



**Speak
Up!**

Co-funded by the
Erasmus+ Programme
of the European Union



Media for inclusion

GUIDELINES #1

Video Production - Summary

Common Frames proudly presents the method Ithaka Films, in which students make a short film in three days, from script to editing.

Authors Common Frames (NL)
Avril 2020

www.speak-up-eu.com

Introduction

Common Frames proudly presents the method Ithaka Films, in which students make a short film in three days, from script to editing. The method is tailor made for working with recently arrived migrants. Through making films, the students are playfully engaged in learning the local language, storytelling, creativity and acquiring essential 21st century skills such as cooperation, planning and communication. At the heart of the method are ownership, participation and self-reliance. The method was developed in co-creation with teachers and students of the Ithaka International Transition Classes for recently arrived migrants in Utrecht, The Netherlands. In these types of schools, recently arrived migrants follow a two-year trajectory as preparation for regular Dutch education. In 2018 the project Ithaka Films was awarded as best practice in the UNESCO led GAPMIL Global Media and Literacy Awards.

More information on Common Frames and our projects can be found at www.commonframes.nl

This document reflects the views only of the authors, and the European Union cannot be held responsible for any use which maybe made of the information contained therein.

Structure of the training

During the video production workshops, the classic process of filmmaking will be experienced from start to finish in the same way as professionals experience it. The workshop consists of three days, of about 6 hours each, during which the film is made. The first day of the workshop is dedicated to technique, story and planning. During the second day, the students will film their stories. On the third day, the students will edit their film and there will be a premiere in the classroom. Below you will find a day by day guide with the exercises following this schedule:

ITHAKA FILMS – WORKSHOP SCHEDULE			
	DAY 1	DAY 2	DAY 3
08.30 – 10.00	Name game Introduction	Acting workshop / Camera workshop	Editing (introduction & basics)
10.00 – 10.15	BREAK	BREAK	BREAK
10.15 – 11.50	Shots & frames (camera) Story & storyboard	FILMING	Editing (image)
11.50 – 12.20	BREAK	BREAK	BREAK
12.20 – 13.50	Storyboard Music & Film	FILMING	Editing (sound & effects)
13.50 – 14.05	BREAK	BREAK	BREAK
14.05 – 15.35	Call sheet Dialogues	FILMING	PREMIERE

In our experience, this method works best when you fully immerse the students during these three days. This has a positive effect on the quality of the videos and the focus of the students. It is also easier to ensure attendance by the students.

Before the workshops

We have prepared a number of lessons which teachers can present in class for the students as a preparation for our three-day workshop. In this way the workshops can proceed more effectively, and the project has more impact. In about 6 hours (spread across several lessons), they will learn about genres, become familiar with the different roles within a film production and form groups to develop the story of their film (the basis for the script). Note: these lessons are not part of these guidelines.

After the workshops

After the premiere of the films in the classroom we evaluate the three-day workshop with students, physically (expressing emotions) and with a questionnaire. Also, we encourage schools to keep working on the project by sharing some extra exercises (for example, making a film poster).

To create more impact, we organize a screening in a cinema with every school. An award is given for the best film(s). Showing the film on the big screen has a positive impact on the self-esteem and pride of the students.

Needs

To ensure good quality workshops we recommend the following:

- **Film coaches:** our film coaches are active and young filmmakers with diverse cultural backgrounds. In this way they function as role models for our students. They have conducted workshops before, preferably with people in the age of 12 to 18 years old.
- **Equipment:** Common Frames prefers to use professional equipment, as it has become clear that this will stimulate the competitive spirit and the enthusiasm of the students. We choose to divide the classes we will work with into groups of 5 to 8 students. So, we have 3 or 4 camera sets per class that the groups can work with. A camera set consists of a camera, tripod, microphone and headphones. For editing we use the online editing programme WeVideo (www.wevideo.com). One computer or laptop per pair is needed.
- **Video examples:** we use various video examples during the workshop. We prefer videos who fit our target group. For this reason, the videos are spoken in the language they are learning. Furthermore, the videos represent our

target audience (different cultural backgrounds are shown in the videos) and they don't show violence and sex.

- **Privacy:** with the recently tightened European rules concerning consent and use of footage, it is important to discuss consent with the participants. We let the students sign a consent form in which they indicate whether the material may be shared in various instances (Film Festival, YouTube and PR).
- **Hand-outs:** we developed hand-outs to draw storyboards and to make a film plan. We also give students a diploma at the end of the workshop. The hand-outs are available on request.

Training guide – day by day

In this section we will explain the contents of the workshop day by day.

DAY 1 – LEARNING TO FILM

Introduction I Introduce yourself and the project shortly

Name Game An introduction exercise where every student holds the camera and gets interviewed. The group is sitting in a circle. The camera is in the case in the middle, and 1 student picks it up. He/she will figure out how it works, possibly with assistance from the person sitting next to him/her. He/she tries to get the camera to work and starts filming the student sitting opposite to him/her. A third student (the one on the right of the cameraman) has the task to say 'action' with the clapperboard and ask two questions. When action is said, the cameraman starts filming, when the questions are answered, the cameraman stops filming. After filming, he/she totally shuts down the camera and hands it over to the person on the right. The clapperboard as well. Repeat until everyone has had a turn. It is important to let the students explain things to each other and not to guide them as a teacher. Use step by step tips and explanation in response to 'mistakes'. Show all the videos at the end, let students give feedback and give feedback as a coach.

Introduction II	Short discussion on film, what is film and what do students watch themselves? Show two video examples made by students before.
	BREAK
Shots and frames	Explanation on shots and framing. Show the three most important film shots (close-up, medium and wide) and explain why they are used. Let students exercise themselves in pairs by making all three shot types of each other with their smartphones.
Story	The different groups pitch their prepared story (see 'before the workshop'). Coach gives feedback on feasibility.
Storyboard	Explain what a storyboard is and why it's important. Students are going to develop their story into a storyboard. Depending on their level they can choose to either photograph with smartphones or draw. We provide hand-outs for drawing the storyboard. To start, the students choose a simple act of their own film and process this into six shots. This exercise is done in groups of 3, whereby each group picks a different act from the story that they conceived before.
	BREAK
Storyboard	Continue the work on the storyboard and the film plan.
Music & film	Students form groups of 3: 1 director, 1 cameraman and 1 actor. They have to make 1 shot that lasts 30 seconds. The actor has to be portrayed in an original way. Each student has to act, do the camera work and direct once. Students send the videos to their coach and the coach plays the videos for the class, but now adds different types of music. Discuss the effect of music on the videos. After this the coach shows some more examples on the effect of music on film. For example with this video: https://youtu.be/iSkJFs7myn0
	BREAK
Callsheet	The students will work in their groups on their own film. They can work on the following things: film plan (via hand-out),

	script, storyboard and/or arrangements for the film day (cloths/materials/locations).
Dialogue	The last exercise of the day where students are going to film a dialogue from their film with the shot-reverse shot technique. Explain the technique and prepare the equipment together (this is the first time they use microphones). Students prepare the dialogue they will film and have 30 minutes to do so. Watch back the material. Let them give tips and compliments themselves.
Round-up	Evaluate the day and look forward to the schedule of the next day.

DAY 2 - FILMING	
Introduction	Recap of day 1, introduction of day 2. The group will be split up in two for the first part of the day - camera operators are group 1, the rest of the class is group 2.
Group 1 - Camera	The cameramen or camerawomen will receive some extra assignments in order to improve their camera work. They will learn to use the tripod, how to use a steady handheld position, use different movements (lift, dolly, tilt, panorama) and learn about establishing shots / cut-ins.
Group 2 - Acting	For the acting workshop we hire a professional actor or drama teacher who will delve deeper into acting with the students. The actor or drama teacher often uses his own methods, which we trust and discuss with them beforehand. Our main goal is that the students will build up the necessary confidence to go in front of the camera and start acting. Besides that, it is important that the stories of the students are the starting point of this workshop.
BREAK	
Filming	The students start filming their films. Check the film plans with every group before they start. Pass by every group to check on them and coach them.

LUNCH BREAK	
Filming	Make sure groups are back for a lunch break and discuss shortly with the whole group how their film is evolving. After this short discussion, the students continue filming. Before they end, make sure to thoroughly check if everything they wanted has been filmed and if the shots have quality (look back on a bigger screen / laptop).

DAY 3 – EDITING	
<i>Note: the workflow below is based on working in WeVideo for editing.</i>	
Editing (introduction and basics)	Together, you will take a first look on how the edit program WeVideo looks. Show a couple of basic things in one of the projects of the students (cutting/trimming, timeline). Explain the Kuleshov Effect. Afterwards, the students will login themselves. Let the groups split up in pairs. Each pair takes a computer and creates an account.
Editing (image)	The pairs start with the image edit (no effects/music/titles). Each pair is going to edit a part of the video of their group (begin/middle/end).
BREAK	
Editing (music, effects and titles)	When multiple groups are done with the image editing, you can proceed with the next step in editing. Show on the smartboard where you can find music, titles and effects. The students continue editing their films.
BREAK	
Editing (final version and end credits)	When all groups have finished, you can combine the three different edits into one. For this last part, the group is split in two. Group 1 perfects the edit (i.e. check timeline, sound, add

music). This group needs to contain the person with the best editing skills. Group 2 is going to create the end credits.

Premiere

When all videos are uploading/rendering, and the class is ready for the premiere, you can prepare the classroom into a cinema setting. Watch the videos together with the students (we also provide in popcorn and drinks). Give only compliments and call forward the students who have created each video to receive a round of applause. Also, tell them that their films might be shown at a national festival if they agree to it. Hand out diplomas per group.

