

## **Local workshops with Youngsters of Videregaendeskole / Mediehogskole in Kristiansand - Norway**

In association with Mediehøgskolen, Videregaendeskole Kristiansand and Søgne, the media trainers Merete Stubhaug and May - Helene Dahl we made a video-course in Kristiansand, Norway. We discussed with Mediehøgskolen, and together we developed a plan for this course.

We wanted the course to include both theory and practice, with emphasis on the practical part. Before the students started with the practical work, it was important for us that they knew some important sides/theories about video and TV- production. That is why we gave them some theory in the beginning of the course. We wanted the students to do as much as possible themselves, with guidance from us when they needed it.



Merete and May-Helene, Medietrainer in Norway, had joined the multiplikatorseminar in Münster in July 2003.

### **Goals for the workshop:**

1. Have knowledge about the characterization of fact and fiction.
2. Have knowledge about the possibilities you have to express yourself through pictures and video. Be able to use rules for composition and the cutting of a picture.
3. Be able to use the right equipment.
4. Be able to plan and go through with a process – from the idea to a finished product, alone or together with others.
5. Have knowledge about different principles for editing of picture and sound, and be able to edit a video.
6. Have knowledge about and be able to reflect on the ethical norms of the media.

The participants are going to make two videos. Each of the videos should take about 5 minutes. They have to finish the videos by the end of March. This course was intended for youth from three different videregående schools in the Kristiansand area: Hornnes videregående, Søgne videregående and Vågsbygd videregående. From these schools 12 students participated, four of them have a migrant background.



Gemeinsam mit jungen Migranten planen die norwegischen Jugendlichen ihre Filmproduktion

### Time schedule

We made a plan for the workshop that we gave to the participants. We have translated this plan into English:

**1<sup>st</sup> week:** 4 hours on Monday

1. Introduction/get to know each other: 1 hour
2. Theory: the characterization of fact and fiction (by May-Helene): 1 hour
3. Ideas/brainstorm: Talk about different ideas you have for a video / we will give you a task for next course: 2 hours (divide you into two groups).  
*Homework: Read the theory we have given you in your folder.*

**2<sup>nd</sup> week:** 4 hours on Monday

4. Theory: Possibilities in video production, rules for composition and the cutting of a picture: 1 hour (by Merete).
5. Go through your ideas, make a detailed production plan: 2 hours
6. Practical theory about how to use the equipment, how to get good pictures: 1 hour  
*Homework: Finish the production plan, script and storyboard and make clear appointments for the shooting of the video.*

**3<sup>rd</sup> week:** 4 hours on Monday + 4 hours one weekend (if possible):

7. Start the filming. We are going to give support to each of the groups: 4 hours
8. The participants can also use some of their free time to do some filming.

### Weekend:

9. Theory: How to edit (we teach one group each): 1 hour + some theory while we edit.
10. Editing: 4-5 hours

**4<sup>th</sup> week:** 4 hours on Monday:

11. Editing: 4 hours

**5<sup>th</sup> week:** 4 hours on Monday:

12. Editing: 2 hours
13. Evaluation and analysis of the videos: 1 hour
14. Evaluation of the course (questionnaires): 1 hour

**6<sup>th</sup> week:** Presentation of the videos in Hengelo.

## **What we did:**

We will now give you a summary of the carrying out of this plan:

### **1<sup>st</sup> week:**

First we gave them an introduction of the course. We also used some time to get to know each other. We went through the goals and the plan for the course.

We started with some theory about facts and fiction – what is the difference, and how to recognise the different styles. May-Helene Presented this.

- We started with the film history. *The Lumiere brothers and Melies were the pioneers in each of the directions, fact and fiction.*
- Then we talked about the definition of fact/ documentary: a creative treatment of reality.
- Different genres and their special distinguishing mark.
- Journalistic principals, as for example objectivity, balance, fairness and trust.
- Different means/effects used in the facts genres as voice-over, interviews, camera observations etc.
- The definition of fiction: A fabricated story that's directed.
- Many different genres as comedy, thriller, action and drama.
- Typical effects used in mainstream movies, as for example natural and logical editing, composition and structure.*

After this we divided the students into two groups. We asked them what they are interested in, what they wanted to make a video about. They got some time to think about different ideas. We talked about the ideas they had. In the end we gave them some limitations and criteria for the making of the video.

They got some homework today. We asked them to read some literature, and to go further on with the ideas they had for their videos. We told them to start writing a script.

### **2<sup>nd</sup> week:**

First we introduced today's programme. We started with some theory: The possibilities you have to express yourself through pictures/video, means in video-production and rules that you should follow when you are making a video. We talked about different rules for composition and the cutting of a picture. Here are some of the points that we taught them:

15. Axis: The main-rule is to film from the same side of the axis.
16. How you cut your picture: overview, total, half-close, close-up and ultra close.
17. Style of the filming: keep the same style throughout the film.
18. Angle of the camera: normal perspective, bird-perspective, frog-perspective.
19. The composition of the picture (different rules you should follow)
20. Movement of the camera: pan-shot, tilting and zooming.
21. How to film movements.
22. Where to put the main-object in the picture.
23. How to film a dialogue: Important that both objects look in the right directions.
24. Teach them what to do to make the editing easier and better.

We went through the ideas that the students had for their film. When they had decided roughly what kind of story they wanted to make a video about, we taught them how to make a script, a storyboard and a production plan. We also taught them a bit about how to use the camera and how to get good pictures (most of the youth had filmed before). We didn't have much time for this.

Today they almost finished the script, storyboard and production plan. We told the two groups to finish this on their own. The youth also wanted to start filming on their own. We told them to make clear appointments for the filming.

### **3<sup>rd</sup> week:**

We had planes to meet on the following Monday, but we skipped this since the students wanted to continue filming on their own. Instead we met them the following Saturday. By then, one of the groups had finished the filming, and the other group had almost finished.

On Saturday we had a long day. We said that it was much up to them how long they wanted to stay. After seven hours, we had to let them go, even though one of the groups wanted to stay longer...

Today we gave each of the groups an introduction about the editing-system. One of the groups had Premier 6.5, and the other group used Avid Express Pro. We started to go through what they had filmed. We commented on their picture-compositions, and how they had handled the camera. We felt it was important to let them try the editing for themselves as soon as possible. We started to digitise the material into the computer. They soon did this on their own. Later we taught them the simple principles about editing. They started to cut the video themselves. We were available for both groups the whole day.

### **4<sup>th</sup> week:**

Today there was no theory. They continued the editing right away. We sat down with them and showed them how to edit, step by step. These are some of the things we taught them:

25. How to cut the video and how to put it on the timeline.
26. How to make good sequences.
27. Transitions between the different cuts
28. Different effects they can use
29. How to get the right audio-level, simple audio-effects ++

Today they almost finished the videos. One of the groups has to put music to the video, and the other group has to include some more pictures and music.

### **5<sup>th</sup> week:**

Today we finished editing the videos, and they were all happy about the result. The rest of the day we used to evaluate the whole course. They got a questionnaire, and we also gave them an evaluation of their work and their videos.

## **Conclusion**

All in all we are happy with the carrying out of this course. In their evaluation, all of the students are very positive too. They learned a lot, and are glad they got the opportunity to join this course. Before we started this course we used a lot of time to prepare. We created a detailed plan with goals and time schedule for the course. We have followed this plan through the whole course. This has been a good help both for the students and us.

Eight participants was a perfect number for this course. Four students in each group gives us the chance to give each of them the help they need. It is easier for a smaller group to cooperate, and everyone will be more involved in the process.

During the course we wish the students were more disciplined about the homework and preparations. But we understand that they all had a lot to do at school, and after a long day at school, it can be hard to concentrate. The courses took place in the afternoon.

If we continue with more courses, it is important for us that we have more direct contact with the different videregående schools. This time the students didn't know much about this

course before they came here. If we cooperate more with the teachers at the schools, the students will probably be more motivated.

The students all wished the course was more extensive. They would like a deeper understanding of the different subjects, techniques, theories, and practices like editing and filming. For a next course we want to use more time.