Objectives for Developing the Message for the Video (Lesson 1)

Students will:

- Learn how to present and communicate research in a video format
- Learn to allocate tasks involved in making a video
- Learn to apply critical thinking and media literacy skills when crafting a message for broadcast
What’s My Job?

Creating an issue-based video is a group effort requiring people to accept the responsibilities of different jobs. Communication among group members is critical. Throughout the process, you must talk to one another about the focus of the video, the message you want to convey and how you will present the information. Here are the key roles students in your group 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. **Note: Students are not required to use a reporter for this assignment!**

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

Topic/Specific Focus:

______________________________________________________________________

Message we wish to convey:

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

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

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Student Roles: see What’s My Job

Producer: ____________________________________________________________

Researcher/Writer: __________________________________________________

Reporter: __________________________________________________________

Field Producer: _____________________________________________________

Photographer: ______________________________________________________

Editor: ____________________________________________________________
Timeline for Producing Issue-Based Video

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 1-5:

• Students are assigned to groups and begin researching topics
• Students select jobs they wish to perform for the video production

Weeks 5-9:

• 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 (Microsoft Movie Maker)

Weeks 9-11:

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

Weeks 11-14:

• 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
• Team completes the group presentation
• Entire team prepares the video for submission to Film Your Issue
Glossary of Key Terms

SOT stands for Sound On Tape. It is a section of the interview—the sound bite, the talking head.

B-roll is the background video. B-roll is used to help tell the story.

Nat sound (also nat sot) refers to all sound recorded by the camera mic, such as the sound of a passing car; a tire hitting a deep pothole; the chant of protestors 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.