

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Morning Announcements**

Maximum number of participants: 12

Primary location of the project: Morning Announcements Room

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**Project Purpose:**

Produced daily MORNING ANNOUNCEMENT

**Learning Phase 1:**

Learn the routines and procedures

**Learning Phase 2:**

How do use equipment instead of shots

**Learning Phase 3:**

Produce small segments for the MORNING ANNOUNCEMENT

**Final Product:**

Produce and upload daily announcements to YouTube

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Acting and performing arts**

Maximum number of participants: 12-15

Primary location of the project: Classroom and Theatre

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**Project Purpose:**

Students will learn how to memorize lines and write small scripts for performance

**Learning Phase 1:**

Write a script to perform. Discuss actions suitable for the situation. And stage the play.

**Learning Phase 2:**

Taking on and developing characters.

**Learning Phase 3:**

Putting the characters and script all together for a final production. Discussion of costume and basic props will be considered

**Final Product:**

Performance for a small group.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **creating with clay**

Maximum number of participants: 12-15

Primary location of the project: Classroom

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**Project Purpose:**

The basics of handbuilding with clay

**Learning Phase 1:**

students will learn facts about clay, purposes it can be used for as well as basic building strategies.

**Learning Phase 2:**

students will learn some of the tools available for working with clay

**Learning Phase 3:**

students will get a feel for the clay and learn a variety of ways to problem solve during their clay building process

**Final Product:**

final display projects may be bowls, mugs, ornaments etc.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Breakfast Program**

Maximum number of participants: 12-17

Primary location of the project: Food Lab

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**Project Purpose:**

Students in this Design Block will learn how to plan and prepare different breakfast options.

**Learning Phase 1:**

Commitments to Breakfast Program & Food Safety:

Students will learn safe food handling and food preparation guidelines and they will learn of their commitments to the Breakfast Program. They will work with Policy 711 and become familiar with what foods are acceptable to serve (following the nutrition policy). Students will create a weekly menu that will be posted and followed each week of the breakfast program.

**Learning Phase 2:**

Food Prep:

Students will learn how to prepare a work station and prepare food for a single day of service in order to maximize efficiency. They will also learn how to properly clean up their work area and properly put away all supplies.

**Learning Phase 3:**

Purchases & Inventory:

Finally, students will use the local flyers to decide what supplies need to be purchased at the end of each week. Students will also learn how to keep a log of supplies and keep an opening and closing inventory of food after each day.

**Final Product:**

Students work will be displayed each day during the Breakfast Program morning option.

Students in this design block may have a specialty day where they are responsible for one days menu (example: smoothies, breakfast sandwiches, etc.)

**Dr. Losier Middle School**

**Design Block – Round 1  
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Project Title: **Soccer Skills and Drills**

Maximum number of participants: Max 28

Primary location of the project: Football field

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**Project Purpose:**

Students will learn/improve on soccer fundamentals and skills

**Learning Phase 1:**

Students will learn and apply proper soccer techniques and fundamental through drills.

**Learning Phase 2:**

Students will work on offensive and defensive skills and plays

**Learning Phase 3:**

Students will apply what they have learned in gameplay scenarios

**Final Product:**

Students will play games and have the opportunity to use the soccer skills learned throughout the previous weeks.

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**Design Block – Round 1  
Menu of Offerings**

Project Title: **Cardboard Automata**

Maximum number of participants: 12-17

Primary location of the project: Classroom

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**Project Purpose:**

Design and build their own automata toy using cardboard.

**Learning Phase 1:**

Students will learn what an automata is and discover how they function.

See link for an example. <https://www.youtube.com/watch?v=7dFfzjmkETs>

**Learning Phase 2:**

Students will design and build their own automata based on designs they found.

**Learning Phase 3:**

Given the materials they need they will cut and construct their own simple automata toy that moves.

**Final Product:**

At the end of this project they will have a toy that functions by turning a lever and can explain how it works. Will have a final product to put on display.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Lights. Camera. Action!**

Maximum number of participants: 17-23

Primary location of the project: Classroom and Theatre

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**Project Purpose:**

Students will learn cooperative skills and develop their imagination while playing improvisation games.

**Learning Phase 1:**

Students will learn how playing theatre games can improve their social skills. They will also learn how to cooperate and support each other in a positive way.

**Learning Phase 2:**

Students will learn that their voice and body language are a very important tool in improv and theatre games. Students will develop these skills through playing games and silly skits.

**Learning Phase 3:**

Students will learn how to be successful by following basic strategies and skills of acting 101. This will help the students step outside their comfort zone by playing games and creating short improv/scenario ideas.

**Final Product:**

1) Students will invite others to join into their favorite games. They will teach a chosen few what they learned by sharing their enthusiasm for improv. This will promote a love for theatre games.

2) Possible second option: Students can apply their skills by participating in a skit in the Remembrance Day ceremony.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Fall Themed Arts and Crafts**

Maximum number of participants: 12-17

Primary location of the project: Classroom and various ares of school grounds

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**Project Purpose:**

Students will be learning about various components of art, using various mediums, and creating individual and collaborative pieces of work for personal and public display.

**Learning Phase 1:**

We will begin with drawing, learning techniques that add dimension and interest using pencils and paper.

**Learning Phase 2:**

We will add colour to our work using pencil crayons and pastels.

**Learning Phase 3:**

We will move to completing a painting using acrylics on canvas, following step-by-step instructions as a group.

**Final Product:**

Our final project will be a group mural with a theme and composition relevant to the time of the year and/or commemoration or celebration being recognized in our school.

\*\*\*Without E.A.s or other assistance, the number of students participating must be kept between 15 and 17 maximum.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Golf - A simple game that is hard to play**

Maximum number of participants: 35-45

Primary location of the project: Outdoor soccer field and gym on rainy days

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**Project Purpose:**

To introduce the fundamental aspects of the game of golf.

**Learning Phase 1:**

The short game - students will learn proper grip, stance, and swing techniques using the "easier" to hit clubs from 7 iron to wedges. Putting will be covered on days when the weather is bad.

**Learning Phase 2:**

The second shot - a continuation of phase 1, but with long irons, hybrids, and fairway woods.

**Learning Phase 3:**

The big stick - Hitting the driver off the tee.

**Final Product:**

Students will demonstrate accuracy with the various clubs in closest to the pin challenges and a long drive challenge.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: **Epic Knight Pride Designs**

Maximum number of participants: 12-17

Primary location of the project: Art classroom

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**Project Purpose:**

What's better than stickers? They are everywhere! In this design block, you will learn how to use the Cameo Silhouette. It's a device that cuts vinyl to make stickers and create original designs for doors and boards :) While collaborating with others to come up with the best ideas, you will get to create stickers that will go on doors or areas around the school! You will also get to design stickers for your own personal project.

**Learning Phase 1:**

Students will learn the basics on how to use the Cameo Silhouette to cut vinyl. They will practice using the device with their group members and create small simple stickers.

**Learning Phase 2:**

In groups, students will select and plan a Cameo Silhouette project to display their knight spirit in the school. This may be a door, a bulletin board or an area that could use some cool relevant decals. They will sketch a plan of their project on paper before using the Cameo Silhouette.

**Learning Phase 3:**

Students will collaborate together to: use the Cameo Silhouette to cut their stickers, prep the designated area if it needs it (sanding, painting, washing, etc.), arrange the decals on the area correctly using masking tape before making the final move of sticking all the decals.

**Final Product:**

Epic knight themed decals around the school will be the final project.

**Dr. Losier Middle School**

**Design Block – Round 1  
Menu of Offerings**

Project Title: WRED Jr.

Maximum number of participants: 12-17

Primary location of the project: Classroom, learning commons occasionally

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**Project Purpose:**

Students will learn about the living conditions in developing countries and the impact that project work can have in those countries. They will choose a charity to donate to, revamp our logo, and work on creating our own clothing brand. We will work on marketing and selling our products. A large portion of our profit will be donated to the charity of our choosing.

**Learning Phase 1:**

Introduction to WRED and the developing world:

Learning about living conditions in developing countries. Students 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:**

Creating a clothing line: Through a PBL structure, students will be grouped based on their interests into different teams: marketing, photography, ordering, sales, finances, logo design. Each group will have a role to play in the creation of the clothing line.

**Learning Phase 3:**

Education and Marketing: 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 will have this market within the school.

**Dr. Losier Middle School**

**Design Block – Round 1  
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Project Title: **The Social Club**

Maximum number of participants: 12-17

Primary location of the project: Classroom and Gym

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**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-for-profit 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 1  
Menu of Offerings**

Project Title: trade base exploration (woodworking/electrical/plumbing/mechanical)

Maximum number of participants: 12-17

Primary location of the project: shop and shop classroom

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**Project Purpose:**

I would like them to explore the different career options in the trades. Possibly getting trades people to come in and talk to them...crane operator for example

**Learning Phase 1:**

What different trades are out there, what they entail, how much money they can make, and the pros and cons that go with each trade.

**Learning Phase 2:**

Students will choose a trade that interest them and explore that trade. Connect with someone in that particular trade and hopefully be able to do a project based on that trade. For example, a crane operator could look up "crane fails" on YouTube, look for actual jobs around the world. Explore the counties that these jobs are in culturally and geographically for example...and of course, look at the requirements to work in that trade...ie schooling.

**Learning Phase 3:**

Phase 3 would be to report their findings in a style of their choosing.

**Final Product:**

This again would be their choice of how they will show what they learned. This will be a guided final project with a rubric of what needs to be addressed for each student and the different trades.