

Project Summary	<p>Description: <i>What will your project look like? How would you describe it?</i> Through the C.R.E.A.T.E. (Children Readily Engaged Actively To Excel) program at St. Martin de Porres School, we have created an event that focused on the celebration of Canada’s 150th birthday and what this means to the students and staff at the school. The information from the presenter sessions will be woven into the teacher’s curriculum this spring and into the fall of 2017.</p> <p>Rationale: <i>How does this project fit into what we are learning in our program as a whole, and why is it important for a future middle years teacher? How does this project impact what you have learned in other courses (e.g. curriculum, planning, teaching)?</i> This project fits into our Middle Years program because it encompasses the ideals of service learning, which supports the 21st Century Learning and enriches the Cross-Curricular Competencies as identified by Alberta Education. As Canadians, we often struggle with identification. Canada is a young country at 150 years. I believe that through our celebration of Canada 150, we can identify our country's unique history, culture, and we can look forward to tomorrow’s challenges and successes together. Taking the time to celebrate Canada 150 signifies the pride that all of us feel towards our country. This celebration offers the sense of community, belonging and a sense of nationality. For many people that have immigrated to this country, they may have lost this sense of security, hope and peace. My generation may not feel this way, but I know that my great-grandparents certainly did. By celebrating our milestones and creating our own culture, we will continue to find unity in Canada. This is an important message to K-5 students as it brings the AB Education Social Studies curriculum alive! There are a multitude of competencies and cross-curricular competencies that are addressed through the sixteen presentation sessions. Link to K-5 Student Outcomes</p>	
Driving Question	<p>Driving Question: <i>What is the major inquiry question/problem/issue to be addressed through your project?</i></p> <p>How can we celebrate Canada 150 through our learning at school?</p>	
Entry Event	<p>Entry Event: <i>How will you “launch” this project to others? What caused you to “enter into” this idea?</i></p> <p>Public Invitation We launched this project through our opening ceremonies in the gymnasium before the student sessions began. We invited our MP and The Royal Canadian Legion as our distinguished guests. We began with a flag entrance by the students, followed by the distinguished guests. The school choir sang the national anthem accompanied by a piano. We introduced the distinguished guests and each guest gave a short speech. I gave a short thank you speech to the school, the students and my cohort volunteers. We recognized Treaty 6 & 7 land for our Aboriginal guests. Father Len offered prayers for collaboration, learning and celebration of Canada’s 150th birthday. Cathy Cameron closed with thanking the guests, presenters, teachers, volunteers and U of A students for their time and efforts to bring real, rich and relevant learning to the classrooms of St. Martin de Porres School. Dismissal of students to their first sessions at 1:25 pm. Students chose three sessions out of a possible sixteen sessions. Using their “Canadian Passport”, students attended their various sessions. Each session was 35 minutes in length. The sessions ran from 1:25 pm - 3:20 pm.</p> <p>I decided to undertake an Independent Project after Brent Galloway modelled his PBL project idea in our EDES 340 class. I am truly excited about Canada’s 150th anniversary. I believed that the idea of celebrating Canada 150 in a K-5 school would be engaging because of the numerous curriculum links, especially in the K-2 social studies curriculum. I approached three schools with my PBL vision. St. Martin de Porres School said “yes” in our initial meeting. My PBL idea fit with their CREATE (Children Readily Engaged To Excel) program and we could easily facilitate a Canada 150 celebration in an afternoon with various community presenters. Next, I set up a follow-up meeting with the Principal, Vice-Principal, 2 teachers and 4 student representatives. I presented my vision of this event and with the input of our Canada 150 Committee. We set the date and I built my PBL plan. Canada 150 - St. Martin de Porres Meeting Minutes The event is captured in my Canada 150 binders and in my Canada 150 - Independent Project Google Drive</p>	
Products/Evaluation How will you evaluate the learning which took place through this project? What criteria/methods will be used to evaluate this project? How will others evaluate your project? How will you determine the remaining 20% of your project evaluation? (Note: Use at least two assessment tools)	<p>Individual Self-Reflection Products: Follow-up Meeting with Cathy Cameron: Meeting Notes Event Binders: (handed in) Individual Self-Reflection Paper: Canada 150 Self-Reflection of Independent Project Individual Self-Reflection Rubric: Self-Assessment of Project Design Independent Task List: Canada 150 - Independent Task List Individual Timelog: Independent Project Timelog</p>	<p>Specific content and competencies to be assessed. Provide evidence of how this will be assessed (e.g. survey, questionnaire, rubric, checklists, feedback from others, etc.). How will you weight this?</p> <p>Follow-up Meeting with Cathy Cameron: Meeting Notes Individual Self-Reflection Rubric: Self-Assessment of Project Design Individual Self-Reflection Paper: Canada 150 Self-Reflection of Independent Project Project Grading: Brent Galloway</p>
	<p>Peer/Team Evaluation Products: Google Feedback Forms - Student Form Google Feedback Forms - Volunteer Presenter Form Verbal feedback from 11 cohort classmates: Facebook Photo Album of The Event! Follow-up Meeting with Cathy Cameron: Meeting Notes</p>	<p>Specific content and competencies to be assessed. Provide evidence of how this will be assessed (e.g. survey, questionnaire, rubric, checklists, feedback from others etc.) How will you weight this?</p> <p>Student Responses: Go to Google Form Responses Presenter Responses: Go to Google Form Responses</p>
Public Audience (Experts, audiences, or product users that you will engage with during/at end of project)	<p>The purpose of this event is to bring real, rich and relevant social studies learning to all K-5 students at St. Martin de Porres School. Curriculum connections will benefit both the students and the teachers. Parents of the school have provided positive feedback in conversation to Cathy Cameron. RDCRS administration attended to observe student engagement for Canada 150. Feedback was positive. Earl Dreeshen MP - Personal thank you for creating an event and recognizing the importance of Canada 150 for students. Krista Schultz (RDC/U of A Middle Years Program) - Personally commented that this was a fantastic event. Media coverage: Red Deer Express Twitter: Kristie McCullough & Cathy Cameron Interview Showcase of Learning - April 11, 2017 at RDC</p>	
Reflection Methods (Individual, Team, and/or Whole Class)	<p>Journal/Learning Log/Blog Emails, notes, self-reflection, meeting minutes Event Photos</p>	<p>Checklist Independent Task List: Canada 150 - Independent Project Task List</p>
	<p>Discussions (with peers, students, supervisors) Meeting notes, emails</p>	<p>Questionnaire Google Form - presenters</p>

Survey Google Form - K-5 students	Other:
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STAGE 3: RESOURCES

Resources Needed What resources will you use to complete your project (e.g. print, media, guest speakers, Internet/websites,, community facilities, etc.?) How will you access these resources for your project? How will others access them?	On site people/facilities: 16 community presenters, volunteers and guest speakers. See spreadsheet: Canada 150 - Presenters March 1/17 Presenters brought a variety of artifacts, drums, craft supplies, Google slideshows, brochures, bannock supplies, firewood. See Canada 150 - Presenters March 1/17 link above for the complete list.
	Equipment Required to Host Event: Canada 150 flag, Canadian flags, 150 balloons/helium, construction paper supplies, drawing paper supplies, face painting supplies, food/water/dessert for the volunteers, parachute (gym), bannock making supplies (outside)
	Materials: Initial letter, follow-up event schedule, Canada 150 logo information, online volunteer feedback form, online student feedback form
	Community Resources: principal, vice-principal, teachers, students, volunteers, presenters, guests
	Internet Resources: Alberta Sports Hall of Fame http://ashfm.ca/education-program Central Alberta Refugee Effort (C.A.R.E.) http://immigrant-centre.ca/our-services/ Karen Filthaut - Artist http://www.bonavistaart.com/store/c30/Original_Paintings_by_Karen_Filthaut.html Kerrywood Nature Centre http://www.waskasopark.ca/ Honorable Earl Dreeschen MP http://www.earldreeschen.ca/ Miniature Trains & The History of the Railways http://forthjunction.ca/historic-model-concept.htm Norwegian Laft Hus Society http://www.norwegianlafthussociety.ca/ RCMP http://www.rcmp.gc.ca/detach/en/d/492 RDCRS - Glen Macleod http://rdcrs.ca/ Red Deer Museum & Art Gallery http://www.reddeermuseum.com/ Royal Canadian Legion #35 - Red Deer http://rcl35reddeer.wixsite.com/red-deer-legion
Curricular Resources: POS, Canadian author books, handouts from presenters, PP presentations, Google slides, artifacts, information sheets, storytelling, student activities ACFA (Association canadienne-francaise de l'Alberta) - Social Studies Outcomes K-5 , Google Slideshow Canadian Authors - Children's Literature By Grade Level The City of Edmonton - Bannock Lesson Plan & Recipe Parachute Games - Gymnasium Lesson Plan Ted Harrison construction paper art - https://www.pinterest.com/debramainiero5/ted-harrison-northern-art-lessons/ Facepainting Piano player	

STAGE 4: THE LEARNING PLAN

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets How will you demonstrate the content & 21st century competencies that are acquired through the completion of this project? What are you planning to learn in the beginning, middle and end of your project (Knowledge, Skills, Attitudes)? THE WHAT	Instructional Strategies What will you do in order to learn your outcomes/objectives? What strategies provided by you/teachers/other staff/experts/students/etc. will help you learn? What resources/materials will you use to help you learn? And when/how will you use them? What documentation will you have as evidence of your planning? THE HOW	Checkpoints/Formative Assessments How will you check for learning and ensure that you (and others) are on track? How will you assess the learning that you are doing for your project throughout (formatively) and at the end (summatively)? What documentation will you have as evidence of your assessment? THE PROOF/EVIDENCE
(individual and/or team) How will you demonstrate your final product? What form will your final product take? (binder, website, book, etc.) How will you demonstrate what you accomplished in this project? (e.g. see sample timelog). NOTE: Add additional rows for each objective	The Beginning Through the student learning outcomes, students will understand the structure, goals and content of the elementary and middle school curriculum taught in the classroom as the students choose their own sessions for the Canada 150 event. All the sessions were chosen specifically to address K-5 student outcomes in the social studies curriculum. Teachers will review the sessions available to the students and the students will affix labels in their passports so they will have an itinerary of their afternoon.	Regular meetings with administration, teaching staff and students. Previous CREATE sessions helped to build a framework for this project. Speaking with the students in the classroom before the event to build an understanding and connections to the curriculum. This planning document acts as a framework for the project.	Reviewed the presentations with the presenters. The majority of the presentations provided formative assessment opportunities for the teachers to build on their lesson plans for the remainder of the school year. Matched the presentations with the ourcomes from grades K - 5. Link to K-5 Student Outcomes Meetings with Cathy Cameron and Kristie McCullough and various teachers in the school. Toured the presentations on March 1st to observe the level of student engagement. Provided Google forms for both the students and the presenters. Presenters: Go to Google Form Students: Go to Google Form
	The Middle: Objective #1 Students will plan lessons for instruction in the middle school classroom, and to translate curriculum and desired outcomes into meaningful learning opportunities for students. 21st Century Cross-curricular Competency: Demonstrate global and cultural understanding. Through a variety of presenters, students will demonstrate global and cultural understanding considering the economy and sustainable development in the following ways: <ul style="list-style-type: none"> appreciate how individuals or groups with diverse social and cultural identities, roles, and interests 	Alberta Education Program of Study - Focus is Social Studies. Link to K-5 Student Outcomes Central Alberta Refugee Effort (C.A.R.E.) - Presentation focusing on three different cultures of people that have recently moved to Red Deer, Alberta. Norwegian Laft Hus Society - Presentation focusing on the culture of Norwegian people and their influence in the Red Deer community.	Formative Assessment: Values & Attitudes with Citizenship, Culture and Community, Global Connections (C, CC, GC) Observation of cultural artifacts and what their purpose and use would be. Understanding the importance of cultural traditions, way of life for other people. Value self and others as unique individuals in relation to their world. Appreciate how belonging to groups and communities enriches an individual's identity.

	<p>collaborate to strengthen communities;</p> <ul style="list-style-type: none"> • value diversity in all people as ethical citizens • engage with many cultures, religions and languages. • demonstrate environmental stewardship 	<p>Kerrywood Nature Centre - Presenting on the care and stewardship of our local environmental areas within the city.</p>	
	<p>The Middle: Objective #2 Students will utilize a variety of instructional strategies in their lesson planning process. 21st Century Cross-curricular Competency: Think critically to conceptualize, apply, analyze, synthesize, and evaluate to construct knowledge in the following ways:</p> <ul style="list-style-type: none"> • take personal responsibility for the ethical implications of their thoughts and actions; • recognize that diverse thinking helps deepen and broaden understanding; and • engage in critical thinking with respect, humility and an open mind. 	<p>Variety of presenters, presentations and content provided new knowledge or added to the students previous knowledge about Canada.</p> <p>ACFA (Association canadienne-française de l'Alberta) - Discussed the battles between the First Nations, the French and the English over the land and the naming of many major cities and landmarks.</p> <p>Miniature Trains & The History of the Railways - Discussed how the railways in Canada changed the ability for people to travel across the country. Explained how this helped to establish communities along the rail lines.</p>	<p>Formative Assessment: Knowledge & Skills of Culture & Community, Identity, Time, Continuity and Change. (CC, I, TCC)</p> <p>Students discussed the conflicts between the various cultures through the formation of Canada. Students conceptualized these battles and constructed knowledge to understand meaning behind Canada 150.</p> <p>Students will distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry: For example; questions asked, "What are some familiar landmarks and places in my community?" "Why are these landmarks and places significant features of the community?"</p>
	<p>The Middle: Objective #3 Students will develop their communication, interpersonal and teamwork skills and acquire an understanding of the importance of these skills between and amongst children, parents and educators in promoting student learning. 21st Century Cross-curricular Competency: Demonstrate good communication skills and the ability to work cooperatively with others in the following ways;</p> <ul style="list-style-type: none"> • take personal responsibility to communicate empathetically and respectfully, as ethical citizens; • foster collaboration and teamwork; and • communicate formally and informally, using a variety of verbal and nonverbal modes with people from diverse backgrounds. 	<p>RDCRS - Glen Macleod facilitated an Aboriginal drumming session with the students. Each student had a drum and the students were taught drumming sequences and how these sequences verbalize messages to the audience.</p> <p>RCMP - Discussed the history and the present role of the Royal Canadian Mounted Police in our community.</p> <p>Red Deer Museum & Art Gallery - Hands -on presentation of pioneer artifacts from Red Deer and the area. Discussed the cultural significance of these artifacts and how they contributed to the settlement of the area.</p>	<p>Formative Assessment: Communication & Collaboration, The Land: Places and People, Culture and Community, Power, Authority and Decision Making. (CC, LPP, CC, PADM)</p> <p>Students appreciate multiple points of view, languages, cultures and experiences within their groups and communities</p> <p>Students demonstrate respect for their individual rights and the rights of others.</p>
	<p>The End: Final Product Teachers will review the sessions with the students and embed the presentation focus into their curriculum for the remainder of the year. Through the variety of presenters, student will gain values and attitudes, knowledge and understanding, and skills and processes as this event is the study of people in relation to each other and to their world. Through the reflection of Canada 150, we are recognizing and respecting both individual and collective identity, which is essential for a pluralistic and democratic society.</p>	<p>Canada 150 Celebration and Learning Event</p>	<p>Summative Assessment: Feedback from Cathy Cameron & Kristie McCullough Student Responses: Go to Google Form Responses Presenter Responses: Go to Google Form Responses</p>

Brainstorming Ideas/Notes:

Do not take on this type of project unless you are dedicated to following it through.
The learning implications are wide and extremely beneficial if the PBL is well thought out.
You won't have an experience like this just sitting in a classroom; for both yourself and your students. Be brave.
Why be average when you can create amazing?
Thanks Brent!