STUDENT VOICES

Unit Overview

Introduction

We live in a multi-media world, with images and sounds bombarding us practically from the moment we wake up until we go to bed at night. Young people especially are plugged into this visual and auditory environment. In this unit, students will learn how to take their research on a community-based issue that they care about and create a video. By showing their video to elected officials, policymakers, the general public and their peers, students may add their voices to the dialogue about community issues. Students will come to understand how to use an issue-based video to make their voices heard through the media and increase their participation as active and engaged citizens.

Lesson 1: Shaping the Video Message

Students will further research the issues of their Youth Issues Agenda to determine the focus and message of the video, and will determine which students are best suited for specific tasks.

Lesson 2: Understanding the Elements of a Video

After determining the focus and message of the video, students will decide who will be interviewed for the video, will formulate interview questions and brainstorm possible video images to gather.

Lesson 3: Creating a Script and Shooting the Video

Students fine-tune their storyboards and their research to produce a working script that will be used to guide the images that will be shot and the questions that will be asked of the people to be interviewed.

Lesson 4: Sharing Your Video with Others

Students identify possible outlets for airing their video, from the TV station in their own school to a city council committee meeting.

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Overview

Lesson Objectives

Students will:

- Learn how to shape their research into a multi-media message

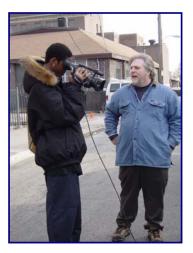- Learn to allocate tasks involved in making a video

Preparation before Lesson 1

- Make one copy of **What is My Job?** for each student

- Make one copy of the **Timeline for Producing an Issue-Based Video** for each student

- Make one copy of the **Glossary of Key Words** for each student

- Make one copy of **What Are My Job Responsibilities and Accountability List** for each group

- Make one copy of the **Lesson One Worksheet: Video Topic and Group Roles** for each group

Lesson Plan

1. Working with your students as a class, have them refer to their Youth Issues Agenda and select specific issues they want to focus on in creating their videos. Get them to focus on stating a clear purpose. For example: "increase voter registration," "explain the role of a Mayor in city government," "examine a community issue and create a possible solution."

2. It is best to have your students work in teams of no fewer than two and no more than six. This will help students select specific jobs tailored to their skills or interest; it will also aid you in assessing each student's participation. Have students form their smaller groups based on the issue of interest to each student.

3. In their smaller groups, students should discuss the different jobs needed to put together a video and determine which students are best suited for or most interested in specific tasks. Distribute copies of **What Is My Job?, Timeline for Making an Issue-Based Video** and **Glossary to Key Words** to each student and give the group one copy of the **Lesson One Worksheet: Video Topic and Group Roles**. Give students time to complete the worksheet. You should make it clear that it is okay for a student to take on the duties of, for example, the photographer or editor without having the experience yet, as long as that student is willing to put in the time and effort to learn what is required in that role.

4. Distribute folders to each group and instruct students to write their topic name on the outside as well as the names of the group members. After students have completed their **Lesson One Worksheet: Video Topic and Group Roles**, have them place it in their folder for later reference.

NOTE: An entire class can produce a longer video program by breaking the project down into timed segments with well-defined limits, much like a news magazine. Each small group will responsible for making its piece of the puzzle, and one group could be responsible for the open and the close.

One person may research, shoot and edit a video (serving as what may be called a "one-man band," "videographer" or "photojournalist"). However, most of the time creating an issue-based video is a team effort requiring people to accept the responsibilities of different jobs. Communication among your team members is critical. Throughout the process, you must talk to one another about the focus of your video, the message you want to convey and how you will present the information. Here are the key roles students in your class need to fill:

Producer
If there is one person in charge, it is the producer, who oversees all aspects of the video project, making sure key roles are filled by people who are capable of carrying out the duties. The producer keeps the project on track, trouble-shooting any problems that come up and making sure people are doing their jobs in a timely manner so the video can be completed on deadline. The producer also schedules interviews and obtains permission, when needed, for shooting at specific locations.

Researcher/Writer
You may have a few people doing the research and writing the script for your video. They present their information to the producer, reporter and field producer in order to help shape the focus of the script, generally before any shooting takes place.

Reporter
The reporter appears on camera in standups and voices over the parts of the script that will be covered with video, often working with the researcher/writer on the script. The reporter may schedule interviews and works with the photographer and field producer on location, making sure they get all the video called for in the script.

Field Producer
The field producer oversees the reporter and photographer shooting on location. If you are working with a small group, you do not need a field producer and it becomes the reporter's responsibility to make sure the photographer takes enough appropriate shots.

Photographer
The photographer needs to know how to operate a camcorder, or is willing and able to learn. You can have more than one photographer on your team however you should have them shoot in similar styles. For example, if one photographer favors a lot of moving shots, your second photographer should also. Your video needs continuity in how it looks and photographers set the tone. Photographers are responsible for keeping track of the gear, and keeping it in good working order.

Editor
The editors need to know computers and be able or willing to learn how to use software to put together your video. Just as with photographers, if you have more than one editor they should have the same style, but by the time you arrive at the point where you are editing, everyone should already have the same vision of what your video will look like when it is completed.

What Are My Responsibilities and Accountability List

Job Title	Responsibilities	Date Assigned	Date to be Completed	Completed On Time?
Producer	Is the point person to oversee the video production			
	Schedules interviews and maintains schedule to keep video on deadline			
	Troubleshoots problems			
Researcher/ Writer	Uses resources such as newspapers, the Internet, surveys and phone interviews to gather information			
	Helps Reporter draw up a list of questions to ask interview subjects			
	Helps Reporter choose onsite locations, log tape and write script			
Reporter	Works with Researcher/Writer to gather information and draw up questions for interviews			
	Does on-camera interviews, standup and narrates script			
	Works with Photographer to make sure necessary B-roll is shot			
Field Producer	Is another set of eyes working with the Reporter and Photographer in the field to make sure interviews and standups are well-lighted and the B-roll is shot			
Photographer	Learns how to handle the camcorder, tripod, microphone, and all technical equipment			
	Learns good composition of shots and lighting techniques; practices using camcorder and microphone			
Editor	Learns how to use software to edit video, including special effects and sound; finds royalty-free music for the video			

Topic/Specific Focus: _____

Message we wish to convey: _____

_____

_____

Our target audience (adults, teenagers, young children, etc): _____

_____

Student Roles: see **What is My Job**

- Producer: _____

- Researcher/Writer: _____

- Reporter: _____

- Field Producer: _____

- Photographer: _____

- Editor: _____

As with other longer term projects, it often seems difficult for students to keep track of the video production to remain on task and on schedule in order to meet a deadline. The deadline can seem to suddenly appear, so that students conducting the interviews and writing the script still have not completed their tasks, leaving the editors without enough time to do a quality job of putting together the final video. Here is a production schedule, roughly laying out tasks and the time that should be allotted for them in order to turn in a polished video on deadline.

Weeks 1-4:

- Students finish the research they began during the Youth Issues Agenda in the Student Voices curriculum and pull together the most important information to be included in the video
- Students select jobs they wish to perform for the video production

Weeks 5-8:

- Students work on selecting images and people to be interviewed
- Students create storyboards
- Photographers familiarize themselves with the camcorder gear and editors practice using the editing software

Weeks 9-12:

- Reporters and photographers conduct interviews
- Writers and reporters log tapes
- Writers and reporters write scripts

Week 13:

- Writers and reporters finalize scripts
- Photographers shoot any additional standups or b-roll

Weeks 14-16:

- Editors work with the script to put together the video
- Entire team reviews video and suggests revisions
- Editors make final changes

Glossary of Key Words

SOT stands for **S**ound **O**n **T**ape. It is a section of the interview—the sound bite, the talking head.

B-roll is the background video.

Nat sound (also nat sot) indicates a piece of video that contains interesting and relevant natural sound, such as the sound of a passing car; a tire hitting a deep pothole; the chant of protesters at City Hall.

Tape log or **shot sheet** is the list created by the writer and/or reporter of the best images and sound bites that have been recorded.

Time code is the number on the screen that indicates when (what time or how far into the videotaping) a specific shot was taken. The **time code** is how the editor locates an image or sound bite on the tape.

In cue is the beginning of the sound bite, the first few words of what is said. The **in cue** is indicated along with the time code of a sound bite.

Standup is when the reporter appears on camera talking into the microphone to tell part of the story.

Voice over (also **VO** and frequently indicated in ALL CAPS in the script) is the part of the script that is narrated by the reporter.

Lower Third refers to the words that appear on the screen to identify the location of a video image or the name/title of the person speaking.

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Here are some suggested rubrics for teachers to use to evaluate student participation in the production of an issue-based video. These rubrics should be shared with your students so they know how they are being assessed and how to use the rubric to fairly evaluate themselves and their peers.

The first rubric in this section should be used for self assessment, a partner assessment and the teacher's assessment. The teacher could average the three grades or use all three.

In the second rubric, for the individual job/role, the student fills in the tasks/challenges and the teacher completes the "because."

Group participation

Name _____ Date _____

Project _____

Individual job/role _____

Self assessment _____ Partner assessment _____ Teacher assessment _____

	1 – Below Basic	2 –Basic	3 – Proficient	4 – Advanced
Contribution				
Research	Did not collect or share sufficient or appropriate information and/or materials	Contributed minimal and shared limited amount or appropriate information and/or materials	Contributed and shared sufficient amount of appropriate information and/or materials	Contributed and shared additional critical and appropriate information and /or materials
Analysis/ Synthesis	Few if any critical and appropriate ideas contributed to complete the project	Inconsistent critical and appropriate ideas to complete the project	Contributed critical and appropriate ideas to complete the project	Contributed additional and insightful critical and appropriate ideas to complete the project
Punctuality	Missed three or more deadlines	Missed two deadlines	Missed one deadline	Met all deadlines
Attendance	Missed three or more project work days	Missed two project work days	Missed one project work day	Perfect attendance unless emergency excuse

Cooperation				
Cooperates with group members	Never or contributions are usually disruptive	Inconsistent; sometimes disruptive	Usually and never disruptive	Always and never disruptive
Empathetic listening to group members	Infrequent to never; doesn't listen; tries to dominate	Inconsistent; sometimes disruptive; too talkative and doesn't allow others equitable time to speak	Usually and never disruptive; usually balances listening and speaking	Always and never disruptive; always balances listening and speaking
Team Player	Consistently fought consensus; wanted things his/her way	Inconsistent attitude toward teammates; didn't consider all viewpoints; blocked consensus	Fair to teammates; usually considers all viewpoints; helped move the group toward consensus	Fair to teammates; considers all points of view; lead the group toward consensus
Responsibility to group members				
Encouraged and assisted team members	Little if any encouragement or assistance	Inconsistent throughout the process	Most days throughout the process	Consistent each day throughout the process
Fulfilled Responsibilities (duties associated with role/job)	Performed few duties to the best of his/her abilities.	Performed about half of all duties to the best of his/her abilities	Performed nearly all duties to the best of his/her ability	Performed all duties to the best of his/her ability
Shared responsibilities to complete the project	Always relied on others to either remind him/her to do work.	Had to be frequently reminded to do work and rarely assisted team members.	Did most assigned work without reminder and usually assisted team members.	Always did assigned work without reminders and assisted team members.

Total points _____/ 40

Individual job/role

Name _____ Date _____

Project _____

Job/Role _____

	1 – Below Basic	2 – Basic	3 – Proficient	4 – Advanced
Completed all task responsibilities List tasks: List challenges and how they were met:	Because:	Because:	Because:	Because:
Planning What did you have to plan? How did you plan?	Because:	Because:	Because:	Because:

List challenges and how they were met:				
Organizing What did you have to organize? How did you do it? List challenges and how they were met:	Because:	Because:	Because:	Because:

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Overview

Lesson Objectives

Students will:

- Learn how to identify visual images that convey a specific message

- Learn how to identify elected officials and community leaders responsible for handling a specific issue

- Learn how to frame questions to elicit information

Preparation before Lesson 2

- Make one copy of **Lesson Two Worksheet: Possible Interviews and Video Images** for each group

- Make one copy of the **Storyboarding** handout for each student

- Make one copy of the **Storyboard Template** for each student

- Make one copy of the **Storyboard Sample** for each student

Lesson Plan

1. Teachers may need to provide a clear structure to the video project that establishes requirements but does not curtail originality or creativity. Students may be overwhelmed with excitement while working with the video and the objectives of the video may be forgotten or seen differently by each member. You should remind students that while the issue of their video may be on drug abuse among teens, for example, they need to keep the focus on the impact in their school or community.

2. Students should work in their groups as they plan their video. All students in each of the smaller groups will take part early on in the process of discussing the issue, shaping the focus of the video and considering what visual images will best convey the message of the video and who could be interviewed. Give each group one copy of **Lesson Two Worksheet: Possible Interviews and Video Images** and give each student one copy of the **Storyboarding** handout as well as the **Storyboard Template** and **Storyboard Sample.**

3. As the individual groups continue to hone the focus of their videos, they should think about the video in small segments. Here is an example of how students would structure a video focused on abandoned homes and dangerous properties:

      Abandoned homes/dangerous properties:
      o   Explain problem
      o   Show examples
      o   Interview city officials, concerned neighbors or community leaders
      o   Tell viewers how to report dangerous or abandoned properties

Topic/Specific Focus: _____

People we wish to interview:

Name:	Office Held or Occupation	Contact Information:

Locations we wish to tape:

Name of location	Address	Contact information (if needed)

The storyboard is one the most important parts of planning a video and each student should make one. Storyboards are simply still images or pictures that represent what will be shown in each scene. Some storyboards contain elaborate drawings and look like comic books or graphic novels. However, most of us are not talented illustrators and we create storyboards with simple stick figures and basic drawings. Think of the storyboard as a planning guide to give everyone on your team a clear idea of what images you think should be included in your video and the words that accompany those images.

A sample storyboard is included in these materials.

Here is some advice for creating your storyboards:

1. Use the storyboard template sheet
2. Keep the frames fairly small because you don't need that much detail
3. Use pencil because it's easier to make changes
4. Write notes at the bottom of the image to describe what is happening in each frame
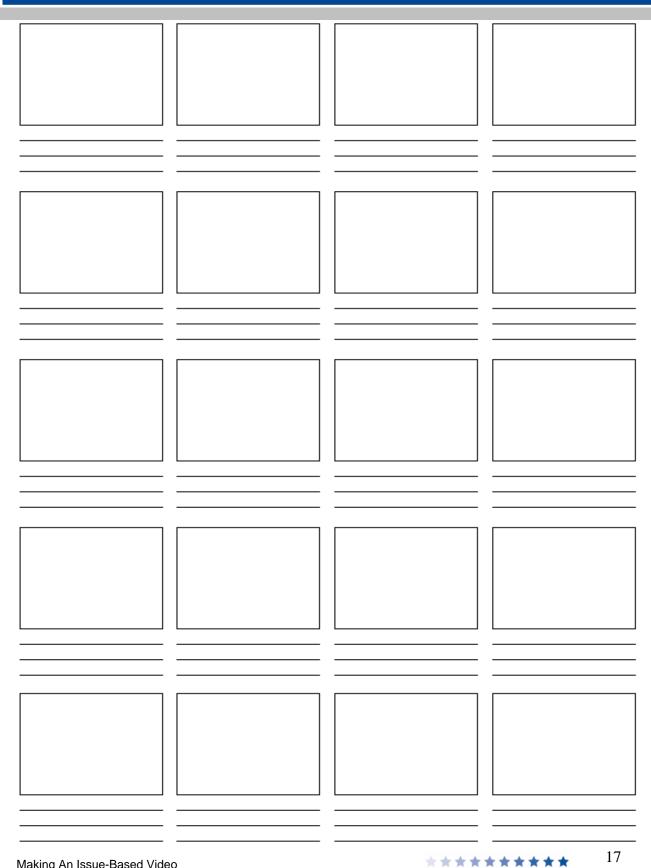5. Number the frames so they can be correlated to a "shot-list" when editing.

To create a storyboard, draw an image that represents what your group envisions for each scene in your video. As an example, your group wishes to examine the safety of an intersection. You can create a frame that shows the "reporter" standing near the intersection holding a microphone doing the report.

Keep this storyboard in your team folder. This will be used when you go onsite to act as a guide when setting up shots. It will also assist your editor when assembling the order of your scenes.

For more help with storyboarding and video planning check out:
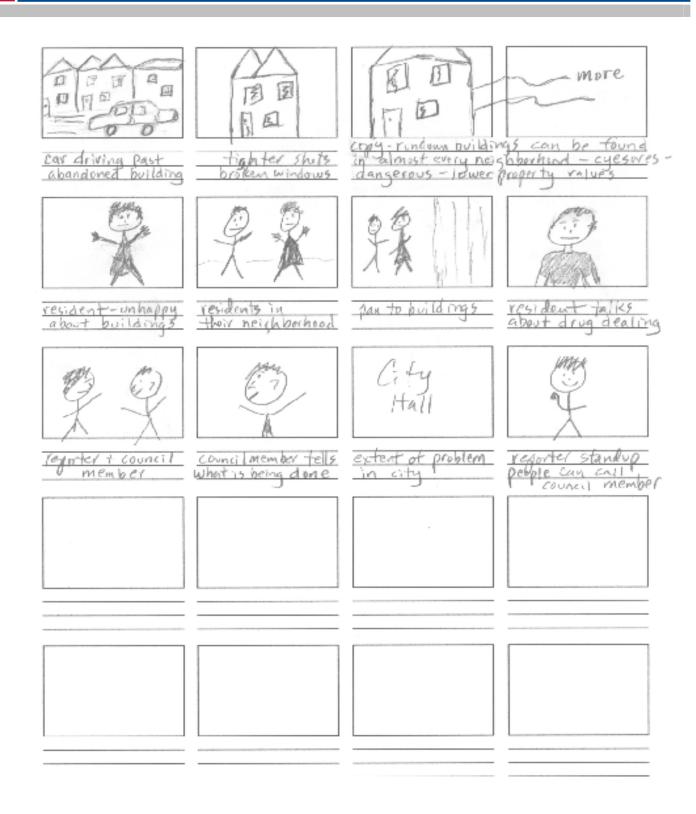
http://eduscapes.com/seeds/planit.html

Storyboard Template

Sample Storyboard: Abandoned Houses

car driving past
abandoned building

tighter shots
broken windows

copy - rundown buildings can be found
in almost every neighborhood - eyesores -
dangerous - lower property values

more

resident - unhappy
about buildings

residents in
their neighborhood

pan to buildings

resident talks
about drug dealing

reporter + council
member

council member tells
what is being done

extent of problem
in city

City
Hall

reporter standup
people can call
council member

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Here in Lesson Two for storyboards and later in Lesson Three for scripts, we have given you a rubric and a check off list for you and your students to determine the work that has been done, the work that remains, and the adequacy of completing tasks.

Student Name _____

Category	1 – Below Basic	2 – Basic	3 – Proficient	4 - Advanced
Storyboard Template	Didn't use storyboard template; most information is incomplete	Used storyboard template; some information is incomplete	Used storyboard template; complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc.	Used storyboard template; complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc.; reflects outstanding planning and organization for the video.
Text in frames	Most text is either insufficient or too detailed; most information is not clear	Some text is insufficient and/ or not clear for group members; a few frames include either too much or not enough detail	Sufficient and clear for group members; enough but not too much detail	Sufficient, concise and clear for everyone; enough but not too much detail
Text below frames	Most text is either insufficient or too detailed; most information is not clear	Some text is insufficient and/ or not clear for group members; a few frames include either too much or not enough detail	Sufficient and clear for group members; enough but not too much detail	Sufficient, concise and clear for everyone; enough but not too much detail
Sketch in frames	Most is insufficient and/or not clear for group members to determine script video, shots, who is in the shots, etc.	Some is insufficient and/or not clear for group members to determine script video, shots, who is in the shots, etc.	Sufficient and clear detail for group members to determine script video shots, who is in the shots, etc.	Sufficient, concise and clear detail for anyone to determine script video shots, who is in the shots, etc.
Numbering of frames	Confusing numbering of frames	Question on one - two numbered frames regarding correlations to "shoot list" for editing	Correlates to "shoot list" for editing	Correlates to "shoot list" for editing

Directions below frames	Most directions are insufficient and/or not clear for shooting video	Some directions are insufficient and/or not clear for shooting video	Sufficient and clear directions for shooting video; any group member could follow directions	Sufficient and clear directions for shooting video; anyone could follow directions
Special effects and sounds	Most either too detailed or incomplete	Some either too detailed or incomplete	Briefly listed and clearly written in text below frames; correlates to the script	Briefly listed and clearly written in text below frames; strongly correlates to the script
Neatness	Most information is not neat, legible, clearly written, labeled and/or drawn	Significant information is not neat, legible and/or clearly written, labeled and/or drawn.	Most information is neat, legible and clearly written, labeled and/or drawn.	All information is neat, legible and clearly written, labeled and/ or drawn.

Total points _____ / 32

Student Name _____

Category	Complete	Incomplete – needs improvement	Not included
Storyboard template sheet (used to plan and organize the video)			
Text in frames (sufficient but not too detailed)			
Text below frames (succinct and has sufficient information for each frame)			
Sketch in frames (sufficient detail for group to determine script video shots, who is in the shots, etc.)			
Numbering of frames (correlated to "shoot list" for editing)			
Directions below frames (sufficient direction for shooting video)			
Special effects, sounds, etc., are briefly listed in text below frames			
Neatness (legible and all elements clearly written, labeled or drawn)			

Overview

Lesson Objectives

Students will:

- Learn how to organize their research and ideas into a script

- Conduct interviews with elected officials and community leaders

- Use appropriate images and words to convey an issue-based message

Preparation before Lesson 3

- Make one copy of the **Sample Script** for each student

- Make one copy of the **Script Template** for each student

- Make one copy of the **Tips for Making a Quality Video** handout for each student

Lesson Three: Creating a Script and Shooting the Video

Lesson Plan

A script is where your students will put together the words they have chosen, with the images they have taken and the interviews they have conducted to tell the story to the viewer. A good script tells and shows viewers why they should care about an issue.

Scripts need to be concise; the sentences should be short and clear to convey the message to the viewer; the paragraphs should also be short. The wording in the script should be conversational. Students should read their scripts out loud because in hearing what they have written, they will understand more quickly how to write a good script.

Ideally, all the video and interviews will be shot before the script is written. When video is recorded, there is a running counter, the time code that appears on the screen. The writer and reporter will view all the video and mark down the best video images or sound bites by indicating the time code. This is called creating a log sheet or a shot sheet. The editor will use that information to put together the video piece.

For example, a video log should look like this:

       1:03 – exterior of abandoned house
       1:45 – tight shot of broken window
       2:20 – pan from one side of the street to the other

Try to write down only the time codes of the best video and not every shot taken by the photographer.

Your log sheet of an interview should look like this:

       SOT Councilman John Doe
       in cue at 23:22: "We have set up a task force to identify the vacant buildings and determine who owns them. If the properties are unfit for human habitation and the owner won't pay the taxes or wants to donate the buildings to the city, we'll get the bulldozers out there and get those properties leveled." :15

BEFORE YOU SHOOT

> **Be Flexible:** You have learned to plan out your video with the storyboard. If you want to write a rough draft of the script before you begin shooting, that's okay, but be flexible in case you learn new information while interviewing people that requires changes in your script.

> **Practice:** The photographer must practice using the camcorder, tripod and microphone. Shoot some scenes, a reporter standup or interviews and then look at your video. Is your video level – even with the horizon? Check the tripod if it wasn't. Did you leave enough space around the person's head or in a critical part of the scene? When shooting, allow for extra space around the edges so your shot is not cut off. Practice counting to ten while recording your shots. Play them back. Were your shots long enough? If not, count slower next time.

> **Frame Your Interview:** Think about how you would frame the interviews and reporter standup. A good rule of thumb is called the Rule of Thirds. Position your subject or image in the middle third of the viewfinder, with some space above the image, and some on each side – but not too much. Sometimes you will want to frame your image more to one side or the other, but if you aren't sure, stick with the Rule of Thirds.

> **Check Your Gear:** Before you leave the building to go into the field to shoot, double check and make sure you have all the equipment you will need:

> - ✓ Camcorder with charged battery
> - ✓ Extra battery
> - ✓ Videotapes
> - ✓ Microphone
> - ✓ Tripod

WORKING IN THE FIELD

> **Focus on Your Tasks:** Okay, now you're in the field. There's a lot going on—a lot to remember. Is the microphone cable plugged in? Is the tripod level? Is there a tape in the camera and are you recording video? Take your time and make sure your gear is ready.

> **Recording Tape:** Always record thirty seconds of black or color bars when you put in a new tape so you don't get a crease in the tape. If you have pushed the pause button during recording, count to five after releasing it to make sure the tape is up to speed and you are recording again. Make sure you get enough static (non-moving) shots. Again, count to ten, v-e-e-r-y slowly, while you are shooting to make sure your shot is long enough.

> **Panning and Zooming:** When it comes to panning and zooming, don't overdo it. Panning is when you shoot from left to right or visa versa. Zooming is going in tighter on a subject, or pulling out for a wider shot. If you do a pan or a zoom, go slow. A fast zoom is hard on the eyes—and the stomach!

Making An Issue-Based Video

- **Wide, middle, tight, helps to get it right:** It's another rule of thumb and it's how you build sequences, which really help you out in the edit booth. Here's how to think about a sequence:
  - wide shot of the school bus arriving in the parking lot;
  - medium shot of the bus as the door opens to let students out;
  - tight shot of students' faces as they get off the bus;
  - tight shot of students' sneakers hitting the pavement as they jump off the last step;
  - tight shot of the door closing after all the students have disembarked; and
  - wide shot of the bus pulling away.

- **Shoot From Different Angles:** Get on your knees once in a while. Don't shoot everything from the same level. Shoot from a kneeling position or in a crouching position. Hold the camera up over your head to get a shot. It takes practice to get a radically different shot, but it can pay off.

- **Label Tapes:** Label your tapes in the field, and to make sure you don't record over a tape you need, move the white (or red) switch on the tape from the **record mode** to **save mode**. Put the tape back in the plastic box. It keeps the tapes free from dust which can damage the tape.

STANDUPS AND INTERVIEWS

- **Shooting Your Subjects:** When shooting a reporter standup or a sit-down interview, don't shoot the person head on. Have the person turn their body slightly so they are at an angle to the camera. Or move the camera so it isn't directly in front of the interviewee's chair.

  - ✓ Note to reporters: do not wear white when you are on camera.
  - ✓ Note to photographers: if someone you are interviewing is wearing a white shirt or blouse, ask them to put on a jacket. The camera will try to compensate for the bright white and the rest of your video could be darker.

- **Holding the Microphone:** When shooting a standup, the reporter should hold the microphone about five inches from his/her mouth, with the bottom of the microphone angled down. On a windy day, the reporter should hold the mic closer to his/her mouth, and a windscreen should be used.

- **Check Your Viewfinder:** Always be aware of what's in your viewfinder – what's in your shot. Make sure there's no telephone pole coming out of your reporter's head. Or a tree branch coming out of your interviewee's ear. Don't be afraid to stop and make adjustments if you don't like what you see in the viewfinder. You'll like it even less in the edit booth.

A FEW WORDS ABOUT SOUND

- **Quiet on the Set:** Do not talk when the red light is on. The only people who should be speaking when the camera is recording video are the reporter doing a standup and the person being interviewed. When you are shooting the other video, the b-roll, you will be recording nat sound, or natural sound of the scene. It fills out the video; it adds another dimension. You don't want to ruin the nat sound by talking.

- **Make Your Own Kind of Music:** Don't use popular music in your piece – it's copyrighted and no one will air it. Create your own music or buy some (one source is musicbakery.com).

A WORD ABOUT LIGHTING

- ➢ **Looking Good:** You probably need to shoot with available light most of the time. When you are outdoors, do not shoot into the sun. If you are shooting an interview or reporter standup, make sure the sun is behind your back and in their face. If you shoot in the shade, try to make sure there is shade in your entire field of view in the viewfinder because too much sun in the background will cause the rest of your video to look dark.

Here is a good link to check out for more tips on making videos:

http://www.adobe.com/education/digkids/tips/main.html

VIDEO	AUDIO
1:15 … Shot of abandoned building	Nat sot neighborhood (car driving down street, children playing, something like that) (:02)
1:32 … Various shots of broken windows, rundown properties Lower Third: North Philadelphia	VOICEOVER: BUILDINGS WITH BROKEN OR BOARDED UP WINDOWS CAN BE FOUND IN ALMOST EVERY NEIGHBORHOOD IN THE CITY. THEY ARE AN EYESORE, THEY ARE DANGEROUS, AND THEY BRING DOWN THE VALUE OF OTHER PEOPLE'S PROPERTIES. (:11)
Lower Third: Jane Smith North Philadelphia Resident	SOT: Jane Smith … 8:55 … There are several abandoned houses right here in my block. I'm tired of looking at these buildings and even more tired of the drug dealers who hang out in them…:09
12:30 … Jane Smith and Harry Brown walking down the street – pan from them to abandoned building More shots of boarded up windows, broken steps and buildings falling apart	VOICEOVER: PEOPLE WHO LIVE IN THIS PART OF NORTH PHILADELPHIA SAY THEY HAVE CALLED THE POLICE AND MEMBERS OF CITY COUNCIL TO GET THESE ABANDONED BUILDINGS TORN DOWN. THEY SAY THESE RUNDOWN PROPERTIES HAVE PLAGUED THE NEIGHBORHOOD FOR YEARS. (:12)
Lower Third: Harry Brown North Philadelphia Resident	SOT Harry Brown … 10:12 … The cops are able to run out the drug dealers for a few days but then they come right back and start dealing again. And nobody's ever done nothing to tear down these buildings. I've lived here eight years now and nothing's been done about the buildings…:14

Making An Issue-Based Video

Two-shot of reporter and councilman at 25:30 26:20 … cut to tight shot of reporter listening	VOICEOVER COUNCILMAN JOHN DOE, WHO REPRESENTS THIS PART OF THE CITY, CLAIMS STEPS ARE BEING TAKEN TO CONDEMN THE WORST OF THE BUIDLINGS AND TEAR THEM DOWN. (:08)
Lower Third: Councilman John Doe (D) 21st District	SOT Councilman John Doe … 23:22 … We have set up a task force to identify the vacant buildings and determine who owns them. If the properties are unfit for human habitation and the owner won't pay the taxes or wants to donate the buildings to the city, we'll get the bulldozers out there and get those properties leveled…:15
27:50 … city hall shots	VOICEOVER OFFICIALS SAY GETTING RID OF ABANDONED BUILDINGS TAKES TIME AND MONEY, AND THE CITY IS FIGURING OUT HOW TO COME UP WITH MORE OF BOTH. (:08)
Lower Third: Ann Clark North Philadelphia	SOT Ann's standup … 16:38 … It's anybody's guess just how many vacant buildings there are in Philadelphia, but safe to say it's in the thousands. If there's one in your neighborhood call your city council member to have the property targeted for demolition. In North Philadelphia, this is Ann Clark reporting. (:16)

Script Template

VIDEO	AUDIO

As with the storyboard in Lesson Two, we have given you a script rubric and a script check off list for you and your students to determine the work that has been done, the work that remains, and the adequacy of completing tasks.

Student Name: _____

CATEGORY	1 – Below Basic	2 – Basic	3 – Proficient	4 - Advanced
Time Video	The exact length of time for each scene is not detailed in the script.	The exact length of time in each scene is missing for more than four seconds.	The exact length of time for most of the scenes is detailed in the script.	The exact length of time for each scene is detailed in the script.
Time Audio	The exact length of time for each audio segment is not detailed in the script.	The exact length of time in each audio segment is missing for more than four seconds.	The exact length of time for most of the audio segments is detailed in the script.	The exact length of time for each audio segment is detailed in the script.
Inserted music and text	Complete details for music (track name and time length) and exact text for graphics are missing for most or all of the scenes.	Complete details for music (track name and time length) and exact text for graphics are missing for about half of the scenes.	Complete details for music (track name and time length) and exact text for graphics are given for almost all scenes.	Complete details for music (track name and time length) and exact text for graphics are given for all scenes.
Accuracy and detail of content	Less than half of the content is in the students' own words and/or is accurate and lacks detail.	At least half of the content is in the students' own words and is accurate; needs additional detail.	Almost all content is in the students' own words, is accurate and includes sufficient detail.	All content is in the students' own words, is accurate and includes sufficient detail.
Spelling & Grammar	Several spelling and/or grammatical errors in the script or text for graphics.	One - two spelling or grammatical errors in the script or text for graphics.	No spelling or grammatical mistakes in the script or text for graphics.	No spelling or grammatical mistakes in the script or text for graphics.

Clarity of content and Neatness	Script is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.	Script is hard to read with rough drawings and labels. It would be difficult for another person to create this presentation without asking lots of questions.	Script is easy to read and most elements are clearly written, labeled (SOT, Voice Over, etc.), or drawn. Another person might be able to create the presentation after asking one or two questions.	Script is easy to read and all elements are so clearly written, labeled (SOT, Voice Over, etc), or drawn that another student could create the presentation if necessary.

Total points _____ / 24

Script Check Off List

Student Name: _____

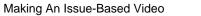| Category	Complete	Incomplete – needs improvement	Not included
Time for video (detail exact length of time for each scene)			
Time for audio (detail exact length of time for each scene)			
Content for video (accurate, sufficient detail and original wording)			
Content for audio (accurate, sufficient detail and original wording)			
Music (track name and time length)			
Graphics (exact text for graphics for all scenes)			
Clarity of content for video (clearly written and labeled (SOT, Voice Over, etc.) so another student could create the presentation)			
Clarity of content for audio (clearly written and labeled so another student could create			
Spelling and grammar (no errors)			
Neatness (legible and all elements clearly written, labeled or drawn)			

Overview

Lesson Objectives

Students will:

- Determine the best audience for their issue-based video

- Gain experience presenting information to elected officials and community leaders

- Learn how to raise community awareness and knowledge on important issues

Preparation before Lesson 4

- Make one copy of the **Finding an Audience for Your Issue-Based Video** for each student.

Lesson Plan

To better understand the power of the media, students seek to gain exposure for their issue-based video. They will determine the best outlet for reaching the appropriate audience and write letters, send e-mails or faxes, make phone calls or in-person visits. Hand out the **Finding an Audience for Your Issue-Based Video** sheet.

Students should decide who to contact, considering the following possibilities.

School TV station: program directors for any TV station in their school;

Local cable outlets to determine their interest in airing the video;

Local news media to gain publicity for the students' work;

Governing body such as city council or a council subcommittee;

Any elected or appointed official who oversees the issue covered in the students' video; and/or

Community or neighborhood groups who are concerned abut the same issue.

★★★★★★★★★

Finding an Audience for Your Issue-Based Video

Now that you have completed your issue-based video, you will want to decide to whom that plan should be sent – at your school, in your local government, in the local media. Your team will want to determine the best audience for your video, and then decide who should make the contact and whether it should be in writing, by phone or in person. Students can check the phone book or search the Internet for television or cable stations in their community; they can access government information through the phone book or on local government and community websites.

Your school TV station

Local Cable Outlet, such as Comcast

Community Access Outlets such as the regional channels of cable companies or your local school district's television station.

Local News Media – broadcast and print

Local Government, such as the city council committee chairperson who oversees the issue in your video or the city council member who represents your school's district

A Municipal Department or Agency Head

A Community or Neighborhood Group

Here is a general rubric to use for the overall video project.

Group members:

Name	Role

Project Title _____

Due Date: _____ **Date submitted:** _____

	1 – Below Basic	2 – Basic	3 – Proficient	4 – Advanced
Use of resources/ materials during process	Little use of evidence, materials or resources. Most information is inaccurate or not clearly presented, recorded or interpreted. Only one perspective. Conclusions are not clear or convincing.	Inconsistently use of evidence, materials and resources. Not all information is accurately or clearly presented, recorded and interpreted; insufficient perspectives. Not all conclusions are clear and convincing.	Clear and convincing use of evidence, materials and resources. Accurately, and clearly presented, recorded and interpreted sources of information; identified multiple perspectives. Clear and convincing conclusions, suggestions for action/ assistance, etc.	Clear, convincing and unique use of evidence, materials and resources. Accurately, clearly and uniquely presented, recorded and interpreted sources of information; identified multiple perspectives. Uniquely Clear and convincing conclusions, suggestions for action/ assistance, etc.
Teamwork	Little evidence of members brainstorming, discussing and solving problems to produce the product. Little evidence of	Lacks clear demonstration of members brainstorming, discussing and solving problems to produce the product.	Clearly demonstrates that members brainstormed, discussed, and solved problems to produce a proficient product.	Clearly demonstrates that members brainstormed, discussed, and solved problems to produce an advanced product.

	building on individual strengths and team cooperation.	Lacks evidence of building on individual strengths and team cooperation.	Generally demonstrates how individual effort and contributions built on strengths of team members and supported team cooperation.	Clearly demonstrates how individual effort and contributions built on strengths of team members and team cooperation.
Introduction	Neither coherent nor clear; lacks "hook;" not clear what will follow.	Either not coherent or clear; "hook" is not overly appealing; doesn't create a strong sense of what it to follow.	Coherent and clear; "hook" catches the audience's attention.	Compelling, coherent and clear; provides "hook" that keeps the audience's attention throughout the video.
Content / organization	Content is not clear, consistent, convincing, and coherent. Statement of purpose or theme is not clear or identifiable. Supporting information does not contribute to understanding the project's main idea. Events and messages are not presented in a logical order. Lacks action steps. Not all sources are cited.	Not all content is clear, consistent, convincing, and coherent. Statement of purpose or theme lack clarity. Not all supporting information contributes to understanding the project's main idea. Events and messages are not all presented in a logical order. Action steps lack clarity. Includes sources but not all citations are accurate.	Clear, consistent, convincing, and coherent content and statement of purpose or theme. Clear supporting information contributes to understanding the project's main idea. Events and messages are presented in a logical order. Clear action steps. Includes properly cited sources.	Clear, creative, consistent, convincing, coherent and compelling content and statement of purpose or theme. Clear, compelling supporting information contributes to understanding the project's main idea. Events and messages are presented in a logical order. Clear and compelling action steps. Includes properly cited sources.
Video continuity/ editing and quality	Editing is incomplete; many poor shots are included. No transitions are used.	Editing is incomplete; some poor shots are included. Transitions are choppy and not always appropriate for the scene.	Edited using mostly quality shots. Video moves smoothly. Usually uses transitions to communicate the main idea and flow from one scene to the next.	Edited using only quality shots. Video moves smoothly from shot to shot. Uses a variety of transitions to communicate the main idea and clearly flow from one scene

		Some unnatural breaks and/or early cuts.	Most shots and scenes are connected and flow smoothly. Good pacing and timing.	to the next. All shots and scenes are connected and flow smoothly. Smooth and consistent pacing and timing.
Audio and Voice quality and editing	Not clear and consistent in clarity (too loud/too soft/garbled) and insufficiently communicates the main idea. Communication usually includes weak voice projection and/or lack of preparation. Most of the background audio overpowers the primary audio	Not clear or consistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Sometimes communication includes weak voice projection and/or lack of preparation. Sometimes the background audio overpowers the primary audio.	Clear but inconsistently assists in communicating the main idea. Communicates with proper voice projection, adequate preparation and delivery. Most background audio is in balance.	Clear and effectively assists in communicating the main idea. Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio.
Color Scheme	Many backgrounds and clothing colors may distract the viewer.	Some backgrounds and clothing colors may distract the viewer.	Background and clothing colors do not distract from the quality of the video.	Background and clothing colors enhance the quality of the video.
Lighting	Insufficient lighting. Most scenes are too dark or too light. Many shadows and glares.	Insufficient lighting. Some scenes are too dark or too light. Some shadows and glares.	Most scenes have sufficient lighting. Most lighting enhances the action and images. There are a few glares and shadows.	All scenes have sufficient lighting. Lighting enhances the action and images. Shadows and glares are eliminated.
Camera Techniques (Exposure / Focus)	Most of the video is not steady; most pans and zooms are not necessary. Most shorts are not focused or framed. Most close-ups are not appropriate.	Some of the video is not steady; some pans and zooms are not necessary. Not all shots are clearly focused or framed. Not all close-ups are appropriate.	Overall video is steady; most pans and zooms are necessary. Uses the "rule of thirds." Most shots are clearly focused and well framed. Appropriate use of close-ups.	Overall video is clearly focused and well framed; it is steady with no unnecessary pans and zooms. Uses the "rule of thirds." Appropriate use of close-ups.
Use of media	Few graphics,	Most graphics,	Graphics, sound	Graphics, sound

(music, voice over, graphics)	sounds and/or animation are related to the overall theme. Few support the message. Few multimedia elements work together; little evidence of synthesis. Few graphics explain key ideas.	sound and/or animation are related to the overall theme. Most support the message. Some multimedia elements work together; limited evidence of synthesis. Most graphics explain key ideas.	and/or animation are directly related to the overall theme. They also support the message and encourage action on the issue/topic. Most multimedia elements work well together and demonstrate a synthesis. Graphics explain key ideas.	and/or animation enhance the overall theme that appeals to the audience. They also enhance and support the message and encourage action on the issue/topic. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key ideas.
Copyright	No reference or copyright sources are listed.	Some photos, graphics or music is not properly documented for permission for use. Some sources are not properly cited.	. All photos, graphics or music is either original or lists documented permission for use. Most sources are properly cited.	Clearly and properly identifies sources for photos, graphics and music. If permission is needed, it is included.
Moving Images	Few motion scenes are well planned. Most images are inappropriate for the video. Most "Talking head" scenes are inappropriate.	Not all motion scenes are well planned. Not all images are appropriate for the video. Not all "Talking head" scenes are appropriate.	Well planned motion scenes. Images are appropriate to the video. "Talking head" scenes are appropriate to the video.	Compelling and well planned motion scenes. Images add impact to the video. "Talking head" scenes are important and appropriate to the video.
Pace	Most video clips are too long or too short; non-essential action or dialogue.	Some video clips move at an inappropriate pace. Needs more editing in length or speed.	Most video clips move at an appropriate and steady pace. Pace maintains the viewer's attention.	All video clips move at an appropriate and steady pace. Points are clear. Pace enhances the viewer's attention and attraction.
Timing	Too much slack time and little action.	Some video clips are edited to remove slack time and increase action.	Most video clips are edited to remove slack time and to emphasize action.	Timing enhances the quality of the video. No slack time or delays; appropriate action.

Total points _____ / 56