

5 ideas for collaboration

1. Create and plan a number of **ADST** challenges for **Grade 4** students. Compile a list of STEM related books such as *Iggy Peck, Architect*, and set up the library space to run the challenges. Create expectations for student collaboration, touching on the core competencies of **communication** (explaining design ideas and sharing ideas effectively) **thinking** (visualizing and planning designs), and **personal and social** (working co-operatively and problem solving). Carry out the challenge collaboratively, allowing students to **outline a general plan, identifying tools and materials, and construct a first version of the product, making changes to tools, materials, and procedures as needed.** Finally have the students **demonstrate their product and describe their process**, and assess student learning collaboratively with the teacher.
2. Put together a **mental well-being** resource package for **Grade 7** teachers who are teaching **health education**. Get familiar learning outcomes such as:
 - **Describe and assess strategies for promoting mental well-being, for self and others**
 - **Describe and assess strategies for managing problems related to mental well-being and substance use, for others**
 - **Create and assess strategies for managing physical, emotional, and social changes during puberty and adolescence**
 - **Explore the impact of transition and change on identities**Find novels and non-fiction books that address mental health issues and challenges and create a recommended reading list for students. Collaborate with the classroom teacher on a Drama unit where students use improv, tableau, green-screen filming, and playwriting to address social and emotional challenges around the topic of youth mental well-being.
3. Plan a “movement and art” unit for **Grade 3**. Start with the concept that **the mind and body work together when creating works of art**. Gather books from the library on various artists and create lessons on how different artists use their bodies when creating art. With the help of the classroom teacher, have the students create a collaborative large scale piece of art where movement is a key element in its creation (ie: splatter paintings using the book *Action Jackson*, about Jackson Pollock). Make sure that you have curated a collection of music that students can express movement through. This will allow the students to **create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.**

4. Put together a Science Fair resource package for **Grade 6 and 7** students to help them **demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest and identify a question to answer or a problem to solve through scientific inquiry**. Plan a lesson with the teacher identifying credible scientific research websites to encourage students to **exercise a healthy, informed skepticism and use scientific knowledge and findings from their own investigations to evaluate claims in secondary sources**. Put aside blocks of time during science fair for students to use the library as a research hub for their science projects. Ensure that you have science books and websites ready to support the students. Put together a student request for information form that helps you support student inquiry.

5. Help plan a **Kindergarten science** unit with the classroom teacher using the First Peoples' Principles of Learning. Put together print and digital resources supporting **First Peoples knowledge of seasonal changes**. These could be shared with the teacher, and lessons in the library could revolve around reading Aboriginal picture books about seasons. Organize for an Aboriginal elder to come in and share with the students. This allows students to **recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge**.