

**Innovative Learning Fund  
Project List  
(Francophone sector)  
2007-2008**

**TIER 1:**

**Development of interactive games...gifted students taking an active role in their learning;** Lise B. Gagnon; École Sacré-Cœur, District 3 (\$2,440)

The objective of this project is to enable gifted students to make choices and develop to their full potential by developing interactive games on academic subjects of interest to them, offering them a participative method that awakens their intellectual curiosity, while giving them a chance to associate with other gifted children and use their analytical abilities and creativity, through technological methods.

**Literacy101 for young adults;** Carole McLaughlin; Centre La Fontaine, District 9 (\$2,500)

The purpose of this project is to make graduating students aware of the importance of literacy at an early age, to understand the basics, and to know the fundamental strategies that encourage the development of reading skills. Graduates will work with kindergarten or Grade 1 classes. Technology will be used to produce books that will be read to the children, and experts in the field will be invited to speak on this topic.

**Innovations at the Village Historique Acadien;** Monique Chiasson; École Népisiguit, District 5 (\$403)

The project involves a visit to the Village Historique Acadien to see the innovations made by the Acadians during the different eras as presented at the various sites. It is designed to help the students better understand the meaning of the word "innovate." Students will be able to transfer this understanding of the principle of innovation to their own projects carried out in courses related to their area of interest and their dominant intelligence. A teaching scenario will be developed from the students' projects.

**Active teaching from newspapers and current event sites;** Janice Gagnon; École Clément-Cormier, District 11 (\$2,496)

The purpose of the project is to make the political, economic, and legal institutions course more interactive and meaningful for students in order to improve their academic performance. Using magazines and online resources to deal with various current events in class, students will be able to develop their critical thinking and cultural identity through reading, discussions, debates, reports, interviews, and surveys and will also develop their sense of citizenship by determining the short- and long-term implications and consequences of current situations on society as a whole. Activities requiring a critical and analytical spirit and the ability to synthesize will be developed based on major issues of the day as raised by news magazines.

**Workshops at CEPS, U de M; Daniel Pilon; École Népisiguit, District 5 (\$2,134)**

The objective of this project is to have students take part in various educational workshops using physical fitness testing (percentage of body fat, flexibility, muscle power, muscular endurance, VO2max, etc.) This project is part of the kinesiology course in which students will have the opportunity to use their learning. They will have the chance to take other practical and theoretical workshops on biomechanics, athlete nutrition, and the study of kinesiology and sport psychology. This project will take place at CEPS at the Université de Moncton.

**Community Garden; Bruno Doucet; École Népisiguit, District 5 (\$2,500)**

The purpose of this project is to make students aware of their contribution to global warming, to show that they can reduce their impact as consumers and to get them to see the benefits of healthy nutrition by harvesting products from their own or a community garden. When we buy fruit and vegetables in supermarkets, we are contributing to a large chain that is connected to global warming. Students must become aware that the process of production, packaging, delivery, and sale is in response to human consumption and plays a significant role in producing greenhouse gas emissions. The project will enable the environment committee, school staff, students, and the community to become involved together in planting a community garden at the school. An Internet site will be developed, with class projects and an idea bank for improving the community garden.

**Literacy centre to encourage students to read, discover, and grow; Lee-Ann Léger; École Grande-Digue, District 11 (\$2,500)**

The purpose of the project is to develop a facilitated literacy centre that will have a positive impact on the students' learning. The objectives are to motivate students and to get them to develop an enjoyment of reading beginning in the lower grades and to have the teachers develop intervention practices to encourage students with learning difficulties and talented and gifted students to develop to their full potential. Activities consist of facilitating, modelling, and working on different reading strategies from the resource centre with a group of students with specific needs. The results and a list of activities will be available on the portal.

**Interactive writing; France Bourgoïn; École Cité-des-Jeunes-A.-M. Sormany, District 3 (\$2,500)**

The project involves using an interactive whiteboard to promote writing to the students. This innovative technology will get them interested and motivated because they will be more involved in the learning process. The primary objective of this project is to facilitate the writing process by explaining it in order to improve the students' output. Our vision is for each student to become more independent with respect to writing until they develop a certain facility with it, and thus come to enjoy it. Modelling and text comparison and analysis activities will be available in electronic format.

**Youth in action magazine; Sophie Roy; École Place-des-Jeunes, District 5 (\$2,500)**

In this project, a magazine will be developed by the students at the school for young people aged 10 to 14. The production team will be made up of those who are in the program for gifted students. The articles will be written by Grade 6 students in cooperation with the production team. The magazine will be published annually and is designed to meet different learning needs in French, arts, personal development, and music.

**Creating an animated book;** Nathalie Leblanc-Soucy; École Anna Malenfant, District 1 (\$2,319)

The project is designed to create animated books using a Smartboard interactive whiteboard. In this project, the students will have the choice of preparing a book as part of a group or alone according to their preferred learning strategy. Once the books are completed, they will be shared with parents, the other classes of the same grade, and the whole school. The purpose of the project is to motivate the students, particularly those with learning difficulties, to want to write and to develop a taste for writing.

**I'm working and having fun;** Lisa Mallet; École Le Domaine-Étudiant, District 5 (\$2,500)

The project is designed to help students develop different learning strategies through projects of their choice. These projects will be focused mainly on gifted and talented students who often finish their work easily. Students will be able to choose a project according to their field of interest. Examples:

- write and perform a song (music and words)
- write his or her biography by making a scrapbook album

All these projects will be accompanied by oral and written work. A document will be produced containing a description, including the implementation of all activities, and evaluation grids.

**Immersion in the gym in Grade 8;** Marc Savoie; École Le Domaine-Student, District 5 (\$2,128)

The project goal is to enable students to experience different interdisciplinary learning activities in the context of the English second language course. The learning outcomes of the English second language, physical education, and personal and social development programs will be targeted. This interdisciplinary project will provide students with an extra period of physical education per week while promoting a concrete, real, spontaneous linguistic environment in which students will be able to use the learning from the English second language and personal and social development classes. A kit will be developed containing the project philosophy, steps for implementing the project, and the results achieved.

**Innovation in action;** Nadine J. Cormier-Dupuis; École Clément-Cormier, District 11 (\$2,500)

The project will use a wireless Airliner slate with the interactive whiteboard and an interactive Activote response system to improve the formative evaluation of the students. The purpose of the project is to improve the students' academic outcomes in math and science and give them a passion for learning. These technological tools also enable the students to explain their solutions or learning methods to the rest of the class from their seat. A description of the activities will be made available.

**Au-delà des planètes, l'intimidation s'arrête** (anti-bullying project); Marie-Josée Savoie; École Apollo-XI, District 5 (\$2,226)

This is a preventative and intervention project that will be set up to combat bullying at school. It is designed to educate and equip students and teachers to face aggression problems and to promote a learning environment free from any form of bullying. In this project, students will be asked to report acts of bullying they witness. By carefully following up on bullying-related behaviour, the staff will be able to identify these students, bring up the issue of their

behaviour, and provide support in learning to resolve their problems in a socially acceptable manner. The project will also enable students from kindergarten to Grade 6 to put the lessons learned in class into practice for eight weeks. A document will be produced, providing various tools such as reflection sheets and an idea bank for restitution.

**Participapprend** (partici-learn); Alain Degrace, La Croisée de Robertville, District 5 (\$2,320)

The project is designed to improve the management of the regular evaluation of learning through a computerized response system. The technological system that will be used will facilitate the exchange of ideas, particularly among students with learning difficulties or gifted students who might be self-conscious or hesitant about participating in the classroom. The project is intended to motivate students to participate more actively in the learning process. The project results will be published on the Internet.

**Awareness for Grade 9 students of the development of essential skills**; Carole Thomas; District 11 office (\$2,320)

The purpose of the project is to make Grade 9 students and the community aware of the importance of developing the basic skills that are required by employers and postsecondary institutions (communication, work ethic, teamwork, problem solving, and a positive attitude and self-image). Grade 9 students will be invited to take part in a round table of businesspersons from the Kent region and representatives of postsecondary institutions. After the class, the speakers will meet with all the Grade 9 teachers to do a review of the activity with the students. Once the students have been made aware of these things, we want them to put them into practice via an activity that will put them in touch with their community, among other things. Under the project, articles will be written by the students for the school and community newspapers.

**For a sustainable, quality education**; Lyne Salvas; École des Bâtisseurs, District 1 (\$2,500)

It is designed to stimulate the students' interest in the classroom. The interactive whiteboard could be a stimulating tool for group story writing, reading, and text editing. This interactive tool would be a source of motivation and improve concentration for many students, in helping them to interact with their fellow students in the classroom. Various lessons will be developed and shared on the portal.

**Learning to read with the interactive whiteboard**; Manon Dubé-St-Onge; École Sacré-Cœur, District 3 (\$2,400)

This project consists in setting up educational activities using the laptop computer and the interactive whiteboard and in enabling students who get special help in a resource class to do various learning activities with these educational tools. The children could also learn to develop their skills in core subjects (such as math and French) while exploring the fascinating world of technology. This would provide a rich and stimulating environment, centered on communication, with a global outlook. A set of new educational activities will be developed, inspired by the use of technology.

**Experimenting with residential electrical circuits;** Donald Cormier; École Carrefour Beausoleil, District 11 (\$2,500)

This project is a way to let students experience real situations related to how different residential electrical circuits operate based on the requirements of the 2006 edition of the Canadian Electrical Code. The objectives are to increase learning opportunities in the field of electricity and to work with the private sector in order to provide updated practical learning scenarios in the operation of various residential electrical circuits.

**Development of a DVD with recipes for children;** Michelle Landry; École Carrefour-Étudiant, District 5 (\$2,500)

The project goal is to allow the children to develop a DVD of nutritious recipes, addressed specifically to them. Through this project, the students will have the chance to see how a television program involves the cooperation of people in different occupations, such as the host, director, cameraperson, researcher, chef, etc., as well as the use of different technologies.

**At F.X.-X.D, we're developing our ARTISTIC culture;** Bernica Richard-Comeau; École François-Xavier-Daigle, District 5 (\$2,500)

This innovative project will help to enrich the music course and the students' experience, in addition to helping them to discover, appreciate, and broaden their prior knowledge of certain musical styles and instruments. They will discover new things and may find a new passion. To achieve those goals, the activities will take place in a music classroom during class hours or over the lunch hour. Individuals from the community, staff members, professionals, or students from the school who play an instrument have been approached to come and give workshops to introduce certain musical styles and instruments. A description of the project will be available on the school's website.

**Developing a passion for reading through stories and multimedia distribution;** Janice Bujold; École Anna Malenfant, District 1 (\$2,469)

This project involves the reading of adventure stories, the collective and individual writing of different stories, as well as the development of a collective story and preparation of an original puppet play. Several stories will be presented to the students, using the interactive whiteboard, and the students could do a comparative study. The whiteboard will make it possible to target important parts of a text and to make outlines with them, while helping the students remain active participants in their learning. Teaching tools for reading and writing will be developed with the interactive whiteboard.

**Learning to read with the interactive whiteboard;** Maryline Côté; École Mgr-Lang, District 3 (\$2,400)

In this project, reading is taught through a mixed approach (global and syllable). We begin with words and sentences to help students to generalize when it comes to various sounds... The interactive whiteboard will be used to work on reading strategies. We will be able to circle words that are recognized globally and section off words read by syllable, with the aim of encouraging the transfer of sounds, for example... The lessons developed will be shared.

**Differentiated teaching method and adapted resources in an inclusive environment;** Lise Drapeau; École Amirault; District 1 (\$2,496)

This project mainly targets autistic children. However, the project goal and objectives may be the same for students with difficulty mastering certain concepts. This will involve developing a tool that will meet specific needs in the area of language and communication, in cooperation with the mother of an autistic child in the school, that could be used by other children with similar needs. It could also be available to parents who want to use it at home.

**Reading and writing in Grade 1;** Sylvie C. Arseneau; École L'Envolée; District 9 (\$2,500)

Students in this class will be exposed to literacy on a daily basis: orally, in reading, and in writing. They will use books to read and write, as well as notebooks, pencils, chalkboards, computers, and magnetic letters. There will be daily instruction using the various components of the reading process and the reading and writing continuum, using these different tools. A teaching scenario will be developed and the list of materials used will be available.