

A Classroom Resource for Teachers and Students

 journey beyond
road trauma



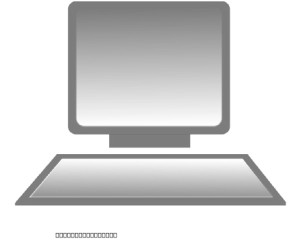
JOURNEY BEYOND ROAD TRAUMA
Student Multimedia Kit

JBRT Classroom Resources

- JBRT Curriculum Relevance
- Unit 1 - Consequences of High Risk Driving Behaviours
- Unit 2 - Driving and Prescription Drugs (Pharmaceuticals)
- Unit 3 - Dealing with Grief
- Unit 4 - Tragic Consequences of Driver Fatigue
- Unit 5 - Developing Cognitive Reasoning Skills for Personal Behaviour Assessment
- Teacher Awareness Kit
- Student Awareness Kit
- Teacher Multimedia Kit
- **Student Multimedia Kit**

Telling Stories With Multimedia

A story told by facts	>	Documentary (including interviews)
A story told by acting	>	Drama Re-enactment
A story told by audio	>	Podcast
A story told by photographs	>	Montagè
A story told by slides	>	Powerpoint Presentation



Multimedia Assets

Researching and gathering information and images are important parts of Multimedia Production. These are called your Multimedia Assets. When preparing to create a multimedia story, save the assets you gather in your files. When creating your Multimedia Production, add these assets to make your project more interesting.

Multimedia Capturing Devices and Equipment

- Video camera
- Stills camera
- Internet
- Mobile
- Microphone
- MP3 player
- Scanner
- Computer
- Computer editing software
- Audio recording software
- Podcast Manager and hosting
- Internet
- Data Projector
- Screen



Tips for Using Mobiles or Video Cameras to Tell Stories

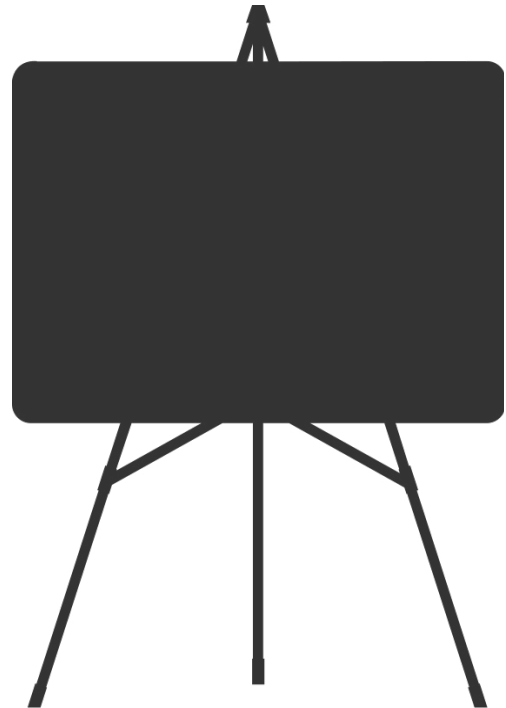
STEP 1 - CONCEPT DEVELOPMENT

Base the film on just character or one event. Keep the production down to a single story about ONE 'thing'. What is the story really about? Keep it simple.

A good exercise to really understand the core of the story is to write the essence of the story concept in a single sentence. In the media, this statement is called a strapline or a tagline. Once agreed upon, a strapline gives your team a production aim and story telling goal.

Strapline example

Emma realises too late that turning back the clock is not an option.



Tips for Using Mobiles or Video Cameras to Tell Stories

STEP 2 - ROLES AND RESPONSIBILITIES



Establish the roles, responsibilities and tasks for each student in the team.
Effective student productions generally have three (3) participating individuals.

Multi-tasking is also possible where students take on more than one role.

Production Roles

- Producer (to co-ordinate and organise people, places, schedule and timeline)
- Director (responsible for look/feel and to direct artistic elements and vision)
- Presenter / Narrator (conducts interviews and presents to camera)
- Cameraperson (composes, frames and shoots the footage)
- Editor and postproduction (edits, creates credits and supers, sources music)

Tips for Using Mobiles or Video Cameras to Tell Stories

STEP 3 - PRE-PRODUCTION PLANNING

Good planning can make the difference between a loosely connected series of shots and an engaging experience for the viewer.

Important things to plan:

1. Plan how to tell the story. Encourage students to work on pre-visualisation of the story. Create a storyboard to depict each shot in sequence, either by hand, or using software such as [Storyboard Composer](#).
2. Plan the shoot in advance. Set up and prepare everything needed before the day of the shoot. This includes gathering and testing all equipment, briefing the interviewee, collating any props, organising the set, and if necessary, gaining permission from your local Council to film in a public space.
3. Plan the shooting schedule. A simple spreadsheet such as this example below acts as a checklist and is an effective way to keep students on task with both recording the data and creating the story. Allow for checkpoints in the schedule to monitor and assess production progress.

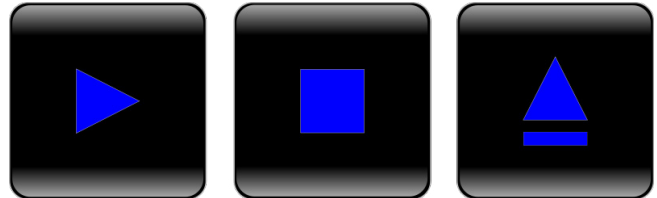
Timing	Shot	Visuals	Audio	Story Message
00:00 (start)	Wide panoramic	Opening sequence: sun rising over a rural valley – a road winds along a river	Morning birdsong	A peaceful rural scene
00:05	Mid-distance shot	A bird sits in a tree- preening in the early morning light	A car in the distance can be heard approaching	A normal morning is beginning but something is going to happen
00:08	Close up	A young woman is at the wheel of a car. She looks tired. She rummages in her bag for something.	Car radio is blarring too loudly.	Tension- a crash is pending
etc	etc	etc	etc	etc
03:00 (end)	Mid to wide	The woman is inconsolable – a few cars have stopped to help. Watched by her frantic mother, a child in school uniform is being treated by a passer by.	Siren approaching	How easily a normal day can become a nightmare.

Tips for Using Mobiles or Video Cameras to Tell Stories

STEP 4 - PRODUCTION

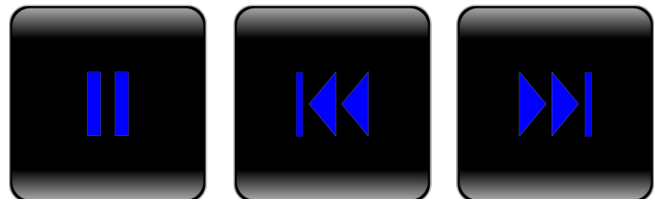
Camera

- Use a tripod to keep the camera steady.
- Use your zoom to get close to the subject.
- Use different camera angles to make it interesting.



Composition

- Wide or panoramic shot – for a location or setting
- Close up or mid shot - for interviewing
- Two shot – for interviewing two people at the same time



Techniques

- Panning - slowly move the camera horizontally across the scene from one side to the other
- Motivated panning - panning, but following a person or subject moving across the screen in order to follow them
- Tilting -- same as panning but moving up and down, such following a kite rising up into the sky
- Tracking – using a wheeled device such as a car, wheelchair or skateboard to move alongside or towards a subject.

Lighting

- Use sunlight, light bulbs or torches to brighten your subject.
- The interviewee or actor's face should be the lit more than any other part of the shot.
- Using shadows and darkness can make a shot seem moody.

Sound

- Record in a quiet space.
- Sound recording quality is can effect the quality of a film.
- Watch out for unwanted background noise when recording.
- A good external microphone with an audio-camera connected cable will give the best quality recording result.

Tips for Using Mobiles or Video Cameras to Tell Stories

STEP 5 - KEEP IT LEGAL

Music

- Try to create original music for your credits and background music.
- Using published music and songs without permission in films and presentations for commercial purpose is a breach of Copyright Law in Australia. However, using published music in school is legally permitted but it becomes illegal if you make it public- such as putting your film on a website or on You Tube.
- Further information can be found on the [Australia Copyright Council](#) website



Artist Release

- Have your interviewee or any person who appears on the screen, sign a Release Form. This is like a permission form where the actor says its ok to show the film. Be careful to write on the form where it will be screened – for example YouTube, screened at a School Awards Night, or entered into a public film festival.
- Samples of Artist Release Forms can be found on the [Arts Law Centre of Australia](#) website.

Tips for Using Mobiles or Video Cameras to Tell Stories

STEP 6 - POSTPRODUCTION

Editing

- Use editing software such as Movie Maker (PC) or iMovie (MAC) to piece together the components of your documentary or story re-enactment.

Voice Over Narration

- Record a voiceover narration in a quiet space being mindful of the mood and tone of the film. Match the pace of the narration to the pace of the film.

- Use audio recording software such as Audacity to manage and edit your recording. Audacity is a free, open source software for recording and editing sounds. It is a cross platform sound editing programme that is available for both Mac OS X and Microsoft Windows.

<http://audacity.sourceforge.net/>

Credits

- Make sure everyone involved is included.
- Keep it short! 10 seconds for Opening Credits, 15 seconds for Closing Credits

FURTHER REFERENCE

See Screen Australia's website for more advice on creating documentary film
DIY DOCO - <http://www.nfsa.gov.au/digitallearning/diydoco/>



Tips for Interviewing

Using a Presenter

If the interviewer prefers to be on-camera, have them sit virtually face-to-face with the person being interviewed. The cameraperson can then shoot an 'over-the-shoulder' shot of the interviewer towards the interviewee. At the end of the interview, the cameraperson can then reverse the direction of the shot and shoot the interviewer's responses. This can then be cut together in editing to create a tight, engaging interview.

No Presenter

If the interviewer prefers to be off-camera, have them stand as close as possible to either the left or right of the cameraperson. They should remain in this position and conduct all interviews in the film from this point.

Questions

Carefully prepare questions. Check that the questions are not yes/no answers. Ask fewer, well-formulated questions. Make sure the questions will give the answers required to support the story. Show the questions to the interviewee so they have their answers ready to go. A final tip is to ask the interviewee to start their response by referring to the question in a whole sentence.



TIPS FOR SHOOTING STILLS

Shooting an image effectively for inclusion in a PowerPoint or film montage creates a valuable resource. Lighting is critical. The subject should be lit- either by artificial light, the sun or by the camera flash. Clear the background to make the subject the single focus of the shot. Frame the subject strategically. Compose carefully. Fill the frame with the subject- allowing for a slight margin around the edges. Use a tripod if possible for sharp accuracy.

Transfer the image to the computer. Using software such as iphoto or Adobe Photoshop CS4 to manipulate and size the image for its purpose. (ie images to be printed require 300dpi, images for web-based viewing only 72dpi)

Use the software to crop, enhance or modify the image. Name the image and file it for uploading to multimedia productions.

TIPS FOR SCANNING

A scanning device is a useful tool for referencing and adding value to a project. Consider scanning newspaper articles or photographs to display on either PowerPoint presentations or for inserting into a film to substantiate the narrator's comments. Save in computer files for uploading to multimedia productions.

TIPS FOR POWERPOINTS

PowerPoint and Keynote presentations offer a wide variety of options for telling stories in the classroom. Presentations can be enhanced by adding graphics, images and/or live links to websites. Adding live Mp4 files can enhance the multimedia presentation.

TIPS FOR PODCASTING

Prepare a script or the content for the podcast in advance of recording. Keep the podcast focused and succinct. Using a microphone, audio recording and management software. Record and save your audio file (in MP3 format). Edit out extra background noise or any long periods of silence. Consider using music or sound lead-in at the start to grab the listener's attention. Name, save and file the Mp3 file for uploading to other multimedia applications - such as a film or PowerPoint presentation.

For more information on making a podcast go to:

<http://www.apple.com/itunes/podcasts/specs.html>

IDEAS FOR MULTIMEDIA PRODUCTION

- Reviewing the aims and motivation of JBRT founders
- Analysing on the website Community Guidelines
- Reflecting website contributor's stories
- Designing Tribute Pins [for real road crashes only]
- Creating presentations on road trauma facts
- Investigating impacts of licit and illicit drugs on drivers
- Using mobiles to record short 'awareness' film clips
- Recording a podcast drama of a road crash scenario
- Writing empathetic stories through the eyes of those affected by road trauma
- Setting up and recording role-plays
- Interviewing those affected by road trauma
- Devising artwork to educate young drivers
- Developing sessions to share understanding
- Proposing policies for young drivers
- Coordinating an awareness and responsibility in-school campaign

