

UNB Faculty of Education
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Project Descriptions

Table of Contents by Subject/Theme

General and Cross Curricular Topics	1
Technology in Education.....	9
Literacy/English.....	12
Math	17
Character Education/School Climate.....	18
Health, Wellness and Physical Education.....	19
The Arts.....	24
Science.....	27
Social Studies/History	28
Language Education.....	30
Vocational, Life Skill, and Business Education	32
Differentiation/Inclusion/Special Education	34

General and Cross Curricular Topics

Title: The Importance of Educators' Emotional Self- Regulation

Group Members: Kyle Morrison and Shane Chatterton

Description: This session examines the effect a teacher's emotional state has on classroom management and the importance of maintaining emotional control while teaching. The presentation examines the most common factors/occurrences/misbehaviours that may put teachers at risk of losing control of their emotions, and gives effective strategies for self-regulating these emotions in the classroom environment.

Title: Tips, Tools and Strategies for Parental Involvement

Group Members: Melanie Powers, Alicia Porter & Christianne Theriault

Description: Over the past decade, family dynamics have changed considerably. Consequently, parents are finding it more and more difficult to become involved in their child's education. For this reason, we have developed a guide filled with tips, tools and strategies for parental involvement along with additional resources to promote a supportive learning experience for students and parents alike.

Title: Teacher as a Role Model

Group Members: Louis Fortin and Lisanne Comeau

Description: Teachers are often described as role models, but what exactly does that entail? How do you know if you are serving as a positive role model or not? Current data shows that teachers are not perceived as a primary role model for students (Stats Canada, 2009). Nevertheless, studies indicate that teachers have great potential to fill this role because of the significant amount of time spent with students. In this project, we researched the components of what defines a role model, what benefits it can bring to the classroom, and how much influence teachers can have on their students in a direct and indirect manner. With this, we have created a guide that defines what a teacher needs to do to be a positive role model in the eyes of their students. Hopefully, this guide will inspire new teachers to become positive role models and will provide them with effective steps to do so both inside and outside of the classroom.

Title: Puppets Across the Curriculum

Group Members: Natasha Huttges

Description: Using puppets often means that children are less self-conscious speaking in front of their peers because the puppet is speaking, not the child. Puppetry provides students with a safe method to express themselves. Puppets Across the Curriculum is a classroom resource for teachers in early elementary, grades K-2. It provides teachers with ideas, lesson plans, and activities to introduce drama and puppetry in the classroom and incorporates mathematics, literacy, You and Your World (science and social studies), and art. Included in the resource is information on puppet making.

The lesson plans provided connect language arts curriculum outcomes to other subject area outcomes. Puppetry encourages children to practice their speaking and listening skills through performing and watching others perform. They will accomplish reading and viewing outcomes by reading various texts and scripts for their plays. Writing and performing plays will meet a variety of outcomes in writing and representing. The subject matter covered in the lessons and activities create cross curricular connections to other areas.

Title: Personalities in the Classroom: A Classroom Management Approach Utilizing Myers-Briggs Personality Typing

Group Members: Paula Stackhouse, David Taylor, and Shawn Wright

Description: Classroom management is a recurring concern for both new and veteran teachers alike. It is an issue that often affects the instructional flow and effectiveness of a class. The purpose of this project was to attempt to highlight how Myers-Briggs personality typing, normally used for career matching and coworker conflict resolution, can be used to proactively negate management issues in the classroom by arranging students in a seating plan optimized according to complementary personalities. This idea was also applied to group work scenarios by attempting to optimize work teams through grouping students based on ideal personality matches. The group arrangements address the two different contexts of classroom and gymnasium in the hopes of aiding both classroom and Physical Education teachers.

Title: The Building of a New Earth School Program: A Global Education Initiative

Group Members: Hardy Cameron, Jason Darkis, Jeffrey Dykerman, Natalie MacGillivray and Megan Parsons

Description: With the onset of the need for differential and experiential learning strategies to occur within our learning environments, the building of a Global Education Initiative that promotes peace, equality and interdependence requires the combined effort of educators from an array of disciplines. Together, with backgrounds in environmental and physical geography, agriculture, mathematics, history, carpentry, outdoor pursuits, science and English, educators in this group created the Global Education Initiative with a primary focus of developing an appreciation, dependence, connection and protectiveness over planet Earth. Students who graduate from this school, theoretically, would acquire not only competencies in literacy, mathematics, and sciences, but also would be well versed in agricultural practices, environmental implications, technology, global issues, and historical events that reach beyond their own community and nation. By building actual and digital models of this New Earth School, the evidence of Global Education is more authentic and thus, seems to mirror what education facilities everywhere should be for obvious environmental, educational and cultural reasons. In hopes to develop a global citizen outlook, corresponding curriculum and foundations are created to show what a Global Education unit plan would resemble along with classroom outlets that will show the details of a classroom in the New Earth School that emphasizes the interconnection between cultures, species and environments from all over the planet.

Title: WINK (Welcome International Newcomers Kit)

Group Members: Jeannine Beattie, Jason Betts, Joleen Searle, and Sara Trindade

Description: Imagine moving to a new country and enrolling in a new school part-way through the year...There are no orientation tours at this time, you do not speak the common language, and you have no friends to talk to or to help you transition. How do you cope?

WINK is a website resource designed to aid both international students newly introduced to our high schools, and teachers who have international students in their classes. The WINK website is divided into two sections. The first section consists of a digital template for creating a booklet that introduces international high school students to their new school. It is user-friendly and contains all pertinent information for these particular students to get through the day in their new environment. This booklet is divided into several categories using tabs to make navigation easy. It is illustrated, which makes the information easily comprehensible. There is even a section containing information for parents. Representatives from any high school can insert their school's information into the provided template to create a booklet specifically tailored to their school. Included is an exemplary kit demonstrating what your school's finished product can look like.

This website also includes a section just for teachers! It describes many suggested activities that can easily be used in the classroom to welcome newcomers, while encouraging them to become active class members. It also provides a list of online resources with brief descriptions regarding how to implement them in the classroom. The purpose of this resource is to help both new international students and their teachers have a positive educational experience together...So WINK away!

Title: Professional Development Workshop: "Opening Closed Doors: Domestic Violence, Partner Abuse, and High School Youth."

Group Members: Shana Stokes, Trish Goguen, and Adam Schriver

Description: Our goal is to provide educators with tools and strategies for supporting youth dealing with domestic violence or partner abuse. The "door" leading to these difficult issues too often remains shut in our schools. Opening it would shed light on a destructive and surprisingly pervasive problem. Educating the educators will, in turn, facilitate the spread of awareness and sensitivity both to students who are victims and perpetrators of violence and to the entire school community.

We will look at recent literature on this topic, produce lesson plans for teachers that incorporate domestic violence and partner abuse into curriculum, and supply a resource package with ideas for school support groups and school-wide assemblies. This material, moreover, will be explicitly connected to a variety of curriculum outcomes. Confronting these issues can be uncomfortable, so a primary concern throughout is to find ways to make this process accessible and respectful for everyone involved.

This session is meant to encourage a stronger awareness and understanding of the severity and sensitivity of this issue. We will be "Opening Closed Doors."

Title: Teamship: Non-Traditional Leadership Within the Classroom

Group Members: Danya Bubar

Description: Leadership theory is a heavily researched and complex area of study which seeks to explain the dynamics that combine to create its phenomenon. This paper presents a brief review of current leadership theory and its practical applications within educational settings. Specific attention will be given to a team-oriented approach of learning referred to as 'Teamship.' The author proposes that classrooms are a collection of learners with varying degrees of leadership skills and abilities, all of which contribute to add significant value toward accomplishing educational objectives. By emphasizing communication and persistent effort toward individual improvements, educators can cultivate the individual strengths of their learners, which can further team development. This holistic understanding of learners and their learning processes, suggests that all focus, recognition, and attention should be given to the team and not merely separate individuals.

Title: Exercise, Music and the Brain

Group Members: Angèle Landry and Danielle Upshall

Description: This PD Session will examine the overwhelming positive effects of both exercise and music on the human brain. Those who attend will leave with an extended knowledge of the young brain's development, as well as with a renewed desire to include music and physical activity in their classrooms and schools. Latest brain research will be presented with recommendations for your classroom!

Title: Project Based Learning: A Guide for the Classroom Teacher

Group Members: Nick Kenny, Eugenia Dietrich, Tascha Chedore, and Susan Currie

Description: PBL, project based learning, is an instructional approach which educators use as a tool to engage students in authentic and meaningful learning experiences. The benefits of PBL are extensive; it's a method of teaching which facilitates students learning of 21st century skills, content, time management, research, inquiry skills, self-assessment, reflection, group participation, and leadership. For our project, we intend to develop a guide which will aid the classroom teacher in the implementation of PBL. The guide will include an overview of PBL, the benefits of using PBL, the conditions which are needed to be successful, how to analyze instructional needs and manage time, how to develop and generate driving questions and themes, how to develop and prepare resources, how and what to assess, and how to showcase and share projects. Our systematic guide to using PBL as a teaching method will emphasize how students benefit from the approach by learning essential knowledge and life-enhancing skills through their own inquiry processes.

Title: Promoting Positive Risk-Taking in the Classroom

Group Members: Ashley Wheeler, Leah Regan, and Katie Johnson

Description: A positive risk-taker is someone who is self-confident, respects self and others, and trusts in his/her own abilities. Learning is an inherently risky endeavour for children, and teachers play a major role in how risks are experienced. Students must be given opportunities to build their self-confidence by taking positive risks through asking questions, sharing ideas and learning new knowledge. Modelled after the ideas in, *Raising Children Who Soar: A Guide to Healthy Risk-Taking in an Uncertain World* by Susan Davis and Nancy Eppler-Wolff, our project is designed to help teachers across the educational spectrum to provide students with the opportunities to take academic, intellectual and social risks in the classroom. The project will take the shape of a teacher's manual which will include implicit and explicit activities and strategies for teachers to actively promote student-centred risk-taking in a classroom setting across various disciplines.

Title: Homework and the Elementary School Student: Perspectives On (In) Effectiveness

Group Members: Laura Getson, Katie Gillivan, and Tara Lynne Grant

Description: An investigation into the historical contexts and the perspectives of stakeholders in the practice of homework in the elementary years. This review of literature examines costs and benefits to provide teachers, parents, and students with a synthesis of empirical data and recommendations, which can inform homework policy. Participants will receive access to an easy-to-use online reference guide to support their own position on homework and its effectiveness.

Title: Service Learning: Bridging the Gap Between Communities and Schools

Group Members: Samantha Goodine, Meagan Haddad, and Carisa McMurtrie

Description: The aim of our senior project is to compile a resource package pertaining to service learning in New Brunswick. Service learning is a method of teaching and learning that combines academic classroom curriculum with active, meaningful service within the community. This effective teaching method of experiential learning fosters deep, personal reflection coupled with realistic, concrete experiences. In general, the youth of today are far too disengaged from their community and the world around them. By implementing service learning into the curriculum students will be given the tools and experiences necessary to bridge the gap between schools and their surrounding communities, between their individual worlds and the larger world around them.

Title: The Foundation Year

Group Members: Sharon Garland, Lorissa Johnson, Sarah McCormick, and Kate McDonald.

Description: Our project is designed to provide incoming Kindergarten students, parents and early childhood educators with accessible resources and activities to prepare and ease the transition into the foundation year of their schooling experience. We will be presenting a Kindergarten readiness manual and website. The content of this manual and website has been guided by parent feedback, current educational research, and the input of current New Brunswick Kindergarten teachers.

Title: Developing the Talents of Students: An Introductory Guide to the Triad Enrichment Model

Group Members: Stacy McCarthy, Suzanne Perry and Sarah Wood

Description: Our project will examine the benefits of the Renzulli Triad Enrichment Model in an everyday classroom setting. Our introductory guide will provide educators with an overview of what Triad is, implementing Triad in the classroom, and how assessment is used in Triad. Our guide will highlight student survey results comparing a Triad school to a non-Triad school, focusing on motivation, participation, confidence, and classroom behaviour.

Title: How-To: Implementing Collaborative Learning in the 21st Century Classroom

Group Members: Aaron Folkins, Jennifer Amos, and Amy Singer

Description: One common issue that we encountered while working in the school system was that there is an apparent disconnect between 21st Century learning skills and how they are being implemented in today's classroom. We have developed a comprehensive guide that explains the significance of collaborative learning and its link to 21st century skills, demonstrates multiple strategies for flexible grouping, provides teachers with different strategies for assessing group work, and lists classroom procedures that teachers may want to consider before beginning their first collaborative activity.

Title: NB3 21C – Making it Work for You and Me

Group Members: Natasha Black, Jillian Carroll, and Molly O'Shea

Description: Our mission is to design a professional development session for new teachers beginning their careers amidst the shift towards 21st century learning. Knowing that the shift can be overwhelming, we want to give teachers the skills and the confidence to incorporate 21C learning in their classrooms.

Title: The Advocacy Club

Group Members: Catrin Berghoff

Description: Opportunities for community involvement and activism in schools are frequently based on teachers' pet issues and students' roles are often relegated to providing free labour and raising money. This project re-imagines extracurricular community involvement as a flexible support network for students who want to effect change. The Advocacy Club is a place where students with existing goals can network with others or receive support and advice from a teacher, and also is a safe environment for others to start grappling with what exactly it is they care about. Guided by student interest, the teacher presents past and present examples of how individuals or groups have effected change, along with local, regional, national and international issues. Example activities may involve guest speakers, attending town halls or council meetings, visiting non-profits, or interviewing an opinion columnist. Over the course of the school year, depending on student interest, club members may investigate how to start a non-profit, how to write a press release, or how to initiate a referendum. In the end, some students may create original projects, campaigns or events, and others may choose to work with an existing organization to further its goals in creative ways. And that's okay, too, because the Advocacy Club is a place for exploration!

Title: What is Black and White and Read All Over? Teaching With Newspapers in the Classroom

Group Members: Tammy Compton, Erica Groom, and Kattie Comeau

Description: We have developed a ready-for-use resource for K-5 teachers that employs the educational value of the newspaper in the classroom. Through our carefully crafted collection of mini-lessons and activities, we are bringing the outside world into the classroom, exploring our own backyard to the farthest reaches of Earth and beyond. Teachers will benefit from its ease of use as well as its application across the curriculum, and students will benefit from the opportunity to become more global citizens. Our resource is a fun way to utilize the teaching potential of newspapers which can be accessed inexpensively in any community.

Title: A Teacher's Guide to Creating a Supply Teaching Kit

Group Members: Daniel Cote and Janice Lavigne

Description: Prepare for those days that you are unavailable! We have created a step-by-step manual for teachers on how to create a supply teaching kit for their classroom. This kit explains the importance and effectiveness of having a kit available for a supply teacher and the students in your classroom. Our manual includes instructions on how to set up your kit, what needs to be included in your kit and templates to help you prepare a kit that is designed especially for your classroom.

We also created a supply teaching kit for supply teachers. We created binders for each Grade K to 6 with mini lessons, worksheets, and activities to get you through a day of supply teaching in case there is no supply teaching kit or lesson plan available for you. Be prepared!

Title: Resource Kit for Supply Teachers

Group Members: Meaghan Britten and Nick Fullerton

Description: Our senior project will be a kit for supply teachers with useful materials that will aid them upon arriving in a class. The kit will include resources such as nametags, emergency lesson plans, seating plan forms, classroom management materials (quickly implementable), etc. The kit will also include materials related to areas that many supply teachers have difficulty with such as resources on exceptional learners and differentiation. The kit will not only be geared towards purchase by supply teachers, but could be purchased by schools to have in their classrooms. Example: outlines of exceptional learners, procedures, timetables, behaviour tracking, school day summaries, whereabouts of materials in the classroom and special personnel within building (first aiders, etc.). The presentation will include an outline of how the kit could be implemented along with a short users guide. A poster will include a summary of research conducted as to the need and usefulness of our product. To date, many colleagues, supply teachers and faculty have expressed a favourable view on the project and through our research we have not found a resource similar to our idea.

Technology in Education

Title: Working with Wikispace – A Practical How-To Manual

Group Members: Michelle Jean and Rob Pafford

Description: This project idea arose from a group presentation from ED5354, explaining how to use various technologies in a Language Arts classroom. That presentation touched on using Wikispace as a medium for group work – for example, as a way to implement Writer’s Workshop projects in Language Arts – and this project will go further in-depth on this tool. We envision this project’s final products as both a presentation and a manual (likely in PDF format), and will explore the following areas:

- 1.) An explanation of what Wikispace is
- 2.) A step-by-step tutorial on the basics of Wikispace: how to sign up for it, how to set it up, how to use it
- 3.) Examples of how to practically use Wikispace in the classroom:
 - a. A basic class page for the teacher, with updated homework assignments, class rules, schedule, and ways for parents to contact the teacher
 - b. Collaborative projects within the classroom
 - c. Collaborative projects with other schools anywhere in the world
- 4.) Relevance to Section 311 – safety concerns about students working online

- 5.) A discussion of Wikispace in conjunction with the new 21C initiative from the Department of Education
- 6.) Materials would include a PowerPoint, online samples to tie in with the examples above, and a “cheat sheet” similar to those that come with textbooks with a listing of common terms and steps to refer to on a moment’s notice

Title: Putting 21st Century Learning Into Action: Wikispaces in the Classroom

Group Members: Kayla Hunt and Tanya Jensen

Description: Our senior project illustrates the positive role that the use of technology, specifically wikis, has in the classroom environment. We went into the classroom and taught Grade 3 students how to blog and manage the wikispace that we created for their classroom. The students created weekly entries that displayed their own thoughts, reflections and written work. We documented our progress by keeping our own blog, taking pictures and videos, and conducting interviews with the students. This endeavour is very beneficial on several levels. Acting as a facilitator, a teacher can use a wikispace to engage students in classroom projects, communicate with parents, and as a vehicle to create a global learning community by connecting with others all over the world.

Title: Incorporating Technology into Literacy in the 21st C. Classroom

Members: Erica Stymiest, Erin Brewer, and Allen Penny

Description: An increasing amount of value being placed on digital literacy in schools and beyond. Our project is designed to provide elementary educators with a practical resource guide that will allow them to effectively incorporate technology into their literacy blocks. We will provide a list of various educational technologies and tools, which can be modified to fit literacy components of the curriculum.

Title: Teaching with Technology

Group Members: Alison Betts and Gina Rocca

Description: The aim of our senior project is to develop a university course that could also be broken down into a series of PD sessions with the intention of teaching preservice teachers and certified teachers the skills necessary to be technologically efficient in the classroom. It is often assumed that the new generations of teachers are technology experts, but this is not always the case. We have created a syllabus and lesson plans outlining how to use various technologies that teachers may encounter, including Smart Boards, Senteos, Wikis, Social Networking Sites, etc.

Title: Project Based Learning through Technology

Group Members: David Duayne Naugle and Julia Katerina Quondam

Description: With growing interest in technology from our youth today, it is only logical that teachers and students learn how to use a variety of technological resources. This being said, one way to merge the use of technology into the curriculum is through project based learning. This presentation will discuss why you should join these two ideas and incorporate them in the classroom. It will discuss how to go about building a unit plan using project based learning that incorporates the use of technology and will provide samples of lesson plans. Additionally, teachers will leave with a number of technological resources that they can relay to students and then can begin fully integrating project based learning through the use of technology into the classroom.

Title: MARVIN: Learning Through Technology

Group Members: Julia Clarke and Meaghan McLaughlin

Description: There is a large demand for interactive learning in our classrooms. Today, it is as natural for students to use technology as it was for our generation to use paper and pencil. More specifically, students are being engaged by 21st century technologies and it is our responsibility as educators to ensure these students' needs are being met. Using MARVIN, interactive software, students are able to take control of their own learning, create animated stories, and meet curriculum outcomes throughout the process. Our project focuses on how to use this software in the classroom to engage all learners and help them to develop essential 21st century skills. Our project includes the work of six grade five students who have had the opportunity to work closely with MARVIN. Using this software, the students have created MARVIN projects to help explain to teachers how they use it, why they like it, and troubleshooting tricks that they have learned along the way.

Title: Smart Board Games to Increase Engagement

Group Members: Kirk Keating, Todd Wilson, and Jeff MacTavish

Description: This professional development session highlights the importance of student engagement. It focuses on the use of educational games in the classroom and highlights the benefits and potential issues that may arise. Educational research illustrates that student interest is the number one factor necessary for genuine learning to occur. Students are playing more games today than ever before. Educators need to be aware of students' interests and bring them into the classroom to increase engagement. Smart Board technology is an excellent way for teachers to reach curriculum outcomes in a fun and interactive way. This session will illustrate some end of unit games that have been created to promote student engagement and learning, while also introducing how to create Smart Board games for use in the classroom.

Literacy/English

Title: Excelling in the Information Age: a Resource Guide for Promoting Visual Literacy in the ELA Classroom.

Group Members: Maggie Graham and Kate MacKinnon

Description: In the twenty-first century, linguistic literacy and visual literacy are becoming increasingly intertwined. Students need to be able to recognize, decode, understand, analyze and produce visual representations with the same ease as words on a page. Giving students a deeper understanding of elements of our visual culture such as comic books, graphic novels, advertisements, film, television, art, and the internet is a necessary part of twenty-first century learning that all schools need to implement. Incorporating relevant and exciting opportunities for students to learn and practice visual literacy skills can be a daunting task for many teachers. In response to this need, we have created a teacher resource that compliment the New Brunswick ELA curriculum along with simple “how-tos” and suggestions for successfully integrating visual literacy into a traditional ELA classroom

Title: Teaching Film Literacy: A Resource Book

Group Members: Joe Boyd and Bill Neal

Description: Students live in a highly visual environment. They are immersed in film, internet and television culture in which they are constantly encountering visual media that are designed to manipulate their responses. Consequently, a critical attitude towards visual media is an essential skill that we have a responsibility to teach, not only for artistic or aesthetic reasons, but also so that students’ responses to media will be sophisticated enough to assist them in their development into responsible citizens. While many English Language Arts teachers use visual media (especially movies adapted from novels) in their classrooms as a tool to augment reading, we believe that there is a need for a resource geared toward ELA teachers, including those with no training in film criticism or production, that will allow them to teach with confidence the most important key concepts and vocabulary of film language and analysis. This resource divides the instruction of film literacy into distinct chapters (on film editing, cinematography, the screenplay, lighting, and genre), each of which contain a concise overview providing historical context and essential vocabulary which will enable teachers to teach knowledgeably, in addition to a collection of lesson plans demonstrating how each component can be taught.

Title: ‘Women in History and Literature’: A Design for a Cross-Curricular High-School Course

Group Members: Christine Hall, Travis Kinney, Mike Stewart and Mike McCaustlin

Description: The benefits of a cross-curricular approach to teaching Social Studies and English Language Arts (ELA) are widely recognized and largely self-evident. Literacy is vital to developing students' awareness of society and history, just as socio-historical contextualization is an essential aspect of promoting appreciation for literature and thus promoting literacy. It is our belief that such an approach is particularly well-suited to Women's Studies, a discipline greatly under-represented in New Brunswick curricula. Indeed, 'under-represented' is probably misleading, especially when it comes to women's history. Without an understanding of the changing role and status of women in the historical process, students will not understand history at all; in this sense, New Brunswick Social Studies teachers are faced with mostly content-specific curricula that, especially at the higher grade levels, constrain their capacity to actually teach history. The N.B. ELA curriculum, whilst based on outcomes and thus permitting of greater opportunities for teaching women's literature and the representation of women in literature in general (both of which call out for instruction in women's/social history), tends not to be utilized for such purposes. The weight of the literary canon, district, school, and departmental expectations, and available resources all contribute to lessen the likelihood that students will be exposed to literature by and about women. Our course, which we envision as a Grade 12 elective, is intended to help fill — albeit modestly — these significant gaps.

Title: Text as Therapy: Using Creative Writing and Literature to Help Students Coping with Trauma

Group Members: Andrea McCaig

Description: Educators are becoming increasingly aware of the extent to which students bring their own individual experiences into the classroom. For many students who have experienced some form of trauma, a safe outlet is crucial in helping them to heal. This senior project will explore the extent to which creative expression and literacy can be used as catharsis and a potential conduit towards recovery. Relevant research will be examined and weighed against real life models and applications in schools. A resource guide for teachers will be developed that touches on:

- 1) Establishing and maintaining a relationship of mutual trust and confidence
- 2) Ideas and guidelines for incorporating creative expression within the classroom or as an extracurricular
- 3) The relevant ethical and legal issues
- 4) The limits and possibilities of creative expression as catharsis

Title: "Eye Spy with My Little Eye..." – A Cross-Curricular Approach to Visual Literacy and Writing in the Elementary Grades 3-5

Group Members: Heather Stackhouse and Carolyn Stephen

Description: Being visually literate involves learning to create meaning, comprehend and communicate through visual processes. Images are part of everyday life, and children obtain much of their information about the world from the internet and television. When we look at what students are learning in school, are traditional reading and writing exercises enough to prepare them for today's technological society?

Technology has changed the way that children see the world around them, and educators have to be able to keep up with the technology and information that is available to children in ways that look beyond the traditional teaching methods of literacy. Educators are now using smart boards, computers, internet sources, videos, and other visual means to enhance the learning experiences of their students.

In recent years, educators within the elementary grades have experienced significant pressure for enhanced literacy education. With limited time and resources, teachers must possess productive methods and useful resources in order to implement literacy into their everyday lessons and activities. This project can be used as a teaching tool, to provide educators with some creative and clever ways of incorporating writing into other subject areas using the components of visual literacy.

Title: Strategies and Techniques to Assist with the Reluctant Writer

Group Members: Krystal LeBel, Jamie Monteith and Jessica Smith

Description: Reluctant writers are a growing concern in today's classroom. The underlying question is: How can we, as educators, create a classroom that encourages all students to write? The professional development materials in this packet attempt to help answer this question. The packet includes a set of compiled resources that teachers may employ within their classrooms to assist with their struggling and reluctant writers. We provide various ways to identify, classify and encourage these writers to improve their writing through a variety of strategies. These strategies include storytelling, establishing a community of writers, and the creative arts. In addition, we have included strategies that may be used to pre-assess students' interests and learning styles, along with some strategies to build writers' confidence. We believe that by encouraging collaboration and discussion throughout these techniques students are more likely to engage in the writing process and experience greater progress and success in writing on a daily basis.

Title: Supporting You and Your World through Balanced Literacy: A Focus on the Kindergarten Year

Group Members: Nicole Logan-DeMerchant, Katrina Wheelan, and Meagan Durling

Description: Through experience during our internship it became evident that the emphasis on numeracy and literacy often led to a lack of time for the Science and Social Studies curricula. To help to alleviate the issue, we are compiling a resource to help teachers integrate the You and Your World curriculum outcomes at the Kindergarten level, into the Balanced Literacy program. Our resource will include all outcomes from the curriculum and specific ideas and resources that go along with each component of Balanced Literacy.

Title: Reluctant Readers Resource Grade 3-5

Group Members: Ashley Bernard and Stephen MacKight

Description: Our resource guide is aimed toward grade three to five teachers and includes varied strategies for hooking your reluctant readers. The strategies presented address individual students, groups, whole classes and entire schools. Partnerships and collegiality between teachers and teachers and teachers and administrators is a key to success with reluctant and struggling readers. Identifying your reluctant readers and getting to know them is part of the resource guide. The bulk of our presentation consists of strategies for teachers to help engage and motivate their learners. Statistics and research related to literacy assessments have some alarming results pertaining to male students' scores. As a result, we have included strategies that specifically help motivate and engage boys as readers.

Title: Reading Basics for the Beginning K-2 Teacher

Group Members: Kallie Haines and Caitlin Maston

Description: Our project focuses on the reading component of balanced literacy. We created accessible brochures pertaining to various topics, including teaching reading using leveled texts, formative assessment for reading, structuring the literacy block, as well as strategic reading instruction. Within these four topics we discuss major instructional components, such as guided reading, running records, CAFE and Daily 5. The brochures provide a helpful introduction, as well offer education interns and new teachers instructional tools that can be easily implemented in early elementary classrooms.

Title: Making English Palpable: Real World, Practical Applications of the Level 3 Curriculum

Group Members: Dan McGrattan, Lindsey Gail Folkins, and Kyle Mullin

Project Description: Often level three English tends to be an afterthought or light interpretation of the level one and two streams. Giving students in level three a more practical and relevant impression of language learning can help improve student engagement, interest, success and ultimately better prepare students for life after graduation. The focus of this guidebook is to help diversify the standard interpretation of the level three curriculum, moving it beyond a "light" course into a more unique approach to ELA learning that is tailored to the student interests and needs through integrating relevant technology, resources and methods.

Some of the curriculum's speaking and listening components can be turned into an opportunity to practice job interview skills, while writing and representing outcomes can be converted into resume honing techniques. Bolstering students' mainstream media awareness through lessons on defamation and reporting techniques will help them absorb the daily news with a critical eye. And in terms of texts, the classics should by no means be abandoned - but they should be balanced by more topical literature that will pique student interest and help them to see language as the lever.

Title: Don't Agonize. Organize: A Resource Wikispace for Middle and High School English Language Arts

Group Members: Afton Piercy and Megan McLellan

Description: As beginning teachers it is difficult and time-consuming to find useful resources to supplement and deliver the English Language Arts (ELA) middle and high school curricula. With this in mind, our objective is to provide ELA teachers with an organized template of materials that they can continually build on and share with colleagues. We have created a wikispace to act as a bank that organizes and stores resources in a variety of topics relevant to this curriculum.

Title: Exciting, Informative and Interactive PD Session for Teachers to Learn How to Successfully Implement the Daily 5 in Their Classroom.

Group Members: Faith Black, Steve Cutler, Daniel O'Leary and Maggie Thomas

Description: Our PD session is designed to help provide elementary teachers with the proper strategies needed to successfully implement the Daily 5 into their classroom. The session is divided into four distinct sections. Each section covers a specific area of the Daily 5. Activities for visual, auditory and kinaesthetic learners are presented and demonstrated.

Entertaining, informative and effective!

Title: Creative Learning in the Classroom

Group Members: Tanya Carr, Stephanie Sedgewick, and Karen Sheppard

Description: Every student possesses untapped potential to express themselves in creative and unique ways. This project provides activities for students that are practical, innovative and can be easily incorporated into the Language Arts curriculum. Specifically, we are focusing on writing, fluency, book reports, and vocabulary as they relate to the grade four curriculum outcomes. We have accomplished this goal by offering the students the choice of learning

through kinaesthetic, musical, artistic, and technological means so that their individual learning style, strengths, and interests will be met.

“My contention is that creativity now is as important in education as literacy, and we should treat it with the same status.” Sir Ken Robinson, Ph.D.

Math

Title: Cross Curricular Approach – Math is Everywhere

Group Members: Kari Gray

Description: Mathematics is used everywhere, and it is my goal to illustrate specifically how it is used within the trades. Students may not be aware that their learning within the math class is used elsewhere in life. I would like to introduce math concepts that are applied in the trades and taught in mathematics classrooms, and show that they are commonly used everywhere. My objective is to demonstrate the rigor and relevance of math in school and in trades’ workplaces. Demonstrations will include hands on examples of authentic learning strategies that can be implemented in math classrooms.

Title: Identifying Math Achievement Through Literacy Difficulties

Group Member: Marjorie LaFrance

Description: In the elementary math classroom, many students are assessed not only on their math skills, but how well they can read. This problem is accentuated by the new approach to math, which incorporates a focus on reading, with the goal of introducing students to real life thinking. My math guide for teachers deals with problems that can arise due to lack of assessment techniques for students whose literacy skills may hinder their achievement in the math classroom.

Title: How and Why to Implement Successful Performance Tasks in Mathematics

Group Members: Andrew Wood, Garrett Toole, and Adam Pilmer

Description: Twenty-first century students will have to “possess competencies instead of isolated knowledge and skills.” Performance tasks are an authentic way to assess complex interwoven competencies in students. Performance tasks consist of the application of knowledge and skills to problems that are meaningful and relevant for stakeholders. Some teachers are hesitant to use performance tasks because they are not sure how to fairly assess student work or their previous experiences were unsuccessful. In this project, we provide information on the advantages of using performance tasks in the mathematics curriculum, provide criteria and

examples for creating and executing a successful performance task, and, lastly, provide a sample of on-line resources to aid in implementing performance tasks in the classroom.

Title: Teaching Mathematical Content to English as a Second Language Students.

Group Members: Sean Ring

Description: A lot of people say that math is the same across languages and cultures. Much of it is and there may be some ESL students, just as there are native English students, who can develop an understanding of new concepts quickly and efficiently. What about those students who struggle with math in their native language? How are they going to fare in a new environment that uses a new language?

I have created a workshop for mathematics teachers of ESL students. I am interested in helping mathematics teachers teach the mathematical content to their ESL students. I plan to provide some background knowledge in the field of ESL as well as provide some effective strategies that a mathematics teacher could use to help an ESL student have a positive experience in their mathematics classroom.

Title: A Look at the New Way of Teaching Math in Elementary (Grades 5 & 6)

Group Members: Sylvain Bellemare and Rachel Chestnut

Description: The way elementary teachers are “supposed” to be teaching math in their classrooms has changed dramatically over the past few years. There has been a shift from fact and rule memorization to student-centered, problem solving learning. Since most of today’s teachers spent at least twelve school years learning “the old ways”, there has appeared to be a very rough transition between the two views.

We have created a short, three section booklet for elementary teachers in N.B. The booklet includes: an introduction to this new way of mathematical thinking as well as some reasoning behind why it is flooding the school systems, where it came from, a set of specific examples highlighting the differences of the old/new ways of teaching, and a list of resources that are accessible to teachers.

As there are specific examples, this booklet is somewhat restricted to grades 5 and 6 as this is where our deep understanding has been based over the last year. However, the introduction and most of the resources will benefit any New Brunswick elementary teacher.

Character Education/School Climate

Title: Growing Leaders for Tomorrow

Group Members: Andrea Corbin, Lise Deveau, Emily Hennessey, and Allana Horne

Description: The objective of this project is to (A) highlight the benefits and specifics of leadership/character education and to showcase Park Street School where the resource “The Leader in Me” is used to accomplish these goals and (B) to provide educators with resources they may use in their classroom to help teach principles of leadership/character education.

Title: Teaching Self-Esteem

Group members: Renee Grice and Jackie McConnell

Description: As an initiative to promote good self-esteem and to prevent bullying, we have developed a teaching resource that includes a picture book and coordinating lessons. The lessons make up a cross- curricular unit plan to implement proactive strategies that encourage positive relationships and a positive school environment.

Title: Activity Barn: Engaging Activities to Promote a Positive Learning Environment

Group Members: Mike MacDonald, Joanne Newton, Carney O’Hara and Amanda Thomas

Description: This user-friendly resource provides teachers with a collection of engaging activities for creating or maintaining a positive classroom environment in an elementary classroom. These activities will address classroom themes such as motivation, respect, physical environment, and relationship-building. Modifications of these activities are included to reach all learners.

Health, Wellness and Physical Education

Title: Fresh Start Wellness – Promoting Health and Wellness in New Brunswick Schools

Group Members: Corey Steeves and Ransford Lockhart

Description: Following significant research that included interviewing classroom teachers, counsellors, methods and resource teachers, and administration from various schools around the province, we came to the conclusion that the state of health and wellness among our youth is of great concern and is in dire need of attention. We have developed a new wellness program to offer to New Brunswick schools. Research indicates that something needs to be done and that positive changes need to be made. Our wellness program is based on the comprehensive school health model and deals with all aspects of wellness. Through motivational speeches, a website for students, and various student run activities, we hope to make healthy living “cool” again in our province.

Title: Increasing Participation in Physical Education

Group Members: Scott Cunningham, Stephen Lalancette, & Bruce Gallagher

Description: Physical Education can result in many positive outcomes in the development of adolescents. During our B.Ed. program we were taught how to properly instruct a Phys. Ed. Class. We were taught how to teach skills, movement, game play, rules, safety concerns, inclusion, etc. However, there is a problem with middle to high school aged students in terms of participation. Our senior project will examine useful methods to increase participation in middle school and high school physical education classes. Due to the wide variety of reasons, we will take a closer look at several key components such as: increasing participation amongst girls, non athletic students, and S.E.P students.

Title: 20/20 Fitness

Group Members: Mark McCaustlin & Whitney Eastwood

Description: Many students and teachers have inactive lifestyles. A variety of physical activities other than traditional sports are important for individuals to get active. That is why we are creating a 20 week fitness program that can be implemented into physical education and/or lunch/after school programs. This program is designed to include students and teachers from beginner to advanced fitness levels. With busy schedules in mind, this program consists of 20 minute workouts that are to be performed three times a week. It is a useful tool for teachers/students because of the task cards/workout log that is supplied with the program. The task cards are used to demonstrate the different exercises and the workout log is used to track progress. For our presentation the audience will be encouraged to participate in one of our workouts. So come prepared to be active!

Title: Using the Wellness Wheel to Enhance the Middle School Personal Development Curriculum.

Group Members: Brandon Kelly, Michelle Stephenson and Jason Rideout

Description: Personal development is an area in middle school that we, as a group, felt could benefit from additional resources. As we went through the current curriculum, we found that the majority of outcomes are based on goals related to social and occupational wellness. We believe personal development involves far more than these two areas and that all aspects should be addressed. As students, we have also studied and recognize the value of Health Education and we know that the use of the wellness wheel addresses the issue of helping develop well rounded students. We saw this as a great opportunity to combine these two aspects of education (the wellness wheel and personal development) to enhance the current Middle School Personal Development Curriculum. Our goal was to create a usable resource for teachers so that all areas

of the wellness wheel would be addressed in personal development classrooms. This will give each class a specific purpose and activity that will, in turn, provide structure for the users and remove some of the guesswork from teaching personal development in middle school.

Title: Early integration of Outdoor Education into the elementary curriculum.

Group Member: Derek Ferguson

Description: It has been shown that the use of Outdoor Education helps develop valuable skills in youth and it is used to increase lifelong activities. The Western and Northern Canadian Protocol (WNCP) which is a curriculum that integrates a range of field studies in an outdoor settings with outdoor pursuits thus making outdoor learning a major experience in education for children. However in New Brunswick, Outdoor Pursuits is a separate entity and it needs further integration into the curriculum. This project will compare the New Brunswick Outdoor Educational experience to the WNCP and show why early integration in elementary schools can lead to more proactive adults and a better overall education.

Title: Yoga for Kids

Group Members: Sarah Marshall, Heather Doherty, and Erin Kane

Description: Yoga for Kids delivers many benefits to teachers and students by strengthening the body and mind. Yoga poses and breathing techniques can be used in schools as a fun, relaxing and energizing physical activity. Research has proven that children benefit from yoga in several ways, some of which include:

- Improved concentration, focus, calmness and relaxation
- Enhanced flexibility, strength and coordination
- Decreased anxiety and stress
- Increased self-esteem and self-discipline
- Yoga can be used to manage children with emotional and behavioural disorders such as ADHD and Autism

We have produced a resource manual that K-5 teachers can use in any environment. The resource includes simple step-by-step instructions of various breathing techniques and yoga poses that are suitable for all students and all physical abilities.

Title: Best Practices, Certification and Risk Management for Outdoor Pursuits: A Series of Workshops

Group Members: Kyle Agnew and Michelle Reid

Description: Outdoor education provides students with hands-on experiences that connect the abstract content of the classroom to a meaningful and shared concrete experience. Outdoor

pursuits teachers in New Brunswick can benefit from a series of workshops designed to provide certification, discuss and share best practices in outdoor education as well as cover essential risk management and risk mitigation strategies. A paddling workshop in the spring will offer flat-water instructor certification, moving water certification, and cover various topics essential to safe canoe tripping. Other workshops will involve an opportunity to gain certification in Wilderness First Aid as well as necessary skills for leading winter camping and backpacking trips. This series of workshops is designed to enhance and integrate 21st Century Learning and Outdoor Education in New Brunswick.

Title: Teaching In Cairo, Egypt

Group Members: Tamara Horner

Description: I will be exploring what it will be like to teach physical education in a predominately Muslim culture. I will be looking at how physical education is viewed and valued differently from Canadian society, and ways I can connect with the culture in order to create meaningful learning opportunities for students which, in turn, will show them the importance of living a healthy active life.

Title: The Power Hour - A Non-Competitive Team Experience for All Members of the School Community

Group Members: Scott Bourque, Lucas Madill, Tor Ulla and Rob Wilson

Description: We have created an after school training program for all students and faculty members who would like to participate in a school based athletic experience. This program is conducted in the same way as a high school athletic team. The difference is that no individual can be cut from this program. "The Power Hour" takes place three times a week (Monday, Wednesday and Friday), for one hour at a time. The exercise program consists of six different circuit training workouts with modifications provided for beginner, intermediate and advanced fitness levels. All participants will receive a training log that will allow them to monitor their individual progress. The training log includes visual demonstrations of each exercise, goal setting instructions and additional fitness information (i.e. daily caloric intake needs and nutritional suggestions). The program also includes an instructional DVD.

Title: Get Up and Dance: Motivating and Engaging Students In School

Group Members: Kristine Morris and Rebekah MacPherson

Description: As former dance educators, both of us having 20+ years experience in various dance forms, we believe and have experienced the benefits of a dance education and its positive role in our academics. We have assessed student interest and willingness to participate in various forms of dance activities that have improved student motivation and engagement throughout the

school environment. We have investigated this topic through means of extracurricular programs, such as Dance Clubs, classroom-based dance education as well as experience in the art form. We have implemented various dance forms, such as country, hip hop, theme/Broadway, ballet, jazz etc., to appeal to a wide range of interests within the student body. This has enabled students to step outside of their comfort zones, guiding them towards a new skill and enabling them to improve and expand on this art form.

This has ultimately resulted in the development of useable resources such as a dance manual with step-by-step instructions, and a PD session for colleagues which demonstrates that everyone has the ability to dance, without relying on the confinements of professional technique. Dance, for these purposes, is for engagement and motivation and is not about one's technical ability.

Title: Graphic Novels: Promoting Health and Physical Education in New Brunswick's Youth

Group Members: Katelyn Strang

Description: New Brunswick's youth are facing critical wellness challenges that demand educators' attention. The rising obesity levels and physical inactivity that plague our students need to be reversed. My senior project focused on creating a culture of personal well-being within New Brunswick's students by engaging them in the physical education and health curriculum through graphic novels. I have created an instructional report that explains how graphic novels can be used to attract students' attention and deliver a meaningful message in relation to New Brunswick's physical education curriculum. I have created a sample graphic novel and a sample teacher's guide for how the graphic novel could be implemented in the classroom.

Title: The Importance of Physical Activity and Proper Nutrition in School-Aged Children

Group Members: Jessica Paulin, Margaret Robertson and Craig McGinnis

Description: What is the relationship among brain development, cognition and the role of human movement? We have explored physical activity and the benefits associated with the overall development and academic achievement of school-aged children. We have reviewed the implications of including kinesthetic activities in the classroom, as well as the importance of proper nutrition. Our research highlights energizers and engagement activities that can easily be implemented into the classroom with minimal training. With the information gathered, we have developed a professional development (PD) session, as well as a simple resource for educators to use.

Title: Fitness + U + Nutrition = Fun!

Group Members: Jaclyn Buis, Kayla Coady, Diana Millar, and Kristi Vienneau

Description: Fitness + U + Nutrition = Fun! is a resource manual which strives to provide information, resources and ideas to classroom teachers who may not have the background knowledge to implement a wellness program with the existing curriculum. Each coming from unique backgrounds in physical fitness and nutrition, the authors of this resource understand the benefits and joys involved in living an active and healthy lifestyle. It is for this reason they felt the need to educate young students so that they too might feel the same exuberance and exhilaration. As teachers, it is our duty to be role models and exemplars for our students. By showing them how nutrition and fitness fits into a daily routine, they will see how it is not only a necessity in life, but how it can also be fun! Inside, you will find cross-curricular lesson plans, five-minute energizers, classroom reward systems, reproducible activities and so much more!

Title: The Importance of Opportunity

Group Members: Robert Touchie and Justin McRae

Description: We have created a predominantly athletic-based, week-long summer football program designed to provide a unique learning opportunity to a selected group of male students from grades 9 and 10 across the province. We further endeavour to include students requiring differentiated methods of learning, as well as those who might belong to either a cultural or visible minority. This camp will be reserved only for students who attend schools that do not have competitive football programs in place.

Criterion for selection does consider academic standing, but for the most part, is based on the potential candidates' athletic ability and determination, as referred by teachers, coaches and administrators in the candidates' immediate school community.

The goal of this camp is to provide attending students with the knowledge and training necessary to gauge any further interest for the game of football, emphasizing how the game assists in the development of the social, physical, and academic strategies many feel are needed to succeed in life.

The Arts

Title: Fostering Resiliency in Youth through Drama and Music

Group Members: Becky Forbes, Sandra Champion, Kate LaFrance, Colin Gillis, and Christine Mowbray

Description: We demonstrate how drama and music are invaluable tools in boosting self-esteem in youth which is directly linked to their success in academics and in their lives outside of school. We have documented the entire process of producing a musical, from auditions to performance. We highlight the work that goes on behind the scenes and how the experience of

being involved in a dramatic production can develop communication skills, teamwork, and, ultimately, confidence in youth.

Title: Off-stage roles in the Theatre Arts Curriculum

Group Members: Emily Frontain

Description: Too often in the theatre arts curriculum off-stage roles are down played or ignored. This is most often caused by lack of understanding of the importance of off-stage roles to a production and to the students who can fill these roles. This unit plan will include a rationale to help students and teachers understand the importance of technical support for a production and ideas for teaching technical elements and learning how to include these elements in a production.

Title: Integrating Digital Literacies in the Music Classroom and Beyond

Group Members: Patrick Breen

Description: A professional development workshop for teachers emphasizing the relevance and necessity of technology in the music classroom. I am highlighting the various new tools that offer methods of assessment, self-assessment, differentiation, and data collection which have traditionally been impossible. The workshop illustrates effective integration of live recording, Smart boards, audio-visual content, live looping, Logic Studio (record, edit, and mix music), Wikispaces, Sibelius 9 (music notation software), classroom computers, camcorders, and multi media projects, with examples of how/why to use these at different grade levels.

Title: Teaching Art for All Students

Group Members: Megan Gonnason and Jennifer Cook

Description: Art classrooms have traditionally been a place where students with spatial intelligences flourish. However, there are other students – non-spatial learners – who may find art frustrating and feel disassociated from the creative process. For our senior project we have developed a manual of art activities that are designed around Howard Gardner’s multiple intelligences. For each intelligence, there is an activity included that will explain each of the elements and principles of design.

Our manual targets the Grade 9 and 10 curriculum outcomes because we believe it is vital to foster an appreciation of art early in a student’s high school career. Visual art education helps students to develop creative, problem solving and visual literacy skills which can be transferable to other subjects, even if a student does not pursue any form of art after these years.

In total, our art manual suggests 70+ art activities for Grade 9 and 10 students. The manual also includes a glossary of terms, samples of projects, and suggestions for assessment to make it

accessible to both beginning and experienced teachers. This manual is designed to help teachers respond to students who don't feel art is something in which they can excel and take pleasure.

Title: Visual Literacy Journal: A Teacher's Guide

Group Members: Claire Lamont, Sarah Kamermans and Ashley Ryan

Description: This project is a guide for the visual art teacher to promote visual literacy in their classroom. The guide covers a full semester of material, divided by artistic movement. Each page consists of one entry, 90 entries for a full semester; these entries include an image and several guiding questions. The guide comes with a CD which has a digital copy of all the images used so the teacher can show the image on the Smart board. The idea is that, beginning each class, students will write for 5-10 minutes about an image, using the guiding questions to stimulate their thinking. This will be followed by discussion about the students' reactions to and ideas about the selected image. The Visual Literacy Journal strives to promote students' understanding of the image. The guide gives the art teacher a structured method, which uses 21st Century learning alongside art history, to encourage visual literacy while also settling the often chaotic environment of the art room and readying students for instruction.

Title: Beyond the Classroom: Teaching Social Inclusion and Personal Development through Drama

Group Members: Michelle Crimmins and Gregory Ferris

Description: Lights! Camera! Action! With the success of *Hannah Montana*, *High School Musical*, and *Glee*, theatre is suddenly hot. Teachers work hard to keep school drama to a minimum, but what if adding some "drama" helped you develop a greater connection with your students? Numerous educators, psychologists, and child development professionals have found that drama enriches the lives of students, and aids in their process for self actualization. Students who participate in drama have the ability to work with an ensemble in cooperative ventures, as well as to work through differences or obstacles to reach consensus and achieve a goal. As directors of *Seussical the Musical*, our work with the grade 6 to 8 students at George Street Middle School spanned eight months, and, in that time, we found that those who auditioned and participated gained and/or improved their self-confidence, character, commitment, and a willingness to be a part of a safe community of student performers. Our project explores the benefits of drama through a short documentary that comprises interviews with students, footage from the show, cast photos, comments from parents and professionals, as well as a review of our research. To accompany our documentary, there will be a "Beyond the Classroom" Resource Package developed to help aid teachers who wish to implement theatre programs and activities as an extra-curricular activity. Development through drama is one vital way for students from all backgrounds and experiences to come together and grow into their truest selves.

Title: Thematic-Based Art Edu-kit

Group Members: Amy Ash, Sara Griffin, and Shannon Amey

Description: This resource booklet provides a thematic approach to contemporary art projects in an effort to cultivate direct personal responses dealing with challenging educational concepts. Working within the parameters of 21st Century learning, concepts of Identity, Citizenship, and Awareness are explored. The intention is to provide students with meaningful insights and connections as they experience art making, explore materials and develop skills. This booklet provides workshops, lessons, and projects serving as a platform to provide cross-curricular opportunities, as well as fostering community partnerships between schools, galleries, community centers and local businesses, rendering schools as the hub of the learning community.

Science

Title: Forensic Science as a Supplement to High School Science Curricula

Group Members: Michael D.C. Fletcher, Lindsay A. Graye, and Daniel E. Hagerman

Description: This is a resource for high school science teachers looking for supplementary activities to enhance student engagement and understanding with real-life applications. We provide forensic science-themed activities for biology, chemistry, and physics courses with cross-curricular relevance. The forensic activities outlined in this resource provide teachers with a way to captivate all learners while achieving applicable curriculum outcomes. We provide engaging examples of forensic science lessons, and how they can be used to differentiate instruction, enhance scientific literacy, and as a tool for assessment.

Forensic science activities can greatly facilitate student engagement; these activities can increase students' ability to solve problems in everyday life by using science and technology. The skills that students learn through the incorporation of forensic science into the secondary science curriculum can be instrumental in opening doors to future post-secondary education and/or career paths. The lessons learned through the study of forensic science can be related to solving technological and societal issues.

Title: Back to Nature: Outdoor Science Instruction for the 21st Century

Group Members: Lee Jacobs and Robyn Byers

Description: We are creating a website where teachers can access lesson plans and resources for the science classroom. While other teachers will be encouraged to post additional lessons and resources, the initial content of the website will be tailored towards middle school and high school science. Specifically, we will be creating lesson plans that incorporate both the outdoors, and 21st century technology into the science curriculum. We have created 8 lessons, one for each science course in the New Brunswick education system. We believe that if students are learning about the natural world, lessons will be more relevant if they explore these topics *in nature*. Furthermore, since science and technology are so closely related, these lessons are great medium

for students to become comfortable using technology within a scientific context. Finally, we hope that this website will provide an opportunity for teachers from our cohort (and others) to have a collaborative space where we can share lessons and ideas. There are currently many science lesson plans posted on blackboard, and we plan to make these available on our website, as we will all lose access to blackboard soon.

Title: Combining Science and Social Studies- A Cross-Curricular Resource Booklet

Group Members: Bethany Noseworthy and Jody Smith

Description: A grade 5 science unit (Weather) and a grade 5 social studies unit from the “Compacted Social Studies Curriculum” (Place and Environment) have been combined into a comprehensive unit plan. This unit plan is included in a resource booklet which also includes summative and formative methods of assessment and rubrics, and activities and resources for teachers. Our rationale for combining these units stems from the desire to present an integrated, coherent approach to the achievement of social studies and science outcomes, benefit from the background knowledge and interest that teachers and students may have in one or the other of the subjects, show students that school subjects do not exist in isolation in real life, ease the time constraints under which teachers operate, and to show students that all subjects are important.

Social Studies/History

Title: Introducing Aboriginal Culture into the Elementary Classroom

Group Members: Serena Belyea, Miranda Grant and Katherine Martin

Description: Currently Aboriginal culture is often misrepresented, under-represented or not represented in NB classrooms. To address this we have designed a package of cross-curricular learning activities that teachers can easily integrate into their classroom to expose students to aboriginal culture. These meaningful activities help teachers to accurately and insightfully provide students opportunities to develop an appreciation of the culture and to foster positive attitudes towards aboriginal people.

Title: People in Our Community: A Disability Discussion

Group Members: Jan MacDougall and Candice Isherwood-Brooks

Description: This project is a unit plan intended for Grades K-2. It teaches students about people with disabilities in our schools and communities. As a way to address misconceptions about disabilities, we teach students what disabilities are, creating an open space for questions and discussion. We have also included an appendix for teachers, outlining books, websites, and other resources that would be useful for teaching this subject. This is not a “how to teach

students with disabilities” unit. It is a “how to teach students *about* disabilities and the difference they make in our lives” unit. We hope others will find this resource useful as an aid in promoting respect for differences within their classrooms.

Title: Transformative Education: A Project Approach to Teaching Social Studies

Group Members: Ashley Roussy and Kori Stewart

This resource/ how to manual deals with a project approach to teaching social studies. We want to make education more transformative verses transmissive. By incorporating projects, learning will be more student-centred with the teacher’s role becoming the facilitator. This approach takes into account different learning styles and multiple intelligences so that students can take responsibility for their own learning processes. In this manual, we will outline how to incorporate projects that deal with learning different skills within the social studies curriculum. We use the Grade 9 Canadian Identity course with a focus on Unit 4 which deals with Citizenship and Governance as our exemplar. A unit plan is developed to show how one can incorporate projects into teaching citizenship and governance. Teachers can use this as a resource to not only learn how to incorporate projects, but also as an example of certain projects that might be used. With the innovation of 21st century education, it is very important that students learn relevant hands-on skills and interact with learning so that they will be ready for the world that awaits them.

Title: Citizenship in Elementary School

Group Members: Carly Anderson, Claudia Hooper, and Caroline Mailloux

Description: In accordance with 21st Century Skills framework, we have created a handbook of best practices in citizenship for elementary school teachers. With education for citizenship continuing to be an important initiative, it is our hope that this handbook will provide a helpful framework for teachers. Examples of where citizenship is addressed in the K-5 curriculum have been provided with examples of best practices to assist in making those connections. It is our hope that this resource will encourage classroom teachers to engage students in authentic learning that will transfer from one context to another. On a larger scale, these experiences have the potential to foster school wide initiatives which will aim to bring together school and community on a local, national and global level.

Title: Using the Keepers of Our Histories: A Resource Guide for 113 Modern History

Group Member: Caitlin Johnson

Description: Using the New Brunswick curriculum from 112 and 113 Modern History, a collection of resources has been created for teachers to use in collaboration with the York Sunbury Museum in downtown Fredericton. Many schools do not fully utilize institutions such

as museums, galleries or historic sites when teaching different concepts or ideas such as historical thinking. However, many institutions, such as the York Sunbury Museum, are non-profit and cannot reach schools through on-site learning experiences at the schools themselves. This resource guide breaks these barriers by providing teachers with the resources they need to enhance the learning experiences of all their students with lesson plans, programs and resources for the classroom, or while at the York Sunbury Museum. The collection of resources within the guide is based on the carefully pre-selected primary source documents and artefacts within the museum's possession to fit specific curriculum outcomes, as well as the benchmarks of historical thinking. Many 113 Modern History students would prefer and benefit from experiential and hands-on learning and, thus, are the inspiration for this resource guide.

Title: Politics in Schools: A Different Way to Educate Students About the Political System

Group Members: Tim Nelson and Bill Case

Description: Our project is designed to be a unit that can be used within the school system as an addition to the current social studies curriculum, to educate students about how the political system works at both the Provincial and Federal levels. The unit is designed to be integrated into late elementary, middle school and high school classrooms. In the elementary section, the basics of the electoral process will be looked at through a mock election and students will learn about the Prime Ministers of Canada. In the middle school section, there will be a more historical focus and the students will have their student based elections in a Parliamentary system rather than a Presidential one. This will be carried over into the high school section. Students will also learn about what happens within politics and how things are done; the role of the Monarch, Governor-General/Lieutenant-Governor and the Ministers. They will learn first-past-the-post system of electoral governance and what it entails, the system of checks and balances and the differences between "separations of powers" as opposed to "fusion of powers".

Title: Integrating Anglo-Saxon Language and Culture

Group Member: Kyle Smith

Description: My project is to create a resource binder that secondary teachers can use to enrich their language arts/social studies/art classes. It is my belief that by studying the way Anglo-Saxon language and culture took place, students may gain a better understanding of where their language came from. This binder will also serve as a way for teachers to introduce new and exciting lessons into units that may be lagging and provide a welcomed change of pace.

Language Education

Title: English as an Additional Language Resource Binder

Group Members: Kieran Mathieson and Laura Chamberlain

Description: There are limited resources available to teachers in their classrooms to aid in the education of students who are learning English as an additional language (EAL). The provision of relevant lessons and activities that suit the needs of EAL students must be addressed in order for teachers to provide an inclusive classroom where the needs of *all* students are met. This project addresses the current need for effective and meaningful material in the classroom which targets the needs of English language learners. The binder provides elementary school teachers with a resource that corresponds with the needs of beginner, intermediate, and advanced EAL learners. Dividing the binder into the categories of speaking, listening, reading, and writing as well as focusing on the students' language level, provides teachers with material that is both manageable and useful within the classroom setting. In the creation of this resource, we have attempted to provide materials which are directed toward variable learning styles of students. Included are exercises with auditory, visual, and tactile components. We believe these materials are both helpful for teachers, as well as accessible to students.

Title: Latin Curriculum for New Brunswick Secondary Schools

Group Members: Stamatia Eliakis

Description: Although it was an essential subject from the very start of education in New Brunswick, Latin was replaced by French by the 1970's. This was, I believe, counter-intuitive: learning Latin helps students improve their English and French vocabulary, grammar, and spelling. Since Latin is the ancestor of the Romance languages, it accelerates and simplifies students' acquisition of Spanish, Italian, and French, as well as other more distantly related languages such as Greek and German. Latin is of obvious assistance to students who continue on to study philosophy, classics, archaeology, science, medicine, and law.

I plan to develop a useable Latin curriculum which could be started as early as middle school, but would be designed for high school, modelled on documents from other jurisdictions, such as Ontario. The focus would be not only on the traditional reading, writing, and translation of canonical authors, but also oral and listening skills, which are equally necessary for second language acquisition. I will also provide a sample unit plan, sample materials, and a list of digital resources, with the goal of combining a subject which has become all but extinct in our province's schools with best practices, modern pedagogy, and 21st century technology.

Title: Writing in English and French – A Cross Curricular Unit Plan

Group Members: Jule Ann Hardy and Ruth Wanjiru

Description: There are a lot of common topics and curriculum outcomes in both French and English, but few opportunities for cross curricular study in high school. The idea is for teachers of both subjects to collaborate and share ideas, without being redundant, in order to ensure their

students are successful in their writing. By using writing, students will be able to cover the same concept in two different languages and this will help them better grasp curriculum outcomes expected of them. This project will develop a teacher resource that includes differentiated strategies and projects for both language arts.

The project will be organized as a unit plan. Our intention is to include: writing traits, elements of a story, responses to current events, technology for writing and representing, creative writing, elements of poetry and an individual writing project. It will be organized into a writing workshop, groups for peer conferencing and mini lessons. By making this writing project cross curricular, the students will be exposed to both languages, allowing help for those who struggle with French or English. This project will also incorporate technology to allow students to explore other forms of representing.

Vocational, Life Skill, and Business Education

Title: The Importance of Vocational Professionals and the Public School System

Group Members: Nick Wall

Description: My senior project is going to be presented as a professional development seminar. The main topic is the importance of utilizing vocational professionals (i.e. automotive service technicians, carpenters, electricians etc.) in the school system as teachers. The presentation will discuss topics such as training of these individuals and relevance to the education system and society. Other topics include curriculum development at the secondary and post secondary level. I also plan to bring forth the issue of a major shortage of these professionals in the province and solutions to solve this dilemma. This presentation will also show how specific teaching theories such as differentiation can be incorporated effectively in an unconventional classroom.

Title: Incorporating Financial Planning into the High School Curriculum

Group members: Sacha DeWolfe, Jessica Thorne, and Kelsey Wilson

Description: When we finished high school, we had absolutely no idea about money, finances, investing, interest etc. We believe it is a necessary life skill to have “money” knowledge. As students leaving high school, we enter an unknown world of student loans, bank loans, interest and credit. Through this senior project we intend to develop a package for students in high school which will explain the different options available in association with money such as student loans. Life skills such as budgeting, investing, paying back loans, etc. will be discussed. We will conduct an interview with a financial planner at a bank, an EI representative, as well as gather information via survey (high school) which will tell us what students know about their future money endeavours. With this information as a guide, a package will be developed.

Title: Career Opportunities: Helping Students Make Educated Choices

Group Members: Travis DeVries

Description: Career Opportunities targets grade 12 students and outlines information about Canadian universities and colleges. The purpose of the project is two-fold. Firstly, it will create an awareness of the post-secondary educational opportunities available in Canada. Secondly, it will offer students guidance as to the type of institution for which they may be best suited.

Rather than advocating for or against either type of institution, Career Opportunities:

- Describes the purpose of each type of institution
- Lists the pros and cons of each institution
- Gives several sample profiles of university and college programs and potential careers
- Provides a short employment interest/skills test to help guide students in their career choices.

This information is presented through a classroom power-point presentation and a take-home brochure for students.

Title: Post Secondary Studies 120: Transitioning from a High School Student to a Post-Secondary Student.

Group Members: Jeffrey Morrell

Description: Post-Secondary Studies 120 would be a local-option elective that is offered to grade 12 students (grade 11 students need special permission) in an attempt to adequately prepare them for post-secondary studies. The course is taught professionally, complete with a syllabus, tentative reading schedule, and due dates for assignments. Students who plan to attend, or who are already enrolled in some form of post-secondary institution, are encouraged to complete this course. Examples of content that is covered throughout the semester are as follows: time management, stress management (coping with mid-terms, final examinations, and papers), budgeting, credit, residence life (on-campus life versus off-campus life), life of a working student, online sign-ups, essay writing skills including different formats (MLA, APA, Chicago), research skills, how to use the library, scholarly articles, plagiarism, etc. Time at the end of term will be set aside for field trips and/or guest lecturers to/from various post-secondary institutions. This course is designed to ease the transition of a high school student to a post-secondary student while focusing on what they can expect and the many responsibilities that will be placed upon them.

Differentiation/Inclusion/Special Education

Title: AT-RISK! (...of not helping the kids who need us the most)

Group Members: Timothy Harvey

Description: Working with students who are labelled as ‘at-risk’ can be a challenge. This professional development session aims to help better understand the at-risk student and provide insight as to how we, as educators, can better serve these students. Practical strategies will be outlined to connect with and foster healthy teacher/student relationships with ‘at-risk’ youth.

Title: Scotopic Sensitivity Syndrome and the Struggling Reader

Group Members: Melissa Bryson, Colleen Gormley, Charles Teed, Erin Williams

Description: “Individuals with Scotopic Sensitivity Syndrome fill the ranks of the underachievers, learning disabled, and approximately 50% of those with reading difficulties and dyslexia.” (Irlen and Lass, 2001)

Scotopic Sensitivity Syndrome (SSS) (also known as Irlen Syndrome or Visual Stress Syndrome) is a perceptual dysfunction which is related to difficulties with light source, luminance, intensity, wavelength, and color contrast. (Irlen and Lass, 2001) For people with SSS symptoms, reading is inefficient because they see the printed page differently than a good reader, and therefore they have to put more energy and effort into the reading process. They are constantly trying to adapt to distortions in print resulting from the contrast between the black print and white paper, so they become fatigued. This limits their comprehension and the length of time they are able to read. This is a relatively unknown syndrome and is therefore often overlooked or misdiagnosed. Studies have shown marked improvement in reading and comprehension through the use of colored overlays and lens filters. We feel that it is important to increase awareness and promote screening for early detection.

Title: Student Success: Teaching Cross Curricular Coping Skills in the Inclusionary classroom: Professional Development for Middle School Teachers

Group Members: Robert Charlton

Description: The purpose of this professional development session is to provide teachers with classroom strategies for teaching students how to use coping skills to improve academically. The focus will be on using creative and interesting methods to develop skills in students such as time management, effective study habits, and many others. This will be demonstrated through literacy, mathematics and science; however, all strategies can be applied across all curricula using the universal instructional design approach to teaching.

Title: Slipping Through the Cracks: Helping Teachers Identify Academically Struggling Students and Strategies to Meet Their Needs

Group Members: Meghan Eddington, Melanie MacAdam, and Angela Welch

Description: “Behind every challenging behaviour is an unsolved problem and lagging skill.” (Greene, 2008) Our project identifies the relationship between students’ behaviour and their underlying academic struggles. We are providing teachers with a resource which includes a checklist of key identifiers to recognize struggling students and a list of strategies to help students reach their fullest potential. The strategies incorporate the various learning styles of students and are divided into the following areas for accommodation: engagement, classroom instruction and assessment.

Title: Making Kurzweil More Accessible in the Classroom

Group Members: James Warman, Crystal Palmer, and Patrick Maloney

Description: Our project is designed as a PD session to educate methods and resource teachers and classroom teachers in the use of the computer program Kurzweil 3000. This section will explore the benefits of this program for students and provides basic instruction on using the program for teachers. This PD session is designed to give teachers the tools to incorporate this available technology into their classrooms, helping students with learning disabilities/reading difficulties reach their full potential.

Title: Supporting Students with Autism in the Elementary Classroom

Group Members: Ashlee Fleming, Heather Hotchkiss, Heather Kierstead, and Annie Martin

Description: This resource provides educators with techniques and strategies on how to create a supportive learning environment for students with autism. This guide includes ideas on different teaching strategies, ways in which to manage challenging behaviour, and establishing peer awareness and peer mentoring.