

Generation Y Student Data Text Fields

Partner Teacher Follow-Up Survey

Please describe the unit in which you used the Gen Y project.

District: Albany Diocese School District

School: St. Mary's Academy

The project fit in with both the religion and Spanish classes I teach as both subjects are very important in Hoosick Falls.

The student taught me to use the Mimeo, digital camera and scanner. After learning to use these items I was able to work on a lab with the students in my class. This lab lasted approximately 3 class periods.

The class was discussing measurement,time lines and time. The project was very interesting because it enabled the class to become more aware of the History of Hoosick Falls in a timeline presentation.

District: Ashland School District

School: Ashland Middle School

GenY student developed PowerPoint presentation for miles per gallon math lesson.

The unit is a reading unit called readers workshop. The students are allowed to read the books of their choice they then share info and conference with the teacher about the book and books they are reading. It is self paced and a very popular unit with the students. This unit lasted about 6wks. It is geared toward the appreciation of books and the choice of readers to read what they enjoy.The GenY presentation was an introduction to this unit(rules, expectations, grading, etc...).

This Gen-Y project was used for an end-of-the year project for which students reflected on what they learned and how they changed through the year. The unit lasted four weeks.

Four classes, Researching severe weather events. Put together a presentation about an event: conditions that led up to the event, what happened during the event, and the aftermath.

-civil rights unit -4 classes/80 students

Matt came up with a power point presentation entitled, "A Day In The Life Of A Sixth Grader."This will be used at an annual orientation evening before school begins. Matt used the computer and digital camera to achive this exceeded my expectations with ease.

The project developed serves as a teaching/student review tool of basic math skills. It will be used throughout the year to assess individual abilities and provide classroom instruction/reveiw.

District: Ashland School District

School: Ashland Middle School

Four classes, Researching severe weather events. Put together a presentation about an event: conditions that led up to the event, what happened during the event, and the aftermath.

Overview and introduction to 7th grade D.A.R.E. program; used as intro. to 2 week session.

District: Bayfield School District

School: Bayfield School

The students began work with the Gen Y model in January. I wanted to learn more about using technological tools to help me to become more organized and computer literate. The students worked with Sheri Milburn and Carol Sowl both in Bayfield and at the LaPointe School. They learned keyboarding, email, worked with Kid Pix, the Internet, and Power Point. We decided to create a fifth grade website so that homework assignments and fifth grade "happenings" could be posted. We heard about web creation via the site of Family Education/My

We used the video presentation to tie together the different elements of our program. Students in K-2 had used weaving and maskmaking to learn about themselves and how they view themselves in the context of the bigger community in which they live. Students in grades 3-5 had been studying immigration to America and the contributions that different cultures had made to all that America is today. Students interviewed grandparents, did research projects on story telling, games, music, food and dance in America. The video tape was the

Students designed masks to represent themselves. How they feel about themselves and the world around them were incorporated into the mask making. I wanted students to use this activity as a chance to reflect on the decisions that they made. I used this as an evaluation and assessment tool.

District: Bering Strait School District

School: Tri Valley School

We used our project during a three week unit on the environment. My genY student created a program to help the kids learn about local animals, their sounds, and native names.

I am the reading program facilitator and used the project to create mailable flyers used to report student success to parents (and community). The 2 Gen Y students worked with me for two months to create the flyers. The project helped the Gen Y students worked on their language arts, technology, and communication skills throughout this project. The results of their project helped to promote the reading program and encouraged students to improve their reading scores. The flyers have been a great success. Parents have commented they feel proud when

I use the genY project to teach my students how to use Kidspiration software to organize their writing.

It was used during our 3 week environment unit. The project was to create a program where the children could learn about alaskan animals, their sounds, and native names.

I taught a short unit on manners and polite behavior as part of health and social studies.

The students worked in teams to conduct research on the Internet of history topics that they were interested in. The unit lasted for 12 weeks, with half of the class working 2 days a week and the other half working 2 alternate days. The students conducted research on the Internet, recorded URLs and summaries in a data base, and saved pictures from the Internet and Kidspiration into their server files. With all of this information, they created a PowerPoint presentation that included their research information, pictures from the Internet and scanned from

District: Bering Strait School District

School: Tri Valley School

I intended to have the GenY student help 3rd-4th graders learn Power Point. Our project was never really started.

My unit lasted all year (one day a week). I was looking for my HS students to be able to make effective searches on the internet to find information they needed to complete a multimedia presentation over their randomly drawn country. The gen-y students taught my kids how to search and created a webquest for them to begin their searching with.

The unit of having the students build a web using the "Kidspiration" program lasted 9 class periods running at about 30 minutes each. I was looking for the studnets to show a beginning knowledge of the program. I had planned to use this program at other times during the year, so having a good understanding of the program taught by students who knew the program was wonderful.

the unit was on the local plants. We were trying to identify the plants and find their common and Inupiaq names. The unit lasted for three weeks. I was hoping to get raise student interest in the local environment and learn the plants uses. I also wanted to see the students learn how to use a digital camera, download the pictures and edit them. Then to make a PowerPoint presentatin of the slides. The students took pictures, edited them, found names for some but we didn't get to the presentation. this is where Helena took over and made the slide show.

I am the school principal, so I have no classes. Renee taught me how to take digital pictures, download and print them. We then kept a school wide bulletin board up to date with projects going on around the school. Renee also taught me how to do power point.

District: Bethel School District

School: Spanaway Junior High School

It was for the Veterans Day Assembly. The goal was to create a presentation that would reach out into the greater Spanaway Community to give recognition to those who have served in the armed forces. We worked on this for about 5 weeks. Students had to set up the information and photo gathering and the filming and editing in iMovie to fulfill the requirements of the project

It was an iMovie for our Veteran's Day Assembly. Evan was one of 3 boys who assisted us on the project. We got pictures and information on area veterans and then put together the short film and showed it at the assembly where these community members were in attendance. It was a great assembly, many staff and community members said it was the best this school has ever had.

JACOB DESIGNED A PWER POINT LESSON ON THE REVOLUTIONARY WAS AND PAUL REVERE. THIS WAS A 4 DAY LESSON FOR HUMANITIES 7 STUDENTS. THE OUT COME WOULD BE FOR STUDENTS TO CLEARLY ANSWER THE QUESTIONS OF THE POWER POINT.

Veteran's Day Assembly. Bryan, Bryan and Evan woked on this for about 5 weeks. They set up a system to gather information and photographs of community members in the Spanaway area and then put together a video in iMovie that was shown to the whole school. Community members were invited in to the assembly which was the best Veteran's Day assembly we have ever had.

The unit was called Native Americans. In it we compared the two culture groups in our state. Angela made a wonderful power point presentation comparing the following: climate, food supply, housing, transportation, customs, leadership and resources. Angela's presentation was used in four classes and took a period and a half of time.

We covered the continent of Africa, its climate, cultures, past, and present. The unit lasted one month, ending with an oral presentation and written project. I wanted to give the students visual images of Africa's culture. Specific images that could help them grasp aspects of Africa's culture that they couldn't get from reading. We viewed the project's pages in our project groups. They were allotted a certain amount of time to read and review all that was there. It fit into the class well.

The project we worked on was creating a library orientation video. We took some of the drama class kids and filmed them explaining the various resources in the library. The GenY kids did the filming and editing of the video. This was a semester project.

District: Calloway County School District

School: Calloway County Middle School

who wants to be a millionaire game over vertebrates and invertebrates -- lasted two weeks

Jeopardy Game

I used a Millionaire template. 2 weeks, I wanted the students review the body systems. They played the game. We used the whole class period to review with the students.

We were incorporating data from our e-pals into a powerpoint presentation and a website so that our friends in France and Argentina could access what was going on in our class.

We're studying Latin America for about 3 weeks. The Gen Y project was to be used as a review before the test. It was in the "Who Wants to be a Millionaire" format so the students really enjoyed it.

District: Canev Valley USD 436

School: Lincoln Memorial Elementary School

Weather Unit. It last 4 weeks. The students kept charts showing daily weather changes for one week. Students discussed changes in the weather by observing temperature changes.

We were doing a unit on the U.S. flag. The unit lasted one week. I wanted the students to gain a better understanding of an a respect for the flag. The students completed a KWL chart, made one of the official U.S. flags, read about the flag, watched our powerpoint presentation. The powerpoint presentation added to learning about the flag.

In my classroom we work with identifying basic shapes for 3 weeks. When I am finished with the unit on shapes I want them to know the names of basic shapes and be able to use them in mathematical ways, such as create patterns or build simple pictures.

I used the Gen Y project during our time of study on Post Civil War America. For two weeks we studied about the movement of Americans westward following the Civil War. We talked about traveling by wagon, the Homestead Act, Native Americans and reservations, and the coming of hard red winter wheat to Kansas. I wanted the children to understand the importance of all of these events in relation to the settling of Kansas. We had class discussions, group activities, map work, oral reports on famous Americans, made timelines, and did poster projects.

We studied a farm unit in my first grade class. It took about 3 weeks. I just wanted the students to learn more things about the farm. The gen-y presentation shows different farm animals and then gives facts about each animal. The students in my class had to write down 3 things they learned from the powerpoint presentation.

District: Cincinnati Public Schools

School: Crest Hills Elementary School

The GenY project lasted from Feb. to April of this year. The classes were held about twice a week. The primary source of the project was used to gain experience and knowledge with the Power Point presentation. The students selected made presentations and slides concerning their topics. Kelvin Brown and I worked on Wynton Marsalis and his life. We pasted pictures and also researched his biographical life, and how he became interested in the trumpet, from birth. He also learned how he became internationally acclaimed from playing this instrument.

District: Cincinnati Public Schools

School: Crest Hills Elementary School

no particular lesson or unit was related to this project. It was a school wide project that lasted for most of the entire school year. The outcome of the project was to provide students with a permanent record of the school year in a format in which required them to view images using technology, either by personal use of a computer at home or to force them to have access to look at the images. The students collect various images throughout the year and categorized them in a yearbook type format for review.

A Transportation Unit. For 4 classes. To study different forms of transportation. Researched a vehicle, got and drew pictures, found facts about its invention, development, manufacture and use, then made a fact book. Carlos's project was a splendid wrap up for the unit and added much information as well as a good technological example for students.

There was no particular lesson or unit for this project. The project was to take most of the entire school year. The outcome of the project was for the students to have a permanent record of the school year, in which they were to access it using technology(computer). The students were to review their schools year from a digital image format by using their computer. It would reinforce or enforce the purchase and use of the computer.

A Transportation Unit. For 4 classes. To study different forms of transportation. Researched a vehicle, got and drew pictures, found facts about its invention, development, manufacture and use, then made a fact book. Carlos's project was a splendid wrap up for the unit and added much information as well as a good technological example for students.

School: Hughes Center High School

The unit was completed in three days. I was looking to give students additional background to Shakespeare's plays and life and times. We used the internet and our textbook to research clothing, plays, daily life, the globe theatre, and aspects of Shakespeare's life. The students then created, in groups, a diorama that included pictures, descriptions, imaginary first person reports, and bulleted lists of important facts or timelines. The GenY project created a jumping off point for our internet search, and the resources were put together to create a model

Over three or four months students studied German immigration to Cincinnati. Students then made documentary films on German immigration to Cincinnati. Students made I-movie films and Gen-Y students helped them with that. Gen-Y students trained teachers to tape with digital cameras and edit using I-movie.

Immigration Project - students were broken into different ethnic groups and researched the history of immigration of their group. The assignment was a film a documentary and edit it with I-movie.

10th Grade Students conducted research and interviews of immigrant groups and their search of the "American Dream". Culminating product was an imovie. Duration: 4 weeks/3 times each week. GenY students taught teachers and students in the correct use of digital cameras and videocams. Then taught teachers and students use of imovie.

District: Dearborn Heights Sch Dist 7

School: Bedford Elementary School

Justin did a video presentation to my third graders who will be reading Stone Fox. He provided them with valuable information on dog sled racing.

A LITERATURE UNIT.

The students did a powerpoint on motion.

District: Dearborn Heights Sch Dist 7

School: Bedford Elementary School

The class was working on a unit about life cycles. The unit was 8 weeks long. I wanted the students to understand the stages of a butterfly life cycle. How caterpillars live and grow. That caterpillars form a chrysalis. Skills to learn were observing, predicting and communicating observations through writing and drawing. Also to be able to relate it to the human life cycle. Each student was in charge of a caterpillar and we spent time charting, observing and writing about the stages of development. We also incorporated art lessons and films. My GenY

We studied Michigan and a chapter was on Henry Ford. The project visualized for the students the accomplishments of Henry Ford. It also introduced them to Computer techniques they have not yet learned.

Plant parts and what they do.

The project was supposed to be used for teaching the letter H.

School: Madison School

Christopher helped in generating a power point presentation on telling time to the hour and half hour.

We were discussing communities and I wanted my students to be exposed to different things available in our community.

This project took place over a period of three weeks. My GenY student taught two first grade classes (one time each) how to use Hyperstudio, and more specifically, how to create animation within Hyperstudio. The project came about because one of my first grade teachers wanted to have a project to show outside her room during conferences while parents were waiting. She wanted the project to show what the kids did during the school day. Each first grader created one Hyperstudio card that was put into a continual slide show. The card consisted of a student-

My gen-Y students made an end-of-the-year yearbook for our fifth grade breakfast. The students had to use the digital camera to take photos of the students who provided services to the school or received awards. The students then used PowerPoint to make the presentation.

I used Alex's project in a Social Studies unit on Communities. It helped me introduce the different types of communities - especially rural. The students loved the pictures and information that Alex used.

ELECTRICITY THE UNIT LASTED 8 WEEKS. WE DID EXPERIMENTS WITH CIRCUITS. I WANTED THE STUDENTS TO UNDERSTAND HOW ELECTRICITY WORKED AND DIFFERENT TYPES OF CIRCUITS. ALSO HOW WE USE IT IN THE REAL WORLD.

I had the Gen Y student partners take pictures using the digital camera throughout the year. At the end of the year, they put the pictures in a booklet with text. The project lasted the entire year. All of the kindergartners had the opportunity to see the pictures immediately. They also enjoyed having the 5th graders watch them.

I had only met with my students once and told them that I was doing a unit on weather and would like some clips showing the various types of clouds. They presented their slide show which lasted about 5 minutes. I would have like to meet with them more during their process to fine tune what they were presenting and to redirect their presentation.

School: Pardee Elementary School

District: Dearborn Heights Sch Dist 7

School: Pardee Elementary School

NA I simply wanted some exposure to Core Democratic Values

The lesson in Social Studies was to show the students how to research for information about a state within the United States. The lesson took about 40 minutes and we went to the computer to lab in order to do it.

The Gen Y project focused on books that the student wanted to recommend to students throughout the school. There wasn't a specific unit, but I plan on using the CD-ROM that was created during National Reading or Library week to encourage other students to write up book recommendations for their peers.

There was no unit. It was a fifteen minute slide show about African Americans from history.

He scanned an alphabet book, then created different pages where the students would have to find the correct animal or object that began with the appropriate letter.

We have been doing author studies throughout the year. We would talk about the author's background, their reasons for writing children's books, what style of art work was used etc. We would do art work in the style of the author if they were also the illustrator. We would read books by that author.

Amber worked with the principal and secretary to create a powerpoint presentation for our kindergarten round-up. She had pictures of current kindergarten activities, also she scanned documents that the parents needed to bring in for registration.

The Gen Y project tied into our reading unit. Lisa made a wonderful Power Point Presentation to further our knowledge surrounding some of the states and landmarks that we read about in our story ("The Best Vacation Ever"). It also included some photos of the students reading and doing work with this story, which the students loved seeing.

School: Polk Elementary School

I wanted the Gen Y student to create a presentation to the class on the history of computers to facilitate a discussion with the classes.

My class studied the rainforest for a month. We did research, animal reports, bake and candy sale to help save the rainforest. The gen y student made a power point presentation to show my class the layers of the rainforest. He included the layers, pictures, animals and sounds of the rainforest. He came into the classroom and gave the powerpoint presentation all by himself. It was wonderful

Solar System

One week unit on Henry Ford's involvement with World War One. I wanted students to see the local Michigan connection to this major world event. Students read information on this topic in their textbook. The Gen Y project was to give a more in depth look on this topic.

District: Dearborn Heights Sch Dist 7

School: Polk Elementary School

Presented a report on George Washington..

In my class, we were talking about different communities, places, etc... around the world and comparing all of them to the community we live and work in. Krystal presented a unit on Hawaii and described many of the traditions, talked about the islands, and described the environment to the children. My unit lasted about 3 weeks, approximately.

We did a unit on the commonalities and differences between our city and other cities around the U.S.

District: Denali Boro School Distirct

School: Dublin Elementary School

Goal 1: Learn Powerpoint - Walker's skills at teaching, demonstrating, assisting, and then patiently expecting me to demonstrate proficiency with Powerpoint were remarkable. I was very impressed with his teaching skills. Goal 2: Prepare a presentation for the Alaska State Board of Education. Walker assisted with planning and preparing our presentation, He instructed me on certain parts to do. He donated additional time to making digital movies of students involved with standards-based activities and lessons. Walker had great suggestions about graphics,

The Gen-Y students helped integrate the use of portable digital assistants into the third grade math and science curriculum. The high school Gen Y class worked with the third grade class twice a week for most of the second semester of school on a wide variety of lessons. When that project was complete, they helped the third graders learn multimedia skills through the creation of a Hyperstudio project about mammals.

He attempted to show the class how to use a digital camera and digital vcr and then download the images. He also was supposed to copy and present film he took of a drama production

Students were instructed in how to set up a website using GoLive software. The planning for the two classes in which Chris presented the material stretched over two weeks. I wanted each of the students to be exposed to the basics of setting up a website so that eventually they will be able to publish writing of their own on the internet. By providing a wider audience many students feel more motivated to write.

Jim taught 10 students how to create and use I-movie. It was well taught and will be very useful this spring when we host the state of Alaska AASG conference at Tri-Valley in Healy.

District: Drummond Area SD

School: Drummond Elementary School

Student contributed to the yearbook's content: taking pictures labeling , and sales promotion. The project then consisted of sales pitch and urged students to buy a yearbook.

Students were attending a wildlife center. Prior to the visit they needed to have a brief introduction of wolves and their habitat. The slide show presentation shown by the GenY student was an excellent introduction.

Our farm unit took 3-4 weeks and was cross curricular (we read, wrote, researched, sang, did math and science all around the theme). There were many activities realted to the farm. The GenY boys did an overview/introductory slide show of animals, equipment, and crops on a farm. This set up our study of the farm quite nicely. The students referred back to the info. in the slide show for their writing and research. One group of boys wrote their own book patterned after the categories from the slide show.

District: Drummond Area SD

School: Drummond Elementary School

Greg and Kenny Greenwood put together a farm slide show including animals, machinery, and agriculture

GenY student filmed class and student presentation. He then sorted through the film and put together a movie to be shown at graduation.

Our dinosaur unit lasted about one month. Samantha was asked to create a slide show which provided information on about eight dinosaurs. The students were to view the pictures and information about the dinosaurs, choose a dinosaur they would like to find more information about and research further. The GenY project fit well into the unit.

District: Ferndale School District

School: Ferndale High School

The student worked on a web page design for the Choir Department. The web page is for all students enrolled in choir as well as students who may be seeking information about the choir program.

Growth unit in Biology (8 weeks). Not completed yet. Learning outcomes are more accountability, interest and easy access to homework and clas notes; motivation to browse the internet for relevant topics; Student activities will include scavenger hunts, web-research and downloading assignments from my new website.

Renaissance project: students had two weeks to make a visual or powerpoint presentation on a Renaissance person (inventer, painter, mucisian, explorer etc). Our goal was indepth knowledge of an individual's contributions to new knowledge and understandings. My generation Y student's assignment was to do a model power point presentation, teach me how do add pictures and sound to power point, and help other students do their power point projects.

Unit on learning PageMaker publishing program. Terry created a model in PageMaker which students then duplicated to learn the commands and demands of the program.

The student assisted me in incorporating a CD rom program into the lecture presentation using a LCD projector. This presentation made the lectures more meaningful

The project applied to all of the gov. classes for it was an online version of the class so students could access the class on the internet for homework, notes, and assignments. I was hoping that Faith could make a user friendly website for the government class that I could access and update periodically

presented in ww1 unit

A 12 week Basketball Unit. Austin taped and made a basketball highlight tape to show the positive things that the students were executing. The kids enjoyed this top notch production.

1. Ancient Eyyptian Religion, 2. 3 weeks. 3. Students were to search the Url, read the myths, answer the questions in detail. give an explanation and examples of the myths meaning. 4. Write their own myth. 5. it was a great help to have a site with related info.

District: Grandview School District

School: A.H. Smith Elementary School

My GenY student located websites about butterflies and developed a "scavenger hunt" type questionnaire for the second graders in which they needed to use the various websites to locate the information. Our butterfly unit lasted about 9 weeks. The website scavenger hunt lasted 3 weeks, 2 or 3 days per week for about 45 minutes. I wanted my students to be able to use the internet to locate information and to learn more about the life cycle of the butterfly.

Samantha found sites that tied in with various topics in WSH. The students accessed the sites and went on a "treasure hunt" to answer questions on each topic. We went to the computer class to work on this together.

I am the principal of AH Smith. Marleana, Ms. Carlson, and I designed this school web-site for all students.

My Gen Y student designed a questionire for the second grade students to fill out. The questionire was 2001-2002 in review. Julissa took a picture of each student. Next she showed the student how to take their information and put it into a power point presentation. The end result was a power point presentation for the class and each student recieved a print out of the class 2001-2002 in review. Student then used the book the last day as an autograph book.

The unit was all about me. The students made a powerpoint presentation about themselves.

We made a class home page. I wanted the students to be able to manuever around the web in a safe environment. There were also tips for parents.

Salina demonstrated it to my students and then they had a chance to go throught the program. It was an alphabet match game. I would like to put it on my class computers for my students next year.

District: Hayward Community School District

School: Hayward Intern. School

The unit lasted about 3 weeks. I wanted the children to understand what an immigrant is, why people came to Wisconsin, what nationalities they are, why America is called the "melting pot", and to realize what different cultures there are. We read about the different natioalities that came to Wisconsin, we made a classroom graph of all of our nationalities, and we had an International Day with Mrs. Van Roy's room. The power point that Josh and Tyler did gave the children more understanding of the entire unit.

The slide show was used to explain the requirements for writing a research report(state report). The unit lasted 3 weeks. The slide show was accompanied with handouts. Students were required to write a research report which included a 5-step writing process. The slide show was presented at the beginning of the unit as a vusual aid to explain the requirements.

Kids remember more when they are involved in gathering and storing information. Tony's presentation is an example of what I will expect as final projects for the solar system unit. The unit itself take several weeks to complete. During that time, I use many resources from which students may retrieve information for their project.

The unit was on rocks and minerals. By the time I received this activity I had all ready taught the unit which lasted about one and a half months. I will use the scavenger hunt as a review. It will take us two days to complete. The Power Point will be part of my lecture next year.

This is a unit on immigration which was used in our study of Wisconsin's nationalities. I used this project as a review of the material we have covered in class. This project is a Power Point presentation.

District: Hayward Community School District

School: Hayward Intern. School

This project was a continuation of a project called Here at Home, that fourth grade has been working on for the last couple years. The focus is on local history, and is called Main Street-Hayward.

Pioneers 1 day Understanding pioneer life. powerpoint ,hunt for words,scavenger hunt, search for info on the web sights,

District: Hurley School District

School: Hurley High School

The unit that was involved included information about the cultural diversity of our students. We were studying where their ancestors originated from. We discussed this for a week and a half; the actual project took place during one social studies period for each of the three 4th grade sections. The student outcomes included knowledge/awareness of those diversities, awareness of the countries on the world map, and the ability to interpret that information on a graph. The students were asked questions about the graph and about the differences in the

My students prepare a geographic glossary and this project involved creating one for them on the computer. They create booklets and draw pictures and label the items along with a short description of each. I had hoped to use this project as a study guide and learning tool that would compliment the students' work. The time spent on the topic varied. We did not work on it every day. Therefore, I would guess the unit went on for a good 2 months. I want my students to recognize the names and features of the objects in the glossary. The gen Yes project

The lesson involved learning more about the diversity of our students' ancestors. We discussed this for about a week and a half. The goal was for students gain an awareness of the countries and locations on a world map, to become aware of the differences amongst themselves and to interpret this information on a graph. The students participated in a question-answer session related to the graph. This project fill in very well with my curriculum.

District: Kent School District

School: Sunrise Elementary School

My student taught the class how to make a business card over a weeks time. Students learned how to use Microsoft Publisher to create their own personalized business card. Students can use their business card to network in their neighborhood for summer jobs. (pet-sitting babysitting etc.) This was an end of the year project for students to learn some new computer skills. It also served to focus and motivate anxious sixth graders prior to graduation.

We used the butterfly jeopardy game as a study tool for our butterfly unit. The unit lasted 4 weeks. The student outcomes I was seeking were for the students to understand the lifecycle of the butterfly and the vocabulary and terms that were used throughout unit. The students each had their own larva to care for and to raise and charted their growth and examined each stage of life until they were adults and were released. The Gen y project was a useful tool for the students to review their unit terms and lessons before their unit test.

I orginally described a need for a weather-based power point. During the later part of the year, we discussed my desire to learn to use the projector and a vowel-letters presentation for my class. So far, I haven't seen her work.

We used the project to introduce and explore the solar system.

We are using the Gen Y project for our Social Studies unit on the American Revolution. I was expecting students to demonstrate their knowledge of the causes of the Revolutionary War, the events leading up to the war, and the results of the war. The students submitted questions to be used in a Jeopardy game, played the game and then discussed the results of the contest. The Gen Y project fit the curriculum very well as there were many facts to remember. Students enjoyed showing off their knowledge by "playing" the game and I was able to

Used the power point presentation of animals and information, Yahoo search engine for various pond, forest, meadow animals. Four classes in the computer lab. Outcome was to help students learn about various animals and habitats. The project was exciting for my students and me. A new way. for little first graders to find information.

District: Kent School District

School: Sunrise Elementary School

My unit was on the pond, meadow, and forest. It consisted of information on the animals that live in those habitats. It was about 4 classes long. I wanted the students to learn about the animals that live in these areas and review that information. They played a game of Jeopardy. The GenY project fit into my classroom excellent because it was a fun way for the students to review what I had taught them.

jeopardy point game on canada (s.studies unit)

District: Mellen School District

School: Mellen School

WW 2 - Holocaust, 13 days - To increase students awareness of Holocaust and the variety of people that were affected.

Gen y student put together a powerpoint related presentation that served as a partail introduction to a 4 week unit on Shakespeare's "Julius Caesar" Goal: general background info on "life and times " of ancient rome

The algebra 1 class completed a unit on exponents and powers in about 2.5 weeks. Exponential growth and decay were studied as a part of this unit. Jake Prepared and presented a lab on Newton's Law of cooling as a real life example of exponential decay. Students were able to connect a physical example to the equation and graph. They saw that the initial temperature of the boiling water was the y-intercept of the graph and that the growth factor was between 0 and 1. We also discussed the horizontal asymptote.

One class peroid was the length of the unit. I wanted to introduce to the students cubism. I was hoping that the students would involve themselves verbally and visually. These students were given a chance to see artwork they have never seen before. The GenY project related to this class and future high school.

District: Newton USD 373

School: Santa Fe Middle School

Safety presentation during Orientation. Knowledge of safe practices around industrial machines. Safe use of industrial machines. Taping of safety presentation, dubbing, and editing of tape. Learned the use of video equipment, editing equipment, and the process of putting a video presentation together

The project was a presentation of rules and regulations for library use. It will be a one time presentation to all classes. The objective is for students to know the requirements and follow them appropriately. The students are to complete a quiz at the end of the presentation.

The project that my student and I created was a WebQuest on the parts of the plant and each part's function. The project took two days in the computer lab and an additional two days for team presentations. This fit right into the district and state approved 7th grade science objectives of plant life. The students were divided into teams of four. Each student was an expert for either the roots, stems/leaves, flower, or plant care. There were questions that each expert was responsible to answer and report their answers to their group. We made links in the

World War II unit. The project was used in five classes. The unit lasted two weeks with the Gen Y project lasting one day. The project outcomes that I was looking for are describing the local, national, and international consequences of the use or misues of resources. The other outcome was the students understand individuals, groups, ideas, events, adn development of the Depression and World War Two in Kansas. Students read about World War II, watched videos, wrote questions, defined key terms and people, completed personal interviews with people

The students are required to turn in two book reports per nine weeks. The last report was to be a power point. The GenY project was to show the students the criteria of the book report with the power point and also to give an example of what the final report should look like. There were nine slides with different criteria for different parts of their piece of literature.

District: Newton USD 373

School: Santa Fe Middle School

The students were studying Ancient Rome. The students used the webquest to answer some question found on the net. This project fit very nicely with the unit and gave my students experience in search for information on the web.

We created a powerpoint training presentation to use with new office monitors. Kyrie gathered the information, interviewed current monitors and office personnel. Then, she created the presentation in draft form. Next, we worked together to edit it. We used to to train new monitors. We met about 2x's a month to develop this project.

Unit of Study: Heat Transfers. Length of study: One week (5 class periods) Student Outcomes: Students will be able to: identify the three types of heat transfers, understand the definition and give examples for conduction, convection and radiation. Activities: Students took notes from the Power Point presentation and identified examples of heat transfers. Students completed several science lab investigations and use the terminology learned from the classroom presentation to describe and discuss the results.

Volcano - famous volcanoes and their properties. Our school did not have the software that we needed for me to use it in the class.

12 Week unit on "Roll of Thunder, Hear my Cry" - The students read the book independently while working on vocabulary, character study, cause and effect, took quizzes. The project was over the author Mildred Taylor and her life.

District: North Thurston School District

School: Meadows Elementary School

We did a PowerPoint on clouds that goes with our Foss Science Unit.

The GenY project is an electronic writing portfolio for my students to display and critique their work. I do writing all year long. To improve their writing skills, students need to learn to assess their own work. The electronic writing portfolio is a tool that encourages students to self-reflect: they choose their best writing samples to scan into their portfolios and articulate why these samples are examples of their best work; they display their use of the writing process: prewriting, drafting, revising, editing, publishing, and self-reflection; they critique their own

The project photographed the music and physical education classes of our Developmentally Delayed classes. The unit developed over several weeks. The Gen Y project was a culminating showing.

We will use as introduction and reminder of who is who and what parts of the school are. It will be loaded onto calssroom computers for frequent review.

The project was the development of a school web site.

District: Northwood School District

School: Northwood School

N/A

District: Northwood School District

School: Northwood School

Beginning of World War II, Better understanding of why world war II started. Looked at information on Internet, talked about it in class, DVD movie and test on it.

The unit we were working on was entitled, Introduction to Masonry which lasted on week. The objective for this unit was to introduce the student's to basic masonry. My partner-student helped me to develop PowerPoint slide shows to instruct the student about masonry. As a result, the students learned how to use basic masonry tools as well as lay up brick veneer and concrete block walls in a straight line.

N/A

N/A

The project enhanced a foods unit. The Gen Y project intended for a 3 day introductory lesson but the material should follow through the 6 week unit.

I wanted to develop some type of interactive review tool that the students could use to prepare for unit tests. After discussing this with my student-partner, it was decided that he would help me develop a slide presentation using Microsoft PowerPoint. This project turned out exactly the way I was looking for.

District: Oak Harbor School District

School: North Whidby Middle School

This is an ongoing project to promote doing math for pleasure. I am hoping to interest students in new areas of math. This project was used both in and out of class for six weeks.

The unit lasted six weeks. I was looking to motivate students into completing great projects for the first science fair we've had at this building. The students used the website to find out details about the fair and get ideas for projects. The project will remain on the website and be revised next year.

I was hoping to increase awareness of the objectives of Wellness Day in students, staff, and the community. The Gen Y student took digital photos of the event, arranged them for presentation on the school Web page, and printed "hard" copies for a display and scrapbook. The entire project took about six weeks. The Web page will be displayed through the summer and then archived for future reference. I am hoping to have it updated as publicity for next year's program.

District: Olympia School District

School: McKinnev Elementary School

We study the five regions of Washington in our social studies class. There are 25 students in the class, and each student does a texture map. To make all the steps in the making of the map easier my Gen. Y students created a PowerPoint presentation to show each part of the process.

The presentation this year was scheduled to be a one-time viewing of a PowerPoint, in order to get feedback about how well it presented Juggling Club (an after-school enrichment club). Unfortunately, due to the GenY student's unwillingness to bring the project to completion, we didn't get a chance to show it this year. It will be used next year to generate enthusiasm and answer questions about Juggling Club.

District: Olympia School District

School: McKinnev Elementary School

It lasted approximately six to eight weeks. I was hoping that the students would see a very positive culmination of their research. I wanted them to teach other students about their facts, and to get to make a presentation in front of their entire school. I also wanted them to see the power and usefulness of technology. The students read books, and got information from the internet about their animal. They gathered information, posed and answered questions. They chose their favorite interesting fact to share in the Power Point presentation. They are

The district-adopted science curriculum is FOSS Science Kits, a hands-on science curriculum. Our students need a content base to help them understand the scientific concepts they are exploring and the experiments they are performing. Students also need opportunities to hone their research skills. Throughout each school year, fourth grade students will study and investigate FOSS science topics using these helpful links on our resource page.

We used the GenY project as a way to celebrate use of the alphabet in Kindergarten. The Kindergarten students became very familiar with the use of kid pix and were able to generate a slide show for all 26 letters of the alphabet. The students worked on their alphabet slides daily over a period of three weeks. The kids were very excited about our GenY project and it fit very well into our Kindergarten class.

Several power point presentations utilizing student art, book illustrations, and story lines for interactive thematic assembly programs. Some of the topics included: the Civil Rights Movement, Martin Luther King Jr. Day, Winter Lullabies, Peace, and Earth Day. In this process, my student partner taught several other McKenny students how to create a power point presentation. This was an unexpected benefit, as this project inspired other students and teachers to create power point presentations.

The project was used to as a parent/student/teacher communication and teaching tool. This is a project that will not only be used this year, but is a stepping stone for the years to come. I wanted parents/students/teachers to have a resource for ongoing support and learning. The students and parents are very excited about this project and being able to few student work and expectations. This project has a tie in to everything we do in our program.

The project involved editing 1Movie2 to produce a weekly news program. Students in my class didn't learn to edit themselves, but did learn about scripting, production, performance, and other skills involved in creating the production. Students also participated in shooting footage and then viewed the unedited footage and footage edited in 2 different final forms with added music, titles, slides, etc.

I used the GenY project entitled "The Salmon Life Cycle" to supplement the Foss Science Kit, "Water." The unit lasted 6 weeks. Students learned about the life cycle of the salmon. Students used the "The Salmon Life Cycle" link to our website to study and learn about salmon. Many students accessed the link from home.

This e-mail project was part of a social studies unit on Washington State. The unit lasted two and a half weeks, although the e-mailing continued all year. Key pals were located in other states. We corresponded with them to share information about our state and to learn about their state. The students learned to initiate and respond to e-mail. They added people to their address books. Finally, they learned to send attachments, their photo, with their e-mail. Several side benefits were achieved. My students are more comfortable with computers. They are

School: Pioneer Elementary School

As the school principal, I consider this the school's student guidance curriculum. In addition to using the slide show in assemblies, it will be available for teachers to use in their classrooms when teaching the school rules and guidelines.

Because this is a map of the library, it will be used next year to help new students find their way around the library without assistance.

The Students produced a bi-monthly newsletter that we sent home to parents. This project lasted about 8 weeks. Student outcomes were Language Arts, Communication and technology. The students were successful in completing their project. Each student produced, edited, and published their section of the newsletter in a timely manner. The GenY project fit into our class by helping students and myself to communicate with parents on a regular basis.

District: Park Falls School District

School: Lincoln Jr. High School (Park Falls)

District: Park Falls School District

School: Lincoln Jr. High School (Park Falls)

The unit was on the Romans as a class we spent about a month going over different aspects of the Romans. Arek did a power point that was meant to give added information on some Roman leaders. The students came and watched the presentation given by Arek.

We created an edition of our school newspaper, the Junior High Journal, using Microsoft Publisher. We usually use Clarisworks with Click Art, but we used digital pictures instead with Publisher. It took about 1-2 weeks which is about 5-10 class periods at 45 minutes long. The students wrote articles about current events, entered them into Microsoft Publisher, inserted digital pictures they took, and then proofed, edited, cut/paste, and assembled their edition. The entire newspaper making process was used with this new technology. The GenY project

Karlie constructed a powerpoint project which provided a visual enhancement as the band performed "Tradition's of Christmas" at the Christmas Concert. This project lasted about 6 weeks. Students in the class provided pictures which were "scanned" and presented by Karlie in the project. The final performance was presented to an audience of about 500 community members. This project was a HUGE SUCCESS!

Leaf collection and aquatic sampling techniques. The powerpoint can be used in a variety of units & or situations. Digital photos to show & explain bird feeder plans/construction as well as student participation. The various Gen Y activities helped myself, my mentor, & the class further explore ways to present classroom materials & concepts.

Scale and measurement unit

Middle school orientation night, for incoming 6th and 7th graders and their parents.

District: Phillips School District

School: Phillips Middle School

My student did an independent project dealing with a weather unit. He then presented his project to his classmates. It dealt with clouds. My class got to see information that I would have presented in a more traditional way in a new and interesting format.

Learning Native American Culture

Ditto

District: Private Schools (St. Thomas/St. John)

School: Prophecy Elementary School

8

A State Notebook which took 9 classes to complete. The outcome was for students to learn more about the state in which they live. The student surfed the net, cut and paste, typed recipes, and made a booklet. It fitted very well with the other material being studied this year.

District: Private Schools (St. Thomas/St. John)

School: Prophcy Elementary School

1

District: Solon Springs School District

School: Solon Springs School

Identifying and avoiding driving dangers and hazards. We used one lesson within the unit using a power point slide presentation to show the students different driving predicaments. This generated discussion about possible human actions, roadway design and correct actions needed to safely participate in the highway transportation system.

1. For a ninth grade minority studies unit, each student was required to assemble a technical report including scanned visuals, hyperlinks, a Works Cited list with URLs, and original writing and artwork. These reports were to be assembled and presented online. 2. For a Creative Writing Independent Study course, student work was to be assembled and presented online in a format to complement, but not duplicate, the hard copy version.

The Gen Y project(s) were outgrowths of classroom assignments and extracurricular productions.

Separate unit from regular book. Approx. 5 days.

Conic Sections in which students are to learn the graphs (shapes) of each conic and their standard equation forms. The Unit took 10 class periods. I was seeking mastery with equation forms and graphing. It really improved student prospective from other angles!!

District: South Brown County 430

School: Everest Middle School

Abbey and I worked together for the entire 4th nine weeks. I wanted to create a project that I could use with one of my SMD students. We wanted to create a computer game that this student could work on independently and at the same time be a fun activity that he could do as a reward. It worked out great, and we (the student and I) really enjoyed it.

The project was used in our unit on animal adaptations. Used in all 7 grade classes. Student outcomes were evolution and the adaptations derived from that. Watched a edited video on animal adaptations.

Soil Unit - Topic - Dust Bowl - Power Point Presentation - Students in the class used text with questions on soil types. Discussion on types of soil, and the effect of weather and erosion on soil. Agricultural practices were discussed. Soil conservation brochures and types of farming practices were discussed. Incorporated into math class, supply and demand. -- I spent two weeks on pre-teaching the concepts needed. Students watched a PBS video- Dust Bowl. The Gen Y student did follow lesson questionnaire on interviews from the video. Students

We did a unit on QAR. Audrey chose a book to read to the class and developed a powerpoint presentation with questions and a test. She read the book to the class and allowed them time to ask question about the book.

LaCrosse Vidio Tape 6 Block Teaching Fundamentals Dribbling Controlling Hits

District: South Brown County 430

School: Everest Middle School

The eighth graders had just completed reading the book *The Call of the Wild* by Jack London. Their task was to write a newspaper set in the time period of the book. Jay's GenY project (a Power Point production) introduced the parts of a newspaper to the class. The kids then wrote their articles and composed their newspaper on the computer. The unit took about five weeks. We were hoping for a finished product that demonstrated an understanding of the parts of a newspaper, good writing skills, and an understanding of the setting of *The Call of Wild*.

Felissa designed a powerpoint project on how to construct a pillow for the 7th grade FACS class. This class was a 9-week class and the students were to follow visual instruction given by the powerpoint project.

scientific method and the writing of lab reports. The presentation lasted one class period and the unit was used the entire year. The students used this activity for all lab problems. This project fit in very well.

ancient civilizations unit - three different classes approximately six weeks. Students were to create a broucher on their ancient civilization in conjunction with an oral presentation to the class.

The unit dealt with 6 trait writing. This is an ongoing project throughout the school year. I based my outcomes according to the State of Kansas curriculum outcomes for writing. I did several activities for each of the six traits. We looked at several writing samples, good and bad. The Gen Y project was a summation of all traits. She did a power point presentation in which she included information of each trait and how student work would be scored. My sixth grade students enjoyed the presentation as it was different from the way I presented the traits in

The unit was arithmetic and geometric sequences. The unit lasted one class period. I wanted the students to be able to identify the rules or patterns for both arithmetic and geometric sequences. I also wanted them to describe the difference between a geometric and arithmetic sequence. The Gen Y student introduced sequences by use of a powerpoint presentation. Then, there was a short quiz at the end of the presentation. The Gen Y student's powerpoint presentation was used as an introduction, practice, and assessment.

Great Depression---2 weeks---An understanding of life during the dust bowl years as it related to Kansas. They each researched and wrote a paper upon life in the dust bowl. My Gen Y student did a website of dust bowl sites.

Chelsie's project (a video production) introduced a six week unit that focused on the Holocaust. In that unit we read stories about the Holocaust, wrote essays, gave speeches, and made a physical memorial/tributes to a Holocaust victim. I was seeking a variety of responses to the Holocaust.

Nicole took several videos that I was currently using in my Science class and edited them according to my instruction. She then made up quiz questions and visual demonstrations on a power point computer program to be used after the video presentation. This was to be used as an evaluation for my class. The students were able to answer questions, consequently, showing an understanding of the material Nicole presented. Nicole also presented a hands on activity for the students after questions were answered. The format was interesting and new to the

A powerpoint presentation was developed to compare and contrast the use of the table function in Microsoft 4.5 and spreadsheet in Microsoft 4.5.

District: USD 405 Lyons

School: Lyons Middle School

The unit "Going the Distance" takes about 5 weeks. I teach four sections of 8th math. One of the major outcomes for the unit is the introduction of the pythagorean theorem. The students' web page provides a nice change of pace for self-exploration into the history of mathematics and the workings of the pythagorean theorem.

I teach 4 sections of 8th grade math. The unit "Going the Distance" takes about 5 weeks. One of the major outcomes of the unit is the distance formula. To get students to that point, the book introduces vectors and vector analysis. The book uses the context of hot air ballooning to help students gain a foothold into the vectors. Most of my students have no prior knowledge of ballooning. The 3 boys created a very fine power point for me that introduces the class to ballooning. It proved very beneficial for the class.

District: Vallivue School District

School: Vallivue High School

Sites were research for use in the classroom by French II students. The students are developing a French Culture program on Paris, researching websites for Paris sights and monuments. The Gen Y student will combine the students' Power Point slides into one larger program and put it on a CD Rom with music. We hope to record their voices as part of Power Point. Once the CD is cut, students will present their part of the program in class. The students have been working on it for two weeks for research and developing slides. I wanted students to become more

The project was a brochure that described the math curriculum. The purpose was to help all math students choose the appropriate math class for the coming year.

The Gen Y project was to build a web page that would list assignments and topics for my US History classes

Chris developed a presentation via the Internet that ran short video segments using the Flash program. This presentation was effectively used to introduce several concepts in Meteorology, related to the earth's atmosphere. Chris constructed some short flash clips that brought animation to the lecture and note taking process. I appreciate Chris's efforts and time dedicated to this multimedia project. SCarson

There was no unit. We developed a web page listing chapters and lessons for each.

Michelle Elizondo researched websites for the AP English III class, which is developing a presentation on Mark Twain and putting it on a CD.

School: Vallivue Middle School

This was a behavior web page site that was a review for students on proper social behavior, academic behavior, and rules of the classroom and community settings. It will be used every year with new students and as a review for students in the class already.

I used my project with students who were working on money skills in the community on their IEP's. The students did menu math activities and had drill and practice activities. Then did the activities created by the gen y student independently on the computer. My students were seeking completion of the IEP goals on money skills.

It was part of your family history unit. Our students went to cemeteries in Canyon County and collected data. The GenY students put some of that information on a frontpage for us.

Study of genre's. 5 week unit with the understanding of how literature is categorized. Sorted 7 large boxes of books to begin the unit. Categorized literacy group books. This project started of the unit with a great overview of what the unit would encompass.

GenY students will be, and are, building a section on the geneology project my team is doing with our 6th grade students. Pictures and information will be added to a CD . This GenY project will be very valuable for me to show that I am using the monies from the state grant to the fullest possible means. By having GenY students do this part for me and my team mates allows for practice and experience for those students.

it is a web site with photos from various units

District: Vallivue School District

School: Vallivue Middle School

Power Point presentation on the Immune System; 2 weeks; Students were to develop an Immune System battle Plan using a power point presentation. The outcome: Create an analogy of the immune system process by creating a battle plan using all the processes of the immune system. Students were to present the power point to the class.

Powerpoint presentation on Geometry concepts. The unit will last 2 weeks. The student will be able to find the perimeters/areas of different geometric shapes. After presenting the entire powerpoint presentation, then going back and pinpointing certain slides to review to do the day's lesson. Activities - measure similar shapes to find perimeters and areas.

BJ Miller, my student, created a Power Point on Verbs. The presentation was used to review verbs. The project last two class periods. After viewing Power Point the students created a short test that would be taken by other students.

Order of Operations - The PowerPoint was an reinforcer to the activities in class.

The class was working on Pre-Algebra, learning the "order of operations". This was a new concept for the students. Daniel's power point presentation allowed the students to see what they have learned on the slides and they seemed to take ownership in recognizing and understanding the concept. We use a pneumatic device to remember the "order of operation" rules: Please Excuse My Dear Aunt Sally. Daniel used the pneumatic device in his presentation so it was user friendly for the students. Daniel's presentation was well built. Each slide

We are developing a counselor web site for the counselors, with links to the district site, and other counseling info sites.

The Gen Y student chose the topic (Brazil) because of a family member. The presentation was used to spark student interest in the South America unit in Social studies. We haven't started that unit yet. But we will have that presentation to talk about as we go.

Ryan gave a lesson on how to create a Powerpoint presentation. He gave detailed instructions of all the steps needed to design an effective Powerpoint presentation. He then presented a Powerpoint presentation to the class in the form of a "Book Talk" to the class. The students were then encouraged to use the Powerpoint program to give an oral Book Talk, which are required, to the class. The students then had a question time where they could ask clarifying questions to Ryan regarding the creation of a Powerpoint presentation. After his presentation

Create and Island Interdisciplinary unit- General geography review

Web page unit.

This presentation was not used as part of an in class unit. It was presented as a story map. It benefitted the students by showing them what was included in a story map.

Intro to internet search engines. Objectives: Understand how a search engine works; Understand how to use keywords in a search to get precise hits (Introduced the Boolean search too); Bookmarking for future referencing; and then applied what they had been taught about search engines by exploring the web and completing an internet activity.

District: Vallivue School District

School: Vallivue Middle School

The student developed a web page that is on the internet and the intranet for parents to access. It is designed to give parents resource sites and information about students with disabilities. She did a lot of internet research on web pages and used Frontpage 2000 to develop the page. My hopes is that parents will seek more resources to provide more support for their students at home and in the community.

Jennifer gave a PowerPoint presentation to the School Board to inform them of new programs and ways we are educating our middle school students. She also included extra curricular activities available as well as our after-school tutor program.

The presentation was on Smoky Bear. It tied in with the story that we were reading dealing with animals. The unit lasted about three weeks. The students studied vocabulary and reading for understanding. The class took a test on the presentation with immediate feedback. Brittany Kilmer did a wonderful job!!!

I used the power point for my geometry unit. I began my unit by showing the power point as an introduction to the unit. The power point is on Geometry formulas. The kids then viewed the presentation at the end. They enjoyed seeing how much they had actually learned. My unit was about 3 1/2 weeks long.

My Gen Y student was able to help me present my webpage to my class. The web upgrades and information I learned has made it so my intranet site can be used all year long. I have been able to put my class expectations on the web site for every project with examples for my students.

*Stephen and Regan worked together. It was great!

It was used as an introduction to my art classes. I also use this GenY creation as a web site at my parent orientation night. It inform parents about all the basics. It is great

design a web site

This will be used for future beginnig of the year orientation.

I used the funbrain test to help teach my students about adjectives and parts of speech.

Alisha helped me learn how to do on-line testing using funbrain about genres. It helps culminate a 4 week unit. I find it very helpful to have paperless tests because of budgetting concerns and the fact that I do not have to copy tests, nor correct 150 student's work.

The student helped develop a rubric for class participation. He attempted to make the rubric user friendly to students, staff and parents. The rubric will be placed on the middle school web site and used on the local network at the school among the staff. The outcome will be the availability of the use of the rubric for student achievement in the stated particiaption areas of the rubric.

District: Washburn School District

School: Dupont Middle School

District: Washburn School District

School: Dupont Middle School

I used the project in my poetry unit. I was looking for ways to enhance the students' poems that they were writing. The students made Power Point poems after the GenY students demonstrated how to create them. The project lasted about one week.

District: West Linn - Wilsonville

School: Boones Ferry Elementary School

We were doing a unit study of the farm and farm animals. This unit lasted 5 weeks. I was wanting my students to use the internet to find information about animals on the farm. The students with the help of my GenY student went to a web site that had information and they filled out a worksheet with information they found. The GenY student was helpful in finding the best web site to use for this, setting up the computer lab, and helping facilitate this project.

Our 5th graders met for 90 mins. daily for a math/science block. For the science portion, we studied simple machines and inventions. Each student chose an invention to research. They found information on why/how the invention came about, the inventor's life and how the invention has impacted society. Students learned to use the Power Point program and created presentations for their research findings. These presentations were used as visual aides for speeches students presented. The GenY students were tutors for students in their learning of the

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Audrey and I chose to do a project in conjunction with our Farm Unit from the Bridges Math Series that we use at our school. The children worked on this unit for approximately 6 weeks with a Farm Celebration at the end of the unit. The children invited their parents and special friends to come and view all of their learning and their art work. Audrey made a blank HyperStudio stack on the network and the first graders did research on a farm animal. Then they created a card about their animal. Audrey taught the children how to use the tool bar and the colors

This project tied in with a six-week unit on bridges. Students studied the types of bridge and bridge structures, learned specifics about local area bridges, and built their own model bridge. Our GenY project required students to work on a hyperstudio stack of the local area bridges. Each card featured a picture and information of one of the 12 local bridges.

My homeroom class studied the water cycle and the wetlands ecosystem in their math/science class. Jordan and I decided to create a website for the students to post their learnings, writing and art about wetlands. I wanted each student to learn how to use the scanner. I also wanted each student to learn how to post their classwork on a class website. Jordan came to my homeroom class and gave a powerpoint presentation about what materials could be posted on the web. Now that the students have work to post, he is going to teach them how to scan their

Initially, Alex and I were working together to create a power point presentation about a science unit we were going to study about pulleys and levers. This became too complicated because Alex was having to learn the science concepts along with the computer skills. We decided that she would create a power point presentation about herself and teach our class how to do one of their own. I have seen other classes do powerpoints as an end product of a research project, so we thought this would be a great way to introduce the skills without the weight of

We have been studying an ongoing unit about weather and water cycles. The project that Brynn completed was a follow-up to what our class has been studying. Her project lasted just one day. We were looking to see if our class could pass a quiz designed to support the material that Brynn presented to our class. Brynn monitored the activity and led students to find correct answers.

The students were seen throughout the year from October through May. These students worked with Carl on music theory software, interfacing MIDI programs with keyboards, different configurations of keyboards interfaced between keyboards, and searched and used various music game websites to reinforce listening and music theory skills. The students used the keyboards and computers during general music class in small centers with 4 - 8 students working in a center at a time.

My class was studying a unit on water and wetlands. We took a look at the basic properties of water and tied them into the wetland. Then we did more indepth study into wetlands. We took a tour of Jackson Bottom Wetland Preserve and did wetland animal research. My Gen Y partnership with Hunter began in December. We met on and off until the end of May, so about five months. Students are now working on pieces to put on our wetland website (graphs, poetry, research, etc.). The students will be able to access and show their work on the web. The

District: White Pass School District

School: Glenoma Elementary School

District: White Pass School District

School: Glenoma Elementary School

The students would learn how to send and receive e-mail. They sent e-mail to Mrs Grose's K-1 class in Packwood. This was a good opportunity for the students to use language skills in a computer-based project.

Information on presidents

District: Winter School District

School: Winter School

We used the project as a review for several units. We reviewed fractions and decimals through a jeopardy game. The students seemed to enjoy the game. It was a good way to keep the students interest while reviewing skills we learned earlier in the year. We used the activity only one day but in two different applied math classes. The activity would fit very well into the class as a regular review activity for each chapter.

My students learned many basic skills using the digital camera and scanner. They wrote a biography about themselves and made corrections/revisions on them.

students help identify community needs . they used this information along with the technology abilities within the district and developed cad/gis maps . the students presented these maps to community organizatons for imput . modifications were made to maps and then used in submission for state dnr funding for community improvement.

My students did a history project and presented it to the class. My student partner video-taped the presentations and they were shown to the class. My class gave constuctive criticism on content, presentation, and delivery. Overall the project was a success.

My class was currently sending letters to students in Alpine, California. Therefore it was a perfect opportunity for myself to get involved with genyes. The students learned a great deal about sending and receiving e-mails. The unit lasted about 2 weeks in which the students learned about netiquette, e-mail terminology, how an e-mail travels and the basic parts of an e-amil message.
