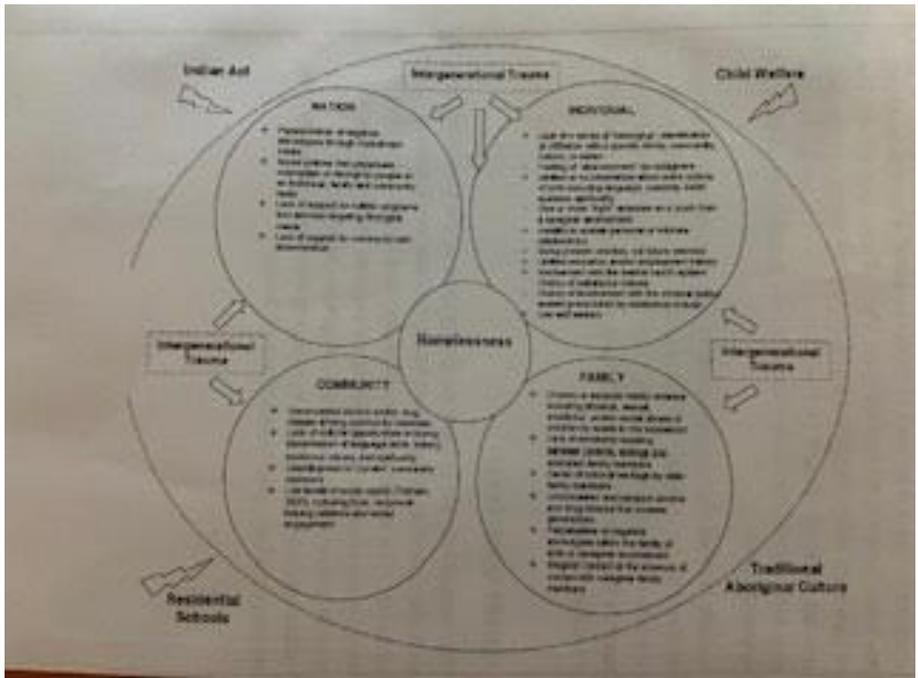


Title

Presented by: Mr. Sonny Gill

Course: Social Studies 10



École Secondaire WJ Mouat

École Secondaire WJ Mouat



TEACHER REFLECTION:

This semester in my Socials 10 classes we analyzed the Residential School system. We discovered students ranged from 4 to 18 years old were forbidden to speak their own language or practice their own culture. They were forced to do manual labour and fed poor quality food. The children were given raggedy clothing during winter months and were not permitted to see their families. Other experiences included being sexually and mentally abused, severe punishments, illness and inadequate care.

Students studied the traumatic events that occurred and lead to post-traumatic stress disorder and how some survivors struggled to fit back into the family unit. Finally, I had the students highlight the ten stages of the genocide that took place and decide was it a genocide or a cultural genocide?

STUDENT REFLECTION:

After completing the project our group came to the conclusion that what the Canadian government had committed was a cultural genocide. "The residential school system was based on the clearly stated goals of assimilating aboriginal peoples, deemed to be the most effective way to civilize the Indigenous peoples." Institutionalized assimilation by stripping Aboriginal people of their language, culture, and connection with family.



Title

Presented by: Mr. Dustin Hemminger

Course: Social Studies 10

Designing Your Own Government



École Secondaire WJ Mouat

École Secondaire WJ Mouat



WJ Mouat
Secondary School

TEACHER REFLECTION: At the end of our government unit students were tasked with designing a government for a new nation. The nation has a population of 30 million people spread over 1,958,200 square kilometers (roughly the size of Mexico). The driving question I put forward is: In the perfect country, how would government work?

- Students are expected to decide certain elements of the new nation's government.
- Make crucial decisions and justify why they are the best options for their new nation.
- Required to outline their government's plan on poster paper with supporting information, explanations, justifications, images and graphics.
- Explanation and justifications are to be done as part of the oral presentation and at least partially on the poster

This is a great way for students to think about different elements of government and explore what they value, and feel is important to them. They learn about themselves and where they fit on the political spectrum. A great deal of time goes into setting this up, so students have the background knowledge to make thoughtful and well-informed decisions.

STUDENT REFLECTION:

"While creating my country and government, I thought a lot about how my government would deal with equality and fairness. I wanted it to be a very left leaning country because that is where I identify on the political spectrum. I made my government social libertarian to reflect my beliefs of both socialism (economic equality) and liberalism.....I don't like the idea of monarchy, constitutional or otherwise because, although it can be important in preserving a country's historical tradition, it is obsolete and looms over the autonomy of a country's respective citizens. This is why I made my country a republic. Overall, I feel that the country I created effectively demonstrates and reflects my own political beliefs." (JD)

"After living in Jamaica for almost all my life, I knew how the Jamaican government runs. After doing this project I realized there is more than one way to run a government. It helped me to know more about the rights I have as a citizen and how those right work. It also showed me that there are different electoral systems that can be used and work....." (AC)



WJ Mouat
Secondary School

Title

Presented by: Ms. Tiffany Hoang

Course: English 9

Greek Mythology in Today's World: Podcast Edition



WJ Mouat
Secondary School

TEACHER REFLECTION: Is Hermoine your favourite Harry Potter character? Do you own an Olympus camera? Nice shoes – did you buy your Nikes from the store or get them second hand off of Amazon.ca? References to Greek Mythology are EVERYWHERE in our world! Mythical allusions teach us about important themes, give us bragging rights to claim we understand Shakespeare, and deepen our understanding of history, culture and society. The students in English 9 inquired into their chosen mythology to write a script and record a podcast embodying a Greek god or goddess being interviewed in the modern day. This project encouraged students to explore and take interest in stories, make connections between story and text with the world around them, be creative, comedic, and utilize technology to tell a story and create digital text. The success of this project can be attributed to the personalization of each student’s project and adaptability of the students.

STUDENT REFLECTION: In this assignment, we made a five-minute-long podcast about a Greek god/goddess of our choice. My partner and I chose to do it on the god Zeus. I was the host of the podcast and my partner was Zeus. The goal of the assignment was to educate us on how these gods and goddesses are still referenced in today’s world. We wrote a script for the podcast, the majority of the podcast was questions and answers. We researched the answer to each question to make sure the answer was as accurate as possible. We also added some humor to the podcast. After we sent the script, we recorded the podcast, edited it, and then submitted it. I enjoyed learning about Zeus and his relationships with other gods and goddesses. I also enjoyed learning about Greek Mythology as well. I was able to make connections with things I heard in music or in television shows, or things I saw in a book that I previously didn’t understand because I was not familiar with Greek Mythology at the time. Now that I do understand I have a better understanding of the media Greek mythology has impacted many aspects of today’s world mostly in logos and name brands. For example, while I looked up the Greek God Apollo, I found NASA spacecrafts with the same name. I thought about why NASA would name spacecrafts and what similarities they want us to see. I found that when you think about the Apollo spacecrafts, NASA wants to show how big of a thing this was for the world, much like Apollo riding his chariot across the sun. One of the directors of Apollo 11, Abe Silverstein said “An image of Apollo riding his chariot across the sun inspired him because it matched the ambition of the program.” Researching this part was one of my favourites in completing this assignment. I could research both a Greek God and spacecrafts at the same time so I was never bored.



WJ Mout
Secondary School

Title

Presented by: Mr. Parm Jaswal

Course: Workplace Math 10



WJ Mouat
Secondary School

TEACHER REFLECTION:

I observed students take keen interest in this project. They were tasked to plan a trip (including flight, accommodation, food, car rental etc.) for 2 people anywhere in Canada with \$5000 spending limit, the destination had to have Aboriginal connection.

The project taught students how to be selective about their choice of destination, mode of travel, where to stay and eat as they were given only \$5000 to spend on this experience. Students were doing real time research and having meaningful cost/value conversations with me and their peers. One group even phoned around in Haida Gwaii to figure out the ferry cost and timings as this information wasn't available online. This project really made students focus on small details and stressed the importance of having well planned budget.

In the future, I will ask students to present their work in front of the class as this will help them with public speaking, boosting self-confidence and polishes their research skills.

STUDENT REFLECTION:

"This project showed me how important it is to plan every little detail out when planning a trip, so you don't end up stranded somewhere around the world out of money."

"Also, I learned a little bit about the beautiful culture of the indigenous peoples and how much they value being together and celebrating."

"I know how to plan my own flight and can spend the money in a good way. And I learn more about Indigenous history how they shaped Canada historically and their contributions to protecting democracy."



Title

Presented by: Mr. Josue Quezada

Course: Welding 10

How to apply welding skills to sell a project for profit?



TEACHER REFLECTION: Working with students who have a lot of energy and can be easily distracted can pose safety risks and so our question was how to engage these students. The question became how can we engage students while having them see the value (in money) of the skills obtained and used in the course? Mr. Johnson and myself started having EG help me with the welding need to build skate rails. It took a little bit to show EG that I expected QUALITY welding for these features and he was able to improve his welding techniques to meet my standards in metal fabrication.

Eddie was always eager and willing to help weld the different projects and even began talking about the welding program at UFV that maybe he would consider that route in his grade 12 year.

It's a great feeling when I know that I have a student who is capable and willing to help with side, money-making projects for the program. My "Teacher Energy" is restored when I can work with students who are willing to put in the work to learn and improve skills to the point where they begin to teach me new skills; Then the teacher > student dynamic begins to turn into collaboration as we build something better together.

STUDENT REFLECTION:

I enjoyed how the teacher would prepare me for a career in welding/fabrication by giving me flushed out schematics on skate ramps and other projects he wanted me to build. I feel that these projects have been very good experience for me and have better prepared me for a career in welding. While working beside Mr Q I learned that there is a lot more prep work in welding than I thought. I used to think I could just weld two pieces together and that would be it but I now know that there is a lot of fine measurements and buffing and shaping before you can actually weld.



Title

Presented by: Mr. Jordan Turner

Course: Photo 11/12 or Ceramics 11/12

Final Series Project, Critique and Exit Interview



WJ Mouat
Secondary School

TEACHER DESCRIPTION: How would you tell a personal/meaningful/thoughtful story over a series of artworks (sculptures/pictures/paintings etc.) while tying it all together with a similar aesthetic by incorporating the elements of art and principles of design.

Series project is an inquiry-based project that I have been teaching for years as a final project followed by a class critique of the work and a teacher and student exit interview to finish out the year. I find that it's a great final project because it ties together pretty much everything the students have trained in and allows ultimate freedom for them to play and express themselves with the medium. Each project is unique in its method of making and its theme because each series it is authentic to its creator. It can be done in all art classes at the senior level as a final project and mimics the way that artists in the real world practice their craft

STUDENT REFLECTION: The series project I did during deeper learning weeks was a chance for me to really tell my story and express myself. My project 'Lost' is a series of photography's based on describing said feeling with personal experiences regarding being torn between and not quite fitting into two nationalities. With this project I left my comfort zone in more ways than one. Not only covers it a subject I've been ignoring and dealing with since coming to Germany, but the form of projection is also not something I've been practicing. Portrait photography is not something I quite enjoy, as I focus more on landscape and insignificant objects in the everyday life. And my being the subject in every single picture is also quite unusual, as I normally avoid and keep my distance from the frame. So, all these elements combined and centered around expressing Identity in this project is very much unusual for me, as I don't like representation of myself. The series is tied together by using the element of colour and creating opposites of the photographs. I like that my series gets its point across, and I found that it was a really great project to end the class.



Louis Riel Trial

Presented by: Mr. Stuart Turner

Course: Social Studies 9

Student Reflection:

Writing a diverse persuasive essay on a variety of topics of the students' choosing was an essential component of the English 12 course. My understanding of literary work has improved as a result of this assignment. I was able to reflect carefully on how to persuade an audience as an outcome. This particular assignment exposed a variety of my inadequacies and helped me gain confidence in my ability to defend my viewpoint, interpretation, evaluative judgment, and critical evaluation. Which, with time, can result in significant achievement not just in English but also in life in general. Additionally, the order in which all requirements were completed is what I liked best about this project. The way this whole thing was set up allowed me to gradually learn more and more about certain subjects, despite the fact that it caused me a lot of stress. However, this stress was somewhat lessened because each assignment up to this point had helped me improve as a student of English and had made me feel much better prepared as this course's completion drew near. Moreover, I have never done anything like the cue cards before. It taught me how to use database sources and expert insight to improve my writing. Where I was able to get knowledge about the numerous sources that were accessible. Overall, this assignment revealed both my academic and personal English skills and deficiencies. When it comes to working on significant barriers and time-consuming projects, I was able to overcome major obstacles and establish healthy routines and habits. Therefore, this initiative was a huge success and a terrific teaching opportunity for me.



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TEACHER REFLECTION:

STUDENT REFLECTION:

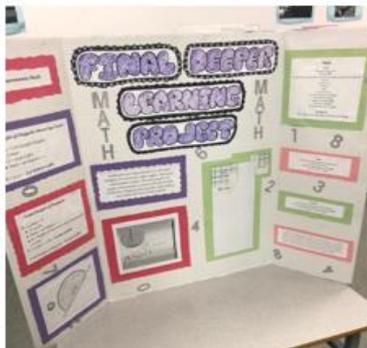
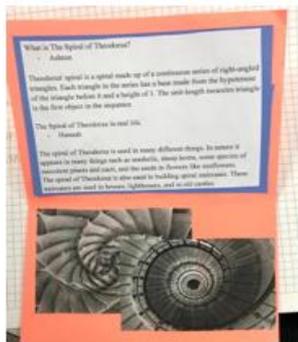
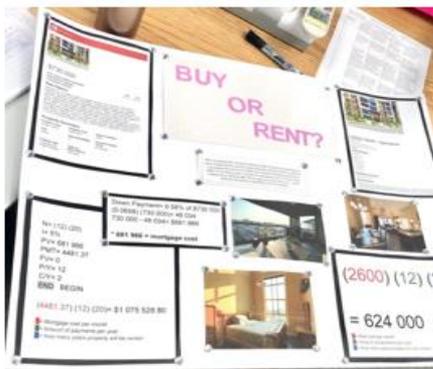
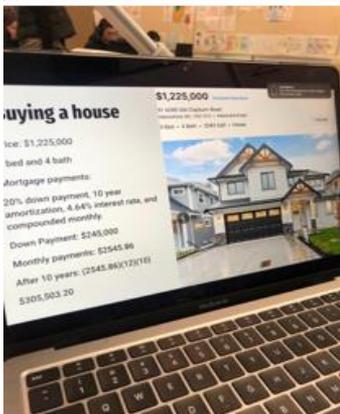
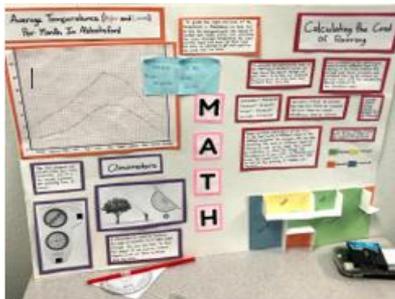
The Louis Riel trial was one of my favourite assignments because of a few simple reasons, this allowed me to explore deeper into one of the many great mysteries of Canada. This event caused lots of turmoil back when it happened, but now, through the current Canadian legal system, we can show that he shouldn't have been convicted to death even if he made a fake government. Another reason is that it was fun to look deep into his background and the background of the Canadian government and how their legal system worked back then, the legal system was completely different from now and then. And finally, I think it was fun to use lawyer talk in our argument, it made me feel like I was doing real work.



How can you apply the content learned in the course to the real world?

Presented by: Ms. Nancy Sharma

Course: Math 10



WJ Mout
Secondary School

TEACHER REFLECTION:

I found it very beneficial for the students to be able to look at the content and try to connect within their area of interest. The students related math in many interesting ways that were a learning opportunity for me as well. For example, building codes for staircases, calculations of their construction related things, cost of gas and diesel with different vehicles, using of trigonometry in GPS and also in the natural world with spiral shells on animals, and much more. The one thing I am curious about is if there was a way to apply the more complicated math that we learning Grade 10. The students mostly applied the basic math operations to their projects (except for a few) but there were not many students that applied the complex math that we covered. This could be because at this sate the math is too abstract for them to understand the application. Overall, I thought the project was a great learning opportunity for the students, but I can no be the only for of a final assessment given nature of course and how it builds on the skills at the next grade level.

STUDENT REFLECTION:

“The project was a great way for me to show my learning. As a student that does not do well under high pressure, I thought this project created a low-pressure opportunity for me to share what I had learned. I learned some things such as scale a diagram for a house and how to read blueprints.”

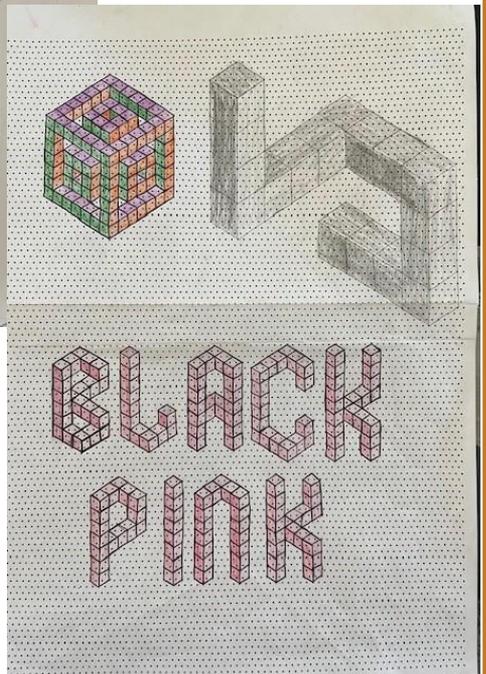
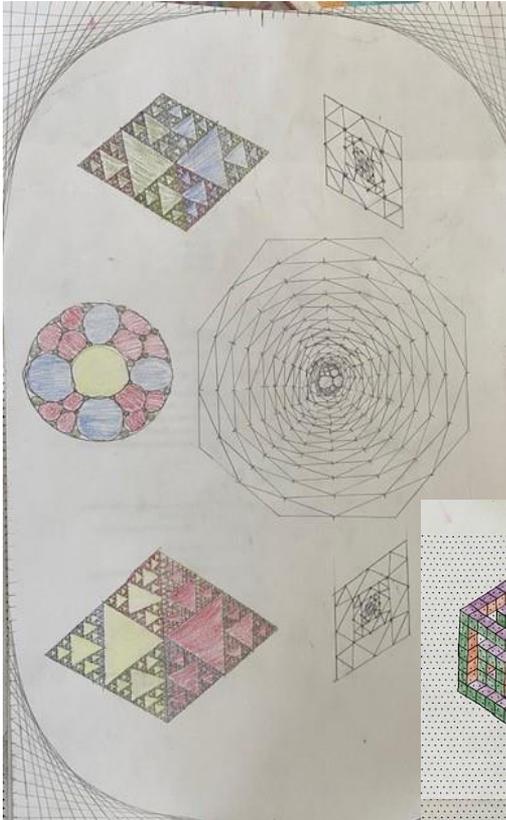
“This project was a lot of fun but having a project for all my classes and trying to coordinate with my group members to complete all of them was very hard. I felt like the project was good, but it does not prepare me for the math I need to know for next year. I would rather study and review all the stuff for this year to help get the best understanding for next year.



Visual Representations of Mathematical Rules

Presented by: Ms. Paula Sidhu

Course: Math



WJ Mouat
Secondary School

TEACHER REFLECTION:

Students enjoyed the presentation of the different applications and influences of mathematics has on art. I am glad I decided to do samples of each type with the entire class giving them all exposure to the connection between inductive and deductive pattern work. I gave the students the option of using one or more of the ideas suggested or find/ produce their own. The result looked very good, connecting the relationship between mathematical patterns and nature further.

STUDENT REFLECTION:

“I was really neat to see the way I could use math to make an art design.”

“I didn’t know I was using path principles when I doodle.”

“I find it easier to draw 3D objects on isometric dot paper.”

“Those optical illusions were challenging to draw.”



Paper Rockets

Presented by: Mr. Mike Bidal

Course: Physics 11



WJ Mouat
Secondary School

TEACHER REFLECTION: I am thrilled with the outcomes of the paper rocket experiment. The successful flight of their rockets showcased their application of theoretical knowledge to practical scenarios. Following the launch, they meticulously collected and analyzed both theoretical and analytical data. It was during the data comparison and discussion that we explored various sources of error that contributed to the observed discrepancies. Factors such as air resistance and wind conditions emerged as significant sources of variation, but also human error, from the human timers, their construction of the rocket (symmetrical wings or not) and reading the pressure gauge. This exercise provided an invaluable opportunity for the students to understand the importance of considering real life factors and limitations in scientific experiments. They actively engaged in discussing potential sources of error and gained insights into the complexities of experimental physics. Another key observation was the critical role of students' physics knowledge in rocket construction. Despite identical materials, some rockets had significantly greater mass using the same compressed air propellant, resulting in substantial variations in flight time. This highlighted the significance of understanding physics principles such as mass, propulsion, and force. It demonstrated how theoretical knowledge directly impacted practical outcomes, emphasized the importance of precise measure and accurate calculations in experimental design. Overall, this project fostered critical thinking, teamwork, and a deeper understanding of the scientific method. I am proud of my students' achievements and their ability to apply analytical skills to interpret and learn from their experimental data.

STUDENT REFLECTION: Constructing and launching a paper rocket for our Physics 11 class was a fun experience. Seeing it fly through the sky was incredibly satisfying. After the launch, we analyzed the theoretical data we had predicated with the actual analytical data we collected. It was fascinating to compare the two and understand the differences. We realized that factors like air resistance and wind conditions affected the rocket's flight. This experiment showed the importance of considering real-world factors in scientific calculations. Overall, it was a hands-on project that taught me the value of practical applications and the need to analyze data crucially.



pGLO Bacterial transformational Lab

Presented by: Mr. Jules Pryma

Driving Question: How are genes expressed, through protein synthesis, and the interaction between genes and the environment?

Course: Anatomy and Physiology 12



WJ Mouat
Secondary School

TEACHER REFLECTION: In this lab experience, students used genes from a glowing jellyfish and introduced these genes into bacteria. This lab requires students to develop an understanding of the biochemistry of membranes, DNA and the techniques used by molecular biologists to move plasmids into cells. I used a new pre-lab process to ensure student were very clear of the conceptual understandings of biochemistry, antibiotic resistance, controls, gen promoters, and lab techniques. Their demonstrations of learning was to produce a high percentage of bacterial colonies that developed using careful lab techniques. I have never had so many groups have such large numbers of colonies and success with this lab and I think it is due to how it was introduced this year.

STUDENT REFLECTION:

“I loved this labe because it's cool to see bacteria and how it grows/ watching it glow was fun.”

“I was fascinated by how the process works. I really found it helpful in understanding biotechnology. Visually seeing what happens by following the procedures carefully. I am curious about studying medicine and this lave shows how genes can be introduced into bacteria. These genes can produce products that would benefit individuals with illnesses and disease.”



What does it mean to be a lifelong musician?

Presented by: Ms. Janet Irvine

Course: Band 10-12



TEACHER REFLECTION: It was great to see the multiple ways that students saw themselves carrying music forward in their lives and ways that students' thinking evolved over the semester due to this driving question. We would spend time in class discussing potential ways this looks and over time they recognized how music will play a lifelong role in their lives. Some students put on a performance, showing how they would continue making music beyond high school. Some of those performances were showcased in our year end concert. Some student gave presentations about their musical likes and dislike and how they plan to develop their musical tastes. One student asked to conduct and rehearse one of the pieces were playing to test out what its like to be a music teacher so I worked with them to prepare their excerpt the way I would. All of these student found that music will continue being present in their lives beyond our classroom.

STUDENT REFLECTION:

"I know that music is important to me but I never thought about how I can keep music in my life after I graduate. Now I know that it's part of me and what I learned will stick with me."

"I am planning on going into music to become a music teacher.. Music is going to be a part of my life anyways, but it was cool to think about all the ways music stays in our lives. Maybe I can teach my students this one day too."



What opportunities can we offer students for them to practice everyday skills?

Presented by: Ms. Cassy Crawford

Course: Aspire (Work Experience 12)



TEACHER REFLECTION: An essential part of learning is the ability to transform skills and understanding from the abstract to the concrete, real world applications. I was wonderful to watch the students learn and grow through authentic experiences.

Students learned basic food safe practices, customer service, how to fill orders, simple food and beverage preparation, how to follow directions, and cleaning.. They also utilized money math skills to add order totals and to give change. It was powerful to watch students' classroom learning being utilized in the Hawk Café.

STUDENT REFLECTION: This year was fun because I got to try something I've never done before. Ms. Crawford opened the Hawk Café and different students in our class got to work in there during the day. I enjoyed making the drinks and serving the food to people who came to our store. Every day I am learning about money and math in our classroom, but being able to work in the store and put the skills to use is even better.

I got to practice adding up orders and learned how to make change for people. I also got to make drinks and learn about food safety.

The best part about working in the Hawk Café was the new friends I made. Kids I didn't know before learned my name and got to know me so then when they would come to the shop they would say hi to me and ask me how I was doing. It felt really good to be a part of something outside of our classroom. I am very thankful for the time I got to spend in the Hawk Café this year.



Historical Ancestry Graphic Project

Presented by: Mr. Dave Liversidge

Course: Vinyl Graphics 12



WJ Mouat
Secondary School

TEACHER REFLECTION:

STUDENT REFLECTION:

I chose to create this dragon because it related to Chinese New Year, which I celebrate with my family each year. The Chinese characters on the graphic mean "Happy Chinese New Year." During the festivals, people perform "dragon dances" since dragons are believed to bring good luck, as well as scare away evil spirits. I also chose to use red and gold colors since they symbolize good fortune and prosperity for the new year.

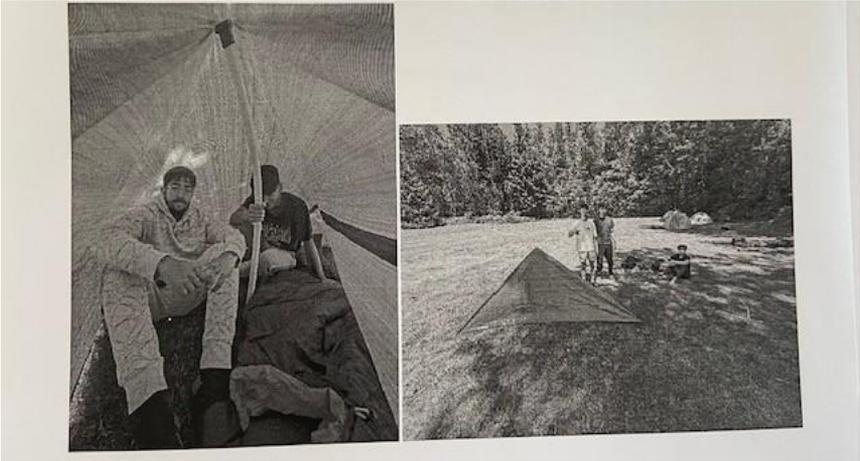


WJ Mouat
Secondary School

How can exposure to different community based recreation opportunities and outdoor education skills increase the likelihood of future participation in these activities?

Presented by: Mr. Jon Rahe

Course: Outdoor Education



TEACHER REFLECTION: A return to what I envisioned my outdoor education program becoming prior to Covid. The leisure days for my senior students build on what we did in Outdoor education 10 and the skill development lessons provided students with the skills necessary to be able to pursue these passions after leaving my classroom. The “final exam” consisted of a practical skills assessment where students not only demonstrated their learning in a outdoor setting but also gained the confidence that they could pursue an activity like this on their own. I think this allowed me to reach a diverse range of learners who wouldn’t normally do these activities on their own.

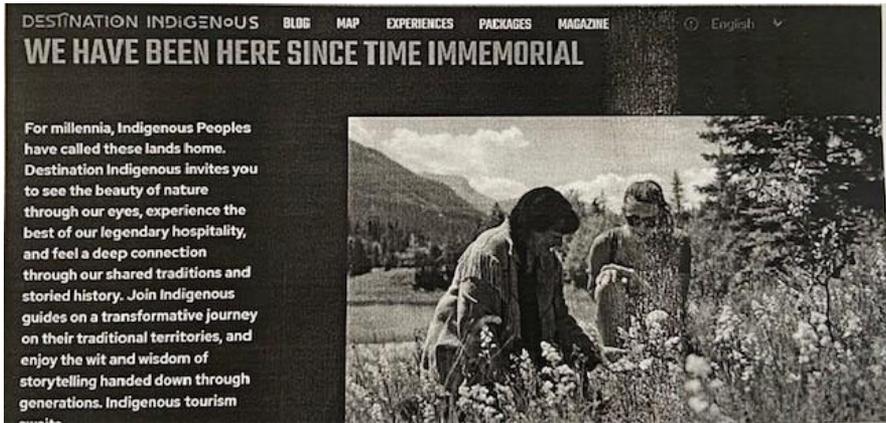
STUDENT REFLECTION: I think it was a good way to introduce different activities to students and I had a fun time doing it. I also got to engage with students who had common interests. The teacher allowed me the opportunity to challenge myself and engage in these activities. I think the activities were a good way to practice teamwork, to learn how to work with others outside of the classroom and more. For future activities, I now know how to stay safe and what items to take with me. For the final exam I think it was a positive experience and look forward to developing more specific outdoor education skills through these activities.



Financial Literacy and First Peoples Project

Presented by:

Course: Math 10



École Secondaire WJ Mouat

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TEACHER REFLECTION: For this assignment students were asked to individually plan and budget for a trip to a First People's Event or Destination. We spent a week in the learning commons, students enjoyed a different atmosphere for their learning to take place. They also enjoyed having the freedom to choose the destination of their choice. I made the students work individually for this project; it worked for the most part. However, next time I will try to have them work in pairs and see what effect it will have on the outcome.

STUDENT REFLECTION:

"I didn't know planning a trip is this complicated."

"You can really burn through 5K in a hurry."

"Staying in a hotel ain't cheap."

"There's so much math to do in real life."



Capstone Presentation

Presented by: Mr. Mark Thiessen

Course: Career Life Connections 12



TEACHER REFLECTION:

In this project, students reflect back on significant learning experiences and significant people in their lives, and then create a transition plan for life after high school. They identify an intended Career Path, and research the education or training required to get there. The students also articulate what they will be doing next year, and how they plan to pay for that.

STUDENT REFLECTION:

The final capstone project was a great way to end off CLC/WEX 12. I enjoyed putting together this presentation as it allowed me to reflect on my work experience at the pharmacy this semester. Also, this project allowed me to put my post-secondary plan together, having everything laid out helped me reduce my anxiety for next year. Additionally, looking back at my learning experiences has given me a sense of accomplishment and gratitude. This project was an excellent opportunity to reflect on the semester and plan for the next year.



**How do we connect to poetry in our
everyday lives? How can we
communicate that connection to others?**

Presented by: Ms. Becky Taylor

Course: English 10



***Mirrorball* by Taylor Swift**

By Taylor Swift



WJ Mouat
Secondary School

TEACHER DESCRIPTION: In a group or alone, students chose a song or poem to present to the class. Along with explaining why they chose their song or poem and what it means to them, students also provided background on the poet/songwriter and analyzed the literary devices used within the piece. Finally, students included an object or image that represented some aspect of the poem/song.

STUDENT REFLECTION: I really enjoyed how this project was structured. I liked how the choice was given to the students in what/how we wanted to present the chosen media. I felt this helped me learn and apply poetic devices studied in the lyrics I listen to every day. I think I prepared well for the presentation and explained my points clearly and in a good manner. When speaking, I believe I could have been louder and made better engagement with the audience. I enjoyed being able to analyze music I like and the meaning I may have been blinded to. Overall, this was my favourite project over the course of English 10 and would love to do it again.



Cultural Heritage: Wood Artifacts

Presented by: Mr. Jason Skelton

Course: Woodwork 11/12

PROJECT "THE FAN"



"THE FAN"

Today the fan is still an important element in Spain, being more common in the south.

It is used as a decoration, as an instrument to beat the heat, as an instrument of the flamenco dance and as a complement of the flamencas in the Andalusian fairs.



WJ Mouat
Secondary School

TEACHER REFLECTION:

Wood is one of the most used materials in human history for the production of artistic works, evidence that reflects not only the availability of wood but also its natural aesthetic qualities. The investigation of wooden artifacts supplies an interesting reference framework for better understanding the technical construction skills of the past and provides concurrent information on the significance of the artifacts, on their values and on the historical period during which they probably were created. (Credit: European Journal of Science, Ref).

Students were asked to research a wood artifact that was related to their cultural heritage. From their research students were asked to provide the following information:

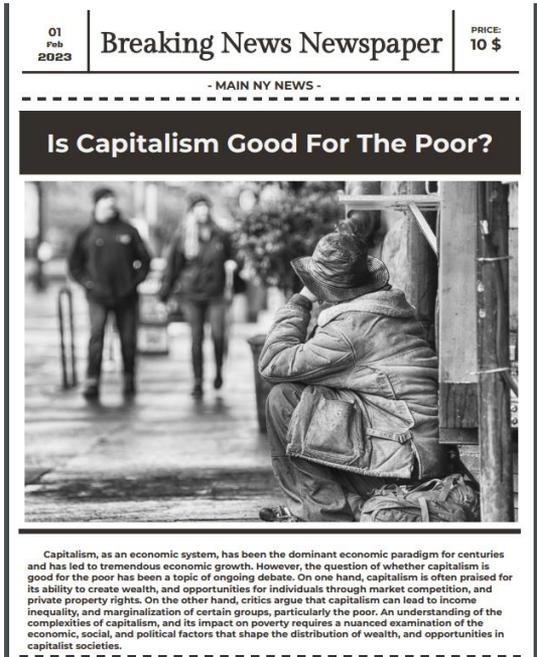
- Tell me what the artifact is (show me some pictures)
- What culture does it come from?
- When did it first originate?
- What does it symbolize or how is it significant to your culture?
- What type of wood is it usually made from?
- Find a video demonstrating the making of the artifact.
- Create your own step by step procedure on how to create the wood artifact in the woodshop here at Mouat.
- Share with me the completed Google slide presentation



Is Capitalism Good for the Poor?

Presented by: Ms. Nimmy Sidhu

Course: Economics 12



WJ Mouat Secondary School

TEACHER REFLECTION: Students were given the following question “Is Capitalism Good for the Poor?”. They were asked to present both sides of the argument in any format they chose, and to reach some conclusions about where they personally stand based on the evidence they provided. This was quite challenging for some students as there is no complete right or wrong answer and they had to reach their own conclusions. Overall, I think it was a valuable learning experience!

STUDENT REFLECTION: Reflecting on the economics project, I am filled with a sense of satisfaction and a newfound appreciation for the complexities of the subject. The project allowed me to tap into my creative side as I explored new and innovative ways to approach the problem at hand. It was truly enjoyable to delve into the intricacies of the subject matter and to challenge my assumptions and preconceived notions. Through the project, I was struck by the realization that often, what appears to be good for the world can have a detrimental impact on the poorest members of society. This was a powerful lesson that has stayed with me, and it has left me with a deep appreciation for the importance of considering the ramifications of our actions, both locally and globally. In conclusion, the economics project was a truly enriching experience that not only expanded my knowledge of the subject but also opened my eyes to the wider implications of our choices. It has instilled in me a sense of responsibility to use my understanding of economics to work towards creating a fairer, more equitable world for all.



Impact of Social Media

Presented by: Ms. Johanne Sauve

Course: Communication Orale 12

Les Effets des Réseaux Sociaux

Bon

- Développement communautaire
- Plus de connectivité
 - Partage d'informations
 - Améliorer l'innovation

Mal

- Désinformation
- Cyberintimidation
 - Problèmes de sécurité
- Problèmes de santé mentale



WJ Mouat
Secondary School

TEACHER REFLECTION: For their final project in Communication orale 12, students had to reflect on the impact of social media in their lives until now, including positive and/or negative aspects. Previously in the course, students had discussions about mental and physical health, their use of technology, their sleep hygiene, and personal values/Mouat values. Also included in their project, they had to think of some advice they would offer to the next generation, or younger students regarding the use of technology and social media. It was very interesting to see how so many of them were well aware of the negative impact of social media on their lives and to those around them. They offered specific examples such as TikTok, and how addictive it is. Some students shared that they put time limits on their phones now, with certain apps. There were some positive aspects of social media as well, of course. They talked about the connections they have created and maintained with like-minded people along the years, thanks to platforms such as Instagram.

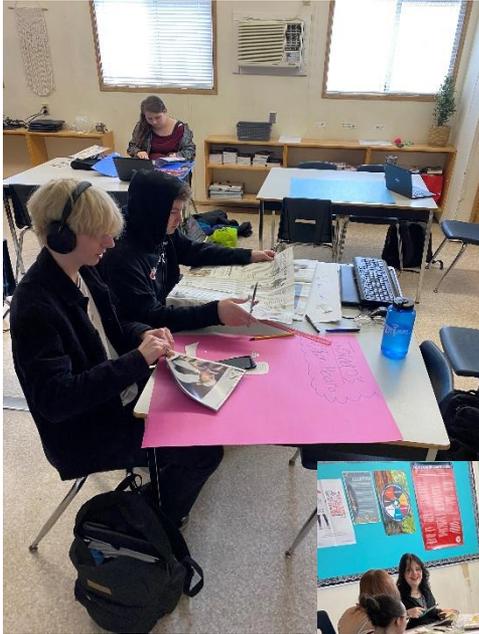
STUDENT REFLECTION: In my final project in Communication 12 with Mme Sauvé, I presented my point of view on all social platforms and the effect they have had in my life. While supporting my argument I used real life examples as evidence to prove my point. I included some advice that I think is useful for the future generation as they grow up and start to gain knowledge and access to the internet and social platforms. I enjoyed this short project because I was able to reflect my ideas and share my point of view while supporting my argument, ensuring it was clear and easy to read.



How can I design and reflect on the life I wish?

Presented by: Ms. Rachel Coen

Course: CLC 12



WJ Mouat
Secondary School

DESCRIPTION: Students were asked to create their own vision board. The vision board was to reflect what they hope and wish their future to look like. They weren't given exact ages to create their boards for (i.e. create a vision board of what you want your life to look like by 40) because we told students that age is just a number and you are not expected to have everything figured out by a certain age or time. Students used magazines, newspapers, and their own artistic ability to create vision boards on poster paper.

TEACHER REFLECTION: It was really neat to see students flip through magazines and newspapers and use their clippings to piece together a visual representation of their future. It also allowed us to get a better glimpse into the aspirations of our students! Many of them have some amazing goals to reach. Next year I am going to create one for myself as a sample for students, and to also highlight that vision boards can be made by people of all ages, and you can always alter and add to your goals.

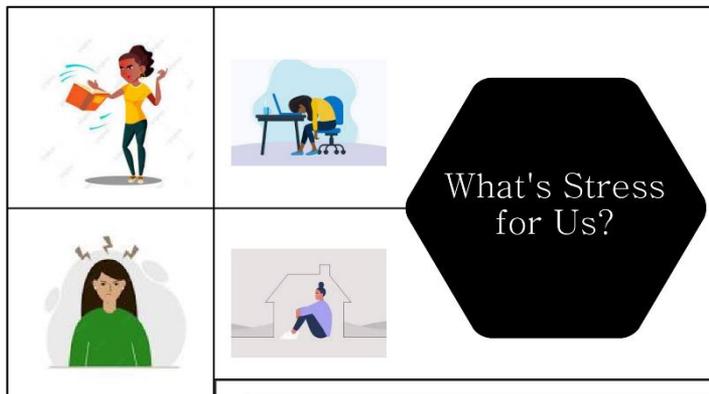
STUDENT REFLECTION: "I enjoyed the vision board assignment because it allowed me to be creative and share with others the dreams I have for my future. It also made me realize I want to accomplish many things in the years to come and I am excited. I liked looking at my peers vision boards also because it showed me that some of us have lots in common and some of us have very different visions for our futures."



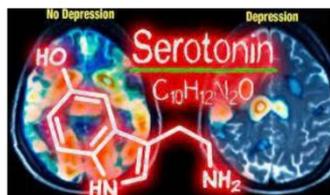
How Do Organic Molecules Affect Mental Health, Society and Me?

Presented by: Ms. Jen Nera and Mr. Kevin Duliba

Course: Chemistry 12 and Psychology 12



What Does Serotonin look like in the brain



Neurons get sent to the synapses

The neuron makes contact with synapses with stimulates the neuron into action

When communication is completed serotonin gets sucked back up by the sending neuron

When reuptake happens too quickly not enough serotonin is present to do the job

Serotonin release on presynaptic neuron

Increased serotonin levels on postsynaptic neuron

serotonin

Serotonin

- Serotonin is a feel good chemical.
- Calm, happy, focused, and emotionally stable is tied to serotonin
- Insufficiency of serotonin is what leads to anxiety disorders and obsessive behavior's
- Chronically low levels of serotonin also cause binge eating disorders

École Secondaire WJ Mouat

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WJ Mouat Secondary School

TEACHER REFLECTION: A cross-curricular collaboration with Chemistry and Psychology classes was done over a two-week period. The classes were combined and fully integrated in the library learning commons. The students were tasked to combine skill sets to answer the inquiry question. Neurotransmitters (an organic molecule) are brain chemicals that directly affect mental health. The two classes were introduced to concepts of organic chemistry using epinephrine as an example. Chemistry students were introduced to how neurotransmitters function in the brain, while this served as a review for the psychology students. Students choose a neurotransmitter or group of neurotransmitters as a focus to link organic molecules in their brain to mental health. The cross-curricular nature of this project allowed for students to make bigger connections. For example, neurotransmitters have a 3-D structure which can affect how they bind at receptors in the synapse. Students were able to study molecules found inside their bodies, their effect, and strategies to help increase or decrease their concentration levels to have a positive effect on their mental health. As teachers, we loved how students could connect learning across two subject areas and how teachers were able to learn from each other.

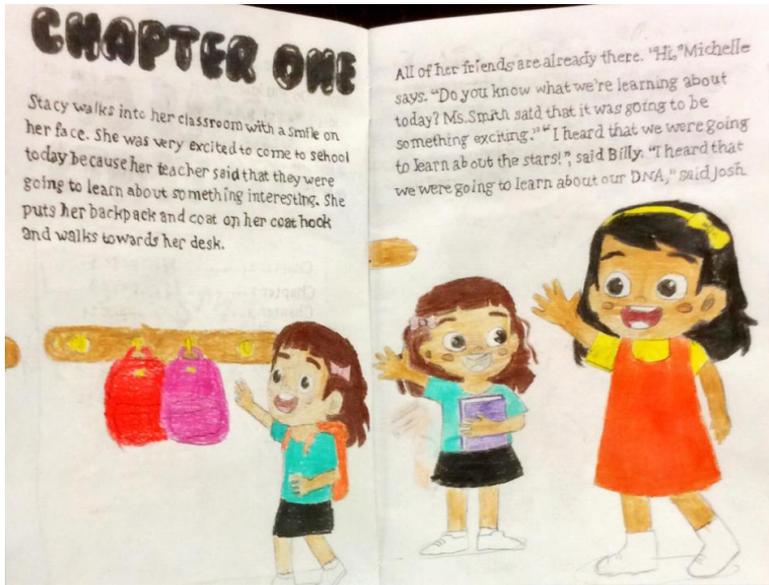
STUDENT REFLECTION: During the initial semester, I had the opportunity to take part in Psychology 12 and Chemistry 11, gaining valuable experience in both subjects. As our final project, the two classes collaborated and created an assignment that would allow us to use our knowledge from both Psychology 12 and Chemistry 11. It involved us to critically analyze and investigate the connections between the two courses. If we look at Psychology 12, it covers different disorders and how the imbalance of neurotransmitters/homeostasis can cause that. Perfectly aligning with objectives from Chem 11, as we learned how our body creates those imbalances. I believe I had an advantage compared to the other students as well, since I had been the only one in both classes and got a full insight on the whole course. Whereas other students had to learn in a short period of time, condensing the information. Throughout the project, I loved making connections and I truly felt accomplished when I could apply my understanding. Although, I had to work on two projects, as there was one for each class, they both focused on different aspects, and I could add accordingly to each one with my understanding. I was also grateful for the people in my group as they were all understanding and we all could easily have a discussion on the topic, giving our perspective along with thoughts and opinions. Finally, the support of Ms. Nera and Mr. Duliba was greatly appreciated as they guided us in the right direction when we had any questions or concerns. Overall, I am pleased with the outcome of this project and had an amazing experience!



How does the Science I learned in Science 10 explain WHY I'm alive?

Presented by: Mr. Mario Magon

Course: Science 10



WJ Mouat
Secondary School

TEACHER DESCRIPTION: Teresa Homoncik and I collaboratively developed a project for Science 10 that gave the students a chance to consolidate all their learning in the major disciplines of science. They were given a large amount of freedom in how they could present and explain the reason why they are alive using science. Some examples of products that students made include a fully illustrated children's story book, a podcast, a magazine, etc. The students presented their work to each other in a showcase of learning.

STUDENT REFLECTION:

I think by refreshing our memories to work on this project we have not only reinforced our knowledge, but deepened it by learning new facts related to these areas of science. By collaborating to succeed together and gotten a glimpse at how scientists have to work in the real world.

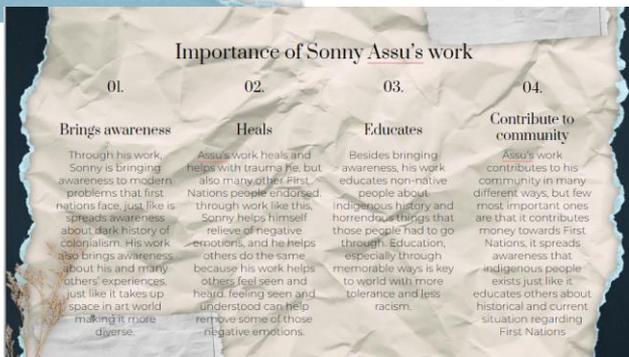
I think by refreshing our memories to work on this project we have not only reinforced our knowledge, but deepened it by learning new facts related to these areas of science. By collaborating to succeed together and gotten a glimpse at how scientists have to work in the real world.



Why is First Nations' art important to the richness, diversity and resiliency of BC First Peoples?

Presented by: Ms. Carissa Monds

Course: Contemporary Indigenous Studies 12



About the project

Goal of this project

For this assignment I got a task to research one form of Indigenous art that had its origins in First Nations' culture, but that it had changed with arrival of settlers.

As instructed I choose to write about beadwork, its history and significance, and of course how it changed with arrival of colonisers.

Importance of beadwork

Beadwork and beading existed far before settlers came. Beadwork originated as a "portable" form of art that women could partake while leading nomadic lifestyle. In this current age beadwork is a representation of tradition to many First Nations and it plays significant role in Indigenous culture.



Why I chose to write about beadwork

The reason why I choose to write about beadwork is because of my fascination of no matter how different cultures are and no matter how isolated they were, many of them still create similar forms of art. Indigenous beadwork reminded me of the Slavic one that had its origins before Europeans learned about existence of America, so I decided to see how both came to be and how do they vary.



WJ Mout Secondary School

TEACHER DESCRIPTION:

This inquiry assignment aims to explore the importance of First Nations' art in enhancing the richness, diversity, and resiliency of British Columbia's (B.C.) First Peoples. First Nations' art holds immense cultural and historical significance, representing a unique and profound artistic expression that is deeply connected to the identity, heritage, and spirituality of Indigenous communities. Through this assignment, we will delve into the various aspects of First Nations' art and investigate how it contributes to the cultural fabric, diversity, and resilience of B.C.'s First Peoples.

STUDENT REFLECTION:

This inquiry assignment, I had the opportunity to look into the significance of First Nations' art and realize how important it was to the Indigenous community. It was a really interesting process and it allowed me to gain a deeper understanding of the cultural and historical importance attached to Indigenous art. It also forced me to look at my own understanding of what the Indigenous people are going through and have gone through. I liked that we worked in steps so that it was not so overwhelming.



Shooting: A Photo Essay

Presented by: Ms. Kiersten Bisgaard

Course: Photography 11-12



WJ Mouat
Secondary School

TEACHER REFLECTION: This semester's photography course culminated in a student choice project. After teaching the students all the basics of using the cameras, various techniques, styles and viewing the work of notable photographers, they were given lots of artistic freedom to express themselves in an assignment called, "Photo Essay." The goal for the assignment was for students to choose from a list of topics like various social justice themes, environmentalism, drugs/alcohol, current events, etc., and to visually explain the various aspects through their photos. They were to educate others about their topic and demonstrate the ramifications of it. I was pleased to see that many students chose topics that were meaningful to them. Some chose from the list, while others thought up their own related topics. We started out with a project proposal that had to be approved by me. I ensured that students were on the right track and had come up with ideas that were deep enough and yet could fit into our deadline. They also had to fill in a calendar, creating a schedule for when they planned to research, photograph, edit, conduct reshoots, etc. For students that used their schedule, this was a big help to keep them accountable to themselves and be independent.

Our final project culminated in the students presenting their photos to the class. It was interesting to see the variety of topics chosen, their personal styles, the technical skill, creativity and the maturity of which they had when photographing especially sensitive topics like sexual assault and eating disorders. Their fellow classmates were respectful and curious while listening to the presentations and asked thoughtful questions about their work.

STUDENT REFLECTION: Something I learned from this assignment was that the planning process is just as important as the actual photographing process. If I hadn't planned this project out carefully, it would have been stressful and definitely not had the models and style I wanted. I also learned how to instruct my models to get what I wanted. I think part of the reason I improved on this skill is because for this assignment I needed serious faces and feelings rather than just telling someone to sit on a stool in the portrait studio and look to the side, like I had done with my previous assignments. Another thing I learned is that feedback is one of the most important parts of the artistic process, at least for me. I found it very helpful to talk things out and get criticism from my peers, specifically Reanna, because I value what she thinks. Although everything went well, in my opinion, if I were to redo this project over, something I would've done differently is check the lighting of my setting beforehand. I also would have done a little bit more research beforehand. Despite these minor aspects, I really like my work. I love how they are jam-packed with emotion and feeling. I also love the little ode to Spiderman I added to my photos with those squiggly lines. They represent the fear and shaken-up feelings the subjects have. It shows how tense they are in the photo. I also love it because it is something unique to my style and adds to the photo. I originally didn't even plan on adding it. I was just playing around while editing and sort of did it as a joke. I was a bit unsure about adding it, though, but after receiving feedback from my peers and my teacher, I decided to keep it. Overall, I love how my work turned out and believe that I deserve a good grade. This assignment went great and means a lot to me.



**How does the presence of disease
disrupt the body's natural homeostatic
mechanisms?**

Presented by: Mr. Joel McCall

Course: Anatomy and Physiology 12



WJ Mouat
Secondary School

In this inquiry project students have the opportunity to apply and extend their understanding and knowledge of cellular processes, organ systems, and homeostasis; two of the three big ideas of the course.

Provided with guidelines for their research, students select a disease to investigate; specifically, a disease that affects cellular processes, organ systems, and homeostasis. Throughout their research students generate questions, predictions, and answers about the disease. They will analyze and evaluate published scientific works to support their answers, and they will make connections and applications to their learning in the course. By utilizing their prior and current understanding of human systems, students will discover and apply specifically how disease interferes and hinders the body's natural homeostatic mechanisms.

TEACHER REFLECTION: I felt this project was successful at getting students to connect, engage, and deepen their learning with the big ideas of the course. Throughout the course, we learn about homeostasis, cellular processes, and all the body's major organs and systems. We identify the importance of these life sustaining processes, and we investigate specifically how our body's systems carry them out. The project then helps students identify and correlate what happens when these life sustaining processes are interfered with by disease. They can identify and explain where, how, and why the body is affected.

STUDENT REFLECTION: "I had heard of many of these diseases before, but now I could actually see why they make us sick. We could use our understanding of the body's systems and processes; we could see just exactly why and where things go wrong."



Creating a New Memorial for the M.S. St. Louis Incident

Presented by: Mr. Ryan Porth

Course: Social Studies 10



WJ Mouat
Secondary School

TEACHER REFLECTION: This semester in my Socials 10 classes we analyzed the incident of the SS *St. Louis*, a ship with over 900 Jewish immigrants that sailed from Nazi Germany in 1939 seeking freedom from persecution only to be turned away from disembarking in Canada. Having been forced to return to Europe, many of the original passengers were later rounded up by the Nazis and killed during the events of the Holocaust. Students studied how anti-Semitism was a potent force in Canada's history, influencing all levels of society, from the Prime Minister on down. We considered whether, by turning away the Jewish refugees, Canada played an indirect role in the attempted genocide of Europe's Jews. Finally, we reflected on if Canadians today have an ethical obligation to remember this dark period of our past, and, if so, then how? Students who wished to extend their learning were given an additional question to answer: How would you convince the Halifax Port Authority, the organization that manages the current memorial to the victims of the SS *St. Louis* incident, to replace the current memorial with one of your own creation instead? Students' proposals needed to be typed and presented in class and needed to include a 3-D prototype of their proposal.

The results were remarkable! Students that opted to create a prototype and a proposal put their creative services to work and made prototypes out of Lego, toothpicks, and art supplies. One student even opted to create a prototype on 3-D software and then screen capture a video "walk through" of his design. Their proposals were thoughtful and creative and demonstrated a high level of engagement with the complex issues around anti-Semitism, memory, loss, and historical judgment.

STUDENT REFLECTION: When reading, watching, and exploring the information and data surrounding the *M.S. St. Louis* incident, I successfully identified different perspectives of those involved and the implications various actions had. Through this, I examined and adjusted my thinking. For example, I noted how the passengers of the ship thought they were going to be free—and the German crew, even if they figured the ship wasn't going to dock anywhere, still helped encourage the passengers and influenced the passengers' happy moods. I am also open-minded and can interpret, judge, and make multiple conclusions with data I am given. For example, I found it interesting that the *M.S. St. Louis* was freely allowed to leave Germany—the Nazis didn't hold them back. I can see many reasons for why they may have done this, and interpret to make judgements on the choices they made. Lastly, I know that I'm not perfect. Many times when making my "replacement" *M.S. St. Louis* memorial, I reconstructed and refined, reassessed, examined, and adjusted my work. One of the things I pride myself in is recognizing the effort I've put into something, and whether the result is adequate or not. I can further fix my work, and reflect on how to do things better next time.



Passion Project

Presented by: Ms. Margaret Poss

Course: Creative Writing 11-12

CINDERELLA : A FRACTURED FAIRYTALE

Ding! A bell chimed and a gust of fresh, cold air greeted Lilian as she stepped into the quiet store, a welcome reprieve from the sweltering atmosphere outside. She paused to breathe in the comforting, musty scent of the books surrounding her. The bookstore was a location she often frequented, yet it never ceased to amaze her. The store itself wasn't very large, but it seemed to hold an infinite number of books. The warm lighting revealed a space that was crammed with row after row of book-filled shelves, some of the aisles were so narrow that she had to walk sideways through them. Everywhere she looked there were books. Some were stacked neatly on little wooden tables, while others were messily heaped in dark corners.

She gently nudged a few stray books out of the way with the toe of her sneaker and strode forward a couple steps, lugging her heavy school bag behind her. There was only one week left of secondary school, just one last week before her graduation. After that, never again would she have to drag around her dreadful bag stuffed with calculus and history textbooks. A movement near the back of the bookstore caught her eye. Her face lit up when an elderly man hobbled into view, squeezing his way around one of the shelves.

"Grandpa!" she called cheerfully.

"Hey there kiddo! How was school?" he asked, swerving around yet another stack of books to make his way towards her

INVITATION TO THE ROYAL BALL.

Before she could open the envelope to read more, it slipped out from her grasp, wriggling away like a worm. She quickly drew her hand back, shocked.

A series of objects ended up drifting by during her seemingly endless journey. There was a pumpkin, a horse, a couple mice, a clock, and then a glass slipper. It was at that moment that she realized the objects were from *Cinderella*. This was also the moment that she realized the hand had halted in its mission of towing her around. And before she could react, the cursed thing shoved her forward, hard.

Omph! Lilian rubbed her face, groaning. She had landed on something relatively soft, but hard edges dug into her thighs. She glanced down to see that she was sitting in a full laundry basket. With a jolt, she realized that her jeans were gone, along with her tank, both replaced by a simple dress and apron. Voices drifted from down the corridor towards her. Panicking, she attempted to free herself from the laundry basket, but only succeeded in sinking further down into it. Her legs stuck out awkwardly in front of her. She moved to try again, when suddenly, the door flew open.

Standing before her was a young man, three women, and an older woman who looked old enough to be their mother. She froze, cursing under her breath. The cluster of people were gawking at her, eyes wide, except for the young man. He simply lifted a brow, supposedly at the fact that she was sitting in a laundry basket, but said nothing. He moved forward a step, and a glint caught Lilian's attention. Her eyes



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Secondary School

TEACHER REFLECTION:

STUDENT REFLECTION:



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Secondary School

Building a Sustainable City

Presented by: Mr. Sung Oh

Course: Science 9

- A = Tree
- ☉ = cow
- ☼ = chicken
- ☼ = geothermal plant
- ☼ = farmland
- ☼ = house
- ☼ = hospital
- ☼ = fire station
- ☼ = Police station
- ☼ = school
- ☼ = park
- ☼ = landfill
- ☼ = buildings
- ☼ = other
- ☼ = water
- ☼ = major buildings



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TEACHER REFLECTION: In this project, students worked in small groups to collaboratively build a sustainable city. Each member of the group chose a sector of the city to be responsible for (director of energy, agriculture, interior, transportation and waste management). Groups began their planning with brainstorming definitions of sustainability, basic elements of a city and developing a common vision and philosophy. Students were expected to incorporate the concepts we learned through the course, with emphasis on the ecology unit. Students were provided with a limited budget with constraints and restraints on city design; and as such, collaboration and cooperation were key to city development. Lance's group presented a city with a vision centred on sustainability and they carefully managed the city budget to provide the best services possible. The city layout was well-designed and demonstrated the group's consideration for city's happiness, convenience and comfort all while minimizing unnecessary pollution.

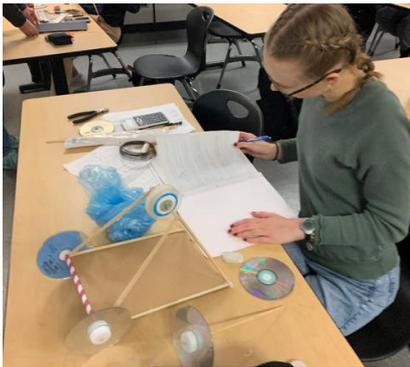
STUDENT REFLECTION: We envisioned an environmentally sustainable city that was unique in design that maximizes happiness while minimizing pollution. We first chose the essential services like electricity, food source, transportation and waste management. We had limited money to spend so our team brainstormed on options that had minimal pollution. Then we added services with the remaining money to boost our city's happiness, like adding parks around the city, recreation centre, aquarium and zoo. This was also to increase tourism to our city. The city layout was designed to separate residential areas and industrial areas so that harmful particles from industrial zone and landfills didn't affect people's homes. When we had a disagreement between team members, we discussed options that fit our vision of creating a sustainable city, to increase happiness and reduce pollution.



Do you understand the Gravity of the Situation?

Presented by: Mr. Ian Newton

Course: Physics 11



WJ Mouat
Secondary School

TEACHER REFLECTION:

The final assessment in Physics 11 this year involved a multi-day (during and after school), design, prototype construction, test and rebuild of a “Gravity” powered car. The engineering involved had students meeting a minimum design requirement to drop a loonie coin on target and proceed past a minimum distance. A bonus option of a 90degree turn was also provided; however, this is not an easy task.

The data and observations of the project, including a chronologically ordered logbook of design decisions are to be used to create a formal “Engineering Report” which will be used to demonstrate student understanding of the principles of physics taught in Physics 11. Student engagement in the project inevitably drives learning into Physics 12 principles thereby creating an extended passion for deeper learning.

After the Engineering Report is finished each student provides a self-assessment of their work. Students may be further asked for an interview to determine a deeper level of understanding.



The "Balance" of Things...

Presented by: Mr. Ian Newton

Course: Science 9



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TEACHER REFLECTION: The recurring theme of “Balance” is prevalent throughout Science 9, and Science 10. It is the one word that can be used to express content in all areas of the curriculum. When students discover this connection, the reaction resembles an epiphany of deeper understanding. The last two weeks of “Deeper Learning” provides the opportunity to explore these connections.

Students are assigned the task to analyse the phrase “**Too much of anything is a bad thing**” and use the concepts covered in science 9 and their own traditional knowledge to describe how this sentence impacts them and the world in which we all live.

This question is intentionally open ended to have students consider all their study, independent learning and notes in Science 9. To assist students understanding we watched the movie “Supersize me” which documents the accounts of a person eating only McDonalds food for an entire month. The results of this experiment were devastating. With this information and students' own portfolios, which contain milestones of specific learning outcomes in Science, they are now able to create their final demonstration of understanding which can be in the form of:

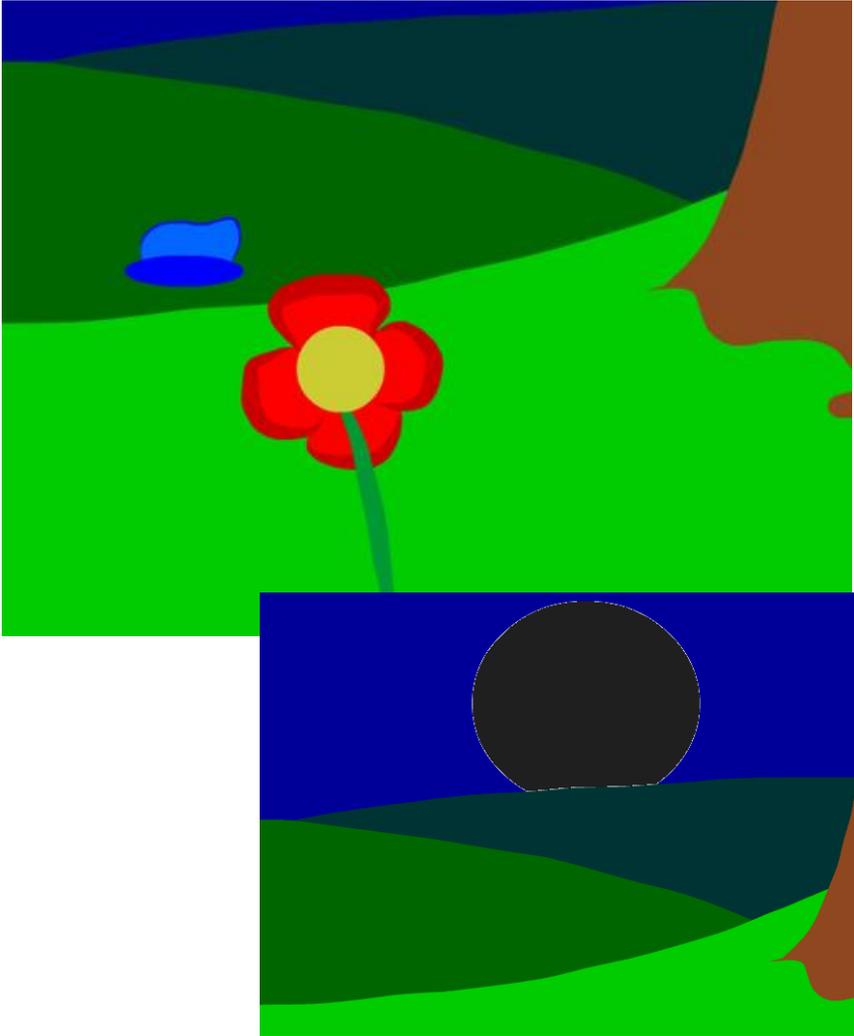
- Research Paper
- Graphic Organizer
- Research Video/Documentary
- Research PowerPoint Presentation (Live or Pre-recorded)
- Research Poster & Model with presentation & demonstration (Live or Pre-recorded)



Butterfly

Presented by: Ms. Megan Bocker

Course: 2D Animation



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TEACHER REFLECTION:

This project is an open-ended design process for students. Students generate their own ideas, then explore options by 'sketching' on the 2D stage. Students plan for characters, story ideas, and add a time element to their animation. They then begin actually 'making' the scene, and adding animation as they go. Their project is then exported into a format that allows them to share and collaborate. The file is in a ready-to-share .gif, .png. or .mp4 file format. Students reflect on the process afterward.

STUDENT REFLECTION: P. Patterson

Butterfly project. For this we used adobe animate and were tasked to make a frame by frame animation to create a customizable butterfly animation for this we learned,

- How to Make a project
- How to Use layers to animate
- And how to complete a frame by frame animation

In this unit we learned how to animate different objects in either frame by frame or tweening.

I had a hard time with exporting the finished animation.

I think that i deserve a proficient because i was able to complete my work and put in effort.



Science in Me!

Presented by: Mr. Matty

Course: Science 10

Driving Question: How does science explain why you are alive?

PROJECT TOPICS



Astronomy

- Protection from OUTER SPACE
- The SUN
- Insulating Atmosphere

Physics/Chemistry

- CARBON
- TRANSFER of ENERGY
- Chemical reactions
- GRAVITY

Biology

- HUMAN Growth
- DNA



A Reaction That Keeps Us Alive: Metabolism



- is the reaction that turns food into energy.
- uses **enzymes** to transform the proteins, carbohydrates and fats in your body into **amino acids, sugars, and fatty acids**.

Our bodies store these sugars and acids so they can be used as energy when needed.

Chemical reaction in you body that is essential to keep you alive

Glycolysis is one of the very important chemical reactions that occur in our body that help keep us alive. It is the breakdown of glucose molecules into pyruvate molecules. This reaction is essential for our body to generate energy. Additionally, glycolysis is also important for the production of other molecules such as amino acids and lipids.



Earth is COMPLICATED yet PERFECT

Now, let me explain...



WJ Mouat Secondary School

TEACHER REFLECTION: As I have often been with PBL and IBL assignments, I was blown away with some of the presentations from my students. How some “developing” students were able to summarize difficult upper level concepts in a short and succinct way and even how “extending” students dove into university level concepts was impressive. There were of course the projects in which students were simply reading slides, but I still believe learning was happening, and for that, I enjoyed giving the project to all students. Overall, I will offer the project again.

STUDENT REFLECTION: “I liked that we had time extra time to focus on one class. but I think they could've made it one week instead, Instead of projects I would rather it be for catch-up and I'd rather do an exam. Exams are easier and less stressful for me. The project was okay I just didn't feel like I learned or improved much.”

“I loved how we got a long time to learn and work on our projects, the long time didn't feel long at all because we were too focused on studying. I felt great about my project, I also learned that I have a good amount of potential but I just need to show up more.”

“I enjoyed having time to work on ideas and projects I enjoyed learning about. I did not enjoy sitting in chairs for 5 hours every day doing the same thing. Mr. Matty created a good project that explored all the information that we learned about in class. I learned how to create high level projects during 3 hour block and I learned about how complex the Earth is.”



Life in the Back Country: A Food Edition

Presented by: Mr. Mark Loewen

Course: Outdoor Education 9 and 10



WJ Mouat
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TEACHER REFLECTION: During Deeper Learning Week we learned about life in the backcountry through...FOOD! First, we went on a hike around Downes Bowl to immerse ourselves in the environment we wanted to simulate. Then we organized into groups where group members shared what they already knew about the backcountry, and what they needed more information on. Next was a trip to the internet where students researched what they didn't know, searched for meal ideas, and familiarized themselves with the seven Leave No Trace Principles. Students then put a meal plan together that had to account for all aspects of organizing, packing, unpacking, preparing, cooking, and clean-up in the backcountry. The next class we gathered in the cafeteria, which we transformed into a backcountry simulation. Students had access to water...and that's it! After making sure their food could survive a backpack, they got to work. When done they presented their meals to myself and Chef Jerry who evaluated their meals. The last thing we did, after a self-assessment of their performance, was watch observe me cook for them using my tried-and-true backcountry system. Student Comments. Our only issue was with packing the food, as we had various boxes and cans, and the added weight made it difficult to fit in the backpack. In the future it might be a better idea to reduce cans by using dried chickpeas rather than canned. We also could have put the rice we needed in a bag instead of bringing the whole box.

STUDENT REFLECTION: Our biggest challenge was getting organized. Our first big challenge was that someone forgot to bring stuff for our appy. We solved that problem by making something with the supplies we already had. Our biggest reward was getting told it was tasty...I'm still so surprised! The biggest challenge in the whole process was coming up with a plan to figure out what to do with the garbage. During this project we learned how to start a burner using propane and a lighter. We now have a deeper understanding of the outdoors. Waste disposal was a big challenge. □ A huge reward at the end was seeing the food we created/put together and knowing that food would be and look the same if we were in the middle of nowhere. □ Cooking the food was a whole group effort. We think that the most important thing we learned was to be prepared for whatever the items we bring might go through...this includes weather/temperature/expiry date/surviving a backpack. □ It was a fun and enjoyable process to go through as a group and we learned many new things. □ Our group made trail fries for an appy.



Victorian Tea with a Multicultural Twist

Presented by: Ms. Adrienne Leclerc & Ms. Ranbir Mangat

Course: Food Studies 12 and Learning Commons

Driving Question: How are food traditions relevant in a modern world and to me?



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TEACHER REFLECTION:

The goal of this project was to research the way traditional foods are used and consumed in a modern society and why those traditional foods are still meaningful to people today. Students collaboratively chose to narrow the focus of their project to tea consumption from different cultures. They researched how tea is prepared and consumed in these cultures and respectfully represented the experiences of people in whose cultures these tea traditions arose. The project connects to curricular competencies and content learning standards for Food Studies 12.

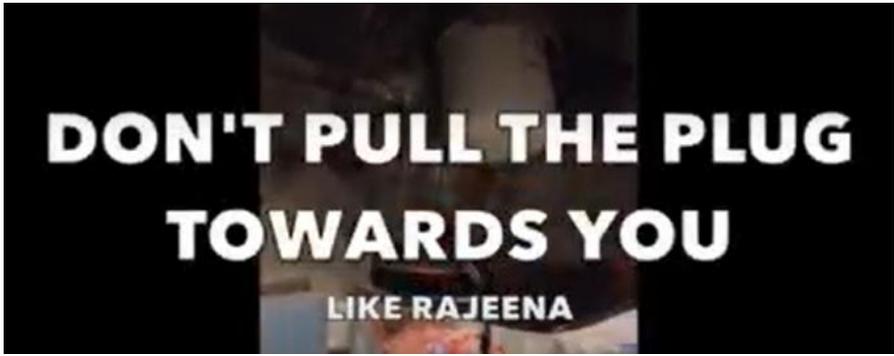
Student Reflection by Jaskirat Cheema (far left): All cultures have distinct cuisines that set them apart from the rest, yet tea manages to become a connecting point. Everyone has their own unique ways of enjoying tea and that's what makes us so different, yet similar. This project helped us to determine in just how many ways tea is consumed all over the world. It was a fun experience researching and putting together all the information. Also, it was nice to see that many cultures still give importance to utilizing old methods of cooking and making their tea. Moreover, all this prior research made organizing the tea party even more engaging and fun.



How to Change your Oil

Presented by: Richard Johnson

Course: Automotive 11



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TEACHER REFLECTION:

The Automotive program teaches students to explore existing, new, and emerging tools, technologies, and systems to evaluate suitability for automotive maintenance and repair. Industry safety standards and techniques are taught to ensure a safe automotive environment for everyone. From safe use of lifting equipment, tire and wheel mounting, and pressure washer equipment to operating hand and air powered tools. This semester, students have learned about automotive maintenance through assignments, tests and hands-on experience. **Students were required to create a 2-5min video that demonstrates their best strength and ability of an automotive maintenance task.**



WORLD HISTORY 12 OPEN INQUIRY

Presented by: **Babinee Malloo**

Course: **World History 12**

What Would the world be like today if the Cold War had never happened?

What would the world be like today if the Cold War never happened?

1) How would technology be different today?

- GPS
- Computers
- Rockets
- Global Network
- Electric rovers
- The Internet

Without the Cold War, the US could not have invested billions of dollars to further develop technology. Thus, these advancements would not have been possible.

2) How would this affect foreign policy?

No Marshall plan would have been implemented.

This would impact Europe's reestablishment after WW2 + impact social and economic status

3) How would the creation of NATO differ??

Founded in 1949, NATO's mission was to fight against communism.

No Cold War = no communism = no NATO

The US would return back to isolationism and would likely not join international coalitions.

4) How would this change the geopolitical tension between Russia and Ukraine today?

- The end of the Cold War influenced Vladimir Putin's decisions (former KGB member).

- Russia invaded Ukraine to allegedly restore the former might of the USSR and prevent them from joining NATO.

"Vladimir Putin's ambition is to reconstitute the USSR, the first step towards the reconstitution of the Empire. This state, after the 90s, has never really accepted its place in the international game, its loss of power."

5) How would dictatorial countries be affected in today's world?

- Currently, there are 50 dictatorship countries in the world.
- Among them are China, Vietnam, Cuba, North Korea, and Laos.
- Each of them was influenced and supported by the USSR during the Cold War.
- Hence, no Cold War = fewer dictatorships.



In Conclusion...

The Cold War has shaped our world today, and without it, many fundamental advancements could not have been possible.

Positive effects	Negative effects
Fewer conflicts	Less technological advancements
Fewer dictatorships	Fewer international relations
	Fewer alliances



TEACHER REFLECTION: There is no better way for students to learn about the past and gain skills for the future than by providing them the opportunity to explore their passion through an open inquiry project. In order to make history interesting and challenging for students, the idea was to be curious and prepare them for real life. Students have had many opportunities to reflect on their own learning throughout the course. However, for this assignment they were asked to choose a topic they have always been curious about but never had the opportunity to learn in class. The biggest challenge was creating their own question – something which they did for the first time as they have always been working on guided inquiries in class. So, with lots of support and guidance, they came up with an essential question that they remodeled and reviewed with their peers and myself. After analyzing and seeking answers to their essential question from a variety of sources, they presented their findings to the class. Personally, my takeaway from this experience is that I've provided my students with the best opportunity to have both voice and choice in this inquiry project. Although the outcome wasn't as expected, I was truly amazed with the results and creative variety the students showed. It was truly a pleasure to see how students have unlocked being able to think outside the box by acquiring communication, analytical, and problem-solving skills. Along with that, they have also demonstrated the ability to apply knowledge and critical thinking skills in real-world settings.

STUDENT REFLECTION: For this inquiry project, we were assigned to come up with a relevant, authentic, and a significant question relating to today's world and the content we explored in World History 12. I took a keen interest during the Cold War unit, as I realized how it shaped the life we live today in different ways. Much of the technology, like our cell phones and computers, was invented using the foundations developed during this conflict. Additionally, foreign relations today were based on the threat of the Soviet Union and much of the financial aspect of European development after WW2 was funded through the Marshall plan. Originally, I was going to explore the impact of the dissolution of the USSR on today's world but wanted to explore deeper into the role of this alliance during the cold war. Hence, I settled on the question: what would the world be like today if the Cold War had never happened? While researching these questions, I discovered information never learnt during class. For example, how most communist countries and dictatorships were directly influenced by the Cold War. If this event never took place, North Korea would not have been a dictatorship today. After exploring a whole new reality, I wrote down my information and worked on my presentation slides. The most challenging aspect of this project for me was to come up with a good question relating to the world, the course, and information we did not explore. As mentioned, I changed my question and reworded it many times in order to achieve this goal. Overall, the presentation went well and I am proud of the research and oral portion.



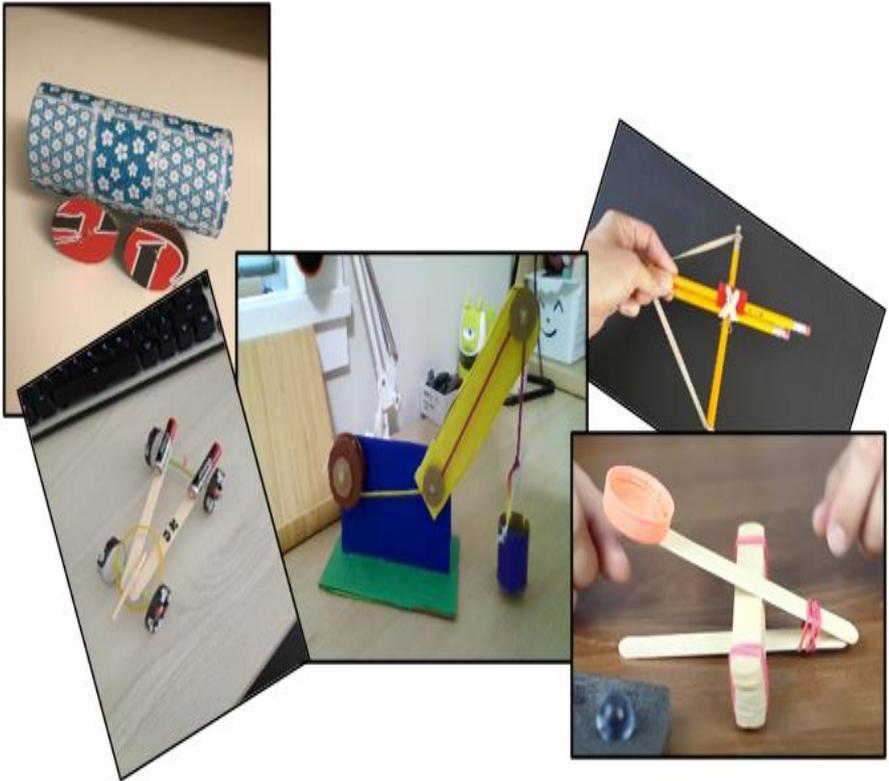
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ENERGY TRANSFORMATION MACHINE

Presented by: Andrew Gait

Course: Science 10

Energy is conserved, and its transformation can affect living things and the environment.



TEACHER REFLECTION: This Science 10 course focused on assessment of five curricular competencies to measure student understanding of the content being covered. We explored these skills individually during assignments along the way and through summative projects as well.

In this project students needed to demonstrate their understanding of energy transformations using a machine that they designed, built, and tested for success using the scientific method. As part of the application competency, students were asked to make connections between the structure/function of the machine, and it's benefit for society. I like this project because students get to focus on physics with less focus on calculations and formulas, which can turn students off of an interest in physics. Next time I will explore ways to encourage more creativity in the design stage and try to facilitate some building and innovation time in the classroom, rather than having them mostly build at home.

STUDENT REFLECTION (bicycle generator): For my physics final assessment, I was assigned to build a simple machine. I opted to build an electromagnetic generator powered by the bike I ride everyday.

The physics behind the energy changes to generate power were simple. Chemical energy, generated by food, is transformed by our muscles into mechanical energy. Our leg muscles, using our mechanical energy, spin a bike pedal, the mechanical energy travelling through the series of chains and wheels to spin a bike wheel. That wheel, which propels the bike forward, also ends up spinning the shaft of my generator.

A small wheel connected to a shaft spins an electric motor that was pulled from an old radio I found at a thrift store. The motor is currently held to the seat stay by strips of duct tape and epoxy glue on the contact areas. The mechanical rotation of the shaft inside the stator, a middle component lined with magnets or coil windings, generates a current that can then be harnessed to supply power to an external circuit. The motor's ground and power are soldered to a micro-USB, which can be used to power compatible devices and batteries.

Currently, though the project has been graded, I am continuing to develop and improve this generator. There are always ways to innovate this project. The physics project that sparked this creation enhanced my learning of the various energy changes that operate within our world in order to sustain our world and way of life. Beyond that, I learned about the applications of the physics concepts learned in class in our world, the research behind the simple machines that take part in our everyday life, the process of developing and testing a hypothesis, and the global, local and personal impact that these machines make in our society. <https://youtu.be/vnFXWVeSldI>



CRITIQUING CHARITIES

Presented by: Carissa Esau

Course: Social Justice 12

How do you know the charity you are supporting is ethical and that the communities it is serving are receiving the support?



TEACHER REFLECTION: Charities genuinely seek to help the world but often their good intentions can cause other problems. On one hand charities are held to a much higher standard of criticism than other sectors, however they should be as people are donating and trusting them to help a problem. As a class we discussed and made up what we thought was the most important criteria for a charity to have. Each student had “\$100,000.00” to give to a charity for this assignment. Using the criteria we created, students individually chose a charity focusing on some aspect of poverty and researched the aid organization to find out if it was ethical and if they would donate their \$100,000.00 to the cause.

STUDENT REFLECTION: A favourite project of mine from this semester was the Critiquing Charities Project. We got to choose a charity to research and determine if the work of the charity measures up to the image of themselves they provide. There was a heavy focus on individual analysis and using ethical judgement to arrive at a conclusion about our chosen charity. The charity I chose was “Green Shoots Foundation,” a charity based in Asia working on a holistic approach to philanthropy. I analyzed their annual financial report to determine how much of their yearly funding goes towards the charity and how much is given out as salary to administrators. All the evidence I found pointed to them being a reputable charity with a focus on actually helping people. This project taught me how to critically evaluate NGOs and companies and to not take things at face value. Instead, it is essential to evaluate situations and use critical thinking and evidence to come up with insightful perspectives.

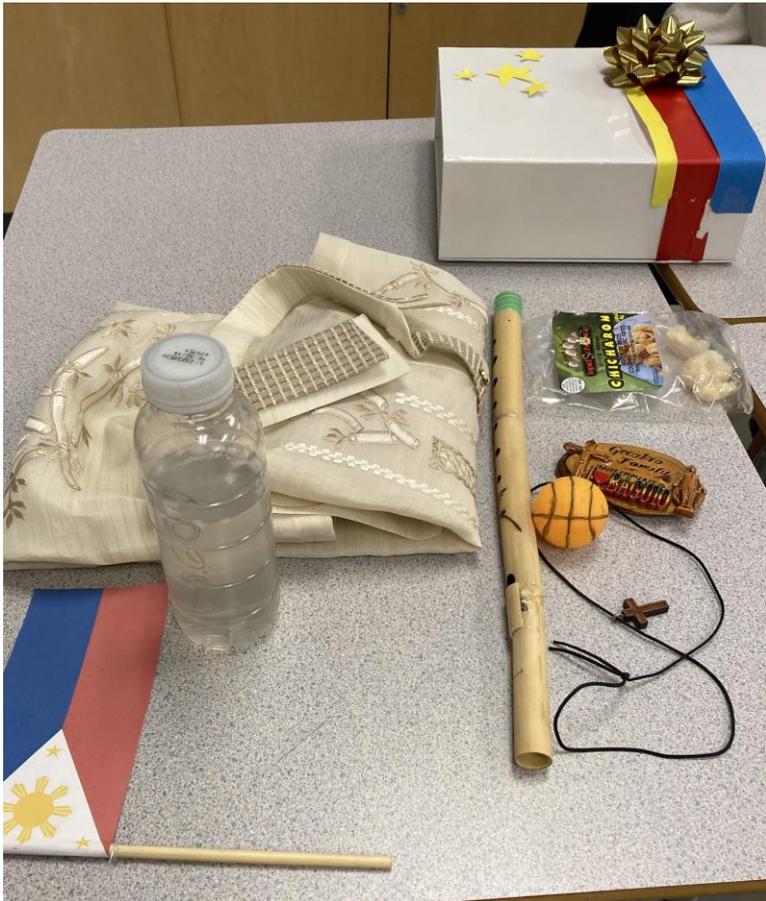


UNBOX YOUR CULTURE

Presented by: Charlene Storozuk

Course: French 9

How do your traditions and culture compare to those of a Francophone country?



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TEACHER REFLECTION: At this level, I chose to do a “Guided Inquiry” with my students. My students were asked to do an “unboxing” presentation. This is a popular TikTok video where people unbox a product and review it live in front of their subscribers. I had the students put cultural artifacts in a box and “unveil” them to their group. They discussed food, clothing, music, sports, holidays etc. using verbs and vocabulary learned in class. This project really gave me a chance to see which students were able to work independently and which students were still struggling with basic structures. I was excited to see students embrace their culture and share it with their classmates. It was interesting to see the different artifacts that students brought in to represent the information they were discussing in their presentation. Although a second language class doesn’t always have the vocabulary necessary to give a presentation as they would in their first language, it was great to see students pushing themselves to find a way to communicate their thoughts using the vocabulary and structures they had at their disposal. I was truly amazed at the students’ insight when comparing cultures, and that they concluded that our countries have more similarities than differences.

STUDENT REFLECTION: In this project full of cultures, something that stood out was how similar the countries were with one another. What I mean by this is that one country in North America could play the exact same thing as a country in South America. Another thing that was interesting was how the colors of the French speaking countries were green, yellow, and red a lot of the time. I challenged myself by breaking out of my comfort zone by not only bringing objects from my country but also presenting in a language (French) that I am not comfortable with. I learned many new things about unique countries. I learned that countries could be almost identical or opposites. It was very fun!



CONNECT 11: MACROEVOLUTION – TRUTH, FACTS, OR OPINIONS?

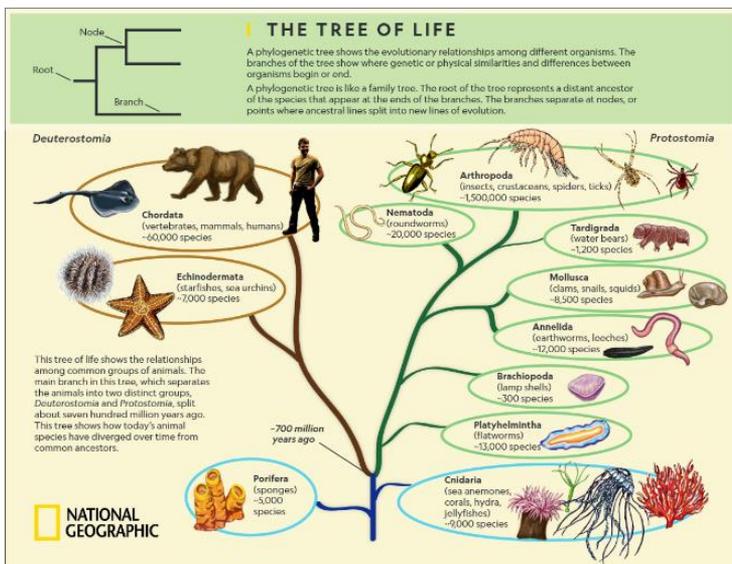
Presented by: *Janelle Dick*

Course: *Life Science 11 – Indigenous Learning Standard*



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TEACHER DESCRIPTION:

This learning activity's intent is to have students demonstrate the curricular competency of evaluating evidence. They were assessed on the curricular competency evaluating scientific evidence in a 4 point scale. The students were first told the Indigenous origin story of sea mammals (Sedna's story). They watched the Sea Monster Island video from National Geographic in which a scientist describes his expeditions and discovery of a macroevolution event of sea mammals in the paleo time. Learning supports for Macroevolution and other scientific terminology was provided in the way of class notes.

STUDENT RESPONSES:

1. Scientists sometimes guess when they say things and most people believe them. In the video Jorn is pretty set in his ways and is set on what he says and what he has found which he can't quite be sure of.
2. Better photos and more DNA evidence might help distinguish facts from opinions and prove what Jorn is saying and showing.
3. Jorn and many others have the same viewpoint of evolution but his way of approaching it and presenting it might not be the same as others. For example Jorn calls the dinosaurs something else rather than the name it was actually given by other scientists. He also shows a diagram of the same dinosaur saying that it could have gone through macroevolution.
4. In both Sedna's story and in the tree of life the sea mammals come from the land mammals returning to the sea. Sedna's hair and the branches of sea mammals are similar to the tree of life too. Maybe they are equally truth, fact and opinion all in one.



FINDING ENGAGEMENT IN LIFE SCIENCE 11

Presented by: *Janelle Dick*

Course: *Life Science 11*



Raven

Killer whale ...

some vague conceptual relation and more symbolic connections may be made between the two. In the Tlingit tale, Natsilane was able to carve the killer whale "after three tries and much improvement in his carving skills" (Natsilane). The development of his skills and the attempts he made to carve the whale can be reference to the overall process of evolution. The process that is the concept of changes that happen to an organism over time. It could be said that "different attempts" in the evolutionary tree have been made by branching off into different developments, causing the creation of diversity among life. The



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TEACHER REFLECTION: Every class I hope to see students lean into the learning and take risks to present their new knowledge in new and creative ways. These are a few examples of lessons that engaged the students in a noticeable way.

Four types of viruses made out of a random box of supplies. For this activity, even reluctant learners participated, and the result was a more memorable lesson and relaxing teaching experience. After the models were assembled, I roamed the room and asked each student to verbally name the parts and functions represented in their structure as an on-the-spot assessment for learning. Any errors or omissions in the student's understanding were quickly corrected by our conversation and I knew if they were ready to move on to the next topic.

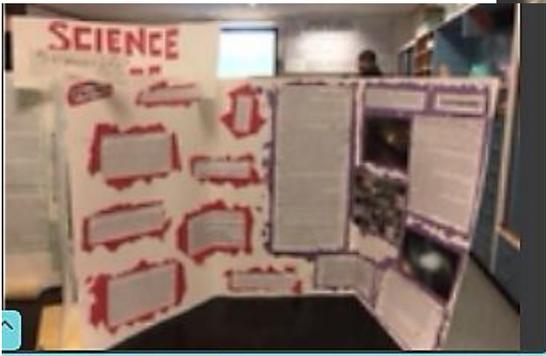
Connecting Traditional Ecological Knowledge (TEK) in Indigenous Creation stories with Western Science. Students were given the opportunity to use the organisms represented in an Indigenous Creation story of their choice to show TEK and connections to Evolution. Students were also allowed to represent their learning in different formats including Essay or Slideshow.



HOW DOES THE SCIENCE I LEARNED IN GRADE 10 EXPLAIN WHY I AM ALIVE?

Presented by: *Teresa Homoncik*

Course: *Science 10*



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TEACHER REFLECTION: When I first read about the 112 alternatives to google slide presentations and gave the students the ability to choose how they wanted to present their project, I was pleasantly surprised by students who chose video blogs, podcasts, creation of a magazine or storybook, even a board game, over the standard google slides or power point. As a matter of fact, I didn't even give google slides or powerpoint as options for the final project. What I liked about the project was that it took the concepts learned in Science 10, forced the students to review them, and then apply them to an explanation of why they are alive.

When we have a final exam, students review the material and are then questioned on it. I feel this project could do the same thing as an exam, if a couple more criteria were added and students had a little more time to put it together. This project is something that the students need to begin working on at the end of each unit, throughout the semester. My goal is to see how this goes.

STUDENT REFLECTION(S):

"I got to learn a lot of things from this project and while doing this, my memory was refresher about the topics we studied in Science 10>

"This project deepened my learning by helping me to understand astronomy in a way I didn't before. It also reinforced my learning by showing me how important what I learned in Science 10 is to me and my body."

"This project deepened my understanding of Science 10 because it forced me to make connections with my everyday life. I went into detail and had to make meaningful connections between science and my body and why I'm alive."

"The project was like a "conclusion", or "wrap up" for what we learned in Science 10. It also helped me with understanding just how much science is involved in our daily lives."

"This project reinforced my understanding of science by not only using and reviewing our notes, but by also being able to research parts of science 10 that we didn't always get to talk about in class."

"This project really showed me just how important science is in our lives and that the things we learned actually have a big impact on our bodies and our lives."



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YOGA & MENTAL HEALTH AWARENESS FOR LIFE-LONG LEARNING

Presented by: Chad Radons and Andrew Harder

Course: PHE 10 Girls

“Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives.”



TEACHER REFLECTION:

This is a very inclusive unit, and I was happy with the effort and what students were able to achieve. Students were able to work at a level that was appropriate for them and still achieve the outcomes. Students were able to adapt their routines to incorporate all fitness/experience levels. This was a unit that required very little equipment but could be enhanced in the future with exercise balls, TheraBands, and a few more yoga mats.

STUDENT REFLECTION:

During my yoga experience I didn't really enjoy it at first but starting to do it more and start a yoga project, like the make your own yoga routine especially during deeper learning week I think that it really helped me forget about the stress attached to exams and final projects and helped me focus on something different like my breathing or my mood. During the make your own yoga routine I struggled a little bit with how to start it and what yoga positions to do but once I started it all just started to come to me and it started to become easier to add moves and breathing techniques. While working on this project at home with other homework it was like a break from the stress because it was kind of like a mental health break. During these two weeks, knowing that I would have a mind break for about an hour during gym was kind of a relief during these stressful weeks. In the end I'm happy that I started to enjoy yoga and I'm happy with how it helped me and others through the weeks.



PHE 9 FINAL REFLECTION

Presented by: Courtney Coleman

Course: PHE 9



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TEACHER REFLECTION: At the end of the course, students are given the opportunity to reflect on their semester by creating a poster of their highlights or big takeaways. This is done by creating 6 categories that they can choose to reflect upon. These categories are generated both by the teacher and the students. Students then share their reflection posters with the class in either small groups or a gallery style walk.

STUDENT REFLECTION: “Through this project I was able to talk about what I liked in the class and where I felt I did well. I was nervous to share with my classmates but in the end everyone learned something about each other.”



START WHERE THEY ARE AT.

Presented by: Pat Beck

Course: Drafting and Design 11



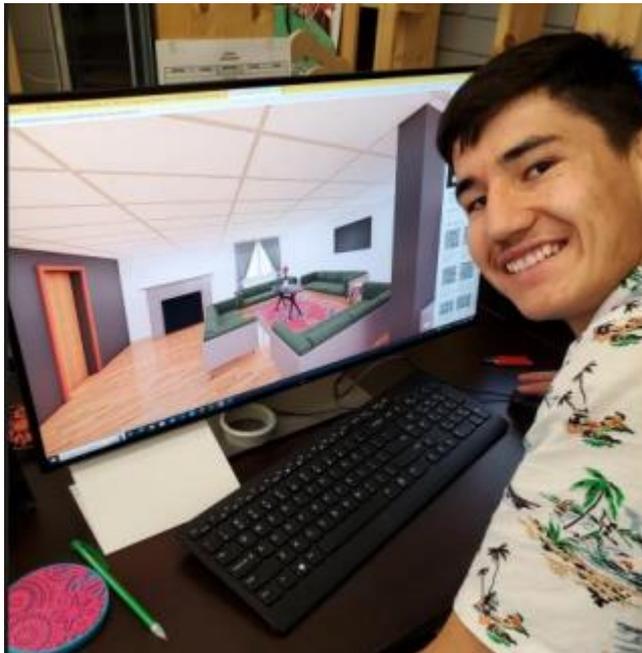
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Teacher Reflection: Mortaza and Fatima, new to Canada for only 8 months, joined my class with 6 weeks left in the semester. Despite language barriers, I opted to let them explore Revit architectural software instead of catching up on missed coursework. "Just play with it" With several short hands-on demonstrations of how the software worked Mortaza was soon building a simple house and then on to his own design. He was then able to coach his sister who spoke only a few words of English. He was increasing his English vocabulary, looking for doors, window, toilets etc. They could walk through their projects in VR. They were truly a delight to have in class and to see them grow in such a short time, struggle, gain confidence and do it all with a smile and enthusiasm. The true **celebration** was to see how proud they were to show their parents what they were doing.

Student Reflection: The pictures say it all.

Mortaza: I really liked drafting. I learned the English words for parts of houses. It was fun to use the computers and the VR. Fatima really enjoyed it also. My parents were happy to see what I was doing.



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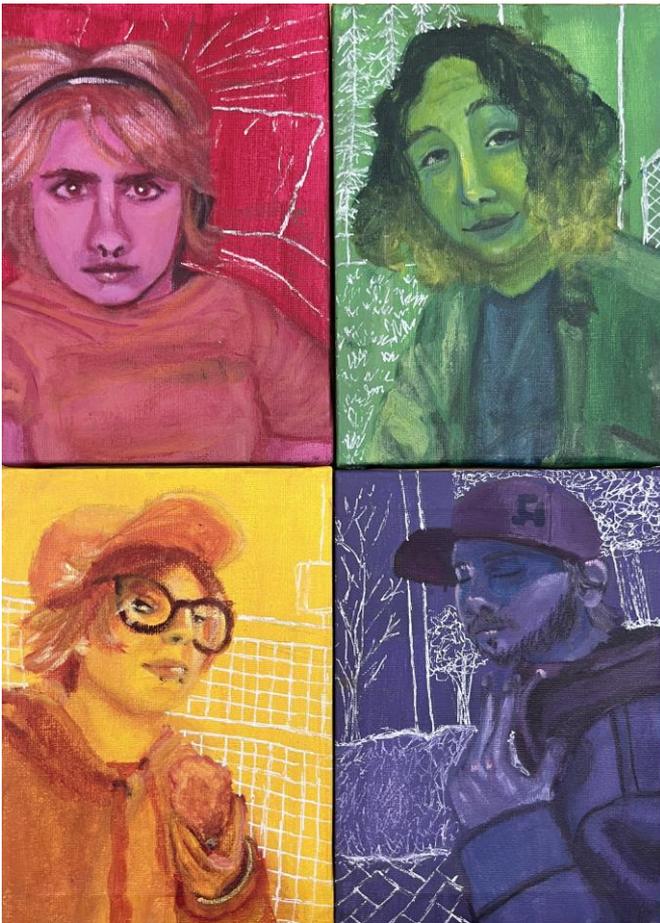
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FINAL PROJECT; EXIT INTERVIEW; CRITIQUE

Presented by: Susie White

Course: Art Studio 12

How can students demonstrate, expand, and reflect on their learning from this semester through the final project, exit interview, and critique?



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TEACHER REFLECTION: In previous years I have not been as intentional about the end of the semester. Having Deeper Learning week and now two days with longer blocks has given us a little more class time to finish Final Projects. As students finish their Final Projects, we do Exit Interviews and during the long block we engage in the Final Whole Class Critique. Exit Interviews are a time when I speak one on one with students about their growth over the semester and plans for their learning in the future. Students answer a set of reflective questions and self-assess using a rubric. The rubric is based on the three Core Competencies that will be on their report card. They fill out this package ahead of time and use it as a guide for the interview. I also encourage students to give feedback about what they enjoyed about the course and what they would like the teacher to change or continue. Critique focuses on the same three Core Competencies as the Exit Interview and includes time for students to ask each other questions, provide critical feedback and encouragement. Overall Deeper Learning has gone well. I continue to experiment with the order and timing of each part and to adjust details based on my own reflection and student feedback.

STUDENT REFLECTION: The whole way through high school we ended art classes with a final project, critique and exit interviews. It is so consistent which takes a lot of that year end stress away. This consistency really helps to make it less of a jarring end of year experience. I love how open ended the final project is-I got to choose what to make and what materials to use and just had to make sure it looks like a final product not just another piece of art because it is meant to show our learning from the semester. The final group critique is good. Hearing from my peers who are genuine artists can be important. When I respect their work, I know their feedback and perspective is helpful in addition to adult artists' feedback (Ms. White or Mr. Turner). The exit interview is quite important. I used to think they were a little bit dumb, but then I realized they cover one extra thing, closure.

LC, Grade 12 Art Student



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STUDENT CHOICE RESEARCH PAPER

Presented by: Courtney Irwin Hopaluk

Course: English 12



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TEACHER REFLECTION: This assessment functioned as a final assessment as well as being a tool for deeper learning. The main core competencies meant to be a focus in this assessment were critical thinking & communication. Students were to pick a research topic of their choice, narrow it down, find credible & reliable sources, create notes based on their sources, create an essay outline, write a first draft with citations, build a works cited page, finalize a final copy of their paper (with proper formatting), and then turn in their paper. After handing in their paper, they prepare to present their topic and their findings in a group research panel, where they would address their peers, share about their research and answer questions. Lastly, students completed a self-reflection on the learning process. Students were guided through the research process, as it was chunked out, aspects were modeled to the class, worked on in small groups (such as peer editing). They were also provided explicit & direct criteria for all curricular expectations.

STUDENT REFLECTION: For the Final Research Paper and Presentation, I constructed an essay that displayed the core competencies of Creative and Critical Thinking. Being given the opportunity to choose our own topics for this assignment, it allowed me to express my creative and artistic expression through my writing. For this project, I chose to discuss an author, Dazai Osamu, and his incorporation of his life experiences within his literary works, such as *No Longer Human*, which discuss prevalent issues that reside within society. Speaking on this topic, I wanted to show that in literature, there are much more connections within the work and its author, and that personal experiences in life can affect what we write in these pieces. In accordance with Dazai Osamu, his own experiences with depression and self-alienation was displayed through his work through his creative tone and symbolism. Through this research topic, I was able to discuss these topics that individuals around me may experience in their own life. Understanding that, I was not only able to research on a topic that I found interest in, but I was also able to connect my own personal experiences to this literary piece. Additionally, being able to present my work through a panel presentation, it gave students a chance to present their works and reflect on their research through questions. I was able to display my research through expressing what my topic was about, and it created for more experience in the future, where panel presentations may become more prominent. Working on this project, I am also able to apply my new skills in creative thinking through future events where problems may arise in my work. I am grateful for the freedom in choosing my own topic, and it was able to display my growth in Creative and Critical Thinking within this English Studies 12 course.



PHE 9 – FINAL REFLECTION

Presented by: Gina Vanderheide

Course: PHE 9

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FINAL Reflection

Fitness testing

- * Fitness test results can help in setting realistic & achievable fitness goals.
- * I learned through fitness testing that I can jog for a long period of time.
- I improved on jogging/running faster by doing interval training, strength training, flexibility training, and cross-training.

Units/Activities

- * I love team activities and having team cooperation & quick decisions like in baseball.
- * I loved badminton, basketball, baseball, kickball, volleyball, dance, & pretty much all units we did.
- * Minor games was super fun as you get to play other people's game ideas.
- * skating & the runs were really great & made me experience something different, especially the runs.

Strength Training

- * Strength training improved my body awareness, balance, posture, and coordination.
- * I like feeling sore after a workout because it is a sign that my muscles are adapting & getting stronger.
- * Strength training benefits include increased muscle mass & strength, reduced anxiety & depression & more.

Goal Setting

- * One way I used to help me persevere & achieve my healthy living goals was by setting specific, measurable goals & track my daily progress regularly.
- * I successfully completed the 5K run after doing some training. This was one of my goals & after completing it I felt proud of my accomplishment.
- One thing I learned is that setting achievable goals & creating a plan to achieve them leads to great success.

Daily Participation

- * Physical activities release endorphins which are natural chemicals that help reduce stress & anxiety & improve mood.
- Regular exercise/physical activities help with improving cardiovascular health & increase energy levels, regulate sleep-wake cycle, and improve brain health leading to better focus on studies.




Aya Elk C



WJ Moutat
Secondary School

TEACHER REFLECTION:

Students were given some guiding questions to reflect on their growth each unit throughout the course (like a journal) and at the end of the semester they created a "Reflection Poster" to highlight their key areas of growth. They could choose from 20-30 questions to use as a prompt to reflect on the big ideas/curricular competencies. Students were also given the freedom and encouraged to create their own question or highlight an area of growth and personal development outside of these major buckets if they wanted to. A safe space was then created where students put up their posters and did a gallery walk to read each other's celebrations. Student's then high-fived 3 students in the class a "positively affirmed their growth" in a classroom share. Students were also asked to put anything they didn't want to share on the back of their poster.

STUDENT REFLECTION:

This project showed me some of the ways I've grown that I didn't realize through the course. I was nervous to share my thoughts but then I was excited to see everyone else's thoughts. It made me feel good about myself and proud of the other girls in my class.



Revisiting Topic(s)

Presented by: Oreste Rimaldi

Course: Precalculus 12

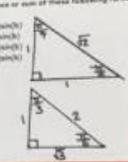
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TRI, PART 2

Sum & Difference Identities

Sum and Difference identities are used in trigonometry to determine the value of trig functions at certain angles. The easiest way to show the identities is as the difference or sum of these following formulas:

$$\begin{aligned} \sin(\alpha + \beta) &= \sin(\alpha)\cos(\beta) + \cos(\alpha)\sin(\beta) \\ \sin(\alpha - \beta) &= \sin(\alpha)\cos(\beta) - \cos(\alpha)\sin(\beta) \\ \cos(\alpha + \beta) &= \cos(\alpha)\cos(\beta) - \sin(\alpha)\sin(\beta) \\ \cos(\alpha - \beta) &= \cos(\alpha)\cos(\beta) + \sin(\alpha)\sin(\beta) \\ \tan(\alpha + \beta) &= \frac{\tan(\alpha) + \tan(\beta)}{1 - \tan(\alpha)\tan(\beta)} \\ \tan(\alpha - \beta) &= \frac{\tan(\alpha) - \tan(\beta)}{1 + \tan(\alpha)\tan(\beta)} \end{aligned}$$


Here are some examples of these formulas that already have their specific angles. All they need to be simplified:

#1) $\sin(7^\circ)\cos(23^\circ) + \cos(7^\circ)\sin(23^\circ)$

#2) $\sin(8^\circ)\cos(8^\circ) - \cos(8^\circ)\sin(8^\circ)$

#3) $\cos(8^\circ)\cos(8^\circ) + \sin(8^\circ)\sin(8^\circ)$

To simplify you need to figure out which formula to use. This is by looking at the function (sin/cos/tan) used and the sign (+/-). After finding the correct formula, you use the A/B angle to simplify, then find the exact values if necessary. Here are some simplified examples:

#1) $\sin(7^\circ)\cos(23^\circ) + \cos(7^\circ)\sin(23^\circ) = \sin(7^\circ + 23^\circ) = \sin(30^\circ) = \frac{1}{2}$

#2) $\sin(8^\circ)\cos(8^\circ) - \cos(8^\circ)\sin(8^\circ) = \sin(8^\circ - 8^\circ) = \sin(0^\circ) = 0$

#3) $\cos(8^\circ)\cos(8^\circ) + \sin(8^\circ)\sin(8^\circ) = \cos(8^\circ - 8^\circ) = \cos(0^\circ) = 1$

Sum and Difference identities are very flexible as long as you follow the formula!

Proofs

A proof is a statement in which we believe. It starts with something that is claimed to be true and ends in what we are trying to prove hence the name proof.

Proof example:

$$\begin{aligned} 2\cos(\alpha)\cos(\beta) &= \frac{\sin(\alpha + \beta)}{\sin(\alpha - \beta)} \\ &= \frac{2\cos(\alpha)\cos(\beta)}{\frac{\sin(\alpha + \beta)}{\sin(\alpha - \beta)}} \end{aligned}$$

Common Denominators

Recall how to add an expression with binomial denominators. After that, all that's left is solving the proof. Proof example:

$$\begin{aligned} &= \frac{1 - \cos(x)}{1 + \cos(x)} + \frac{1 + \cos(x)}{1 - \cos(x)} = 2\csc^2(x) \\ &= \frac{1 - \cos(x)}{1 + \cos(x)} + \frac{1 + \cos(x)}{1 - \cos(x)} \\ &= \frac{1 - \cos(x) + 1 + \cos(x)}{(1 + \cos(x))(1 - \cos(x))} \\ &= \frac{2}{1 - \cos^2(x)} = \frac{2}{\sin^2(x)} = 2\csc^2(x) \end{aligned}$$

By using the opposite signs, you'll eventually be able to make both sides equivalent. The factor of $\frac{1}{1 - \cos(x)}$ is called the "conjugate". This technique is used quite often on Trig as a good idea to get a thorough understanding from the start. Example:

$$\frac{1 - \cos(x)}{1 + \cos(x)} \cdot \frac{1 - \cos(x)}{1 - \cos(x)} = \frac{1 - \cos(x)}{\sin(x)}$$

The Conjugate Trick

To understand how to do the conjugate trick that isn't used here we need how to rationalize a binomial denominator. An example is below:

$$\frac{2}{1 + \sqrt{3}} = \frac{2}{1 + \sqrt{3}} \cdot \frac{1 - \sqrt{3}}{1 - \sqrt{3}} = \frac{2(1 - \sqrt{3})}{1 - 3} = \frac{2(1 - \sqrt{3})}{-2} = \sqrt{3} - 1$$

Background/Quotient/Pythagorean Identities

$$\begin{aligned} \csc^2(x) &= 1 + \cot^2(x) \\ \sec^2(x) &= 1 + \tan^2(x) \\ \tan^2(x) &= \frac{\sin^2(x)}{\cos^2(x)} \\ \cot^2(x) &= \frac{\cos^2(x)}{\sin^2(x)} \\ \sin^2(x) + \cos^2(x) &= 1 \\ \sec^2(x) - \tan^2(x) &= 1 \\ \csc^2(x) - \cot^2(x) &= 1 \end{aligned}$$



IDENTITY THEFT

When attempting to solve a proof, the best way to begin is by starting on the side that looks more complicated. To actually solve the proof, you'll need to use all of the identities, the conjugate trick, and common denominators.

As neat glasses, both these sides are not equal but they are and it's our job to prove it. The way to do this is by using Sum & Difference identities, reciprocal/quotient/pythagorean identities.



WJ Mout
Secondary School

Teacher Description: After the final exam, students were asked to pick a unit or a lesson or two of a unit that they felt they struggled in and wanted to improve. Students were to consider that if they could go back in time to their past-self, what advice/notes/suggestions they could give themselves to improve upon the topic/lesson(s). The students took on the task better than I had hoped. Although many felt the time could have been put to better use to prepare for the final exam, they completed the task as it was required of them to do so. Some students who excelled at all topics were given an extending topic which was to learn the basics of geometry. They were given a geometry package from the old grade 9 to 11 course and were to work on it. Those who worked on that, found it difficult, but found it to be useful in applying to other topics of mathematics and physics and wondered why it was now excluded in the curriculum. I agree with their comments. Stronger geometry skills help students in other topics in mathematics and physics where lots of trig is used to analyze and solve problems.

Student Reflection:

- **Critical and reflecting thinking strengths: I think that I am really good at...**

Solving problems on my own then applying what I learned with another person is present. I am able to analyze and interpret questions easily.

- **Here are some specific examples of how I have shown my strengths in critical and reflective thinking:**

When I am stuck on a problem/equation, I find a different way to do it, then use that to figure out the next question.

- **In the area, my goal for moving forward and improvement is:** Questioning my ideas more.
- **To do this, I will challenge myself to:** Reflect on questions I am unable to answer.



MATH JOURNAL

Presented by: Seb Gibson

Course: Math 10

How can students model mathematics in situational contexts?

Outer Dimensions

THE CANDY JAR

packing density
google says
value test = 75%

outer Average = 1.4×0.65
Average Volume = 2 cm^3
Water test
10 cans = $\sim 7 \text{ ml}$
Actual Volume 0.7 cm^3 ?
Google = 0.65 cm^3

M&M sizes

- #1 1.4cm HO.6
- #2 1.4cm HO.6
- #3 1.4cm HO.6
- #4 1.4cm HO.6
- #5 1.4cm HO.7
- #6 1.4cm HO.7
- #7 1.4cm HO.6
- #8 1.4cm HO.7
- #9 1.4cm HO.7
- #10 1.4cm HO.6
- #11 1.4cm HO.6
- #12 1.4cm HO.6
- #13 1.4cm HO.7

Water test

10 cans = $\sim 7 \text{ ml}$

Actual Volume 0.7 cm^3 ?
Google = 0.65 cm^3

Volume available (V_a)

3417408 cm³ / 0.7 cm³ = 735,454.0715

388 M&Ms
533 M&Ms
577 M&Ms

The CANDY JAR

The formula is as follows:

$$\frac{V_a}{M_v} \cdot D = \# \text{ of M\&Ms}$$

Plugging in the numbers:

$$\frac{(3.825 \text{ cm}^3) \cdot (11.2 \text{ cm}) \cdot 0.715}{0.7 \text{ cm}^3} = 735.4154 \cdot 0.715 = 526 \text{ M\&Ms}$$

Using Method 1 when calculating the Volume Available for the m&ms, I got an approximate answer of 526 m&ms (rounded). However, as can be seen on my worksheet, I took an average of all four methods. Thus, my final answer is:

506 M&Ms

~THE CANDY JAR~

In order to find out how many candies are in a jar, we first need to find the volume available inside the jar for the candies, then the volume of each candy individually. Additionally, I also need the percentage of space that is actually taken by the candies, as it isn't a liquid that takes 100% of the space.

Once I have these three values, I can divide the volume available by the volume of each candy then multiply by the percentage that the m&ms take. So, how did I get each value?

Volume available (V_a)

I used four methods for finding the available volume, as I didn't know which one was more accurate.

Method #1: Outer dimensions (cm)

Method #2: Inner dimensions (measured in mm)

Method #3: Inner dimensions (measured in mm) but then rounded to use using the average size

Method #4: A mixture of #1 and #3 (I took the diameter in method 1, and the height in method 2, as I felt these numbers to be the most accurate.)

I took the average of all methods in the final calculation.

% of space taken (D)

To find the M&M density, I poured all the sample M&Ms into a small container. Then I slowly added water until it was full. After measuring the water, I found that water actually took a quarter of the container. Google said that it was more like 68%, so I'll be using the mean: 71.5%.

M&M Volume (M_v)

First I measured the 13 sample M&Ms and I found they are on average 1.4 by 0.65 centimeters. When using the formula for a cylinder, I got 1 cm³ per m&ms. Secondly, I filled a glass to the brim with water, then I carefully cut ten m&ms inside. The total water that overflowed measured 7ml, meaning 0.7 cm³ per m&ms. Finally, I googled the average volume of an m&ms, and I got 0.65 cm³. Thus, in my final calculations I assumed an M&M volume of 0.7 cm³.

Flip Page

Her 1: The beginning

Year 10, 2007...

Bank in Eastern China

28,55388 | 117,25375

China

Her 2: Years Later

She says: "Look! The Lottery! I won 100 million Euros!"

She says: "Let's party!"

She says: "Let's do it!"

She says: "Quit of Traveling!"

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Secondary School**

TEACHER REFLECTION: Over the course of this semester, Mr. Gibson's Math 10 class has taken on a challenge that goes beyond exponents and factoring: a Math Journal! Every couple of weeks, a new, open-ended question is given to the class and students must use logic and reasoning to determine the answer. The questions ranged from guessing the amount of M&Ms in a jar to finding your partner with only a set of global coordinates to dropping barbie dolls from bleachers. It was great to see students apply novel and creative solutions to these questions. The math can be refined on the student side and the parameters can be clarified and improved upon from the teacher side.

STUDENT REFLECTION: Throughout this semester, we were offered to attempt extra-curricular challenges called "Math Journals". These were small tasks that required out of the box thinking, creativity, and communication skills to solve. For example, one of the challenges, called "Barbie Bungee", required students to build an elastic chain to hold a toy during a drop. The goal was to have your toy get as close to the ground as possible without touching it. We needed to calculate how long to make the chain to achieve this. Mr. Gibson did an excellent job at facilitating this Math Journal and encouraged creative strategies in solving it. One of my favorite Math Journals, the M&M jar, required students to accurately guess the amount of M&Ms in a jar using whatever methods they wanted. Whoever got the closest to the correct amount won all the M&Ms. Mr. Gibson leveraged our insatiable desire for sugar against us, creating a fun side project for anyone who wanted to demonstrate their critical thinking. If one thing could be improved, I'd say that Mr. Gibson should try to enforce 'big ideas' related to whatever the current unit is being taught in his math journals. For example, if the students were learning about Functions, the math journal's solution could require students to create their own functions/system to predict something. All in all, Mr. Gibson has done an excellent job creating Math Journals that can't be solved by a single google search. They're always a pleasure to solve, and the Math Journals made my class experience better!

STUDENT REFLECTION: During Math 10, I learned many concepts and explored new topics. Within Mr. Gibson's class, we were given many opportunities to deepen our learning with many "Math Journals." I felt these allowed me to create new views of math and strengthen my skills. They allowed us creativity within a usually quantitative strict subject to explore new methods we may not use in a day-to-day class. I personally enjoyed the deeper learning we did throughout this course, as it was a bright aspect added.



Youth Philanthropy Initiative

Presented by: *Teagan Gibson*

Course: *FCLE 10*

Les causes de discrimination contre les parents jeunes:

Stéréotype que les parents jeunes sont:

- Mal Eduqué
- Irresponsable
- Violent
- Généralement pas capable

Opinions des autres:

- Idée d'une famille cliché
- Pas confortable avec quelque chose différent
- Manque de compétence

Marque d'infamie à propos l'avortement:

- Opinions divers sur l'avortement
- Différents religions/ cultures

Petit Info à propos l'organisme:

- Cree en 1990
- Des programmes pour permettre parents de compléter/améliorer leurs études secondaires
- Pas de taxe pour les courses
- Beaucoup de ressources pour les parents
- C'est obligatoire d'avoir un enfant de 0-3 pour être dans le programme

Archway New Beginnings



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TEACHER DESCRIPTION/ REFLECTION:

Through this structured inquiry project, students have the opportunity to explore various social issues and their impact on our local community. They then work in groups to choose a local charity, contact the charity, and if they receive a response, visit the charity and interview an employee. The final presentation in front of the class demonstrates their learning around the social issue, the charity, and its impact on people living locally.

I encourage students to add creative elements to their presentation. This year I had students include Kahoots to engage their classmates, show videos and photos from their charity visits, and even had one group create a rap music video about their chosen social issue. I love watching students use practical skills (research, writing professional emails, contacting charities via phone, group collaboration, etc.) as they dig into issues that matter to them. One group of students even told me that they plan to volunteer at their chosen charity! Students really enjoy engaging in work that is focused on real life and that can apply to their everyday experience.

STUDENT REFLECTION:

In our careers 10 class, we participated in the YPI project. In this project, we had the opportunity to research different social injustices, and make contact with non-profit organisations to learn how we can better the community. This was a very rewarding project that allowed us to go outside of our comfort zones in order to talk with representatives of different organizations. Overall, it was a very fun project, where we were able to work together in a group to analyze different ways we can enrich our community.

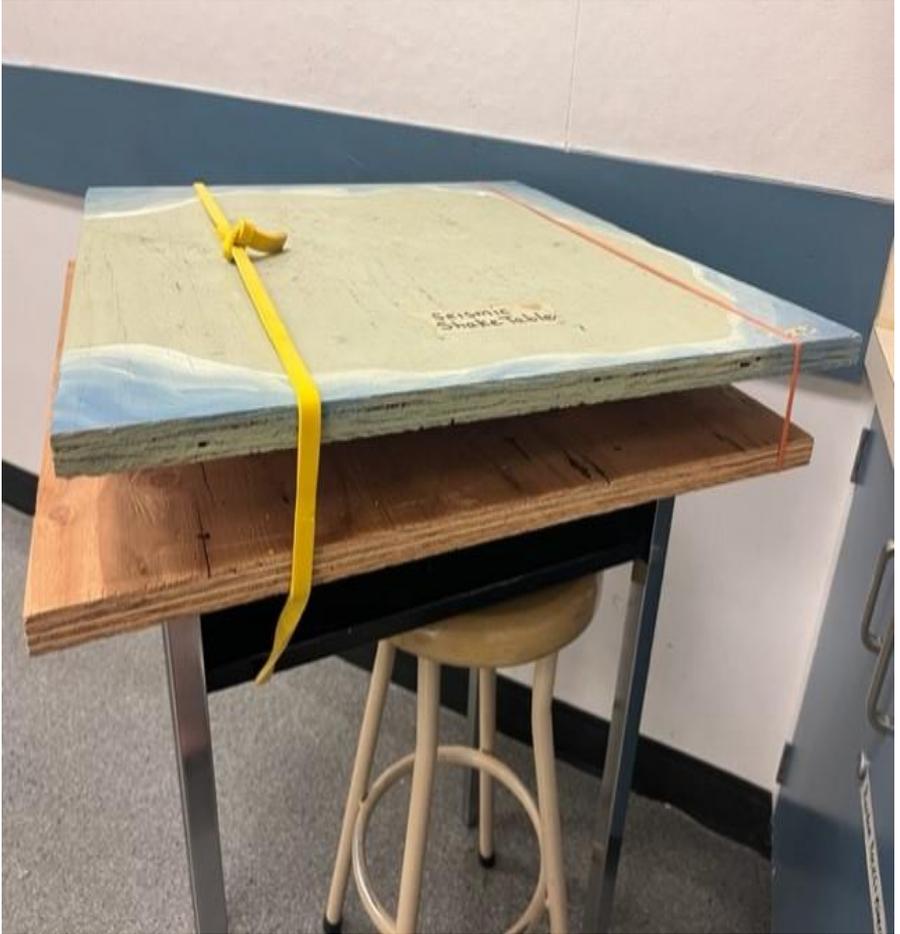


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Earthquake Building Design

Presented by: Mike Perry

Course: Earth Science 11



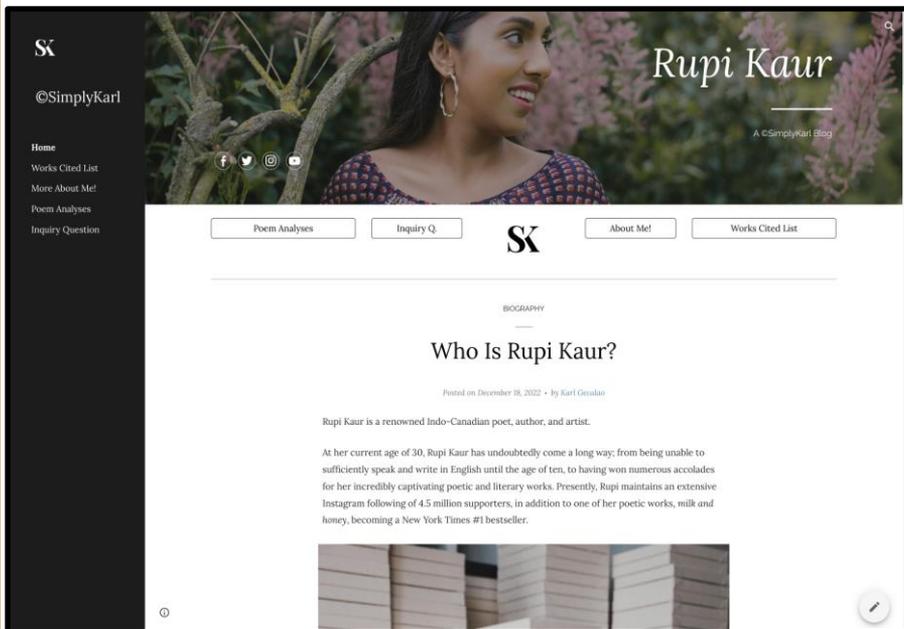
TEACHER DESCRIPTION/ REFLECTION: In this Lab, students were asked to brainstorm, design, and eventually build a 2-storey apartment building that would capably withstand varying degrees of earthquake shaking on a constructed earthquake shake table. In this lab, students were all given the exact same materials (paper plates, popsicle sticks, tape, and string) to create fairness within the activity. To qualify for the test, students needed to satisfy the required building height (2-storeys) and popsicle length. Students were assessed based on their design ideas, their application of knowledge from unit material to lab activity, and their ability to withstand “earthquake” shaking when weights were incrementally added to their structure. I was very surprised by who found success with this lab and how much engagement students demonstrated in this activity. I think students appreciated the flexibility they were given with their designs, but they appreciated the structure of the height and weight restrictions imposed. Although students used popsicle sticks and plates to complete this lab, there was real-world crossover when students made comments about their building being strong because of certain design elements integrated. It was also observed that certain students were very good at rationing their supplies while others used theirs up quickly and needed additional resources. Conversations around budget were had with students in order to ensure they understood the importance of conservation and profitability.

STUDENT REFLECTION: “In this activity I was given a choice of how I wanted to design my earthquake-resistant building. I liked being able to work with my friends and with my hands and apply what I learned in class to this lab activity. I was surprised how hard this activity was when I started to plan and design. I also recognized how important it is to have a plan and how it is important to make good use my supplies because I only got what I was given. I learned from my classmates after seeing what designs worked well and which designs did not work well when tested. I learned a lot from this lab because it gave me some real-world examples of how if buildings are not built properly, they will collapse quickly with limited shaking. I also enjoyed watching other people’s structures fail when they rushed through their design and building stages.”



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“Collected Works” – A Poetry Inquiry Project



Teacher Reflection/Description:

As a summative assessment for their poetry unit, students inquired about how a poet (of their choice) utilizes language to shape ideas and influence others. The goal of the task was for students to look at multiple works and see the trends in structure, style, and topics that the poet is using. Students were encouraged to choose poets that inspired them or to whom they felt a connection and were given several options to demonstrate their understanding. One student for example wrote a poignant essay about the allegorical nature of Kendrick Lamar’s lyrics. Several created arts-based projects inspired by visual artist and poet Rupri Kaur. Others examined how Katherena Vermette’s collection *North End Love Songs* was inspired by her childhood growing up in Winnipeg and created their own poetry that reflected her style and structure. Students put significant effort and thought into their work, and I was proud and impressed by what they produced. In future, I plan to integrate more research skills earlier in the year to help support students in this form of inquiry.



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Presented by: Ashley Mennear

Course: English Composition 11

Student Reflection:

For my project, to demonstrate my understanding, I created *SimplyKarl*, an online blog/website which analyzed the life and works of renowned Canadian poet *Rupi Kaur*. Throughout the blog, I analyzed many aspects of Rupi's life from her upbringing into adulthood, in addition to her four major collections of poetry, to investigate how they influenced and shaped her unique style of writing for which she is renowned for.

Looking back at this project after its completion, I particularly found the process of research and interpretation to be its most challenging aspect; at the same time, being its most fulfilling. During the project, while researching about Rupi Kaur's life, I took on the role of a journalist and drew from a variety of sources (journals, interviews, podcasts, and articles) to not simply acquire information, but more importantly to ensure that information was credible, relevant, and eloquently summarized using proper MLA referencing in my blog. It was through this journalistic process where I was not only able to improve my writing and research skills, but obtained a deeper understanding and appreciation for poetry, specifically, the innumerable intricacies embedded within a seemingly "simple" piece of writing.

Furthermore, this project emphasized to me the importance of diligence, time-management, and cultural awareness. In my experience, conducting a vast amount of research, reading, and analyses required for this project was, by far, *not* an easy task, more so creating and designing a website to display that information. However, the amount of learning and growth I underwent from this project is invaluable, while it did improve my journalistic skills, like poetry, it simultaneously fostered the inconspicuous, hard-to-notice skills of mine, such as hard work, discipline, and consistency.

Link to the *Simply Karl* Blog:

<https://sites.google.com/view/simplykarl/home>



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How to Finance a Large Purchase



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Presented by: Karen Bowater

Teacher Reflection(s): During this Deeper Learning time, math 9 students took a field trip as part of their Finance unit. They had an opportunity to sticker shop in the lot at Magnuson Ford before heading into the sales floor where Celia, the Financial Service Manager, and John, a Sales and Lease Representative, walked them through the math of buying a car. Students learned what they need to qualify for financing or leasing of a vehicle. Credit scores and the debt-to-income ratio were clearly explained and perhaps had a few students rethinking their choice of the \$95,000 Mustang Mach-E that initially caught their attention. At Canadian Tire, students had to source a minimum of 5 products that require regular maintenance and replacement on a vehicle (air filters, tires, batteries, windshield wipers, oil, etc.). They needed to price these products and consider how often they would need to make this purchase. If students were not capable of maintaining their own vehicles, they had to check the hourly cost of the Canadian Tire mechanic. Car insurance, gas prices and debunking the "too good to be true" promises from Money Mart rounded out the excursion. While our grade nines may be a few years from making these types of big financial commitments and decisions, they can make small choices and decisions, even now, that will equip them for success in the future.

Student Reflection(s): By learning about these things, they could benefit me very well. I will have better financial knowledge and if I have a very strong and good understanding of these things, I'll be able to make a big purchase. I plan on exploring ways to make money and starting a side hustle, for example a good side hustle for me could be couch flipping (Buying used couches, cleaning them, and reselling at a higher price). This way I could already begin making some money and slowly begin my financial roadmap / plan. I would maybe do a summer job but not work during the school year, as it could distract me from my studies and education.

Of course, I understand that what I am planning to do is very hard and even close to impossible. I understand that in this world there are many other people like me, my age, that are my competitors. I will be at competition with the entire world, and I will need to put in a lot of time, effort, and work in order to achieve these goals of mine. If it was that easy to do it everyone would be rich and successful. However, I will stay determined and focused on my goals and work towards achieving them. Everyone says that it is hard to achieve these kind of goals and I know they are, they say that I should go for something more "Realistic" like getting a normal job, saving money into retirement plans, etc. But I plan on doing my financial roadmap differently and becoming a successful high valued man.



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"The worst thing I can be is the same as everybody else".

Arnold Schwarzenegger

Windows Project



Reflecting on one's own identity, experience, and motivation (mirror) and looking into the identities, experiences, and motivations of others (windows) can move students toward more nuanced perceptions of the world around them.

In this project, students were asked to create 4 windows illustrating the connections between North American indigenous people (they chose indigenous groups with which they were already familiar) and African indigenous people, at the same time looking for deeper understanding of the connections they identified.



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Presented by: Nancy Castonguay

How are Indigenous people of the world connected?

Teacher Reflection: Students had to: collaborate to create a rubric including: la collaboration, la pensée créatrice, l'organisation, le contenu et l'exposé oral, collect research to find connections between indigenous groups in point form and illustrate 4 windows on a small poster (without elaborations), present in front of peers, and complete a self-evaluation:

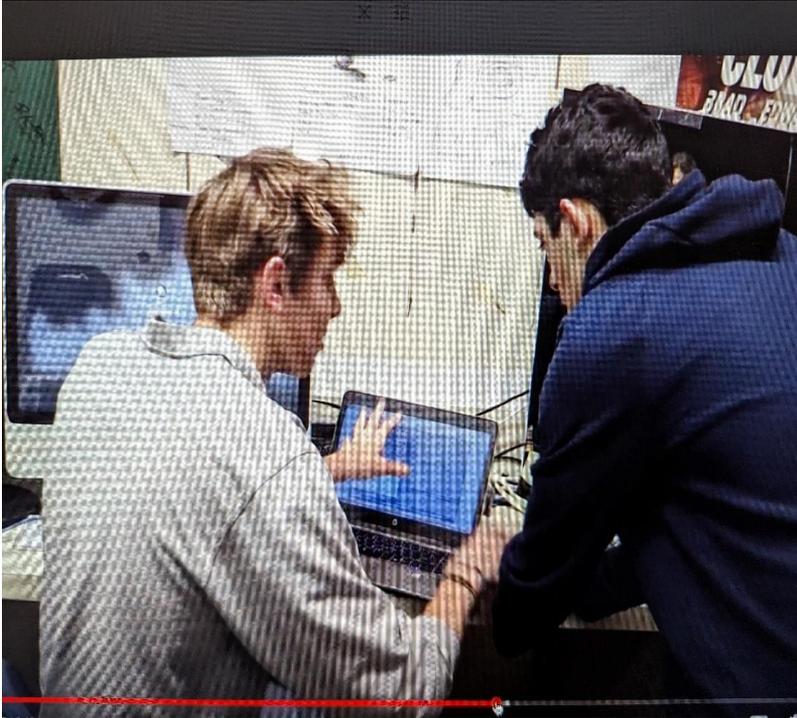
Student Reflection(s):

En préparant le projet "cultures indigènes", j'ai appris trois choses à propos de moi. Premièrement, j'ai appris que fabriquer une rubrique est beaucoup plus difficile que ça. De plus, je ne pense pas que j'aie l'habilité d'être professeur. Deuxièmement, je ne suis pas vraiment créatif dans un sens dès les choses artistiques. Finalement, j'ai appris que j'aime les projets de recherche au lieu d'un projet comme une rédaction ou un paragraphe.



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MOVIE GENRE



Movie Genre

Presented by: Brian Billo

Subject: TV Film 11/12

TEACHER DESCRIPTION/ REFLECTION: In what ways do choices have to be made to fit a movie into a certain genre? First, we brainstormed different genres of movies, and students did a deep dive into what film making aspects need to be included to make a film fit in to a particular genre. We then chose a few prompts – characters and events that must be included in the project, and groups then selected different genres to depict their movie. It created a fun variety of styles where the topics were similar, but the execution was so different.

STUDENT REFLECTION: It helped me look at directing and movie making completely differently in a positive way. I truly learned so much from it. It was neat to see the different styles even though they had the same topics.

