



Canadian Identities

The Nightly News

Class Time: 75 min -
2.25 hours

Overview

Your students can explore perceptions of belonging in Canada by exploring perspectives of other young people from across the country. Each of your students can choose one area of Canada (a province/city/town) to investigate on WorldVuze. Students can then report back on their key findings around diversity and belonging from that area of the country with a short and attention-grabbing headline, as if it were to be placed in a newspaper article or on the nightly news. For example, "In Ontario..."

Objectives

The goal of this activity is for your students to learn how to capture material they have read or watched, in a concise and engaging way. In this case, the material is other student perspectives shared on The Next 150 questions on WorldVuze. As with every Next 150 activity, students will be learning from a diversity of other student perspectives across Canada to broaden their scope of understanding.

Lesson

Step 1 (15 minutes)

Ask your students to answer the Next 150 question online on WorldVuze ***"In the next 150 years, how much change do you think is needed for Canada to be a place where diversity is fully embraced?"***.

Subject Areas:

- Identity (Canadian, Local, Personal Identity)
- Culture (Multiculturalism and Diversity)
- Language
- Community
- Power and Authority
- Representation

Curriculum

Connections:

Social Studies

curriculum connections

(see details below including links across Canadian Provinces and Territories)

French curriculum

connections - Writing and communication

English curriculum

connections - writing and communication



Your students will be prompted to provide a written answer to explain “why” they answered the way they did.

Criteria for “fully embraced”:

- Equality of opportunity for all
- Inclusive media representation of diverse peoples
- Absence of offensive comments or stereotypes

Step 2 (60 minutes - in class or at home)

At a later date (at least one week later), ask your students to go back to WorldVuze to examine the views shared by students across Canada on the *same* question **“In the next 150 years, how much change do you think is needed for Canada to be a place where diversity is fully embraced?”**

- Ask each of your students individually or in small groups of 2 or 3 to choose perspectives from one area of Canada (i.e. a province, city or town) to investigate.
*Make sure they are choosing an area where students have responded to this question already. Also, make sure that as a class, different areas of the country are represented.
- Ask students to use the WorldVuze location filter (see below) to read through responses from students in the area of the country they picked regarding their perceptions of Canada being a place where diversity is embraced. Students can also use the pie chart to identify the most common answers (i.e. no change is needed, some change is needed, big change is needed)

Resources

- WorldVuze.com (including filters - see below)
- Regional Perspectives table
- A Kids’ Guide to Canada

Thank you to Our Partner



These activities were drafted using the [Critical Thinking Consortium](http://CriticalThinkingConsortium.org) (TC2) framework, and are designed to help students build critical thinking, creativity, and collaborative thinking.



- As they read through the answers ask your students to identify key findings from the perspectives students are sharing and record these key findings in the table provided below.
- Lastly, students work to turn these key findings they've uncovered into an attention-grabbing newspaper headline

Step 3 (30 minutes)

Come together as a class to create a national showcase of “what it means to embrace diversity in Canada”.

Represent these attention grabbing headlines as a short news video, as if it were capturing news coming up on a national nightly news channel.

*You can be creative and use puppets or other visuals, if you do not want to show student faces in your video.

Step 4 (30 minutes)

Discuss findings from your news report video as a class:

- How do perspectives on diversity and belonging from young people in the province or city/town you chose compare to the overall feeling of young Canadians on this issue?
- Why do you think student perspectives from this area of the country might be similar or different than other areas of Canada?

Step 5

Share your news report videos on [A Kids' Guide to Canada!](#)



RESOURCES

WorldVuze Filter

Students can filter perspectives by location on WorldVuze, then read through all of the students' written responses from that location. They can also use the pie chart to see patterns of perspectives, specific to this region (i.e. students in Ontario). See where to find the location filter and pie chart, in the images below.

A screenshot of the WorldVuze website interface. The top navigation bar includes "Home", "Activity", "Profile", and "Take Action". A user is logged in as "Miss Team". The main content area shows a question: "Who do you look up to as a role model? (Please say who this person is and why they are your role model.) over 3 years ago". Below the question, there are filters for "Countries" (set to Canada), "All Regions" (with a dropdown menu open showing "All Regions", "Ontario", "Saskatchewan", and "British Columbia"), "Age Range", "All Ages", "Gender", "Everyone", "Within", and "All Times". A map of Canada is displayed on the right, with several colored pins indicating user locations. The "Countries" and "All Regions" filters are circled in red.

A screenshot of the WorldVuze website interface, showing a pie chart overlay. The pie chart is divided into eight segments, each representing a different role model category. A legend to the right of the chart lists the categories: A: A person in my family (yellow), D: An athlete (light blue), C: A famous person (red), H: Other (green), B: A person in my life (my teacher, sports coach, etc.) (purple), I: I do not know (grey), P: An artist (dark blue), E: A politician (orange), and G: A business person (dark green). The background shows the same question and filters as the previous screenshot.



Regional Perspectives -Fill this Table for the Region in Canada You're Investigating

No change is needed	Little change is needed	Some change is needed	Big Change is needed	Other
% of respondents				
Why? (i.e. What topics/stories are being discussed? What grabs your attention? Do any particular comments or quotes stick out?) - -				

A Kids' Guide to Canada

You can add news report videos on A Kids' Guide to Canada at <https://akgtcanada.com>.



The Kids' Guide to Canada project is a national teacher led initiative offering every elementary class in every school system in Canada a chance to help create the very first interactive and multilingual guide to Canada produced by kids and for kids – for Free!

[Find out more information about A Kids Guide to Canada here.](#)

[Register for A Kids Guide to Canada](#)

Curriculum Connections - Social Studies

B.C. and Yukon	Alberta	Manitoba	Sask.	Ontario	Quebec	New Brunswick, Nova Scotia, Newfd. and Labrador, PEI	Northwest Territories and Nunavut
<ul style="list-style-type: none"> Inquiry process - ask questions, gather, interpret and analyze ideas Communicate findings and decisions Explain significance make inferences Recognize cause and consequences Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events Make value judgments about events, decisions or actions and suggest lessons that can be learned <p>Core competencies (across Grades): Communication, thinking, personal & social</p>	<p>Dimensions of thinking</p> <ul style="list-style-type: none"> Critical thinking and creative thinking (determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue) Geographic thinking (interpret thematic maps) Decision making and problem solving <p>Social Participation as a Democratic Practice</p> <p>Research for Deliberative Inquiry</p> <ul style="list-style-type: none"> Research and information (reflect on changes of perspective or opinion based on information gathered) <p>Communication</p> <ul style="list-style-type: none"> Oral, written and visual literacy 	<p>Active democratic citizenship</p> <ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities in groups Interact fairly and respectfully with others. Consider the rights and opinions of others during interactions. <p>Managing ideas and information</p> <p>Critical and creative thinking skills</p> <ul style="list-style-type: none"> Consider advantages and disadvantages of solutions to a problem. Draw conclusions based on information and evidence. Revise ideas and opinions based on new information. Distinguish fact from opinion. <p>Communication skills</p> <ul style="list-style-type: none"> Listen actively to others to understand their perspectives Use language that is respectful of human diversity Support their ideas and opinions with information or observations Present information and ideas orally, visually, concretely, or electronically. 	<p>Developing Thinking</p> <ul style="list-style-type: none"> thinking and learning contextually thinking and learning creatively thinking and learning critically <p>Developing Identity and Interdependence</p> <ul style="list-style-type: none"> -understanding, valuing, and caring for oneself understanding, valuing, and caring for others understanding and valuing social, economic, and environmental interdependence and sustainability <p>Developing Literacies</p> <ul style="list-style-type: none"> constructing knowledge related to various literacies exploring and interpreting the world through various literacies expressing understanding and communicating meaning using various literacies <p>Social Responsibility</p> <ul style="list-style-type: none"> using moral reasoning engaging in communitarian thinking and dialogue taking action 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Knowledge of content Understanding of content <p>Thinking</p> <ul style="list-style-type: none"> The use of critical and creative thinking skills and/or processes Use of planning skills Use of processing skills <p>Communication</p> <ul style="list-style-type: none"> Expression and organization of ideas and information Communication for different audiences Use of conventions <p>Application</p> <ul style="list-style-type: none"> Application of knowledge and skills Transfer of knowledge and skills to new contexts Making connections within and between various contexts 	<p>Intellectual competencies</p> <ul style="list-style-type: none"> Uses information Solves problems Exercises critical judgment Uses creativity <p>Communication related competency</p> <ul style="list-style-type: none"> Communicates appropriately <p>Methodological competences</p> <ul style="list-style-type: none"> Adopts effective work methods Uses information and communications technologies <p>Personal and Social competences</p> <ul style="list-style-type: none"> Cooperates with others 	<p>Citizenship</p> <p>Graduates will be expected to assess social, cultural, economic, and environmental interdependence in a local and global context.</p> <p>Communication</p> <p>Graduates will be expected to use the listening, viewing, speaking, reading, and writing modes of language(s), as well as mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.</p> <p>Personal Development</p> <p>Graduates will be expected to continue to learn and to pursue an active, healthy lifestyle.</p> <p>Problem Solving</p> <p>Graduates will be expected to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</p> <p>Technological Competence</p> <p>Graduates will be expected to use a variety of technologies; demonstrate an understanding of technological applications; and apply appropriate technologies for solving problems.</p>	<p>Active democratic citizenship</p> <ul style="list-style-type: none"> Collaborate with others to share ideas, decisions, and responsibilities in groups Interact fairly and respectfully with others. Consider the rights and opinions of others during interactions. <p>Managing ideas and information</p> <p>Critical and creative thinking skills</p> <ul style="list-style-type: none"> Consider advantages and disadvantages of solutions to a problem. Draw conclusions based on information and evidence. Revise ideas and opinions based on new information. Distinguish fact from opinion. <p>Communication skills</p> <ul style="list-style-type: none"> Listen actively to others to understand their perspectives Use language that is respectful of human diversity Support their ideas and opinions with information or observations Present information and ideas orally, visually, concretely, or electronically.