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Lights, Camera and Action Against Dating Violence

INSTRUCTION MANUAL FOR THE CREATION OF VIDEO CAPSULES

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LIGHTS, CAMERA AND ACTION
AGAINST DATING VIOLENCE

Instruction manual for the creation of video capsules

M.ª Carmen Davó-Blanes, Helena Llopis-Davó,
Vanesa Pérez-Martínez, Carmen Vives-Cases

LIGHTS, CAMERA AND ACTION AGAINST DATING VIOLENCE

INSTRUCTION MANUAL FOR THE CREATION OF VIDEO CAPSULES

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CONTENT AND STRUCTURE

This manual presents the modules that describe the intervention phases of the Lights4Violence Program, which includes the creation of video capsules by the student participants. This manual provides to students all of the knowledge and abilities they will need to put to creative use in carrying out the content of the initial training sessions. This includes the assets and competencies that contribute building positive relationships.

Each working group will develop a video capsule of a maximum of three minutes in durations. The final result will be a single short film per classroom make up of all of the capsules.

Each of the sessions lasts for approximately 50 minutes, adjusted to planning for the work of at least one session per week. However, there is flexibility in the application of the sessions in order to meet the learning needs of the students and the planning needs of the teachers.

The sessions can be integrated into different parts of the school curriculum. The sessions of the first module require the presence of a teacher and a visual and sound technician. The final two modules require technical personnel.

The content of these materials includes a series of instructions for teachers and technical personnel in charge of carrying out the different sessions as well as the worksheets for the various activities proposal for the students.

The following figure shows the structure of the modules that make up this phase of the program, with the respective sessions and activities:

MODULE 1: PRE-PRODUCTION

MODULE 2: PRODUCTION. 3,2,1…ACTION!

MODULE 3: POST-PRODUCTION

MODULE 1: PRE-PRODUCTION

Session 1: Constructing Creative Ideas about Healthy Couple Relationships

- Clarifying «ideas»
- Learning to synthesize ideas
- Brainstorming

Session 2: From Idea to Plot

- Learning about «the plot»
- In search of the 5W and 1 H
- Refining and transforming ideas into argument

Session 3: The Final Plot!

- Sharing our stories

Session 4: From Plot to Literary and Technical Script

- Before beginning… We need to know
- Practicing the development of a technical and literary script
- And now… What shot do we choose?

Session 5: The Final Screenplay!

- Our screenplay
- Who does what?

MODULE 2: PRODUCTION 3, 2, 1… ACTION!

Session 1: Getting Ready

- Scenography and general rehearsal

Session 2, 3 and 4: Filming!

- Silence, camera and... action!

MODULE 3: POST-PRODUCTION

Session 1: Deciding upon the video capsule assemblage

- What story do we want to tell?

Session 2: See you at the Cinema Forum

- Watching and discussion our short film

MODULE 1: PRE-PRODUCTION			
	Activities or phases included in the session	**Time / Activity**	**Associated worksheets**
Session 1: Constructing Creative Ideas about Healthy Couple Relationships	Clarifying «ideas» Learning to synthesize ideas Brainstorming	10 minutes 15 minutes 30 minutes	Annexes 1 y 2
Session 2: From Idea to Plot	Learning about «the plot» In search of the 5W and 1 H Refining and transforming ideas into argument	10 minutes 15 minutes 30 minutes	Annexes 3 y 4
Session 3: The Final Plot!	Sharing our stories	55 minutes	Annexes 4 y 5
Session 4: From Plot to Literary and Technical Script	Before beginning… We need to know Practicing the development of a technical and literary script And now… What shot do we choose?	15 minutes 20 minutes 20 minutes	Annexes 6, 7 y 8
Session 5: The Final Screenplay!	Our screenplay Who does what?	40 minutes 15 minutes	Annex 9

MODULE 2: PRODUCTION 3, 2, 1… ACTION!			
	Activities or phases included in the session	**Time / Activity**	**Associated worksheets**
Session 1: Getting Ready	Scenography and general rehearsal	110 minutes aprox.	None
Session 2, 3 and 4: Filming	Silence, camera and... action!	Between 110 y 165 minutes aprox.	None

MODULE 3: POST-PRODUCTION			
	Activities or phases included in the session	**Time / Activity**	**Associated worksheets**
Session 1: Deciding upon the video capsule assemblage	What story do we want to tell?	55 minutes	None
Session 2: See you at the Cinema Forum	Watching and discussion our short film	55 minutes	None

MODULE 1
PRE-PRODUCTION

Module 1: Preproduction

Description

This module combines the basic contents worked on in the training sessions with basic notions of the different stages involved in audiovisual work. The purpose of these sessions is to include the students in the entire creative process involved in the creation of video capsules.

Basic Competencies of the Module

- Capacity to generate ideas related to assets and capacities to promote positive couple relationships.
- Ability to construct a plot that integrates protective assets and competencies against violence in couple relationships.
- Ability to creatively express one's ideas about healthy couple relationships.

SESSION 1

CONSTRUCTING CREATIVE IDEAS ABOUT HEALTHY COUPLE RELATIONSHIPS

Session 1: Constructing Creative Ideas about Healthy Couple Relationships

General objective To help students generate creative ideas about healthy couple relationships that can be transformed into audiovisual language.	
Age of application	Young people ages 13 to 17.
Duración	Approximately 55 minutes.
Material	ANNEXES 1 and 2.
Session components • Stages in the development of an audiovisual work. • The idea, and synthesis of ideas.	
Specific objectives 1. To get to know the stages involved in creating an audiovisual work. 2. To generate ideas about couple relationships using and competencies that promote healthy couple relationships.	
Activities to carry out	**Application**
1. Clarifying «ideas».	Class group
2. Learning to synthesize ideas.	Small groups of 5-6 people
3. Brainstorming.	Class group

Activity 1: Clarifying «ideas»

Description and Procedure for Carrying Out the Activity

The purpose of this activity is to introduce the students to the different stages that make up the creation of an audiovisual work and for them to develop the different modules and activities of this phase of the intervention. ANNEX 1 contains introductory information that can be presented by whomever is responsible (educator/ technician). It is also possible to request that students carry out an individual reading and resolve doubts that may arise. This activity is carried out as a group.

Activity 2: Learning to synthesize ideas

Description and Procedure for Carrying Out the Activity

This activity aims to help students learn to identify and synthesize ideas. It consists of helping and training the students so that they can later propose an idea for their video capsule.

To this end, ANNEX 2 offers an example of the general idea presented in two films. The examples used can vary to be adapted to the students' context. What is important is that they are films that are well known and that students can understand their principal ideas. This activity is carried out in a small group.

Later, the student should fill in the table provided in ANNEX 2. The student will need the illustrations from **worksheet 4** (included in Session 2 of Module 1 of the Activities Manual) used to build a positive common language. Students must identify the principal idea in the first four illustrations. This activity reinforces some of the concepts related to couple relationships worked on in the training sessions, and it also serves to inspire students to generate ideas related to this topic.

The activity ends with a group sharing session of the ideas identified by each group.

Activity 3: Brainstorming

Description and Procedure for Carrying Out the Activity

The objective of this activity is for students to begin to practice and acquire abilities to generate their own ideas about a couple situation that includes assets and competencies that promote healthy couple relationships.

This is a mental stimulation exercise carried out through brainstorming. Participation is encouraged through rapid responses of all of the students. In this way, the activity begins with simple questions with the later introduction of more complex ideas, developed in a prior training session.

a) Name objects that cost less than 10 euros, quickly.
b) Name «soft objects» quickly and automatically.
c) Name some assets or «good things» that can contribute to improving health or wellbeing.
d) Name some competencies that promote healthy relationships.
e) Name situations that can generate conflict in couple relationships.
f) Name things that a couple can do to improve their relationship.
g) Name couple situations that are good, healthy, or that generate «good vibes».

The person in charge of carrying out the activity will copy onto the blackboard the ideas that arise from questions c, d, e, f and g. Students can list them in the table included at the end of ANNEX 2.

SESSION 2

FROM IDEA TO PLOT

Session 2: From idea to plot

General objective To provide the necessary knowledge and tools for the students to construct a plot for the video capsule.	
Age of application	Young people ages 13 to 17.
Duración	Approximately 55 minutes.
Material	ANNEXES 3 and 4.
Session components • The argument. • The 5w and 1H Formula. • Identification of competencies and assets that promote healthy couple relationships in a plot. • Transformation of an idea into a plot.	
Specific objectives 1. Get to know the components of a plot. 2. Apply the 5 W and 1 H Formula to develop a plot. 3. Develop a plot to create a video capsule.	
Activities to carry out	**Application**
1. Learning about «the plot».	Class group
2. In search of the 5W and 1 H.	Small groups of 5-6 people
3. Refining and transforming ideas into argument.	Small groups of 5-6 people

Activity 1: Learning about «the plot»

Description and Procedure for Carrying Out the Activity

The purpose of this activity is to provide students with simple information that permits understanding what the *plot* of a story is and the elements that can be used to develop a plot for their video capsule: the 5W and 1H Formula.

The activity can begin with an individual reading or a brief presentation of the information by the person in charge of carrying out the activity (educator/technician).

The development of this activity can be consulted in ANNEX 3.

Activity 2: In search of the 5W and 1H

Description and Procedure for Carrying out the Activity

This activity aims to inspire students to construct their arguments for the video capsule. Organized into small groups, the students should leer the story that appears in the box in ANNEX 3. After the reading, each group should identify the 5w and the H and register their responses in the box attached to the activity. Also, they should identify and write down the assets and competencies present in the story that have contributed to the resolution of the situation without conflict.

The activity will conclude with group sharing. The development of this activity can be consulted in ANNEX 3.

The possible responses include:

1st question

- The friends (community or school assets) because they positively influence the boy's attitude.
- The park (community asset), because it is located in a calm setting. If they were in a pub or a discotheque, with music and alcohol, the situation could be different.

2nd question

- Anger control (the boy)
- Communication (the boy)
- Assertiveness (the girl)
- Affect (the girl)

Activity 3: Refining and transforming ideas into argument

Description and Procedure for Carrying out the Activity

During this activity, each group will begin to work on the plot of their story. They'll be reminded that the plot must involve a couple relationship, and it should contain:

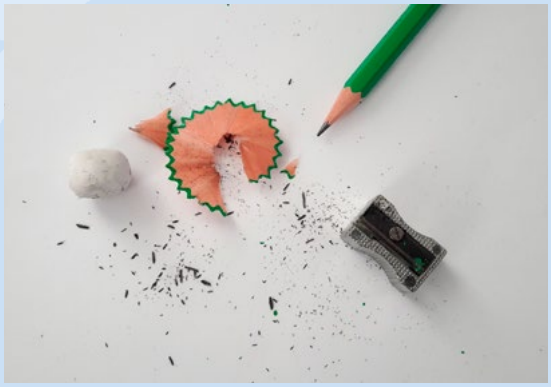
- An asset from the family, school, or community environments.
- At least one of the competencies that promote healthy couple relationships.

To synthesize and register the information, students should complete the box that appears at the end of the activity.

The development of this activity can be consulted in ANNEX 4.

SESSION 3

THE FINAL PLOT!



Session 3: The Final Plot!

General objective To finalize the plot for the video capsule of each group.	
Age of application	Young people ages 13 to 17.
Duration	Approximately 55 minutes.
Material	ANNEXES 4 and 5.
Session components • Design of the final plot of the video capsule.	
Specific objectives 1. To identify the assets and competencies that promote healthy couple relationships in the plots of the video capsules.	
Activities to carry out	**Application**
1. Sharing our stories.	Class group

Activity 1: Sharing our stories

Description and Procedure for Carrying out the Activity

The purpose of this activity is to collectively share and analyze the idea and the plots developed by the different groups, evaluating the presence of the 5w and the H and the three key elements:

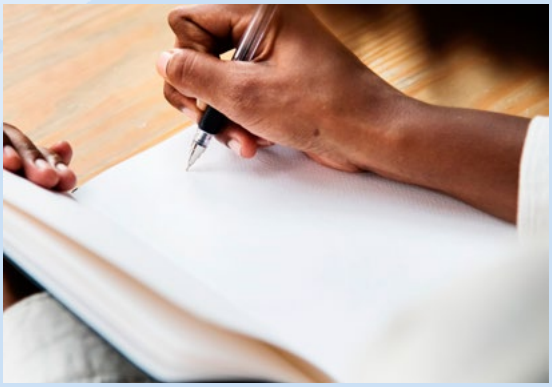
- The couple relationship;
- Assets;
- Competencies.

Each group presents the table from ANNEX 4. Classmates and the technical personnel will provide constructive suggestions to improve the plots. Later, each group will register the necessary modifications to the plot, so that it complies with the requirements described earlier.

Consult ANNEX 5 for information on the procedure.

SESSION 4

FROM PLOT TO LITERARY AND TECHNICAL SCRIPT



Session 4: From plot to literary and technical script

General objective To understand the meaning and importance of developing a literary and technical script of the plots before filming the story.	
Age of application	Young people ages 13 to 17.
Duration	Approximately 55 minutes.
Material	ANNEX 6, 7 and 8.
Session components • The script: Literary and technical. • The shot: Types of shots. • Developing a technical and literary script. • Division of tasks for filming.	
Specific objectives 1. To identify the characteristics of the literary and technical scripts. 2. To develop a technical and literary script for the video capsule. 3. To get to know the meaning and utility of the different types of shot as a means of expressing and representing the plot.	
Activities to carry out	**Application**
1. Before beginning… we need to know.	Class group
2. Practicing the development of a technical and literary script.	Small groups of 5-6 people
3. And now… What shot do we choose.	Class group

Activity 1: Before beginning… We need to know

Description and Procedure for Carrying out the Activity

This activity aims to provide students with basic information needed to understand what a script is, and to understand the difference between a literary and technical script.

The activity can begin with an individual reading or a brief presentation of the information by the person in charge of carrying out the activity (educator/ technician).

The development of this activity can be consulted in ANNEX 6.

Activity 2: Practicing the development of a technical and literary script

Description and Procedure for Carrying out the Activity

The aim of this activity is to familiarize the students with the development of a literary and technical script.

The activity begins by organizing students into working groups to read the script in ANNEX 7 and later complete the summary box of the technical and literary script.

Activity 3: And now… What shot do we choose?

Description and Procedure for Carrying out the Activity

This activity aims to provide a basic understanding for the students so that they can identify different types of shots that can be used to present the story of the video capsule and the objective of each.

The activity can begin with an individual reading of the information contained in ANNEX 8, or with a brief presentation of the information by the person in charge of carrying out the activity (educator/ technician). Later, students are asked to write the corresponding shot beneath each image.

SESSION 5

THE FINAL SCRIPT!

Session 5: The Final Script!

General objective To develop the final literary and technical script for the video capsules.	
Age of application	Young people ages 13 to 17.
Duration	Approximately 55 minutes.
Material	ANNEX 9.
Session components • Development of a technical and literary script for the video capsules. • Division of tasks for filming.	
Specific objectives 1. To develop a technical script.	
Activities to carry out	**Application**
1. Our script. 2. Who does what?	Small groups of 5-6 people

Activity 1: «Our script»

Description and Procedure for Carrying out the Activity

In this activity each group will finalize the definitive script for their video capsule. In order to do this, they'll be asked to fill out the table contained in ANNEX 9. It is very important that each group give their capsule a title, and indicate the group components and class they belong to.

This activity will be oriented and supervised by technical personnel in order to ensure the proper use of the script developed by each group.

Activity 2: Who does what?

Description and Procedure for Carrying out the Activity

This activity aims to help achieve a consensus about the division of tasks to different group members during the filming of the video capsules that are described in ANNEX 9. This consensus is registered in the table at the end of the annex: «Our Tasks».

MODULE 2

PRODUCTION. 3, 2, 1… ACTION!

Module 2. Production. 3, 2, 1… action!

Description

This module is made up of four sessions dedicated to the rehearsal and filming of video capsules. In order to obtain the most professional result possible in developing the short film, it is encourage in this phase to use technical professionals (camera operators, lighting specialists, etc.). Specifically, a professional director should be used to support the students in playing their roles.

Given that this module is carried out by technical personnel, this section offers general orientations about how each session should be organized. However, each technical team can organize filming sessions as they consider best.

Basic Competencies of the Module

- Ability to creatively express and represent a story about a healthy couple relationship.
- Ability to collaborate in the filming of a video capsule by carrying out the necessary functions.

SESSION 1

GETTING READY

Session 1. Getting ready

General objective To organize the setting, characterization of the characters and interpretation, prior to the final rehearsal for the video capsules.	
Age of application	Young people ages 13 to 17.
Duration	Approximately 110 minutes.
Material	NO ANNEX.
Session components • Setting. • Characterization of characters (wardrobe). • Interpretation.	
Specific objectives 1. To begin the rehearsal by integrating all of the elements of filming.	
Activities to carry out	**Application**
1. Scenography and general rehearsal.	Small groups of 5-6 people

Activity 1: Scenography and general rehearsal

Description and Procedure for Carrying out the Activity

1) Each group will begin to organize, with the support of the technical professionals, the scenography (set, costumes, lighting, locations, etc.) for the shooting of the different scenes of the video capsule. They will be supported by professionals that are considered necessary (director, camera operators, lighting professionals, sound engineers, etc.). Additionally, a professional director will help the students with the interpretation.
2) This is a general rehearsal: rehearsal will begin as though the film were being recorded to detect and resolve possible problems before the real filming and in order to make any needed changes to the script.
3) An order will be established for filming with each of the groups.
4) This activity can be combined with filming sessions. While some groups begin filming, others can continue with rehearsals.

SESSION 2, 3, AND 4

FILMING!

Session 2, 3, and 4: Filming!

General objective Filming the video capsules.	
Age of application	Young people ages 13 to 17.
Duration	Between 110 and 165 minutes, approximately.
Material	NO ANNEX.
Session components • Rehearsal. • Filming.	
Specific objectives 1. To take all of the planning decisions made in the prior preparatory session to the filming session.	
Activities to carry out	**Application**
1. Silence, camera and… action!	Small groups of 5-6 people

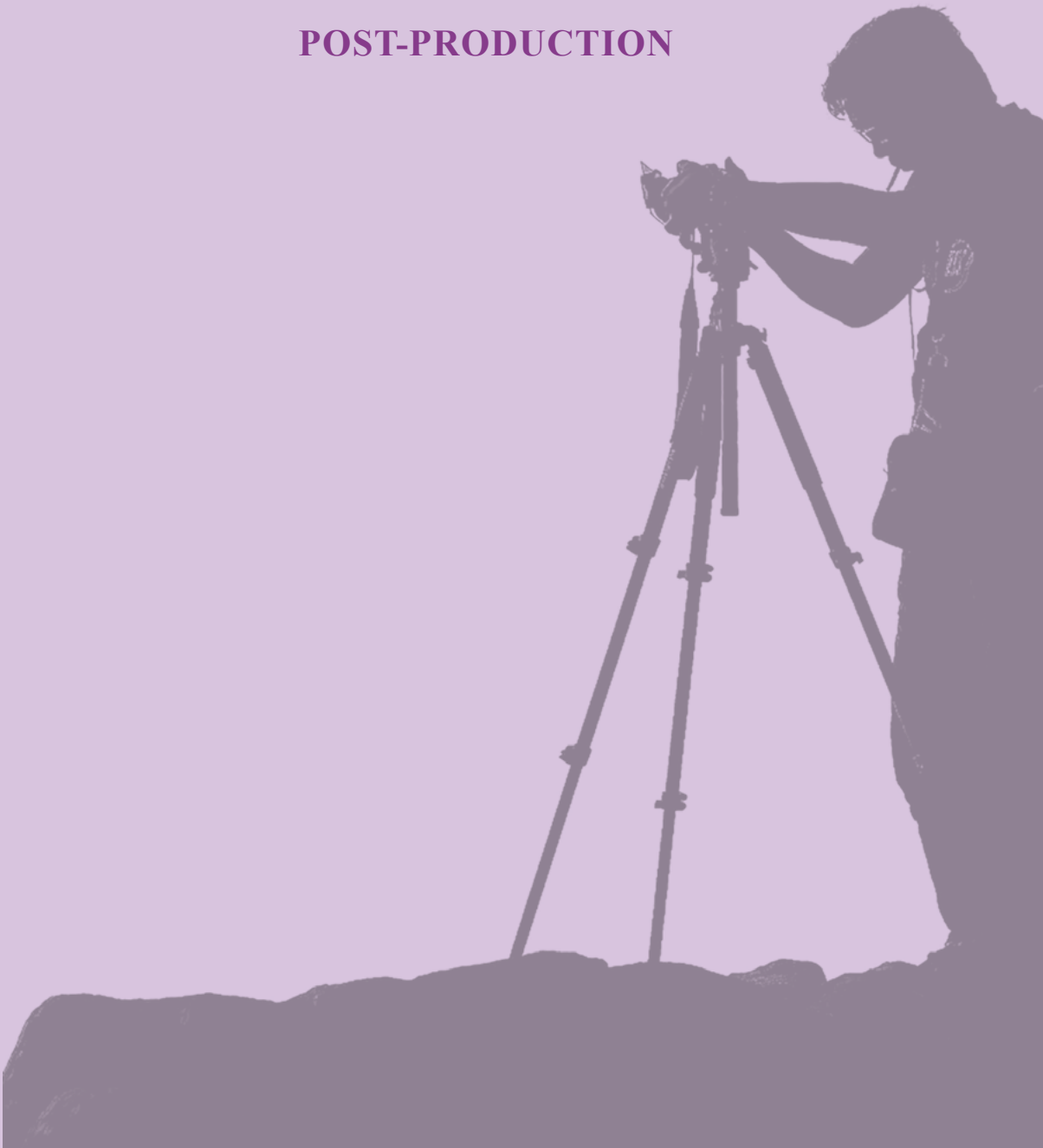
Activity 1: Silence, camera and… action!

Description and Procedure for Carrying out the Activity

During the sessions of this activity, groups will organize themselves, as previously agreed, to begin filming the video capsules.

Also, while the group is filming, the rest of the participants may continue to rehearse with the help of a professional director.

MODULE 3
POST-PRODUCTION



Module 3: Post-production

Description

In this phase, the technical personnel will be responsible for recording and editing of the video capsules in order to put together the final short film. However, two work sessions will include students, teachers and technical personnel. One will determine the order for putting video capsules together and constructing their argument, and the other will evaluate the final result, both of the short film as well as of the activities carried out in the workshop.

Basic Competencies of the Module

- Ability to come up with a plot for a short film which includes different proposals to promote healthy couple relationships.
- Team work to propose, as a group, the best formula for a short film.
- Capacity for dialogue and synthesis.

SESSION 1

DECIDING UPON THE VIDEO CAPSULE ASSEMBLAGE

Session 1: Deciding upon the video capsule assemblage

General objective To determine the plot of a short film.	
Age of application	Young people ages 13 to 17.
Duration	Approximately 55 minutes.
Material	NO ANNEX.
Session components 1. Order for video capsule assemblage. 2. Plot of the short film.	
Specific objectives 1. Develop consensus on the order for assembling the video capsules. 2. Agree on the necessary audiovisual resources needed to establish the plot line.	
Activities to carry out	**Application**
1. What story do we want to tell?	Small groups of 5-6 people

Activity 1: What story do we want to tell?

Description and Procedure for Carrying out the Activity

In this session, we will decide the plot for the short film and determine the order of assembly of the video capsules and the type of audiovisual resources needed to establish the plot line (voice over, labels, music, etc.).

SESSION 2

SEE YOU AT THE CINEMA FORUM

Session 2: See you at the Cinema Forum

General objective To share, comment on and evaluate the results of the final short films.	
Age of application	Young people ages 11 to 17.
Duration	Approximately 55 minutes.
Material	NO ANNEX.
Session components • Short film screening. • Evaluation of the results.	
Specific objectives 1. To identify the primary message of the short film. 2. To evaluate the final result of the program activities.	
Activities to carry out	**Application**
1. Watching and sharing our short film.	Class group.

Activity 1: Watching and Sharing our Short Film

This session is dedicated to viewing and commenting on the short film. Participation of the students will be promoted in forming opinions on the results and reflecting on the message transmitted in the short film.

At the end of the session, the students will be asked to evaluate three questions in writing about the program activities.

- Did you enjoy the program? Please describe your response.
- What aspect did you most enjoy?
- Mention three areas future editions of the program could be improved.

ANNEXES

ANNEX 1

Activity 1. Clarifiying «ideas» before we begin

Read the information that appears below and ask about possible doubts that may arise.

Stages of Creation of an Audiovisual Work

In these sessions, we will combine in a creative way all that we have learned until now about constructing positive or healthy couple relationships: the different assets and competencies worked on in prior sessions. The artistic medium we will use is the *video capsule*.

In order for our video capsule to be creative and to express clearly and attractively the story we would like to tell, we need to understand each of the stages that make up the creation of an audiovisual work.

Stages of Creation of an Audiovisual Work

To this end, we will carry out various activities related to some of these stages that will allow us to obtain our desired final product: a video capsule that reflects a couple situation in which the interaction of assets (family, school, community) and personal competencies permit a positive resolution.

Before we begin to come up with ideas, we must keep in mind that…

A *good idea* is the first step to a *good script*. The idea should be simple, concrete and easy to understand.

What is an idea?

The idea is the *motor* that generates the need to tell a story.

It allows us to *communicate* that which worries us, or what it is that we like or is important.

It is a mental process that is the fruit of our *imaginations*.

Some clues to generating ideas for our video capsule

1) The idea must be written in a couple of lines.
2) It should be transformable into audiovisual language, taking into account the destined audience, in this case young people.
3) Ideas can arise from:
   - Our memory or personal experiences, either from the recent or long ago past.
   - A well-known case that has been heard of or written about.

ANNEX 2

Activity 2. Learning to synthesize ideas

a) Think about the «ideas» transmitted in the following movies.

Little miss sunshine (2006). When her seven-year-old daughter Olive has a chance to dispute the Little Miss Sunshine pageant in Redondo Beach, California, the whole family travels together in their old Volkswagen Type 2 (Kombi) in a funny journey of hope of winning the talent contest.

Juno (2007). Faced with an unplanned pregnancy, an offbeat young woman makes an unusual decision regarding her unborn child.

b) Think, and describe in two phrases the principal idea of the first four illustrations that were used to *build a positive common language*.

ILLUSTRATION	IDEA
1	
2	
3	
4	

Activity 3: Brainstorming

a) Name some *assets or «good things»* that can contribute to improving health or wellbeing.

b) Name some *competencies* that promote healthy relationships.

c) Name situations that can generate *conflict* in couple relationships.

d) Describe what a couple can do to improve their relationship.

e) Name positive or healthy couple situations that generate «good vibes».

Record your responses in the following table:

Assets	
Competencies	
Conflict situations	
Options for improving a relationship	
Healthy couple situations	

ANNEX 3

Activity 1: Learning about «the plot»

Read the following information and describe whatever doubts arise.

What is a Plot?

It is a brief tale that narratives the main points of a story.

It synthesizes the most relevant parts of a story.

To construct a plot, the following formula can be used:

Central facts that narrate the conflict

+

Characters who carry them out

+

Space and time in which the facts occur

And to help…*The 5W Formula* (WHAT, WHO, WHEN, WHERE, WHY) and *1H* (HOW) to describe information or tell a story.

What?	It is the fact, action, what happens in the story.
Who?	The protagonists of the story. The people who appear in our story.
When?	The moment in which the action happens. Situates the action in time.
Where?	Where the facts take place. The space or spaces where the story occurs.
How?	Describes the circumstances in which the facts happen.
Why?	The motive, the causes, the reasons or consequences that justify the story. It is the why about what happens.

Activity 2: In search of the 5W and 1H

a) Read the following story:

Three boys and a girl are at the park.
The girl is typing something on her mobile phone and laughs. Suddenly she gest up and goes to say hi to a friend. They talk and laugh together. One of the boys says to his friends:
Boy: I would love to listen in and record that conversation…
Friends: What do you mean, man! Don't be so controlling.
The girl returns.
Girl: What's up honey?
Boy: I was saying that I felt like coming over to see what was making you laugh so much with that guy. I'm angry that you're looking at him and laughing.
Girl: Really? You're jealous? I don't like that and I wouldn't like it if you were spying on me or recording my conversations… Plus, we can laugh together all you want… Next time, if you want, come over and I'll introduce you to him.
Boy: You're right, I would like that better too.

b) Identify the 5W and the 1H from the prior text in the following table:

What?	
Who?	
When?	
Where?	
How?	
Why?	

c) Are there one or more assets that facilitated the resolution of the situation without conflict? Which one/ones? Describe them.

d) Are there one or more competencies that permitted the resolution of the situation without conflict? Which one/ones? Describe them.

ANNEX 4

Activity 3: Refining and transforming ideas into argument

1) Now we are going to work in groups on the plot of our video capsule. We need to keep in mind that it must relate to:

   – A couple relationship;
   – At least one asset from the family, school or community environment;
   – At least one competency that promotes healthy couple relationships.

Begin by describing the idea in a couple of lines, and later the plot and finally make sure that they include the 5W and the 1H.

Register the information in the following table:

IDEA (two lines max)	
PLOT	
WHO	
WHAT	
WHEN	
HOW	
WHY	

ANNEX 5

Activity 1: Sharing our stories

a) Present the idea and the plot of your story to the rest of the class.
b) After presenting, make changes necessary based on what was included in ANNEX 4 to improve your plot.

ANNEX 6

Activity 1: Before we begin… We need to know

Read the information that appears in the following boxes and consult about doubts that arise.

The script

Summarizes and describes all of that which will be presented on screen.
There are two types: the technical script and the literary script.

El guion literario

- *Describes what will be viewed and heard in our video.*
- Includes the ***division of scenes***, ***the actions of the characters***, ***the dialogues*** and brief ***descriptions of the surroundings***.
- A good literary script ***must transmit sufficient information*** *that* ***those who read it, visualize the film:*** how the dialogue occurs, how the characters act and with which objects they interact.
- The literary script ***indicates changes of scene, where action is carried out (interiors, exteriors) and when (day or night)***. Separate people's dialogues from the rest of the action.

The Technical Script

Details the **sequences and the shots**.
Includes the planning of:

- The capture, camera position, decoration, sound, special effects, lighting, etc.
- The locations, the places we are going to film: interiors and exteriors. Whether it will be day or night.
- Resources needed:
  - **Technical resources:** recording cameras, tripods, lenses, microphones, lighting, tapes, batteries, etc.
  - **Artistic resources:** wardrobe, decoration, furniture, sets.
- **Human resources:** Technical personnel (film makers, producers, cameras, soundmen, lighting personnel, decorators, make-up artists, builders etc.) and artistic personnel (actors and actresses) etc.

ANNEX 7

Activity 2: Practicing the development of the technical and literary script

a) Read the following script:

INTERIOR HALLWAY-DINING ROOM. DAY (Header)

We are in an apartment. The door of the foyer opens and RUBEN enters (22), with a student folder under his arm.

He walks down the hallway and enters the dining room where GUILLERMO (23) is seated at a table, engaged in what appears to be chemistry experiments. (Action)

RUBÉN (Character)
¡Hey! (Dialogue)

GUILLERMO
(without turning around) (Dimension)
Look, don't miss this.

Cut A:
(Transition)

b) As a group, fill out table 1, keeping in mind:

- *Scene:* Describe what happens and where the action takes place. For example, «two boys argue on the playground of a school.»
- *Int/Ext, Night/Day:* Indicate whether the scene that will be filmed is interior (classroom, house, library, etc.) or exterior (the porch, the street, the park etc.) and whether it is day or night.
- *Action:* Describe how the image will be. For example, «in the argument two friends intervene and finally everyone makes peace».

Table 1. Summary Table Technical and Literary Script

SCENE	INT/EXT NIGHT/DAY	ACTION	TEXT

ANNEX 8

Activity 3: And now… What shot do we choose?

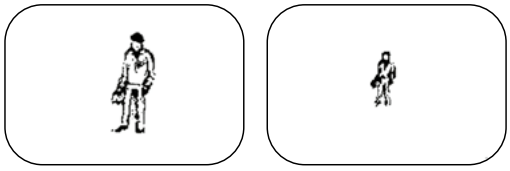
a) Read the following information and ask questions that arise.

The shot or take, is what we see on the screen.
The scale of shots, is given by the distance from which one contemplates the action and allows us to situate the size of the characters within the frame.

There are two types of shots:

Long General Shot and General Shot

- They introduce the spectator to a situation and offer a general vision of the place and conditions in which the action will take place.
- Normally take place at the beginning of a narrative sequence.
- Include many elements. Therefore, their duration on the screen is greater than a close up shot.
- They include the entire human figure and a space both above and below.



General shot Long general shot

First shot

- The frame is more reduced than in the general shot.
- Directs the spectator's attention to the object.
- The elements are more differentiated. Groups of people are recognizable and can fill up the screen.

Medium shot

→ Includes the human figure to the waist.

Short shot

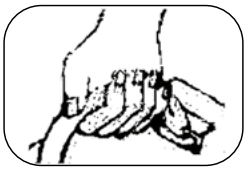
→ Includes a human figure and its inferior edge reaches the arm pits.
→ Characters can take up the screen with a third of their body.
→ Permits emotional identification of the spectator with the actors.

Close-up shot

→ Captures a human figure to below the clavicle.
→ The actor's face fills up the screen.
→ Allows entering into the psyche of the character.

Detail shot (PD)

→ The frame offers close-ups of objects and subjects, flowers, a nose, an eye, a ring, etc.



b) Below each image, write the corresponding type of shot.

ANNEX 9

Activity 1: «Our script»

We are going to produce a definitive script for our video capsule. For this purpose, complete the information contained the following table, titled «Our Script».

CAPSULT TITLE:
GROUP: (Name of components)
CLASS:

Table: Our Script

SCENE	INT/EXT NIGHT/DAY	TYPE OF SHOT	ACTION	TEXT

Activity 2: Who does what?

Read the following activities and assign people to carry them out during filming:

- *Script:* Involves organizing the filming step by step with the scripts in hand. This person is the intermediary between the actors and the director. He/she advised about what we will do and prepares everything that that it is ready.
- *Acting (actors/actresses/extras):* These are the people who will play the protagonists in the story.
- *Artistic direction:* In charge of selecting the props and the video set.
- *Makeup and wardrobe:* Wardrobe, hairstyle and costumes will be provided.

b) Come to a consensus about the division of tasks for filming and record decisions in the following table.

Table: Our tasks

TASKS	NAMES
Script	
Actors/actresses	
Artistic direction	
Makeup and wardrobe	