

Task-Based Activity



Extract Info from a presentation on YouTube: Ojibway Creation Story



OALCF Link

Relevant Goal Paths (Spirit-Vision):

✓	EMPLOYMENT
✓	INDEPENDENCE
✓	POSTSECONDARY
✓	SECONDARY SCHOOL CREDIT
✓	APPRENTICESHIP

Rationale: Learners in the Employment, Independence, Postsecondary, Secondary School Credit and Apprenticeship Goal Paths will be required to perform digital tasks, extract information from presentations and summarize the presentation in their own words.



Learning Plan Link (Heart- Feeling):

Learners in all Goal Paths often want to know more about their culture. Practitioners believe this is part of building a positive cultural identity which will help learners to develop the skills and competencies to walk successfully in two worlds – the Native and non-Native. Creation Stories have been passed down through generations of First Nation peoples. In order for Aboriginal learners to understand who we are, they need to know where they have come from.

Task-Based Activity Description:

In this task-based activity, the learner will watch a YouTube video of the Ojibway Creation Story, take notes, answer questions, and retell the story in their own words.



Competency, Task Group and Level Indicator: (Mind - Knowledge) LEVEL:

Find and Use Information			Communicate Ideas and Information				Understand and Use Numbers				Use Digital Technology	Manage Learning	Engage with Others
Read continuous text	Interpret documents	Extract info from films, broadcasts & presentations	Interact with others	Write continuous text	Complete and create documents	Express oneself creatively	Manage money	Manage time	Use measures	Manage data			
A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	D	E	F
		A3	B1.1	B2.1							D.1		

Materials Required

Question Sheet

Pen or pencil

Computer with Internet access



Overview of Task (Body-Skills)

Activity Introduction

Discuss with the learners that they will be given a link for a YouTube website, where they will perform a digital search and watch the assigned video. This task-based activity requires them to watch the video once through. They will then read the Question Sheet which will act as a prompt for which notes to take as they watch the video a second time. They will answer the questions in Part 1. In Part 2, they will use their notes to retell the Creation Story.

New Words/Phrases

Review the new words that are being introduced. Explain the meanings of the words to the learner. Not all new words are in the new word list. You may need to review additional words as the learner works through the activity.

Instructions

1. Have the learner fill in their name and the date on the learner sheet.
2. Have the learner complete the pre self-assessment.
3. Review the Learner Task Sheet with the learner.
4. When the learner has completed the activity, have him/her complete the post self-assessment.
5. After the learner has completed the task-based activity, complete the assessment section and review the results with the learner.
6. Discuss next steps with the learner.

Extension Activities

1. Invite an Aboriginal Elder into your classroom to tell the Creation Story of their nation or geographical dialect. Have learners take notes and retell the story to each other.



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Learner Name: _____ Date: _____

Pre self-assessment

I need to improve my skills at extracting information from videos.

- Yes
- No

I need to improve my skills at conveying information from presentations.

- Yes
- No

I need to improve my skills at exchanging information with another person.

- Yes
- No

New Words

Anishinaabe
Unconscious
Nanabush
helldiver
reverence

Assessment

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Learner Name: _____ Date _____

Practitioner Name: _____

Performance Descriptors	Needs Work	Improving	Excellent
<p>A3. Extract info from films, broadcasts, and presentations</p> <p>B1.1 Conveys information on familiar topics</p> <p>Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others</p> <p>Chooses appropriate language in exchanges with clearly defined purposes</p> <p>Speaks or signs clearly in a focused and organized way</p> <p>B2.1 Writes simple texts to request, remind or inform</p> <p>Conveys simple ideas and factual information</p> <p>Demonstrates a limited understanding of sequence</p> <p>D.2 Perform well-defined, multi-step digital tasks</p>			

Locates and recognizes functions and commands			
Makes low-level inferences to interpret icons and text			
Performs simple searches using keywords			
The learner needs to work on the following:			
This task was successfully completed ___ This task needs to be tried again ___			
Practitioner Comments:			
Learner Comments:			

Question Sheet - The Ojibway Creation Story Video:

Watching and listening to a video and sharing information with others are part of work, learning and life. One technique for remembering what you heard or saw is to make notes. Writing things down make it much more likely for you to remember the details. These notes will aid you when you want to retell the story.

Part One: Watch the Video twice – once to get the gist and the second time to take notes

1. Make sure the computer's internet connection is on. In the web browser, enter the website www.Youtube.com.
2. Once you are in that website, perform a search for "**The Ojibway Creation Story.**"
3. Browse through search results until you find the video posted by user, "FirstNationLiteracy."
4. Click on the search result to view the video one time through just to get the gist of it.
5. Read over the questions on the following page, and watch the video a second time. Try to make notes about the questions as you are viewing the video again.

You may have to pause, rewind or replay the video a few times.

6. Taking notes while you are listening will help you to remember and retell the story.

Use these questions to jot down notes.

A. What did the Anishinaabe, or Original People begin to do?

B. What did the Creator use to purify the earth?

C. The flood killed everyone and everything except for:

D. Nanabush floated on a huge _____

E. Nanabush planned to _____

and _____.

F. But he couldn't make it to the bottom. These animals all tried but failed:

G. Finally, this animal tried: _____ - but he was

gone so long that _____.

H. What happened next?

Part Two: Tell the Ojibway Creation Story to someone

1. Who did you tell the story to?

2. Did they have any questions for you?

3. Were you able to answer their questions?

Post self-assessment

I think my skills have improved as a result of this activity.

Yes

No

Answer Key

The Ojibway Creation Story by FirstNationLiteracy

<https://www.youtube.com/watch?v=Etn92Ms8plo>

Part 1:

- A. What did the Anishinaabe, or Original People begin to do?

Fight and kill each other

- B. What did the Creator use to purify the earth?

Water – a great flood

- C. The flood killed everyone and everything except for:

Nanabush

A few animals and birds

- D. Nanabush floated on a huge: log

- E. Nanabush planned to dive down, swim to the bottom and grab a handful of dirt.

- F. But he couldn't make it to the bottom. These animals all tried but failed:

Loon

Helldiver

Many other animals

turtle

- G. Finally, this animal tried: muskrat - but he was gone so long that he died, floated to the surface, had dirt in his paw

- H. The turtle offered his back
Nanabush put earth from muskrat's paw on turtle's back, winds blew, earth began to grow bigger and bigger into an island

The huge island is today known as North America - Turtle Island

Part 2:

Review the learner's answers following the oral storytelling to assess their accuracy.

