

Solutions for tomorrow's world



Lights, Camera, Social Action: Using Video to Engage Youth and Stakeholders

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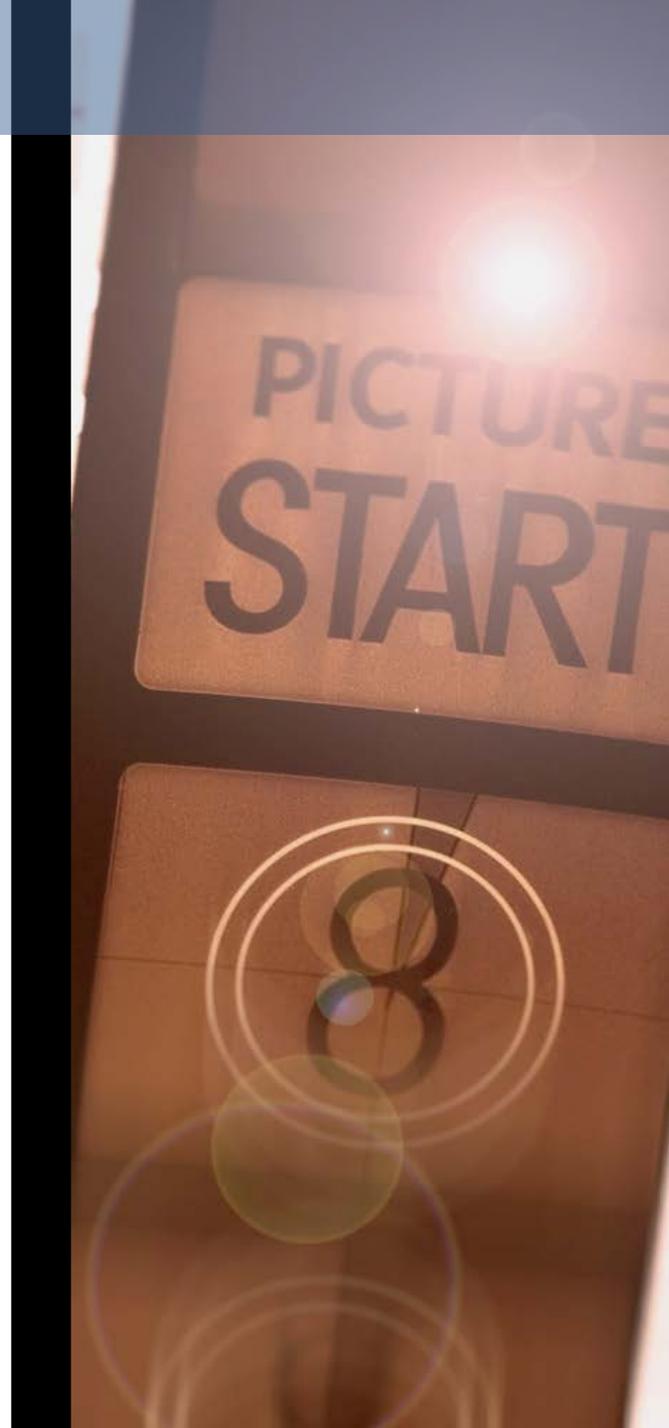
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Objectives

By the end of this presentation, participants will be able to:

1. Identify video projects' benefits, strengths and opportunities;
2. Consider different ways to engage youth in video-making; and
3. Explore options and consider community partners for implementing a video project.





Mary Vecchio cries over the body of one of the Kent State University students who had just been shot by Ohio National Guard soldiers on May 4, 1970. Photograph by John Filo

- 65% of population are visual learners (Visual Teaching Alliance, 2004)
- Images are powerful and stay with an audience
- People associate images with information and emotions

Why Video?

Benefits: Youth

Positive youth development:

Helping youth reach their full potential is the best way to prevent them from engaging in risky behaviors.

Youth-produced video provides youth with a variety of skill-building opportunities, including:

- Writing
- Editing
- Set design
- Costume design
- Acting
- Interviewing
- Camera skills



- Visual thinking
- Ascetic appreciation
- Critical thinking
- Leadership
- Storytelling
- Teaching
- Long-term planning

Importantly, youth have the chance to take control and express their reality in their own, authentic way.



Loved your
video!
Here's a hefty
grant!

Youth-produced video has many benefits for spreading the word about your good work to your community, potential program participants, stakeholders and funders, including:

- Puts a youth face on the issues
- Tangible product that can be shared
- Can showcase your space, programs and staff
- Easy to share and distribute (your website, youTube, burning DVDs)
- Compliments more formal and traditional proposals/information
- Can be very inexpensive and reach a wide audience

Why Video?

Purpose



Before you commit to a self-produced, youth-driven video project, you should carefully consider the desired outcome of the project.

Ask yourself the following questions:

- What is the purpose/goal of making this?
- Is it more important for the youth to have a positive experience, or for the product to be polished?
- Who is the audience? How are you planning on distributing this? Are there unintended audiences to consider?
- How professional does the video need to look?





What is a digital story?

- Combination of audio, moving and still images and narration
- Short, personal stories

Examples:

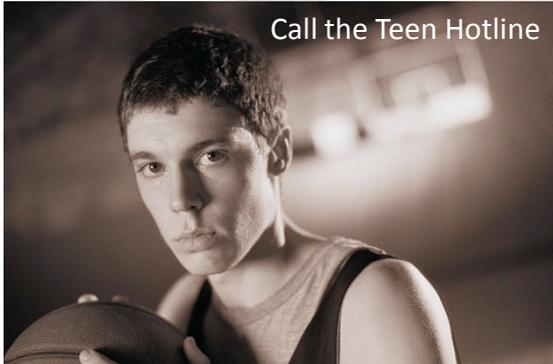
- <http://www.youtube.com/watch?v=zvCRHTQwXAk>
- <http://www.creativenarrations.net/node/16>
- <http://www.storycenter.org/stories/index.php?cat=5>
- <http://www.youtube.com/watch?v=Ke5Mbc8v9m0>

Resources:

- <http://www.digitalstoryteller.org>
- www.storycenter.org



Call the Teen Hotline



What is a public service announcement (PSA)?

- Short, 30-90 second advocacy piece
- Intended to raise awareness, make an argument or suggest an action
- Can be documentary, narrative or a combination

Examples:

<http://www.youtube.com/watch?v=h1TTGDTclH8&NR=1&feature=endscreen>

<http://www.youtube.com/watch?v=vluLdg6wfbw>

<http://www.youtube.com/watch?v=l-ElMvLBqV0&feature=related>

News Story/Interview

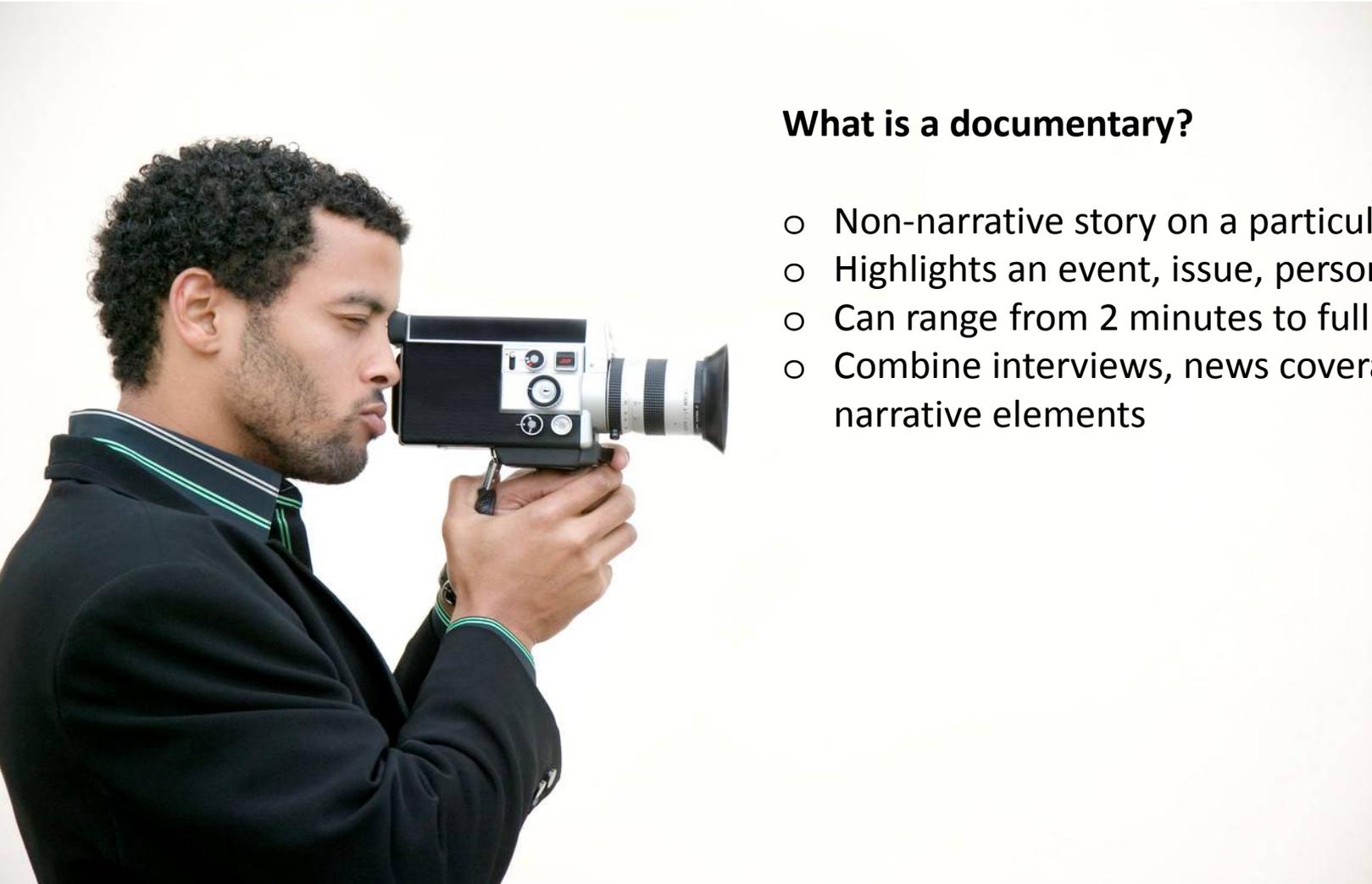


What is a news story/interview?

- Mini-documentary following a traditional news format
- Can be one interview, short expose piece
- Can range from 1 -3 minutes
- Focused on one issue, person or event from a youth perspective

Examples:

- http://www.youtube.com/watch?v=5q_zSnxnxAQ
- <http://www.youtube.com/watch?v=N1nJe9U63ZA>

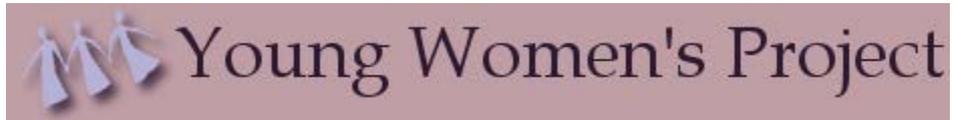


What is a documentary?

- Non-narrative story on a particular issue
- Highlights an event, issue, person
- Can range from 2 minutes to full length
- Combine interviews, news coverage and narrative elements

Case Study: Young Women's Project PSAs

Choosing the Project



- Small, D.C. area non-profit with summer youth staff of about 15
- Ages 14-21
- Organization focused on empowering foster teens and peer allies to advocates for foster care reform in D.C.
- Equipment limited to one camera, one tripod (no audio equipment) and Premier
- Short time window to complete video project (3 weeks or less)
- Intended to be screened at foster youth presentation to caregivers, parents, social workers and D.C. Child Family Service staff

Case Study: Young Women's Project PSAs

Pre-Production Steps

Learn film basics

Choose objectives and audience

Brainstorm

Outline

Write Script

Storyboard

Shot list

Production Plan



Case Study: Young Women's Project PSAs

Session 1: Learning

Learn film basics

Choose objectives and audience

Brainstorm

Outline

Write Script

Storyboard

Shot list

Production Plan

- Discussion of favorite films
- Discussion/definition of visual storytelling
- Identify elements of film (characters, setting, etc.)
- Go over shots and angles
- Show examples of film (specifically related to the project type)



Shot Worksheet



Close Up



Long Shot/
Full Body Shot



High Angle Shot

Hit Me With Your Best Shot

Look at the pictures of shots here and take your own using a digital still camera. Remember to use the rule of thirds for all of your shots.



Point of View Shot



Two Shot



Low Angle Shot



Macro



Medium Shot

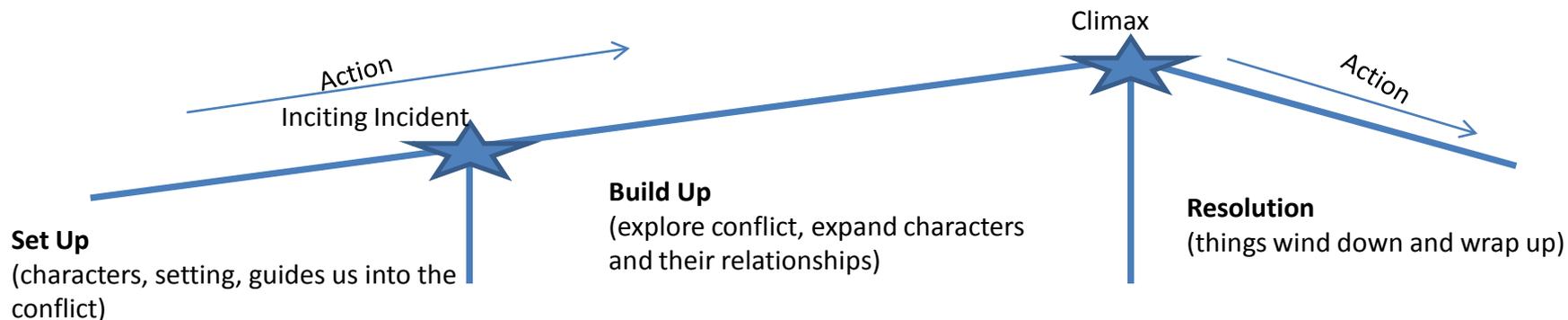


Extreme Long Shot/
Establishing Shot



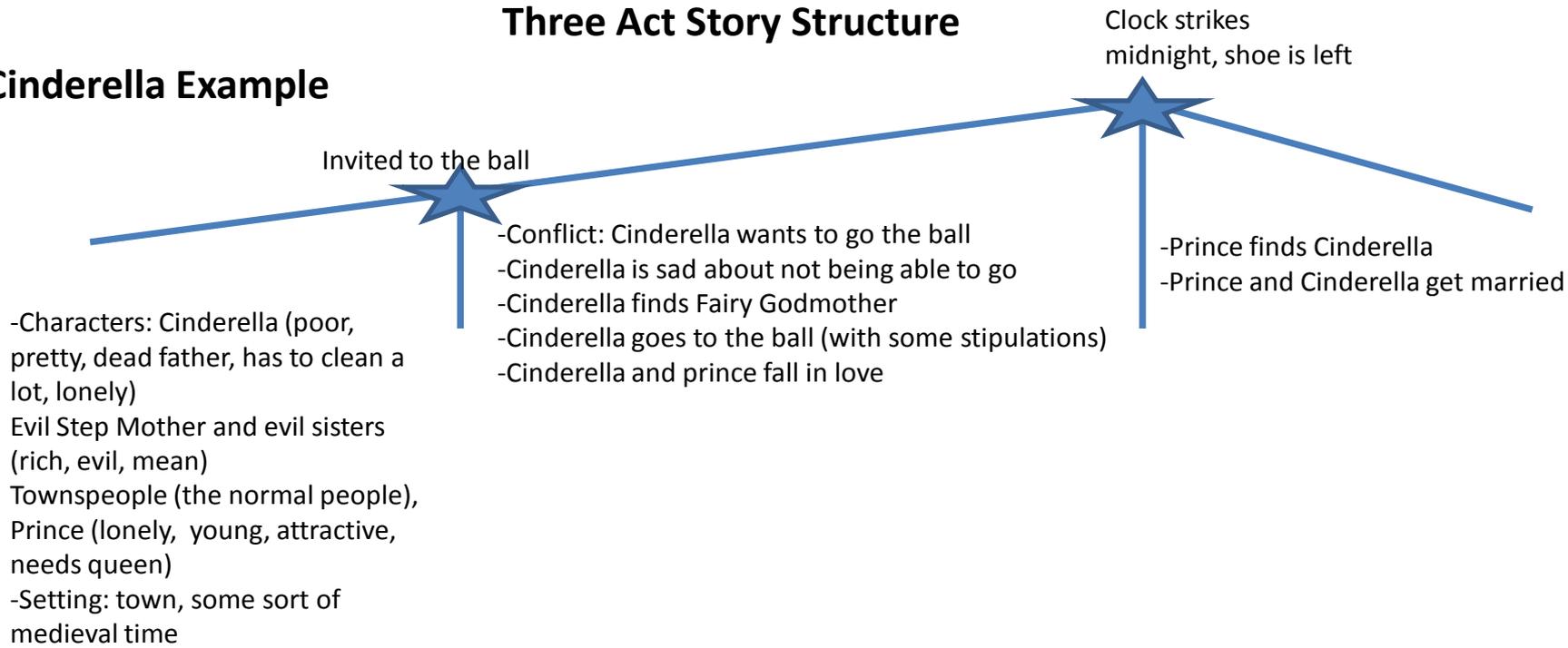
Over the Shoulder Shot

Three Act Story Structure



Three Act Story Structure

Cinderella Example



Case Study: Young Women's Project PSAs

Session 2: Brainstorm to Outline

Learn film basics

Choose objectives and audience

Brainstorm

Outline

Write Script

Storyboard

Shot list

Production Plan

- Review of previous lesson
- Break project into options (story, information overload, many voices)
- In production groups, complete critical questions worksheet
- In production groups, complete an outline



Case Study: Young Women's Project PSAs

Worksheet Example

PSA Critical Questions Worksheet

Discuss these questions as a group and come to a decision:

- Who is the audience for your PSA? (foster youth, all youth, social workers, someone who knows nothing about foster care, etc)
- What is the main point?
- What is your goal/are your goals? (i.e., to inform, to inspire, to outrage, etc.)
- What do you want people to do after watching it? (what effect should it have on them?)
- How could each of the three types of PSAs help you prove your point?
 - “Many Voices” Model
 - “Story” Model
 - “Information Overload” Model
- Which type will be the best for your message? Why? Can you combine elements from different models?
- Discuss how you can show your point with images, text and voices. How does it start? How does it end?



Case Study: Young Women's Project PSAs

Session 3: Storyboarding and Scriptwriting

Learn film basics

Choose objectives and audience

Brainstorm

Outline

Write Script

Storyboard

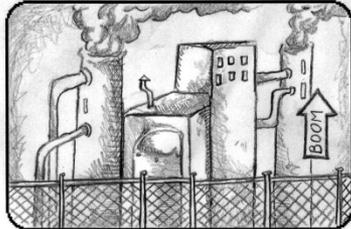
Shot list

Production Plan

- Review of previous lessons
- Provide feedback on outlines
- In production groups, complete script and storyboard

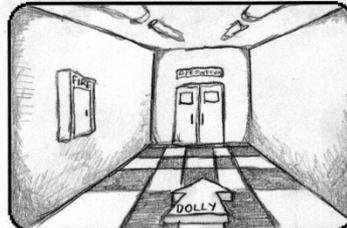


1-1



ELS - Facility establishing - Night ext.

1-2



LS - Laboratory Hallway - Night int.

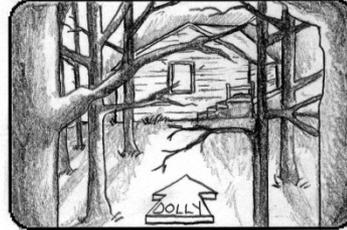
1-3



POV - Lab Techs Hover over Patient - Night int.

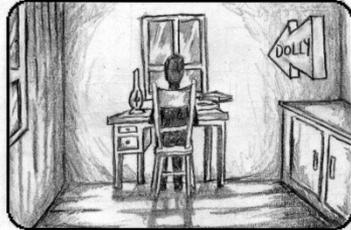
'TITLE CARD'

2-1



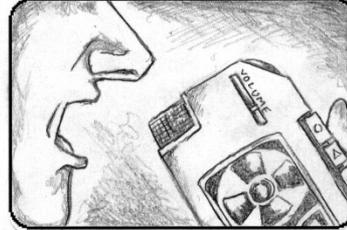
ELS - Cabin window is lit through dense trees - Night ext.

2-2



MLS - Man sits in Cabin Speaking into tape Recorder - Night ext.

2-3



ECU - Man Speaks into tape recorder - Night int.

2-4



CU - moth flutters around lantern - Night int.

2-5



MLS - Profile - man speaks into recorder - Night int.

Your Turn: Challenge

With a partner, complete a storyboard for one step of the following sequence (use at least 3 shots in your step):

- 1) Teen girl walks into crowded cafeteria. All the tables look full.
- 2) She tries to sit at two different tables and gets dirty looks.
- 3) A girl at a third table says “Hey! I can scoot over”
- 4) Teen girl smiles and sits. Text appears that says “Be kind to others.”



Case Study: Young Women's Project PSAs

Session 4: Production Planning

Learn film basics

Choose objectives and audience

Brainstorm

Outline

Write Script

Storyboard

Shot list

Production Plan

- Review previous lessons
- Provide feedback on scripts and storyboards
- In production groups, complete production planning discussion/worksheet
- Determine Roles
- Create shot list





Shot List



Shot #	Type of Shot	Location and Action in the Shot	Complete? (check)
1	Long/Establishing	Outside building: Slow tilt from bottom to top of tall building	
2	Close Up	Outside building: building door, hand pushes door open	
3	Close up	Outside building: door, person leaves, door slams	
4	Wide shot	Inside building: Man walks down hallway	

Case Study: Young Women's Project PSAs

Worksheet Example

Production Plan

There are many considerations to have a smooth, successful production. This is a list of questions that you need to discuss, answer and take action on prior to your production day. This list is not complete – think about everything you need and ask your own questions! Make sure to determine who is responsible for what.

- Does your shot list cover all of the shots on your storyboard?
- Which locations are you going to? At what times? In what order? Do you know the location will be available?
- How are your locations going to be set up? What scenery is necessary?
- What props do you need? Do people need to bring things in? Do you need to make something new?
- What should people wear? Are there colors you want to bring out? Do people need to borrow clothes from each other or make something new? Do people need to wear different things in different scenes/shots?
- How many actors do you need?
- Who will play which part/say which lines? Do the actors know what they're doing and when you need them? Do they know what to wear and/or bring?
- If you have exterior (outside) shots planned, what's your plan if it rains?
- What effects are you counting on in post-production? Are you sure they're all available?
- What audio (sound) do you want in your video? Which sounds do you have to film? Which ones can be added later? Did you include voiceover in your shot list? What kind of music do you want, if any?
- If the shoot takes longer than anticipated, are you willing to shoot into lunch?
- What other considerations are there? How are they being taken care of?



- Pitch the idea and have youth decide if they want to do the project
- Be realistic with youth about the level of pre-production work
- Only show high-level examples, not amateur ones
- Remind youth of the overall process so they see how all the pieces connect
- If possible, have youth do practice projects and reflect on the experience
- Keep production teams small (4-5 youth) and, if possible, have staff guide discussions
- Make sure you have parent/guardian permission to film youth

Challenges

- Your staff does not have a background in video production
- You are not confident in teaching video or storytelling
- You don't know how to use editing software

Solutions

- See if there are youth media groups in your area that may be of assistance
- Partner with an academic institution/seek a volunteer or intern in a film program who can lend expertise
- Acquire resources; see the Educational Video Center (<http://www.evc.org/>), which includes some free curricula as well as training. Their book, Teaching Youth Media: a Critical Guide to Literacy, Video Production & Social Change could be helpful as well
- Recognize the skills you have that are transferrable to filmmaking and create a plan
- Look online for free or cheap editing training

Challenges

- You need the following items on a budget:
 - Video camera
 - Microphone
 - Tripod
 - Editing software

Solutions

- Local academic institutions or non-profits may have these to share
- Partner with an academic institution/seek a volunteer or intern in a film program who can borrow the equipment for you and lend expertise
- Windows Movie Maker is very basic, but free to download. iMovie is under \$50. Premier (for PC) and Final Cut Pro (for Macs) are the best software and discounts are available.
- Adapt your project to minimal equipment (i.e., no synchronized sound if you can't access a microphone)
- Search websites for inexpensive cameras and tripods –buy used.

Challenges

- Many flip cams and inexpensive camcorders do NOT have a microphone jack (i.e., you cannot use a microphone with them)
- In-camera mic is very weak and picks up nearby sounds
- Poor audio will ruin a movie

Solutions

- Buy or borrow a camera and microphone from a local college or university
- Make videos without synchronized sound; use voice-over and music instead
- Test the audio in different locations before your shoot; aim for small, quiet and indoor spaces

Educational Video Center

<http://www.evc.org/>

List of youth media organizations

<http://www.freechild.org/YouthMediaOrgs.htm>

Youth media resources and guidance

<http://www.freechild.org/YouthMediaResources.htm#Video>

Research on youth media

http://www.issuelab.org/closeup/Mar_2008

Listen Up: America's Youth Speak Out (resources, funding opportunities)

<http://listenup.org/community/whatitmeans.php>

http://www.issuelab.org/research/youth_media_i_exist_i_am_visible_i_matter

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