

Green Screen Workshops Social Impact Report

September 2022 to March 2023

A Partnership project between Film Crew 4U CIC and Motiv8, with support from Owl XL CIC.

Funding was granted from Portsmouth City Community Fund and HiWCF to enable Film Crew 4U and Motiv8 to work in partnership with young people affected by the Covid lockdowns. A number of young people had not been going to school and/or the pandemic had impacted their confidence, wellbeing and self-esteem. Young people were being left behind in their learning and life experiences and it was impacting their mental health. They were living with social anxiety, self-harm, finding themselves in risky situations and feeling like they had lost essential safe spaces, positive relationships with their peers and with trusted adults. We wanted to offer young people a safe space to connect, learn new skills and form trusting relationships.

Film Crew 4U aim to teach new skills and encourage interests in the film industry to help people overcome adversity or give them direction if they have lost their way. Our workshops encourage teamwork, communication skills and confidence, while empowering people with technical skills, to help them lead better lives.

The objectives of this project were:-

- Those involved would gain valuable life skills, connecting with others, working as a team, building their communication skills and confidence.
- They would also learn practical skills in computer editing, filming and special effects thus opening them up to career opportunities they could pursue.
- Young people would have their own voice and be able to creatively express themselves, empowering them to make their own decisions, in a safe and fun environment improving their self-worth and esteem.
- With exciting and interesting introduction into the film industry young people would have something to focus on and direct them away from crime and anti-social behaviour.

Overview

Our filmmaking workshops with Motiv8 began in September 2022 and ran once a week until March 2023. During this time we engaged with 13 young people from Portsmouth aged 13-19 and introduced them to filmmaking using green screen technology and stop motion animation.

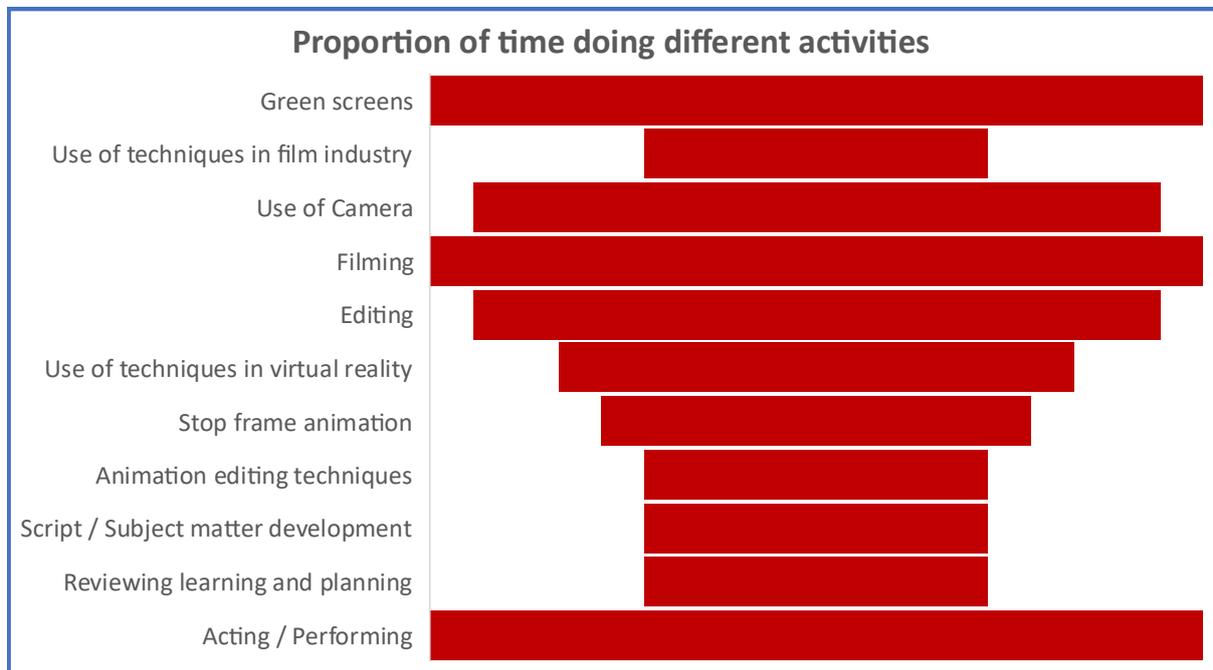
The first part of the course was focused on introducing the young people to green screen technology and showing them how the cameras work - this gave them the opportunity to create short sketches to act and film in front of the green screen that we would then edit and be able to play back to them through the use of a projector.



Session Plans

A planning and monitoring system was used for some of the sessions that allowed for the plans to develop depending on the outcomes of previous sessions and to capture the social outcomes.

The young people who attended the workshops were able to learn the following skills:



Project Development

As the course developed and the young people became more confident with the green screen and cameras we decided to make a Covid-19 awareness video in partnership with the NHS (see appendix). The video was used to raise awareness of misinformation online that was reaching young people through social media and provided information on how to obtain factual and accurate information relating to health and Covid-19. The young people on



the workshop took turns to act in front of the camera as well as film their peers, some also enjoyed learning how to edit and through this video became proficient in using DaVinci Resolve to put backgrounds in place of the green screen. We used a combination of green screen and stop motion animation to make the video entertaining and enjoyable while still remaining informative. The Covid-19 Awareness Video was then premiered before Christmas at St Margaret's Church in Portsmouth. The film was well received and was shared widely within the community and on social media in order to reach more young people.



Following on from the success of the Covid-19 awareness video the young people at Motiv8 asked to create an Online Safety Awareness video due to concerns that they had about social media among their friend groups. The young people came up with the topics that would be covered in the video, including social media, gaming apps and websites and then scripted short sketches to demonstrate the dangers. The young people also screen recorded themselves on the app to guide others on how to do things, such as make their snapchat private or block individuals who were bullying or harassing them. The footage shot by the young people for this video was again shown to an audience at St Margaret's Church as well as shown on social media.

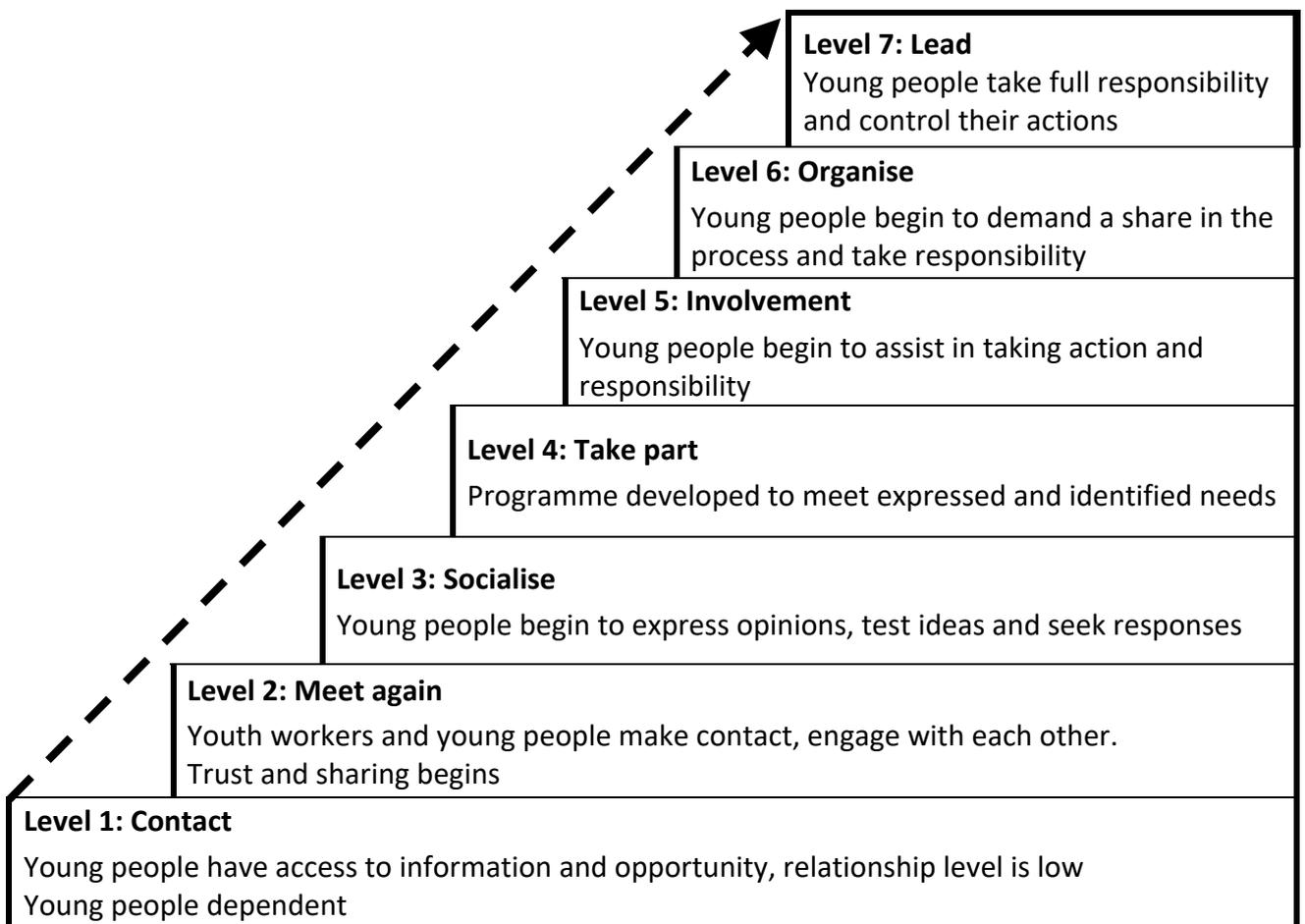


Details of the practical skills learnt included

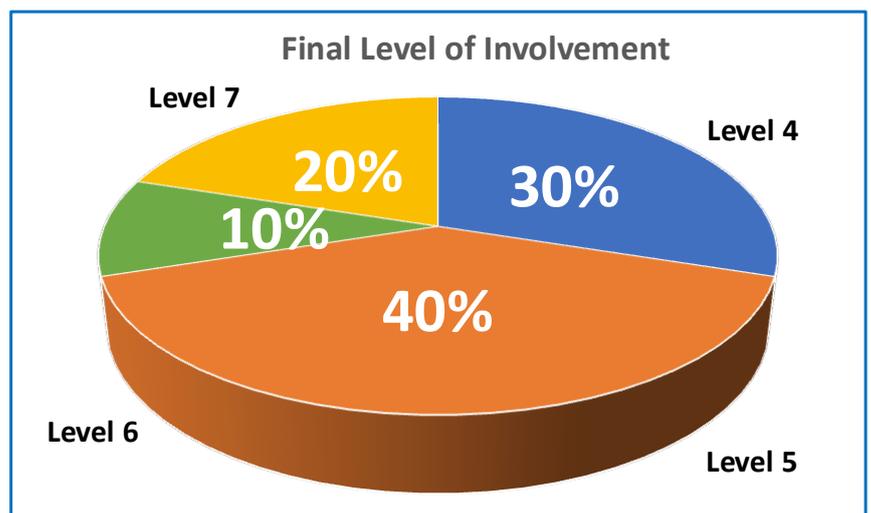
<p>Filming</p>	<p>Setting up scenes. What the different things on the camera are, eg. shutter speed, ISO, aperture functions. Camera positioning, recording and use of shutter speed. Stop frame filming. Directing and acting. Script writing.</p>
<p>Computer editing</p>	<p>Introduction to editing, through to becoming competent editors. Developing existing skills, being able to identify similar icons on different equipment/software packages and uses. Editing a short clip and stop frame pictures. Creating projects from beginning to end. Stop frame animation.</p>
<p>Special effects</p>	<p>General use of green screen and software. Applying first edits and using special effects to bring videos to life. Advanced software and new technical skills. Wearing green jumpers to make themselves invisible. Adding effects in stop frame animations. Importing and using VFX. Adding virtual and sound effects to stop motion films.</p>
<p>Introduction to the Film Industry</p>	<p>Role of British Film Institute (BFI) and how they can send completed films to them for review. Script writing for TV or film industry. Options within the film industry. Broadening horizons as to possible careers within the film industry.</p>

Levels of Involvement

The greatest focus of work with young people is to empower them and John Huskins' Youth Involvement Model provides a constructive way to measure their progress. Many young people will attend activities and only get to level 4, to be able to evidence progress from level 5 upwards demonstrates the quality of the empowerment opportunity provided.



As a group of new contacts each young person came in at Level 1, but each were at Level 4 within their first or second visit. All were comfortable in the group and wanting to be involved. For those who only came for a session or two they remained at this level, but those who were committed to the project were empowered to take leadership and organising roles.



Examples of the progression of some of the young people:

	Key progression evidence	Final Involvement Level
L	Prior to attending the sessions L had some experience in filming and editing and was comfortable using the camera and editing on the laptop. He also knew where and how to perform in front of green screen to get the best results. From the start he was keen to use the equipment and perform, excited to be in front of the camera and perform. L quickly found he liked to lead and direct, being good at organising the others in the group. As the sessions developed he continued to lead, helped organise the equipment and direct the others. However, as the others started taking up more leadership roles he became more laid back and did not return for the new year sessions.	6
R	From the start R was keen to use the equipment, excited to be in front of the camera and perform. However he could get a bit over excited. Once others started coming he took an organising role, knowing what the different activities were, helping to organise the equipment and directing the others. He remained actively involved throughout the sessions, enjoying performing.	5
O	O was quiet within the group but actively involved from when he started coming. In particular enjoyed the stop framing and developing his own thing.	5
S	S struggled to mingle with the others to start with, but engaged with the activities. Although quieter and not as social as the others, he quickly took the lead on green screen activities. By the 4th session he organised a whole set piece from beginning to end. From then on he took responsibility for setting up, and packing away each session, took lead in camera use, filming and was good at directing those in front of the camera using the green screen, then editing the footage.	7
A	A was actively involved in the activities during the time she came, although tending to be quieter and not as social as the others. She particularly enjoyed and showed skill at stop motion animation using clay models, including creating a well written script.	5
B	B first came to the 4th session and from the start was actively involved and keen to have a leadership role. He liked performing for the green screen and good at controlling the scene, especially when working with a disruptive member of the group. He wrote the script for the Online Safety video, including working on it at home, took the lead on filming and direction, with a clear focus on how he wanted the video to look like.	7

Personal & Social Skills Development

<p>Self Awareness</p>	<p>There was a range of self-awareness in the group. Those who were confident in their own abilities were quick to develop new skills. Those who were at first shy and quiet all got involved with the activity quickly, finding aspects of the project they enjoyed doing. Only one member of the group had a tendency to become over excited and did not recognise the affect this had on the others. As the sessions progressed they all became more relaxed with growing confidence and were talking openly. Even as the group members changed over the time of the project, the atmosphere set in the early sessions remained, enabling a sense of relaxation in which they could explore their abilities.</p>
<p>Communication</p>	<p>The group all talked well together and were able to share their ideas and plans clearly. Only one member could be disruptive to the group and not listen to them when he was over excited. One of the shyer members hardly spoke the first session, but started to interact the following session when he was able to explain the green screen technology to a new member of the group. They all got on well and any disagreements were short lived.</p>
<p>Interpersonal</p>	<p>Two young people came to the first session and the group grew over time. The original two members, although they got on well in the first session, as they got to know each other grew further apart, to the point where they needed to work on separate tasks to remain involved. When new members came it changed the group dynamics in a good way, bringing in more ideas and an interest in the filming process, giving a focus for their interactions. By mid-way it was clear to see that they all worked well as a team and supported each other's filming ideas and goals.</p>
<p>Explore & Manage Feelings</p>	<p>From the beginning feelings were freely expressed, except for one of the shyer members who took time to settle into the group. The stop frame animation was a good activity that allowed them to help express how they feel through their productions. At the sixth session the shyer member's appearance was different with dyed hair and nail varnish worn, but he was comfortable and no-one else showed any concern.</p>
<p>Understand & identify with others</p>	<p>All, except one member, were quick to understand each other, being kind and welcoming to newcomers. The one member, who would get overexcited and not listen, did not understand how he affected the others, but one member who came later to the group understood him and was able to work with him, particularly by performing together. The group were not sure how to work out the shyer member when he first came, but recognised his ability with the film editing and showed no concern when he arrived with his different appearance. All the group understood to be quiet when others were trying to film and expected the same respect in return.</p>

Values development	Through discussion the group created a video about inappropriate behaviour online to help others identify right from wrong on the internet.
Problem solving	The young people actively solved problems with scripts and stories and come up with solutions. With ongoing disruptive behaviour from the one group member, the film leader, who tried a variety of things to resolve the disruption caused, came to the realisation that he was not good at controlling noisy or disruptive behaviour. This showed the importance of working in a team of people with different skill sets, as fortunately the Motiv8 staff could handle and deal with any disruption.
Negotiation and Action planning	One of the original members naturally led to begin with, directing the tasks and the others were happy to follow. As the sessions progressed the group worked well together and as the shyer member proved his editing skills the others listened to him. The group collectively decided how to work together on activities, making decisions as a team, as well as making decisions about their own projects.

Conclusion

We saw fantastic progress made with the young people since day 1, one of the quieter young people has picked up both camera work and editing incredibly quickly and has identified it as a potential career opportunity. Another young person has thoroughly enjoyed acting in front of the green screen and has indicated that this is something that he would like to pursue in future. The young people involved are all keen for the film hub to continue in the future and would like to work on a bigger project of a longer short film over a number of weeks.

A summary of the benefits of the workshops for the young people were:-

- Young people had a safe place to attend a weekly positive activity.
- Young people accessed the opportunity to learn new skills and have insight into immersive film and film production.
- Young people responded to the opportunity to support peers and others within their local community.
- Young people were able to leave a legacy and share achievements with friends, family, and the local community.
- Young people were supported to access correct information and know where to go for support.



Testimonies from the young people taking part and their parents

B's mum: "Every Thursday when B wakes up he tells me that this is his favourite day of the week because he gets to do filmmaking with Billy & Kate at Motiv8."

O: "Stop motion has been my favourite part of the hub where we created different characters to animate. I hope we can continue these workshops."

B: "I really enjoy the Thursday at Motiv8 with Film Crew 4u, I've learnt loads of Camera and editing skills and more recently stop motion. I love creating fun videos in front of the green screen."

A's parents were pleased to see she was actively involved in the green screen film making, stating she normally hides away.



Appendix 1: Social Action Case Study – Covid-19 Aware

Through NHS Clinical Commissioning group Community Grant funding we are supporting young people to have a better understanding of Covid-19 and vaccinations and give them a platform to share correct information and guidance, through creating a short awareness film for their peers and community.

Working in partnership with Film Crew 4U, young people aged 13-19 years have been attending a 1.5 hour weekly session to create the short awareness film. This short film will be shared across the city and give other young people something they can access on a level that suits them and is for them. To increase access to the film we will support young people to visit different communities within Portsmouth to showcase their film, we will also share it across our social media platforms and with other young people and professionals, including schools, colleges and youth and community groups.

There is a lot of information out there and films that can be accessed however, this film will be created by young people for young people, within the same community. Young people

who access the film are more likely to engage with it as it has been created locally and with local young people. It will have correct information and local information that is relevant to them. They will also have the opportunity to make contact with us if they have further questions and they can get involved with this project and other Motiv8 projects, positive activities and support.

The film was screened on the 15th December 2022, along with the bloopers reel, at St Margaret's Church, Highland Rd, to families, the NHS funders and other invited guests.

The film will also be shared across our social media platforms and with other young people and professionals, including schools, colleges and youth and community groups.

Key learning points and skills gained:

- How to actively support young people in accessing accurate Covid-19 information.
- Working with a local film company and learning skills to create informative short films.
- Young people acting as peer mentors.
- Young people creating informative media to share with peers and community and how effective this can be.
- Young people receiving accurate information, knowing where to access this and find support and sharing this information with their peers and community.
- Giving young people trusted sites and information they can access to make an informed choice.

Appendix 2: Links to Films

Green Screen Stop-frame fun & Learning

<https://www.youtube.com/watch?v=QoJ8Szn-sqI>

Green Screen Stop-frame fun & Learning take 2

<https://www.youtube.com/watch?v=mNQ4T7aeeek>

Covid Awareness video

<https://www.youtube.com/watch?v=JlQqxxOK9lk&t=5s>

Online Safety Awareness Video

https://youtu.be/zvAi_k7OH5E



Examples and further information on the immersive film sessions can be found on our Instagram page, @motiv8skillshub and @filmcrew4u.