Plan Your Spotlight: Topic, purpose, audience and form

NBE3U, Unit 6: Signal and Story, Lesson 9. 75 minutes. Teacher lesson plan.

Lesson at a glance

A spotlight media text amplifies a First Nations, Métis or Inuit creator or initiative in that creator's own words. Planning it well means choosing a precise topic, purpose and audience, choosing the form that fits, and anticipating the challenges, including the ethical ones.

What students do: Students launch the summative: they choose a contemporary First Nations, Métis or Inuit creator or initiative, define topic, purpose and audience, identify challenges (access, accuracy, permission, respect), choose and justify a media form, and begin a source log of the creator's own public words.

Curriculum expectations

Code	Students will…
E3.1	describe the topic, purpose, and audience for media texts they plan to create on subject matter related to First Nations, Métis, and Inuit cultures, and identify significant challenges they may face in achieving their purpose
E3.2	select a media form to suit the topic, purpose, and audience for a media text they plan to create on subject matter related to First Nations, Métis, and Inuit cultures, and explain why it is the most appropriate choice
E4.2	identify a variety of skills they have in listening, speaking, reading, and writing, and explain, with increasing insight, how these skills help them interpret and create media texts on subject matter related to First Nations, Métis, and Inuit cultures more effectively
A3.2	identify appropriate ways to refer to Indigenous peoples in diverse contexts, and locate examples of inappropriate terminology in contemporary and historical text forms from both Indigenous and non-Indigenous sources and explain the significance of naming choices

From The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019), English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University Preparation (NBE3U). A = First Nations, Métis, and Inuit Perspectives and Text Forms in Canada, B = Oral Communication, C = Reading and Literature Studies, D = Writing, E = Media Studies.

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Learning goals and success criteria

Learning goals	Success criteria
• We are learning to plan a media text for a specific purpose and audience. • We are learning to plan ethically when we represent real people and communities.	• I can describe my topic, purpose and audience precisely. • I can identify challenges I may face and plan for them. • I can choose a media form and explain why it is the best choice. • I can explain how my reading, writing and speaking skills will help me create this text.

Materials and preparation

- **Slides:** Plan Your Spotlight deck.
- **Handouts:** Spotlight Plan (page 1), Source Log (page 2).
- **Summative:** Summative Tasks and Rubrics (hand out).
- **Devices:** For research.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–8	**Launch**	The task.	Read.	
8–25	**Choosing**	Creator or initiative.	Choose.	Topic approved.
25–45	**Purpose, audience, form**	Plan.	Plan.	Plan complete.
45–60	**Ethics and challenges**	Respect checklist.	Plan.	
60–75	**Sources**	Own words, cited.	Research.	Two sources logged.

Differentiation

- **Support:** A shortlist of creators and initiatives with starter sources.
- **ELL:** Plan frame with examples.
- **Challenge:** Choose a less-known local creator or initiative and seek its organization's guidance through your teacher.

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Assessment

Type	Tool	Purpose
Assessment for learning	Spotlight Plan	Topic, purpose, audience and challenges (E3.1), form choice (E3.2), transferable skills (E4.2) and respectful terminology (A3.2)

A strong plan…

- **Topic:** One creator or initiative, named precisely, with their Nation or community as they describe it.
- **Purpose:** What the audience should know or do (for example, discover an artist, understand an initiative's goal).
- **Audience:** Specific: Grade 9 students at our school, not “everyone.”
- **Form:** Fits the audience: a 3-minute podcast segment, a 2-minute video, an infographic or a one-page web feature.
- **Challenges:** Finding the creator's own words, accuracy, image rights, no sacred images, and not speaking for anyone.
- **Sources:** At least three, at least two in the creator's or organization's own words, logged in MLA.

Teacher notes

- In this unit's media texts, students spotlight a creator or initiative using that creator's own public words (interviews, artist statements, organizations' own sites), always cited. Students never impersonate an Indigenous person, invent quotations, speak for a community, or use sacred or ceremonial images, songs or regalia.
- Approve every topic. Steer students toward creators and initiatives with public, creator-authored sources (artist sites, interviews, organization pages, APTN, CBC, NFB). Students should not contact creators or communities directly without your approval and your board's guidance.
- Indigenous students may choose any topic, including one connected to their own community; they are never expected to represent it. Do not ask Indigenous students to speak for their communities, to share personal or family histories, or to act as experts. Every student's participation in sharing is optional.
- Titles only: these texts are under copyright and are not included. Choose from your board's approved resources, preview for content (several include residential schools, violence, sexual content or grief), add local creators where you can, and learn about each creator in their own words.
- We strongly recommend reviewing this unit with your board's Indigenous education lead and, where possible, inviting a First Nations, Métis or Inuit Elder, Knowledge Keeper or guest speaker following your board's protocols (including offerings and honoraria). Local Nations' own sources come first.

Coming up

Lesson 10, Design and Conventions.

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