



Date: _____

Youth Digital Storytelling Project

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We acknowledge the First Light Friendship Centre of Newfoundland and Labrador, where this lesson plan originates.

We respectfully acknowledge Newfoundland as the ancestral homelands of the Beothuk, whose culture has been lost forever and can never be recovered. We also acknowledge the island of Ktaqmkuk (Newfoundland) as the unceded, traditional territory of the Beothuk and the Mi'kmaq. And we acknowledge Labrador as the traditional and ancestral homelands of the Innu of Nitassinan, the Inuit of Nunatsiavut, and the Inuit of NunatuKavut. We recognize all First Peoples who were here before us, those who live with us now, and the seven generations to come. As First Peoples have done since time immemorial, we strive to be responsible stewards of the land and to respect the cultures, ceremonies, and traditions of all who call it home. As we open our hearts and minds to the past, we commit ourselves to working in a spirit of truth and reconciliation to make a better future for all.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. work effectively in a variety of communications media; [Communications Technology Grade 7]
2. employ common pre-production techniques for video planning; [Communications Technology 2104]
3. use active listening skills to respond to oral language. [Language Arts 2202]

LIST OF ACTIVITIES

1. Youth Digital Storytelling Project

MATERIALS

- Handouts-Youth Digital Storytelling Project
- Equipment: Video-Recording Equipment and Editing Software



Computer Education

Origin

First Light Friendship Centre
St. John's
Newfoundland and Labrador

Learning Level / Grade

7

Also: 11



750 mins

Related Subjects

English Language Arts,
Literacy and Literature,
Indigenous Ways of Knowing
& Being, Social Studies,
Indigenous Language, History

DESCRIPTION

In this lesson plan students explore their understanding of self, language, culture, and community. They will use technology to tell their personal story.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)

TEACHERS' GUIDE

Background/Foundational Information

- Prior to this lesson, it is important for educators to research the ancestral territory in which they reside. Further, it is important to acknowledge that territory through the 'Acknowledgement' that is read at the opening of classes. In Newfoundland and Labrador, educators can read First Light's Land acknowledgement provided in the link below. <https://firstlightnl.ca/site/uploads/2020/08/First-Light-Land-Acknowledgment-1.pdf>

It is also important that educators acknowledge the Indigenous territory in their own province. Educators should research their local area for their own land acknowledgement and recognize the Indigenous groups in that area. It is good practice for educators to pass along this research and new knowledge to their students before the start of the lesson.

Students share their thoughts on the project and on their classmates' videos through participating in a talking circle, which provides the opportunity to show respect to others and practice care and humility. Before educators hold a talking circle, it is critical to research talking circle protocols (see links below) and then share this information with students, noting that respect is the ultimate factor.

Teachers are the facilitators in the talking circle. They may want to start the circle with a prompt such as: "What were your thoughts as you watched your classmates' videos?" "What stood out to you the most?" "What did you learn about a classmate through watching their video?" "What are one or two important things you have learned in the course of this project?"

For more information on talking circles:

http://www.rpiassn.org/wp-content/uploads/2015/04/2015_Armstrong_Classroom-circles-building-positive-r-relationships.pdf

<http://www.edu.gov.on.ca/eng/aboriginal/strategygr05lancircle.pdf>

It is also useful for the educator to be familiar with the different video editing software students can use in the project (see 'Activity' section).

ACTIVITIES

1 - Youth Digital Storytelling Project**Purpose**

The purpose of this activity is for students to develop pre-production competencies, such as the use of story boards, thought webs, and checklists to plan their Digital Storytelling video. Students learn how to use their video device of choice (iPhone, tablet, video camera) to shoot, edit, and produce their personal storytelling video (see the websites listed below in the 'Additional Background Information for this Activity.')

Time: 555 mins

Activity Instructions***Activating Prior Knowledge:***

It is essential that teachers are knowledgeable about talking circles and the Indigenous communities in their local area; therefore, they need to research this information before starting the lesson. Teachers can reach out to a local Friendship Centre and members of a local Indigenous community to either meet outside of the school or invite them to the classroom to speak about their culture, language, and protocols.

Activity 1: Group Discussion (10-15 minutes)

Educators open this lesson plan with an introduction to the overall project, emphasizing the objective, which is to create a 2 - 3 minute video telling a story about an aspect of their life that is most meaningful to them. Their stories can be about one or more components of their culture, including where they grew up, their traditions and ceremonies, and their language. The process of this project allows students to take pride in their culture and to connect with others through sharing. As a whole-class discussion, the teacher can discuss storyline ideas (using the Story Board handout #2 provided - see the 'Materials' section below) or show one or more of the NCCIE videos previously produced (watch some of the 'Youth Videos' in the VIDEOS section of the Teaching Resource Centre).

Activity 2: Thought Web and Story Board (60 minutes)

Following the introduction and class discussion, students organize their story by writing or drawing their ideas on the 'Thought Web' (handout #1) and 'Story Board' (handout #2) worksheets. They determine the audience for the video, the story to tell, cultural traditions to include, the device they will use to shoot the story, and the software to edit the story. Teachers demonstrate editing software once the handouts are complete.

Teachers and students then determine which location is best for shooting the videos. The location may be a space in which the student feels most connected with their culture, e.g. on the land, in a wigwam, in a trapper's tent, near the water, etc. If a field trip is planned, then all required permissions and risk assessments, specific to individual schools, are submitted.

Activity 3: Gathering Materials - Homework (1-2 days, after school time)

For homework, students use the 'Video Project Checklist' (handout #3). They gather home videos and photos that show traditional elements of their lives. For example, if a student's story includes the first time they sang in their traditional language, they can gather videos or photos of this experience. They can also gather traditional clothing they want to wear in their video or cultural items they want to use. Students are encouraged to connect with immediate and extended family, Elders, and the community to gather materials relevant to their video.

Activity 4: Video Preparation (60 minutes)

Equipment: Teachers demonstrate various software available and provide students time to become comfortable with the device they choose (such as tablets, iphones, or cameras). Students can work together to explore how to use the devices and share ideas around the shooting, production, and editing processes. For assessment purposes teachers can use handout #5, 'Teacher Checklist', to take notes on how well students work together.

Consent: Teachers adhere to their school policies for data capture and sharing, and ensure 'Media Consent' forms (handout #6) are signed by students and guests.

Activity 5: Digital Storytelling Production (2 - 3 hours)

Students assist each other when needed, e.g. to hold the video devices for fellow students or help assemble tripods.

Students may want to use their Story Board (handout #2) or cue cards to assist with the storytelling and may also choose to have a buddy system for encouragement during the shooting process.

Activity 6: Editing (2 - 3 hours)

Students upload their videos (including images from home and optional music) to the editing software of choice and work through the editing process with the support of their classmates and teacher (re: music selection: if these videos are to be shared on-line, make sure music is publicly available and you do not need copyright permissions).

Activity 7: Video Presentation and Assessment (60 minutes)

Presentation: Students showcase their Digital Storytelling Project to their class. Parents/guardians, Elders, and Knowledge Keepers who have helped the student with their project can be invited. Students are encouraged to ask questions of each other and the guests.

Assessment: While the students hold a 'Q&A', teachers can make notes using the 'Teacher Checklist' (handout #5) for assessment purposes. Talking circles can also be used to assess the students' engagement during the process of the project and the development of their understanding of self, language, culture, and community. Students use the 'Self Reflection' worksheet (handout #4) to conclude this project.

Additional Background Information for this Activity

It is important to allow students the time to explore video production apps and editing software. Some of these apps and software include: 1) for Apple iPhone/tablets : Splice; 2) for PC desktop software:

<https://filmora.wondershare.com/video-editing-tips/video-editors-for-teachers.html>

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Spiritual - through students involvement with their families and community;

Emotional - students connect with both their own and their classmates' ancestry and heritage, which evokes feelings and emotion;

Physical - the Activity involves physical action for students, with emphasis being on-the-land and outside of the classroom;

Intellectual - creating the story board and video production.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Handouts-Youth Digital Storytelling Project	File (Handouts-Youth Digital Storytelling Project.pdf) 📄
This file has all the handouts and worksheets needed for this lesson plan, including a Thought Web, Story Board, Video Project Checklist for Students, Self-Reflection worksheet, Teacher Checklist, Media Consent, and a KWL Chart.	
Equipment: Video-Recording Equipment and Editing Software	Supplies 🛒

Resource Title	Type
<p>Students will need recording equipment of their choice, depending on availability, such as video cameras, iPhones, or tablets.</p> <p>Also, students will need to become familiar with the corresponding editing software they will need for producing their final video. Here are a few apps for them to explore:</p> <ul style="list-style-type: none">• for Apple iPhone/tablets: Splice;• for PC desktop software, options can be explored here: <p>https://filmora.wondershare.com/video-editing-tips/video-editors-for-teachers.html</p>	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

Teachers assess project learning outcomes through: i) taking anecdotal notes throughout the process of this lesson plan (including the talking circle); and ii) reviewing the students' completed handouts.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
An Interview with Mary Jane Joe	Link 
LAND-BASED LEARNING PLAYLIST: Connecting with Land, Language and Culture	Link 
CULTURAL KNOWLEDGE PLAYLIST: Learning about Indigenous Culture	Link 
Videos: Youth Digital Storytelling Project with First Light Friendship Centre, St. John's, NL	Link 
First Light, the St. John's Friendship Centre, collaborated with youth to create these videos, sharing stories about what is important to them in their culture. Inuit and Mi'kmaq youth took part in this project.	

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Relationship with the land
The Activity in this lesson plan emphasizes being on-the-land and outside of the classroom.
Participatory and experiential learning activities
Language and Culture
Through the storytelling process of the video, students can share elements of their culture that are important to them, such as ceremony, culture, traditions, or language.
Relationship with family, ancestors
Students compile family home videos and pictures that they would like to incorporate into their Digital Storytelling project. If students want to share cultural components in their video (such as smudging), they may seek out Elders or Knowledge Keepers in the community for guidance or, with their permission, to be included in the video.
Connections are made with everyday life
Students are encouraged to reflect on their own lives and the ways in which this lesson plan applies to their everyday life, and then use those insights to inform their digital story.
Intergenerational learning with Elders/Knowledge Holders

<p>Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes</p>
<p>Intergenerational learning with Elders/Knowledge Holders</p>
<p>Ethics in the classroom: care, truthfulness and trust, respect, integrity</p>
<p>Truthfulness and Trust - through the development of relationships with the students' peers, family, Elders, Knowledge Keepers, and teachers. Respect and Care - students will be learning about one another's stories and backgrounds, and in the process, they develop care and respect for each other's experiences. Integrity - students participate in a talking circle, which further develops integrity to honour each other's stories while in an environment promoting equality amongst classmates.</p>
<p>Different learning styles; attention given to mind, body, and spirit</p>
<p>Healthy relationship with self and identity</p>
<p>Students reflect on their own identity through using the 'Thought Web' (handout #1 in the 'Activity' section of this lesson plan). Students tell their personal stories and share aspects of their culture, heritage, or traditions, i.e. identity.</p>
<p>Personal reflection time (connecting with thoughts and feelings)</p>
<p>Students will be given a 'Self Reflection' worksheet (handout #4 in the attachment provided with the 'Activity' in this lesson plan). This worksheet helps students reflect on what they have accomplished through the process of this project, as well as the impact it has had on them, their peers, families, and community. Students identify the most challenging part of the Digital Storytelling project as well as the part(s) they enjoyed the most.</p>

OTHER DETAILS

Course Codes: 2104, 2202

RELATED LESSON PLANS

- Understanding Indigenous Stories and Storytelling
- Projet de narration numérique avec les aînés

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

For Questions contact: Verlé Harrop (vharrop@alum.mit.edu) for more information.