Screening and Reflection: Sharing spotlights and looking back

NBE3U, Unit 6: Signal and Story, Lesson 12. 75 minutes. Teacher lesson plan.

Lesson at a glance

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.

What students do: Students share their spotlights in a screening or gallery, respond as an audience with written feedback, discuss why the same text might reach audiences differently, and write a final production reflection evaluating their strategies, strengths and next steps.

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
E4.1	explain which of a variety of strategies they found most helpful in interpreting and creating media texts on subject matter related to First Nations, Métis, and Inuit cultures, then evaluate their areas of greater and lesser strength as media interpreters and producers and identify the steps they can take to improve their skills
E1.4	explain why the same media text might prompt a variety of different responses from different audiences
E5.2	analyse the influence of contemporary First Nations, Métis, and Inuit media texts on identities and heritage in Canada, commenting with increasing insight on the role of media production as a social and cultural force in First Nations, Métis, and Inuit communities

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 share a media text and respond as an audience. • We are learning to reflect on our strengths and next steps as media creators.	• I can present my finished media text to an audience. • I can give specific, respectful audience feedback. • I can explain why different audiences might respond differently to a text. • I can evaluate my strategies, strengths and next steps in a reflection.

Materials and preparation

- **Slides:** Screening and Reflection deck.
- **Handouts:** Audience Notes (page 1), Production Reflection (page 2).
- **Students:** Final spotlights and production logs.
- **Devices:** Projector, speakers, or a gallery set-up.

Lesson sequence

Time (min)	Part	Teacher	Students	Look for
0–5	**Set up**	Protocols.	Review.	
5–50	**Screening or gallery**	Spotlights.	Share and respond.	Summative.
50–60	**Different audiences**	Discussion.	Discuss.	
60–75	**Reflection**	Production reflection.	Write.	Summative.

Differentiation

- **Accommodations:** Recorded introductions or gallery format instead of live presenting.
- **ELL:** Feedback sentence frames.
- **Challenge:** Curate the screening order and introduce each section.

Assessment

Type	Tool	Purpose
Assessment of learning	Spotlight media text	Production (E3.4) and influence of contemporary media (E5.2)

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Type	Tool	Purpose
Assessment of learning	Production log and reflection	Reflection on strategies and strengths (E4.1) and audience response (E1.4)

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.

Teacher notes

- In larger classes, run a gallery walk: half the class stands with their text while the other half circulates, then switch.
- Celebrate the range of creators spotlighted. If First Nations, Métis or Inuit creators are missing from the class's set, name that gap and add teacher-chosen examples.
- 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.
- 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

Unit 7, Independent Study and Final.

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