Purpose:
1. Review elements discussed in booklet titled “What are they talking about? – Simple meanings to vocabulary about education and how they can help you earn your diploma.”
2. Ice Breaker
3. Can be a family activity at a school event.

Supplies & Preparation:
- Color-coded Q & A cards: Yellow = easy, Green = more complex, Orange = difficult
- Color-coded construction paper (floor spots): Up to 23 yellow, Up to 12 green, Up to 10 orange
- Gift pens or sheets of stickers for card carrying quizzers. Quizzers will use the pens or stickers for this activity.
- Quizzical Initial Sheets
- Prizes/gifts for fast track quizzicals (optional)
- Randomly lay color-coded construction paper on floor to help influence student exploration (make sure that there is enough space in-between spots for students to roam freely and to be able to form short lines at card carrying spots).
- Determine where “Start Point 1”, “Start Point 2” and “Start Point 3” for quizzicals will be located.
- Read instructions provided below.

Activity Instructions:
1. Count number of participants for activity.
2. Ask for volunteers or designate about 25% of the group as card carrying quizzers.
3. Randomly distribute Q & A cards to quizzers, along with a gift pen or sheet of stickers.
4. Ask the card carrying quizzers to go stand on a color-coded spot on the floor (matching the color of card that they’re holding to the color of spot on the floor).
5. Distribute initial sheets to the rest of the group who is still sitting.
6. Provide entire group instructions:
   a. “After providing these instructions, I am going to ask the quizzicals to count off by 3’s.”
   b. “I will then ask the 1’s to go to “Start Point 1” over there (point and indicate a landmark). “Start Point for 2’s” will be there (point and indicate a landmark). The “Start Point for 3’s” will be there (point and indicate landmark).”
c. “Once everyone is at their start points, I will say ‘Ready, set, go!’”

d. “The challenge for all quizzicals: fill your initial sheet – which means that you will provide the right answer to the question that your card carrying quizzer happens to have. These answers are connected with the information provided in the booklet, What are they talking about? Now, quizzicals, please look at your initial sheet. You will see that you need to successfully find 4 yellow card quizzers, 3 green card quizzers and 2 orange card quizzers. The only way that a quizzer can initial your sheet is if you answer their question correctly. You can ask the quizzer to “Please repeat that one more time.” You will discover that there will probably be a couple of quizzicals at each card carrying spot. That’s okay… two or three heads are usually better than one, when it comes to coming up with an answer. However, if you can’t answer the question after a second try, all who happen to be at that spot must move on and find a different card carrying quizzer.”

e. “Quizzicals, once you have successfully filled your initial sheet, return to your seat. I’m curious to see how fast this group can get all of their initials! 😊”

f. “Alright…it’s time to get this game going! Does anyone have any questions before we count down and create 3 quizzical groups?”

7. After questions are answered, ask quizzicals to count by three’s – holding-up their fingers to help everyone remember their number.
8. Ask each group to go to their “Starting Points”, one group at a time.
9. “Ready, set, go!” (Or do you have a fun horn or bell for this? 😊)
10.(Optional) Hand out prizes/gifts to students as they sit down with completed initial sheets.

11. Review answers:
   a. Ask card carrying quizzers to sit down with the rest of the group.
   b. “Card Carrying Quizzers, did you have a 100% success rate with the quizzicals who checked-in with you?”
      i. Review questions and answers, if there are any who didn’t have a 100% success rate.
      ii. After this review is complete, ask the card carrying quizzers to hand in their cards (optional)
   c. Some questions to dedicate extra time to: (This is only a suggestion. The group’s needs at the time will determine which questions are best suited for follow-up and discussion.)
      i. Besides grades, what do colleges look for?
      ii. When applying for a college, what is a letter of recommendation?
      iii. What is the SAT?
      iv. Is it better to take easy classes and get A’s or take more difficult classes and get B’s?
      v. What is the FAFSA?
      vi. Put these degrees in order. Which you would earn first and then? BA, PhD, AA, and Masters.
      vii. Are high school graduation requirements the same as college entrance requirements?
      viii. What is your high school’s culminating project?
      ix. What is a community (or technical) college?
      x. What is a transfer degree?
      xi. What is the difference between a salary and an hourly wage?

NOTE: If time is limited, students can follow-up by answering these focus questions in their journal.