



SUPERQUESTERS

CASE STUDY



Inspiring cross-curricular STEM learning in the primary classroom with *SuperQuesters: The Case of the Stolen Sun*

Carried out in **GREAT EASTON PRIMARY SCHOOL**, by primary teacher, Dean Boddington, with a group of Year 1 children (aged 5-6)

*The SuperQuesters books have been expertly designed to encourage children to develop STEM skills, with their unique blend of fun and exciting adventure stories interwoven with interactive 'quests'. While they read and play, children will develop 8-12 STEM skills, including problem-solving, coding, abstraction, logic and trial and error. Alongside the books, QuestFriendz have also developed a **digital Teacher's Guide**, which contains ideas for bringing the books to life in a classroom setting.*

These are Dean's insights on using SuperQuesters: The Case of the Stolen Sun and the digital Teacher's Guide, which demonstrates their wide appeal and innovative approach to engaging both boys and girls in developing STEM skills in the classroom.

Sharing the book in a classroom setting

'I loved using the book with a small group of children'

Dean worked with a small group of Year 1 children, reading the book together and completing the activities. Each child had a copy of the book and Dean supplemented the content with the additional interactive classroom group activities from the Teacher's Guide.



Using the Teacher's Guide

'I loved the Teacher's Guide! It was easy to use and made it a really fun session full of laughter and smiles'



Dean reported that he loved the Teacher's Guide! Not normally a fan of following guides like this, he felt the SuperQuesters Teacher's Guide was straightforward and allowed him the freedom to put his own spin on things if needed. The guide made it a really fun session full of laughter and smiles and the additional activities were brilliant!

The classroom experience

'All of the quests were perfectly pitched for this age group'

Dean started by introducing the book and the stickers and outlining what would be happening in the session. The children loved the introduction game 'Dancing Across the Gemstone Bridge' and, as a group, they built their own algorithms on a whiteboard, for everyone to copy, which was a fantastic start! The group then read the opening together, with children taking it in turns to read, while with the rest of the group tracked the text with their finger.

There was a lot of excitement when they reached the quest! Working together, they worked out how to do the first line and then it was straightforward for them to continue independently. All of the quests were perfectly pitched for this age group.

Once they had completed a quest, the children checked that they had the same results as their partner and then shared with the whole group.

The group were very motivated by the quest, and excited to complete Quest 2 at home, ready to bring back to school, to receive a colourful reward sticker to place on their Reward Chart. They were really excited, asking lots of questions and wanting to jump straight on to the next quest, as they loved both the story and the quests.

The group completed Quest 1 and the additional activities in around 20 minutes, with completion of the whole book and quests planned for within six sessions – once the concept has been introduced each session can be completed more quickly.

While the children were working on the task, they could operate completely independently. The only help needed was, in some cases, helping the boys take the stickers off the sheets, and the girls in the group supported the boys in doing this.



Overall feedback

'If it was up to [the children] they'd have continued for hours'

The children loved having their own book to work through, as well as being able to use the stickers to show their solutions to the problems.

