

Girls & Gangs
Union Street Media Arts

Session 1
Media Workshop
1 minute film challenge P1

Objectives

The aim of this session is for the young people to put their media skills into practice using all the equipment they have been trained on. They will also learn how to frame a topic and explore issues or key points for an intended audience.

You will give the pupils a brief about an issue or topic and what the film's objectives are and they must cover this in their 1 minute film. You must choose the *theme* and provide some source material or resources. Also think about how to help the young people to develop one or two objectives around their film.



1st Activity

Duration of Session: 1 hour 40 minutes

Provide young people with the Brief: *5 minutes*.

Split the class into 2 or 3 if there is enough equipment available. This task works best in relatively small groups, a maximum of 6 young people in a group, otherwise not everyone will have a clear role to play.

Planning and Storyboarding: 30 minutes.

Filming: 1 hour

Instructions for the 1 minute Film Challenge: produce a short documentary using equipment your teacher/youth worker has provided for you. The documentary must focus on today's theme (teacher will decide on this) for pupils at school. The aim is to create awareness for pupils on the topic being presented.

Today's theme is as follows: Our project is about *Girls and Gangs*. However you could adapt this and choose a theme yourself, think about something related to your peers and school, or even a curriculum related topic.

Tips, Tips, Tips

- With the specific issue you have identified, you must explore any myths or misconceptions that you think your audience may have about the issue. You will be given access to source material by your teacher/youth worker and guidance on whom you can interview.
- You must identify two objectives or outcomes for the film around the chosen issue (what you want to achieve, what you want to change). So think about what you want your film to do or achieve. For example here are some ideas you could use as your objectives:
 - To make young people aware of the difference between *negative* and *positive* gangs.
 - To explore the range of intervention services that exist for girls who are involved in gangs.
 - To highlight the risks associated with girls being involved in gangs.

Final Instructions...

You have 30 minutes to do the following, your teacher/youth worker will provide the resources:

- ◉ Planning
- ◉ Choosing locations
- ◉ Identifying contributors and questions (interviewees/actors) -
- ◉ Storyboarding
- ◉ Assigning roles in Film Crew
- ◉ Setting up Equipment (Camera, Tripod, Lighting Kit, Sound)

You have 1 hour to:

- ◉ Shoot your film using only 10 minutes of Tape. (This is to keep shooting concise and will also aid editing).

Questions to help with your film...

- What is the story you are trying to tell and how will you make it interesting to the audience?
- Who will your audience be?
- How will the film be exhibited? Where else might it be shown?
- Why does this idea interest you?
- What elements of the story/script/interviewees/locations do you need?
- Is the idea big enough for the film?
- What elements do you need to make the film work? Can you get them?
- Is the idea original? If it re-working an old format is it really re-worked? Have you made it yours?
- What is the basis of a great story is getting a personal angle? Look closer to home, friends and family, and even local news?
- Use experiences and influences to give the film an identity
- Think creatively and don't always use the obvious answers, take a risk!
- Ask for help if you need it.

Reflection

- The young people will be allowed to fairly and respectfully discuss what was gathered from the exercise.
- It is important to reflect on what the young people may have learnt from the challenge and whether or not any of their views has changed towards the topic in focus.
- During the reflection process it would be interesting to highlight any challenges, whether they are technical and/or research based. How these challenges were overcome? How they progressed as a group? How different roles and responsibilities influence the final outcome of the task?