



Filmmaking

How to... Showcase and remain safe on set



For the promotion and protection
of copyright and creativity

FirstLight

Lesson Objective

For students to be aware of safety measures needed when filming.

To show an understanding of how to showcase work produced including protecting each other's work for safety and legal reasons.

Success Criteria

All students must be able to identify possible safety hazards involved in making and showcasing their films.

Students should be able to identify and explain hazardous situations and equipment when filming.

Students could provide precautionary measures preempting any hazardous situations that may occur in the making and showcasing of their films.

Context

Student's own choice of story context could be used or teachers could provide context from within the First Light and Pop4Schools materials (e.g. below) or a text or area of study from within school based schemes of work.

Showcase

<https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-get-your-film-seen>

Keep safe on set

<https://pop4schools.com/resources/films/sound-and-vision/#!/how-to-keep-safe-on-set>

Ideas for lessons utilizing Blooms Taxonomy

Remembering

Can you identify hazards when film making?

Ask students to identify hazards within a scene, which can be role played or watched on video footage or photographed. Pupils need to look at the scene, photographs, or situation and identify areas, which could involve hazards, risks to people or equipment or setting.

OR

Paint, draw, sketch or create a picture, which identifies potential hazards. Students choose the media they would like to use to display their thinking.

Can you list the different types of hazards and who are at risk?

Watch the video clip (see resources above) and take note of hazards. Ask students to then group hazards into sub-categories, for example, hazards related to people, equipment, location, or stunts.

OR

Play 'Hazard Charades' — students are to role play a situation which could be a potential hazard and their partner needs to guess where and what the hazard is. (This could be acted out in pairs for class to guess/ in pairs). Hazards are pre-written on cards or photographs provided.

Understanding

Can you provide a definition or create an image for safe filmmaking?

OR

Design a poster or visual stimulus of 'How to keep safe on set'. Safety posters could be divided into different sections or different posters could be created for different elements. This could be safety of staff or keeping the equipment safe.

Can you show an understanding of why safety is important when filming and showcasing your film?

Write a letter to a pop star, who is worried about shooting their new video in the jungle or in water or on a cliff. Teacher to set the scene for students. In the letter students should explain what safety they will put into place to ensure maximum safety of themselves and the film crew.

OR

Write a letter to the Health and Safety officer, building manager, or first aid officer outlining your concerns as a resident, club owner, theatre manager, event organizer, or ticket holder, regarding possible hazards that might occur when a film is showcased.

Can you identify ways to showcase your event?

List the ways in which you can advertise your film or music video effectively.

OR

Write some persuasive slogans, or catch phrases to persuade others to view your film or music video.

Applying

Can you show your understanding of how to prevent hazards from occurring?

See activity above related to writing to the Health and Safety officer, building manager or first aid officer. To extend this activity, student's letters could be shared and a response from the the Health and Safety officer, building manager or first aid officer could be written showing understanding of safety measures that will be taken.

OR

Ask students to freeze frame situations with equipment, which highlight safety measures which have been put into place. For example, wires taped down, mats around artists, actors completing stunts, rest areas and food provided for crew. Take photographs of situations, freeze frames for extension activity or ask children to represent their ideas in a method of their choice, for example, drawings, create models, create a plan using ICT or power point display.

Extension: Children to be given a visual image which was created by another student and outline the safety measures within the image.

How can you persuade others to attend your showcase?

Ask students to create a radio advert or broadcast of a maximum of two minutes to highlight the main features and reasons why others should attend your viewing. Use persuasive text from previous activity.

Extension: Think about music in the background which would entice viewers.

OR

Create an advertisement for your film showcase using a media of your choice, either a poster, radio, or magazine.

OR

Work in groups to plan a showcase event. Students should consider the 'where, how, when' etc. They should write their notes and present it to the class showing a good understanding of all the elements that need to be considered. How will tickets be distributed? How many people could attend the viewing? Which apparatus will be needed?

Evaluating

Can you judge which type of advertising is most enticing?

Ask students to compare an audio and visual stimulus like a radio advert, poster, or trailer and choose which one is most effective and enticing.

OR

What makes a film premiere exciting? Why is this important in spreading the word about your film, and encouraging people to go to see the film?

OR

Ask students to complete a survey with given year groups or groups of children asking which stimulus is most enticing and complete a questionnaire, which provides an insight into others' thoughts.

Can you verify whether or not a set or showcasing event is safe or not?

Ask students to prepare a list of criteria which they should ask judges to use when on set or attending a showcasing event or film premiere to judge whether or not safety precautions have been considered carefully and appropriately.

OR

Ask students to write and present a report about the safety precautions taken by themselves or another student. Consider safety from a range of roles when making a film.

Creating

Can you create products to showcase your event?

Ask students to design, create, make 'goodie bags' which they would present at their film or music video showcasing event. They should think of products or information they could include in the bags to remind viewers of the story line or song and provide a 'hook'.

OR

Design tickets to be presented or sold at the showcasing event. These should reflect the genre of the film or music and be a visual reminder to the viewers.

OR

Ask students to design, create, make, market merchandise which could be sold at the showcasing event. Consider different materials or products like t-shirts, CD covers, caps, and mugs.

Can you develop a proposal that would persuade a company or establishment to support you?

Ask students to write a proposal asking a local cinema, theatre or studio to consider showcasing your event. You should consider using persuasive language and reasons why it would benefit the establishment to support your event.

OR

Ask students to develop a proposal to persuade a local or national film company, music company, or theatre to showcase or film your event to be sold and distributed.

Additional Ideas?