

HER EPIC ADVENTURE – TEACHING GUIDE

ABOUT THE BOOK

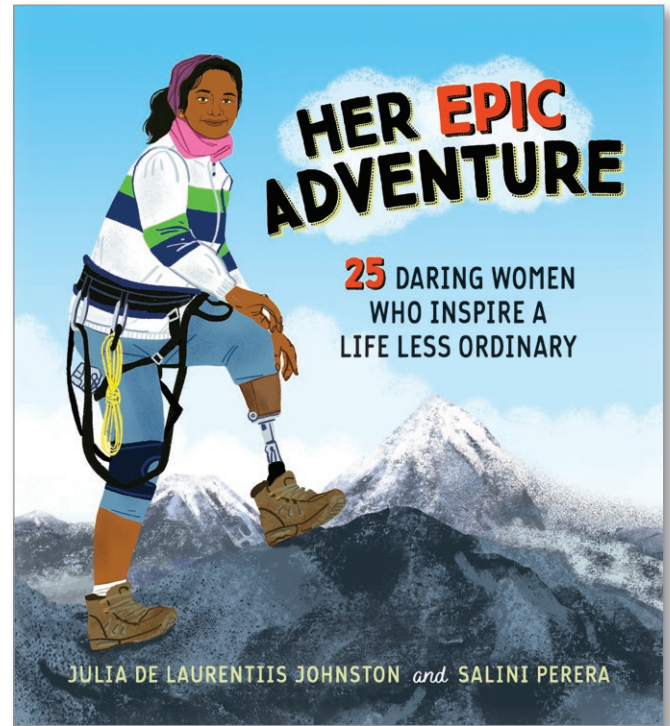
Her Epic Adventure features 25 remarkable women adventurers, past and present, who have overcome incredible obstacles to explore all areas of the world and beyond. Meet Bessie Coleman, the first Black woman pilot, Arunima Sinha, the first woman amputee to climb Mount Everest, and other women who have not let gender discrimination or other challenges stand in the way of their dreams. From mountain peaks to Antarctica, to deep into the ocean's depths and even into outer space, *Her Epic Adventure* is an inspirational book showing how women all over the world can accomplish incredible feats.

ABOUT THE AUTHOR

Her Epic Adventure is the first book by journalist and award-winning podcast director **JULIA DE LAURENTIIS JOHNSTON**. She has written for magazines such as *Maclean's*, the *Walrus* and *Shameless*. Johnston lives with her family in Toronto, Ontario.

ABOUT THE ILLUSTRATOR

SALINI PERERA's artwork has been featured in children's books such as *Scientists who Dared to Be Different* and *Madam C.J. Walker Builds a Business*. Perera and her husband live with their two cats in Toronto, Ontario.



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CONNECTION TO THE CANADIAN GEOGRAPHY FRAMEWORK

Concepts of Geographic Thinking	Inquiry Process	Geospatial Skills
<ul style="list-style-type: none"> • Patterns and Trends • Interrelationships • Geographic Perspective 	<ul style="list-style-type: none"> • Interpret and Analyze • Evaluate and Draw Conclusions • Communicate 	<ul style="list-style-type: none"> • None

LEARNING OBJECTIVES

Students will

- understand the obstacles women have had to overcome to become explorers and adventurers;
- learn about women adventurers, past and present, and their accomplishments; and
- write about an adventure they would like to take.

OVERVIEW

After discussing students' ideas of what an adventurer or explorer is, students will learn about important women adventurers and explorers and gain an understanding of the challenges faced by these women through the book *Her Epic Adventure*. Students will then write about an adventure they would like to take.

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ACTIVITIES

- Whole group: Discuss preconceived ideas of what an adventurer or explorer looks like and how certain groups (particularly women) have been excluded from entering these professions.
- Whole/small group: Read *Her Epic Adventure* and discuss the accomplishments of these women.
- Individual: Students write their own adventure story.

ACTIVITY 1: WHAT DOES AN EXPLORER LOOK LIKE?

Whole Group

(Approximately 20 minutes)

Before reading *Her Epic Adventure*, ask students to think of someone climbing a mountain, exploring a volcano, flying a plane or exploring Antarctica. Who do they see? What does the person look like? Note the similarities and differences between students' answers. Discuss with students where they think these images came from. Movies? Books? Social media?

Next, ask students what they think an explorer or adventurer is. To help them, have students fill out a KWL chart. They can note what they know and what they want to know about explorers and adventurers, and after the lesson they can fill out what they have learned. Have them share their ideas with a partner, and then discuss answers as a whole group. Then, ask students to think about an excursion to Antarctica, from the beginning until the end, and what would be needed to accomplish it. Have students write down questions they would like to ask of an explorer who goes on this type of expedition. What supplies do you need? What physical or educational training do you have to do? How do you get there? Have students share their answers.

Now, ask students to think about what societal, economic, geographical (i.e., country in which one lives) and physical obstacles or barriers an aspiring explorer or adventurer might face. If students need help, guide the discussion with questions about the cost of funding an expedition and acquiring the proper training, the stereotypes surrounding sex and gender in these fields and the obstacles facing those with disabilities.

ACTIVITY 2: READING HER EPIC ADVENTURE

Whole/Small Group

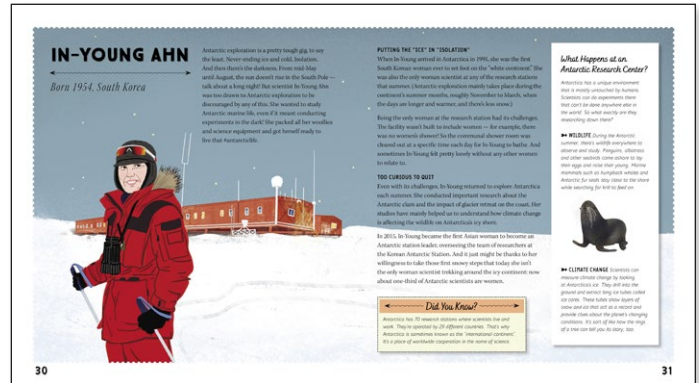
(Approximately 150 minutes. Reading the book may take place over numerous class periods.)

Introduce students to the book *Her Epic Adventure*. Explain that they will be learning about women adventurers from the past and present. Read a few names from the book and ask if anyone recognizes any of the names. If students don't recognize the names, ask them why they think that is. Ask students why they think it's important to learn about these women. Remind them to think about the earlier discussion about obstacles and stereotypes.

Explain that this is a nonfiction book and that the author had to research each of these women and decide who to include in the book. Ask students how they think the author chose who to include.

Read the book aloud or have students read different paragraphs. After reading each section (Sky, Peaks, Ice, Land and Water), divide students into small groups for each section and have them answer the following questions:

1. Who were the women featured in this section?
2. What did they achieve and where and when did they accomplish it?
3. Why was this achievement important for these women?
4. What obstacle(s) did they have to overcome?
5. Why do you think these women were chosen to be included in this book?
6. What is an interesting historical, scientific or geographical fact you learned while hearing about these women?



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Discuss answers as a large group. On chart paper or a white board, note the different achievements of the women (e.g., Largest wave surfed by a woman).

Read the section More Amazing Adventurers to discover other important women, and read the interview with Lois Pryce. Show students the map found at the end of the book (without showing the legend) and ask students to guess which woman each symbol and number represents.

ACTIVITY 3: PLANNING FOR ADVENTURE

Individual

(Approximately 80 minutes)

Now that students have been introduced to different types of explorers, locations in the world and types of adventures, it is their turn to think about an adventure they'd like to take. Ask students what an adventure is. Explain that an adventure does not need to involve setting a record, like many of the examples in the book. And adventures don't need to be far away; they can be in our own town or city!

As a class, brainstorm types of adventures students could go on, locally or globally. Remind students that they don't actually need to go on these adventures, so no dream is too big. Record answers on the board or on chart paper. If students are having difficulties, ask them about an animal they would like to see, a city or country they'd like to visit or a physical activity they want to try. Do they want to see koala bears? Maybe they could go on an adventure in Australia. Do they want to learn to rock climb? Maybe there's a local rock-climbing wall that they could tackle!

Individually, have students answer the following questions to help them get started. Remind students to refer to women in the book as well as notes on the board or chart paper for help.

1. Among sky, peaks, ice, land and water, which area would you like to explore?
2. What region of the world would you like to explore (e.g., country, city, ocean)?
3. What would happen on your adventure?
4. Who would be on this adventure with you?
5. When would you like to go on this adventure?
6. Why would you like to go on this adventure?
7. How could you make this adventure happen? What type of planning, training or learning would need to happen?

Now that students have answered these questions, have them draw a picture of themselves on the adventure. For older students, have them draft an itinerary for their adventure and create a packing list of supplies and equipment they would need.

Using their drawing, itinerary and packing lists and answers to the questions, have them write a short story about themselves on their adventure. You may decide on story length and components. If desired, have students share their stories with a partner or as a large group. Encourage positive feedback from students to motivate their classmates to keep pursuing their goals.

EXTENSIONS

- Assign each student a woman from the book and have them do further research on that figure.
- Have students explore the field of work of one of the women.
- Organize a talk or interview with a woman explorer or adventurer.

