GEF 2nd Semester 2023/24

1) Game-Changer Learning Empowering Minds through Interactive Education

GMS, Pam Bice and Charissa Pack

Students who struggle in ELA and speech, as well as students who benefit from Occupational Therapy, are particularly more susceptible to disengagement due to their difficulties. Post-Covid, we have seen decline in social-emotional skills, executive functioning, engagement, visual-spatial adeptness, communication/collaborative skills, and reading/writing ability. To meet the students at their current level, we want to foster a fun, inclusive environment through games to improve in these critical areas, for research has shown "that the combination of gamification and traditional learning methods can enhance students' learning motivation and learning effects" (Cheung).

2) Animated Forces-Exploring Motion through Stop Motion Animation

GMS, Kat White

The primary goal of our project is to create an interactive and dynamic learning experience for our students by incorporating stop motion animation to study forces and motion. By utilizing webcams and a variety of action and scene figures, we aim to develop a curriculum that fosters a deeper understanding of scientific principles through hands-on exploration and creative expression. The traditional lecture based approach often falls short in capturing their attention and fails to instill a lasting understanding of these principles.

3) PBIS Community

GIS, Molly McCrary, Amanda Tucker, Misti Baker, Marisa Sloan, Jane Ludwig, Dustin Grime

As we are implementing PBIS (Positive Behavior Interventions and Supports) at GIS, we are looking for ways to build community within classes and among the grade levels. Instead of punishing students for doing something wrong, we are looking to find them exhibiting "Blue Ace Behavior" and following the expectations that have been created by students along with their teachers. Each grade level has some sort of community time where they meet multiple times per week. Teachers are also looking for innovative ways to reward individual classes for student-set goals.

4) Project Center Integration

GIS, Beth Downing

As the Project Center has evolved and developed after COVID, more and more teachers have been integrating the Project Center and its resources into their curriculum. Also, we have instituted "Fantasy Friday", which is a day for strategic tinkering for students in the Project Center. Through this endeavor, the tools, resources, and activities in the Project Center can reach all the students at GIS. We are using innovative technology tools to expose our students

to coding and 3d printing with this grant. Furthermore, we will be adding more STEAM projects in collaboration with Art, Math and Science teachers.

5) Revitalizing the Photography Program

GHS, Courtney Tinnel

Due to the age of the photography program at Granville High School, a number of the digital cameras have stopped working or have major damage. This creates an inequitable learning environment where only five students in my class have access to the newer Canon Rebels while the rest are using cameras that have frequent issues. Also, the class size is limited to 13 because of the number of cameras available. Adding 6 new cameras would help remedy both of these needs. In order to address the need, I would upgrade 6 of the cameras to Canon EOS Rebels to increase the number of functional, high-quality cameras from 5 to 11. This would also allow me to expand my class size from 13 to 16 by replacing 3 cameras and adding 3 new slots.

6) Ink-credible Impressions Adventures in Screen Printing

GMS, James Gulledge (Pam Bice)

Students live on bell schedules. Their days are segmented into eight-period days, with little opportunity to explore their passions or develop skill in non-academic ways. To foster creativity and to empower students to acquire practical skills, we would like to add an additional tool to our school's makerspace that will provide them with the opportunity to explore graphic design, apparel design and promotional materials. Our students' educational experience will be much improved by the purchase of a screen printer since it will give them practical experience with an essential component of graphic design, printing, and creativity. Our goal in including screen printing in the curriculum is to give our students a wider range of skills and an outlet for their personal creativity.