**Champion Year Scavenger Hunt**

**Overall Plan**

* The purpose of the scavenger hunt is for students to recall what they’ve learned from the books this year. There are questions and activities set up at different stations. Each station represents a book. Students are to go around to each station in teams and complete the challenges. Once all challenges are completed, they will do a group activity which could include a treat or reward.
* Set a date and advise staff about the scavenger hunt.
* Figure out where the 8 stations will be located on your campus. There are 7 stations set up, one for each book. The 8th station is the last station for a whole group debrief activity such as the empathy paper chain, a cheer, team building activity, favorite book vote etc.
  + Adopt the instructions below to fit your school.
  + Having a treat or reward at station 8 is optional.
* To prepare
  + Question Envelopes
    - Print out the questions.
    - Put the questions for each book into 7 separate envelopes for each team.
    - If you have 4 teams = 4 sets of envelopes.
    - Give each station volunteer the 4 sets to pass out to each team. They can be collected before the team moves to the next station.
* Cut strips of paper in 7 different colors for each student. As students complete a station, they receive a strip of paper. They will use these strips to make a kindness paper chain at Station 8. (optional)
  + Make them paper chain size.
    - Each station has an assigned color.
    - *Invisible Boy*-White
    - *I Wish You Knew*-Yellow
    - *Ruby Bridges*-Green
    - *Clovis Keeps His Cool*- Red
    - Eyes that Kiss in the Corners-Purple
    - *The Dot*-Orange
    - *BIG*-Blue
* Set up the stations
  + Put out the materials needed for each station.
  + Assign 2 volunteers per station.
    - Give each station volunteer the 4 sets to pass out to each team. They can be collected before the team moves to the next station.
  + Station 8 (optional)
    - Order treat/prize for all students.
    - Assign volunteers to set up any needed materials.
    - If you do the paper chains, have glue sticks for each student at the station.
    - Plan to debrief the scavenger hunt with the whole class in some way.
* To start
  + Stagger the starting times for the groups at station one.
    - Groups that are waiting can cheer on the first group etc.
  + Another way is to assign each group to a different station and then rotate.
* At each station:
  + The students will do the activity first.
  + Second is to answer the question.
  + Receive a colored strip of paper before moving on.
  + Two adults should be at the stations. One adult will make sure students complete the activity and the other one will ask the question and help with the answers if needed. Collect the envelope from the team before they leave.
* Assign the students into groups. Ideally 4 per group.
  + Ask the teacher or extra volunteers to help with assigning the groups.
  + One or two volunteers can roam around and model cheering on the teams and to help with the answers. They are the “cheer coaches.”
* Remind students that everyone in the group needs to be included to answer the questions and complete the scavenger hunt together.
  + Emphasize that this is a cooperative activity.
  + The purpose is teamwork, reinforcing what we learned this year, and having fun.
  + Encourage students to cheer for their teammates and to cheer for other teams too.
  + Give recognition to teams that model support and caring for others.
* ABC Lead will start the class off with instructions. Students will be in groups 2-4 (smaller groups work so everyone can participate). Their task is to collect 7 colored strips- one from each station. Once they have all strips, they’ll meet at an assigned spot (determined by the lead or teacher) to get their prize or to gather and debrief on the activity.
* In the event where two or more groups are waiting at the same station, please consider the following:
  + Have one group stand to the side while the other group answers the questions. They can watch or discuss a name for their team.
  + Take your time with each group even if one is waiting.
  + The wait won’t be long. Each station should take about 2-3 minutes.

**Initial Instructions for students:**

* Welcome to our PC Scavenger Hunt!
* We’re so excited to see you.
* This year, we had 7 books for Project Cornerstone.
* Your challenge today is to visit 7 (or 8) stations, complete the challenges and questions, and collect all strips of paper.
* Once you have all 7 strips of paper, go to the assigned spot (by the lead or teacher) to collect your prize or debrief on the activity!

Remember:

1. This is a collaborative game. Work with your teammates to include each other.
2. You can’t start an activity or answer questions until all teammates are at the station. You have each other’s back.
3. If you need help, ask your teammates for help first before asking the cheer coaches.
4. Keep your colored strips of paper as you collect them. Collecting all 7 (or 8) will earn you a prize at the end!
5. Cheering on your classmates in the other teams is encouraged.
6. (Ask the adults to model some cheers.) Have the adults do the cheer and have students repeat it.

**Group Activities and Questions**

**Station One**

Materials: Book Invisible Boy, hula hoops, envelopes, white strips of paper

**Action** It’s time to make sure everyone is included! Go to station 1 (ex. the umbrella at the new playground). With your teammates, hold hands in a circle. Work together to pass a hula hoop all the way around the circle WITHOUT dropping your hands. Then answer the question from the adult at the station.

* Ask, “What was the first book we read?” *The Invisible Boy.*
* Adults give them envelope #1 with the question: *What are two ways you can make someone at school feel welcome?*
* Each student must take turns answering the question. Teamwork is essential and encouraged!
* As each student answers, pass them 1 white strip of paper. Remind them to keep their papers for station 8.

**Station Two**

Materials: *I Wish You Knew* Book, envelopes, yellow strips of paper

**Action:** It’s time to practice empathy! Go to station number 2 (ex. ball wall at the upper grade playground). Show your best listening body to your teammates. Everyone on the team shares one emotion you are feeling right now. Each team member must show that emotion with their own body language. Then answer the question from the adult at the station.

* Ask, “What was the second book we read?” *I Wish You Knew*
* Adults give them envelope #2 for the next question.
* The second book we read this year was *I Wish You Knew*. The main character, Estrella, misses her father and wishes she could share that with her teacher and class. We learned about caring adults in our lives and practiced empathy.
  + Who listens to Estrella in the book? Who listens to you?
  + Active listening is an important skill. In the second book we read, *I Wish You Knew*, we discussed active listening.
  + How does active listening build empathy skills?
* As each student answers, pass them 1 yellow strip of paper. Remind them to keep their papers for station 8.

**Station Three**

Materials: Ruby Bridges books, envelopes, pen or pencil, blank slips of paper for writing, green slips of paper

**Action:** Let’s think about our community! Go to station number 3 (ex. the 4th/5th grade lunch tables). On a slip of paper, write one small thing you can do to make your school a kinder and more inclusive place. Then answer the question from the adult at the station.

* Ask, “What was the third book we read?” *Ruby Bridges Goes to School/This is Your Time*
* Adult gives them envelope #3 for the next question.
* In this story, we met Ruby Bridges and her teacher Mrs. Henry. We learned about standing up for what is right and being a world changer.
  + How does Mrs. Henry *show her heart* to Ruby?
  + What makes Ruby a *world changer*?
* As each student answers, pass them 1 green strip of paper. Remind them to keep their papers for station 8.

**Station Four**

Materials: *Clovis Keeps His Cool,* envelopes, red strips of paper

**Action:** Strong emotions are good signals that can help us! Go to station number 4 (ex. Lower grade play structure). Once your whole team is together, take 5 deep and slow breaths together. Then answer the question from the adult at the station.

* Ask, “What was the fourth book we read?” *Clovis Keeps His Cool*
* Adults give them envelope #4 for the next question.
* In this book we learned about handling strong emotions*,* reconsidering, and giving second chances.
  + Clovis has strong feelings in the book, what are they? What are some ways you can help manage strong emotions?
* We learned about the different ways people express their emotions and how to respond to these expressions in an empathetic manner.
  + List three ways you can manage strong emotions like anger.
  + What physical signs may your body show when you are angry?
* As each student answers, pass them 1 red strip of paper. Remind them to keep their papers for station 8.

**Station Five**

Materials: *Eyes That Kiss in the Corners*, envelopes, small table, stars, pens, purple strips of paper

**Action:** Let’s honor what makes us unique! Go to station number 5 (ex. the front of the office.) Write what you love about yourself on a star. **Volunteers to collect the stars for** **the lead or teacher can put these stars up on a bulletin board or display around the classroom or school.** Then answer the question from the adult at the station.

* Ask, “What was the fifth book we read?” *Eyes That Kiss in the Corners*.
* Adult gives them envelope #5 for the next clue.
* In this book, we discussed celebrating your *authentic self* and expressing gratitude for the people in our lives.
  + Name one thing about yourself that you are proud of.
  + Name two ways you can show gratitude*.*
* As students answer, pass them 1 purple strip of paper. Remind them to keep their papers for a prize at the end.

**Station Six**

Materials: *The Dot*, envelopes, orange paper strips, poster, markers

**Action:** Practice makes progress. Let’s go express some creativity! Go to station number 6 (ex. the ball shed). Like Vashti from *The Dot*, draw your own version of a dot on the poster board. Then answer the question from the adult at the station. Keep your colored paper strips!

* Ask, “What was the sixth book we read?” *The Dot*
* Adult gives them envelope #6 for the next clue.
* In this book, we learned about the challenge of trying something new that you think is impossible.
  + Give an example of using a growth mindset.
  + What is your *spark?*
  + How do you change your *mud thoughts* to *clear thoughts*?
* As each student answers, pass them 1 orange strip of paper. Remind them to keep their papers for station 8.

**Station Seven**

Materials: *BIG*, envelopes, blue strips of paper, paper for cards, pens, markers, stickers

**Action:** Expressing gratitude is an important way to make our community a happier place! Go to station number 7 (ex. the bleachers at the baseball field). Share your gratitude with an important adult. Write a thank you card to your teacher. Then answer the question from the adult at the station.

* Ask, “What was the seventh book we read?” *BIG*
* Adults give them envelope #7 for the next question.
* This book teaches us that kids can contribute to their community in ways that can have a positive impact.
  + How can you be *BIG* for yourself?
  + How can you be *BIG* for your school?
  + How can you be *BIG* for the planet?
* As each student answers pass them 1 blue strip of paper. Remind them to keep their papers for station 8.

**End of Scavenger Hunt**

Congratulations, you’ve almost made it! Take all your 7 strips of colored paper and go to station 8.

* Debrief the books and stations.
* Discuss how you all can continue to connect with empathy.
* Students can glue their papers together to make a chain of empathy.
* All students in the school can connect their class chain together in an end of the year event.
* End the with the Champion Year Cheer!