

**Dr. Losier Middle School
Design Block – Term 3 2025
Menu of Project Offerings**

Project Title: Music Video Genius

What is the focus of the project: Project Based Learning

What are the success criteria of the project: Use the Design Thinking Process; Foster Creativity;

What skills can students expect to acquire from this project: Students will create and learn technical skills for performing arts

Which DLMS Core Values does the project focus on: Personalization;

What is the expected number of students in this project: 12-17;

Project Overview: Students will plan and create music videos using a variety of sources.

Phase 1: Students will watch and dissect music videos from original works online.

Phase 2: Students will learn how to use a variety of software to create videos and learn about copyrighting of songs.

Phase 3: Students will plan and record a video using a variety of backgrounds and present these to the class

Expected Final Product: Videos will be presented at the final showcase.

**Dr. Losier Middle School
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Project Title: Wayfinder Warriors

What is the focus of the project: Technology - Use and Solutions

What are the success criteria of the project: Foster Creativity; Teach a Technical Skills so Kids can be Innovative; Use the Design Thinking Process;

What skills can students expect to acquire from this project: ♦ Navigation Skills – Reading maps, using a compass, understanding GPS coordinates.

- ♦ Mathematical Thinking – Measuring distances, calculating bearings, applying scale.
- ♦ Problem-Solving – Creating and solving geocaching challenges.
- ♦ Collaboration & Communication – Working in teams to design and refine a course.
- ♦ Technology Integration – Using digital maps, QR codes, and geocaching apps.
- ♦ Creativity & Storytelling – Designing engaging clues and themes for geocaches.
- ♦ Outdoor & Physical Activity – Moving through outdoor environments to complete tasks.

Which DLMS Core Values does the project focus on: Personalization; Equity; Positive Relationships;

What is the expected number of students in this project: 17-23;

Project Overview: Students will design and complete an outdoor navigation challenge that combines orienteering and geocaching principles. They will use maps, compasses, and GPS devices (or mobile apps) to locate waypoints, solve clues, and uncover hidden caches.

Phase 1: Learning Phase 1 Overview: Foundations of Orienteering & Geocaching (Weeks 1-4) Students learn the basics of map reading, compass navigation, and GPS use. They practice taking bearings, calculating distances, and finding hidden geocaches, preparing for course design.

Phase 2: Learning Phase 2 Overview: Course Design & Challenge Development (Weeks 5-8) Working in teams, students design their own orienteering-geocaching course, incorporating checkpoints, navigational clues, and hidden geocaches. They refine their maps and challenges through peer testing and feedback.

Phase 3: Learning Phase 3 Overview: Course Execution & Reflection (Weeks 9-12) Students complete each other's courses, testing their navigation and problem-solving skills. They

reflect on their learning, present their projects, and celebrate their achievements with a final outdoor challenge. This structured approach fosters critical thinking, teamwork, and outdoor exploration while integrating STEM and physical activity.

Expected Final Product: Parents and guests will team up with students to complete these interactive challenges, experiencing firsthand the problem-solving and teamwork involved. After the activity, students will present their course designs, reflect on their learning journey, and share insights from the project.

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Project Title: DLMS School Spirit & End of Year Events

What is the focus of the project: Problem Solving

What are the success criteria of the project: Teach a Technical Skills so Kids can be Innovative; Foster Creativity; Use the Design Thinking Process;

What skills can students expect to acquire from this project: Designing/working Cricut machine/learning to use vinyl/preparing vinyl and merchandise/getting creative with school spirit and decor, using heat press.

Which DLMS Core Values does the project focus on: Positive Relationships; Personalization; Equity;

What is the expected number of students in this project: <12;

Project Overview: In search of creative students who can work software and help make designs. These students should be able to problem solve, think quickly on their feet, brainstorm and work collaboratively to create school spirit merchandise as well as make the end of the year festivities memorable.

Phase 1: Discuss Cricut Exploration, discuss how the app works, how to cut vinyl with machine and use it tailored to the needs of the school.

Phase 2: Discuss making school merchandise and plan/brainstorm for year end activities.

Phase 3: Help organize and prepare materials for end of year activities (banquet/grads/celebrations) and finish some school merchandise.

Expected Final Product: Showcasing everything we had a hand in creating to be showcased or used at end of year events.

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Project Title: Escape Room

What is the focus of the project: Problem Solving

What are the success criteria of the project: Use the Design Thinking Process; Teach a Technical Skills so Kids can be Innovative; Foster Creativity;

What skills can students expect to acquire from this project: Critical Thinking, Creativity, Collaboration, Organization, and Communication

Which DLMS Core Values does the project focus on: Personalization;

What is the expected number of students in this project: 12-17;

Project Overview: Create and exchange escape rooms that other students will have a chance to solve.

Phase 1: Students will collaborate to develop a creative theme, build a storyline, and plan a series of puzzles that connect logically and create an engaging escape room experience. During this time, we will look at different escape room examples and see the key elements that are required in order to be successful. Perhaps we will have guest speakers to aid in obtaining key information and designing.

Phase 2: Students will use hands-on materials to build different types of puzzles, test them with peers, and make improvements based on feedback and problem-solving. This can be done by using pen and paper models as well as some iPads (if available) to create these different puzzles. They will also be able to pick their story that will go with the room they designed.

Phase 3: Students will guide others through their escape rooms, observe how players interact with the puzzles, and reflect on the design process, teamwork, and final outcomes. This allows an opportunity for other groups to see how they have made out and to troubleshoot any additional issues that may arise.

Expected Final Product: During the Culminating Exhibition of Learning, students will have an opportunity to showcase a section if not all of their escape room for people to try. The goal would be to create a 15-20 minute escape room that has 5-7 puzzles that need to be solved.

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Project Title: Pickleball!

What is the focus of the project: Fine Arts - Skill development

What are the success criteria of the project: Teach a Technical Skills so Kids can be Innovative;

What skills can students expect to acquire from this project: Have a comprehensive understanding of pickleball rules and gameplay.
Demonstrate improved individual skills and techniques such as serving, volleying, and dinking.
Foster teamwork and strategic thinking through cooperative play.

Which DLMS Core Values does the project focus on: Positive Relationships;Equity;

What is the expected number of students in this project: Max 28;

Project Overview: Pickleball is an exciting and fast-growing sport that combines elements of tennis, badminton, and table tennis. Pickleball will offer middle school students a unique opportunity to learn a fun and engaging sport while developing valuable life skills such as teamwork, strategic thinking, and physical fitness.

Phase 1: Fundamentals of Pickleball

Objective: Familiarize students with the basic rules, equipment, and court layout.
Activities: Introduction to pickleball paddles, balls, and court dimensions.
Demonstration and practice of basic strokes: forehand, backhand, and serve.
Understanding scoring and rules through guided play.

Phase 2: Skill Development

Objective: Enhance individual skill sets focusing on precision and agility.
Activities: Drills for improving serve accuracy and consistency.
Volley and dinking exercises to develop control and finesse.
Footwork and positioning drills to enhance mobility on the court.

Phase 3: Strategy and Team Play

Objective: Develop strategic thinking and teamwork.
Activities: Introduction to doubles play strategies and communication.
Game scenarios to practice strategic decision-making.
Mini-tournaments to apply skills in a competitive setting.

Expected Final Product: The course will culminate in a Pickleball Showcase Tournament. Students will form teams to participate in a friendly tournament, demonstrating the skills and strategies they have learned. Each team will be responsible for:

- Creating a team name and designing a team logo.
- Presenting a brief strategy outline before their matches.
- Competing in a round-robin style tournament to showcase their progress.

Each team will do a sports-style promo video to demonstrate their skill set and teamwork.

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Project Title: GOLF! A simple game that's hard to play

What is the focus of the project: Technology - Use and Solutions

What are the success criteria of the project: Teach a Technical Skills so Kids can be Innovative;

What skills can students expect to acquire from this project: Video and editing skills on the iPad to create an online portfolio, as well all of the skills and etiquette of the game of golf.

Which DLMS Core Values does the project focus on: Positive Relationships;Equity;

What is the expected number of students in this project: 35-45;

Project Overview: Students will learn how to great digital golf player cards on their iPads as well as learn the skills required for the game of golf.

Phase 1: Recording Video and the Short Game

Students will work with a partner to film their swings and striking of the ball on their iPads. A collection of the footage will then be used in creating a digital player profile. During phase 1, students will also learn about the skills required for the short irons and wedges in golf.

Phase 2: Mid Range

Students will continue to film their partners swinging and making contact with the ball as we move up to longer irons, hybrids, and fairway woods.

Phase 3: Bombs Away!

During this phase, students will still record their swings as we move into learning how to hit the driver. During this phase, we will also work to finalize their online digital golf profile.

Expected Final Product: A series of player profile posters will be printed with qr codes, that when scanned, will bring users to the video footage of the students golf swings.

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Project Title: Rhythm & Roots

What is the focus of the project: Fine Arts - Skill development

What are the success criteria of the project: Foster Creativity; Teach a Technical Skills so Kids can be Innovative;

What skills can students expect to acquire from this project: Students who are successful with this project will have gained a foundational understanding of their instrument and provide them the tools they need to learn and excel on their own. Learning an instrument requires patience and persistence, two skills that will benefit them in all areas of life.

Which DLMS Core Values does the project focus on: Personalization;

What is the expected number of students in this project: 20-35;

Project Overview: This design block is aimed at students who have not begun learning a musical instrument yet and would like the opportunity to do so.

Phase 1: In Phase 1, students will choose their instrument (either guitar, bass, or drums) and learn fundamentals such as tuning, strings, and basic techniques.

Phase 2: Phase 2 will focus on developing technical skills for their instrument. This could be playing chords on guitar, basslines on bass, or a simple beat on the drums.

Phase 3: In Phase 3, students will have hopefully put all their skills and knowledge together to be able to perform a song on their instrument. There will be opportunities to play together in small groups to get familiar with performance.

Expected Final Product: Students will have the opportunity to demonstrate what they've learned this term on their instruments. There will also be opportunities for music performances (either solo or in a group) for those who really want to showcase their talents.

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Project Title: Vibe Check: The Teen Life Music Project

What is the focus of the project: Technology - Use and Solutions

What are the success criteria of the project: Foster Creativity; Teach a Technical Skills so Kids can be Innovative; Use the Design Thinking Process;

What skills can students expect to acquire from this project: Songwriting and music production

Video filming and editing

Graphic design and poster creation

Time management and project organization

Collaboration and teamwork

Creativity and problem-solving

Public speaking and presentation

Digital literacy and media ethics

Which DLMS Core Values does the project focus on: Positive Relationships; Personalization;

What is the expected number of students in this project: 12-17;

Project Overview: Students will create an original song using the Suno app, produce a music video that captures the essence of being a teenager at Dr. Losier Middle School (DLMS), and design a promotional music video poster to promote their song. The poster will serve as a visual representation of the song, blending creativity with design principles to market their work.

Phase 1: Learning Phase 1: Familiarizing with Apple Apps
Overview:

Students will familiarize themselves with key Apple apps that will support the creation of their song, music video, and promotional materials:

Suno: Learn how to create music using this app, including composing beats, experimenting with different genres, and using a variety of singers and vocal styles within the app.

Keynote: Explore how to create compelling presentations or visual elements that can help with the storytelling in the music video.

iMovie: Learn the basics of video editing, including cutting footage, adding transitions, and syncing audio to video.

Numbers: Use this app for organizing their project, keeping track of deadlines, and managing their tasks.

Pages: Explore designing and creating a music video poster that captures the essence of the song and the music video, using text, images, and design principles.

A guest speaker or tutorial will walk students through the basics of each app, highlighting how each can be used in the context of their music production, video editing, and poster creation.

Phase 2: Learning Phase 2: Writing and Composing the Song with Suno
Overview:

Students will collaborate in pairs or small groups to write the lyrics and compose the melody for their original song using the Suno app.

They will explore different music styles within Suno, experimenting with various genres (pop, rap, rock, etc.) and using the app's wide range of vocal styles and singers to find the sound that best suits their song.

The group will compose and produce the song, learning how to adjust beats, vocals, and instrumentation, ensuring the music is a reflection of teenage life at Dr. Losier Middle School.

The teacher will guide students on how to refine their songs, ensuring they flow well, have a strong emotional impact, and are suitable for a music video.

Phase 3: Learning Phase 3: Filming, Editing the Music Video & Designing the Poster
Overview:

Filming with iPads:

Students will learn how to film their music video using iPads. They will explore techniques for framing shots, using different angles, and maximizing lighting to enhance the visual appeal of their video.

The music video will reflect teenage life at Dr. Losier Middle School, with students acting out different scenes that portray school events, friendship moments, and relatable experiences. Creativity will be encouraged, including the use of props and location-based scenes (e.g., classrooms, hallways, playground).

Editing with iMovie:

Students will use iMovie on the iPads to edit their footage, synchronize the video with their original song, and add effects or transitions to enhance the video's mood and theme. They will also explore options for adding text or titles to their videos.

Designing the Music Video Poster:

Students will design a music video poster to promote their song and video. They will explore visual design principles such as color, typography, and imagery to create a compelling poster that represents the essence of their music video.

Using Pages or other design apps, students will incorporate key elements such as the song title, visual themes from the video, and any relevant graphics or photos. The poster should aim to attract attention, reflect the teenage experience, and align with the message of the song and video. Students will receive guidance on creating effective promotional materials and on how to use text and images to tell a story.

Expected Final Product: Music Video Showcase & Poster Display- Students will share their music video and their music video poster with their classmates.

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Project Title: 11 Steps to Archery Success

What is the focus of the project: Fine Arts - Skill development

What are the success criteria of the project: Teach a Technical Skills so Kids can be Innovative;

What skills can students expect to acquire from this project: Through this project, students will develop key skills in archery safety, equipment handling, and technical shooting. They will learn to identify their eye dominance, apply the 11 Steps to Archery Success, and practice proper shooting form. The project also builds focus, coordination, and responsibility, as students must follow safety protocols and demonstrate respect for the range and others. Communication and teamwork are reinforced through group activities and range commands.

Which DLMS Core Values does the project focus on: Equity;Positive Relationships;Personalization;

What is the expected number of students in this project: <12;

Project Overview: The purpose of this project is to help students learn and apply the 11 Steps to Archery Success while emphasizing the importance of proper safety practices. Through this project, students will develop both the technical skills and responsible behaviors needed to participate safely and confidently in archery.

Phase 1: Students will be introduced to the fundamental safety rules of archery, including proper handling of equipment, range commands, and personal responsibility. They will become familiar with what a safe archery range looks like, learning about shooting lines, target placement, waiting lines, and safe zones to ensure a controlled and secure environment for all participants.

Phase 2: In phase two, students will become familiar with the parts of the bow and how to properly handle and care for archery equipment. They will also determine their eye dominance to ensure correct stance and alignment. This phase will introduce the 11 Steps to Archery Success, breaking each step down through guided instruction and practice to help students build a strong technical foundation.

Phase 3: In phase three, students will apply their knowledge by practicing shooting arrows at targets while consistently following all safety protocols. This phase focuses on reinforcing the 11 Steps to Archery Success through hands-on experience, promoting

accuracy, control, and confidence. I will monitor for proper form, technique, and adherence to range safety rules throughout each session.

Expected Final Product: For their end-of-term project, students will create a video demonstrating proper archery range setup and safety procedures. The video will walk through the 11 Steps to Archery Success, showing each step in action as they correctly fire an arrow. Students will also highlight the key skills they've developed throughout the unit, such as form, focus, and accuracy.

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Project Title: Art OFF the WALL

What is the focus of the project: Fine Arts - Skill development

What are the success criteria of the project: Foster Creativity;

What skills can students expect to acquire from this project: Students will learn the process of creating large scale murals. They will learn how to be creative by using something that inspires them and creating a visual representation on various “canvases” (digital software / paper / wooden panels / plywood sheet / skateboard deck).

Which DLMS Core Values does the project focus on: Personalization;

What is the expected number of students in this project: 12-17;

Project Overview: Students will learn how to be creative by getting inspired from different sources and learn how to create large-scale mural like the one we have in our DLMS gym.

Phase 1: GET INSPIRED- students will explore multiple mural artists (local and international), and learn about the inspiration behind their artwork to better understand how the creative process begins and what steps they need to take when designing and planning artwork. They will also have the opportunity to go for an art walk downtown to check out all the beautiful murals we have in Chatham.

Phase 2: GET CREATIVE- Students will sketch and design multiple art pieces using different sources of inspiration anywhere from music, to nature, to culture and human experiences. We will do this for a couple of weeks to create multiple pieces.

Phase 3: GET ARTSY- Students will select one of their sketch designs to turn into a mini mural using large plywood sheets as their canvas. They will use the large-scale mural technique to recreate their design as precisely as possible. A few selected students will have the opportunity to create their own personal skateboard during this phase.

Expected Final Product: All art pieces will be displayed around the school for everyone to enjoy.

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Project Title: Fantasy World-building and Character Creation

What is the focus of the project: Project Based Learning

What are the success criteria of the project: Foster Creativity; Teach a Technical Skills so Kids can be Innovative; Use the Design Thinking Process;

What skills can students expect to acquire from this project: Students will be developing their literacy, art, and tech skills.

Which DLMS Core Values does the project focus on: Positive Relationships; Personalization; Equity;

What is the expected number of students in this project: Max 28;

Project Overview: Students participating in the World-building Design Block will embark on an exciting journey into a world of their own creation. This project-based learning adventure encourages students to unlock their creativity as they bring their very own fantasy world and characters to life.

Phase 1: Character Creation:

Students will begin by creating their own characters or creatures, starting with a paper sketch and a written backstory before moving to a 3D-printed or clay-constructed model. Once the character or creature is brought to life, students will design an intricate diorama depicting either the creature's habitat or a pivotal moment in the character's story.

Phase 2: World-building:

In the second phase, students will explore existing imaginary worlds in gameplay, literature, and film. They will learn the basics of worldbuilding and begin to plan their world by considering elements such as geographical setting, systems of magic, history, lore, and politics.

Phase 3: Expression:

Students will spend the remainder of this design block bringing their world and characters to life. They can choose to write a story, plan and play a Dungeons & Dragons campaign, create a detailed map, or display their world as an alternative expression

Expected Final Product: Students will present their characters, as well as their chosen project, at the learning showcase.

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Project Title: World Travellers

What is the focus of the project: Skilled Trades - Design and Creation

What are the success criteria of the project: Teach a Technical Skills so Kids can be Innovative;

What skills can students expect to acquire from this project: They will learn in depth research skills as well as different means of how to display the information they have compiled throughout the term.

Which DLMS Core Values does the project focus on: Personalization;

What is the expected number of students in this project: Max 28;

Project Overview: To learn quality research skills that translate into a real-life situation.

Phase 1: The first thing they will learn is how to successfully research different places around the world of where they would like to travel using credible sources and learning about different cultures and ways of planning trips, whether it be with a group of people or solo travel.

Phase 2: Hoping to have a travel agent come in and talk to the class about successfully planning a trip and giving them some insight on what it is like to book a trip.

Phase 3: Students will finally decide on what type of trip they want to take - either solo or with a group and plan out the itinerary with everything planned for the entirety of the trip.

Expected Final Product: Students will compile all of their research findings into an infographic and brochures as they would have at a travel agency.

**Dr. Losier Middle School
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Project Title: Morning Announcements

What is the focus of the project: Technology - Use and Solutions

What are the success criteria of the project: Foster Creativity; Teach a Technical Skills so Kids can be Innovative;

What skills can students expect to acquire from this project: Video production and editing.

Which DLMS Core Values does the project focus on: Positive Relationships; Personalization; Equity;

What is the expected number of students in this project: <12;

Project Overview: Morning Announcements

Phase 1: How to produce morning announcements. - Please just use last DB outline. Thanks.

Phase 2: Create morning announcements

Phase 3: How to film, edit and be in Morning Announcements

Expected Final Product: Weekly production of morning announcements and reflective video.