

Arts For Transformation

A classroom resource for creating meaningful change through the arts. This lesson package is a part of the WE Schools WE Film For Change campaign.

Lesson Package for Grades 7 to 8
Canadian Edition

AN INITIATIVE OF



MADE POSSIBLE BY



Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place and voice in the world. Throughout the last two decades, educators have stood by us. With over 14,500 schools thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through experiential service-learning, students become more engaged in local and global issues.

We know the power of stories. As many of you know, our humble beginning was sparked by the story of the life and death of Iqbal Masih, a boy who stood up to fight child labour which he experienced firsthand. Twelve-year-old Craig read this story in the newspaper one morning and our lives have not been the same since. More than twenty years later, we continue our work, which in part is sharing the stories of child labourers like Iqbal, but also of children who are overcoming barriers that work to prevent them from attending school and of young people who are working to change their world locally and globally.

Arts for Transformation is designed to be a part of the process of creating and sharing stories. Students will learn about the power of a story and the mediums that stories can be told with, and have the opportunity to become storytellers—to share their stories or the story of another.

This is an exciting time to work in education. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn, and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the passion to bring WE into your classroom. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



Essential Question:

What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion, and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in more than 14,500 schools across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

- 1. Investigate and Learn**
Students explore topics related to a real-world challenge or opportunity.
- 2. Action Plan**
Students develop a plan to implement their service-learning project, including one **local** and one **global** action.
- 3. Take Action**
Students implement their action plan.



- 4. Report and Celebrate**
Students present the results of their service-learning initiatives.

Setting Students Up for Success: In school, the workplace and in life.

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE: Is about improving our lives and our world by reaching out to others. It involves focusing less on "me" and more on "we"—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflict and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global-mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Arts for Transformation Package Overview

We are all storytellers. Through our communication with others in-person and online, through the way we choose to spend our free time and through the way we express ourselves with the arts. With the right tools and a little courage, students will feel empowered to become the kind of storytellers that change the world.

Arts for Transformation is a package of lessons that identifies the power of film for telling stories that change the world. Lessons include detailed plans, blackline masters and appendices. The activities inform, engage and empower students to become storytellers. Students will learn the power of storytelling, how to use various mediums such as film and will have the opportunity to share a powerful story that they want to tell.

■ Rationale

Participant Media and WE believe that telling inspirational stories enables us to create real world impact. Through the art of film, Participant Media and their digital entertainment division, SoulPancake, are raising awareness on the most important social issues affecting our local and global communities today.

■ Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this lesson package successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include film, storytelling, carousel, jigsaw and graffiti exercises. Assessment strategies include entry tickets, graphic organizers, think-pair-share, discussions, reflection and peer feedback.

► Explore our resources and current campaign offerings at [WE.org](https://www.we.org)

Arts for Transformation

Subject(s): The Arts, Language, Social Studies

Recommended Grade Level:

Grades 7 to 8

WE Learning Framework Skills:



Essential Questions:

- ▶ What is the importance of storytelling?
- ▶ Why is film a good medium for sharing stories?
- ▶ How can film be used to create positive social change?

Materials And Resources

- Chart paper and markers
- Appendix 1: Provincial Curriculum Connections
- Appendix 2: Classroom Observation Forms
- Blackline Master 1: Storyboards

Word Bank

Consumer—A person who uses something.

Medium—A means by which something is communicated or expressed.

Source: Oxford Dictionaries www.oxforddictionaries.com

Lesson 1:

The Power of Storytelling



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Explore the power of storytelling to connect people and potentially change opinions and behaviours

Investigate and Learn

1. **Recommended Assessment For Learning:** Ask students to turn to a peer and take turns telling a story in 60 seconds or less. Once everyone has had a chance to share their story, ask students whether the story they told was true or made up. Create a tally on the board under the heading "Fact or Fiction."

2. Follow-up by asking students which stories have more of an impact on you and society? Explain why.

3. Tell students that while some of these stories may seem insignificant, some stories have the power to change the way we think or push us to act. Assign groups of students one story each from the following list or use examples of your own choosing.

Educator's Note: Some of these stories and images are disturbing. They were selected as examples of stories of moments in time that changed the way people think and behave. Please take caution before sharing with students.

- a. Rosa Parks and the bus boycott. "Rosa Parks," *Biography*, www.biography.com/people/rosa-parks-9433715 (3:19).
- b. Neil Armstrong: the first person on the moon and the dawn of the space age. "Man on the moon: Moment of greatness that defined the American century," *The Guardian*, www.theguardian.com/science/2012/aug/25/man-moon-american-century.
- c. Malala and the fight for girls' education in Pakistan and around the world. "Malala: The girl who was shot for going to school," *BBC*, www.bbc.com/news/magazine-24379018.
- d. Shannen's dream of equitable education-funding for First Nations children. "The bravery and tragedy of Shannen Koostachin," *Maclean's*, www.macleans.ca/news/canada/were-not-going-to-quit-the-bravery-and-tragedy-of-shannen-koostachin/.
- e. Terry Fox, raising awareness and funds for cancer research. "Why Terry Fox continues to inspire Canadians," *The National*, www.youtube.com/watch?v=yfhjRnNLmc4 (3:05).

4. From the story, ask students to identify the following:
 - a. What are the key facts of the story?
 - b. Whose story is it? (Consider whose story it was initially and whether it became part of a larger collective story, identify whose collective story it is a part of.)
 - c. What feelings does it evoke in the people who consume the story?
 - d. What makes this story powerful?
 - e. Can this story change the world?

For example:

Rosa Parks refused to move back on a city bus to allow a white person to sit, as she was required to do by segregation laws—local and state laws put in place to keep people separated by race. Although the laws were identified as "separate but equal," equality was not met and not intended by the white lawmakers, who sought to keep their upper status while attempting to push black people to a lesser status. Mrs. Parks was not the first black person to refuse to move; she herself had been thrown off the bus before. However, after her arrest and subsequent release on bail put up by NCAAP (National Association for the Advancement of Colored People) leader Edgar Nixon, her story was shared, and the black population of Montgomery decided her story was the last one they needed to hear before taking action. They began a boycott of the segregated bus system. By walking or arranging car pools, the boycott continued for over a year while identified leaders of the movement were arrested and protestors endured lengthy commutes, ridicule, sore feet and more. The story not only rallied the people of Montgomery, it became one of the well-known stories of the Civil Rights Movement. It was further woven into the American story when a statue of Rosa Parks was unveiled by President Obama on February 27, 2013, as part of the U.S. Capitol Art Collection. (Source: Summary based on video.)

5. **Recommended Assessment As Learning:** Have students identify a story that means something to them, has made them think differently or has prompted them to act. The stories may be historical or modern and should be non-fiction or have real-world impact. Have students take turns sharing their selected story in groups of three to five students. Students should frame their presentation using the same questions as earlier in the lesson:
 - a. What is the story?
 - b. Whose story is it?
 - c. What does it or did it evoke in consumers of the story?
 - d. What makes this story powerful?

Educator's Note: Remind students, when examining stories and preparing to be storytellers, keep in mind that the power of a story is not always in the storyteller's control. Additionally, if you are telling someone else's story, you should consider the responsibility you have to them.



Enrichment: Storytellers often have an expectation of how their stories will be received, discussed and understood, but sometimes stories take on a life of their own. Sometimes the story becomes a legend and the truths surrounding it are blurred. Once a story is released, the storyteller no longer has control over its life. Social media proves this to be true every day. How stories are received can take negative turns. Check out Exploring Digital Citizenship (WE.org/weriseabove) to help students learn more about how to protect themselves and others while sharing stories online.

Lesson 2:

The Medium and the Message



Suggested Time:

45 minutes

Learning Goals:

Students will:

- Explore various mediums and their effectiveness to share a story
- Identify the medium they believe is powerful for storytelling

1. Begin the class with a story: I was texting with my best friend the other day, like we normally do, but at some point I realized she must have misunderstood what I wrote because I stopped receiving texts. It wasn't until I called her that we were able to clear things up.

Discuss the following:

- a. Has this ever happened to you?
- b. Why might she have misunderstood? I did not intend to upset her with what I wrote.
- c. Is there any way to better convey tone in a text or written message?

Educator's Note: An important point to discuss is that texting, while a valuable method of communication, has its shortfalls. The way we communicate a message is shaped primarily by the medium or format. This is the basic premise of Marshall McLuhan's famous quote, "The medium is the message."

2. **Recommended Assessment For Learning:** Using think-pair-share, ask students to respond to the following questions:

- a. What mediums do you use to communicate regularly?
- b. What information do you create? How much of this information can be considered a story?



Extension: Show students a video of Kid President using the Internet to share his video and help collect socks and other goods for homeless shelters with Socktober: "Hello Internet! It's #SOCKTOBER! Love, Kid President" www.youtube.com/watch?v=dFZGyUZ9YrM (4:39).

- a. What is the medium?
- b. What is the message?

Robbie Novak (Kid President) is using video shared on the Internet to criticize what people share and consume on the Internet. He is also attempting to use the power of the Internet to raise awareness of the issues of homelessness and collect socks and other goods shelters and organizations that work with people who are homeless have a need for.

3. Ask students to consider the photoblog Humans of New York. Humans of New York features street portraits and interviews that tell the stories of people in New York. Share a story: www.humansofnewyork.com. Individually or with a partner, think about the mediums used to share the stories. How does the medium affect the content? How does it make the stories shared powerful?

Educator's Note: In the next lesson, students will begin their own story-sharing process. Have students begin the process with a reflection piece that will help them identify the story they want to tell. Students may choose to record their story through an art project such as photography, in writing, on film or another medium; however, to align with the WE Film For Change campaign, the lesson plan will focus on film.

4. **Recommended Assessment Of Learning:** On August 24, 2017, Brandon Stanton, the creator of the photoblog Humans of New York, announced that it will now air on Facebook as a video series. Stanton believes "video adds a deeper layer" and provides a closer opportunity to "actually be there." As a storyteller, what medium (print, photo, music, dance, sculpture, painting and film) holds the most power? What kind of medium would you tell stories in? Have students write or record their reflection by answering the questions.

Lesson 3:

The Story I Want to Tell



Suggested Time:

90 minutes

Learning Goals:

Students will:

- Reflect on the story they want to tell
- Identify the sequence for the story they want to tell

Action Planning

1. Ask students to reflect on what they have learned about storytelling so far. Ask students to consider the kind of storyteller they would like to be. Do they want to tell a story that is personal or close to them, like those featured in *Humans of New York*? Or do they want to be like Brandon Stanton and select the medium, creating the platform and opportunity for people to tell their stories?

2. **Recommended Assessment For Learning:** Have students write or record a reflection that explores the story they want to tell.

3. Using the reflection piece, have students sketch out the story they want to tell. When they are ready, students may use **Blackline Master 1: Storyboards** to sketch out the story they want to tell in sequence.

4. **Recommended Assessment As Learning:** Have students share their storyboards and plans with a partner for peer feedback. Encourage students to provide constructive feedback using the following model:
 - a. I really like _____.
 - b. Have you ever thought of _____?
 - c. I think people will respond to _____.Circulate and record observations using forms from **Appendix 2**.

5. In addition to the sequenced sketches students should include brief descriptive text with their final storyboards.

6. Students should consider the following elements in their final product:
 - a. Target Audience—Who will be watching the video?
 - b. Cause—What is the reason you are sharing this story?
 - c. Message—What is an effective story?
 - d. Music—This will set the tone of the video, so choose carefully.
 - e. Pictures—Positive or negative images? A mix of the two?
 - f. Call to Action—What do you want people to do after seeing the video? Share knowledge? Take action?

7. **Recommended Assessment Of Learning:** Have students submit their storyboards for assessment. Students may take turns privately presenting them to you. Record observations with forms from **Appendix 2**.

Lesson 4:

WE Film For Change



Suggested Time:

60 minutes

Learning Goals:

Students will:

- Use the medium of film to tell and share a story

Take Action

Educator's Note: Students should now be ready to film or, if they cannot film, complete their stories using another medium. If students are telling someone else's story, they may need to complete this step outside of the classroom. Allow students to use personal devices for filming or use school equipment, if available.

1. Provide students with time to record their stories.
2. Share with students **WE Film For Change**, a WE Schools campaign that promotes action through an art project, visit www.WE.org/wefilmforchange.
3. Keeping in mind what they have learned from the lessons, ask students the following questions:
 - a. What are the goals of this campaign?
 - b. How can I use my storytelling project to be a part of this campaign?
 - c. How would participating in this campaign benefit our local community?
4. Encourage students to sign up for the **WE Film for Change** campaign by registering at www.WE.org/wefilmforchange.
5. Before interacting on or using social media review classroom and school guidelines. Before interacting with members of the wider community, review classroom guidelines on etiquette and respect.
6. Ensure students are actively participating and collecting data throughout the Take Action phase by recording observations on the forms in **Appendix 2**.

Report and Celebrate

7. Film can be used to create positive change, but films need to be shared. Have students share their films and art projects with the rest of the school and local community. Hold an event that displays art projects and screens the films.
8. Find ways to amplify the messages portrayed in the films and art projects through marketing beforehand. At the event provide information and ways for people to get involved in social justice issues raised in films and projects.

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Alberta	
Grade 7	
<p>Art (1985)</p> <p>Drawings Compositions</p>	<p>The <i>WE Film for Change</i> lesson package helps address the Alberta Art curriculum philosophy that art education deals with the way in which people express their feeling in visual forms.</p> <p>The <i>WE Film for Change</i> lesson package helps address the goals of the Alberta Art curriculum. Students:</p> <ul style="list-style-type: none"> - Acquire a repertoire of approaches to recording visual information - Develop the ability to investigate visual relationships in their recorded images and in the environment - Express technical competencies and individual insights - Apply visual, analytical, and critical skills and develop control and competency - Develop competence with the components of images: media, techniques and design elements - Analyze the relationships among components of images
<p>Language Arts (2000)</p> <p>Discover and Explore Clarify and Extend Respond to Texts Create Original Texts Plan and Focus Select and Process Organize, Record and Evaluate Present and Share Respect Others and Strengthen Community Work in a Group</p>	<p>The <i>WE Film for Change</i> lesson package addresses the aim of the Alberta Language Arts curriculum to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.</p> <p>The <i>WE Film for Change</i> lesson package addresses the outcomes of the Alberta Language Arts curriculum to enable each student to listen, speak, read, write, view, and represent:</p> <ul style="list-style-type: none"> - To explore thoughts, ideas, feelings and experiences - To comprehend and respond personally and critically to oral, print, and other media texts - To manage ideas and information - To enhance the clarity and artistry of communication - To respect, support and collaborate with others
<p>Social Studies (2005)</p> <p>Discover and Explore Clarify and Extend Respond to Texts Create Original Texts Plan and Focus Select and Process Organize, Record and Evaluate Present and Share Respect Others and Strengthen Community Work in a Group</p>	<p>The <i>WE Film for Change</i> lesson package addresses the role of the Alberta Social Studies curriculum, to develop the key values and attitudes, knowledge and understanding, and skills and processes necessary for students to become active and responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society and world.</p> <p>The <i>WE Film for Change</i> lesson package can also help address the goals of the Alberta Social Studies curriculum to:</p> <ul style="list-style-type: none"> - Understand the principles underlying a democratic society - Demonstrate a critical understanding of individual and collective rights - Respect the dignity and support the equality of all human beings

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Atlantic Canada	
Grade 7	
Arts Education (2001)	
Visual Arts	<p>The <i>WE Film for Change</i> lesson package helps address the vision of the Atlantic Canada Arts Education curriculum enabling and encouraging students to engage in the creative, expressive, and responsive processes of the arts throughout their lives.</p> <p>The <i>WE Film for Change</i> lesson package helps address the rationale of the Atlantic Canada Arts Education curriculum enabling students to:</p> <ul style="list-style-type: none">- Understand the values and attitudes held by individuals and communities- Contribute to an empathetic world view and an appreciation and understanding of the relationship among peoples and their environments <p>The <i>WE Film for Change</i> lesson package addresses essential learnings of the Atlantic Canada Arts curriculum, specifically:</p> <ul style="list-style-type: none">- To respond with critical awareness to various forms of the arts and be able to express themselves through the arts- To assess, social, cultural, economic, and environmental interdependence in a local and global context- To use the listening, viewing, speaking, reading, and writing modes of languages(s) as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively- To use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies to solving problems

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Atlantic Canada	
Grade 7	
<p>Language Arts (2010)</p> <p>Speaking and Listening Reading and Viewing Writing and Other Ways of Representing</p>	<p>The <i>WE Film for Change</i> package addresses the vision of the Atlantic Canada Language Arts curriculum enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts.</p> <p>The <i>WE Film for Change</i> lesson package addresses essential learnings of the Atlantic Canada Language Arts curriculum specifically to:</p> <ul style="list-style-type: none"> - Use various art forms as a means of formulating and expressing ideas, perceptions, and feelings - Demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy - Demonstrate understanding of the ideas, perceptions and feeling of others as expressed in various art forms - Demonstrate commitment to crafting pieces of writing and other representations - Explore, reflect on and express their own ideas, learnings, perceptions and feelings - Demonstrate understanding of and use existing and developing technologies
<p>Social Studies</p> <p>People, Place and Environment Culture and Diversity Interdependence</p>	<p>The <i>WE Film for Change</i> lesson package addresses the vision of the Atlantic Canada Social Studies curriculum, enabling and encouraging students to examine issues, respond critically and creatively, and make informed decisions as individuals and as citizens of Canada and of an increasingly interdependent world.</p> <p>The <i>WE Film for Change</i> lesson package addresses essential learnings of the Atlantic Canada Social Studies curriculum, specifically:</p> <ul style="list-style-type: none"> - Use various art forms as a means of formulating and expressing ideas, perceptions and feelings - Demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy - Demonstrate understanding of the ideas, perceptions and feeling of others as expressed in various art forms - Explore, reflect on and express their own ideas, learnings, perceptions, and feelings - Demonstrate understanding of the impact of technology on society - Demonstrate understanding of the ethical issues related to the use of technology in a local and global context

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British Columbia	
Grade 7	
<p>Arts Education (2016)</p> <p>Exploring and Creating Reasoning and Reflecting Communicating and Documenting</p>	<p>The <i>WE Film for Change</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> - Communication - Creative thinking - Positive personal and cultural identity - Personal awareness and responsibility - Social responsibility <p>The <i>WE Film for Change</i> lesson package also help address the B.C. Arts Education curriculum goals:</p> <ul style="list-style-type: none"> - Investigate artistic elements and processes through the artistic habits of mind to understand connections between the arts and human experience - Create and respond to works of art using inquiry, critical thinking, and problem-solving skills to deepen their awareness of self, others, and the world
<p>Language Arts (2016)</p> <p>Comprehend and Connect Create and Communicate</p>	<p>The <i>WE Film for Change</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> - Communication - Creative thinking - Positive personal and cultural identity - Personal awareness and responsibility - Social responsibility <p>The <i>WE Film for Change</i> lesson package also help address the B.C. Language Arts curriculum goals to:</p> <ul style="list-style-type: none"> - Become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social, and career aspirations - Appreciate language and learning as lifelong sources of joy, curiosity, and passion - Think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning - Become critical and ethical users of digital media, capable of adapting to new modes of tools of language use - Appreciate the power, beauty, and artistry of language and texts and their impact on personal, social, and cultural life - Use language to design and share information interpersonally, interculturally, and globally

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British Columbia	
Grade 7	
Social Studies (2016) Comprehend and Connect Create and Communicate	<p>The <i>WE Film for Change</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none">- Communication- Creative thinking- Positive personal and cultural identity- Personal awareness and responsibility- Social responsibility <p>The <i>WE Film for Change</i> lesson package can also help address the B.C. Social Studies curriculum goal to develop an understanding of the rights and responsibilities of citizenship, including how decisions are made at the individual, group, local, provincial, and national levels.</p>

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

British Columbia	
Grade 8	
<p>Arts Education (2016)</p> <p>Exploring and Creating Reasoning and Reflecting Communicating and Documenting</p>	<p>The <i>WE Film for Change</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> - Communication - Creative thinking - Positive personal and cultural identity - Personal awareness and responsibility - Social responsibility <p>The <i>WE Film for Change</i> lesson package also help address the B.C. Arts Education curriculum goals:</p> <ul style="list-style-type: none"> - Investigate artistic elements and processes through the artistic habits of mind to understand connections between the arts and human experience - Create and respond to works of art using inquiry, critical thinking, and problem-solving skills to deepen their awareness of self, others, and the world
<p>Language Arts (2016)</p> <p>Comprehend and Connect Create and Communicate</p>	<p>The <i>WE Film for Change</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none"> - Communication - Creative thinking - Positive personal and cultural identity - Personal awareness and responsibility - Social responsibility <p>The <i>WE Film for Change</i> lesson package also help address the B.C. Language Arts curriculum goals to:</p> <ul style="list-style-type: none"> - Become proficient and knowledgeable users of language, in all its forms, to achieve their personal, social, and career aspirations - Appreciate language and learning as lifelong sources of joy, curiosity, and passion - Think creatively, critically, and reflectively about language and texts as part of constructing and communicating personal meaning - Become critical and ethical users of digital media, capable of adapting to new modes of tools of language use - Appreciate the power, beauty, and artistry of language and texts and their impact on personal, social, and cultural life - Use language to design and share information interpersonally, interculturally, and globally

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

British Columbia	
Grade 8	
Social Studies (2016)	<p>The <i>WE Film for Change</i> lesson package addresses several core competencies of the B.C. curriculum, especially:</p> <ul style="list-style-type: none">- Communication- Creative thinking- Positive personal and cultural identity- Personal awareness and responsibility- Social responsibility <p>The <i>WE Film for Change</i> lesson package can also help address the B.C. Social Studies curriculum goal to develop an understanding of the rights and responsibilities of citizenship, including how decisions are made at the individual, group, local, provincial, and national levels.</p>

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Manitoba	
Grade 7	
<p>Arts Education (2011)</p> <p>Visual Arts</p>	<p>The <i>WE Film for Change</i> lesson package help address the Manitoba Arts Education curriculum goal to support, nurture, and inspire the growth of every student as a young artist and as an artful learner.</p> <p>The <i>WE Film for Change</i> lesson package also address the Manitoba Arts Education curriculum rationale - visual arts education develops unique, powerful, and multiple ways of perceiving, interpreting, knowing, representing, and communicating understandings about self and the world.</p> <p>The <i>WE Film for Change</i> lesson package addresses the learning environment that:</p> <ul style="list-style-type: none"> - Provides students with opportunities to inquire, engage in learning conversations, question, dialogue, analyze, interpret, reflect, evaluate, construct, and share meaning through multiple perspectives - Values student voice as essential for establishing individual and collective directions for visual art inquiry and learning, developing learning goals, making decisions, and building criteria for learning - Provides students with multiple and various ways to demonstrate understanding and achievement in visual arts
<p>Language Arts (2016)</p> <p>Discover and Explore Clarify and Extend Plan and Focus Select and Process Organize, Record and Assess Present and Share Encourage, Support and Work with Others</p>	<p>The <i>WE Film for Change</i> lesson package helps addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional, and literary texts.</p> <p>The <i>WE Film for Change</i> lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.</p>
<p>Social Studies (2003)</p> <p>People and Places in the World</p>	<p>The <i>WE Film for Change</i> lesson package addresses goals of the Manitoba Social Studies curriculum, especially to enable students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.</p> <p>The <i>WE Film for Change</i> lesson package can also help address several other goals of the Manitoba Social Studies curriculum, to enable students to:</p> <ul style="list-style-type: none"> - Develop a sense of belonging to their communities and to Canadian society - Analyze Canadian public issues and take rationally and morally defensible positions - Take a stand on matters of fundamental principle or individual conscience - Critical analyze and research social issues, including controversial issues

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Manitoba	
Grade 8	
<p>Arts Education (2011)</p> <p>Visual Arts</p>	<p>The <i>WE Film for Change</i> lesson package help address the Manitoba Arts Education curriculum goal to support, nurture, and inspire the growth of every student as a young artist and as an artful learner.</p> <p>The <i>WE Film for Change</i> lesson package also address the Manitoba Arts Education curriculum rationale - visual arts education develops unique, powerful, and multiple ways of perceiving, interpreting, knowing, representing, and communicating understandings about self and the world.</p> <p>The <i>WE Film for Change</i> lesson package addresses the learning environment that:</p> <ul style="list-style-type: none"> - Provides students with opportunities to inquire, engage in learning conversations, question, dialogue, analyze, interpret, reflect, evaluate, construct, and share meaning through multiple perspectives - Values student voice as essential for establishing individual and collective directions for visual art inquiry and learning, developing learning goals, making decisions, and building criteria for learning - Provides students with multiple and various ways to demonstrate understanding and achievement in visual arts
<p>Language Arts (2016)</p> <p>Discover and Explore Clarify and Extend Plan and Focus Select and Process Organize, Record and Assess Present and Share Encourage, Support and Work with Others</p>	<p>The <i>WE Film for Change</i> lesson package helps addresses the Manitoba Language Arts curriculum, specifically enabling each student to read and produce a wide range of texts, including media, transactional, and literary texts.</p> <p>The <i>WE Film for Change</i> lesson package supports the Manitoba Language Arts curriculum, enabling each student to understand and appreciate language. Language proficiency generates confidence and competence in communicating in a variety of situations, as well as facilitating personal satisfaction and learning.</p>
<p>Social Studies (2003)</p> <p>World History</p>	<p>The <i>WE Film for Change</i> lesson package addresses goals of the Manitoba Social Studies curriculum, especially to enable students to acquire the skills, knowledge, and values necessary to understand Canada and the world in which they live, to engage in active democratic citizenship, and to contribute to the betterment of society.</p> <p>The <i>WE Film for Change</i> lesson package can also help address several other goals of the Manitoba Social Studies curriculum, to enable students to:</p> <ul style="list-style-type: none"> - Develop a sense of belonging to their communities and to Canadian society - Analyze Canadian public issues and take rationally and morally defensible positions - Take a stand on matters of fundamental principle or individual conscience - Critical analyze and research social issues, including controversial issues

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Ontario	
Grade 7	
<p>The Arts (2009)</p> <p>Visual Arts</p>	<p>The <i>WE Film for Change</i> lesson package can help address the ideas for The Arts, specifically to develop creativity, as well as the ability to communicate students understanding of the world around them through visual arts.</p> <p>The <i>WE Film for Change</i> lesson package can help address the strands for The Arts, specifically:</p> <ul style="list-style-type: none"> - Creating and presenting/performing focuses on the students' creative use of the various art forms to express and communicate feelings and ideas in those forms. - Reflecting, responding, and analyzing focuses on the students' awareness and communication of emotional and intellectual responses to works in the various art forms. - Exploring forms and cultural contexts focuses on the students' awareness and understanding of how the various arts and art forms have developed in various times and places; of the role of the different arts in students' own lives and in the local, national, and global communities; and of the social and economic factors that influence how the arts are perceived and valued.
<p>Language Arts (2016)</p> <p>Oral Communication Reading Writing Media Literacy</p>	<p>The <i>WE Film for Change</i> lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> - Communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence - Think critically - Make meaningful connections between themselves, what they encounter in texts, and the world around them - Use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens - Appreciate the cultural impact and aesthetic power of texts - Understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated - Understand that language learning is a necessary, life-enhancing, reflective process <p>The <i>WE Film for Change</i> lesson package also helps addresses the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical, and metacognitive thinking skills.</p>
<p>History (2013)</p>	<p>The <i>WE Film for Change</i> lesson package can help address the goal for Social Studies, developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.</p> <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Ontario	
Grade 8	
<p>The Arts (2009)</p> <p>Visual Arts</p>	<p>The <i>WE Film for Change</i> lesson package can help address the ideas for The Arts, specifically to develop creativity, as well as the ability to communicate students understanding of the world around them through visual arts.</p> <p>The <i>WE Film for Change</i> lesson package can help address the strands for The Arts, specifically:</p> <ul style="list-style-type: none"> - Creating and presenting/performing focuses on the students' creative use of the various art forms to express and communicate feelings and ideas in those forms. - Reflecting, responding, and analyzing focuses on the students' awareness and communication of emotional and intellectual responses to works in the various art forms. - Exploring forms and cultural contexts focuses on the students' awareness and understanding of how the various arts and art forms have developed in various times and places; of the role of the different arts in students' own lives and in the local, national, and global communities; and of the social and economic factors that influence how the arts are perceived and valued.
<p>Language Arts (2016)</p> <p>Oral Communication Reading Writing Media Literacy</p>	<p>The <i>WE Film for Change</i> lesson package can help address the principles for Language Arts, specifically to:</p> <ul style="list-style-type: none"> - Communicate – that is, read, listen, view, speak, write, and represent – effectively and with confidence - Think critically - Make meaningful connections between themselves, what they encounter in texts, and the world around them - Use language to interact and connect with individuals and communities, for personal growth, and for active participation as world citizens - Appreciate the cultural impact and aesthetic power of texts - Understand that all texts advance a particular point of view that must be recognized, questioned, assessed, and evaluated - Understand that language learning is a necessary, life-enhancing, reflective process <p>The <i>WE Film for Change</i> lesson package also helps addresses the Ontario Language Arts curriculum expectations incorporating the use of analytical, critical, and metacognitive thinking skills.</p>
<p>History (2013)</p>	<p>The <i>WE Film for Change</i> lesson package can help address the goal for Social Studies, developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources.</p> <p>The lesson package particularly supports the development of citizenship education and can help make connections to current issues and events.</p>

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Saskatchewan	
Grade 7	
<p>Arts Education (2011)</p> <p>Creative/Productive</p>	<p>The <i>WE Film for Change</i> lesson package help address the aim of the Saskatchewan Arts curriculum that enables students to understand and value arts expressions throughout life.</p> <p>The <i>WE Film for Change</i> lesson package help address the goal of the Saskatchewan Arts curriculum including the exploration, development, and expression of ideas. Students:</p> <ul style="list-style-type: none"> - Reflect on big ideas, and investigate compelling questions using the language, concepts, skills, techniques, and processes of visual arts - Engage in critical thinking, observation and other forms of research, active exploration, and creative problem-solving processes - Learn where ideas come from, and how ideas can be developed and transformed - Use documentation for idea development and refinement, assessment and sharing learning with others - Use reflection to assess and evaluate their continued growth in their creative endeavours
<p>Language Arts (2010)</p> <p>Comprehend and Respond Compose and Create Assess and Reflect</p>	<p>The <i>WE Film for Change</i> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.</p> <p>The <i>WE Film for Change</i> lesson package help address the goals of the Saskatchewan Language Arts curriculum. Students develop:</p> <ul style="list-style-type: none"> - Their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level appropriate texts in a variety of forms (oral, print, and other texts) from first nations/métis and other cultures for a variety of purposes including for learning, interest, and enjoyment - Their abilities to speak, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences - Their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, presenters, speakers, and writers, and set goals for future improvement
<p>Social Studies (2010)</p>	<p>The <i>WE Film for Change</i> lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The <i>WE Film for Change</i> lesson package addresses the goal of the Saskatchewan Social Studies curriculum, to analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.</p>

Appendix 1: Provincial Curriculum Connections

Curriculum connections made possible by Nelson

Saskatchewan	
Grade 8	
<p>Arts Education (2011)</p> <p>Creative/Productive</p>	<p>The <i>WE Film for Change</i> lesson package help address the aim of the Saskatchewan Arts curriculum that enables students to understand and value arts expressions throughout life.</p> <p>The <i>WE Film for Change</i> lesson package help address the goal of the Saskatchewan Arts curriculum including the exploration, development, and expression of ideas. Students:</p> <ul style="list-style-type: none"> - Reflect on big ideas, and investigate compelling questions using the language, concepts, skills, techniques, and processes of visual arts - Engage in critical thinking, observation and other forms of research, active exploration, and creative problem-solving processes - Learn where ideas come from, and how ideas can be developed and transformed - Use documentation for idea development and refinement, assessment and sharing learning with others - Use reflection to assess and evaluate their continued growth in their creative endeavours
<p>Language Arts (2010)</p> <p>Comprehend and Respond Compose and Create Assess and Reflect</p>	<p>The <i>WE Film for Change</i> lesson package helps students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.</p> <p>The <i>WE Film for Change</i> lesson package help address the goals of the Saskatchewan Language Arts curriculum. Students develop:</p> <ul style="list-style-type: none"> - Their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level appropriate texts in a variety of forms (oral, print, and other texts) from first nations/métis and other cultures for a variety of purposes including for learning, interest, and enjoyment - Their abilities to speak, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences - Their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, presenters, speakers, and writers, and set goals for future improvement
<p>Social Studies (2010)</p> <p>Power and Authority</p>	<p>The <i>WE Film for Change</i> lesson package addresses the aim of the Saskatchewan Social Studies curriculum, for students who have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world.</p> <p>The <i>WE Film for Change</i> lesson package addresses the goal of the Saskatchewan Social Studies curriculum, to analyze the dynamic relationships of people with the land, environments, events, and ideas as they have affected the past, shape the present, and influence the future.</p>

Appendix 2: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity: _____

Appendix 2: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

Appendix 2: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Blackline Master 1: Storyboards

