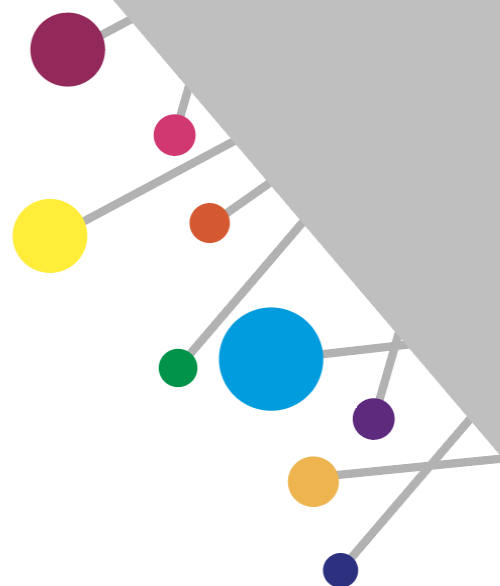




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NEET
idea



Compendium of Inquiry-based and Embedded- learning Resources



NEET
Supporting Digital Native
NEETs Back to Mainstream
Education, Training and
Employment **idea**



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INTRODUCTION

NEET-IDEA has been developed by a partnership of youth organisations and trainers working to support NEETs. This will aid in the improvement of the skills of marginalised NEETs digitally, via smartphones. By offering learning materials that appeal to young digital natives, NEET IDEA encourages participants to develop useful skills, develop behaviours, and change attitudes towards re-entering education, employment, or training in the future. While working in their production teams to develop these creative projects, young people will also be developing key skills and competences in many areas.

The priority is to help young adult NEETs to improve their self-confidence learn basic skills in the areas of literacy, communication skills, numeracy, teamwork, cultural awareness and expression, civic and social competence, creativity, critical thinking, digital skills, communication skills, management skills, decision making, etc. This promotes active learning among the young adult target group.

Through film production, this project will focus on vlogging, blogging, and photo sharing platforms as varying forms of Embedded-Learning. This develops young adult NEET's abilities to use different skills in a range of different media environments.

The NEET IDEA project provides learners with the opportunity to upskill on the topic of digital and social media production. By working with educators, the project also promotes bespoke, non-formal learning resources around digital and social media production.

Who are NEETs?

NEET's (Neither in education, employment nor training) are young adults between the ages of 20-34 that are not into education, employment, or training. The percentage of NEETs varies by country, however, in the EU this can be up to 20.9%. Falling into this category for an extended period of time can have a long-lasting impact on individuals and the economy of each state. A lack of qualifications and varying social-backgrounds marginalises these groups of society and contributes to growing figures of social isolation. To integrate NEETs into society, studies have found that digital and media production environments propose great means for personal development.

NEET IDEA expects to connect with NEETs through significant learning environments. This implies that the training exercises they complete will work to expand on their knowledge and improve their abilities and skills. This will facilitate and encourage young adult NEETs to share their own stories. At the heart of NEET IDEA is an aim to empower young people from across Europe to highlight their opinions, their values, and their concerns about the world around them, through the medium of filmmaking.

The NEET IDEA project incorporates seven organisations: VSI Inovaciju Biuras (Lithuania), Druzhestvo Znanie (Bulgaria), AKLUB Centrum Vzdelavani a Poradenstvi (Czech Republic), The Rural Hub (Ireland), ARPIS Asociación Regional para la Inclusion Social (Spain), Osrodek Szkoleniowo-Badawczy INNEO (Poland), Callidus Ustanova za Obrazovanje Odraslih (Croatia). Productions teams of young adult NEET's from Europe should produce around 70 short films, which will be fully developed, produced, and edited by young people, using only their smartphones and free open-source software.

To help this interaction, NEET IDEA intends to promote critical and creative thinking among NEETS and their peers. To accompany the blended learning initiative of this project, educators are required to understand the basic and transversal skills that exist in a digital and media production environments. The resources should motivate NEET individuals to develop their critical thinking, research skills, organisational skills and gain an insight into the implementation of digital literacy skills. Young adult NEET's are asked to develop short-films, pertaining to the central theme of "My Dream Job".

Participants have the opportunity to have their productions shown to their peers in seven different EU countries. This approach can help learners to discover more about themselves and learn about other individuals from their productions. The resources offer templates for the different stages of pre-production, production, and post-production to aid in their filmmaking. Individuals can use this opportunity to enhance their filmmaking skills whilst cleverly introducing and analysing the concept of employment. The activities in this toolkit support adult educators to give a voice to young adult NEET's so that they can engage with career planning processes through the medium of film-making. The NEET IDEA project resources propose a mindset that encourages participants to imagine a future where employment plays a major role in their lives.

The tools for online communication have changed the world as we know it. Today, we don't have to wait for days or weeks for the people to respond to our messages. Having smartphones at our fingertips, means that young adults have the accessibility to a perfect tool to create their short films productions easily and practically.

NEET IDEA focuses on empowering young adult NEET's with skills and attitudes that promote personal growth and fulfilment. This project is centred on building self-confidence and self-esteem by working in team environments, being respected and respecting others. The NEET IDEA project gives young adults the opportunity to become part of a film crew by encouraging learners to make different types of short films, entitled "My Dream Job". These productions can vary between; a comedy sketch, a documentary, a mockumentary, a short film with a serious theme, etc. all produced from the comfort of their smartphones!

AIMS OF NEET PROJECT

Over the course of the NEET IDEA project, participants will be exposed to researching, story-boarding, scripting, planning, designing, presenting, shooting, editing, and producing short films. NEET IDEA opens many doors to learning for young people, due to the vast range of roles involved in media production. This project can help young people overcome their personal fears and barriers to educative resources. This encouragement is furthered by the ability for participants to accredit their learning and increase their motivation to continue through an Open Badges Framework.

NEET-IDEA proposes to improve the skills of marginalised NEET's digitally, via smartphones. The focus will be on literacy, communication skills, numeracy, teamwork etc. Through film production, this project will look at the likes of vlogging, blogging and photo sharing platforms as varying forms of Embedded-Learning. This develops young adult NEET's abilities to use different skills in a range of differing media environments.

NEET IDEA also works to build an understanding of digital environments for adult educators, in order to enable and facilitate them in working with today's young digital natives, who have technology embedded in their everyday routine. NEET IDEA acknowledges how important it is for different generations to unite and work together, in order to promote learning and employment among young people.

Throughout the course of the NEET IDEA project, we will train adult educators to utilise and become familiar with a range of bespoke learning approaches to engage young adult NEET's to build their confidence and competences. By exploring non-formal methods of education, educators can pursue many methods of supporting young adults to re-engage in education and to take first steps in planning careers in the digital and social media sectors. This project encourages educators to learn and enact embedded-learning approaches to connect and engage with NEET's, to support their reintegration into education, employment, or training.

Introduction to the Inquiry-Based and Embedded-learning Key

The In-Service Training Programme explores the different roles of educators and support workers within the environment of embedded learning. It focuses on the ubiquity of online learning environments that greatly appeal to the young adult NEET target group. The face-to-face sessions focus on building the competence and confidence of educators so that they can develop digital media projects and short films with young adult NEETs in their community. It also highlights key engagement strategies that can be used to engage these hard-to-reach learners. This programme ensures that adult educators have the ability to utilise online learning resources and be comfortable in carrying out online tasks. Adult educators are suitably trained in blended learning models of intervention, to understand the benefits of online learning and be fully aware of the risks that are associated with online environments. The NEET IDEA In-Service Training Programme contributes greatly to the development of the inclusivity of marginalised groups in many educational settings.

The *Embedded-learning Key* proposes a series of tools to support educators to guide NEET's into the pre-production, production, and post-production stages, thereby creating the short film "My Dream Job".

The In-Service Training Programme for educators' trains educators so that they can use embedded and enquiry-based learning resources in their work with young people and provide knowledge about the pre-production, production, and post-production stages of film production. This means that they can proficiently incorporate digital media into NEET learning environments and provide explanations to learners through short videos.

The basis of Inquiry-based and Embedded-learning is to provide tools for young educators to train young people to make short films through practical activities and exercises. Thereby creating their own movies, based on the theme *My Dream Job*. This will be the main achievement and outcome of the NEET IDEA project for young people. The learning process of acquiring resources based on key skills of inquiry-based and embedded learning. With these resources, NEETs will have the necessary tools to communicate with young people and equip them with the necessary skills to make short films.

The goals of these resources are:

- Providing practical exercises based on embedded learning and inquiry-based methods, which young workers can use in their teaching practice
- Providing learners with practical knowledge of making short films
- Teaching NEET's how to go through each stage of filmmaking
- Increasing key lateral soft skills for young people with fewer opportunities
- Promoting reflection on social and civic issues

The NEET IDEA proposes filmmaking from your smartphone, an accessible and affordable method. In recent years, smartphones have evolved from ringing pocket bricks to incredible mobile content creation machines. The NEET IDEA project will bring you on a learning journey that explores three phases of how to make a video on your smartphone. One of the most important things is to grab the viewer's attention near the beginning of the video. As humans rapidly devolve into goldfish, our attention spans aren't quite what they used to be. Creating a sense of engagement upfront to make people want to continue watching. Want to capture your audience for the duration of the video? Keep it short and get to the point.

To teach young people about the main stages of video creation (pre-production, production and post-production, these resources use a range of tailor-made learning approaches to engage them and build their self-confidence and competences.

Two methods will be applied, namely the embedded-learning and the inquiry-based method.

The inquiry-based tools use an active learning approach that allows students to identify and study problems and concerns in order to build information or solutions. Learners can complete their learning process to make their own short films with the aid of these tools, as well as improve key transversal soft skills such as social and civic competencies, communication skills, etc. The embedded-learning opportunities take a hands-on approach to learning. Learners will be guided through a variety of practical activities to improve their skills in creating short films using prototypes, models, and examples. Young people will be supported by adult educators to complete the practical activities on the key stages of filmmaking.

Indications for the tutor

Before using the Inquiry-Based and Embedded-learning approach with your students, you should have an adequate understanding of the contents from the face-to-face training of the In-Service Training Programme for educators. Before you start, you must provide classes to your students about the contents contained in the resources.

Compendium of Inquiry-based and Embedded- learning Resources - structure

Phase	Key skills areas	Attitudes
Pre-production	Cultural awareness and expression	<p><i>The very first steps</i></p> <ul style="list-style-type: none"> ● Inquiry on the very first steps of video production, how to organize your idea, what is the difference between outlining a story and creating its screenplay. ● Research on story outlining and screenplay ● Insight into topics through the activities such as <ul style="list-style-type: none"> - My Dream Job

		<ul style="list-style-type: none"> - Issues of unemployment - Future employment possibilities <ul style="list-style-type: none"> ● Exercise: prepare a story using screenplay form about one famous person using a research tool
	Numeracy	<p><i>Budget and time management</i></p> <ul style="list-style-type: none"> ● Completing a budget for the movie project ● Scheduling filming activities ● Time management skills accounting to everyone in the crew
	Literacy	<p><i>Paperwork</i></p> <ul style="list-style-type: none"> ● Preparing legal forms, disclaimers, and permission documents ● Writing press releases and newsletter articles ● Developing a script for a screenplay, documentary, etc.
	Civic and social competence	<p><i>Storyboard, look around you</i></p> <ul style="list-style-type: none"> ● Inquiry on storyboards, what is a storyboard, why you need it, how to create a storyboard. ● Research to answer the inquiries about storyboards. ● Exercise: choose an actual problem around you, create a story, and make a story board.
	Teamwork	<p><i>Plan</i></p> <ul style="list-style-type: none"> ● Inquiry on what pre-production planning is, what are the steps, where to start from, what media to use (an e-book, a video, etc.), what's the difference between a comedy and an interview or a documentary? ● Exercise: Participants will be asked to establish a group contract, ask any questions they wish to

		be answered, talk about interests, hobbies, and talents to understand everyone 's competences.
Production	Creativity	<p><i>Setting a scene</i></p> <ul style="list-style-type: none"> ● Inquiry on what setting a scene means, how to do it, how the scene setting choices are related to the effect, atmosphere, and message you want the video to convey. ● Research on what scene setting is and why it is important at the beginning of the production phase. ● Exercise: define the scene you will create: Imagine that you want to make a scene with young person's room. Think of how the setting of this room will give an insight into the individual's personality and of the story you want to tell (is the bedroom messy or spotless? Are there music posters on the wall? Are there clothes on the floor?).
	Critical thinking	<p><i>Decision making</i></p> <ul style="list-style-type: none"> ● Researching interview candidates and topics for documentary ● Negotiating and managing safety on set ● Trouble-shooting on set
	Digital skills	<p><i>How to make a movie</i></p> <ul style="list-style-type: none"> ● Using smartphones to capture video footage ● Knowledge of how to use editing apps on smartphones ● Knowledge of how to combine these apps to create one video
	Communication skills	<p><i>Interview techniques</i></p> <ul style="list-style-type: none"> ● Inquiry about interview techniques, what techniques exist, what vox-pop questions are, why it is important to prepare your interview in advance. ● Research on the interview techniques.

		<ul style="list-style-type: none"> Exercise: You work for local TV channel, and you are asked to shoot a video on what is their Dream Job, what this job should have, etc. Prepare your vox pop questions in groups and go down in the streets to make an interview. One learner of the group will shoot the video, and another will ask the questions to people.
	Sense of Initiative	<p><i>Video adverts</i></p> <ul style="list-style-type: none"> Inquiry on shooting techniques and on what a video advert is, what its elements are and how to attract your audience's attention. Research on shooting techniques and on video adverts format. Exercise: identify a company or NGO that provides services for young people and make a video advert about it.
Post-Production	Logical thinking	<p><i>Editing and other post-production techniques</i></p> <ul style="list-style-type: none"> Inquiry about what the best audio editing techniques are, as well as on how to add music to videos, to edit dialogues and live recordings and add on sound and special effects. Research to answer the inquiry and complete the exercise. Exercise: edit the audio and the dialogues and add music to the video advert you created in previous exercises. Then also add sound effects.
	Management skills	<p><i>Assigning Roles in Post-Production</i></p> <ul style="list-style-type: none"> Inquiry about roles management in post-production, what roles to assign, how to behave fairly when assigning roles. What issues may arise during this phase and how to solve it. Why are management and negotiation skills useful. Research to answer the questions.

		<ul style="list-style-type: none"> Exercise: you are a film director who has just made his/her movie and you need to assign the post-production roles to your team. Plan who will do what post-production job and assign their roles to your film crew.
	Decision making	<p><i>Post-production Marketing and Digital media distribution</i></p> <ul style="list-style-type: none"> Inquiry about the techniques for post-production marketing and digital media. Research about the inquiry. Exercise: you created the video advert for an organization providing services for young people. You are asked to promote this video to reach a wide number of people. You have to identify the most useful social media and platforms to publish your video on and you have to check their conditions, services fees, etc. Once you will have done this, you will post your video and start collecting followers.

PRE-PRODUCTION RESOURCES

Resource Title	
Pre-production	The very first steps
Objective of the Resource	
<p>To understand the basics of video production and how to how to organise your ideas. Additionally, the exercise will allow you to think about how to present a story of your interest so that you can introduce it to others and let them see your point of view.</p> <p>Final outcome: Creation of a screenplay story using research methods</p> <p>Key words: pre-production, screenplay, storytelling, research</p> <p>Time: 2 hours 45min</p>	
Introduction	
<p>The screenplay is the basis of film production. It is the working tool of many people from the film crew. A screenplay decides the film budget, the filming schedule and location setting. Therefore, a good screenplay is crucial for the success of the entire production.</p>	

You have been dreaming about your own film production for a long time. And finally, you have the opportunity to make your dream come true! You already had a few ideas for your own film, but after a quick review, you decided to create a biographical story about one of the famous people you admire... So let's get to work!

Task 1 – Story outlining

Time: 30 minutes

Equipment: pen and paper or laptop

Groups: Individual Task

To start, list some famous and successful people that you admire. Do some research using free and available research tools such as Google, Bing, YouTube. Next, you will need to list the qualities you admire about this person. Do some mind mapping and list the important qualities or factors that you admire in a person and discover how they achieved this.



As you create this mind map - think about:

- Why did you choose this person?
- How did they impress you?
- Would you like to do the same thing in the future?

Here are some links that may help you if you can't decide who you would like to describe or if you have not been introduced to the mind mapping technique before:

- <https://zapier.com/blog/mind-mapping-tutorial/>
- <https://www.themuse.com/advice/9-famous-people-who-will-inspire-you-to-never-give-up>

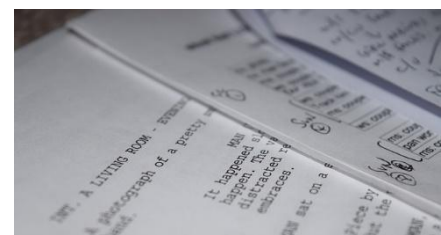
Self-Direct Learning: <https://forms.gle/PkUJs2oc1XPo1QjW8>

Task 2 – Prepare your story

Time: 1,5h

Equipment: pen and paper or laptop

Groups: in group / Individual Task



Once you have decided on a particular individual, it is time to get to work preparing and writing your story in the form of a screenplay. Think about how you would present this person's story if you were to make a film about them. Use the previous notes and qualities written out in your mind map.

Here are some links to help you formulate your screenplay story appropriately:

- <https://www.studiobinder.com/blog/brilliant-script-screenplay-format/>
- <https://www.youtube.com/watch?v=XZszextv6yE>

Self-Direct Learning: <https://forms.gle/35rJGU4hcQ1eEYSg6>

Task 3 – Presentation and discussion

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: in group



Present your story in the form of a screenplay. Try to explain why you chose this specific person using Google Slides. Is there already a documentary about this person? If so, why not bring this up in your presentation? You could even evaluate how you received the film if you watched it. If there is not yet a documentary about this person, tell the other participants how you would like to present the story of this person to the public and what values you would like to convey with it.

Resource Title	
Pre-production	Budget and time management
Objective of the Resource	
Basic knowledge of how to assign roles in pre-production, what roles to assign and how to behave fairly when assigning roles.	
Final outcome: Completed film budget and setting SMART goals	
Key words: pre-production, SMART goals, time management, finances, budget, research	
Time: 3 hours	

Introduction

You have a great script written and now have a specific vision of how you want your production to look. Bravo! Now it's time to start thinking about how to transform this idea into reality. Before you can start shooting your film, you need to plan out your budget and the other various steps of pre-production. By sticking to the budget you have created, you and your film crew will avoid financial problems and anticipated risks. So let's get to work!

Task 1 – Define your SMART goals

Time: 30 minutes

Equipment: pen and paper or laptop

Groups: Individual Task

Your first task will be to list and describe the SMART goals of your project. To determine your SMART goals try answering the following questions:



1. **Specific** – Is the goal specific enough?
2. **Measurable** – Is there a way to measure the goal? How will you know if you achieved the goal?
3. **Achievable** – How can the goal be accomplished?
4. **Realistic** – Did you write the goal realistically? Does this seem worthwhile?
5. **Timely** – Is there a timeline associated with the goal to ensure a completion date? When can this goal be accomplished?

In order to effectively move through all phases of the filmmaking process, it is essential that the entire film crew and people involved in the project are aware of its SMART goals. Good collaboration is essential amongst peers to achieve success. Consider how you could introduce yourself and your peers and ensure that everyone involved in the project is on the same page.

Here are some links that will help you take a deeper look at setting SMART goals and set time management:

- <https://www.videomaker.com/article/13543-set-time-management>

Self-Direct Learning: <https://forms.gle/5cSSNoRkkWhvhZyw9>

Task 2 – Complete a budget

Time: 45 minutes

Equipment: pen and paper or laptop

Groups: in group / Individual Task



Now that the team is aware of the aims of the project, it is time to address the financial aspect. Every project like this needs a budget. Before you take any steps towards making or shooting this film, you need to work out how much it will cost. Your next task will be to come up with a budget for your project, using or following the template at <https://nofilmschool.com/film-budget-template>. Use various online research methods and free resources available on the internet to estimate costs as accurately as possible from the three categories of film budget breakdown: Above the Line, Production Budget, and Postproduction.

- <https://nofilmschool.com/film-budget-template>
- <https://www.studiobinder.com/blog/film-budget-planning-how-to-effectively-budget-a-script-breakdown/>

Self-Direct Learning: <https://forms.gle/u4aU65V9r27tJ8eE7>

Task 3 – Presentation and discussion

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: in group



The final step will be to present your ideas to the group.

One by one, everyone should present the amount that the budget consists of; with the help of online researching tools considered appropriate as a budget for this project. Those listening should keep track of how their work and overall budget varies. If there are any questions or comments, wait until the person has finished presenting so as not to distract or disturb the presenter.

Then the trainer leads a group discussion. It is important for everyone to be able to say their opinion and to answer the following questions;

- Did any of the searches shock you?
- Did you know all the production stages of the film for which the budget is needed?
- Which section of your budget do you consider the most and the least important?

Great! And remember, practicing such activities will not only help you create a film budget, but it can also be useful in your everyday life too! Setting budgets means that you are developing numerical skills, improving management skills and appropriately delegating resources!

	Resource Title
Pre-production	Paperwork
Objective of the Resource	
<p>Practical knowledge of how to organise the necessary paperwork within film production. Additionally, these tasks aim to help participants increase their knowledge of safe resource use and digital content creation.</p> <p>Final outcome: Create an internal newsletter for the film crew containing the information of the film progress in legal terms</p> <p>Key words: pre-production, paperwork, agreements, newsletter</p> <p>Time: 2 hours</p>	
Introduction	
<p>When producing a film, it is important to be aware of what it looks like in legal terms. At this stage, it is necessary to gather all the documentation needed for the shooting of the film, so that the film can be produced legally under the terms specified in special documents. This documentation includes the specific locations where the scenes will be shot, contracts and agreements signed with the film crew and actors, subcontractors etc. So much paperwork sounds a bit scary, huh? But don't let that demotivate you. By completing the following tasks you will see that it's not so scary after all. So let's get to work!</p>	
Task 1 – Search for the necessary agreements	

Time: 30 minutes

Equipment: pen and paper or laptop

Groups: Individual Task

Your first task will be to list the consents and permission documents needed in the pre-production phase. Conduct some online research to find out what documents will be necessary in the pre-production phase in order to produce and shoot the film based on the screenplay you came up with in the earlier task.



When researching, be sure to analyse each of the agreements you find to see if they are relevant to your project. Conducting lessons on this subject will allow us to familiarise us with current legislation and the ability to search for materials and use them legally. Here are some links that may help you in your search for appropriate agreements, disclaimers, and permission documents:

- <http://www.lehmannstrobels.com/articles/film-production-legal-forms/>
- <https://medium.com/@Indiashoots/the-legal-aspects-of-pre-production-66280fed2e6b>
- <https://blog.ipleaders.in/agreements-related-to-film-production/>

Self-Direct Learning: <https://forms.gle/MJm48UPg7A67hFi69>

Task 2 – Create an internal newsletter about the project progress

Time: 45 minutes

Equipment: pen and paper or laptop, Google Docs

Groups: in group / Individual Task

Great! Now that you have all the necessary legal agreements organised in a checklist it is time to share the happy news! Your next task will be to create an internal newsletter that addresses the progress of the produced film and reminds employees of the project's goal and their future tasks. Your colleagues will surely be more motivated seeing how far you have come with this project, and it will give them strength and positive energy for the future work, and as we all know - a motivated and energetic team is a huge part of success for such a project!



Here are some links that will give you tips on how to create an eye-catching and interesting newsletter:

- <https://bloomfire.com/blog/create-internal-newsletter/>
- <https://www.edrawmax.com/newsletter/how-to-make-a-newsletter-in-word/>

Self-Direct Learning: <https://forms.gle/H2Pxmi2tcYmftmEF6>

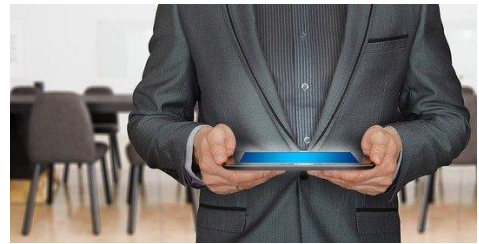
Task 3 – Presentation and discussion

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: in group

Finally, it is time to present your newsletter one by one and have a group discussion. Imagine that the person presenting is the project director and the people listening are the entire film crew and staff on the project. When it is your turn to present your newsletter, try to present it to the rest of the group in a way that will make them feel as motivated and proud of "their work" as possible.



	Resource Title
Pre-production	Storyboard, look around you
Objective of the Resource	
Practical knowledge on what is a storyboard and how to create it, the impact of storyboards, conducting and improving research skills to discover storyboards, ability to edit and, making sure the end result is satisfactory and mistake free.	
Final outcome: Creating a storyboard that addresses a particular social/environmental issue	
Key words: pre-production, storyboard, social competences, brainstorming	
Time: 2 hours	

Introduction

Storyboards are sequences of sketches or illustrations that map out the scenes planned for a video production. The crew team, before production begins, can follow this map to ensure that the storyline is consistent, engaging, and free from mistakes. Although videos can be created much faster and at a lower cost these days, storyboarding is still an essential part of large productions to avoid unnecessary costs or delays. By keeping that in mind, you decided to create a storyboard for your film production. So, let's get to work!

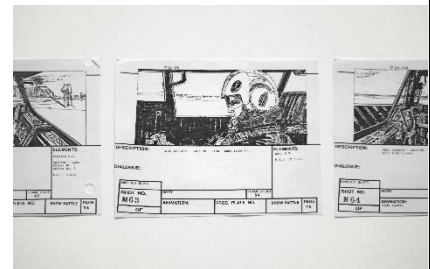
Task 1 – What is a storyboard?

Time: 30 minutes

Equipment: pen and paper or laptop

Groups: Individual Task

Your first task will be to research what a storyboard is. From the introduction we already know that storyboard refers to sequences of sketches or illustrations that map out the scenes planned for a video production. but your task is to answer more specific questions such as:



- what impact can storyboarding have on film production?
- Is a storyboard created during the production of every film?
- Search the internet for at least 3 storyboards that have been created for films that have impressed you.

Here are some links that will help you answer these questions:

<https://www.studiobinder.com/blog/storyboard-examples-film/>

<https://www.youtube.com/watch?v=6aTnEanIXBk>

Self-Direct Learning: <https://forms.gle/4Fp95Gt1ZoqNYMzW7>

Task 2 – Create your storyboard

Time: 45 minutes

Equipment: pen and paper or laptop

Groups: in group / Individual Task



Storyboarding is an effective way to visually present information; the linear direction of the cells is perfect for telling a story, explaining a process, and showing the passage of time. Storyboarding your desired outcome, even in a very simplified way, helps you prepare for potential problems, make sure your plan is well-refined, and/or communicate ideas with others.

So, now it is time to create your own storyboard. You can create a storyboard for your own story, which you have created in the previous task "the very first steps" or, if you are not too comfortable, you can create a storyboard for an existing story/film, which you can search for in advance on the Internet using free research tools.

Here are some links that will help you to create a storyboard:

- https://www.youtube.com/watch?v=dnlQN_L5HC0
- <https://photography.tutsplus.com/tutorials/how-to-make-a-storyboard-for-video--cms-26374>

Self-Direct Learning- <https://forms.gle/wuJ1QFKx8XTTKamy9>

Task 3 – Presentation and group analysis

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: in group

Your final task is to present your storyboard. After each presentation, the presenter will ask the rest of the group to comment and give their own interpretation of the storyboard. Note the different styles of storyboards and try to understand each vision from the perspective of its creator as he talks about it. Isn't it amazing how everyone can have a different and entertaining vision or perspective of a particular subject?



Resource Title	
Pre-production	Plan
Objective of the Resource	
Knowledge on what pre-production planning is, what the steps of pre-production planning are, understand the difference between different types of film productions	

Final outcome: Creating a group contract with desired learning outcomes and competences

Key words: pre-production, group contract, film, planning, teamwork

Time: 2 hours 45 min

Introduction

The first stage of filmmaking is pre-production. This is the process of planning and preparing the various elements needed to create the film. This is the most important time for careful design and planning of each stage and action taken. Well-spent pre-production time plays one of the most important roles in the whole undertaking. There is a reason why it is often said in the film industry that "the film is actually ready; it just needs to be shot". Therefore, in this final pre-production assignment, we will focus on what exactly the planning of it is, and the creation of a group contract. Let's do it!

Task 1 – What is pre-production planning?

Time: 30 minutes

Equipment: pen and paper or laptop

Groups: Individual Task

Your first task will be to write your own definition of the concept of pre-production planning.



Try to answer the following questions:

- -How do you understand the concept of pre-production planning?
- -What are the most important aspects in pre-production planning?
- -What qualities and skills are needed/useful in pre-production planning?

Then, when everyone has written their opinions, it is time for the trainer to ask everyone to read their version of the definition. Note how your peers answered and compare it to your definition. Be understanding and consider how a different perspective, a different mindset, or different character traits might affect both the filmmaking process and the final project outcome.

Here are some links that may help you understand the concept from different points of view:

- <https://www.studiobinder.com/blog/what-is-pre-production-definition/>

- <https://www.youtube.com/watch?v=1Ye1dX7RCZ0>

Self-Direct Learning - <https://forms.gle/vha6BChkjVfxmXJg7>

Task 2 – Create a group contract

Time: 90 mins

Equipment: pen and paper or laptop

Groups: in group

After defining and understanding different point of views of this concept, your task will be to create a group contract together. At the very beginning, compare your definitions and understanding of pre-production planning. How different are your visions? Then, one by one, each participant should answer the following questions:



- What are your greatest interests/hobbies?
- What character traits do you possess that will be useful in the film pre-production process?
- -list your 3 strengths

Once everyone has answered the above questions, it is time to formalize the group's expectations for the project. For this, use the link below and follow all the instructions given in the paragraph. Explain what a group contract is and why you are asking groups to develop one". This mutual agreement made by all group members will set the norms for collaboration throughout the project and therefore prevent additional issues.

- <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts>

Self-Direct Learning - <https://forms.gle/uKNNqNs5Yq6zYcP98>

Task 3 – Discussion and adjustments

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: in group





Finally, your last task will be to present your group contract to the trainer. You can do it together, divide into groups and each present a different sub-contract, or choose a "group leader" to present the complete group contract. Remember to refer to each participant's strengths and interests when presenting their roles. This will show that you are an active listener, that you work well in a group and that you care about the project - and this attitude motivates the whole group!

PRODUCTION RESOURCES

	Resource Title
Production	Setting a scene
Objective of the Resource	
<p>To learn how to set a scene, what setting a scene means and why it is important at the beginning of the production phase.</p> <p>To learn to think creatively and show flexibility and originality</p> <p>To create a positive attitude towards scene development with the help of creative original solutions</p> <p>Final outcome: Detailed description of the scene</p> <p>Key words: creativity, production, scene, atmosphere, message</p> <p>Time: 3 hours</p>	
Introduction	
<p>Nowadays, films play an important role in the cultural life - as a work of cinematography, as a source of mass entertainment, as a mean of education, and in some cases indoctrination of large social groups. The visual elements and film music are a universal language, and the translation of texts allows for their international distribution. A single person can shoot a film with a smartphone camera, or it may need thousands of actors and extras, as well as a huge film crew.</p>	
Task 1 – Meaning of the scene setting	
<p>Time: 30 minutes</p> <p>Equipment: pen and paper or a laptop</p> <p>Groups: Individual Task</p> <p>In the first task, make an inquiry about what setting a scene means. Think about why it is important at the beginning of the production phase. Research how to do it.</p> <p>Here are some resources to help you in coming up with all:</p> <ul style="list-style-type: none"> • https://www.merriam-webster.com/dictionary/set%20the%20scene • https://literarydevices.net/setting/ <p>Self-Direct Learning: https://forms.gle/R2UsKRptfxzmvCeAA</p>	



Task 2 – How to create atmosphere and send a message

Time: 45 minutes

Equipment: pen and paper or laptop

Groups: in group / Individual Task

The scene setting is related to the effect of the video you will make. Your task will be to define the scene you want to create. Think about the atmosphere and the message you want the video to convey.



List the important elements with all the details. Now you must answer of some important questions:

Where will you set your scene? Will your scene be indoors or outdoors? What place will you choose and how does this place define the personality of your actor(s)?

When (at what time) will the scene take place? For example – during the day or at night?

Who will be acting in your scene?

Why? How do all the elements meet the goal you set for yourself with this scene?

Here is an additional resource:

- <https://scriptmag.com/features/establishing-atmosphere-visual-mindscape>

Self-Direct Learning: <https://forms.gle/HVbur7ZPbjhfmHpy5>

Task 3 – Presentation and discussion

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: group task

Present your scene setting choice in front of the group.

Discuss all the elements with the group and answer the questions.



	Resource Title
Production	Decision making
Objective of the Resource	
<p>To improve the process of the preparation and implementation of a video.</p> <p>To develop/improve decision-making skills.</p> <p>To develop awareness for the importance of preparation (e.g. minimises the risks associated with the security of participants on set and possible technical problems in the process of shooting a video.)</p> <p>Final outcome: Making decisions after discussing the pros and cons of the individual alternatives.</p> <p>Key words: production, safety, troubleshooting, decision making</p> <p>Time: 2 hours and 30 minutes</p>	
Introduction	
<p>Making a film comes with a series of tasks to solve. Preparation is the key to success in any aspect of filmmaking. Therefore, it should not be any different when it comes to film set safety. The Producer concerns themselves with how to navigate the health and safety of a film shoot from the moment they read the script.</p>	
Task 1: Research interview candidates and topics for documentary	
<p>Time: 45 minutes</p> <p>Equipment: pen and paper or laptop</p> <p>Groups: /group work / Individual Task</p> <p>Consider various topics for your documentary. Once you have the topics, for each topic, list the potential candidates you would like to interview. You should be aware of what information would be of interest to the audience, as well as from who, and how you can obtain it.</p> <p>How will the interview contribute to the presentation of the idea in your topic?</p> <p>Follow the scheme:</p> <ol style="list-style-type: none"> 1. Identify the problem 2. Collect information 3. Identify alternatives 4. Make a choice <p>Self-Direct Learning: https://forms.gle/oZT7rjKJwthyjhPd6</p>	



Task 2 – Managing safety on set.

Time: 60 minutes

Equipment: pen and paper or laptop

Groups: in group / Individual Task

Your task is to consider how the action will take place and determine what aspects of film set safety to factor into the budget.

Start with research what is the troubleshooting on set and how to identify problems that could arise. Think about the safety of those involved in the film production, as well as the technical problems that may occur.

Make a list of potential problems on set in terms of safety.

Now, brainstorm solutions for these problems.

Additional resources:

- <https://www.freelancevideocollective.com/film-set-safety/>
- <https://www.mindtools.com/brainstm.html>

Self-Direct Learning: <https://forms.gle/Ajko6fzUjSyZ27sT6>

Task 3 – Presentation and discussion

Time: 45 minutes

Equipment: laptop or screen, pen, and paper

Groups: in group

Present your decisions in front of a group and reflect on the decision-making process. What was the hardest part? Each member of the group share with the others.

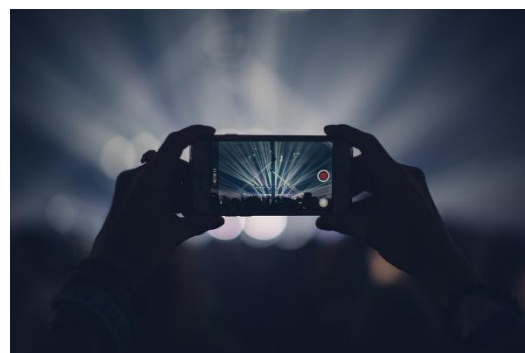


You can also read this article to gain more ideas:

<https://blog.stareable.com/solutions-to-common-on-set-problems-9250871edc90>

	Resource Title
Production	

	How to make a movie
Objective of the Resource	
<p>To improve knowledge about how to capture video footage using smartphone, how to edit video material with editing apps and how to combine these parts to create one video.</p> <p>To improve digital skills.</p> <p>To develop of a positive attitude towards the use of digital technologies for the purpose of improvement and learning.</p> <p>Final outcome: Captured video footage edited by using editorial applications for a smartphone.</p> <p>Key words: production, video footage, editing apps, smartphones</p> <p>Time: 2,45 hours</p>	
Introduction	
<p>A film is a visual narrative, realised through fast-changing images. Each image is slightly different from each other and projected at a speed of 24 pieces per second. These individual images called shots.</p> <p>Not too long ago, to make your own movie, you would need an expensive camera and expensive video editing technology to capture footage that you'd like to share with others. This is not the case today. Most smartphones now have built-in camcorders that can often capture high-definition video. In addition, your smartphone can also be used as a video editor, as there is a wide variety of different video editing applications.</p>	
Task 1 –Using smartphones to capture video footage	
<p>Time: 60 minutes</p> <p>Equipment: laptop, smartphones, pen, and paper</p> <p>Groups: Individual task</p> <p>Modern smartphones can capture very high quality videos. The capabilities of smartphones to record video are not to be overlooked. With a little effort, you can create almost professional-quality video with just a phone and a few extra accessories.</p> <p>Do research how to use the resources of your smartphone to record a video. What are the best practices to capture video footage?</p> <p>Now practice by capturing a one-minute video in the room.</p> <p>You can also read this:</p> <ul style="list-style-type: none"> • https://www.pocket-lint.com/phones/news/131351-10-tips-for-recording-better-video-with-your-smartphone 	



Self-Direct Learning: <https://forms.gle/gycc79Pf1oouDJQq8>

Task 2 – Editing apps for smartphones

Time: 60 minutes

Equipment: pen and paper or laptop/smartphone

Groups: group task/ individual task

Conduct desk research by finding the best and most popular editing applications for smartphones. With these applications you can edit your video by cutting unnecessary moments, adjusting the brightness, contrast and making other improvements in your video.



Complete the table with the advantages and disadvantages of editing movies using smartphone applications.

Advantages	Disadvantages

Choose one or two apps and try to edit your one minute video material.

Some additional resources:

- <https://www.oberlo.com/blog/mobile-video-editing-apps>

Self-Direct Learning: <https://forms.gle/E8Eim3uKcJ1EbTfdA>

Task 3 – Presentation and discussion

Time: 45 minutes

Equipment: laptop or screen, pen, and paper



Groups: in group

Show your video in front of group and explain the process of shooting and editing.

The group is encouraged to offer advice and share their experience on video shooting and the most user friendly editing apps.

You can also read this article to gain more ideas how to make the process as smooth as possible:

- <https://visme.co/blog/video-tips/>

	Resource Title
Production	Interview techniques

Objective of the Resource

To understand different interview techniques, how to prepare your questions before a interview.

To improve communication skills – how to listen, how to ask questions, how to use body language, etc.

To raise awareness of the importance of communication for success at work.

Final outcome: Prepared questions and an interview

Key words: production, interview techniques, vox-pop questions

Time: 2 hours and 30 minutes

Introduction

Behind the success of the video interview are creative ideas, good preparation, the right choice of questions and interlocutors, strict organisation, professional filming, post-production, and distribution of video.

Task 1 – Inquiry about interview techniques

Time: 45 minutes

Equipment: pen and paper

Groups: individual tasks



Think about the different types of interviews and interview techniques.

- What techniques exist?
- What are vox-pop questions? What purpose do they serve?
- Why is it important to prepare your interview in advance? What does interview preparation mean?

Self-Direct Learning: <https://forms.gle/hN6b2Nkuruu14jdG8>

Task 2 – Research on the interview techniques

Time: 45 minutes

Equipment: pen and paper or laptop

Groups: in group / individual tasks

Conduct research on different interview techniques. Think about the context in which you can use these techniques. Complete the table, filling in the advantages and disadvantages.



Advantages	Disadvantages

Which are most applicable to you?

You may see the resources here:

- <https://www.vidyard.com/blog/interview-videos/>

Self-Direct Learning: <https://forms.gle/Z2vH5t7UcYt7tK7N8>

Task 3 – Exercise

Time: 60 minutes

Equipment: laptop or screen, pen and paper, smartphone

Groups: in group



Imagine that you work for a local TV channel, and you are asked to shoot a video about person's dream job.

The main questions to consider are:

- WHY do you want to do an interview?
- WHAT do you aim to do with the collected information?

Write down your own goal.

Now prepare your vox-pop questions for your Vox-Pop interview? Consider how to formulate the main questions.

When you are ready, go out in the street and get some answers! One person in the group will shoot the video, while the other will ask the questions to people.

Here is an additional resource:

- <https://www.premiumbeat.com/blog/15-tips-for-shooting-dynamic-video-interviews/>

	Resource Title
Production	Video adverts

Objective of the Resource

To gain knowledge how to attract the attention of the audience through video advertising.

To develop initiative and originality.

To increase awareness of the importance of advertising/ self-promotion and creating a positive attitude towards the promotion of people, products, or ideas.

Final outcome: Produced video advert

Key words: production, advert, audience attention

Time: 3 hours

Introduction

Advertising is a marketing communication that employs an openly sponsored, non-personal message to promote or sell a product, service, or an idea. Advertising is communicated through various mass media, including traditional media such as newspapers, magazines, television, radio, outdoor advertising, or direct mail; and new media such as search results, blogs, social media, websites, or text messages.

Task 1 –Inquiry

Time: 45 minutes



Equipment: pen and paper or a laptop

Groups: Individual task

Make an inquiry about what a video advertisement is.

Find out what are some shooting techniques for video advertisements.

The most important questions how to attract your audience's attention.

You can also see some successful, popular advertisements below as an example.

See some additional resources:

- <https://www.skeletonproductions.com/insights/video-advertising-campaigns>

Self-Direct Learning: <https://forms.gle/1tyi7aPG9h8YKeKr9>

Task 2 – Research

Time: 45 minutes

Equipment: pen and paper or laptop

Groups: group task / individual task

Research shooting techniques on the formats of video advertising.

Find out how you can use them to deliver different messages with your video, depending on the goal you've set.

What do you have to bear in mind when shooting video advertisements?

Check out this resource:

- <https://www.wordstream.com/blog/ws/2015/01/05/marketing-videos>

Self-Direct Learning: <https://forms.gle/6358LBVYQcyXNEDd7>



Task 3 – Exercise

Time: 90 minutes

Equipment: laptop or screen, pen and paper, smartphone

Groups: in group





Identify a company or an NGO that provides services for young people.

Choose a shooting technique and make a video advertisement about this company.

Consider:

What do you want the people who see your video to think, feel or do? Why should your video promote this organisation?

What will the key message of the video be?

What casting, location and lighting will you choose to feature in your video?

Check out this resource for more ideas:

- <https://www.disruptiveadvertising.com/video-advertising/video-marketing/>

Self-Direct Learning: <https://forms.gle/KihhcErD14rrzBKYA>

POSTPRODUCTION RESOURCES

	Resource Title
Post -Production	Post-production in process
Objective of the Resource	
<p>Understanding the meaning of the post-production process and how to do so on your smartphone and smartphone applications.</p> <p>Final outcome: Use application <i>InShot</i> Video Editor</p> <p>Key words: post - production, editor, smartphone</p> <p>Time: 1 hour</p>	
Introduction	
<p>Video Post-production is the general term for the fascinating process of turning raw video footage into a finished program ready to play on a movie screen, a TV set, or a website. Post-production refers to all the tasks associated with cutting raw footage and all the work that comes after you have captured your video materials. This includes; editing, visual enhancements, post-processing, video mastering, visual effects, sound mix, colour correction, picture editing and so on. It's on your creativity that the actual movie comes to life. For post-production we will use a phone application called <i>InShot</i>. Editing is the task of taking the materials recorded during production and transforming them into a finished to amazing movie; in this case <i>My Dream Job</i>.</p> <p>Using the Application for post-production - <i>InShot</i> Video Editor</p> <p>Download and install the InShot Video Editor from Google Play and once the app is installed, open it.</p> <p>InShot is a mobile photo and video editing app for iOS and Android that is feature-rich and lets you drill down into all sorts of editing and enhancement options. Just about everything you would want to do to a video can be done within this one app. The app offers a free version which is sufficient for completing your video editing.</p> <p>The Post-Production process is highly collaborative. For example, a real cinema movie can be completed between a few months to year, depending on the size and need of the project. For high-quality -production of your short video, you will need less time – A few hours to be satisfied with the result.</p>	

Task 1 – Edit the audio and the dialogues and add music to the video advert you created in previous exercises. Then also add sound effects.

Time: 1 hour

Equipment: smartphone

Groups: in group / Individual Task

Final outcome: learning of editing and other post-production techniques, learning how to add a sound to video



Once you have your edited clips assembled in the right order, it is time to make sure that your message is reinforced by high-quality sound in your video. Whether it is a voiceover or background music, adding audio to your video can enhance your message and deeply impact the emotions of your audience.

Good background music is what separates a decent video from a great one. The right song or sound effects can elevate pretty much any video you have.; and your brand new video needs to sound great! So, what are the best audio editing techniques? How can you add music to your videos? Do you know how to edit dialogues in live recordings and add music or special effects?

You can find a lot of inspiration here; this short tutorial can help you:

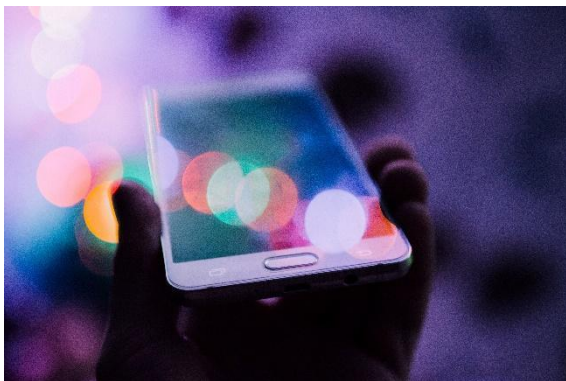
- How to add music in InShot (2021 Tutorial)
<https://www.youtube.com/watch?v=1opcVKmjKt4>
- 10 Advanced Editing Tips & Tricks for InShot Video Editor | Tutorial from Beginner to Pro
https://www.youtube.com/watch?v=VI_Vqbcboxd8

While you are editing your video, consider how you'd like to transition between video clips for a seamless storyline that matches the mood you're trying to convey in your film. It's impossible to make post-production without creativity and staying focused. When you're cutting your *My dream Job* film, you've probably found out by now that editing dialogue can be a chore. You can speed up the process through organisation –

- Before you even open your application, start by making sure your files are well organized and clearly named.
- Connect the sound and shoots before final editing.
- Try more versions of sounds that suit your scenes the best
- Consider also if you would like to add subtitles.

SELF-DIRECTED LEARNING RESOURCE:

<https://forms.gle/YFTS2gH5Au4Hnqb16>

	Resource Title
Post-Production	Assigning roles
Objective of the Resource	
<p>Final outcome: management skills and assigning roles in post-production</p> <p>Key words: post-production, assigning roles</p> <p>Time: 2 hours</p>	
	
Introduction	
<p>Your movie can be big! Many films shot on smartphones have been awarded. The role of your post-production team is tremendous! The final result is basically up to your team and how well you will cooperate. For your team, it is important to assign roles for your team members.</p>	

Task 1 Have a look - Priorities – Communication - Skill Sets – Availability – Development – Interest

Time: 30 minutes

Equipment: pen and paper or laptop

Groups: Group work



A team that has priorities and completion deadlines for tasks will work together more effectively than a team without goals/ priorities.

A team that also has an agreed mission and purpose with clear expectations for how the team should work together to achieve the desired outcomes is important for effective teamwork.

Communicate with each other - Team members need to be able to communicate their thoughts, opinions, ideas, and feelings clearly and openly in a positive and respectful manner. Everyone should also listen to each other and ask questions for clarification purposes. This will prompt a sound gathering environment and a successful work measure.

The best is to start with skill sets - Evaluate the skill set of the people you're thinking about distributing the work to. If they have the right skill set, you're going to get a high-quality result. Another way to allocate a workload across multiple members of your team is based on each person's availability. If priority and skill set are equal, who is available to complete the task?

Finally, it is important to consider if a person has an interest in performing certain tasks. If someone on your team is passionate about a certain project, then it's highly likely he or she is going to be motivated to perform the job well. The work will be balanced in a way where you're going to execute the project but at the same time, you're going to develop your teammates.

SELF-DIRECTED LEARNING RESOURCE:

<https://forms.gle/ESNqugNd3EeJn84d6>

Task 2 – Brainstorming part

Time: 60 minutes

Equipment: pen and paper or laptop



Groups: in group / Individual task

You can use for this exercise as a brainstorming technique.

Position your team in a circle. Go around the circle one-by-one so each person can tell the group their best a skill. The facilitator can record all of the ideas discussed which can be reviewed once the sharing is complete. Try to refrain from evaluating any ideas until each team member has had the opportunity to share. Write each skill on stickers. Then, on the board write the name of post-production roles and add stickers with the skills. This will help you and your team to identify who would be the strongest in each role. After brainstorming your team will be clearer about the best candidates for each role.

SELF-DIRECTED LEARNING RESOURCE:

<https://forms.gle/ZW14G5UoavE7cRyR7>

Task 3 – Which roles exist?

Time: 30 minutes

Equipment: laptop

Groups: in group / Individual task

If you are interested in the roles which exist in the moviemaking process this link will be helpful (The post-production section starts at 22:38)

- Who's Who in the Movie Credit?
<https://blog.frame.io/2020/01/27/post-production-supervisor/>

Here are some roles which exist in post-production:

Editor

The editor's job is to take scenes in non-sequential order and edit them bit-by-bit into a whole. He or she edits the shots together into a coherent film. The editor works with the director to make sure their vision is realised. The editor works closely with the director to make sure that they are happy with each shot and how the film has been put together. The editor chooses each shot carefully to make sure the story flows from beginning to end.

Post-Production Supervisor

The post-production supervisor supervises the entire post-production process. The post-production supervisor ensures that there is adequate communication between



producers, editors, supervising sound editors and mixers, and any post-production facility companies. The post-production supervisor also maintains close contact with production accounting to ensure that the budget remains the same and all tasks are completed on time.

Colourist

The colourist contributes to the mood and visual of a film by defining its colours.


The colourist ensures that all shots in each scene match one another. The colourist balances colour saturation and luminance from shot to shot and looks out for any colour differences. The colourist also proposes solutions to problems related to pictures. The colourist makes sure that the images are consistent throughout the film.

Music Supervisor

The music supervisor works with the composer, mixers, and editors to create and integrate the music of the film. He or she proposes previously recorded songs to the directors and producers of TV shows, movies, advertisements, trailers, promos, live events, and video games. In some cases, a music supervisor will work with a composer to create original music. Their primary responsibility is to liaise with the recording industry and to negotiate the use rights for all source music used in a film.

SELF-DIRECTED LEARNING RESOURCE:

<https://forms.gle/EHFxFZjjK269mGcYA>

Resource Title	
Post - Production	Post-production marketing and digital media distribution
Objective of the Resource	
<p>To learn free or low budget primary marketing techniques</p> <p>Final outcome: post-production marketing and digital media distribution</p> <p>Key words: marketing, digital media,</p> <p>Time: 3 hours</p>	
Introduction	
<p>Congratulations! You have finished your movie "My Dream Job". Now you need to promote this video to reach a wide number of people. You will have to identify the most useful social media networks and online platforms to publish your completed video. Next comes a super</p>	

important phase; you must tell the world about the masterpiece you have created. You will need to utilise the media to distribute this film. If you are on a low budget, there are options that will not cost much. This can make promoting your video a challenge. The good news is, there are plenty of ways for you to market yourself to your customers without spending any (or much) money. Firstly, you will need to get all the people you know involved! Start with your friends and family and ask them to ask their extended social circles. This will mean that your distribution circle will continue to grow!

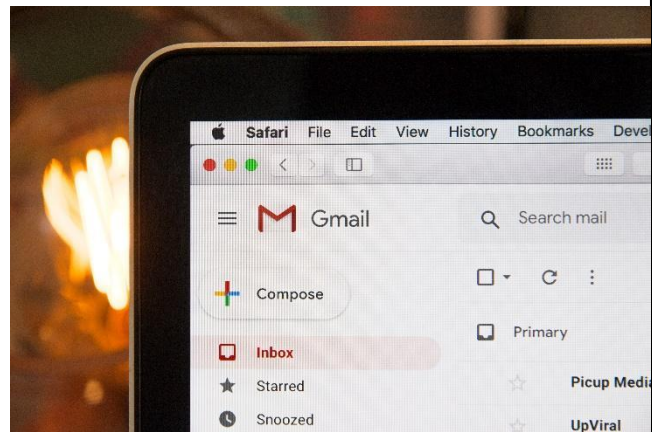
Task 1 – START WITH DIRECT MESSAGE - DEVELOP AN EMAIL MARKETING PLAN

Time: 45 minutes

Equipment: laptop, smartphones

Groups: Individual Task / Group Work

Email marketing is a great way to spread the video to the world, as well as maintain relationships with your existing audience. Although email marketing isn't a new technique, it is still one of the most reliable ways to reach a larger audience.



Why not start off with the application Mailchimp? (www.mailchimp.com) This is a great place to start your email marketing program if you're planning to scale it quickly.

How the email body looks is up to you. You will need to make sure to that every email recipient wants to check out your video! You can decide whether you want to send a direct link via YouTube or invite your contacts to a social media platform where they can find the video instead.

How can you write a good promo email?

- Add a photo / screen shot of your video. This will give your audience a 'teaser' which will encourage them to watch it. Alternatively, include a screenshot with a "play" option. While that image might look like a video, it's actually an image with a fake play button that links to a gated landing page that requires me to sign up for a course to access the video content.
- Put thought and creativity into your subject lines. What can you say to grasp your audience? What will encourage them to watch your video?
- Challenge people to spread your video online.

USE WHATSAPP OR OTHER MULTIMEDIA MESSAGING APPLICATIONS

WhatsApp is an affordable marketing channel; as it is completely free to use! All you need to get the ball rolling is to install the app and connect to the Internet. For sure all members of your team have many friends, which is a great start! Consider checking out multichannel forums – they allow your subscribers to choose where they want to receive updates – via email, WhatsApp, Facebook Messenger, etc. This will allow you to communicate with customers through the channels they prefer. In turn, this approach creates higher engagement and boosts the number of people your movie will reach.

Try to collect new contacts! If you would prefer to go old-school and try non digital routes, you could even promote your movie offline. Why not print a sheet of paper and hand it out to people in your local town? You could even stick up posters in your local shops. There are many options to spread the word about your creation!

SELF-DIRECTED LEARNING RESOURCE:

<https://forms.gle/pKj5v1KY8qMqdRfj7>

Task 2 – USE SOCIAL NETWORKS

Time: 45 minutes

Equipment: laptop/smartphone

Groups: in group/ Individual Task



People use social media networks to connect with people online, share information and ideas. If you are planning to promote your film on social media, it is important to implement a strategy. At this point, you should have a pretty good idea of what to publish based on your goals. Social networks are a sure fire way for you to spread your video to more people

worldwide. Promotions can be a creative and challenging process, but it will be worth it in order to spread your movie production to larger audiences.

There are many online channels which you can use. Check out the list below for useful suggestions on where you could share your production online:

- YouTube
- Facebook Watch
- Instagram / IGTV
- Vimeo
- Staff Picks
- Short of the Week
- Reelhouse
- Nowness Picks
- The Film Fund

SELF-DIRECT LEARNING RESOURCE:

<https://forms.gle/pKj5v1KY8qMqdRfj7>



BASICS FOR ALL SOCIAL NETWORKS

Remember that to successfully promote your film online, you should start with good quality photos and great content. Having a good storytelling method will work to attract and engage your audience. and *My Dream Job* is a very good start. Focusing on content management and storytelling is one of the most important points of successful social media publication strategy.

- **Posting time**

The best time to post on social media is whenever your audience is most active and most likely to notice your content in the feed and engage with it. A well-timed post on any social media channels can do wonders for the promotion of your activities. Social media users are often online Tuesdays through to Thursdays, especially after work hours. Weekends are a tricky time to post, with studies finding most people are inactive on social media due to their busy weekend schedules.

- **Interaction with other users**

Social networks are popular platforms for interaction, communication, and collaboration between friends. Comment and like other content or post your content with a question to make your post more visible or make people curious to go to your profile.

- **Add Location**

Posts with a tagged location result in higher engagement than posts without a tagged location. People who click on it can view all the other posts that have been uploaded in that location. Locations are displayed at the top of every post once they are published. Normally underneath the username or the brand.

- **Add hashtags**

Hashtag is a label used on social media sites that makes it easier to find information with a theme or specific content. Their categories should be selected for some purpose and could attract people interested in film production or recent film publications.

- **Do live streams**

Live Streaming can generate a bigger audience. Any event has geographical and physical restrictions no matter where it is. Streaming events and live content on the web makes it accessible to a worldwide audience.

SELF-DIRECT LEARNING RESOURCE:

<https://forms.gle/474pdS1HALagNhk18>

Task 3 – FACEBOOK

Time: 45 minutes

Equipment: laptop or screen, pen, and paper



Groups: in group

- **Create a Facebook page for your film**

There are many ways to promote your short film without a budget, such as on Facebook. However, it will need a lot of attention and communication. First, start your Fan page – create one on Facebook. Pages are great for building a following online because you are not limited by friend requests. Instead, individuals only must click the *Like* button to start receiving your updates in their News Feeds. While creating a fan page is a little different from creating a personal profile and requires more maintenance to effectively promote your business, posting on your own fan page or on someone else's works much the same as it does on personal profiles.

On this Facebook page, you will share all your inspiration, ideas, your process, and your video!

At a minimum, you should post to your Facebook Pages 3 times per week.

- **Join a Facebook group**

You can also join Facebook groups. Facebook groups offer a similar opportunity for professionals. There are millions of Facebook groups dedicated to various interests. You can use your personal account to join groups of colleagues, as well as groups where your target audience is most likely to be found.

- **Create online events**

Let the world know about your video. Why not organise events where you can talk about everything you needed to make a video? Or the process behind making the video? Share your story and explain to your audience the main idea and summation of your production. What is the main idea and why is a dream job is important for everyone? You have a plenty of topics to speak about. Hosting a webinar or speaking somewhere? You could even invite an interesting guest to make the online event even more interesting. Create an event page and invite friends and people in the groups you are in. You can even see how many people get involved and get feedback from attendees.

- **Stream live video with Facebook Live**

Facebook Live is one of the most sociable and popular ways to communicate key messages to an audience. This is because, it is in the moment, as it's happening, uncut and real. Live streaming is real people conversing and engaging with other real people. The intimacy and immediacy of live video creates a behind-the-scenes sense for your viewers, as they get to see the real you – as well as enticing them to stick around to watch much longer than they would a regular video. Many people tend to watch Live Videos longer than posted videos due to the unpredictability of live video. Why not give it a shot?

INSTAGRAM

Time: 45 minutes

Equipment: pen and paper or laptop

Groups: Individual Task



Instagram is another great free tool for reaching your target market. Of course, if you support the promotion with money, you will get a bigger target but, in the beginning, you can start without a budget. Instagram is a platform that connects people from around the world and gives brands the opportunity to go global. Quality content is key. You need to be sure of the quality of the content you publish. If contributions do not benefit your target audience, you will not succeed.

Think about your Instagram as a strong tool to create your audience and plan, take it seriously. A great start would be to plan a content strategy.

Instagram is all about visual content. Try to find your own style –

- What type of content do you want to post?
- What will you share on your page? Your story? Your highlights?
- Which filters would you use?
- What colour theme will you choose?
- Will you keep it raw, no filters?
- Which other measures would you use?

Once you know what you want your Instagram profile to look like, you are ready to start planning your content. What do you want to share? Once you've created your content, schedule your Instagram posts to ensure you're posting new content regularly. Do not forget to add relevant hashtags.

Use all the fun that Instagram offer!

- **Create Instagram Stories**

Stories allow users to create a feed of sequential content that disappears within 24 hours of being posted. Story content can either be static photos or video, including video created via



Boomerang. You can add hashtags, locations, GIFs, polls, Story stickers, etc. You can also encourage engagement and audience interaction with polls, countdowns, questions and add music to your stories.

Your content could even feature never seen behind the scenes, gag reels of your team and much more.

Why not also create Highlights from the stories you post– the best moments of your stories which disappear after 24 hours you can save to Highlights – which become available on your Instagram page for all to see!

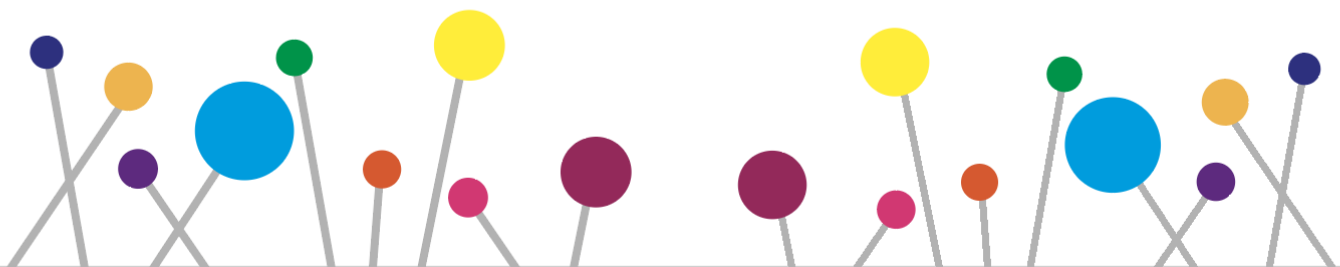
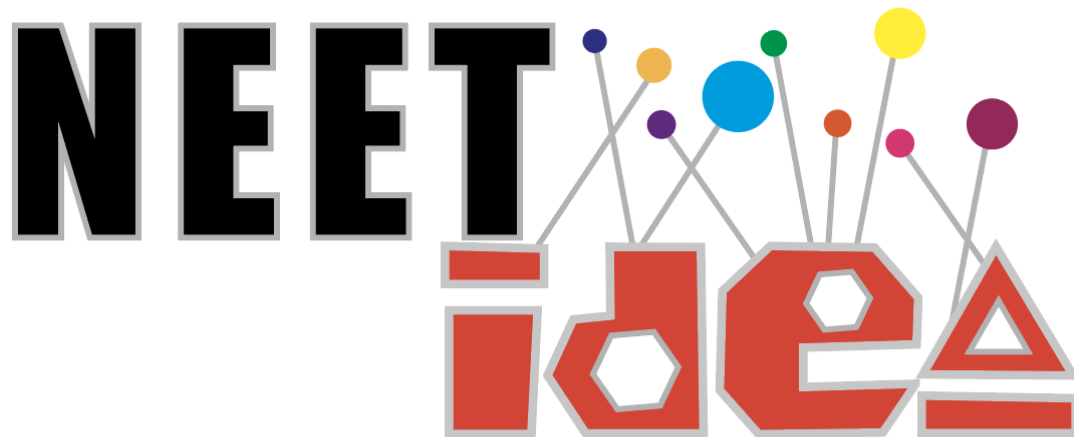
There are several social media networks you can join, such as Twitter, Pinterest, LinkedIn, etc. Create accounts on all these platforms and start connecting with your audience.

SELF-DIRECT LEARNING RESOURCE:

<https://forms.gle/eBci2Xbhr7JZmwUFA>



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