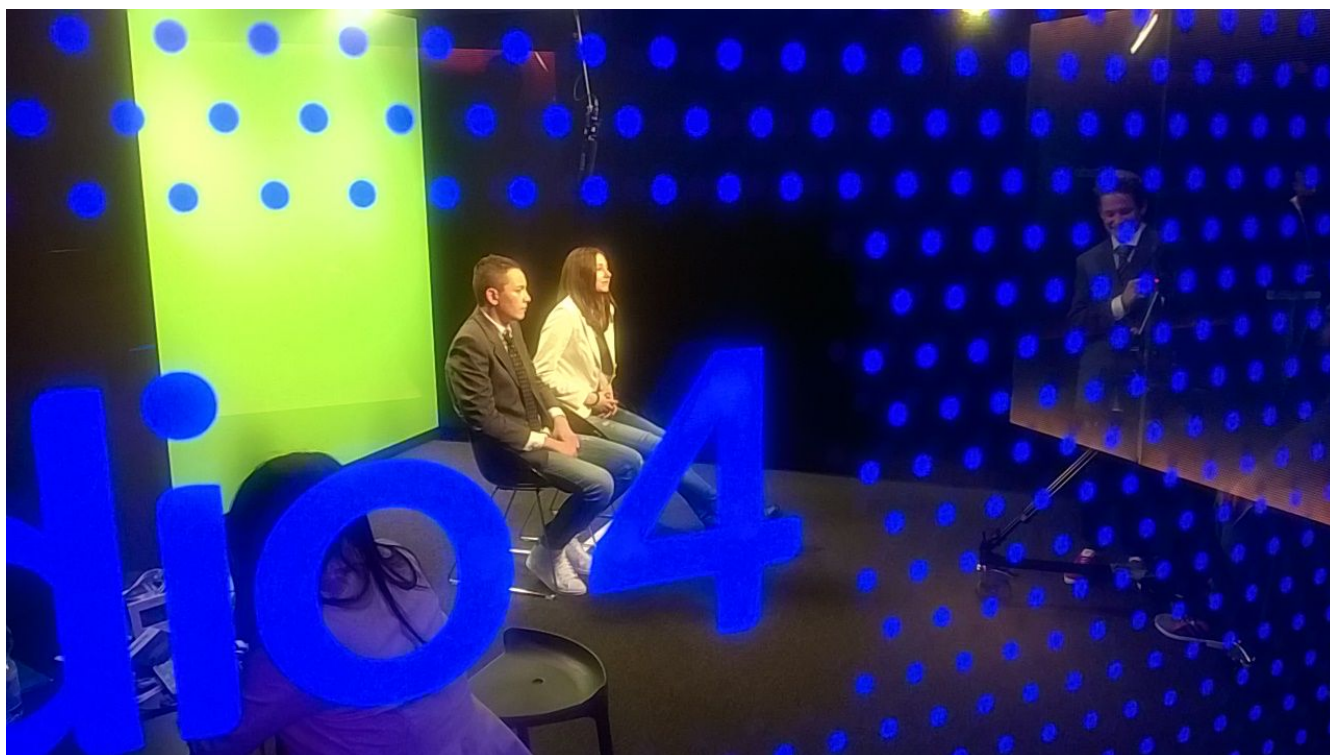


R4 Studios



IO4 - Becoming a Mediator Instructional Video How To Guide

Lead Partner - Nereto



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Index

☐ Index	pag.	2
☐ Premise	"	3
☐ The Idea	"	5
☐ Let's Start	"	7
☐ Action/Lesson Plan	"	7
☐ The Learning Environment	"	11
☐ Equipment	"	13
☐ Let's recap	"	16
☐ Thanks	"	17
☐ Now, it's your turn	"	18

Premise

The **Intellectual Output 4** and our idea of the **instructional video** is not about realizing a tutorial for a mediator! To keep the attention of the spectators the video must be short and we are not going to make a training course for mediators in a few minutes. It's not possible. Training a mediator must be done in a specific and face to face course, following the instruction given in IO3.

The video is about showing how to realise some of the aim of the course. It's a simulation. It cannot fully show the necessary exchange which occurs in relationships. It cannot film all the training activity which is necessary to form a mediator.

It can instead show the different positions in which the conflict originated, present the role of the mediator in solving it, introduce a mediator training course or document something about it. The video can be a reflection on the act of mediation. It can be a metacognitive activity.

The video must show a final product of a process which starts with training and practise. We are interested in all the steps of making the video because, in doing it, the people involved (students) will have to practise all the soft skills they learned in the Respect4 Project: they will have to work in a team and deliver a product, the video itself.



In making the video we deliberately chose not to focus on the conflict to perform. We focused instead, on the methodology, which represents for us an indispensable frame to practise all the soft skills the students were supposed to learn in the previous activities of the Respect4 Project; we believe that to reach the goal, to shoot the video, each student must have become, somehow, a **good mediator**.

Among others, we tried and experienced the Sky Academy Studios approach.

We tested this methodology in different context, in each video we have shot so far, even if the topic was not always related to the Respect4, IO4, ones.



THE IDEA!!!

February the 8th was a great day for our students involved in the Erasmus+.

They took part in the program of the Sky Academy Studios.

Sky Academy Studios is a half-day interactive learning experience giving to young people the chance to use the latest broadcast technology to make a TV report on subjects they are studying at school.

Our students used purpose-built studios where they wrote, produced and directed their own short news bulletin, a video, on the topic assigned.

Students were supported by a specialist team and staff volunteers who helped them use their creativity, communication, planning and teamwork skills, as they explored topics linked to the curriculum, such as cyber-bullying and natural disasters. Our topic was multiculturalism.



The whole experience helped them develop **key life skills**.

Every step of the way, from the pre-visit lessons, to the final edits in the studios, highlighted **five key skills** that students could take away and carry into the future:

- **Creativity** The key to making great videos. Teachers at school and dedicated staff at Sky Academy, had encouraged students to be bold and imaginative to create unique, inspiring results.
- **Communication** Students needed to share their ideas and listen to each other to work together. With each student fulfilling a different role, communication was essential to make the final report a success.
- **Problem Solving** There are many challenges to tackle when creating a video. Students had to show flexibility, be inquisitive and make quick decisions in the studios to finish their piece on schedule.
- **Self-management** Students were challenged to stay focused and on track to create their report. Teacher at school first, and then, members of the Sky team guided them to plan, schedule and evaluate their experience to get the best results.
- **Teamwork** Each individual role is essential to getting great videos. Teams have to work together to make sure everyone's ideas were heard and to meet the transmission deadline.

Here are the links to the videos:

<https://youtu.be/yMqNUI8IQqA>



<https://m.youtube.com/watch?v=qhgQgSQKT4M>



R4-IO4 How To Guide is based on the Sky Academy Studios approach.

Let's start shooting the video.

Action/Lesson Plan

Step1 - Preparatory Activities

Explain **students** that as a class they:

- will be **creating/writing** the scenes for the script of the video and will then, **be working** as if they were in a TV studio.
 - *Useful questions/things:* what is the difference between shooting a video with or for your friends and a video for a **public**?
 - *Key concepts:* **features** of a video report.
- will be divided into **four teams** and each team will work in one of the **four studios** to produce their piece of the report.
 - *Useful questions/things:* what **vocabulary** or **tone** would you use? Have you seen any presenters on the news/TV/Web? How do they speak?
 - *Key concepts:* how to use **footage** and **discussion prompts** to create a **script plan** based on the topic.
- will have, **each of them**, a specific role to play as part of a **team**.
 - *Useful questions/things:* starting from **everyday experience** of the students.
 - *Key concepts:* the **roles** and **skills** required to make a video report.
- will produce, in each studio, a **90sec** section of the video report. **Video length limit: 6 minutes.**
 - *Useful questions/things:* who's your **audience**?;
 - *Key concepts:* the video **cannot be too long** in order to keep the **attention** of the spectators.
- These four sections will then be put **together** to make a whole six minute video report.
 - *Useful questions/things:* they say there are always **three versions** of each production; the first is the one you **imagine** or plan for, the second is the one you actually **shoot**, and the third is the one you put together in the post-production **edit**.
 - *Key concept:* there are four studios that **all** contribute **to** making **one** video report. The video has a purpose and **the message must be CLEAR**.

Step2 - Outline the different studio responsibilities:

Studio 1 – Studio report A presenter in the studio introduces the report and is supported with video clips and backdrops which set the scene. This section should end with a link to Studio 2.

This part should work as a frame **to introduce the topic**, the issue, the specific case in which the mediator should intervene/perform.

Studio 2 – On location report The report develops in **greater detail** in this studio, with the team reporting from a **specific location** using video clips and backdrops to bring the story to life. Studio 2 hands over to Studio 3.

This part should show the conflict/what it was like/what happened. Actors playing the conflict and a voiceover commenting or describing it.

Studio 3 – Eyewitness report In this studio, a reporter carries out **interviews** with people linked to the story to help build the report. This section should end with a link back to the reporter in Studio 4.

This part should show other people who had **the same conflict/problem** shown before. Actors say what happened to them and how they solved it.

Studio 4 – Expert report As part of the final section of the report, this studio features an interview with one or more **external experts** to help solve the conflict, **conclude the story**. It should end with the presenter giving a **summary** (not a moral teaching but act like it is..) to camera and closing the report.

This part, dealing with **the solution of the conflict** should first give tips to the mediator and then **show how the mediator acted to solve the conflict**. Actors play the scene in which the mediator solved problem/conflict.

Step3 - Allocate Team Roles:

Divide the class into **four studio groups** and allocate **studio roles**. The four teams represent Studio 1, 2, 3 and 4. This is a great opportunity for students to think about their personal skill sets.

Studio roles. Each studio needs a presenter/reporter, producer, director, editor, and a camera operator. Studio 3 also needs one or more eyewitnesses and Studio 4 needs one or more experts. A scriptwriter in each studio is preferable but not essential.

- **Producer:** the person in charge of the whole team, who makes the ultimate decisions and keeps everyone working on time.
- **Director:** manages the filming in the studio area and decides on which shots would look best on camera. The director also advises reporters on how they should behave and speak in front of the camera.
- **Scriptwriter:** writes the words to support the pictures to create an interesting story for the viewer.
- **Camera Operator:** looks through the camera lens to get the best shots possible.
- **Reporter:** works with the scriptwriter to introduce the story, delivers stories on location, speaks to eyewitnesses and questions experts.
- **Expert:** someone who has specialist knowledge around the news story who will answer the reporter's questions in front of the camera.
- **Eyewitness:** the reporter will speak to someone who has first-hand experience of the news story and can give their version of events.
- **Editor:** plans the backdrops and voiceovers before filming, then picks and chooses the best recorded takes after filming to make one report.

Step4 - The Topic: "Instructional Video - Becoming a Mediator".

Discuss the topic as a class drawing on students' existing subject knowledge and any additional material. Explain that the class video report will be themed around ***"Instructional Videos - Becoming a Mediator"***.

Step5 - Planning the Scripts

Ask each studio team to write and then read out their specific studio script, so the whole class understands what each section of the report will cover. This will be key to ensuring that all the sections come together in a cohesive report. Once you have discussed the topic as a class, the teams can select the facts relevant for each studio.

Explain that to get the most out of their video it is important to have a structure and idea of the footage they want to use, to help them make the report. This is one of the

key skills to producing a good report.

Ask students to share their plans with the other studio teams to ensure that all the sections flow together. Students should modify their structure in the light of the comments received by teacher or other students when they read their script.

Working with the “Studios idea/approach” means giving everyone a precise role: every studio has a role, every person in the studio/group has a role; team working is effective when everyone knows his task, does it and joins his task up with the other member of the group, “tuning” his task with others like in an orchestra.

The result of teamwork should be like the melody played by an orchestra.

	Video Report Story Board
Studio 1 Studio report	
Studio 2 On location report	
Studio 3 Eyewitness report	
Studio 4 Expert report	

The Learning Environment

The learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to *classroom*, which has more limited and traditional connotations — a room with rows of desks and a chalkboard, for example.

We know creating a good learning environment helps the task or the activity assigned to students.

What we propose is to repeat as much as possible the Sky Academy Studios approach, even in the organization of the learning environment. There the four studios are accessible from a round hall and there are glass partitions. Each group is separated from the other but really close and students move easily from one studio to the other.

The school environment doesn't allow such a perfect combination of equipment and setting, but we can create 4 groups of desks in each corner of the room where we're working.





Equipment

Some basic pieces are needed for a video to be made:

- Camera (smatphone, DSLR, or Video Camera)
- Computer (iMac, MacBook Pro, or even iPhone/iPad)
- Tripod (many tripod options)
- Microphone (Wired or Wireless)
- Headphones (over-ear with muffs to avoid background noise)





We suggest using means the students are familiar with: phones and apps they already know, free software...

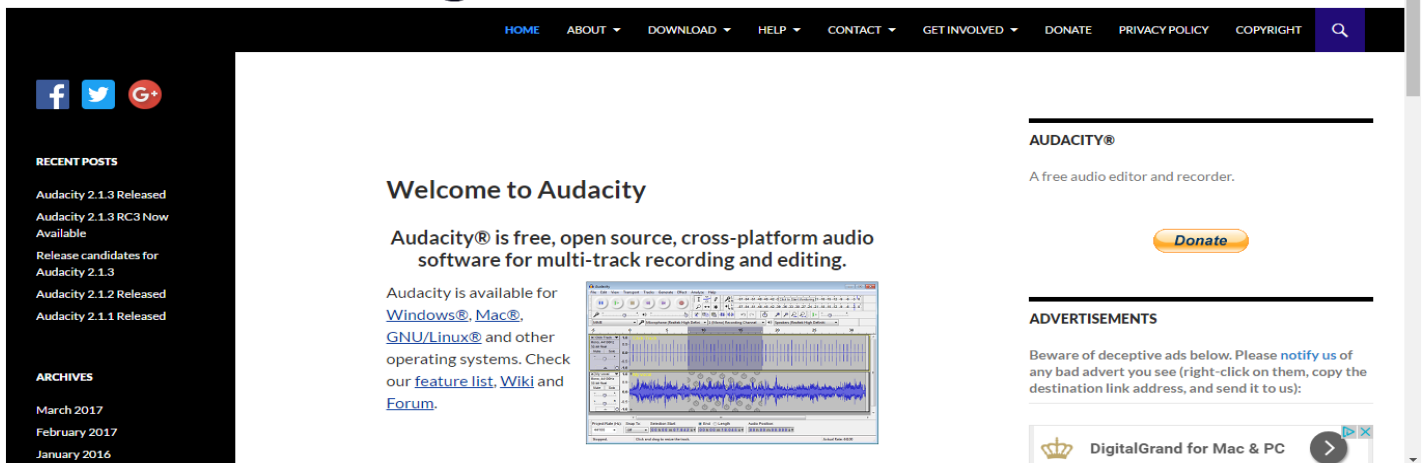
#1



DaVinci Resolve's powerful professional non-linear editing and world class color correction tools, along with advanced media management and live on set tools, make it perfect to use as the hub of your entire creative workflow! Each page in DaVinci Resolve is logically organized into work areas for each stage in the post production workflow. <https://www.blackmagicdesign.com/products/davinciresolve/workflow>

Davinci Resolve Tutorial: <https://youtu.be/mztEDawC8Wg>

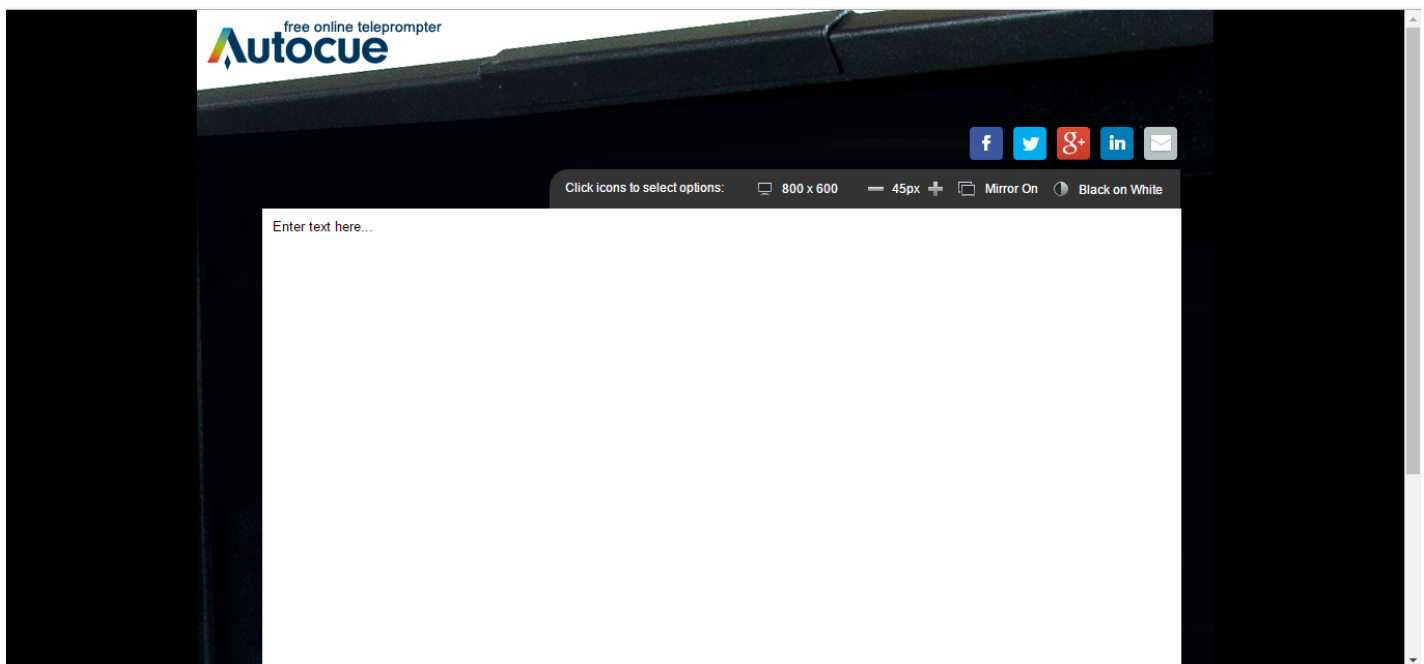
#2



Audacity® is free, open source, cross-platform audio software for multi-track recording and editing. New Distortion effect, Rhythm Track (was called Click Track) and Sample Data Import (thanks to Steve Daulton). Also effects are no longer grayed-out when in pause. New scrub ruler and 'pinned' option, and more... <http://www.audacityteam.org/>

Audacity Beginner Tutorial: <https://youtu.be/3uqCNjbQn54>

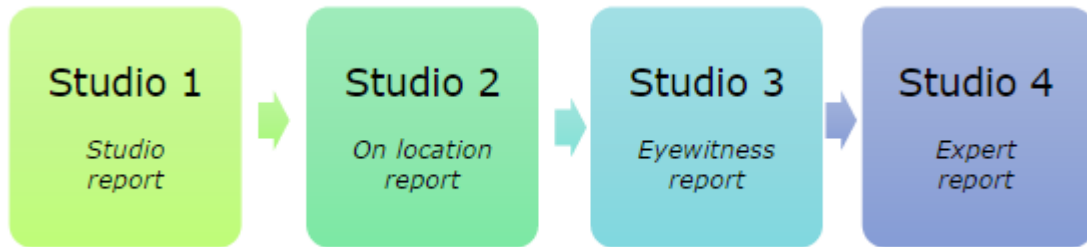
#3



free online web based prompter from Autocue! This tool works on desktop as well as both an iPhone and iPad teleprompter! Simply enter your text in the above box, select your options and start prompting. <http://www.freeteleprompter.org/>

LET'S RECAP!

The Idea: 4 Studios - 4 Teams



Organisation

STEP1. Understanding what a video report is, what it needs to be realised

STEP2. Focusing on the importance of roles

STEP3. Allocating team roles

STEP4. Focusing on the topic

STEP5. Planning the scripts

STEP6. Sharing the scripts and joining them together

STEP7. Creating the learning environment

STEP8. Choosing the equipment

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Now, it's your turn

