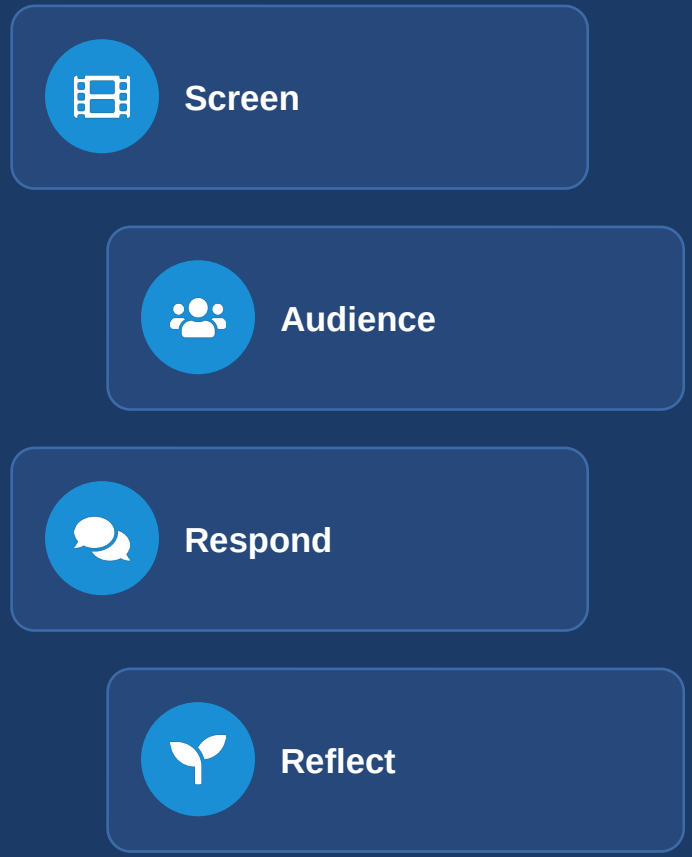
NBE3U Signal and Story, Lesson 12

Screening and Reflection

Sharing spotlights and looking back



Today's goals

We are learning…

- To share a media text and respond as an audience.
- To reflect on our strengths and next steps as media creators.

I can…

- Present my finished media text to an audience.
- Give specific, respectful audience feedback.
- Explain why different audiences might respond differently to a text.
- Evaluate my strategies, strengths and next steps in a reflection.

Today's plan

Time	What we're doing	You will…
0–5 min	**Set up**	Review
5–50 min	**Screening or gallery**	Share and respond
50–60 min	**Different audiences**	Discuss
60–75 min	**Reflection**	Write

Big idea

We end the unit as an audience. Seeing classmates' spotlights shows the range of First Nations, Métis and Inuit creators and initiatives shaping media today. Reflecting on how we made our own texts shows what we learned as interpreters and creators of media.

Screening protocols

Full attention

Phones away; one text at a time.

Specific feedback

Name a technique and its effect.

Respect the creators

Both your classmates and the people they spotlight.

Notes

Page 1 for every spotlight.

Running order

For each spotlight:

1. Creator's 20-second introduction: who, form, audience.
2. The text.
3. Audience notes on page 1.
4. One question or kind word.

Good feedback

Say…	Instead of…
“Your cold open made me want to keep listening.”	“It was good.”
“The cited quotation made the artist's purpose clear.”	“Nice.”
“I wanted one more fact about when it began.”	“It was boring.”

Different audiences



Choose one spotlight. How might the creator it features, a Grade 9 student and a parent each respond to it? Why?

Sentence starters

“The creator might notice…”

“A Grade 9 student would…”

“A parent might…”

How it works

- Groups: 5 minutes.
- Infer; don't speak for anyone.

What we saw

Range

- Film, music, audio, digital.
- First Nations, Métis, Inuit.
- Local and national.

Influence

- Languages heard.
- New audiences.
- Stories told on creators' terms.

Which spotlight changed your idea of Canadian media?

Production reflection

On page 2, 250 to 350 words:

1. Strategies that helped most, and why.
2. Your strengths and areas to grow as interpreter and creator.
3. What you'll do differently.
4. What your creator or initiative taught you, and how you represented them respectfully.

Model: a reflection

Task: Strategies and growth.

The strategy that helped most was the audience test. My tester said my podcast segment was about “an app,” which told me my hook didn't name the people behind it. I moved the organization's own description of its purpose to the first thirty seconds. My strength is research: every quotation was exact. Next time I'll test earlier, before I record the full script.

Why it works

- A named strategy.
- Evidence of revision.
- A strength with proof.
- A specific next step.

Carrying it forward

Keep watching, listening to and reading First Nations, Métis and Inuit creators. Follow the ones you spotlighted. Share their work, in their words.

Next: your independent study, with a book by a First Nations, Métis or Inuit author.

Check yourself

Be honest. This helps you choose what to work on next.

Success criteria	Not yet	Almost	Got it
I can present my media text to an audience.			
I can give specific, respectful feedback.			
I can explain why audiences respond differently.			
I can evaluate my strategies, strengths and next steps.			

Exit ticket

1. One spotlight that taught you something.

2. Your biggest strength as a media creator.

3. One creator you'll keep following.

Next unit: Independent Study and Final.

Teacher reveal

A strong production reflection…

Strategies: Names the strategies that helped most (planning, storyboard, audience test, fact check) and why.

Strengths: Identifies strengths as an interpreter and as a creator, with examples.

Areas to grow: Honest about what didn't work and why.

Next steps: Specific steps to improve next time.

Learning: Explains what the creator or initiative taught you about Indigenous media today.

Respect: Reflects on how you represented someone else's work in their own words.