

CCS STUDENT SPEAKOUT FORUM 2017

What does it look like when you are learning at your best?

Environmental ideas:

- ❖ Teacher accessibility for subject help (30 minutes per day)
- ❖ Quieter room
- ❖ Individualized environment
- ❖ One on One learning/teaching

Teaching ideas:

- ❖ Different methods of information relay (video, lesson, debate, discussion, partner work)
 - Interactive and diverse learning/teaching styles
- ❖ More time management (notice of upcoming assignments)
- ❖ Time and opportunities for questions
- ❖ Practical examples, projects

What is holding you back from learning at your best?

Our top ideas were:

- ❖ Lack of interest/boredom/fatigue (6)
- ❖ Too much homework, workload (5)
- ❖ Distractions in classroom (5)
- ❖ Not having enough time to understand material concepts before moving on (5)
- ❖ Not enough time to work in class and ask questions from previous lessons (4)
- ❖ Personal distractions (other life events, home etc.) (4)
- ❖ Pressure from too many assignments, test, quizzes with similar due dates (4)
- ❖ Too many lecture type classes (3)
- ❖ Lack of motivation (3)

What actions can ADULTS take to improve how learning looks and feels?

Our top ideas were:

- ❖ Teachers delivering material passionately, engaging students
- ❖ Take an interest in the Individual
 - Respect, listening, understanding, caring, consideration
 - Getting to know the students - Care about their success
- ❖ Improve Wifi
- ❖ Consideration of timing of tests so they are not all on the same day
- ❖ Provide interactive assignments (3)
- ❖ Balance out the value of extra curricular activities with school (i.e. being absent for sports, music etc.)

What actions can STUDENTS take to improve how learning looks and feels?

Our top ideas were:

- ❖ Students helping each other (12)
 - being able to ask for help from peers on homework of difficult topics; tutor sessions (2)
 - Helpfulness > facilitated or unfacilitated student/homework sessions; study groups
 - Encourage each other; as peers we should help each other (when we see someone struggling); lend an extra hand
 - Be willing to offer help to others, and ask for help when you need it
 - Older students can interact more with younger student to offer advice and support
 - Mentor/be kind and give advice to other grades
- ❖ Developing unity throughout a single grade and all high school (3)
 - taking/breaking down cliques so other are comfortable asking for help (2)
 - Being willing to engage with other students and the work environment to improve the WHOLE environment
- ❖ Respect (10)
 - listening and honoring to people's questions
 - No judgement; respect other's talents, abilities and learning styles and allow them to learn the best they can (1 Thessalonians 5:11)
 - Don't be disruptive - consider what classmates need in order to maximize their learning
 - Be kind and respectful to peers - more welcoming and inclusive of all students

- ❖ Participate (13)
 - Understand that when you're disengaged you take others with you
 - Enthusiastically participate in group activities for the benefit of the group, welcome others
 - Actually join in; participate in group/school activities (ie. chapel)
 - Participate in surveys that teachers provide (ie; student evaluation of teachers)
 - You have to get involved > be open-minded with a good attitude
 - Take initiative in school projects (ie. start a club on your own)
 - Participate in school events to build the school community; have positive energy during school events

- ❖ Communication with teachers; feedback to teachers (4)
 - Better relations with teachers say thank-you
 - Engage with teacher when they don't understand; ask questions
 - Vocal about problems to teachers/parents, not just students
 - Being able to share our ideas and opinions and have the support of parents and teachers to make changes

- ❖ Coming to school prepared to learn > self-organization (5)
 - Bring a positive and friendly attitude to school
 - Effective time management > getting homework done on time, having adequate time allotted, Being organized
 - Attend class; pay attention during class, Utilize resources provided

- ❖ Accepting personal responsibility (5)
 - Put effort into assignments and class discussions
 - Talk to teacher first when we are in need of extra help
 - Go to bed on time

What might we do to improve our faith formation process?

Our top ideas were:

- ❖ Creating spaces for students where they feel comfortable speaking about their faith, life struggles, etc. and having meaningful conversations and learning opportunities. This would be facilitated by a mentor/leader of their choosing so they would feel more comfortable.
- ❖ Faith in action > local service > hands on

- ❖ Chapels
 - More student involvement
 - Fellowship/friendship groups
 - Mini-games in Chapel to get people to show up and participate
 - Testimonies from students
 - Peer Advisory groups in charge of a chapel

- Go more indepth and have discussion groups, Ask students more questions
 - More conversation after the chapel
 - Bring in musician/speakers
 - More scripture, meaningful messages from teachers; More substance.
 - Have alumni speak at chapels about their experiences moving forward
 - Focusing chapels on real world events that we can relate back to God and will help us grow in our faith (relevant topics)
 - Relate message back to Bible; prompting questions at end of chapel
 - More self reflection after chapel then partner reflection
 - More Active experiences - learning about our faith is one thing, engaging through one another
 - Schedule Ideas:
 - Make chapel an end-of-month or beginning-of-the-month affair with the 3 other weeks engaging in Friday faith-based activities
 - Chapel every other Friday, PA every other Friday
 - HS & MS have more separate chapels

- ❖ The Classroom
 - Religion classes should be more about discussion and less about tests/assignments
 - Make the classroom a more friendly environment for faith discussion
 - Continue to research other religions and how they relate to the christian faith
 - Faith becomes separate from curriculum in Grades 11&12 - need to control for this, relate God to all core subjects too
 - More actively encourage to seek biblical answers to relevant thing in current life (ie. this is a world problem, what does the Bible say about this?)

- ❖ Religious Ethics and World Religion classes
 - No curriculum set and a variety of teachers. More discussions and less projects
 - make a Devos Group > sharing/listening and testimonies;
 - Field trips for World Religions
 - Better classes; more in depth classes on our faith; no cheesy connections
 - Could have more planned curriculum; more challenging content and questions

- ❖ Peer Advisory
 - Make PA's happen less often to ensure everyone arrives
 - Continue morning PA classes
 - More devo time! Monthly themes, all groups do similar devos (unity), scripture study.
 - Chapels would be based on theme verse studied in PA devos

- ❖ Be with the right people
 - Stay away from things that will take you from God's path
 - Surround yourself with people who care
 - Allow yourself to care about your faith/beliefs

- ❖ Faith based rap battles

- ❖ Allowing students to disagree with different opinions without having to face fear of being shunned. Christianity is built on many different point of views and allowing students to express their own will help each of us strengthen our own beliefs.

What might we do to improve learning & work time during the school day?

Our top ideas were:

- ❖ Learning
 - Quiet spaces
 - Freedom of choice to do something that helps you learn
 - Learn core information first before extra info that may be useful
 - Don't waste student's time. If you don't think it's completely necessary, don't do or say it. Use student's time more effectively.
 - Group work to ensure that everyone understands the concept. Students help each other out
 - FLEX period could also be used as question time with teachers
 - Enforce quiet working time
 - Teachers should ask for feedback from students after each term
 - Teachers: make your classrooms clean and organized
 - Start with a clean slate every year, don't dwell on the grad before's doings
 - Don't favor the kids who do well in your class
 - Teach kids how to write an essay in Middle School
- ❖ Double-Blocks
 - Double block is too long; - 1 ½ hrs good
 - should not be more work, sitting for 2 hours. Should be Teaching/Instruction for 1 hour; Lab/Application for 1 hour
- ❖ Homework/Study Time
 - Designated study/homework time IN CLASS or in school schedule
 - Make more homework optional so we don't get bogged down with too many assignments
 - One-on-one 30-60 minutes of time before or after school for students to choose to get help
- ❖ School Day
 - Make lunchtime longer
 - Warning bell: 10 minutes before > it should be 3-5 minutes before
 - Break between classes: 5-10 minutes
- ❖ Have clocks around the school
- ❖ Tables outside: work and eat outside

- ❖ Chromebooks for high school students
- ❖ Revise the budget to be not so athletically focused and allot funding to Arts programs and reading resources.