

USING TECHNOLOGY:



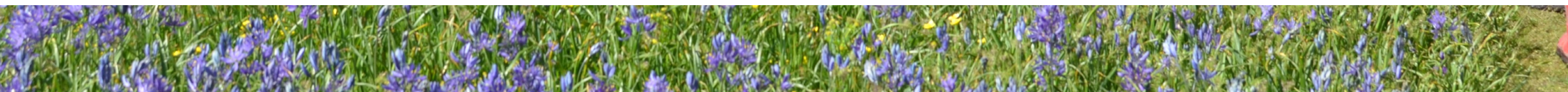
ÉCOLE WILLOWS SCHOOL





KINDERGARTEN

Using iPads to Support Place-Based Learning



“ Le parc Uplands est très important parce que il y a beaucoup de choses dans le parc Uplands, et tu peux regarder les vidéos sur le iPad. Et j’aime le parc Uplands beaucoup, et je pense que le parc Uplands est très, très important.

-Adair Nadeau

French Immersion Kindergarten
La maternelle: la division 27

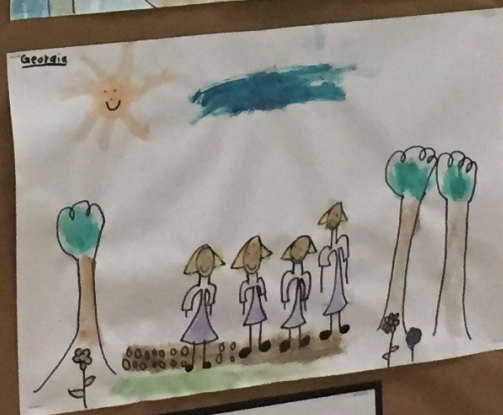
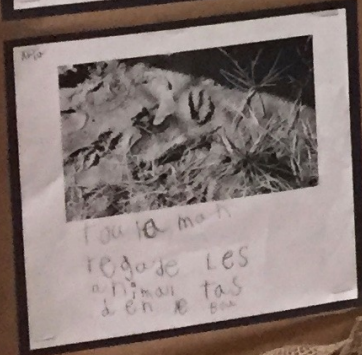
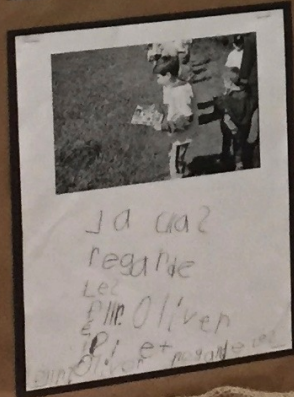
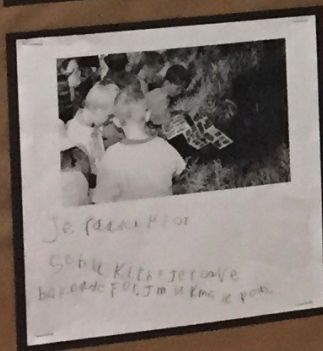
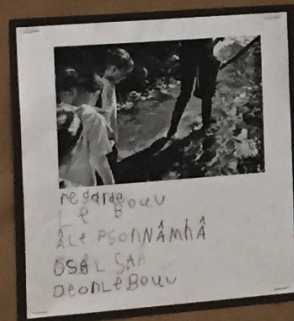
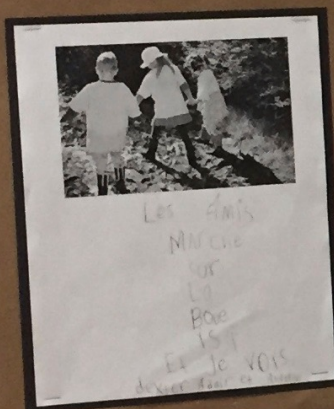
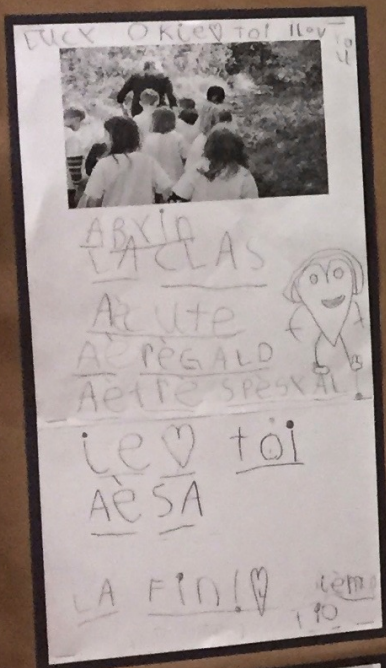
la classe marche

à parc Uplands

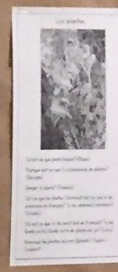
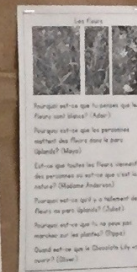
Le 2 mai 2010

Les élèves décrivent ce qu'ils
voient dans les photos de notre
visite au parc Uplands (et ce qu'ils
ressentent en voyant ces photos).

Student documentation of our
recent field trip to Uplands Park.

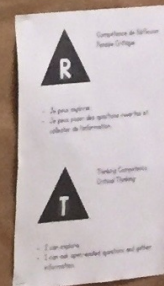


Les mémoires en peintures
Painted Memories

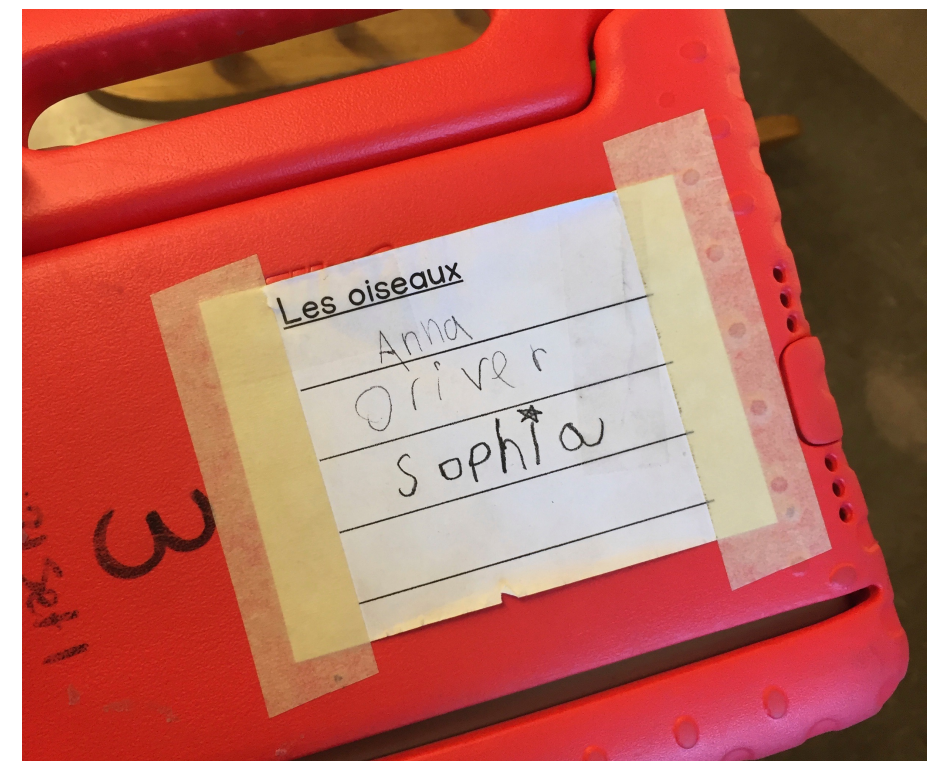
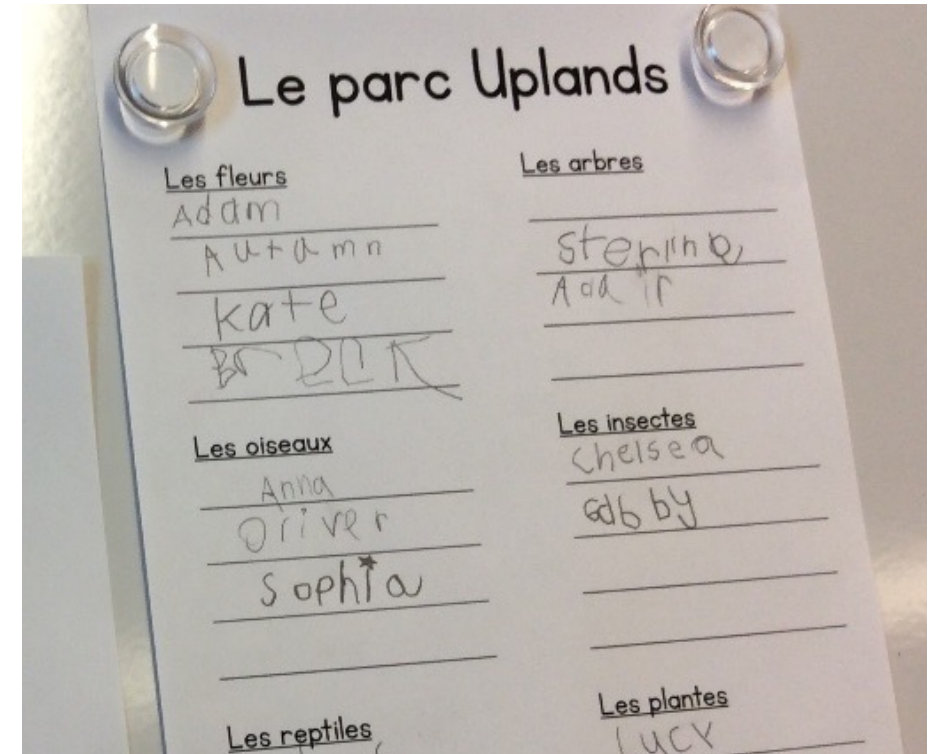


Des observations aux
questions.
Qu'est-ce que tu te demandes
maintenant?

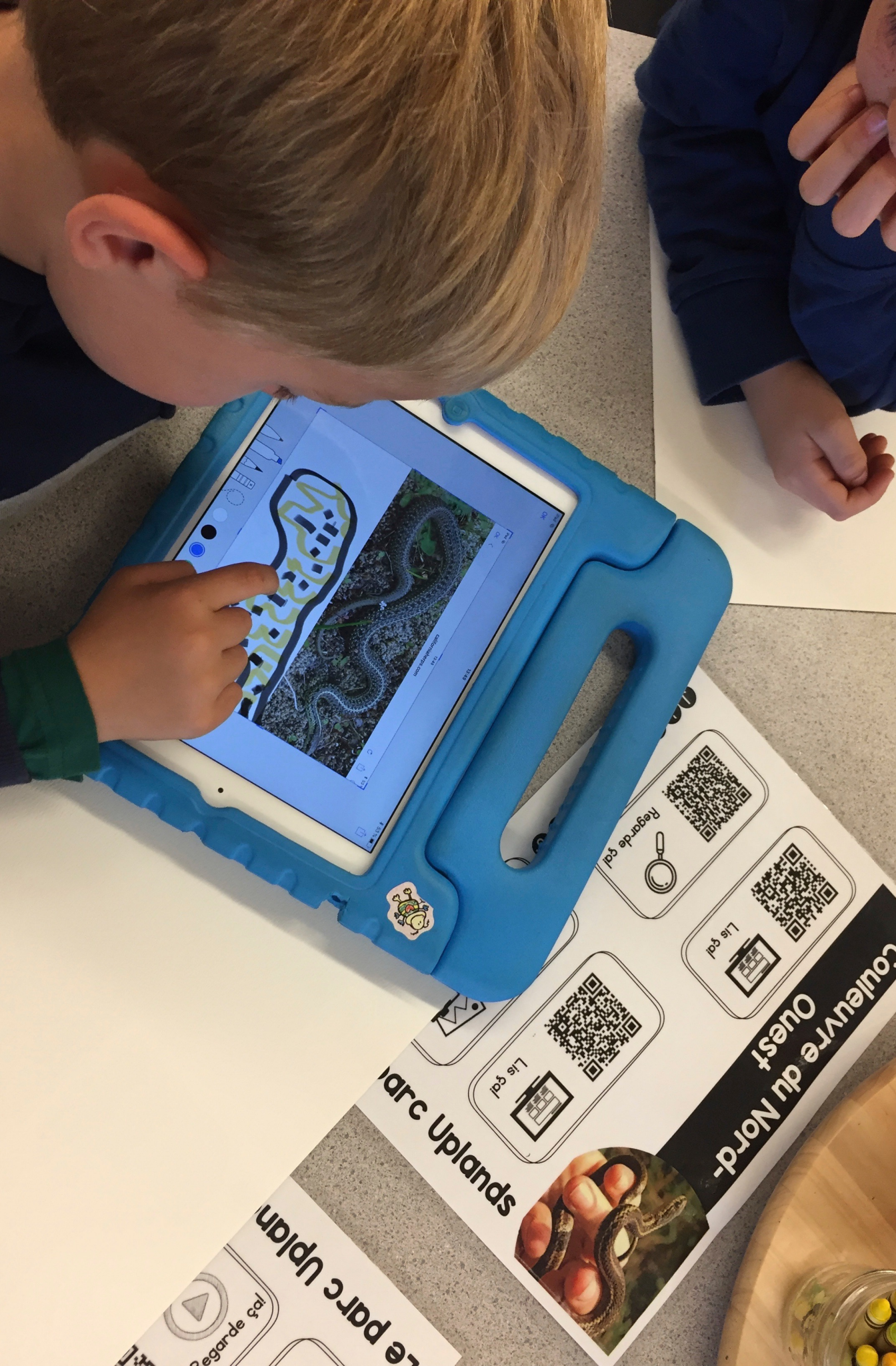
From observations to
questions.
What are you wondering about
Uplands Park now?



Changing the way we document shared experiences: Reflections, memories, and wonderings.



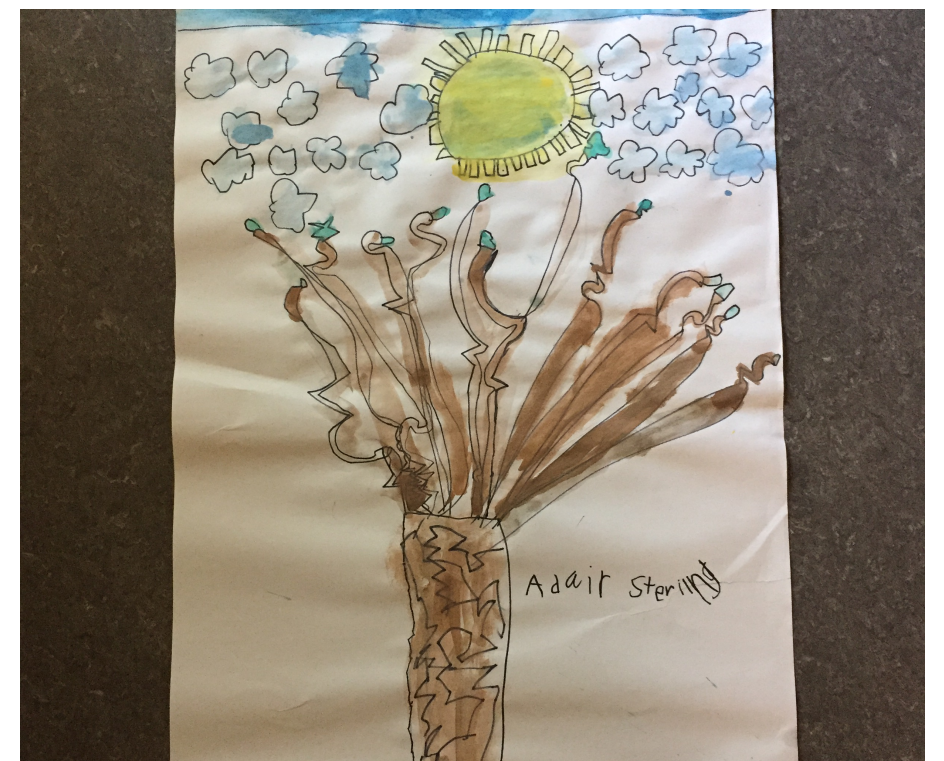
Essential Questions: What makes Uplands Park an important place? What life can be found in the park? What changes can we see in the park over time?



USING QR CODES

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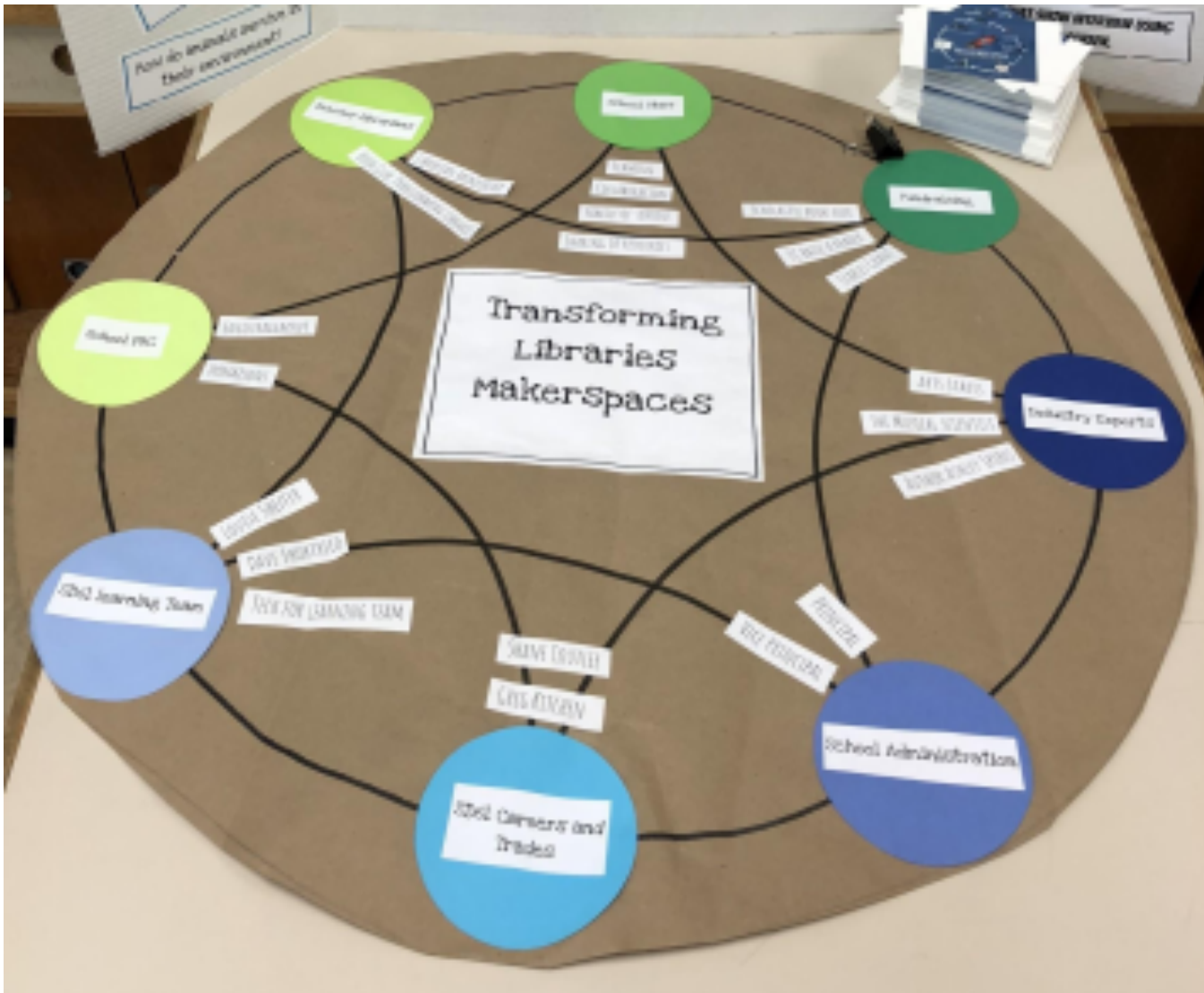
- QR codes help students build capacity as researchers
- Teachers curate the materials
- Learners are able to access knowledge from a wider range of modalities
- Learners have choice and voice in their learning



Capturing the learning and documenting the process. Celebrating the learning in class circle times. Sharing the learning with families and the wider community at a learning showcase event.



MRS. POWELL: TEACHER - LIBRARIAN



- How can a Teacher-Librarian support meaningful learning opportunities with the BC redesigned curriculum integrated with the Applied Design, Skills, and Technologies?

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- Transform the spaces that we learn, think, make and share with the use of technology.



CREATIVE CONFIDENCE

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MAKER-BASED KNOWLEDGE & SKILLS



- Building confidence in use of tools, one's abilities, and ultimately as a maker.

COLLABORATE

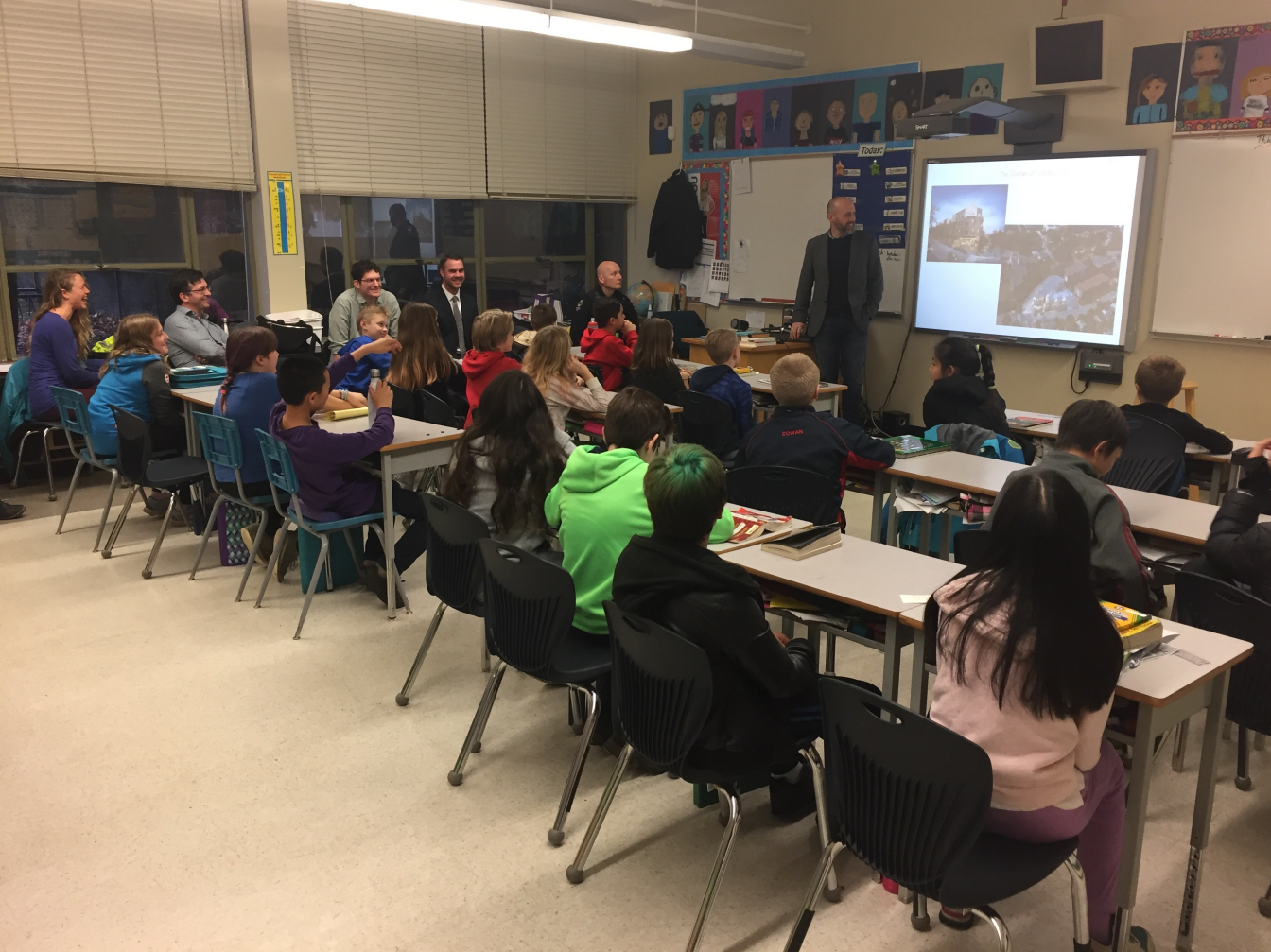
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École Willows School



Traffic Corridor Project



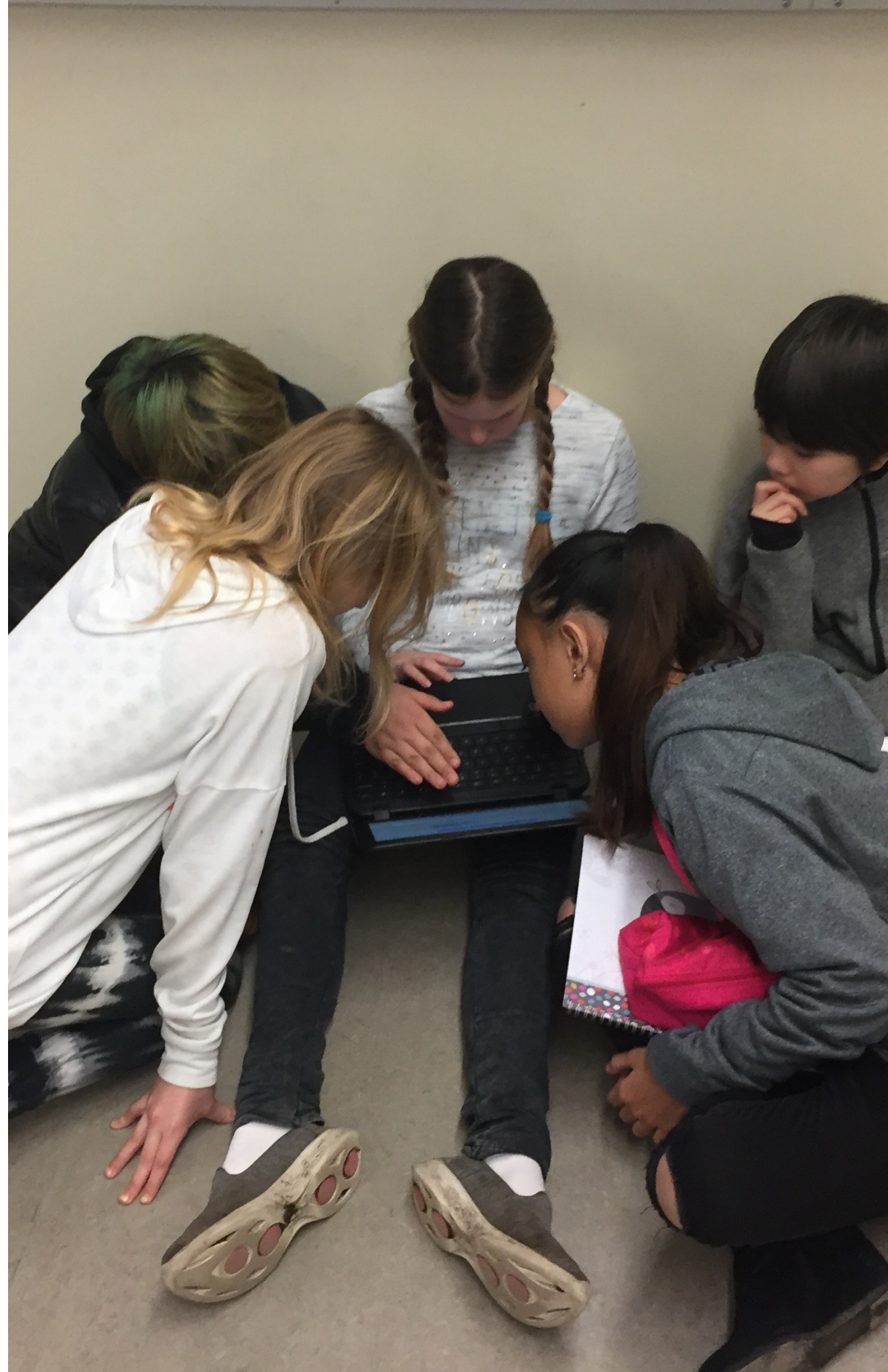
ABSTRACT & OAK BAY COUNCIL PRESENT

- Oak Bay Council, Abstract, Oak Bay Police, Power People and Willows PAC presented the challenge of the Bowker / Cadboro Bay Traffic Corridor.
- We were given information about issues, priorities and the scope of this project.
- We were informed that there were 'real' resources being allocated to creating a new traffic corridor.

RESEARCH FOCUS

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- Created and answered questions to create our focus. We want to:
 - Make streets safer.
 - Make the space accessible for all people.
 - Create a beautiful space.
- We identified issues:
 - sidewalks too narrow
 - speeding cars (corner)
 - limited visibility (sight lines)
 - limited crosswalks / locations
 - drivers not obeying traffic signs, signals or laws.
- Learned about consensus: “Fist to Five” model.





MAKING IT REAL...

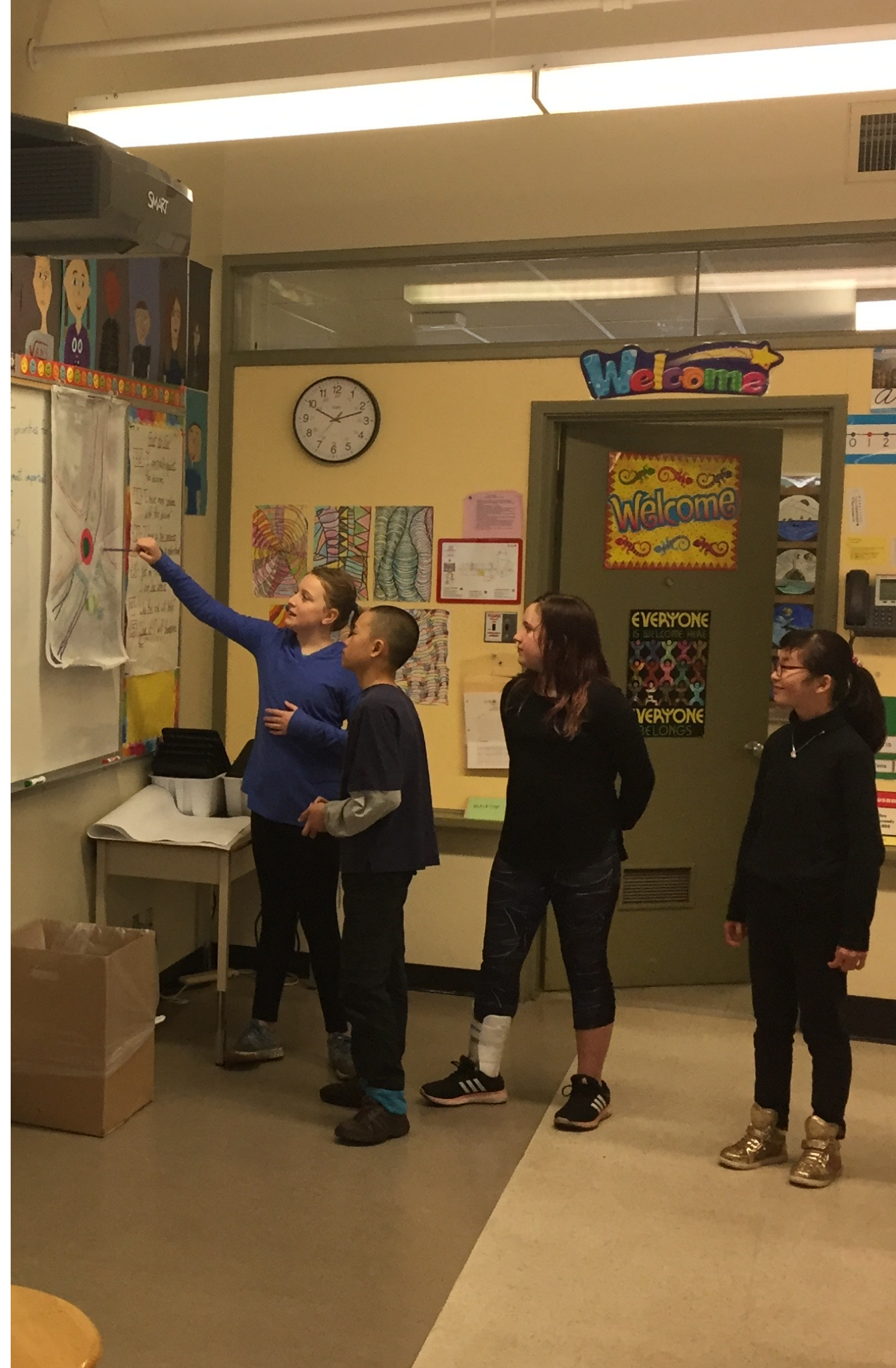
- Students learned about accessibility in a field trip to the University of Victoria and “One Ability”.
- Another exciting trip was to watch the demolition of the building at the corner of Bowker and Cadboro Bay.
- These experiences helped us understand why it is important to make this corridor accessible.
- It was fun to see the project being started with the demolition of the building.
- We created posters for panels that will surround the construction zone.



CREATING DESIGNS

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- In small groups, we shared our ideas and priorities for the possible designs.
- We took minutes for our meeting, and coded (with colour) the information to find our classes interests and priorities to be included in our designs.

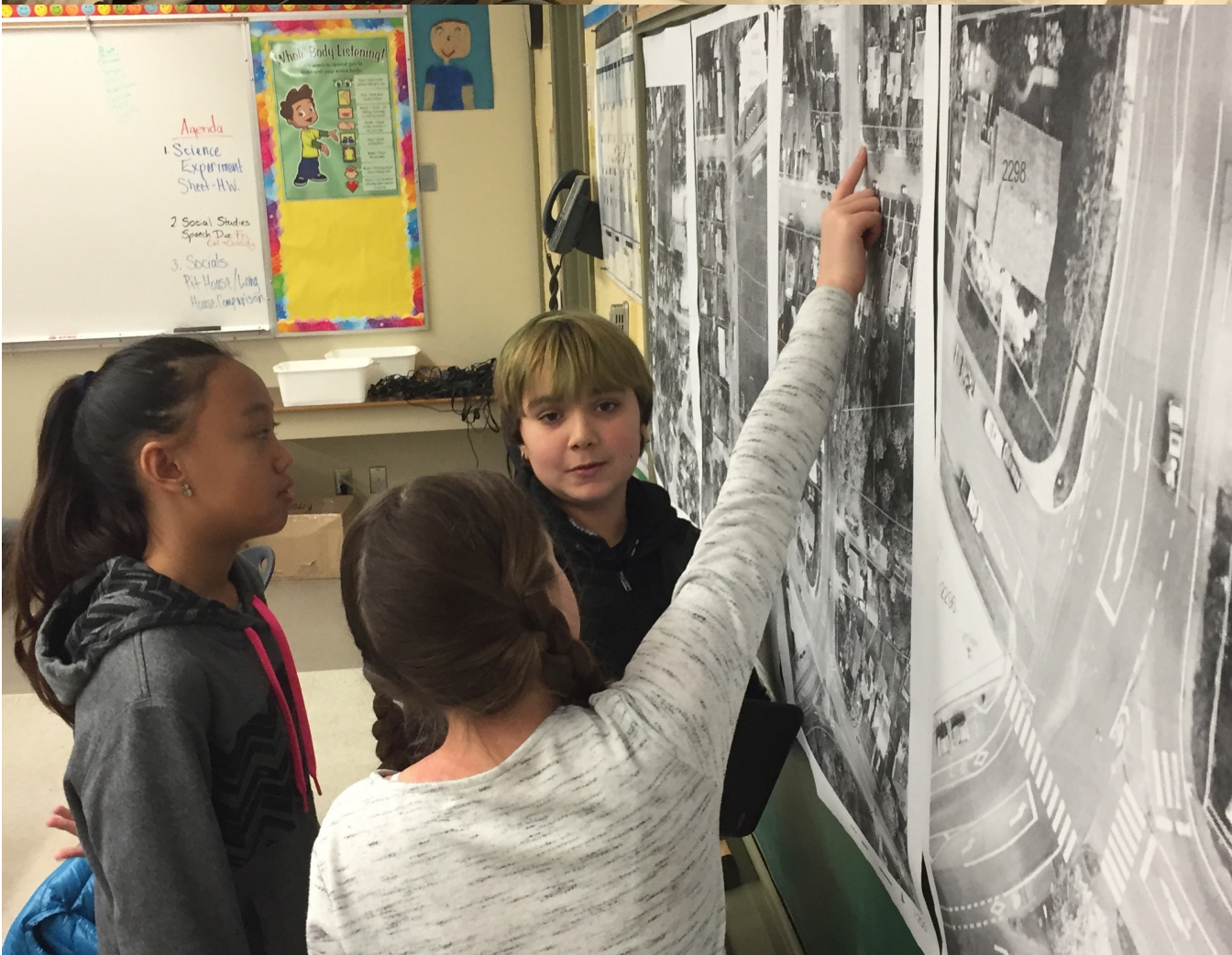




STUDENTS PRESENT THEIR DESIGNS

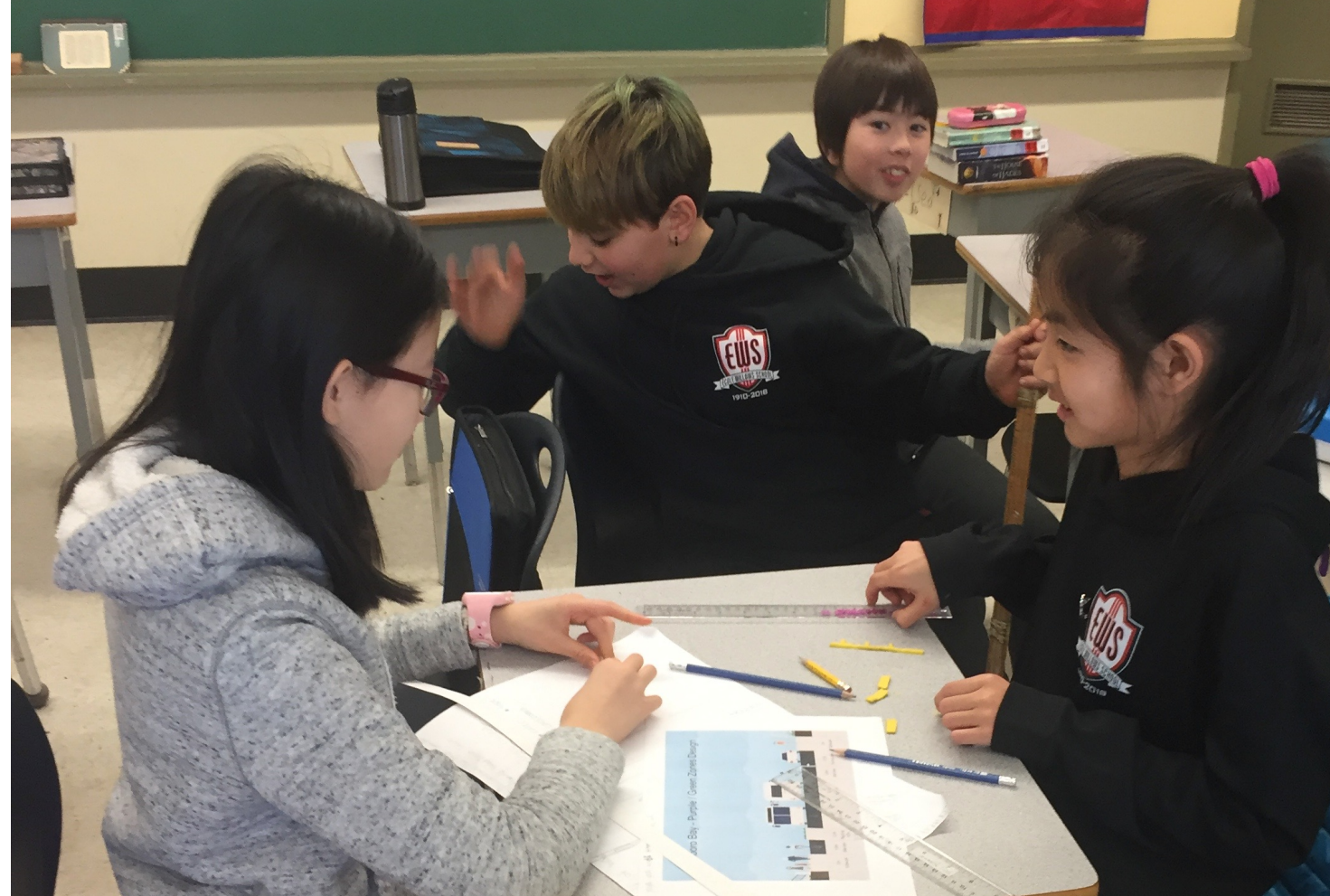
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- We used our previous research, blown-up maps (with overlays), and the online tool streetmix.net to create and present our designs.
- From these presentations, we created four coloured zones. Six groups created our final designs for each section of the corridor.
- We used “Fist to Five” to find consensus on the priorities in each zone, and then created “master” designs using streetmix.net.

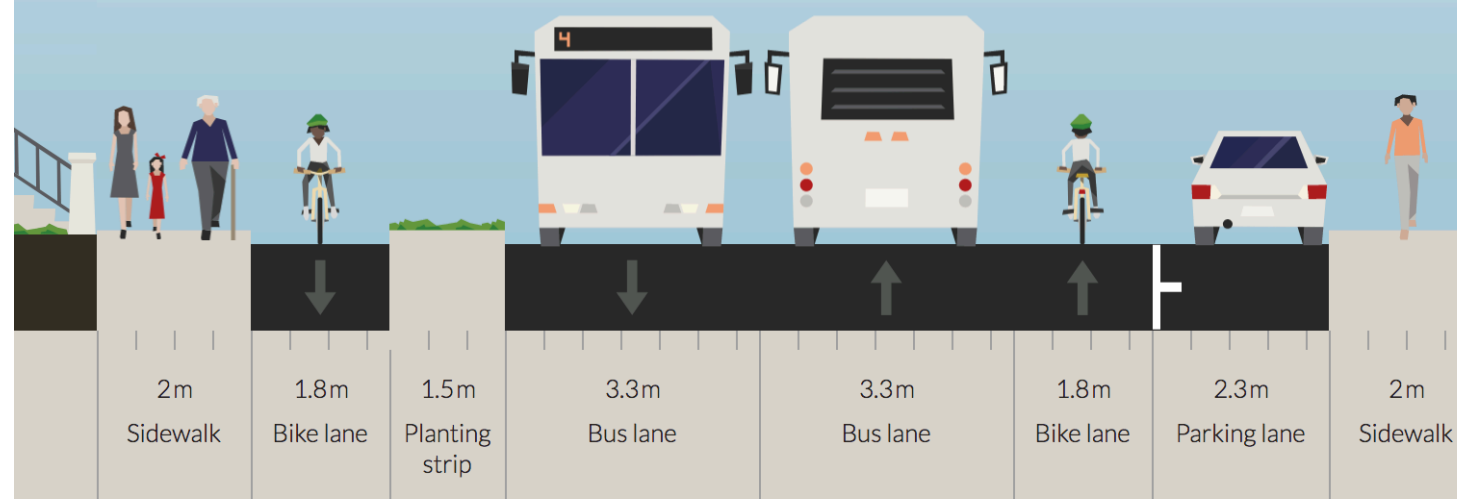


FINAL DESIGNS

- The final designs were created collaboratively.
- The four zones were chosen by groups, and using the **streetmix.net** final tool designs, we started creating our 3D models.
- Students created 3D diorama's using the colour printed designs, a base, construction paper, card board and plasticine.



Cadboro Bay - Purple / Green Zones Design





MAKING OUR MODELS

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- Groups used the research, master designs and began creating sections of the corridor on firm bases.
- Careful calculations, measurements, comparing and connecting, students placed their sections together to see the puzzle come together.
- For example, the corridor is 18 m wide and create a corridor that was 18 cm wide. All creations were scaled proportionately to 1/100 the size of the 'real-life' corridor.
- We made and laid out the roads, sidewalks, and lanes to connect with the other sections of the corridor.

REVIEW: WHAT IS DIFFERENT?

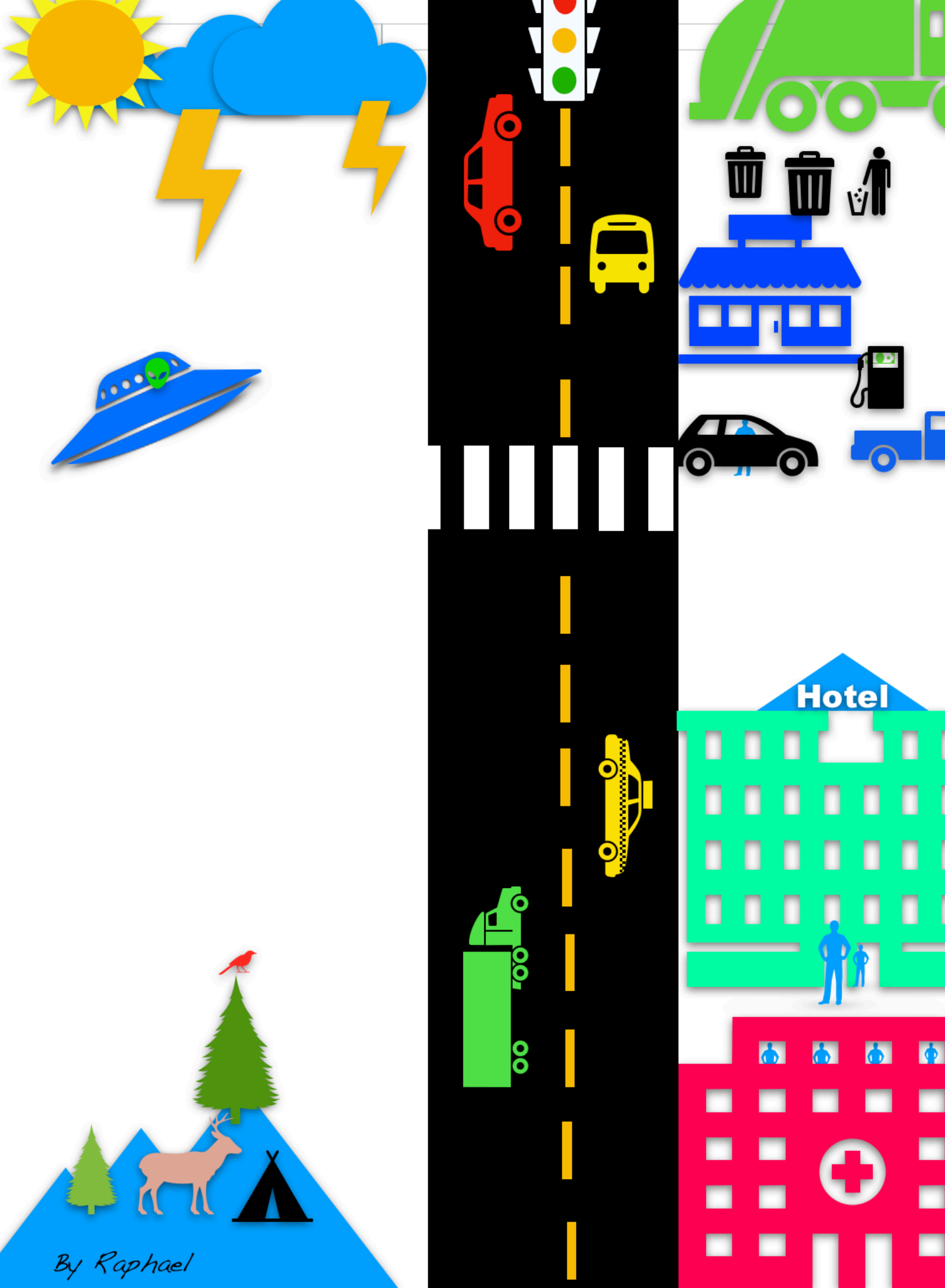
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- We recommend:
 - Wider sidewalks to improve accessibility.
 - Appropriate parking spaces
 - Improved bike lanes
 - Buffers between bike lanes and the road.
 - Buffers should have trees and flowering bushes.
 - Rainbow and themed crosswalks.





Presenting our Traffic Corridor design to our School Board, Oak Bay Council and Abstract Developers has made our class feel like we can make a difference in our community.



LESSONS LEARNED

- Create safer streets, bike lanes, and sidewalks.
- Designing more accessible spaces for all.
- Scaling and proportion
- Collaboration and creating consensus.
- Explored self-directed, independent project learning.
- We, as youth, can have an impact in our community!

THANK YOU

