

Group A Module Title: The Future is Now

Description

Students will produce a 1 minute video (e.g. rant, slam poetry, skit, poster with narration, etc.) in a small group on a topic of their choice based on a solution to a current problem. We will pitch a scenario that the Department of X (pertaining to each weekly theme) will be hosting a competition to provide funding for a project that will alleviate a current problem. Students will compete with their videos to win the funding. The students need to imagine 20 years into the future, representing an issue of their choice through a utopian or dystopian lens (define these terms if needed). Students will imagine if the issue was not solved today, how would it look in the future, or if their issue is solved today, how would that look in the future? We will encourage students to think about the impact that their solution will have on the future.

Objectives

To increase student civic engagement on social justice issues by having students create a video to represent an issue of their interest as a 'solution' to a current problem. This process includes researching an issue, taking into account varying perspectives on the issue and identifying a solution. The objective of the video is for students to both learn how to communicate their ideas in a multimedia manner and gain experience in the democratic voting process. Further, this activity will hopefully inspire them to take action in their communities.

Materials

- Bristol board
- Markers
- Plasticine/play doh
- Scissors and glue
- Tape
- Polling stations
- Ballots
- Pens
- Students' mobile phone (for recording their video)

Accommodations

- Allowing students to self-select their groups if necessary.
- If students do not want to make a video, they can make a poster, or another medium and present it to the class via voice over.

Process (105 minutes-including transition time)

Introduction and Hook (5 mins)

Begin by showing a video for each themed week. Prompt students after the video with discussion questions. Put questions on prezzi to facilitate discussion.

- Rick Mercer- Flu Shot (health and medicine)
<https://www.youtube.com/watch?v=whks4DUPvXM> (minus the last 5 seconds)

- Rick Mercer- Young Voters (democracy) <https://www.youtube.com/watch?v=z-TON7h9KqQ>
- Alicia Keys- poetry slam (arts and culture) <https://youtu.be/U8ZVNKNxnjs>

Questions for students:

- What is the message the video is trying to convey?
 - Quel message est-ce que le vidéo essaye de communiquer?
- Is the video effective and persuasive in getting the message across?
 - Est-ce que le message qu'ils essaient de communiquer est persuasive et efficace?
- How does this differ from a regular speech?
 - Comment est-ce que cette représentation diffère d'un discours normal?

Main Activity (60 mins) – Inquiry Process

In small groups, students will create a video (up to one minute in length) on the issue of their choice. They will try to persuade the department to receive funding for their project. Students will be using their own mobile devices to film.

1. Brainstorm Topics: Students will be given 2 minutes in their small groups (the tables they have chosen to sit at) to come up with an issue pertaining to the theme that they would like to present.
2. We will go around the room and each group will tell the larger group their topic. We are not concerned if there are overlaps and repeats are allowed. We will record topics using a mind map on a piece of chart paper, organizing the topics into 5 groups. We will hand out numbers (1-5) to place on each table/group, corresponding with the voting card.
3. Once they are divided up in their five groups, they will be explained the task.
4. They will have about 30-45 mins to research their issue, create ideas to 'solve' the issue and how they want to present their topic and issue in video format. We will give them a cue when 30 minutes have passed.

Break down of the activity corresponding to the inquiry process:

Formulate Questions:

1. Hook (Scenario) and Video - 5 minutes
2. Brainstorm Topics and Share ideas - 5 minutes
 1. Students will be given chart paper to map out their ideas
 2. Props will be shown to encourage creativity (e.g. plasticine, poster paper) as well as snapshots of ideas on the Prezi
 3. We will record their ideas on a piece of chart paper, using a mind map and organize students into 5 groups
3. Explain instructions and clarify questions - 5 minutes

Gather & Organize/Interpret & Analyze

4. Students work on their videos - 30 minutes
 1. We will encourage students to use digital sources to research their issue.
 2. They will be encouraged to use any props or work in the hallway, outside (if feasible) to record their video.

Evaluate and Draw Conclusions/Communicate

5. Students will upload videos to Encounters with Canada YouTube (private) page - 5-10 minutes
 1. A Your Tube page has been created and students will be given the password to upload their videos (account: ewcgroupa@gmail.com; password: uottawa2015)
 2. If students finish early we can show them a self-made video made by Group A (to do in early January). We will also encourage students to edit their video as they wish.
6. Presenting the videos to our class - 5-7 minutes (This includes transition time)
7. Voting! - 5-10 minutes including tallying of votes and announcing the winner of each room. The winning video will be tagged to be shown in the big room.
8. Transition to the larger room - 3-5 minutes
9. Show winning video from each group - 7 minutes
10. Noise vote - 1 minute (a more informal 'voting' where the applause of the crowd will dictate the winner)

Wrap-Up (5-10 minutes)

- Describe what you will do to de-brief/wrap up the lesson (include any questions you will use for discussion or debate. How did they vote?)
- Consolidation - Remaining time
 1. Discuss some of the attributes of the winning videos
 2. What you liked about creation a video, limitations, etc,
 3. How engaged were you to participate in the voting process
 4. What did you think about the activity as a whole
 5. Now what are you going to do? Can you implement this into your community?