

SDG 14 MM7 Media Communication 1

Introduction to Pre and Post Video Production



Media Communicaton 1: Introduction to Pre and Post Video Production

Lesson 1: The Rapid Film Project

Subjects: Climate Action
and Sustainable
Development, Design,
English, Enterprise, Science

Lesson Title and Summary: The Rapid Film Project

In this lesson, learners will playfully begin to explore key aspects of film making and pre production. Using a rapid remix technique, learners will quickly create a story outline for a film as a way to introduce them to terminology and considerations that they will develop later in this micro-module.

Learners will gain an awareness of basic concept development and some of the core elements of idea / story development. This will help them with Lesson 3 when they begin to storyboard ideas for their final project if a video assignment is part of the completion of their project work.

Vocabulary: Assets, Concept, Development, Film Style, Setting, Film Theme / Genre, Pre-production, Story-telling

In this lesson, the learner will:

- use remix techniques to understand the relationship between setting, style and outline
- begin to develop an awareness of storytelling
- develop a film idea using random prompts
- prepare for lesson 3 and storyboarding their film project idea

Materials

- Resource Sheet: Rapid Teachers Cards - Settings, themes and assets
- Worksheet: Rapid Outline
- Paper, Pens, pencils or markers



MC1: Video Lesson 1 From Idea to Story 1

Lesson 1: The Rapid Film Project



ACTIVITY INSTRUCTIONS

Activity 1 The Rapid Film Remix (25 mins)

Pre class preparation - cut up the teachers cards on themes, settings and 3D assets - separate the cards bags or folder and grouped in their categories e.g. bag 1 themes, bag 2 settings and bag 3 - 3D assets. Learners will pick a card from each bag without seeing what they are.

1. Explain the main project is to make a film about the Future of Ocean Health, or if doing the module as a standalone, a topic of their choice in relation to SDG 14 - Life Below Water. However, this lesson is just a fun introduction to get them thinking about making a film.
2. Have learners work in groups of two or three or four for this exercise. It does not have to be their final project team.
3. Have each team select one card from each of the three bags / folders. These will form the basis of their film idea. Learners will create story based on a theme, setting and a 3D asset they pick from each of the bags.
4. Have learners work with another group of learners and share their film idea. They should be prepared to share their ideas with class saying what they selected and how they used them.

Activity 2 Presenting their Rapid Film Project (25 mins)

1. Have one group present their Rapid Film Project idea in one sentence.
2. Ask another group to give one aspect from their film cards, e.g. the style, theme or 3D asset.
3. Use this to change (remix) the first group's film by replacing that element with the the new element. Give all the groups one minute to brainstorm a film idea based on this change.
4. Select one or two groups to share their new ideas. Repeat the process if there's time.

This activity supports learners to understand how changing one aspect or element of a film concept can change the whole story and offers them a useful technique for Lesson 3 - idea generation and storyboarding.

REFLECTIVE EXERCISE: 3-2-1 (10 mins)

- Three things they feel they have learnt from the exercise
- Two things they found most interesting and would like to explore more
- One – their opinion they have about the site / exercises

MC1: Video Lesson 1 From Idea to Story 1

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EXTENSION / REDUCTION ACTIVITIES:

Reduction: For a shorter class, complete activity 1 and use the rest of the class time to discuss their opinions as a group and prepare for the next class by discussing the film project and expectations.

Extension: For a longer class, complete both activities and undertake a few more cycles of the Rapid Remix in activity 2.

- Option B: Explore some of the themes / styles that might be appropriate to their video project on SDG14, e.g. documentary, animation, awareness campaign, live action, whiteboard videos.
- Flipped Classroom: Ask learners to find an example of a video linked to the ocean / SDG 14 and share the link in class one drive, a selection can be talked about in Lesson 3 as an Extension activity using Lesson 3 Activity 1 worksheet to do a collective analysis.

MEDIA BOX: (materials, online video links, extra resources, case studies etc)

Resources for Teachers;

- Teacher-focused video production in the curriculum http://kidsvid.4teachers.org/nav_pages/teaching.shtml
- How To Plan A YouTube Video [10:27min] https://www.youtube.com/watch?v=zErUe_UVOGY
- Article: Nine Styles of Video and when to use them <https://99designs.com/blog/video-animation/styles-of-video/>
- Article: Film styles and Genres and how to use them <https://www.indeed.com/career-advice/career-development/types-of-film-styles>

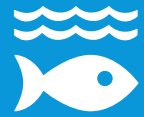
Storyboarding

- Basic Storyboarding in 5 Minutes [5:14min] <https://www.youtube.com/watch?v=NcCAzs2kCFw>
- How to Draw Storyboards Even If You Don't Draw [13:35min] <https://www.youtube.com/watch?v=NPrxj2MyZI>

Local Trip / Expertise / Additional Work and Assessments

Linked learning: Use Media Modules as assignment options for Civic, Social & Political Education – Sustainability, Visual Art, Media & Communication or consolidating GAISCE community project

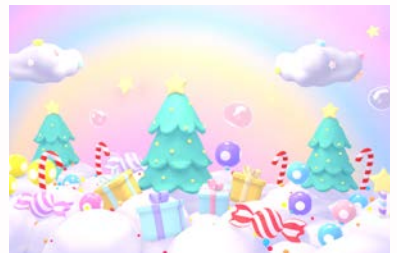
- Media Communication 2: Poster Creation
- Media Communication 3: Creating a Pecha Kucha presentation
- Media Communication 4: Podcasts



Cut the images below into strips / individual images and use them as prompts for the learners' Rapid Film Concept. Learners will use these with their team and the film themes, and 3D asset to construct an outline for their Rapid Film Idea.



Setting: Set in a Forest - What type of Forest?



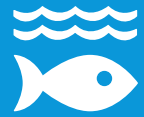
Setting: Set in a Winter Wonderland - Is it realistic, animation, Christmas?



Setting: Set in a shop



Setting: Set in a city - Where is the city? Is it day or night?



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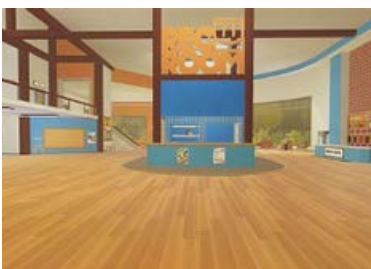
Settings: Set in the country



Setting: Set under the ocean. Is it beautiful or frightening? Are there animals?



Setting: Set in a Outer Space. Is it Science based, Sci Fi, or based on Aliens?



Setting: Set in a computer game, Is in a Virtual World, a Quest Style game or...



Theme: A Comedy



Theme: A Tragedy or disappointing ending



Theme: A Fantasy or Magical Film



Theme: A Superhero film



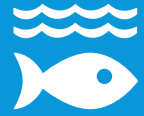
Theme: A Sad film / animated film



Theme: An exciting or scary film

MM7 MC1 L1TG RAPID FILM 3D ASSETS

14 LIFE BELOW WATER



Assets are part of the film making process, e.g. editing clips and audio recordings are known as assets. In this context, images of 3D Assets are something that are being used as a prop, that are necessary for the character's motivation or the plot in the film.

This might be as part of their character, e.g. Sherlock Holmes and his pipe or violin, an object in a quest, or event, e.g. The Ring in Lord of the Rings, the Pill in the Matrix or cassette / music in Guardians of the Galaxy.



3D Asset: A motorbike / scooter



3D Asset: A Key, set of keys, being given a key



3D Asset: A Legal document

MM7 MC1 L1TG RAPID FILM 3D ASSETS

14 LIFE BELOW WATER



3D Asset: Tools of the trade



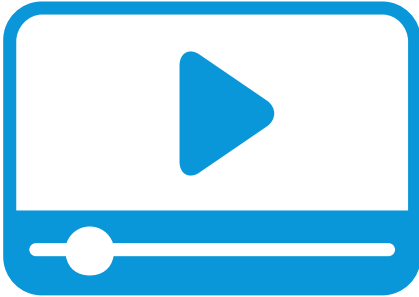
3D Asset: A hat. What is the occasion for the hat, what century is the hat from?



3D Asset: A map. Travelling to see friends, going on a world trip or treasure hunt?



MM7 MC1 L1WS VIDEO ANALYSIS



SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.



Student Name / Team: _____

Date: _____

1

Watch the following two videos. Each have been made in very different ways and both look at our relationship to the ocean in different ways.

- Video 1 Thank you Sea, Surfers against Sewage [4:21 min]
<https://www.youtube.com/watch?v=cOmSPOeaOwQ>
- Video 2 When my body is in trouble, I swim 10 Magical Fingers [4:20 min]
<https://www.youtube.com/watch?v=QCe670ahJgw>

2

What are the main points of / or message of each video?
Write down the focus e.g. are they sharing information, presenting a tourism offering or a location or promoting an activity?

Video 1.

Video 2.

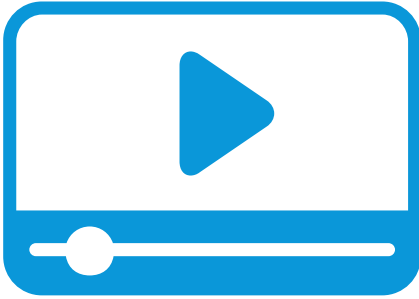
3

Who's involved, e.g. are there characters telling a story? Did they also make the video? Do you think there is a target audience? Does it have more than one target audience, if yes who are they?

MM7 L1 WORKSHEET

VIDEO ANALYSIS

SDG14 and the Ocean Health programme takes full account of current and future economic, social and environmental impacts by considering the relationship between our species, the ocean and our communities, especially as a small island nation.



Student Name / Team: _____

Date: _____

4

Did you like or find anything interesting about the videos? If you didn't, you can also say what you didn't like or didn't find interesting. Think about the style of the video and the content.

- Video 1

- Video 2

5

Did you find them inspiring in any way? Why / why not?

Video 1.

Video 2.

6

Think about your answers above - use them to start thinking about your video. Make notes here about each of the videos - their styles, the way they were made, their story, or message.

Was there anything or ideas that might inspire how you will make your film?

After discussion as a class, Worksheet 2 will help you to think through some of your ideas before starting your storyboard.