

Dr. Losier Middle School

Design Block – Round 4
Menu of Offerings

Project Title: **The Social Club**

Max number of participants: <12;

Primary project location: classroom and gym

Project Purpose: Looking for independent, responsible and outgoing students. These students will develop skills, compassion and plan hands-on experiences to deliver programming to offer to our friends at MORE Services. MORE Services is a non-forprofit agency in Miramichi, which assists and supports individuals with intellectual disabilities. These individuals will come twice a week to participate in our programming. \They will build friendly relationships with our MORE Services Friends, while catering to their interests and needs when deciding on programming.

Learning Phase 1: Students will have a chance to meet our Friends from MORE Services. They will learn about their interests and develop and plan activities.

Learning Phase 2: Students will continue to develop a relationship with their Friends. Life skills, as well as communication skills, will be a focus.

Learning Phase 3: Students are expected to have direct interactions with their Friends, they may have to initiate conversation and play. Students must be flexible, learning that not all things thoroughly planned out will go as expected and to be able to be flexible in how the afternoon plays out.

Final Product: At the end of the Term, students should feel confident in their relationship with their Friends. They will have experienced personal growth, compassion and skills that have made them become a better version of themselves.

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Design Block – Round 4
Menu of Offerings

Project Title: **Golf - A simple game that's hard to play.**

Max number of participants: 20-35;

Primary project location: Gym and outdoors

Project Purpose: To introduce students to the game of golf. How to grip the club, club selection, striking the ball properly, putting and some golf etiquette will all be covered. For this round, **we will be giving the first openings to players who were not in the fall session and to female golfers.**

Learning Phase 1: Golf Basics - Etiquette, safety, gripping the club, basics of the golf swing, and putting will all be covered.

Learning Phase 2: Ball Striking - Working on making solid contact with the golf ball with different length clubs. We will start with the short irons and then work up to long irons, hybrids, fairway woods and drivers.

Learning Phase 3: In school competitions for driver distance and club accuracy.

Final Product: Hopefully, a trip to the golf course to play a real round of golf.

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Design Block – Round 4
Menu of Offerings

Project Title: **Paper Roller Coasters**

Max number of participants: 17-23;

Primary project location: classroom to start with, then we will proceed to the library once the roller coaster get bigger.

Project Purpose: Students will learn how to design and build a device that will allow a marble to travel down a roller coaster the slowest without stopping.

Learning Phase 1: We will begin by design a small paper roller coaster(2 feet tall) to understand the principal behind the movement and speed needed for the marble to travel down and through a simple design.

Learning Phase 2: From the small roller coaster students will start to build a larger model roller coaster with many more movements for the marble to travel through.

Learning Phase 3: Students will work in groups of three to be able to build and complete their roller coasters. Group work and cooperation are going to be essential to complete their designs.

Final Product: The project will culminate with the group having a paper roller coaster of about 5 feet tall with as many maneuvers(turns, loops, slants, up movements, levers or pulleys) they can have to slow the marble through the coaster without stopping.

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Design Block – Round 4
Menu of Offerings

Project Title: **Sidewalk Chalk Art**

Max number of participants: <12;

Primary project location: classroom, outside - sidewalks, parking lot, paved areas around school

Project Purpose: Students will learn about ways to create depth and dimension in sketches on paper and other mediums.

Learning Phase 1: We will begin with learning about drawing 2D images and the importance of point-of-view.

Learning Phase 2: We extend to learning about 3D images and ways to create the illusion of 3D images on a flat surface.

Learning Phase 3: We move outside and begin creating 1, 2, and 3 dimensional images on the sidewalks and paved areas around our school.

Final Product: On the day of our school showcase, the students will have a designated area way they will display their final work and give demonstrations to visitors at the showcase.

***Since the Historic Chatham Business District is hosting the International Sidewalk Chalk Art Festival on June 25th and 26th, there is a possibility of our students participating in the event, maybe competing in some way. (I am trying to get more information about this.) At the very least, participants in this Design Block will gain an appreciation of the work that will be on display in the downtown area during the festival.

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Project Title: **Knights' Amazing Race**

Max number of participants: Max 28;

Primary project location: Sometimes the Mezz; mostly will be outside

Project Purpose: Students will learn the importance of team building skills to design challenges for a Knights' Amazing Race.

Learning Phase 1: Students will first do an Amazing Race throughout the school property. Their communication and cooperative skills will be put to the test as they participate in various versions of the Amazing Race. Small teams will use their problem-solving skills in activities featuring general knowledge in various topics. It could be math, geography, or physical education. Anything goes!

Learning Phase 2: Students will try and view different versions of the Race. They will learn effective communication, problem-solving and cooperative skills through group games. Students will research activities that build confidence and foster cooperation skills in teens. They will test out the activities.

Learning Phase 3: Based on their experience, students will choose activities that are the most interesting and fun. They will need to organize, gather materials. In the end, students will host and be responsible for an activity when the Knights' Amazing Race is held for the school in June!

Final Product: There will be pictures or video of students participating in the race. Possible online reviews. A few challenges could be set up for the public to try, should they dare!

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Menu of Offerings

Project Title: **Study of Iconic Album Covers**

Max number of participants: 12-17;

Primary project location: Theatre and classroom

Project Purpose: Students will research iconic album covers and the songs within

Learning Phase 1: Students will look at the history of famous albums in a variety of genres

Learning Phase 2: Students will learn how album covers are made

Learning Phase 3: Trivia of iconic album covers and songs

Final Product: Recreation of iconic album covers

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Design Block – Round 4

Menu of Offerings

Project Title: **Chess Club (You do not have to know how to play to join. Everyone and any skill level is welcome.)**

Max number of participants: 12-17;

Primary project location: classroom

Project Purpose: Students will learn how to play chess and improve on their skills/abilities.

Learning Phase 1: Students will learn chess basics (names of each chess piece, how each piece moves on the board and the rules of the game).

Learning Phase 2: Students will be able to practice and play chess online (against computer bots that match their skill level) to improve their knowledge/gameplay.

Learning Phase 3: Students can challenge themselves by playing against each other, stronger computer bots or online matches with the goal of learning to adapt their play styles while facing stronger opponents.

Final Product: Students can play a chess tournament against each other to apply what they have learned through the design block.

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Menu of Offerings

Project Title: **Bee the Right**

Max number of participants: 20-35;

Primary project location: shop

Project Purpose: Students will learn how bee boxes, or hives, are designed to encourage the health of the bee society, and they will build their own bee boxes/habitats in the shop.

Learning Phase 1: Students will learn the importance of pollinators the aspects of human activities that are placing them in danger.

Learning Phase 2: Students will learn how bee boxes, or hives, are designed to encourage the health of the bee society as well as make it easy for the beekeeper to remove the honey from the hive with the least disruption possible.

Learning Phase 3: Students will explore ways to construct a habitat made up of a hive stand, bottom board, hive bodies (brooder), smaller boxes called honey supers, and a cover. The lower hive body is separated from the supers above by an excluder.

Final Product: Students may choose to display their knowledge at the learning showcase in June.

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Menu of Offerings

Project Title: **WRED jr.**

Max number of participants: 20-35;

Primary project location: Library, classroom

Project Purpose: We are bringing WRED Jr. back for the final round of design block. During our previous WRED Jr. block, students learned about the living conditions in developing countries and the impact that project work can have in those countries. We began our marketing campaign by taking photos for our social media and advertisements, began selling our clothing, and planning our official “re-launch.” For the following weeks, WRED Jr. will focus on selling our clothing line and educating our peers about the importance of humanitarian work.

Learning Phase 1: Introduction to WRED and the developing world - Learning about living conditions in developing countries. Students who are new to this design block will learn about the conditions that youth experience in the developing world. This empathy-driven learning will help them to understand the importance of being involved in social justice issues

Learning Phase 2: Selling our clothing. Through a PBL structure, students will be grouped based on their interests into different teams: marketing, photography, ordering, sales, finances, event coordination. Each group will have a role to play in the sales of our clothing line.

Learning Phase 3: Education: Students will be guest speakers in humanities classes to educate students on WRED Jr. and the importance of social justice in the developing world. Simultaneously, the marketing, sales, and photography teams will be gearing up to sell clothing.

Final Product: WRED Jr. Clothing market. We plan to have two major sales. One during the month of May, and one in June at the learning showcase.

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Project Title: **School Spirit Designs**

Max number of participants: 17-23;

Primary project location: Art room

Project Purpose: Stickers and graphics are the BEST! Students will learn how to use devices to create stickers and clothing designs. They will create vinyl designs to post around the school to demonstrate our amazing Knight Pride.

Learning Phase 1: How to make stickers and vinyl designs for clothing:
Students will learn how to use a Cameo Silhouette vinyl cutter device. They will have the opportunity to design stickers and clothing graphics.

Learning Phase 2: How to make graphic clothing:
Students will learn how to use a heat press to transfer vinyl to clothing. This will give them the opportunity to create custom Knight Pride clothing designs, as well as individual personal style designs.

Learning Phase 3: EMPHASIZING our Knight Pride in the school:
Students will design and cut labels and logos for numerous things around the school that need a touch of Knight Pride. We will be beautifying possibly some doors or any piece we feel is too blah for us, incredible Knights!

Final Product: Students will add custom labels and logos around the school to highlight our strong Knight Pride at DLMS.