Purpose: Students are encouraged to explore current Canadian Aboriginal issues by reading and analyzing media sources and participating in active discussions. Students will demonstrate their understanding of these issues by creating media broadcasts around a selected issue in small groups.

Estimated time: Three 60-minute class periods

Resources required:
- Computer and internet
- Video and cameras
- Screen and projector
- Newspaper
- Resources for research (e.g.: books, encyclopedias, etc.)
- First Nations, Métis and Inuit information sheets

Resources included:
- Blackline master

Activity:
1. Ask students if they have heard any recent reports of Canadian Aboriginal People mentioned in the media. Discuss this news as a class.

2. Students are to search for media sources (e.g.: articles in the newspaper, reports on the internet, etc.) mentioning Aboriginal People. Ask students to collect as many sources as possible.

3. Once their collection is complete, gather the class together and ask students to place their media sources around the room.

4. With a notepad and writing utensil in hand, ask students to circulate around the room, browsing the different media sources found by their classmates.

5. While they are browsing, students must choose four sources of interest and gather the following information:
   - What is the title of the text?
   - Who created the text?
   - Where was the text found?
   - Who is the intended audience?
   - From what point of view is the text being presented
   - Is there any bias found in the text?
   - How might someone with a different point of view speak about the same issue?
   - What message is being conveyed?
   - What are the major issues identified in the text?
   - Is there anything missing from the text (e.g.: a certain viewpoint, additional information, etc.)?

6. When students have completed the above questions on four items, gather the class back together. Ask students to identify the four items they analyzed. Then ask them to explain why they chose these items and what they learned from reading the text.

7. When this discussion is complete, explain to students that they will be creating news broadcasts in small groups around the issues they have explored together. Explain that these segments will be three to five minutes long and students will be responsible for props, costumes and the content of their segments. This content will be taken from the media source they explored in class and supported by additional research they perform together.

8. Divide the class into groups of four based on the four media texts students chose to analyze.

9. In their groups, have students brainstorm the things that go into a news broadcast by asking them to answer the following questions:
   - Who appears in a news segment? (e.g.: anchor, field reporter, interviewee, etc.)
   - What is covered in a news segment?
   - Where are the programs taped?
   - When are the segments in the program shown (in what order)?
   - Why are the particular segments shown? Why were they chosen?
   - How do all the parts of a news program fit together?

10. Discuss students’ answers as a class, recording the information on chart paper. Encourage students to look back on this information as they are creating their broadcasts.

Educator’s Note: Organize the room so students can walk around easily and view the different sources. Place any duplicates together.
11. Move on to the content of the broadcast by encouraging each group to complete the blackline master.

12. When the blackline master is complete, ask students to write their script and map out the jobs each of them will have during their news segment.

13. At this time, review the project and answer any outstanding questions.

14. Provide students the remainder of the class to write and practice their segments.

**Educator’s Note:** Depending on the resources available, students can either film their broadcast with a video camera or act it out in the form of a skit.

15. Allow students time to practice their skits before filming or acting them out in front of the class.


17. Once each has had a chance to show their broadcast, reflect on these segments and the issues covered by each group. Ask the following questions to promote discussion in the room:
   - What Aboriginal issues did you learn about today?
   - Did anything shock you?
   - Were you aware of these issues before today? What information was new to you?
   - Are Aboriginal People properly represented in the media?
   - What differing points of view have you encountered?
   - What next steps would you like to see happen in each of these situations?

18. Following this discussion, ask students to write a reflection around current Aboriginal issues in Canada, discussing what they have learned, how this makes them feel and what needs to be done.

19. Reflections will be handed in.

20. When this session is complete, ensure students have a firm understanding of current Canadian Aboriginal issues. Encourage students to continue to follow these issues in the media and report back to the class when new developments occur.
### BLACKLINE MASTER
### NEWS BROADCAST

| Team members |  |
| Topic |  |
| Roles |  |
| Props needed |  |
| Segments |  |
| Content of each segment |  |
| Expected reaction from the audience |  |