**SD 6 Grade 8 Numeracy Assessment – Podcast Task (Spring 2023)**

This assessment consists of two components – a collaborative element, intended to ensure that all students have a minimum amount of *contextual literacy* prior to the second element and an individual task.

The collaborative component can be completed in any subject area and is intended to be one class period in length. There is flexibility in how the desired outcomes – *to become familiar with the concept of a podcast and to be aware of National Indigenous Peoples Day* – can be achieved, with schools having the ability to adapt this plan to best suit the needs of students.

At no point during the collaborative component should teachers give hints to students about the individual task. Facilitators should therefore preview the assessment so as to not accidentally give students too much information.

**Teacher script for introducing the purpose of the collaborative component:**

On [insert date here], all Grade 8 students at [insert school here] will be participating in the District Numeracy Assessment. During that time, you will have 90 minutes to work through a situation that requires you to think critically, make choices, and communicate your thinking. Before we place this task in front of you, we want to make sure that you have an understanding of the *context*, or the theme.

Today is about working together to learn about a new topic – broadening our understanding of the world around us – so that when we have a problem to solve, we have what’s called *contextual literacy* to help us.

You do not need to take notes. You do not need to memorize anything from today. In order to be successful, you need to actively participate – be engaged in the discussion both before and after we watch the video. If you can do that, you will be well-prepared to understand the individual task.

**Suggested Anticipatory Activity**

Brainstorm all the ways that students consume media (this may include apps, etc). Ask them to think about different ways in which their parents (for example) might consume media. *Make sure to elicit “PODCAST” as an option if it does not occur naturally.*

Select a few kinds of media, or apps, and ask for student volunteers to explain what they are. Ensure PODCAST is one of those. Play dumb. Have them explain to you what a podcast is and record their thoughts on the board.

Ask them what MEDIA LITERACY is, as a warmup to showing the first video.

[(Playlist link)](https://youtube.com/playlist?list=PLUy4iur-hMqQYJLeeFi-qV0tsYi-QS__t)

**Video 1:** “What is Media Literacy?” (Duration of less than four minutes)

Transcribe the five questions from the video onto the board. They are:

*Who created this message?*

*What creative techniques are used to attract my attention?*

*How might people understand this message differently?*

*What lifestyles, values, and points of view are represented in, and omitted from, this message?*

*Why is this message being sent?*

After this video, use these questions to analyze two short videos about National Indigenous Peoples Day.

**Video 2:** Start with *National Aboriginal Day 2016* (Government of Canada) (Duration approx. three minutes)

Following this video, have students answer the five questions.

**Video 3:** Next, watch *What is National Indigenous Peoples Day?* (TV Ontario) (Duration approx. two minutes)

Following this video, have students answer the five questions.

Compare the two videos – which one was more interesting or engaging? Why?

Brainstorm a list of what students believe generally makes for “good” media that they are likely to consume, whether it be a video, social media post, or podcast. Record their thoughts on the board.

**Teacher script for introducing the individual task:**

Today, all Grade 8 students at [insert school here] will be participating in the District Numeracy Assessment. During this time, you will have 90 minutes to work through a situation that requires you to think critically, make choices, and communicate your thinking.

This is an *individual task*. This means no discussion or help from other students. The adults in the room can only provide limited help – they cannot tell you if you are on the right path, or if you have done enough.



You will receive a numbered booklet. Do not write your name anywhere in the booklet. We will review the instructions on the first two pages as a class before you start working on your own.

**There is a typo that we need to correct before we proceed – page 6, the second table, instead of “Guests”, it should read “Advertising”.**