

**"DO NOT ENTER... UNLESS YOU ARE READY FOR ADVENTURES."**



**"ARE YOU ABSOLUTELY, 100% SURE ABOUT THIS?"**

**"...WELL, DON'T SAY I DIDN'T WARN YOU!"**

**Adventure,  
Adventure,**

**ARRRGH!**

**Your mission is to investigate:  
What makes an adventurer?**

Welcome, adventurers to the start of your fourth grade year, or should I say, your fourth grade adventure? This will not be your average year. Let me tell you more.

Through experiencing adventures and researching adventurers, we will sharpen our resilience, hone our risk-taking and develop strong support for each other. Without these skills (and more) adventure is nigh on impossible. Without these skills learning withers away.

So are you ready... ready for the challenge... ready for the adventure... ready for fourth grade? I can't wait to begin.

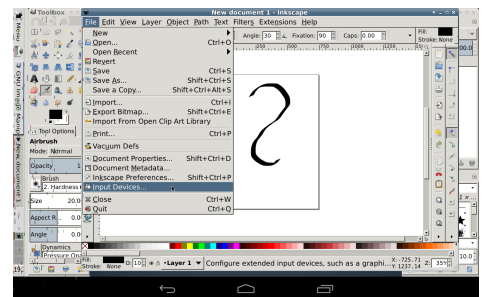
Love, Ms. Chown  
(AKA Captain Adventure)

## Questions we will investigate:

- What are the characteristics of an adventurer and how can we develop them?
- What can we learn from mythological and historical adventures?
- How can we prepare for adventure?
- How can we record our adventures to fully share them with others?
- What can we learn from our adventures?
- What strategies help us to face challenges and take risks?
- How can we support each other?
- How does support help you?
- How have people used the characteristics of an adventurer to help to make our world a better place? How can we do it?

## We will be able to:

- Understand more about California history
- Begin to know about adventures in Greek mythology
- Use new technology including google docs, chromebooks and a vector drawing program
- Seek out challenges and be positive in the face of problems
- Be adventurous in all our learning
- Be a learning community that supports each other to be our best selves
- Use multiple drafts and critique to improve our work



## Final product:

A wooden leaf in a mural about the moments when we used adventuring skills, accompanied by a written piece about our adventurous moments.

## Other products:

- The marvellous sense of achievement from completing adventures
- An Adventurer's Handbook (individual and whole class)
- We are a Class of Adventurers Who (class agreements)
- Reflection postcards
- Portraits of adventurers (us)

## **FIELD WORK**

In order to learn about adventures and adventurers, we will undertake the following field work (all dates are tentative):

1. An adventure to a new place (Friday August, 29th)
2. A climbing adventure (Thursday, September 4th)
3. A mystery water adventure (Friday September 12th)
4. A complete mystery adventure (Thursday 25th September)

**Extra!Extra!Extra!Extra!Extra!Extra!Extra!Extra!Extra!Extra!**

On **Sunday, September 28th**, from 11-4pm, you can journey back to September 28, 1542 when Cabrillo, a Portuguese navigator, landed at San Diego. Stepping ashore on Ballast Point, he was the first European to land on the west coast of what is now the United States of America.

**Where:** Naval Base, Point Loma. Free Admission.

## **EXHIBITION:**

Our exhibition will be towards the end of October. Location to be announced! The exhibition will be an opportunity for us to share our learning with the community and help encourage others to have adventures too.

life is an  
**ADVENTURE**

## **GROUPINGS:**

You will work in many different groupings for this project. For each adventure that we go on, you will be in a team. As a team, you will focus on supporting each other to develop bravery across the whole team. We will also work as a whole class in order to make decisions about how adventures can impact our learning this year. You will work in pairs to critique each others' work (in order to make sure that our work is the best it can be). Finally, you will work individually or in pairs to create your leaf.

Contact our teacher, Ms. Chown ([bchown@hightechhigh.org](mailto:bchown@hightechhigh.org)), or check out our website ([eeroom15.weebly.com](http://eeroom15.weebly.com)) for more information.