

### **Enthusiastic Excellence in The Arts**

<b>E4</b>	Learn to play a musical instrument. Practise playing your favourite piece of music. Perform it to your class or the school. You can also do this quest if you can already play a musical instrument. Practise a piece of performance music until you are confident to perform it accurately in front of an audience.
<b>E5</b>	Write and perform a play supporting the FRASER values. If needed, 4 other students may be included in the performance. Make sure that each student has an equal share in the workload of writing and performing the play. Make time to discuss ideas and responsibilities.
<b>E6</b>	Write a children's picture book or a short story. This quest will involve plenty of planning of ideas before you start writing. Think about characters, setting and an interesting plot. Make sure your story has a clear beginning, middle and end. Keep editing your story until it is complete.
<b>E7</b>	Design your own quest which shows off your enthusiasm and excellence in The Arts. Discuss your idea with your teacher.

### **Resourceful Environmental Awareness**

<b>RF4</b>	Use recycled materials to make a 'Fraser Wearable Arts' outfit. Create a photo journal of each part of the process. Design a 'Wearable Arts' outfit that you could make using recycled materials. Think about the properties and characteristics of each material so you can use it creatively. Your photo journal will show design ideas and construction.
<b>RF5</b>	Get involved in environmental issues in your local area – cleaning parks and streams etc. Keep a journal of your activities. This website: <a href="http://www.gw.govt.nz/">http://www.gw.govt.nz/</a> for the Wellington Regional Council has information about how to get involved in environmental projects such as clean-ups and working bees.
<b>RF6</b>	Find an area around the school or your local community that you feel needs improvement. Present your design ideas (landscaping, gardening etc.) at a school assembly. Firstly identify the area and use a grid or landscaping 'bubble graph' etc. to show the existing site. Use the same techniques to design your ideas for improvements. This will give the audience a visual comparison.
<b>RF7</b>	Design your own quest which reflects an environmental awareness and a sense of resourcefulness. Discuss your idea with your teacher

# FRASER'S QUEST

## Home Learning Quests for Year 3-4 students



- Year 3 students must complete a minimum of 6 Quests over the period of a year
- Year 4 students must complete a minimum of 8 Quests over the period of a year
- Students can choose Quests from any of the 6 FRASER sections

<b>Future Focussed Future Thinking</b>	
<b>F4</b>	Write monthly goals for yourself. Reflect on the progress and outcome of your goals. Make links to the goals on your report. A goal is something you would like to achieve or get better at. Think about 'next learning steps' in your schoolwork or a personal goal to work towards.
<b>F5</b>	Think ahead... where do you see yourself in 10 years time? Write a plan and goals for how you could achieve your vision. Writing goals for ten years ahead will involve breaking down your plan into manageable steps. This may mean setting and meeting yearly goals in sequence to achieve your overall vision.
<b>F6</b>	Find an adult in a career that you may like to do one day. Find out as much about it as you can and prepare a presentation or a talk to share your findings and information. Finding information about the chosen career will involve gathering facts and data by researching the topic, interviewing people in that role and possibly attending the place of work.
<b>F7</b>	Design your own quest involving future thinking and being future focussed. Discuss your idea with your teacher.

<b>Active Adventurer Physical Activity and The Outdoors</b>	
<b>A4</b>	'Push Play' (30 minutes physical activity at least 3 times a week) for a whole term. Keep a weekly journal of activities. The official Push Play website is: <a href="http://pushplay.sparc.org.nz/">http://pushplay.sparc.org.nz/</a> It contains heaps of useful information and ideas for Push Play activities.
<b>A5</b>	Train for and compete in the Weet-Bix Tryathlon. Keep a journal of your training as well as reflecting on your progress. The official website for the event is: <a href="http://tryathlon.weetbix.co.nz/">http://tryathlon.weetbix.co.nz/</a> The events are usually held at the beginning of February so you will need to train during the Christmas holidays. Ask someone to take photos of you during the event.
<b>A6</b>	Complete a minimum of 3 short walking, hiking or tramping trails. Take photos or draw maps of where you went. Brochures and maps of local walking tracks can be obtained from The Upper Hutt Visitor Information Centre or The Wellington Regional Council Office. Discuss your walking plans and safety procedures with an adult. Always make sure an adult accompanies you on your walk.
<b>A7</b>	Design your own active adventurer quest involving physical activities and the outdoors. Discuss your idea with your teacher

<b>Respectful Serving The Community</b>	
<b>R4</b>	Volunteer regularly at the Marae or at a retirement home [help out by reading or performing music etc. to the residents. Keep a diary of your activities. Ring the manager of local retirement homes to get permission to visit. Speak to them about possible volunteer activities and suitable times of the day to go.
<b>R5</b>	Prepare lunch or afternoon tea for your family. Write a menu, prepare the food, set the table and do the dishes afterwards. Talk to an adult at your house about suitable food options. Try to do as much of the quest yourself, but ask an adult for help if you need it. Take photos of each part – food preparation, the table setting, serving the food etc
<b>R6</b>	Volunteer regularly at an organisation such as Animal Rescue or the SPCA. Keep a journal of the jobs and activities you are involved in each session. Ring the Upper Hutt Animal Rescue Society on 5262672 to arrange a visit. The website for the SPCA is: <a href="http://rnzspca.org.nz/">http://rnzspca.org.nz/</a>
<b>R7</b>	Design your own quest which demonstrates respect and service to the community. Discuss your idea with your teacher.

<b>Striving For Success Academic Excellence</b>	
<b>S4</b>	Read a series of books and write reviews for each one. Share the reviews with your class. Choose a book series to read. Allow yourself plenty of time to get through the series by starting the first book in term one. Your reviews may inspire others to read the series.
<b>S5</b>	Complete a research project on another country and compare it to NZ. Decide the best place to live and justify your decision. You will need to find similar information about both countries to be able to make effective comparisons. Justifying means proving what you say with examples to back it up. Find a creative way to display your information.
<b>S6</b>	Design and carry out a Science or Technology investigation. Display your results in a creative way. This website has a step-by-step guide to the scientific method of conducting an investigation from posing the initial question, to analysing your data. <a href="http://www.sciencebuddies.org/mentoring/project_scientific_method.shtml">http://www.sciencebuddies.org/mentoring/project_scientific_method.shtml</a>
<b>S7</b>	Design your own quest showing the value of striving for success and achieving academic excellence. Discuss your idea with your teacher

# FRASER'S QUEST

## 6 Year Home Learning Programme

<u>Future Focussed</u> <i>Future Thinking</i>		<u>Respectful</u> <i>Serving The Community</i>		<u>Active Adventurer</u> <i>Physical Activity and The Outdoors</i>	
<b>F1</b>	Keep a diary every day for a month. Identify positive things about yourself.	<b>R1</b>	Do a 'good deed' every day for a term. Keep a journal of what you did.	<b>A1</b>	Join, commit to and participate in an out-of-school sports team.
<b>F2</b>	Write a CV for yourself – update it through the year with your achievements, new learning, certificates, experiences etc	<b>R2</b>	Join a local club such as Cubs, Brownies, Girl Guides or Scouts. Attend the club each week and keep a journal of the activities you did.	<b>A2</b>	Start a new physical activity you have never tried before. Keep a journal using the 5W's: what, where, when, with who, why.
<b>F3</b>	Plan a week long family holiday in New Zealand. Write an itinerary, collect brochures.	<b>R3</b>	Join the Reading Club or Maths Club or Writing Club and attend regularly.	<b>A3</b>	Join the school Active Adventurers Fitness Club and attend every Thursday morning for a term.
<b>F4</b>	Write monthly goals for yourself. Reflect on the progress and outcome of your goals. Make links to the goals on your report.	<b>R4</b>	Volunteer regularly at the Marae or at a retirement home [help out by reading or performing music etc to the residents. Keep a diary of your activities.	<b>A4</b>	'Push Play' (30 minutes physical activity at least 3 times a week) for a whole term. Keep a weekly journal of activities.
<b>F5</b>	Think ahead... where do you see yourself in 10 years time? Write a plan and goals for how you could achieve your vision.	<b>R5</b>	Prepare lunch or afternoon tea for your family. Write a menu, prepare the food, set the table and do the dishes afterwards.	<b>A5</b>	Train for and compete in the Weet-Bix Tryathlon. Keep a journal of your training as well as reflecting on your progress.
<b>F6</b>	Find an adult in a career that you may like to do one day. Find out as much about it as you can and prepare a presentation/talk to share your findings and information.	<b>R6</b>	Volunteer regularly at an organisation such as Animal Rescue or the SPCA. Keep a journal of the jobs and activities you are involved in each session.	<b>A6</b>	Complete a minimum of 3 short walking, hiking or tramping trails. Take photos or draw maps of where you went.
<b>F7</b>	Design your own quest.	<b>R7</b>	Design your own quest.	<b>A7</b>	Design your own quest.
<b>F8</b>	Explain how you prepare for a special event, occasion, celebration such as Matariki, Hangi, Diwali, Ramadan, Hanukah, Hair cutting Ceremony, Festival of the lights etc.	<b>R8</b>	Undertake a Marae study, choose either your own Marae or our local Marae and identify the elders, the culture, customs, protocols, and myths & legends associated with the Marae.	<b>A8</b>	Carry out a research task about a Maori Hero who has had a significant impact in the sporting, outdoors or military area.
<b>F9</b>	Create your own mini movie, documentary, TV show or advertisement for a Fraser Value, product, event or to promote Fraser Crescent School at our local pre-schools.	<b>R9</b>	Give your skills to others by joining St Johns or completing a First Aid Course. Keep a journal of your activities and reflections.	<b>A9</b>	Carry out a tramp (minimum 2 hours). Take on the role of 'trip leader': prepare and plan for the tramp by writing a RAM form. Take photos or draw maps of where you went.
<b>F10</b>	Identify and research a current social issue affecting New Zealanders. Explore any implications and find possible solutions.	<b>R10</b>	Prepare dinner for your family. Write a menu, prepare and serve the food, set the table, create ambience with music and lighting, clear the table and do the dishes afterwards.	<b>A10</b>	Coach a sports team for a term. Plan weekly training sessions and reflect on the strengths and 'next steps' for the team.

<b>Striving For Success</b> <i>Academic Excellence</i>		<b>Enthusiastic</b> <i>Excellence in The Arts</i>		<b>Resourceful</b> <i>Environmental Awareness</i>	
<b>S1</b>	Read a chapter book (by yourself or with an adult in your family).	<b>E1</b>	Perform or present to the class a dance, drama, musical performance or some artwork.	<b>RF1</b>	Design and make something useful using junk. Show it to your class.
<b>S2</b>	Be a Reporter: report on an event (school or community) and write an article for the school newsletter.	<b>E2</b>	Learn a new handicraft such as: how to knit, sew, cross-stitch or crochet etc. Make something simple and show it to your class.	<b>RF2</b>	Help to start a recycling programme at home. Keep a journal of your family's progress and the positive outcomes of their recycling.
<b>S3</b>	Join the Reading, Writing or Maths Club. Plan and run an activity for the other students.	<b>E3</b>	Learn some circus acts. Show off your talent to the school.	<b>RF3</b>	Create an ongoing scrapbook of news articles relating to the environment.
<b>S4</b>	Read a series of books and write reviews for each one. Share the reviews with your class.	<b>E4</b>	Learn to play a musical instrument. Practise playing your favourite piece of music and perform it to your class or the school.	<b>RF4</b>	Use recycled materials to make a 'Fraser Wearable Arts' outfit. Create a photo journal of each part of the process.
<b>S5</b>	Complete a research project on another country and compare it to NZ. Decide on the best place to live and justify your decision.	<b>E5</b>	Write and perform a play supporting the FRASER values. If needed, 4 other students may be included in the performance.	<b>RF5</b>	Get involved in environmental issues in your local area – cleaning parks and streams etc. Keep a journal of your activities.
<b>S6</b>	Design and carry out a Science or Technology investigation. Display your results in a creative way.	<b>E6</b>	Write a children's picture book or a short story.	<b>RF6</b>	Find an area around the school or your local community that you feel needs improvement. Present your design ideas (landscaping, gardening etc) at a school assembly.
<b>S7</b>	Design your own quest.	<b>E7</b>	Design your own quest.	<b>RF7</b>	Design your own quest.
<b>S8</b>	Learn to speak a language other than your own i.e. Te Reo Maori/NZ Sign Language. You could attend a course or be self-taught. Pass on your learning by teaching your class how to say some simple phrases.	<b>E8</b>	Present pieces of your own art works created in any form or media, visual arts, flax weaving, bone carving, Kowhaiwhai patterns, poi making etc. and explain how you made them.	<b>RF8</b>	Look at an environmental issue through a cultural lens, i.e. traditional fishing rights, fishing quotas, size and species allowed and why this is important to sustain the fish stocks.
<b>S9</b>	Design a webpage to support the learning in your class by basing it around an up-coming or current unit topic. The webpage will be loaded as a link onto the school website.	<b>E9</b>	Write a musical composition of your own. Perform it to your class or the school.	<b>RF9</b>	Create a presentation [PowerPoint] which Explains the physical features of New Zealand through Maori Myths and Legends, i.e. Maori Legend of Mounts Ruapehu and Taranaki.
<b>S10</b>	Learn a new skill or complete a course such as astronomy, photography or cake decorating. Document your learning with photos and reflective journal entries.	<b>E10</b>	Organise and run a musical event or dance extravaganza within your syndicate or the school.	<b>RF 10</b>	Volunteer with an environmental groups such as 'Forest and Bird'. Keep a journal of your involvement.

