

Training Young People in Film-making

Facilitators' Manual



A facilitators guide, outlining and explaining participatory film-making workshops.

The SAMA Project

**This manual has been developed as part of the SAMA Project;
Safeguarding Adolescents Mental Health in India.**

SAMA is a three-year research project (2021–2023) that works with young people and other stakeholders to co-produce and feasibility test universal, school-based interventions to support the emotional well-being of school-going adolescents in India. Project SAMA is a collaboration between the National Institution of Mental Health and Neurosciences (NIMHANS), India and the University of Leeds, UK. SAMA is funded by a cooperation of UK funders including: the Medical Research Council, the Economic and Social Research Council, the National Institute of Health Research, UK Aid and the Department for International Development.

Project Team

NIMHANS

Professor. Janardhana Navaneetham
Professor. Poornima Bhola
Dr. Sphoorthi Prabhu
Dr. Mutharaju Arelingaiah
Jaylakshmi. K. P.
Krupa. A. L
Ritwika Nag

University of Leeds

Dr. Siobhan Hugh-Jones
Professor. Paul Cooke
Lucy Warriner

Acknowledgements

This manual builds on work previous produced for another participatory filmmaking project Paul Cooke worked on in Nepal. Community Arts for Antibiotic Resistance across Nepal (CARAN) used participatory filmmaking to support communities to find their own solutions to the misuse of Antibiotics and the impact this has on driving drug resistance. The project started a larger network project looking at the potential of community engagement for unlocking community level knowledge about the broader issue of Antimicrobial Resistance (AMR), CE4AMR. The original manual, as well as a subsequent version produced as part of a PhD project (written by Nichola Jones) can be found on the project website ce4amr.leeds.ac.uk.

Table of Contents

Film-making Glossary

Workshop One: Introduction to the project and filming equipment

- Activity 1: Icebreaker
- Activity 2: Introducing the project
- Activity 3: Introducing the filming equipment

Workshop Two: Continuing to understand about film-making and creating footage

- Activity 1: Understanding the basics of filming
- Activity 2: Introducing interviewing

Workshop Three: Understanding 'mental health' through the adolescent lens

- Activity 1: What's your position
- Activity 2: You are on the hot seat
- Activity 3: Planning a film

Workshop Four: Reviewing the films made and learning to edit

- Activity 1: Reviewing films made
- Activity 2: Editing

Workshop Five: Developing film ideas for project SAMA

Workshop Six: Making the film and screening

- Activity 1: Shooting the footage
- Activity 2: Editing the film
- Activity 3: Screening of the films made

Required Equipment and Resources or Facilitators

Film-making glossary

B-Roll

Footage that is shot to provide context for an interview.

Cutaways

Footage that is taken from the b-roll to cover up jump cuts and to build context into the interview.

Jump Cut

A jarring cut that occurs when interview footage is edited to take out the parts that you don't want to include in the film.

Shooting Script

A list of shots that the film-maker needs to shoot.

Film Treatment

An overview of the content of the film.

Paper Edits

A rough list of the shots that the community want to include in the film.

Rule of Thirds

Is a "rule of thumb" for composing the visual frame of the shot.

5-Shot Sequence

A filming technique that uses five different shots to depict an activity.



Note:

Certain parts of each workshop will be filmed in parts or in whole. Photos will also be taken. The facilitators will ensure that there is participation by all and everyone is involved in filming across workshops.



Workshop One: Introduction to the SAMA project and filming equipment

Session Summary

Aim: To build a rapport with the adolescents and enlighten them about Project SAMA and its filming component.

Total Duration: 60 minutes

Requirements: A spacious room (preferably, with only chairs and a desk), projector and laptop/computer.

Activity

1

Icebreakers

Objective: To establish rapport with not only yourself (the facilitator) and the adolescents but also between the adolescents themselves.

Duration: 15 mins

Materials required: None

Methodology: Participatory

Process: As this is the first workshop, you will use a game to help break the ice between the group and allow them to get to know each other.

- Firstly, divide the group (including the SAMA research team/ various facilitators present) into two smaller groups.
- Next, ask each group to form two circles; one inner and one outer circle.
- The inner circle will be the 'introducers', this means they must slowly rotate (holding circle formation) from one person to the next in the outer circle. Rotations will occur every two minutes. During this time they must introduce themselves to each other (e.g. share their name and favourite hobby).

Activity 2

Introducing Project SAMA

Objective: To enlighten adolescents about Project SAMA and its component of film.

Duration: 15 mins

Materials required: Projector, laptop, SAMA presentation, music, charts, and markers.

Methodology: Game, discussion and presentation.

Process: The whole group will form a large circle. Adolescents will run around in a circle shape, when the music is playing. When the music stops, you as the facilitator will read a statement. Once you have completed the statement the adolescents have to indicate their response to the statement by moving to the corner of the room with the whiteboard that reflects their response of either:



The statements you will read out will relate to concepts relevant to Project SAMA, covering: mental health, stigma, parent mental health literacy, teacher mental health literacy, positive practices.

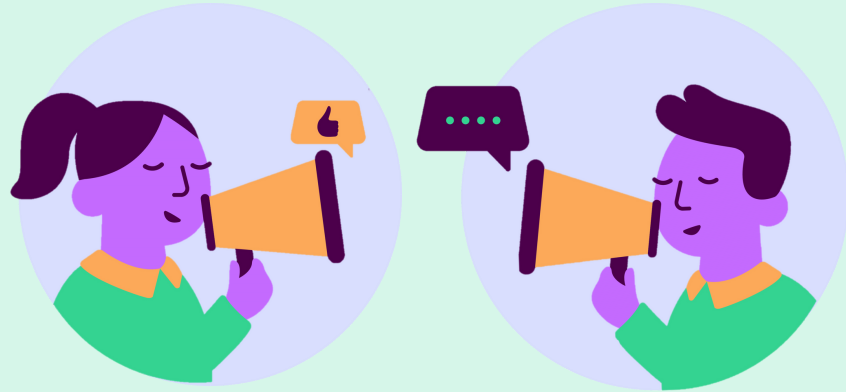
“

For example:

- Mental health is very important like physical health.
- Dealing with our problems, being happy, managing anger and sadness are all a part of mental health.
- If one has been feeling sad for more than a month and nothing cheers them, it means they need to seek help from a doctor.
- If a teacher is friendly and politely addresses our mistakes rather than punishing us, we feel like correcting ourselves.

”

Ask an adolescent from each group (agree, disagree, unsure) to share with the group why they chose their response to the statement read.



During this discussion time, facilitator two may wish to set up the SAMA powerpoint presentation ready to present once the discussions have ended.

At this point you can now open the discussion to the whole class to debate with each other their difference of opinions. During this, if the group organically raises the response that you the facilitator is hoping for, feel free to take up this point and explain it further for the whole class to hear.

This activity will create a foundation for introduction of project SAMA.

Its now time to present the objectives of Project SAMA and it's film component.

“ SAMA is an innovative India-UK intervention study to support secondary schools in Karnataka. The core aim of the project is to reduce the prevalence of anxiety and depression among Indian school going adolescents by improving individual and school well-being. There is an urgent need to accelerate improvements in Indian schools, from a safety and rights perspective, to eliminate school-induced risks to adolescent mental health and to improve population mental health. Many young people could benefit academically and personally from programs to help them feel good and do well in school.



You could let the adolescents know at this point that we are on Twitter, Facebook and Instagram – connect with us!

Project SAMA will work closely with young people, schools and families to adapt and test programs to:

- Enhance school culture
- Enlighten teachers of positive discipline practices
- Student well-being
- Parent support

The interventions will be jointly decided by the SAMA research team and the various stakeholders of Project SAMA. Once decided, we will test each of these interventions in SAMA study schools to learn what is acceptable, effective and where we can work together to improve our outcomes.

Parents and teachers will be trained on mental health literacy and teachers will be further trained on positive behaviour practices.

We will target school climate to reduce stigmatising attitudes towards mental health and improve school community Mental Health Literacy.

Filming will occur to provide outsiders with an insider view into adolescent mental health and schools in India. These films will not just be made for you as adolescents but by you, to provide you with a platform to express your voice, perspectives and emotions. We will then use these films that you create along with social media and various community events to raise awareness and campaign for better mental health care within Indian schools.

In addition to this, two films will be made by Professor. Paul Cooke (University of Leeds) these will be screened to corroborate the evidence given about the significance of using participatory film-making to raise awareness and for advocacy.

”

Activity

3

Introducing the filming equipment

Objective: To allow the group to try out the cameras, tripods, sound equipment and learn basics of film theory/ put it to practice.

Duration: 30 mins

Materials required: Film-making equipment (cameras, tripods, sound equipment, and projector).

Methodology: Experiential

Process: This will require two facilitators.

You will now introduce the film-making equipment:

First, divide the group into two smaller groups.

Give each group a camera and simply instruct them to try it out and shoot a video however they want to - get creative!

As the facilitator, monitor the progress of the groups and be available for support if needed. This activity will enable the adolescents to gain confidence in handling the cameras.

Let the adolescents know that the videos they create will be played for group feedback and discussion to facilitate shared learning amongst the group.

To end this activity ask the adolescents to set the camera up for a group picture (including the SAMA facilitators). One adolescent can set up the tripod, another can attach the camera to it, the next person can switch it on etc. Try getting each adolescent to operate an element of the equipment needed.

Conclude the first workshop by briefing the group about the agenda for workshop 2 – i.e. understanding the basics of film-making and introduce the concept of interviewing.

Evaluation

Objective: Receive feedback from participants.

Duration: 5 minutes

Materials: Filming equipment

Process: You (the facilitator) will ask the adolescents to give their feedback for workshop 1.

You will ask for three volunteer's from the group:

- Volunteer 1 – will be interviewee
- Volunteer 2 – will be camera operator
- Volunteer 3 – will be interviewer and ask the following questions:
 - Did you enjoy anything in today's session? – If so please explain.
 - What did you learn from today's session?
 - Is there anything you would change in this session? – If so please explain.

Once the above questions have been answered the three volunteers each rotate position until feedback is obtained for all three adolescents.



Note:

As the feedback provided by the adolescents is important data to the SAMA Project, the facilitator may want to help to ensure the footage (visual and audio) is accurately captured.

Workshop Two: Continuing to understand about film-making and creating footage

Session Summary

Aim: To continue discussions about film making with the adolescents.

Total Duration: 60 minutes

Requirements: A spacious room with preferably only chairs and a desk.

Activity 1

Understanding the basics of film-making

Objective: To explain the basics of film-making to the adolescents.

Duration: 30 mins

Materials required: Film-making equipment (cameras, tripods, sound equipment, projector and laptop).

Methodology: Experiential and presentation

Process: Introduce the adolescents to the following filming concepts:

- How to start (saying and spelling full name) and end films
- How to frame shots for interviews
- The Rule of Thirds
- Top tips for shooting and conducting interviews (making the interview chatty, interviewer avoiding responding / silent encouragement - to prevent the grunt sounds, leaving headroom while shooting, giving pauses etc);
- Five shot sequence - demonstrate this live!

Activity 2



Make it clear to the adolescents that there will be opportunity for everyone to have a go at each role over the course of the workshop series.

Introducing Interviewing

Objective: To explain the basics about interviewing.

Duration: 30 mins

Materials required: Film-making equipment (cameras, tripods, sound equipment, projector and laptop).

Methodology: Experiential and brainstorming

Process: Divide the group into two smaller groups. Task each group with coming up with a list of questions that they will ask to one or two of their group members such as:

- why they are taking part in the project
- what do they hope to gain from it
- what do they know about mental health and well-being?

Instruct the groups that they can decide who is going to be the camera person, the sound person, the interviewer and the interviewee. (indicate they are able to rotate roles).

Set a clear timeframe for the adolescents e.g. "You have until ... then we will regroup"

Once the time is up ask the adolescents to return the filming equipment. As they return the equipment begin setting up the projector to play back the footage shot to the whole group for shared learning and discussion.

Evaluation

Objective: To get the feedback from participants.

Duration: 5 minutes

Materials: Filming equipment

Process: Ask for three volunteers:

- Volunteer 1 - will be interviewee
- Volunteer 2 - will be camera person
- Volunteer 3 - will be interviewer

Through the interview process, the volunteers will be asked to capture the feedback from the workshop (what they liked about the session and how could the session be improved).

Workshop Three: Understanding 'mental health' through the adolescent lens

Session Summary

Aim: To explore perspectives on experiences and risks around adolescent mental health.

Total Duration: 90 minutes

Requirements: A spacious room with seating arrangements.

Activity

1



Object of Truth

Rules:

Place the object at a location in the room. A statement will be read. If you agree with the statement and you believe it to be true you stand close to the object. The further away you are from the object the less you agree with the statement.

Remember nothing is right or wrong.

What's your position?

Objective: To get to know the adolescents understanding of the experiences and risk around adolescent mental health.

Duration: 30 mins

Materials required: The list of statements for the "object of truth" game (utilise any object in the room that can be seen easily).

Methodology: Participatory

Process: Ask adolescents to stand in a circle, place the object in the centre of the circle and begin explaining the rules for the "object of truth" game.

After explaining the rules let the adolescents know that we will discuss the different responses within the group. After this discussion time, let them know they will have the opportunity to change their position if you wish to do so.

Explain that this is not a knowledge test.



There are no right or wrong answers to these statements. Rather they are designed to get us thinking about our own personal views regarding mental health.

Start the activity with an icebreaker statement (e.g. chocolate is tastier than any other sweets). Read this statement aloud and allow time for the adolescents to choose their position.

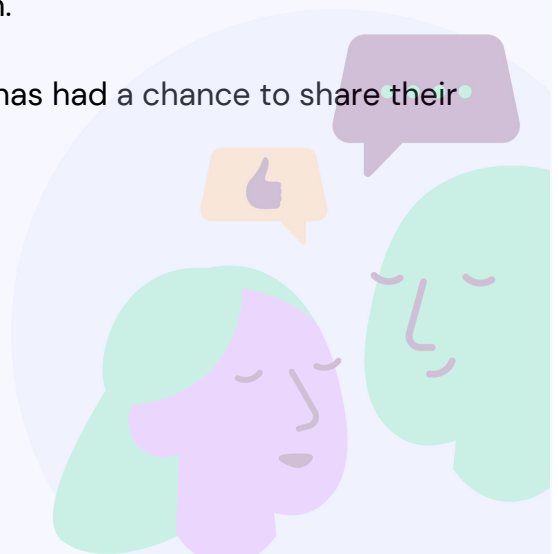
Ask an adolescent to explain why they chose to stand there / what they thought of the statement. (You can have a brief discussion and the group can respond but it should not be lengthy since it is an icebreaker).

Repeat this process with different adolescents 3–4 times.

Mention to the participants that you will now introduce the actual statements and that these will touch on concepts such as: your views on mental health as adolescents, stigma, support available and seeking support in school.

Start with an actual statement (related to the topic experiences and risk around adolescent mental health) and repeat the process similar to icebreaker i.e., why they chose to stand there, what they thought about the statement and so on.

Try to ensure everyone has had a chance to share their opinion at least once.



"Object of Truth" – Statements:

- Stress among adolescents starts from school.
- High expectations on academic performance from school makes students more stressed.
- Teachers' negative reaction has an impact on student's overall behaviour/emotions.
- School is not at all safe for adolescents as most of our disappointments start from school.
- Adolescents feel happy when they are in school because they don't feel alone/lonely.
- Teachers are always role models to students.
- Adolescents attend school because there is always a learning environment.
- Teachers, friends and the school environment play an important role in me being happy.
- Parents, school, and community have an important role to play helping adolescents with their problems.
- When teachers and parents are not friendly this can upset adolescents.
- Having a disruptive family environment can impact the mental health of adolescents.
- Parents need to have knowledge about adolescent mental health.

End activity picking up the object of truth and invite adolescents to sit in a circle.

Activity

2



If the adolescents feel that the story cannot be built further, the group can move on to the next card.

Story Building

Objective: To get to know about adolescents' perspectives on the potential for school to affect mental health, and solutions to safeguard their well-being: (a) to get to know their life in school (b) getting their suggestions on ways to improve school (c) enabling expression of emotions.

Duration: 45 mins

Materials required: Cards having incomplete sentences so that they can proceed building stories from it (that trigger discussions on the aforementioned topics).

Methodology: Participatory

Process: Ensure adolescents sit in a circle (and you as the facilitator are part of this circle) and begin to explain the rules of the next activity to the adolescents.

“ Explain to the adolescents that the person on your left will take a card which contains an incomplete sentence. You need to complete the sentence any way you would like. Following this the person on the left of the adolescent with the card will then add their sentence. Continue this process until you circle back to the facilitator. At this point choose another card and proceed round the circle from the right this time. This process will create a stories. ”

Example sentences:

- Raju was good at studies. However, for the last one month he has appeared sad.
- A school in Kolar was liked by all children because...
- School life can be good if...
- A school HM feels that their school should be made student friendly. Therefore...



Make sure facilitators are making notes of the responses provided.

This process will give a chance for the facilitators to understand the inner feelings, emotions and perceptions of the adolescents on the potential for school to affect their mental health, and solutions to safeguard their well-being.

Activity 3

Planning a film

Objective: Plan a film script for shooting an actual film.

Duration: 15 mins

Materials required: Notepads and pens

Methodology: Participatory

Process: Announce to the adolescents that they are now at a stage where they will start shooting actual films. Explain that at the end of this workshop, you will task them with a film-making assignment.

Divide adolescents into two smaller groups (one group will have eight participants and other can have seven).

Explain to each group that their assignment before the next workshop will be to come up with a short film (each film should be of maximum 5 minutes duration).

Highlight they can decide the topic of the film with their group members and a SAMA facilitator. These topics can be related to 'What they wished adults understood about adolescent mental health and well-being' (this will help them remember their audience, and in also introducing the notion of representing young people and later advocacy for their needs / rights).

Progress to each group separately and hold a 10 minute discussion with the adolescents to help plan their film topic and each group members role.

Evaluation

Objective: To get the feedback from participants.

Duration: 5 minutes

Materials: Filming equipment

Process: Ask for three volunteers:

- Volunteer 1 – will be interviewee
- Volunteer 2 – will be camera person
- Volunteer 3 – will be interviewer

Through the interview process, the adolescents will capture the learning feedback from workshop three.

Conclude the workshop by informing the agenda for the next workshop.

Workshop Four: Reviewing the films made and creating a 5-shot sequence

Session Summary

Aim: To review the assignment given during workshop three and to train in editing.

Total Duration: 90 minutes

Requirements: Audio-visual system, films made by each group, sample films to be shown for discussion, laptops.

Activity

1

Reviewing the films made

Objective: To review the films made.

Duration: 30 mins

Materials required: The raw/unedited films made by each group, audio-visual system, notepad and pens.

Methodology: Participatory

Process: Ask all adolescents to sit in a circle.

Invite a representative from each group to present the videos they made and express the process and their experience they had undergone during the process of filmmaking. Ask other group members to review the film and give their feedback.

Encourage adolescents to identify positive points first and then scope for improvement. Once you have heard the adolescents' point of view, offer your feedback as the facilitator. Repeat this process for each group.

After viewing the adolescents' films, show the group 2–3 example videos on film-making (with title, story and related issues of adolescent mental health) which will give more insights to adolescents on film-making. Ask the adolescents to provide their feedback. At the end of the activity, share key learnings of film making with the adolescents.

Activity 2



Facilitators may need to assist with some brief editing if required.

Creating a 5-shot sequence

Objective: For adolescents to experience the process of creating a 5-shot sequence and understand its utility.

Duration: 60 mins

Materials required: Filming equipment (cameras, tripods, sound equipment, projector and laptop).

Methodology: Participatory and experiential

Process: Explain to the group the five various shots that together create the 5-shot sequence.

- Divide the participants into two smaller groups to create their videos.
- After a set time period bring the group back together to screen the films created and offer feedback.

Evaluation

Objective: To get the feedback from participants.

Duration: 5 minutes

Materials: Filming equipment

Process: Request for five adolescents to volunteer. One adolescent will operate the camera and film the other four adolescents as they share their experiences of the workshop.

Workshop Five: Developing film ideas for project SAMA

Session Summary

Aim: To get the adolescents to plan their films around SAMA relevant topics, E.g. the various risks and experiences of adolescent mental health, how school impacts the mental health of adolescents or the potential solutions to safeguard the well-being of adolescents.

Total Duration: 60 minutes

Requirements: Notepads, pens and a spacious room with seating arrangements.

Activity 1



As one facilitator divides the group, another facilitator may wish to set up the presentation so it is ready!

Developing film ideas for Project SAMA

Objective: For adolescents to develop their ideas for the films they wish to create and write their script.

Duration: 60 mins

Materials required: Notepads, projector, laptop with presentation, printed sheets of the Film Treatment Template.

Methodology: Participatory and experiential

Process: Divide the group into two smaller groups, each consisting of around 7 adolescents. Ask the the adolescents to sit in a semi-circle within their group.

- **Presentation on scriptwriting** (15 minutes)
Ask the group to reflect on the ways they came up

with ideas for the films they will make and the process of writing their scripts. Build on the points expressed and explain further about scriptwriting.

- ***Developing a logline and film treatment (45 minutes)***

Each group will be allotted one of the topics of SAMA:

- The various risks and experiences of adolescent mental health
- How school impacts the mental health of adolescents
- The potential solutions to safeguard the well-being of adolescents.

Ask the groups to discuss how they want to make their films:

- What will be the core concept of their film?
- Who is the film for?
- What is the duration of the film? (however, explain to the group the benefits of keeping it short-around 3-6 minutes).

Allow time (15 minutes) for the adolescents to ask questions and seek clarification.

After this time ask the adolescents to come up with a brief description (30 secs) of their film. Let them know they will be presenting this to the other groups for feedback.

Following the adolescents presenting their brief film descriptions and receiving feedback, direct the adolescents to look at the 'Film Treatment Sheet' to help them plan further the details of their film. During this time, circulate the room and groups, guiding discussions and assisting the adolescents to develop their ideas.



As the adolescents are sharing their brief film descriptions an available facilitator should hand out to each group a "Film Treatment Sheet".

Film Treatment Template

Film Title	This should be catchy
Film Topic	The general concept of the film
Characters	The people (or places / things) that drive the story
Settings	The locations of the story
Key Questions	The purpose or essential issues that the films seeks to address.
Storyline	The narrative arc of the film. Even documentaries still need an overall 'story'.
Introduction	Where the setting, theme and the characters are presented and developed.
Complication	There the crucial 'problem' that the characters are facing is presented.
Climax	There the action or drama peaks and/or the complication becomes more intense.
Resolution	There the complication is resolved (not always successfully) and reflected upon

- **Preparing the shooting script**

Once the groups have completed the 'Film Treatment' sheet, guide them to produce a 'Shooting Script', explain to them this is simply a list of shots they wish to make in their film.

To assist the adolescents with their brainstorming, ask them the following questions:

- Who will they need to interview and why?
- What questions will they need to make sure they cover in the interviews?
- What things will they need to film?
- What will they need to shoot in their b-roll?
- What kind of sound track will they use?
- Will you need a voice over?
- Will you have a 'presenter' to introduce the topic?
- Who in the group will do what (camera? Director? Sound? Interviewer? Person who makes a note of what is said in the interviews- so that you know you have all the 'b-roll' shots you need).

Each group should finish the workshop with a completed **Film Treatment Plan** and a completed **Shooting Script** (listing all the required shots).



Let the adolescents know they both these documents are only a guide - they are able to change as new ideas occur and as different issues emerge.

Evaluation

Objective: To get the feedback from participants.

Duration: 5 minutes

Materials: Filming equipment

Process: Ask for three volunteers:

- Volunteer 1 - will be interviewee
- Volunteer 2 - will be camera person
- Volunteer 3 - will be interviewer

Through the interview process, the adolescents will capture the learning feedback from workshop five.

Workshop Six: Making the film and screening

Session Summary

Aim: To shoot the required footage

Total Duration: Several days

Requirements: Filming equipment, laptop and any medical needs of any of the adolescents.

Activity

1



Note: only small clips from the interviews may be used but the additional information can help shape the film further.

Shooting the footage

Objective: Shoot the required footage

Duration: 3–4 days

Materials required: Film-making equipment (cameras, tripods, sound equipment, projector and laptop).

Methodology: Experiential and presentation

Process: Pair each group with a SAMA facilitator to supervise and support the adolescents as they shoot their films (over the 7 days).

If the adolescents are aiming to make a 3–6-minute film, they will not need more than 4 interviews. These interviews should average at around 10–20 minutes per person.

Ensure all facilitators are checking in regularly with their group in case there is any confusion or help needed.

On day three bring the groups together to reflect on the footage they have taken. Ensure all footage is transferred to a laptop to screen and review as a whole group. This process will facilitate shared learning within the group and new ideas may emerge.

Ask each group to review their footage and identify any shots that may have been missed or they wish to re-shoot and proceed to shoot them.

Following this facilitators should discuss with their group any difficulties they faced while filming (ensure adolescents responses are noted down).

On the seventh day facilitators should ensure all filming footage is collected and ordered appropriately so the editing process may begin.

Activity 2

Editing the film

Objective: Editing: Helping the adolescents understand how to use the editing software, the nuances of editing, the use of music as background (including its modulation depending on the content and context of the video).

Duration: 2 days

Materials required: Laptops with editing software and adolescents' films/footage.

Methodology: Participatory

Process: The two groups, each with their own facilitator will use different rooms for discussions on how to edit their films. Facilitators will help their reflective group edit their film to their liking.

Firstly facilitators will identify with the adolescents the footage that is and is not required, ensuring that all rationale is explained to the adolescents and the reason behind the footage is understood by the facilitator.

Each facilitator should work with their group to produce an "initial cut" of all the footage that will be used in the film. This is to help the adolescents maintain the vision and narrative of their film.

Following this each facilitator should work with their group to create a rough 'paper edit' of the film. This will help them to think through the overall film, referring to their initial ideas (scripts), but including further ideas that they have developed over the shooting period. A further cut of the footage will be undertaken, as a group, getting rid of footage that will obviously not make it to the film.

Facilitators should assemble the relevant footage of their group as planned in the paper edit, in order to produce a rough cut of the film.

As they do this maintain discussions with the group members to ensure it accurately reflects what they had planned – if not make the changes. Allow the adolescents to lead and discuss adding titles, credits, cutaways, music, images etc.

Facilitators should review the footage with their group and let them polish the editing to produce the "final cut."

Once each group has their final cut versions of their films gather all three groups back together to screen and share their films with each other.

Use the films to facilitate feedback and discussions around the topics addressed in each video.

Activity

3



Ensure the facilitators gather the name and ages of adolescents creating the visuals and ask if they are happy for us to share them on our SAMA socials.

Public screening of the films made

Objective: To publicly screen the films made by the adolescents.

Duration: 30 mins

Materials required: Audio-visual aids for screening the film.

Methodology: Participatory

Process: Facilitators should make sure, all the final edited films are ready for public screening.

- Identify the stakeholders (film viewers) who will be invited to the public screening.
- Let the adolescents know the venue options for screening their films and discuss with them which location will be chosen.
- Work with the adolescents to fix a date and time for the public screening (get the adolescents to consider the time availability of the stakeholders).
- Ask the adolescents to create the advertisement for the public screening to ensure maximum viewers.
- Prepare with the adolescents a checklist for the public screening to ensure it runs smoothly and how the adolescents had envisioned.
- Create slips so attendees can provide anonymous feedback on each film.
- Ask the adolescents to prepare a script to present at the event their experience of the workshops.

SAMA facilitators should prepare a closing presentation thanking everyone.

Required equipment and resources for the facilitators

Filming Equipment

- SD card X2
- Camera X2 (including charging cables)
- Tripod X2
- Microphone X2

Tech Equipment

- Projector
- Laptop with editing software X2
- Encrypted external hard drive
- USB X2

Stationary

- Charts / Whiteboards
- Marker pens
- Notebooks
- Pens

Paper Resources

- Object of Truth Statements
- Cards with incomplete sentences
- Film Treatment Template sheets

Extras

- Music

This manual is a living document and remains in development.

SAMA

www.sama.org.uk

projectsama.23@gmail.com