

IV. SOURCE SHEETS

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Project Goal and Overview

The goal of this community video project is to raise awareness of gender-based violence, harmful practices, HIV and related issues.

This goal will be reached through creating videos locally and using them to generate discussion within the community.

- Project videotapes are made by, with, and for community members.
- Videotapes are shared with different groups of community members through “playbacks” — video screening and discussion sessions.
- The videos are used for awareness-raising in the communities where they were made. With permission, they can be used for awareness-raising in other places as well.
- The video project is educational. The reason for taking part in productions or playbacks is to help people in the community learn about gender-based violence, harmful practices, and related issues.
- The video project is not for profit: no one is gaining money from the videotapes.
- For the videotapes to help make a difference, they need to be seen and discussed. The playback process is just as important as the production process — maybe even more important!

“Steps to behavior change” – a localized model developed by the Through Our Eyes team, Liberia.

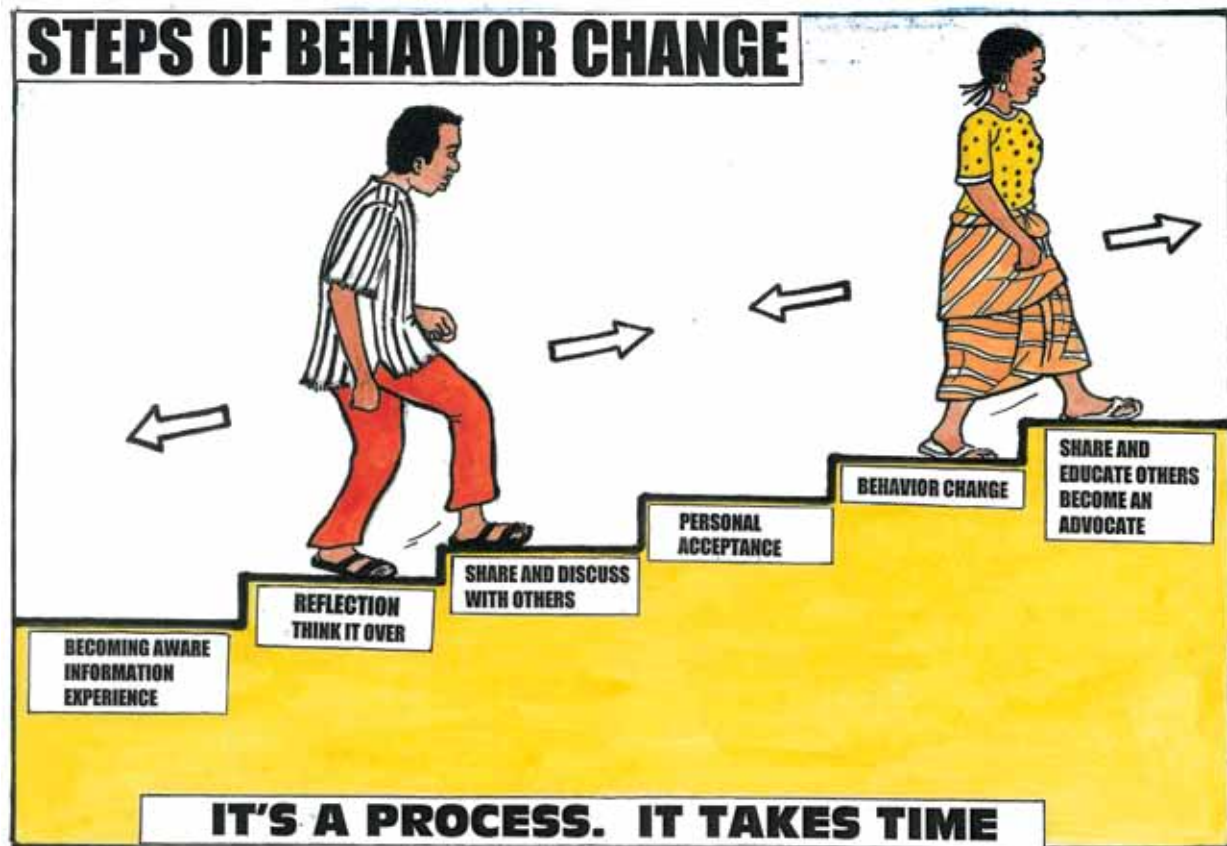


Illustration by Cholopoly (Liberia, 2008)

Guidelines for Creating Communication Materials on Preventing Violence Against Women

When you develop a video or other kinds of communication materials, these guidelines can help you create messages and images that challenge people in a positive way and suggest alternatives to violence.

Maintain the dignity of the characters.

Try to avoid showing explicit acts of violence. Especially avoid showing images of women being abused, or women in passive, powerless, or exposed situations. In the same way, try to avoid depicting men as very aggressive and violent.

Although such images may reflect reality, they may not help people think about the situation

in a way that encourages change. Women and men who see such images may feel ashamed to look at them, or they may not see themselves in these images.

Instead, try to maintain the dignity of both male and female characters. Show them as active, thoughtful people who are able to make positive decisions.

Portray the positive.

Instead of showing scenes of violence, or just telling people that violence is bad, try to show positive alternatives. For example, show how men and women can develop non-violent relationships, or find non-violent ways to resolve conflict. Scenes that show men and women talking things through in a respectful way, or making decisions together, can be very powerful. Materials that portray positive models, not just negative situations, can engage people and help encourage a process of change.

Help viewers become engaged.

When people “see themselves” in the characters and situations being shown, they are more likely to think about the issue. Use materials that show typical women and men since they can help others identify with those characters. For this reason, it is important that all of the characters look, talk, and act like real people in your community.

Avoid blaming and accusations

Communication materials should avoid blaming men or women for violence. The issue of male responsibility for violence against women should be raised and discussed, but in a sensitive, solution-seeking way. Materials that accuse, attack, or shame men publicly may have a negative effect. People may react strongly against them, or become resistant to messages and information.

Guidelines for Creating Communication Materials on Preventing Violence Against Women *(continued)*

Involve men in the process of change

It is vital for women and men to work together at every stage in helping create change on the issue of violence. Male youth, local leaders, and other men in the community are important allies in this effort. They can play a central role in helping develop materials and messages, presenting positive examples, and sharing them with other men in the community.

Work with real-life advocates for change.

Involve people who in real life stand as positive examples of change. They can provide important role models for others, both onscreen and off. On the other hand, if someone acts or speaks one way in a video but is known to practice gender violence in the home, this will undermine the credibility of the message. Seek partners who show a true commitment to change; these are the voices to amplify.

Have patience and fortitude.

Changing attitudes and behavior can be a very slow process. A lot of awareness-raising and dialogue may be needed to help open people's minds to different ways of thinking and acting. Do not expect to achieve everything at once.

Even small changes are important, so be sure to recognize and build on them. And remember that reflection and discussion are the first steps towards wider change in the community. Keep this in mind, and stay positive and strong as you work toward a better future for women and girls.

Sample Informed Consent Form

Written version

I understand that the community video in which I am taking part will be used locally to help raise local awareness about the issue of *(add video theme)*. I also understand that this video may be used for awareness-raising and advocacy (identify all other possible uses of the video).

I take part in this video voluntarily and with the understanding that no money incentives will be provided to me. I also understand that the video will never be shown or sold for financial profit.

In proof of my understanding of the above, I provide my signature and information.

Name: _____

Signature: _____

Location: _____

Date: _____

Recorded version

For on-camera consent, the participant/actor should provide verbal confirmation that s/he understands the same information as above, including:

- how the video will be used locally for awareness-raising
- any other possible uses of the video
- that s/he will not receive anything for taking part in the video, and
- that the video will never be shown or sold for financial profit.

S/he should clearly state her/his name, along with the location and date.

REMEMBER: Consent, whether written or recorded, must always be requested and obtained in the language spoken by the participants/actors.

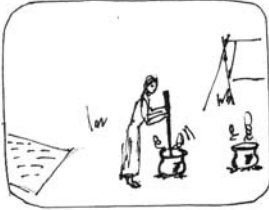
Permission from a parent or guardian must be obtained for the participation of children in community video productions.

Types of Shots

Six basic types of shots are used in videos, films, and television. Used in different combinations, these shots can help you build scenes and tell stories.



Extreme wide or “establishing” shot: This type of shot shows a very broad view of a place, like a village, mountains, or a forest. It can help the audience understand where the action of the video will be taking place. It is often a good type of shot to use as an introduction to your story.



Wide or “long” shot: This type of shot can show an area like a house, a yard, or a garden. In a wide shot, you can see people from head to toe. This is a good type of shot to use at the beginning of scene’s action, because it can show a group of people in relation to one another.



Medium wide or $\frac{3}{4}$ shot: This type of shot shows a person from their head to just above their knees. It is a good shot to use when people are active and moving in a scene.



Medium shot: This shot shows a person or people from the waist up. This is a useful shot to use when you are filming people talking to one another.



Close-up: This type of shot shows a person from the top of their chest to the top of their head. Many interviews are filmed in close-up shots. Close-ups are also very effective in dramas, to highlight emotional moments.



Extreme close-up: This type of shot can show an important object or detail in a scene. In dramas, it can show moments of very strong emotion.

Using storyboards to plan your video can help you combine these different shots in creative and effective ways. (See sample Storyboard, next page (Source Sheet #6).)

Storyboard Sample



VILLAGE SCENE:
DAUGHTER RETURNS
HOME FROM SCHOOL.



HER MOTHER SAYS
SHE WANTS TO
TALK WITH HER.



THE MOTHER EXPLAINS
THAT THE FAMILY'S
SITUATION HAS
GOTTEN VERY BAD

Storyboard Sample (continued)



THE MOTHER SUGGESTS
THAT THE DAUGHTER
TAKE A DOMESTIC JOB
IN TOWN - LIKE HER
FRIEND BINTA DID.



THE GIRL SAYS THAT
SHE DOES NOT WANT TO
LEAVE SCHOOL - ALSO,
SHE REMEMBERS HEARING
THAT SOMETHING BAD
HAPPENED TO BINTA...

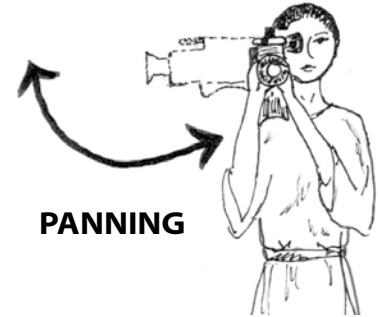


THE GIRL IS
VERY SAD.

Camera Movements

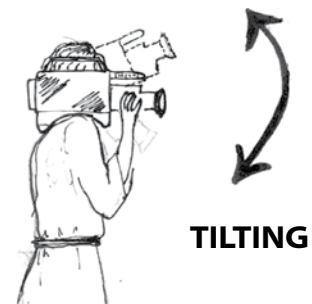
Camera movements can help show information, follow an action, or show connections between people or things. There are three main types of camera movements: panning, tilting, and zooming.

- “Panning” means moving the camera from one side to the other in an even, horizontal motion.
- “Tilting” means moving the camera from down to up, or up to down, in a vertical line.
- “Zooming” makes the image you are filming grow or decrease in size.



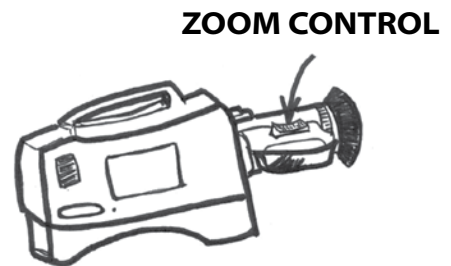
To do a “panning” or “tilting” movement,

- Keep your feet spread slightly apart for steadiness.
- Start from a fixed position to give your shot a clear beginning.
- Use the upper part of your body to move the camera lens in a steady, even motion. If you move too fast, the image will be hard for people to follow, and they may not understand what the shot is supposed to show.
- After the movement is done, hold the shot for a few seconds so that it has a clear ending.



To do a “zooming” motion, gently press the zoom control near the camera lens.

- By “zooming in,” you can highlight an important detail in a wider shot, or stress an intense moment in a drama.
- By “zooming out” you can show a small part of a scene first, and then widen the shot to show other elements.



Camera movement tips:

- Every camera movement should have a clear beginning, middle, and end.
- Do not over-use camera movements. Too many movements can make a video hard to watch because viewers will not know what to focus on.
- Do not try to film important close-up shots by zooming in; they will be shaky. Instead, stop recording for a few moments, get closer to your subject, and frame a steady close-up before you start recording again.
- If you have a tripod, you can use it to do panning and tilting movements. Remember to secure the camera firmly, and never leave the camera on the tripod unattended.

Tips for Filming

- Keep your shoulder relaxed as you hold the camera. Don't tense up or forget to breathe.
- Frame the subject so that you have a clear image.
- Make sure there is light on the face of the person or people you are filming. If there is bright light behind them, they will just look like dark outlines.
- Try to keep the camera image steady and even.
- To help keep steady, you can sit in a chair or lean against a table, a wall, or something else while you are filming.
- Always try to be at eye-level with the person or people you are filming.
- Do not "zoom" or use any other movements while you are filming unless there is a very good reason to.
- Use your storyboards to guide your filming.

REMEMBER: If you use a small field monitor/portable DVD player while filming, your teammates can help you check the image quality both before you start recording and while you are filming.

SOUND RECORDING TIPS

To get good quality sound on your videotape...

- Avoid filming in places where you hear noises like generator hum, chickens squawking, children shouting, people yelling or loud traffic.
- Remember that an external handheld microphone or a directional (“shotgun”) microphone will give you better sound quality than the on-camera microphone.
- When using a handheld or shotgun microphone, remember to point it directly at the mouth of the person who is speaking. (But do not put it too close to their lips, or the sound will distort.)
- Everyone has a different type of voice. Listen through the headphones to find the right place to hold the microphone for a good sound level.
- Hold the microphone in a steady grip and don’t rub your fingers on the microphone casing or the cable; otherwise it will make a crackling sound on your tape.
- If you are using the built-in on-camera microphone, you must be very close — no more than 1 to 1 ½ meters from your subject.
- When filming a drama, encourage your actors to speak loudly and clearly and one at a time.
- If wind-noise is too loud, try holding the microphone in a different position. If there is still noise, use the windscreen that comes with microphone, or wrap some cloth or a sock over it.

REMEMBER: Always use headphones to check the sound quality before you begin taping and throughout the video recording.

Interviewing Tips

Before the interview:

- Have a clear sense of what you wish to learn from the person you plan to talk with.
- When you first make contact with the person you want to interview, be sure to:
 - Clearly explain the goals of the video project
 - Review the aim/message of the video you are planning
 - Explain why you are asking them to take part in the video, and invite their thoughts/ideas.

If the person agrees to take part in the video,

- Agree on a time that will be convenient for the interviewee
- Agree on a quiet place to do the taped interview
- Thank the person for their time (you should do this whether or not they agree to be interviewed for the video!)
- Re-confirm the time and place of the interview a day or so before the taping.

Plan your interview questions carefully. Keep in mind that:

- A few good, clear questions are better than many complex questions
- “Open-ended” questions invite more in-depth answers than “yes/no” (“close-ended”) questions.

During the interview:

- Be sure to use positive body language and eye contact
- Practice attentive, “active listening”
- Be sure to “share the microphone” with the interviewee!
- Keep the interview to-the-point and focused on the main topic
- Use “probing” or follow-up questions when appropriate (for example, “Could you please explain a little more about that?”)
- Invite the interviewee to have the “last word” at the end of the interview (for example, ask: “Do you have any other thoughts you would like to share?”)
- Thank the person for their time and help.

REMEMBER:

- NEVER pressure anyone to appear in a video if they do not wish to.
- Try to ensure that the video interview is a positive and empowering experience for the person being interviewed.

Guidelines for Production Planning

Whatever the theme, length, or style of the video you make, good planning is vital. Thorough preparation will help insure that your filming goes smoothly.

1. Develop a clear and central message for your video. A clear message is the basis for any strong video, whether it is a drama or a documentary, long or short in length.

- A message can be a moral, a conclusion, or a statement of truth. It can also be a piece of information that is important for people to know.
- You should be able to summarize a video's basic message in one sentence. For example: "Forced/early marriage can ruin a girl's life opportunities," or "People living with HIV/AIDS can lead positive, productive lives."

➔ *As you develop the action and script, each scene should relate to the central message.*

2. Decide who you most want to reach with this video.

- Who is the most important audience for this video? Young people? Married couples? Elders?
- What language will be best understood by the main audience for this video?

➔ *Identify the main audience so that you can develop a story and message that will "speak" to that audience.*

3. Decide what form the video should take.

- What form will be the most effective in getting the message across? Drama? Documentary? A combination of both?
- What will the main elements of the video be?
 - Dramatic scenes?
 - Personal testimonials?
 - Interviews? (See "Interviewing Tips," Source sheet #10.)
 - Other images/local scenes?
 - Audio elements? (Songs, music, poems?)

➔ *Keep in mind that you can make several videos on the same theme, in different languages and forms, for different audience groups.*

4. Decide who would be the best partners/participants for this video production. Who in the community can help get the message across to people? Who has knowledge and experience regarding this issue?

- Are there health professionals, counselors, teachers, local leaders or other respected figures who can help present this theme?
- Are there drama/theater groups that would be good partners for this video? Singers? Other artists/performers?
- Is there a local group or organization that has leadership or authority on this subject? Try to involve them as a resource group.
- Who in the community will be a believable, credible spokesperson on this issue? It is very important that the people who appear in your video are good role models. Do

Guidelines for Production Planning *(continued)*

they speak from real experience, and practice in real life the positive messages they express on camera?

➔ ***Involve partners who have strong knowledge of the video theme and can be good spokespeople/participants.***

➔ ***It is very important to include the most accurate information you can in your videotape, especially if you are addressing health or legal issues. Work with partners who can help you communicate the facts.***

5. Work closely with the actors/participants to plan and shape a strong story for your video.

When collaborating with actors or drama groups, be sure to:

- Review the central aim and message of the video.
- Discuss different ways of presenting the theme through drama.
- Invite the actors' ideas for stories and characters.
- Explore the best story ideas through discussion, brainstorming, and role-plays.
- Try to keep things simple. Do not include too many characters, scenes, or plotlines — otherwise viewers may get confused.
- Make sure that the story includes different scenes, not just one long discussion.
- Talk about storyboards/shot planning with the actors. Gather ideas about when different shots can be used — close-ups, wide shots, etc.
- Help the actors understand that it will be necessary to pause the action of the drama at different times during filming so that the video team can frame different shots, check sound quality, and rewind/review what has already been filmed.

➔ ***When you are working with actors/drama groups, leave plenty of time to plan the story and practice the scenes before you start to film.***

6. At every step of video development, think carefully about:

- What each character or participant says and does.
- What decisions the characters make.
- How the videotape ends. This is very important, because the ending or conclusion usually offers the main message or "lesson" that people will remember after watching the video.

7. Make all necessary arrangements and community contacts for filming well in advance.

- Where will you be filming, and on what day(s)? Confirm that the locations are available and that you are expected.
- Are there community leaders, organizational heads, or other people you need permission from? Make sure you have all the approvals/permissions you need.
- Do you need to make arrangements for transport? For refreshments?
- Who else do you need to contact/mobilize?

➔ ***Be sure to reconfirm all arrangements the day before you are planning to film.***

Checklist: Before Filming

Before going to film something, CHECK to be sure you have not forgotten anything!

Basics

_____ Do you have the camera, the field monitor, and their accessories?

Batteries

_____ Do you have at least 2 charged batteries each for the camera and the field monitor?

Videocassettes

_____ Do you have 2 blank mini-DV cassettes to record on, plus an extra one, in case you need it?

_____ Do you have a head-cleaning cassette with you?

Audio

_____ Do you have the microphone(s) that you want to use? (Hand-held, shotgun, or camera-mounted microphone?) Do you have the right cable for each microphone?

_____ Do you have an extra battery for each microphone?

_____ Do you have the headphones for monitoring sound?

Cables

_____ Do you have the cables for the connection from the camera to the field monitor?

_____ Do you have the cables for the connection from the microphone to the camera?

Note: Once you get to the place where you are filming, set up the equipment and be sure to CHECK picture and sound before you begin shooting.

Sound

_____ Have you connected the headphones to the monitor?

_____ Is the microphone well placed to capture important sounds/voices?

_____ Is the sound good and clear?

Camera

_____ Is the image steady and clear?

_____ Is the image well-framed in the monitor?

REMEMBER:

- If you make a "test" recording to check picture and sound before you start to film your program, be sure that you rewind afterward, back to where you want the "real" recording to start.
- When you are finished filming, be sure to slide open the "erase protection" tab on your tape.

Sample Video Production Reporting Form

Video title: _____

Video topic/theme: _____

Production date: _____

Length: _____

Language(s): _____

Form (drama/documentary?): _____

Main intended audience: _____

Production partner(s): _____

Sample Questions for Playback Discussions

Use general, “open-ended” questions to help get the discussion going.

- What did you see in this videotape? What happened?
- What do you think about the videotape you just saw?
- What part of the video did you like, or not like, and why?
- What do you feel was the main lesson or message of the video?

Encourage reflection by helping people relate the video story to their own experience.

- Does this remind you of some situations in your community? In what ways?
- Did you learn anything new from watching the video? If so, could you share what that was?

Take the discussion deeper with probing questions.

For a video that shows a troubling or problematic situation, ask:

- Do you think things like this happen in our community?
- Why do you think they are happening? What are the reasons?
- What is the impact? How does it affect individuals and families?

For a video that shows a positive model of change or alternative to violence, ask:

- What do you think about the example that was shown here? Do you feel there are benefits to doing things this way?
- What do you think about the example that was shown here? Do you feel there are benefits to doing things this way?
- Do you think this example can be accepted here in our community?

Encourage people to think about positive responses and solutions.

- What do you think can be done about this? Are there ways to help bring about positive change?
- What we do as individuals? Within our families? In the wider community?

Invite specific action steps and ideas at the end of the discussion.

- What do you think the next steps should be in following up on this issue?
- Who do you think would benefit from seeing this video?
- What are your ideas for future videos?

Checklist: Before Playbacks

- _____ Do you have a VHS or DVD copy of the video program(s) that you want to show?

- _____ Have you made notes that will help you guide the discussion?

- _____ Do you have the DVD (or VHS) player, the monitor/television or projector and screen (or sheet),the stabilizer, and the cables for the video and sound connections?

- _____ *(If there is no electricity):* Do you have the generator, the connection cables, and the fuel?

- _____ Is the generator far enough away so that its sound will not disturb the session?

- _____ Have you done a short “playback test” to make sure everything is properly connected and working?

- _____ Is the screen placed in way that everyone in the audience can see well?

- _____ Is the volume adjusted so that everyone can hear well?

Key Points for Video Playbacks

When planning the playback activity:

- Select a time and place that will be accessible and convenient for your intended audience group.
- Confirm all arrangements and logistics in advance, including transport, if needed.
- Send out word inviting people to attend the playback at least two days in advance.

Before showing the video:

- **Welcome everyone** and thank them for coming.
- **Explain the goals and key points** of the community video project, and mention who is involved in the activities.
- **Briefly introduce the video** you will be showing (but don't tell people the whole story! Let them see it for themselves.)
- **Explain that there will be a discussion afterwards** and that their thoughts about the video will be welcome.

After showing the video:

- **Thank people** for watching and let them know you are very interested in their comments.
- **Invite people to share their views**, with the request that out of courtesy only one person should speak at a time.
- **Ask the discussion questions** that you and the team members have prepared.
- **Facilitate in-depth discussion around the main themes raised by the video, with a focus on what people can do to help create positive change.**

At the end of the session:

- **Provide practical information.** Let audience members know about relevant services and how they can access them.
- **Help people with immediate needs.** Some individuals may need psychosocial support or immediate referral to other services. Be sure that help is provided in a way that ensures confidentiality and safety.
- **Help people spread the word.** Encourage audience members to share the information they have gained from the discussion with others: friends, family members, co-workers, youth.
- **Thank people for participating.**

Sample Video Playback Reporting Form

Title(s) of videos shown: _____

Date: _____

Location: _____

Playback team members: _____

Audience description (students, elders, officials, women’s group, etc.): _____

Number of audience members:

Women: _____

Men: _____

Girls: _____

Boys: _____

Total: _____

Key points of playback discussion: _____

Audience comments/suggestions: _____

Sample Video Playback Reporting Form *(continued)*

Referrals made to local services/facilities/programs
(include specific referral sites, as appropriate):

Hospital: _____

GBV Response services: _____

Voluntary Counseling & Testing Center: _____

Points for team review of playback activity: _____

Challenges encountered? _____

Lessons learned? _____

What ideas were generated for future activities? _____
