Production Studio: Making, testing and revising

NBE3U, Unit 6: Signal and Story, Lesson 11. 75 minutes. Teacher lesson plan.

Lesson at a glance

Production is where plans meet reality: audio levels, file sizes, missing sources and time. Strong creators test their text on a real audience member, check every fact and quotation, and revise before they publish.

What students do: Students produce their spotlight media text in a studio class, test it with a partner from outside their group, verify facts and quotations against their source log, revise, and record progress in the production log.

Curriculum expectations

Code	Students will…
E3.4	produce media texts, including increasingly complex texts, on subject matter related to First Nations, Métis, and Inuit cultures, for a variety of purposes and audiences, using appropriate forms, conventions, and techniques
D3.6	use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience
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
D3.5	regularly proofread and correct their writing

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.

Learning goals and success criteria

Learning goals	Success criteria
• We are learning to produce a polished media text. • We are learning to test and revise a text for its audience.	• I can produce my media text using my chosen form, conventions and techniques. • I can use presentation features to make it clear and appealing. • I can verify every fact and quotation against my sources. • I can revise based on a test viewer's or listener's feedback.

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Materials and preparation

- **Slides:** Production Studio deck.
- **Handouts:** Fact and Quote Check (page 1), Production Log (page 2).
- **Devices:** Production tools; headphones.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Studio set-up**	Goals for today.	Set goals.	
5–40	**Production block 1**	Make.	Produce.	Progress against plan.
40–55	**Test**	Audience test.	Test and note.	Feedback recorded.
55–70	**Check and revise**	Facts and quotes.	Verify.	Every quote checked.
70–75	**Log**	Production log.	Write.	

Differentiation

- **Support:** Check-in at minutes 10 and 30; simplified form if needed.
- **ELL:** Script support; recording in short segments.
- **Challenge:** Add an accessible version (transcript, captions or alt text).

Assessment

Type	Tool	Purpose
Assessment as learning	Fact and Quote Check; production log	Production (E3.4), presentation features (D3.6), transferable skills (E4.2) and proofreading (D3.5)

Before you publish

- **Facts:** Every date, name and Nation checked against a reliable source, ideally the creator's or organization's own.
- **Quotations:** Copied exactly, with the speaker, the source and the date.
- **Rights:** Every image and sound is yours, public domain, openly licensed or permitted, and credited.
- **Respect:** No impersonation, no sacred images, no speaking for a community.
- **Audience test:** A real listener or viewer understood the main point in one try.
- **Polish:** Proofread text, clean audio levels, captions or alt text.

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Teacher notes

- Conference with each student or group during production. Check topics, sources and images against the respect checklist. 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.
- Every quotation must match the source exactly. If a student can't find the creator's own words for a claim, they paraphrase and cite, or cut the claim.
- 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.

Coming up

Lesson 12, Screening and Reflection.

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