

# the GOAL post

## Graffiti for GOAL: making learning relevant to students

**“Are we looking back at what students were expected to have learned?  
Or are we looking ahead to what they can do with what they have learned?”**

Keynote speaker **Ainsley Rose** posed those questions to the 150 delegates gathered for the *Forum for Success 2006* this past April, as he made an eloquent case for learning that is interactive, student-driven and that builds on prior knowledge and experience.

The director of education for the Western Quebec School Board illustrated the multiple

forms of intelligence active in any group of people with a cooperative learning exercise entitled “Graffiti for Goal.” Each team of participants had two minutes to jot down, on a large sheet of paper, words that came to mind when linking GOAL to the Quebec Education Program. They then moved on to the next table and collectively added words to that team’s list.

### Support each student's potential

“Graffiti for GOAL” allowed delegates to share their knowledge in a dynamic way. Putting learning into dynamic contexts that are relevant to students was a theme that recurred throughout the Forum. During the panel discussion “*Preparing youth to become valuable employees and community participants*,” **Lorne Trotter**, co-founder and president of Matrox Electronic Systems, noted that hands-on



Eastern Shores' delegates Cheryl Kouri, Pat Drohan (centre) and Malcolm MacPhee.



During one presentation, these St. John's High School students from the Riverside School Board explained how participating in the fictitious “*Mobility Toys Inc.*” and designing simple, mechanically propelled toys had enhanced their math and science learning.

The Forum included a total of 16 round-table presentations and concluded with a video presentation by students from Hadley Junior High School. (See page 2.) Thanks to everyone who made the Forum such a success—and special thanks to the GOAL Networking Committee for their commitment, time and support in organizing this event.

This year has seen many examples of how GOAL projects can be developed by teams of teachers and professionals working within a school, and in collaboration with community partners. We are indeed mobilizing our GOAL resources to ensure student success!

*Sandra Salesas*

Sandra Salesas  
Provincial Coordinator, GOAL

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### Strong community presence

Exhibitors such as Let's Talk Science, The Learning Partnership and Plasticompétences were highly visible during the *Forum for Success 2006*. Delegates had the chance to meet with community and sector council partners, gather free teaching materials and create alliances for eventual school projects.

experiences in early childhood led to his passion for engineering. **Kevin Maynard**, vice-president and CEO of the Canadian Foundation for Economic Education, called on the audience to recognize and support each student's potential, especially with respect to non-traditional occupations.

**// Anything that captures students' attention and gets their minds engaged has the potential to produce learning. The opposite is also true . . . //**

For the complete Power Point presented by Ainsley Rose to the *Forum for Success 2006*, click on “Presentations about GOAL” on the GOAL Web site.



**Checked the Goal Web site lately? It's always being updated.**

## Giving students a voice

Five students from Hadley Junior High School in Gatineau asked other students what they liked and disliked about school. The answers they got formed the basis of an intriguing video they presented at the *Forum for Success 2006*.

"This project originated because the Forum organizers wanted to hear directly from students what GOAL, school and learning meant to them," says **Kelly Butler**, GOAL consultant for the Western Quebec School Board. She coached Secondary Cycle 1 students **Lee Porter, Jamie Connolly, Shayla Kelly, Jamie Steiner** and **Sam Doucette** as they interviewed fellow students and put together their video presentation.

"The students took the project very seriously," says Kelly. "They realized that this was their chance to educate teachers about how they like to learn. They also pointed out what they don't like. As one student said: 'I hate just sitting at a desk and writing notes for the whole 75 minutes . . . [I have] a lot of energy. It's hard [to sit still].' On the other hand, students appreciate teachers who give them the opportunity to express their opinions or take part in practical, hands-on lessons."

Four of the five students were able to attend the *Forum for Success*. As they presented their video, they explained how the project had helped them develop everyday life skills. "By coming to the conference, they also saw the end result of their work and how it was used," notes Kelly. The students were also impressed with the many activities aimed to help teachers enhance student learning.



Hadley Junior High School students (from left to right): Lee Porter, Jamie Connolly, Shayla Kelly and Jamie Steiner.



*"Kids should have that power more often"*

Student Shayla Kelly summed up her *Forum for Success* experience in an e-mail to Kelly Butler.

"The Montreal conference was a blast . . . I learned a lot . . . It helped me to understand the video better because before then I had never ever heard of GOAL (which I think more people should . . . it's awesome). I got to understand what teachers are doing to help us understand better and that it is really important to help teachers teach us better . . . It was really cool that the students got to do this . . . We are the ones learning, so having a say in how we learn I think is really important . . . It was . . . neat to have the power over what people heard and that it really mattered. Kids should have that power more often. Congrats! Shayla "

## GOAL IN ACTION

### The Bracelet Factory

by Ingrid Hove Gust, Sir Wilfrid Laurier School Board

Mountainview Elementary School teacher, Angie Ladas, used an activity her students love to illustrate basic math concepts.

In challenging her Cycle II students to design and create beaded bracelets to sell at the school's Holiday Gift Shop, **Angie Ladas** developed a mathematics situational problem that also highlighted cooperative learning and entrepreneurial skills.

Working in groups, the children first decided on a target clientele and an appropriate bracelet design. They then took on specific tasks, with one responsible for cutting string, others beading the strings, and yet another tying knots at the end of each bracelet.

Sometimes they encountered unforeseen problems. For example, one group that was making bracelets for younger children had decided each string should be 30 centimetres in length. They soon discovered that the larger beads used for younger children were more suited to 50-cm lengths and cut new strings.

The children designed and produced posters advertising their bracelets. At the sale, they calculated each client's total purchase and change owed, while also writing up bills of sale. "In this way, the children were doing something they liked, while also working on adding and subtracting with money—a concept they had been struggling with," says their teacher.



Mountainview students started bracelet-making as a "fun, hands-on" way to understand the concept of patterns in math . . . and the project just kept growing.

The students sold over 400 bracelets in three days. Furthermore, they saw their hard work pay off in a \$120-donation to the Laval-based charitable organization, AGAPE, which provides a variety of services to needy families.

"This project really generated a lot of enthusiasm about math in our classroom," notes Angie. "Both my students and I look forward to doing more projects like this in the future."

### To order The GOAL Post

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# Entrepreneurship is growing at New Frontiers

by Normand Touchette, New Frontiers School Board

The number of New Frontiers' entries in this year's Quebec Entrepreneurship Contest was almost triple that of last year. Entrepreneurial projects have sprouted up at the elementary, high school and adult education levels.

One school team participated in a robotics competition; another created its own line of clothing; others produced school newspapers or created student-organized mini-service companies (e.g. selling healthy snacks to fellow students). The interesting array of original projects also included a multicultural festival, a play, a craft fair, a fashion show and a volunteer service company. All

these projects have sparked the development in our students of entrepreneurial qualities such as creativity, self-confidence, a sense of responsibility, autonomy, team spirit, leadership, perseverance and solidarity.

Our teachers increasingly recognize the value of using entrepreneurial projects in the classroom as part of their teaching

strategy. Moreover, our students are proud of their projects, see meaning to their learning and are acquiring qualities that will help them succeed in their lives. Bravo to the teachers and students of New Frontiers!

## Skate park pride!

by Normand Touchette

Adult education students from the **Châteauguay Valley Career and Education Centre** in Ormstown won a regional Quebec Entrepreneurship Contest award for raising funds to rebuild a local skate park. They also took an active role in its rebuilding.

These students have seen the effect that two recent mill closings have had on the Huntingdon/Châteauguay Valley area. Their efforts demonstrate that the entrepreneurial spirit important for their community's future is thriving in our schools.



CVCEC skate park entrepreneurs (from left to right): Michael Deslauriers, Matthew Laurin, Mélissa Bétournay, Kevin Mackay, teacher Marie-Claire Charlebois, Jennifer Godin and Jeff Saumier.

# Youth symposium unlocks entrepreneurial possibilities

by Patty Arnold, Riverside School Board

Entrepreneurship was the topic of the day at a youth symposium attended by 140 Secondary V students from 16 schools and centres located across the Montréal region.

The March 16 symposium, hosted by **Heritage Regional High School** in Saint-Hubert, was spearheaded by three Community Economic Development and Employment Committee (CEDEC) directors, in partnership with the **Eastern Townships, Lester B. Pearson, New Frontiers** and **Riverside School Boards**.

Keynote speaker **David Rittenhouse**, director of the Dobson-Lagassé Centre for Entrepreneurship at Bishop's University, passionately conveyed his conviction that

entrepreneurial skills are essential for lifelong learning in a rapidly evolving knowledge-based economy.

Many students present had also participated in the Quebec Entrepreneurship Contest and other leadership initiatives. During a networking session that featured displays of some of their projects, they were able to share with their peers experiences that ranged from a small business greeting card venture to a fundraiser for South America.

**"Extremely useful and interesting"**

Participants could also choose from a number of workshops animated by students from Bishop's University ACE (Advancing Canadian Entrepreneurship) program, staff from the Carrefour Jeunesse-Emploi NDG and the Student Stock Exchange of Loyola High School. Topics included how to market yourself, financial literacy, and thinking outside the box, among others. "The workshops were EXTREMELY useful and interesting," said one student. "It was a great

chance to focus on leadership and entrepreneurship," commented another.

The GOAL coordinators from the participating school boards would like to thank all of the partners, volunteers and students who collaborated on this project. Special thanks to CEDEC directors **Debbie Horrocks** (South Shore), **Martha Crombie** (Eastern Townships) and **Stacey Dakin** (South West Quebec) who made this day possible.



Students from Bishop's University lead one of six workshops offered during the symposium.

### What's a CEDEC?

**Community Economic Development and Employability Committees** (CEDECs) are working to build capacity and sustainability within Quebec's English-speaking communities. Youth entrepreneurship is a key focus. For more information, visit [www.buildingcommunities.ca](http://www.buildingcommunities.ca)

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## GOAL IN ACTION.....

# A welcome change for students and teacher

by Malcolm MacPhee, Eastern Shores School Board

Sonia McNally, who teaches the career class at Queen Elizabeth High School in Sept-Îles, was looking for something new to do with her Secondary IV students. A serious look at *The Real Game* convinced her to give it a try.

"I was very interested in trying something new and more student-oriented," says Sonia. "I found *The Real Game* a good way for my students to see what life will be like once they are finished school. They took it very seriously, which led to many discussions concerning the balance of work, family and life's responsibilities."

**" We like the idea of learning about how to manage money . . . "**

Student comments were also very positive, "We liked the idea of learning about how to manage money and our lives because most of us know very little about these types of things. It was a welcome change to what we usually do," says student **Katrina Boland**.

### Career portfolios for Secondary V

Sonia also had her Secondary V students do personal career portfolios as part of their project. This, too, went very well and I was impressed with the amount of time and research that went into each one. Some students included pictures and interviews, as well as detailed information relating subjects they take in school to their career choices. Their portfolios made them better informed about the relationship between school and life as a whole.

I would like to thank Sonia McNally and her students for their participation in GOAL this year. We will certainly be expanding these ideas across our board with other schools next year.

## POP progress report

by Cheryl Pratt, English-Sector Provincial Coordinator for POP

Interest in the Personal Orientation Project (POP) is increasing as 2007-2008 approaches.

All students who choose the Applied General Education Path in that school year will take the POP as a compulsory course in *Cycle 2 (Secondary III)*. The POP will also be an optional course in Secondary IV and V for students in both the Applied General Education Path and the General Education Path.

In 2006-2007, we'll continue to spread the word about POP with Phase 2 of our provincial in-service sessions, "*Strategic Planning necessary for the implementation of the Personal Orientation Project in collaboration with the Guidance-Oriented Approach to Learning.*"

We'll also offer more workshops. Moreover, the following three pilot schools will be able to share their valuable POP experience with us.

- **Marymount Academy** (English Montreal School Board)
- **Pierrefonds Comprehensive High School** (Lester B. Pearson School Board)
- **D'Arcy McGee High School** (Western Quebec School Board)

POP Phase 2 in-service sessions will take a "train the trainer" format. Dates will be confirmed at the beginning of the 2006-2007 school year. Ask your school board for information or contact **Cheryl Pratt** at 1-888-622-2212 or [cpratt@lbsb.qc.ca](mailto:cpratt@lbsb.qc.ca).

## RESOURCE CENTRAL

### Cooperative Learning and GOAL

by Sandra Salesas, c. o.



Teachers interested in Cooperative Learning methods may want to visit the Web site of **The Cooperative Learning Centre at the University of Minnesota** ([www.co-operation.org](http://www.co-operation.org)). The Cooperative Learning approach is

conducive to constructing a GOAL activity or an entrepreneurship project in which students interact to achieve a common goal and have a vested interest in their own and each other's learning.

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