

Final Report – PDIG 2021-2022

Project Description

The purpose of this project was to create a bank of activities to maximize morning meeting time with students in both English and French class. We created and compiled a variety of thought provoking and stimulating learning situations to engage students. The activities cover a variety of categories including ethical dilemmas, inspirational stories, cooperative games as well as enhancing grammar/vocabulary and problem-solving skills. The learning situations not only allow for students to discuss and share ideas, but also encourage them to work together. Furthermore, the lessons touch on crucial topics such as diversity and inclusivity, social media and people throughout history who have left their mark. These mini lessons and activities can be linked to ongoing themes in French or English class or can be used simply as informative learning opportunities to add to the students' bank of knowledge.

The mini lessons section consists of three parts:

1. **Math Word Problems and solutions** that teachers can work on daily or weekly with students to strengthen this skill that is challenging and daunting for so many students. Teachers can go through the problems and solve them together, showing them how to break down a problem or students can work in small groups to produce solutions together which they can then share with the class.

[Link to the math word problems folder](#)

2. **French activities** focusing on developing key grammar and vocabulary in an engaging and fun way. This section includes a bank of topics such as homophones, pronouns, synonyms, and verb tenses that teachers can use as warm up activities at the beginning of each class. These lessons can be presented as whole group activities or in small groups.

[Link to the French lessons folder](#)

3. **ELA mini lessons** consisting of a bank of engaging 5-to-10-minute lessons that promote team work while developing their English vocabulary and writing skills. These activities can also draw on specific vocabulary relating to themes being covered in class.

[Link to the English mini lessons](#)

Cooperative Games:

This section consists of a series of games and activities that allow students to work together in a variety of ways. They focus on developing communication, vocabulary, problem solving and team building skills. The games allow students to explore their creative side in a multitude of ways. The activities range from acting out scenarios, categorizing and drafting collaborative stories with a given list of words, learning how to give concise instructions in both verbal and nonverbal scenarios and solving riddles/logic puzzles collaboratively. The games are designed to be inclusive and engaging so that all students can participate fully.

[Link to the Cooperative games folder](#)

Moments in Time/ Changemakers:

This section consists of a series of slides that can be presented to students as part of a theme or as mini lessons to initiate class discussions about relevant people and events that have shaped our society today. The slides include a photo and/or video, a brief description of the inspirational person or event as well as several questions that are designed to get a class or small group discussion underway. These lessons can lead to important conversations that need to be addressed in the classroom. Some examples include Residential Schools, Women's Right to Vote and Human Rights in Canada.

[Link to the 'Moments in Time/Changemakers' slides](#)

Ethical/Moral Dilemmas:

This section contains a list of general guiding questions designed to demonstrate to students how to respectfully word questions, disagreements and moral dilemmas that may arise in their own lives. The ethical questions or scenarios are categorized under specific virtues such as Honesty, Respect, Responsibility, Inclusiveness/Friendship, Authority/Obedience and Fairness. They can be used for small group or classroom discussion purposes as well as individual writing prompts for personal reflection. The second part of this section contains a list of age-appropriate debate questions such as "Should cell phones be allowed in class?" or "Should zoos be banned?" which can be used for informal classroom discussions or more formal debate/class presentations. The questions have been divided into categories that include Education, Politics, Social Development, Environment as well as some more broad/general questions. The purpose of these questions is for students to learn that there are pros and cons to all these topics and that establishing an informed viewpoint based on existing evidence (both for and against) is important.

[Link to the Ethical/Moral Dilemmas file](#)

Project Goals

The main goal of this project was to create a bank of activities to optimize morning meeting time with students in both English and French class. Since the start of the pandemic, we have noticed that students tend to be quieter and less inclined to participate in class discussions. Starting off each day with fun, inclusive and relevant learning situations might encourage the students to be more active learners throughout the day. The aim is to increase students' willingness to participate and allow them to feel more comfortable in class. The activities in our bank promote collaborative learning, creative and critical thinking skills as well as create opportunities for students to become more comfortable speaking in front of their peers.

Project Outcomes

Each one of the participating teachers was able to play a key role in the creation of content. We drew on one another's strengths in order to create a wide variety of activities and lessons that can be used in either French or English class.

We have had a chance to implement some of the lessons already and have seen how engaged the students are when the material is inclusive, relevant and presented in a new and different way.

Reinvestment

This bank will be provided for future Cycle 3 teachers at our school and any other school that wishes to implement our ideas. We will share it with both French and English consultants at our board. We will also make it available in our final reports so that other teachers have access to it.

We hope to share this idea with other grades so that they can implement a similar program. Our program will cover all the 6 C's: collaboration, communication, creativity, character, citizenship, and critical thinking. The activities we have put together take up only a few minutes of time each day or even week depending on how the teacher chooses to implement it. Therefore, it will be easy for teachers to add something similar to their existing curriculum.