards for K-12 Physical Education. The modules within Quest Trials support the SHAPE standards for physical fitness. Quest Trials will give students the opportunity to develop a value for physical activity for health, enjoyment, challenge, self-expression and/or social interaction while practicing their coordination, balance, and fine and gross motor skills.

Quest Trials contain hands-on activities that challenge students to critically analyze their strategies and tactics before and after competition. Learners will have the opportunity to develop new strategies and tactics to help them improve their game-play related to movement and performance.

## **SOCIAL EMOTIONAL LEARNING:**

Quest Trials has been designed to support the CASEL Core Competencies. Throughout the challenges learners will analyze game situations and apply their thinking to solve problems. Teams will need to have self-awareness in their ability to solve the challenges and generate a "growth mindset" to meet team goals.

Learners will have the opportunity to establish healthy relationships with others through teamwork and collaboration-based environments. These learning environments are vital as they promote the development of interpersonal skills such as healthy communication and listening, as well as leadership, problem-solving, and creative thinking skills. Quest Trials will give students the opportunity to collaborate and work together in new and exciting ways that challenge them to creatively solve problems as a team.



## GAMEPLAY

### House Points

During QUEST Academy each student has opportunities to earn House Points for their tribe. House points are totaled at the end of each day or activity and signify that members of a house have succeeded in an activity, challenge or trial. House points can be collected and counted on a classroom, school or district level.



### Wristbands/Sweatbands



As a part of creating the ideal atmosphere and culture around these team-based activities, we encourage each student to be provided with a color coordinated wristband/sweatband to signify which tribe they belong to. These are included in the supplies provided for QUEST Trials.

### Implementation

The Quest Trials activities were created with the goal of merging well known games with physical activity. Each activity is designed to allow facilitators flexibility with how and where they play these activities with their students. For many of these activities the ideal setting is a gym or outdoor environment. But each activity can be played in a classroom as well.

Facilitator Resources and Background materials can be found on [questboxes.com/trials](https://questboxes.com/trials)

# QUEST TRIALS QUICK

<b>MODULE</b>	<b>LEARNING OBJECTIVES</b>	
<b>MODULE 1</b> Sam Says	Students will practice using their listening skills while applying gross motor skills throughout gameplay.	
<b>MODULE 2</b> Tribe Investigations	Students will apply their critical thinking skills for deductive reasoning and their communication skills to persuade and justify their thinking to others throughout the game.	
<b>MODULE 3</b> Tribe Memory	Students will apply their critical thinking skills to further develop their memory while matching matches and use their gross motor skills towards physical activities throughout the gameplay.	
<b>MODULE 4</b> Tug of Words	Students will apply their hand-eye coordination in coordination with critical thinking. Students will also further develop their communication and collaboration or teamwork skills	
<b>MODULE 5</b> Four Corners Trivia	Students will practice using their listening skills and critical thinking skills while applying gross motor skills throughout gameplay.	
<b>MODULE 6</b> Red Rover With a Twist	Students will practice using their listening skills and critical thinking skills while applying gross motor skills throughout gameplay.	



## GLANCE OVERVIEW

	<b>ACTIVITY DESCRIPTION</b>	<b>INVENTORY</b>
	This activity challenges players to listen carefully and follow Sam's directions in order to stay in the game for as long as possible. Students will participate in motor skills and movement patterns throughout the game. The last player standing wins and gains points for their tribe. Students should be encouraged to develop and apply various strategies to improve their performance in gameplay.	No supplies needed
	This activity challenges players to investigate and interrogate each other by asking questions to determine who are townspeople or the evil scientists in the community of Sarabella Falls.	Deck of Playing Cards
	This activity challenges the tribes to develop their spatial memory skill. Tribe members work together to attempt to gather the highest number of matching plates to win Tribe House points. Students will participate in motor skills and movement patterns throughout the game.	Tribe Memory Plates: Paper plates with tribe logos on the back. "X" Marked Plates: Paper plates marked with an X on the back
	This activity challenges students to collaborate by controlling a single marker with their individual strings to write a full word or draw a picture. Students will participate in motor skills and movement patterns throughout the game.	String/Yarn: String to be tied to the markers Markers: One marker per tribe Tape: To help secure the string to the marker Paper
	This activity challenges players to choose a corner of the room in order to not get caught by "Sam", while also answering trivia questions in an effort to be the last remaining participant. Students will participate in motor skills and movement patterns throughout the game	Trivia Questions & Answers
	Upon being selected, this activity challenges players to reach the opposing team using some form of movement chosen by Sam, and then answer a trivia question. Students will participate in motor skills and movement patterns throughout the game.	Trivia Questions & Answers





# MODULE 1

## Sam Says

60 - 90 minutes - Multiple Rounds of Gameplay

### LEARNING OBJECTIVE

Students will practice using their listening skills while applying gross motor skills throughout gameplay.

### Activity Description

This activity challenges players to listen carefully follow Sam's directions in order to stay in the game for as long as possible. Students will participate in motor skills and movement patterns throughout the game. The last player standing wins and gains points for their tribe. Students should be encouraged to develop and apply various strategies to improve their performance of game play.

### Object of Challenge:

The objective of this game is to earn points for your tribe by successfully following the commands and directions given by "SAM". To remain standing, players must listen carefully and successfully follow the commands exactly as prescribed. The last person standing wins the game and the student's tribe earns the points. Several rounds of Sam Says can be played in one session.

### Set Up:

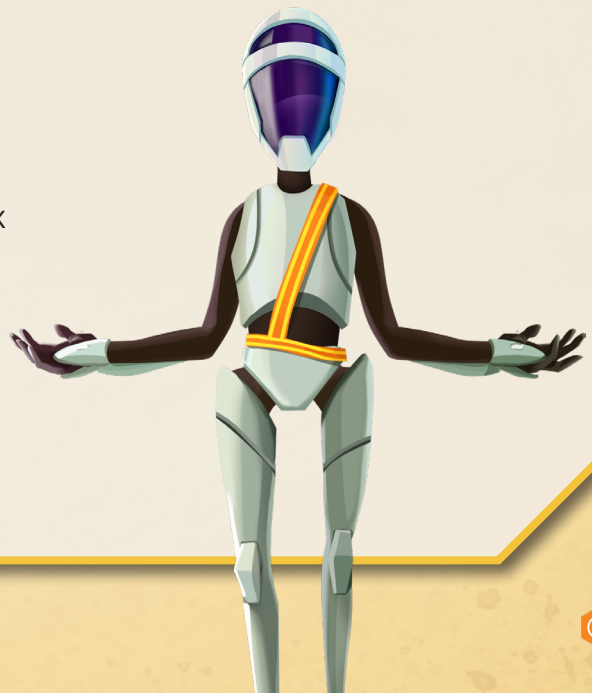
Have students gather in the center of the room, giving each other 1 or 2 feet of space to apply movement patterns and motor skills.

**Facilitator Resources:** Facilitator Resources and Background materials can be found on [questboxes.com/trials](https://questboxes.com/trials)

**Background for Facilitator:** Simon Says Musical Brain Break Game for Kids!

### Inventory:

No supplies needed.



## FACILITATOR GUIDANCE



### INTRODUCTION

Many students may already know how to play this game, commonly called Simon Says, but it is always a great idea to explain it thoroughly for those who are not familiar. Spend some time going over the rules of this game as listed below.

#### **RULES:**

- If Sam says "Sam says", players must complete the movement as Sam commands.
- If a player does a movement without Sam saying "Sam says", they are eliminated.
- If a player takes too long to do a movement, they are eliminated.
- If a player does the wrong movement, they are eliminated.

Make sure to ask your group for any questions before moving on past this section. It might be helpful to provide a brief demonstration of the game for learners.



### GAMEPLAY

- Have students gather in the center of the room, giving each other 1 or 2 feet of space to apply movement patterns and motor skills.
- As the facilitator, take on the role of Sam. Begin calling out commands for various movement patterns and the use of gross motor skills. Some examples might include jumping jacks, high-fives, toe touches.
- Occasionally, Sam should give a command without saying "Sam says" to try to get some players eliminated. Remember anyone who completes the movement without "Sam says" will be eliminated from gameplay.
- Students should be encouraged to develop and apply various strategies to improve their performance of throughout the game play.
- Continue to call out movement patterns until there is one remaining participant. The tribe to which that player belongs, wins the game.
- Fun Variation: The commands could correspond with the different tribe names. (Example: "Sam says, be a Unicorn". In this case, everyone would get into a pose that mimics a unicorn).





### **WINNING CHALLENGE:**

- 1st place: **6 tribe house points**
- 2nd place: **4 tribe house points**
- 3rd place: **2 tribe house points**
- 4th, 5th, and/or 6th place: **1 tribe house point**

### **FAQ'S**

How does a player get eliminated?

- By doing a pose without Sam saying "Sam says"
- By doing the wrong pose
- By taking too long to do a pose.

What are examples of movement patterns or gross motor skills?

- Jumping Jacks
- High Knees
- Toe Touches

### **DIFFERENTIATION TIPS**

*The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through or complete the challenge, but rather give them only the scaffolding necessary to reach their own conclusions.*

- This activity can be differentiated by calling out commands a bit faster or adding additional commands for added difficulty.





# MODULE 2

## Tribe Investigations

60 - 90 minutes – Multiple Rounds of Gameplay

### LEARNING OBJECTIVE

Students will apply their critical thinking skills for deductive reasoning and their communication skills to persuade and justify their thinking to others throughout the game.

### Activity Description

This activity challenges players to use, investigate and interrogate each other by asking questions to determine who are townspeople or the evil scientists in the community of Sarabella Falls.

### Object of Challenge:

The Evil Scientists will either “tranquilize” the townspeople until they are the majority, or the townspeople will work together to eliminate all the Evil Scientists. The winning group will earn Tribe House Points.

### Set Up:

Have students stand or sit in a large circle.

Each player (except moderator) will receive one playing card. Based on how many players are playing, about a quarter of the cards should be “Jacks” (with a maximum of 4 people given this card). Using the number of “Jacks” you have playing, subtract 1 and this is the number of “Kings” cards given. Distribute one “Ace” and make the rest of the cards number cards.

**Facilitator Resources:** Facilitator Resources and Background materials can be found on [questboxes.com/trials](http://questboxes.com/trials)

Although this game has been referred to as “Mafia” or “Werewolf” however we will refer to it as Tribe Investigations.

**Instructional Video:** [How to Play Mafia](#)

[How to play Tribe Investigations Powerpoint](#): This powerpoint can be used as a visual aid when teaching students how to play Tribe investigations

[Quest Timer](#) - Use this Quest-themed timer when an activity requires the participant to be timed.

### Inventory:

A Deck of Playing Cards. **Alternative:** Cut paper into several pieces and label them as:

E: Evil Scientists  
D: Detective

Dr: Doctor  
T: Townsperson

## FACILITATOR GUIDANCE



### INTRODUCTION

Many students may already know how to play this game, but it is always a great idea to explain it thoroughly for those who are not familiar. Spend some time going over the rules and the roles of this game as listed below.

### **RULES:**

- Everyone will stand or sit in a circle and each player will be given a card that indicates their role.
- Players are not allowed to speak or show anyone else their card, other than the moderator.
- Students may only open their eyes if their role has told them to wake up.
- All arguments/defenses must be kept under 30 seconds.
- The doctor can save themselves, but not consecutively (If the doctor saves themselves one round, they must save someone else the next round).
- Moderators can make changes at their discretion such as ( i.e. allowing the Doctor to save 2 people, or allowing 2 people to be accused/eliminated from the game).

### **ROLES:**

**Moderator:** The moderator does not actually play the game. They will be in charge of making sure that the game runs smoothly, so the moderator should be someone who has a firm grasp on the rules. If you are the moderator, some of your duties will include:

- Distributing cards
- Telling people when to "sleep" and "wake"
- Timing discussions
- Informing people if they have been eliminated
- Declaring the winner

**Evil Scientist:** The Evil Scientists find out each other's identity in the first nighttime phase. While the other players are attempting to figure out who they are, the Evil Scientists must tell lies throughout the entire game and act as though they are civilians in order to avoid elimination while discreetly eliminating the townspeople.



**Doctor:** The Doctor, at each nighttime phase, can save a player that he or she thinks the Evil Scientists have put to sleep. If the doctor saves the right player, that player is brought back into the game. The doctor can save themselves (but not consecutively).

**Detective:** The Detectives, at each nighttime phase, can point to a player that they think is an evil scientist and the narrator will nod their head "yes" or "no". Once the detective begins to find out the identities of the players, they can begin to make alliances with true civilians and or persuade the group to eliminate the actual evil scientist members.

**Townpeople:** The townspeople attempt to figure out who the Evil Scientists are and eliminate them before they, as townspeople, are eliminated first.



## GAMEPLAY

### SET UP:

- Select one player to be the non-playing moderator who narrates and runs the game.
- Using a standard deck of playing cards, give 1 card to each player playing (except for the moderator).
- Based on how many players are playing, about a quarter of the cards should be "Jacks" (with a maximum of 4 people given this card). Using the number of "Jacks" you have playing, subtract 1 and this is the number of "Kings" cards given. Distribute one "Ace" and make the rest of the cards number cards.
- Shuffle the cards and give 1 to each player. Players must keep these hidden from one another. If you have a Jack, you are an Evil Scientist. If you have a King, you are a Detective. If you have the Ace, you are the Doctor. If you have a number card, you are a Townsperson. The Detectives and Doctor are on the townspeople team.

### PHASE 1 (NIGHTTIME):

- The game has repeatable stages for each round that mimic day and night. The Moderator will begin the game with an improvised story about some rogue tribe members who developed a serum to "tranquelize" other tribe members and steal their resources.
- The start of each round is night, and all the players "go to bed" and must close their eyes. The moderator then tells the Evil Scientists to "wake up" and open their eyes. Then through silent communication using pointing, the Evil Scientists come to a unanimous decision about which player they would like to "tranquelize". The Moderator takes note and has the Evil Scientists go back to sleep.

(continued)

- The Moderator then wakes up the Detectives, and again through pointing, the Detectives unanimously accuse one person that they think might be the Evil Scientists. The Moderator then nods or shakes their head to indicate if that player is an Evil Scientist member or not.
- The Detectives go back to sleep and the Doctor is woken up. The Doctor then points to the person that they want to prevent the Evil Scientists from tranquilizing (they may choose themselves). The moderator nods or shakes their head at the doctor to indicate if the Doctor picked the same player that the Evil Scientists picked. The Doctor goes back to sleep, then everyone wakes up.
- The Moderator tells a story about who the Evil Scientists tranquilized and if the doctor saved them. The victim is the only identity revealed. If the victim wasn't saved by the doctor, they reveal their card and are out of the game.

### ***PHASE 2: (DAYTIME)***

The next phase is the daytime trial when the townspeople get to eliminate someone. All the players can ask questions to use deductive reasoning to figure out who they think are the Evil Scientists. The person who is accused by the most people will be put on trial.

- The person that received the largest number of accusations must go on trial and plead their case. Whoever first accused the defendant is on trial with them and must make a case as to why the defendant should be eliminated.
- Next, everyone votes simultaneously with a thumbs up or thumbs down as to whether the defendant should be eliminated or not. If the majority give a thumbs up, they live and continue playing the game; but if the majority give a thumbs down, they are eliminated and reveal their identity card and are out of the game. This ends the round and everyone goes back to sleep.
- If the defendant receives a majority thumbs up, then the accuser stands on trial and must give a defense and be voted on as well.
- The game continues until all the Evil Scientists are eliminated, and the townspeople win, or until the majority of the remaining players are Evil Scientists members; then the Evil Scientists win.

### ***PHASE 3: (YOGA)***

In the last phase you will be leading a 5 minute yoga session with the students. You will walk them through the 10 poses listed below, spending 30 seconds on each pose. If the pose is to be done with alternate limbs (left/right), then spend 15 seconds on each side so that the total time spent per pose is 30 seconds. The following link has pictures and a description for how to perform each pose:

### Yoga Poses for Mod. 2 Tribe Investigations

- > Mountain Pose (Tadasana)
- > Tree Pose (Vrksasana)
- > Triangle (Trikonasana)
- > Warrior I (Virabhadrasana I)
- > Downward-Facing Dog (Adho Mukha Svanasana)
- > Upward-Facing Dog (Urdhva Mukha Svanasana)
- > Seated Forward Fold (Paschimottanasana)
- > Bridge Pose (Setubandhasana)
- > Child Pose (Balasana)
- > Savasana (Corpse Pose)

Emphasize and enforce that the students must remain completely silent during this 5 minute period. You will want to play relaxing yoga music in the background. You can use one of the following link below for the music:

- [Relaxing Background for Yoga](#)
- [Relaxing Yoga 2](#)
- [Evening Meditation Yoga](#)



### **WINNING CHALLENGE:**

- Winning players: **3 tribe house points to each student (add to tribe's total points)**
- Losing players: **1 tribe house point to each student (add to tribe's total points)**

### **FAQS**

How much time does a player get to defend themselves if they are accused? **30 seconds**

Are players allowed to speak to their fellow teammates? **Not until it is time to decide who to accuse.**

### **DIFFERENTIATION TIPS**

*The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through or complete the challenge, but rather give them only the scaffolding necessary to reach their own conclusions.*

- For this activity, differentiation can be implemented by giving students helpful hints and things to pay close attention to.





## Tribe Memory

60 - 90 minutes – Multiple Rounds of Gameplay

### LEARNING OBJECTIVE

Students will apply their critical thinking skills to further develop their memory while matching matches and use their gross motor skills towards physical activities throughout the gameplay.

### Activity Description

This activity challenges the tribes to develop their spatial memory skill. Tribe members work together to attempt to gather the highest number of matching plates to win Tribe House points.

### Object of Challenge:

The that team matches the greatest number of tribe plates wins the game, earning that group Tribe House Points.

### Set Up:

Shuffle the plates and lay them on the floor, face down, in a big circle or in rows. Have the tribes play “rock, paper, scissors” to determine who goes first.

**Facilitator Resources:** Facilitator Resources and Background materials can be found on [questboxes.com/trials](https://questboxes.com/trials)

[Instructional Video:](#) Create an artistic memory game using paper plates and art!

[Tribe Memory Gameplay Videos](#) - View these videos to see the game played by real Quest students

[Memory Plate Printouts](#) - Print this document on an 8 ½ by 11 inch sheet of paper and cut out the images. You will glue these images to the back of your paper plates. (If additional plates are needed)

### Inventory:

Tribe Memory Plates: Paper plates with tribe logos on the back.

“X” Marked Plates: Paper plates marked with an X on the back

## FACILITATOR GUIDANCE



### INTRODUCTION

Many students already know how to play this game but it is always a great idea to explain it thoroughly for those who are not familiar. Spend some time going over the rules of this game as listed below.

### RULES:

- Tribes will stand in separate lines and will send 1 member to the middle where plates are located. Each team member will select two plates to turn over. Players will have 20 seconds to turn over each pair of plates.
- Tribes will take turns sending players forward to select two plates and turning them over, one at a time.
- If a player selects plates to make a match, they gain an additional turn. Additionally, their team members must do 10 jumping jacks and cheer for their team.
- If a player does not select a match, their turn is over. The player must sprint to the back of their team's line. Additionally, their team members must do 10 sets of high knees.
- Note: the physical activities can be changed throughout the game with the goal being all players are moving following each turn.
- Teams will play until only the 10 "X" marked plates remain (4 "X" marked plates for the final).
- Teams will then count up their matches. The team with the highest number of matches will move on to the finals.

Make sure to ask your group for any questions before moving on past this section.

**Townsppeople:** The townspeople attempt to figure out who the Evil Scientists are and eliminate them before they, as townspeople, are eliminated first.



### GAMEPLAY

Have two tribes play the against one another. The winning teams will play against each other in a final round. After each turn, team members so engage in the physical activity as indicated by the facilitator.

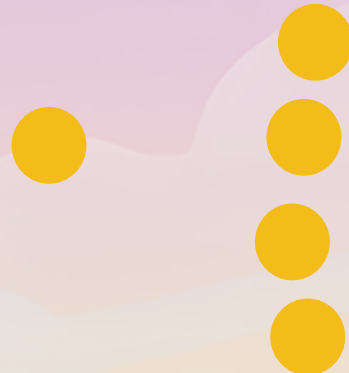




## TRIBE 1



## TRIBE 2



### Suggested Movements:

- > Skipping
- > Galloping
- > Frog hopping
- > Crab walking
- > Running backwards
- > Leaping

- > Marching (high knees)
- > Sliding
- > Waddling
- > Rolling
- > Crawling
- > Moonwalking



### WINNING CHALLENGE:

- 1st place: **6 tribe house points**
- 2nd place: **4 tribe house points**
- 3rd place: **2 tribe house points**
- 4th, 5th, and/or 6th place: **1 tribe house point**

### FAQ'S

How much time should students get to turn over each set of plates? **20 seconds**

Are teams allowed to help their fellow teammates? **Yes. But other teams are not allowed to speak while another team is playing.**

### DIFFERENTIATION TIPS

*The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through or complete the challenge, but rather give them only the scaffolding necessary to reach their own conclusions.*

- For this activity, differentiation can be implemented by lessening the amount of plates if necessary for lower grades.



## Tug of Words

60 - 90 minutes - Multiple Rounds of Gameplay

### LEARNING OBJECTIVE

Students will apply their hand-eye coordination in coordination with critical thinking. Students will also further develop their communication and collaboration or teamwork skills.

### Activity Description

This activity challenges students to collaborate by controlling a single marker with their individual strings to write a full word or draw a picture.

### Object of Challenge:

To be the first team to win by being the first to draw a picture or write a word, in addition to completing a physical activity task given by Sam.

### Set Up:

Count the number of students in each tribe and tie the corresponding number of strings to each marker (Tip: use tape to better secure the string). Give each tribe a few sheets of paper.

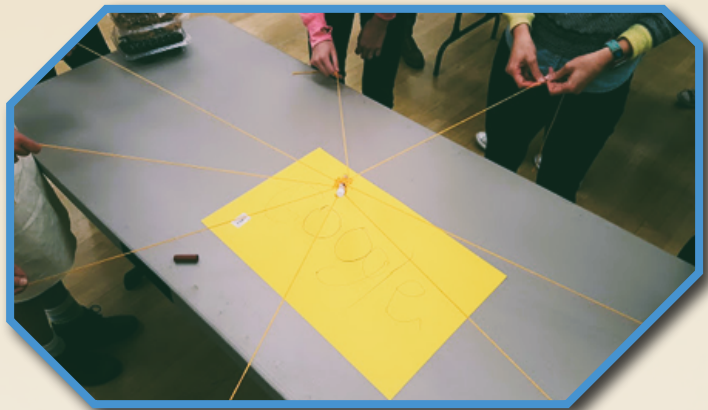
**Facilitator Resources:** Facilitator Resources and Background materials can be found on [questboxes.com/trials](https://questboxes.com/trials)

**Background for Facilitator:** [Group Doodler](#)

[Quest Timer](#) - Use this Quest-themed timer to project the time remaining during each chunk of time.

### Inventory:

- String/Yarn: String to be tied to the markers
- Markers: One marker per tribe
- Tape: To help secure the string to the marker
- Paper





## FACILITATOR GUIDANCE



### INTRODUCTION

Many students will not know how to play this game so it is always a great idea to explain the rules thoroughly. Spend some time going over the rules of this game as listed below.

#### **RULES:**

- Tribes cannot speak to or interfere with other groups.
- Each participant may only hold one piece of string at a time.
- Each team member must complete the physical task in order to win.
- If a tribe's string breaks, the game must be paused so that the string can be reattached.
- If students have internet access, they have to figure out how to spell the word. If they don't, we tell them how to spell the word.

Projects will be scored on neatness and completion:

- A neatness score out of 10
- A completion score out of 10 - For example if 3 of the letters are complete (and somewhat legible) for a 6 letter word, the score for this section would be 3/10 (50%)
- Scores will be added together to give a final score

Make sure to ask your group for any questions before moving on past this section. It might be helpful to provide a brief demonstration of the game for learners.



### GAMEPLAY

- Have tribes either sit in a circle on the floor, or stand in a circle around their group of desks.
- Have each student grab onto a piece of string until the marker is being held above the piece of paper.
- Give students a simple word or picture to draw. (Ex: "draw a flower", write the word "water"...)
- Inform students of the physical task they must complete after they finish drawing their picture/word. (Ex: "crab walk a lap around the room" "do 20 jumping jacks")
- Allow tribes to work on writing their word or picture. Once a tribe has successfully drawn the given picture or written the given word, each tribe member must complete the physical task given by Sam.
- The first team to complete the word/picture address and physical task will be the winners.
- Play additional rounds and give tribes progressively difficult words and pictures to draw.
- Once finished, have students discuss what they learned from the activity and how they could improve.

## ROUND 1 (15 MINUTES)

### Breakdown

- 60 Seconds of jumping jacks
- 60 Seconds of rest
- 60 Seconds of toe touches
- 12 Minutes for Tug of Words

### Possible Word Options

K-2nd	3rd-5th	6th-8th
Is	Team	Community
Do	Lead	Creative
Be	Grit	Influence

## ROUND 2 (15 MINUTES)

### Breakdown

- 60 Seconds of jumping jacks
- 60 Seconds of rest
- 60 Seconds of lunges
- 12 Minutes for Tug of Words

### Possible Word Options

K-2nd	3rd-5th	6th-8th
In	Google	Technology
An	Demand	Computer
Up	Emerge	Investigate

## ROUND 3 (15 MINUTES)

### Breakdown

- 60 Seconds of jumping jacks
- 60 Seconds of rest
- 60 Seconds of burpees
- 12 Minutes for Tug of Words

### Possible Word Options

K-2nd	3rd-5th	6th-8th
Was	Strong	Optimistic
Can	Thinks	Energetic
Eat	Powers	Impacting



### DISCUSSION

It is essential to take time for reflection and discussion about the various ways individuals and teams applied the 4Cs of communication, collaboration, critical thinking and creativity throughout the game. Additionally, it is important for learners to reflect on their social-emotional learning such as how they navigated their productive struggle and became self-aware of their strengths and growth areas as problem solvers. The following questions are designed to be used for small group dialogues or whole class discussion.

- Describe the ways your team collaborated and worked together during this challenge? What did you learn about yourself?
- Describe one thing you feel proud of yourself or your team for accomplishing during this challenge.
- Reflect on a challenge your team faced while playing this activity, how did you work together to overcome or surpass this challenge.
- What was the most fun during this challenge? What made it fun for you?



### **WINNING CHALLENGE:**

- 1st place: **6 tribe house points**
- 2nd place: **4 tribe house points**
- 3rd place: **2 tribe house points**
- 4th, 5th, and/or 6th place: **1 tribe house point**

### **FAQ'S**

What happens if a tribe's string breaks or detaches from the marker?

- **The game must be stopped to allow the string to be reattached.**

What if a tribe member is unable to complete the physical task?

- **Sam may allow tribe members to complete a simpler or modified version of the physical task (Ex: modified push ups)**

### **DIFFERENTIATION TIPS**

*The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through or complete the challenge, but rather give them only the scaffolding necessary to reach their own conclusions.*

- This activity can be differentiated by providing easier or harder words and pictures to tribes depending on grade and skill level.



## Four Corners Trivia

60 - 90 minutes – Multiple Rounds of Gameplay

### LEARNING OBJECTIVE

Students will practice using their listening skills while applying gross motor skills throughout gameplay.

### Activity Description

This activity challenges players to choose a corner of the room in order to not get caught by "Sam", while also answering trivia questions in an effort to be the last remaining participant.

### Object of Challenge:

The objective of this game is to answer trivia questions correctly to remain the last person standing and win house tribe points for your team.

### Set Up:

Label each corner of the room with a number between 1 and 4

Review the trivia questions and answers and have available to use during the game.

**Facilitator Resources:** Facilitator Resources and Background materials can be found on [questboxes.com/trials](https://questboxes.com/trials)

**Instructional Video:** [How to Play Four Corners](#)

### Inventory:

- [Trivia Questions & Answers](#) Use this link to access trivia questions and their corresponding answers. Answers can be found at [questboxes.com/trials](https://questboxes.com/trials)
- Additional Resources (If Needed):
- [Elementary Level Trivia](#)
- [Middle School Trivia](#)
- [General Trivia](#)

## FACILITATOR GUIDANCE



### INTRODUCTION

Many students may already know how to play this game, but it is always a great idea to explain it thoroughly for those who are not familiar. Spend some time going over the rules of this game as listed below.

### **RULES:**

- Tribes will have 10 seconds to quietly move to a corner while Sam counts down. Once Sam gets to "0", all players must immediately stop moving.
- Sam will call out a number between 1 and 4. All players that are in the corresponding corner are out unless each of them can correctly answer a random trivia question.
- Players that answer correctly may continue playing. Students that answer incorrectly are out.
- Before moving onto the next round, Sam instructs all players to engage in a movement activity such as doing 10 jumping jacks or 5 burpees. The movement activity will change with each round but there should always be some type of movement following the trivia questions.
- Keep playing until there is only one remaining participant.

Make sure to ask your group for any questions before moving on past this section.



### GAMEPLAY

- Sam sits in the middle of the room, and closes his/her eyes and counts down from 10.
- The players choose any one of the corners and quietly go stand in that area.
- When Sam has finished counting, he/she calls out one of the numbers.
- All players who chose that corner are out of the game. But here is the twist... Players who were in the corner that Sam chose may remain in the game if they can correctly answer a randomly chosen trivia question from Sam. Students who answer wrongly, however, are out.
- Following the trivia questions, all players participate in a physical activity selected by Sam. An example would be 10 jumping jacks.
- Repeat this until there is one remaining participant. The tribe to which that player belongs, wins the game.



### **WINNING CHALLENGE:**

- 1st place: **6 tribe house points**
- 2nd place: **4 tribe house points**
- 3rd place: **2 tribe house points**
- 4th, 5th, and/or 6th place: **1 tribe house point**

### **FAQ'S**

How much time should students get to answer the trivia questions?

- **10 seconds**

What happens if all of the trivia questions are used?

- **The game can continue to be played, the facilitator can develop questions.**

### **DIFFERENTIATION TIPS**

*The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through or complete the challenge, but rather give them only the scaffolding necessary to reach their own conclusions.*

- For this activity, differentiation can be implemented by allowing students to "phone a friend" for help with a trivia question or by removing the trivia component entirely.





## Red Rover With a Twist

60 - 90 minutes – Multiple Rounds of Gameplay

### LEARNING OBJECTIVE

Students will practice using their listening skills and critical thinking skills while applying gross motor skills throughout gameplay.

### Activity Description

Upon being selected, this activity challenges players to reach the opposing team using some form of movement chosen by Sam, and then answer a trivia question.

### Object of Challenge:

The game ends when one team has lost all of its players to the other team.

### Set Up:

Divide the class in half and have students line up on opposite sides of the room, facing each other. Have the list of movements and trivia questions/answers pulled up.

**Facilitator Resources:** Facilitator Resources and Background materials can be found on [questboxes.com/trials](https://questboxes.com/trials)

**Instructional Video:** [Red Rover FACE-OFF](#)

\*Does not include movement variations or trivia component\*

### Inventory:

- [Trivia Questions & Answers](#): A link to access trivia questions and their corresponding answers

## FACILITATOR GUIDANCE



### INTRODUCTION

Many students may already know how to play this game, but it is always a great idea to explain it thoroughly for those who are not familiar. Spend some time going over the rules of this game as listed below.

#### **RULES:**

- When called by the opposing team, players must move across the room and go to the other team using the movement selected by Sam. (See list of suggested movements below)
- Once players have reached the other team, they will be asked a random trivia question by Sam.
- If they answer the trivia question correctly, they may go back to their own team. If they answer the trivia question incorrectly, they must stay with the other team.
- Keep playing until one team has lost all of its players.

#### **Suggested Movements:**

- |                     |                         |
|---------------------|-------------------------|
| > Skipping          | > Marching (high knees) |
| > Galloping         | > Sliding               |
| > Frog hopping      | > Waddling              |
| > Crab walking      | > Rolling               |
| > Running backwards | > Crawling              |
| > Leaping           | > Moonwalking           |



### GAMEPLAY

- One team will start off by picking a player to come to their side by collectively saying "RED ROVER, RED ROVER, SEND (insert name) RIGHT OVER!"
- The chosen student must then move across the room and go over to the other team, but only using the movement chosen by Sam. (Ex: skipping, crab walking, hopping, running backwards)
- Note: A list of suggested movements will be included above
- Upon reaching the other team, the student will be given a random trivia question by Sam.
- If the student answers the trivia question correctly, they may go back to their own team. If they answer the trivia question incorrectly, they must stay with the other team.
- Repeat this until one team has lost all of its players.





### **WINNING CHALLENGE:**

- Winning team: **3 tribe house points to each student (add to tribe's total points)**
- Losing team: **1 tribe house point to each student (add to tribe's total points)**

### **FAQ'S**

Should players run to the other team when their names are called?

- **Players may only approach the other team using the movement commanded by Sam**

How much time should students get to answer the trivia questions?

- **10 seconds**

### **DIFFERENTIATION TIPS**

*The goal of differentiation is to give every student access to understanding or solving a problem. We do not want to take away the opportunity to think through or complete the challenge, but rather give them only the scaffolding necessary to reach their own conclusions.*

- For this activity, differentiation can be implemented by allowing students to "phone a friend" for help with a trivia question or by giving easier trivia questions for lower grade levels and more difficult trivia questions for higher grade levels.



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