

WB Final Project Requirements

Project Role:	Artist
Overall Goals:	<ul style="list-style-type: none"> ● Creatively illustrates the investigation process with drawings and maps that can be incorporated into the video and/or poster ● Creates a poster to advertise the video
Poster Requirements:	<ol style="list-style-type: none"> 1. <i>Advertises our video project, including:</i> <ol style="list-style-type: none"> a. Who are we? (school, town, organization) b. What did we create? c. What is this video about? d. Why did we make this video? 2. <i>Communicates the following information:</i> <ol style="list-style-type: none"> a. Why do people depend on water? b. How much water is on Earth and what percentage is available for humans to use? c. How do people impact water and why does it matter? What will happen if the global population continues to grow? d. What are communities (like us!) doing about the problem? e. What can we all do to prevent this problem? 3. <i>Design Elements:</i> <ol style="list-style-type: none"> a. Persuasive language and images b. Few words/ easy to read c. Eye-catching d. Neat, crisp, free of pencil marks e. Accurate information f. Free of spelling, grammar, and mechanical errors
Timeframe by Week:	<p>Week 1:</p> <ol style="list-style-type: none"> 1. Determine what information needs to go on the poster in order to meet the poster requirements. 2. Determine how you will gather all information needed. 3. Draw the investigation process, including: <ul style="list-style-type: none"> ○ Samples of microplastic underneath the microscope ○ The filtering apparatus ○ Maps of our two beach locations ○ Other important aspects that you believe should be included <p>Week 2:</p> <ol style="list-style-type: none"> 1. Meet with artist to learn about creating an advertisement, taking notes on what you think works well. 2. Research other PSA (Public Service Announcement) posters to gather ideas, taking notes on what you think works well. <p>Week 3:</p> <ol style="list-style-type: none"> 1. Rough draft sketches of posters

	<p>2. How will everyone be involved in your group? Who will do each part of the poster?</p> <p>Week 4:</p> <ul style="list-style-type: none"> ● Start final drafts of posters <p>Week 5:</p> <p>4. Finish final draft</p> <p>Week 6:</p> <ul style="list-style-type: none"> ● Distribute posters!
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WB Final Project Requirements

Project Role:	Interviewer
Overall Goals:	<ul style="list-style-type: none"> ● Writes interview questions ● Contacts people like students, teachers, community members, and scientists to set-up interviews with them ● Conducts the interviews.
Requirements:	<ol style="list-style-type: none"> 1. Coordinates with Ms. Plummer and Mr. Van Dis before contacting anyone 2. While talking with interviewees, group members are professional, considerate, and responsible. 3. Writes interview questions, including but not limited to: <ul style="list-style-type: none"> ○ How do you depend on water? ○ How much water is on Earth and what percentage is available for humans to use? ○ How do people impact water? ○ Why does it matter? What will happen if the global population continues to grow? ○ What are communities doing about human impacts on water? ○ What can we all do to prevent this problem?
Timeframe by Week:	<p>Week 1:</p> <ol style="list-style-type: none"> 1. Determine who you want to interview 2. Determine who will conduct each interview and who will take notes during the interview 3. Plan out background information you will tell interviewees when requesting an interview, such as: <ul style="list-style-type: none"> ○ Who are we? (school, town, organization) ○ What did we create? ○ What is this video about? ○ Why did we make this video?

	<ul style="list-style-type: none"> ○ What kinds of questions will we be asking during the interview? (see requirements section above) <p>4. If time, start collecting contact information for interviewees.</p> <p>Week 2:</p> <ol style="list-style-type: none"> 1. Contact interviewees, set-up times for interviews (coordinate with videographers) 2. Research informed consent forms 3. Create informed consent form 4. Write interview questions <p>Week 3:</p> <ol style="list-style-type: none"> 1. Conduct interviews with videographers 2. Take notes during interviews <p>Week 4:</p> <ol style="list-style-type: none"> 1. Conduct interviews with videographers 2. Take notes during interviews <p>Week 5:</p> <ul style="list-style-type: none"> ● Edit interviews -- in concert with editors and filmographers
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WB Final Project Requirements

Project Role:	Writers
Overall Goals:	<ul style="list-style-type: none"> ● Writes the voice-over script of what should be described to narrate the entire video, including words that should appear on the screen.
Requirements:	<ol style="list-style-type: none"> 1. <i>Writes the voice-over script for our video project, giving background information that includes:</i> <ol style="list-style-type: none"> a. Who are we? (school, town, organization) b. What did we create? c. What is this video about? d. Why did we make this video? e. What were all our steps in our investigation? f. What were our findings? 2. <i>Communicates the following information:</i> <ol style="list-style-type: none"> a. Why do people depend on water? a. How much water is on Earth and what percentage is available for humans to use? b. How do people impact water and why does it matter? What will happen if the global population continues to grow? c. What are communities (like us!) doing about the problem?

	<p>d. What can we all do to prevent this problem?</p> <p>3. <i>Writing Elements:</i></p> <ol style="list-style-type: none"> Hooking beginning Persuasive language Accurate information Free of spelling, grammar, and mechanical errors
Timeframe by Week:	<p>Week 1:</p> <ol style="list-style-type: none"> Begin creating an outline of our key goals for the film. How are we going to teach people about what is going on in the world and what we can do about it? Make sure you are meeting all the above requirements. If time, start creating a story arc of the different topics that will be included in the film <p>Week 2:</p> <ol style="list-style-type: none"> Meet with local writer to learn about writing a screenplay, taking notes on what you think works well. Writes a story arc of the order of the different topics that will be included in the film <p>Week 3:</p> <ol style="list-style-type: none"> Begins writing the first draft of the script How will everyone be involved in your group? Who will write each part of the script? <p>Week 4:</p> <ul style="list-style-type: none"> Edits final draft of the script <p>Week 5:</p> <ol style="list-style-type: none"> Records voice-over with videographers

WB Final Project Requirements

Project Role:	Filmographers
Overall Goals:	<ul style="list-style-type: none"> Record the investigation at the beaches and in the classroom with photographs and videos; Record interviews; Coordinate with editors to edit the various cuts of recordings together into one final video.
Film Requirements:	<ol style="list-style-type: none"> Records footage of kids looking through water samples <ol style="list-style-type: none"> Artists drawing Scientists recording information Uploading information into WB Looking through microscopes

	<ol style="list-style-type: none"> 2. Brainstorm ideas of what really needs to be included in the film 3. Coordinates with the interviewers and storyboarders to make sure all important parts of the project are included in the film 4. Coordinates with the film editors to splice together still images and video clips. Generates new footage and still-photos as necessary to fill-in any gaps. 5. Film clearly shows <ol style="list-style-type: none"> a. Who are we? b. Why did we embark on this journey? c. What we hope people will do in response to our film? 1. <i>Communicates the following information:</i> <ol style="list-style-type: none"> a. Why do people depend on water? b. How much water is on Earth and what percentage is available for humans to use? c. How do people impact water with/through plastics and why does it matter? What will happen if the global population continues to grow? d. What are communities (like us!) doing about the problem? e. What can we all do to prevent this problem? 2. <i>Design Elements:</i> <ol style="list-style-type: none"> a. Clearly defined presentation of problem with evidence and solution which promotes action from viewers b. Easy to follow and engaging c. Balance between video footage and still-pictures <ol style="list-style-type: none"> i. showing students at work ii. Interviewees sharing their expertise iii. important informational graphics iv. data from our investigation d. Neat, crisp transitions between segments of the film e. Accurate information f. Free of visual and sound errors - the camera shots are fluid and not-jerky, sound quality is high and all important voices and sounds are easy to distinguish.
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<p>Timeframe by Week:</p>	<p>Week 1:</p> <ol style="list-style-type: none"> 1. (30 minutes) Brainstorm ideas of what really needs to be included in the film -- need to coordinate with the interviewers and storyboarders after you create your brainstorm during this first work session. 2. Create central folder on one computer which will contain raw footage and images. <ol style="list-style-type: none"> a. Each time filming, download footage and images to this folder. b. Share with editors and storyboarders as needed. 3. Create a concept map of all the steps we went through in setting up and running the investigation. <ol style="list-style-type: none"> a. Determine if you have footage and images of this work. b. Determine which footage is still needed. 4. <i>If there is time:</i> Watch other short documentary films, taking notes on what grabs your attention, and what you think should be included in our film. <ul style="list-style-type: none"> ■ Super Salmon -- this is too long to watch all of it, but the first 5 minutes give you a good idea of what it's like and what you can do
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--<https://vimeo.com/211510610>

- What really happens to the plastic you throw away? --
https://www.youtube.com/watch?v=_6xINyWPpB8
- How much plastic is in the ocean -
<https://www.youtube.com/watch?v=YFZS3Vh4lfl>
- Landfill Harmonic -- <http://viewpure.com/sJxxdQox7n0?start=0&end=0>
- Food Inc Trailer -<http://viewpure.com/IJDGUxqEdYY?start=0&end=0>
- Kids take action against ocean plastic --
<https://ru-clip.com/video/hKFV9lquMXA/kids-take-action-against-ocean-plastic-short-film-showcase.html>
- Do You Understand Me - short film about deaf children -
<http://viewpure.com/gtodl7x1o-0?start=0&end=0>
- Brave Kids - documentary about kids from around the world performing in a festival --<http://viewpure.com/3gjrgsVAbf8?start=0&end=0>

Week 2:

1. Shoot some basic short film clips which editors can practice splicing.
2. Try using the built in camera-mic and the remote mic -- we need to figure out why the sound is not transferred to iMovie.
3. Look through iPhoto on the iPads in the room and download WB images and video onto one of your computers.
4. Practice filming interviews out in the common area, using the tripod to hold the camera steady. Find the answers to these questions:
 - a. How far away should the camera be from the interviewee?
 - b. How close does the microphone need to be?
 - c. Is it better to have the camera at eye level, above eye-level, or below eye-level with the interviewee?
 - d. Should interviewees be sitting or standing? Why?
 - e. How is bright natural light different from the inside fluorescent lights when filming? Which is better?
 - f. Is there much difference between footage taken with the camera and footage taken with an iPad?

Week 2 - Extra session

1. Meet with a real filmographer to learn about creating a documentary film, taking notes on what you think will work best for our project.

Week 3:

1. Meet with investigative reporters and interviewees to finalize the problems and solutions we should highlight in the film -- finalizing the list from the concept map.
2. Set up a filming schedule for conducting interviews in conjunction with interviewers.
 - a. Contact all interviewees and experts to set up interviews
3. Coordinate with storyboarders to make sure all needed footage and images are planned.
4. Begin filming fill in pieces
5. Begin working with editors.

Week 4:

1. Begin filming interviews
2. Continue general filming.

	<ol style="list-style-type: none"> 3. Check with storyboarders. 4. Meet with writers, storyboarders, and editors to view rough draft of film. Determine what else is needed. 5. Schedule last minute shots with film editors. <p>Week 5:</p> <ol style="list-style-type: none"> 1. Continue filming interviews 2. Coordinate with editors to splice in footage and images. 3. Retake any footage or images as necessary <p>Week 6:</p> <ul style="list-style-type: none"> ● Share film!
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WB Final Project Requirements

Project Role:	Storyboarders
Overall Goals:	<ul style="list-style-type: none"> ● Examine other effective documentaries ● Plan out the sequence of the video, sketching out ideas for different sections of the film in boxes which depict individual shots and images. ● Making suggestions for where different elements, such as interviews, music, voice overs, still images, and moving film are needed.
Requirements:	<ol style="list-style-type: none"> 1. <i>Sets up the architecture or structure of the film by:</i> <ol style="list-style-type: none"> a. Working in concert with writers and film editors to create a visual outline for the film, brainstorming ideas of what really needs to be included in the film. b. Mapping out main ideas and evidence for building our argument and solutions through outline, concept map, and/or story arc. c. Coordinates with the interviewers, investigative reporters, and writers to make sure all important parts of the project are included in the film d. Coordinates with the filmographers to schedule filming of video and still-images. e. Routinely checks in with filmographers, writers, and film editors to make sure the sequence for the film is being followed and makes sense. f. Re-orders the sequence of the film as needed with feedback from editors and writers. 2. <i>Makes sure the film clearly shows:</i> <ol style="list-style-type: none"> a. Who are we? b. Why did we embark on this journey? c. What we hope people will do in response to our film? 3. <i>Communicates the following information:</i> <ol style="list-style-type: none"> a. Why do people depend on water? b. How much water is on Earth and what percentage is available for humans to use?

	<ul style="list-style-type: none"> c. How do people impact water and why does it matter? What will happen if the global population continues to grow? d. What are communities (like us!) doing about the problem? e. What can we all do to prevent this problem? <p>4. <i>Design Elements:</i></p> <ul style="list-style-type: none"> a. Clear, logical sequence which follows format for opinion writing with claims backed up by evidence. b. Create clear storyboard of film shots which lets followers writers ideas and gives filmographers clear schedule of needed film and images.
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<p>Timeframe by Week:</p>	<p>Week 1:</p> <ol style="list-style-type: none"> 1. (30 minutes) Brainstorm ideas of what really needs to be included in the film -- need to coordinate with the interviewers and storyboarders to share your initial brainstorming ideas during this first work session. 2. <i>If there is time</i>, Watch short documentaries suggested by Ms. Plummer and Mr. Van Dis <ul style="list-style-type: none"> a. Take notes on what makes the documentary persuasive and engaging b. Take notes on what you think will work well on our project c. <i>If there is time:</i> Watch other short documentary films, taking notes on what grabs your attention, and what you think should be included in our film. <ul style="list-style-type: none"> o Super salmon -- too long to watch all of it, but it has great examples of different kinds of scenes and how to bring in a speaker -- https://vimeo.com/211510610 o What really happens to the plastic you throw away? -- https://www.youtube.com/watch?v=_6xINyWPPb8 o How much plastic is in the ocean - https://www.youtube.com/watch?v=YFZS3Vh4lf o Landfill Harmonic -- http://viewpure.com/sJxxdQox7n0?start=0&end=0 o Food Inc Trailer -http://viewpure.com/IJDGUxqEdYY?start=0&end=0 o Kids take action against ocean plastic -- https://ru-clip.com/video/hKFV9lquMXA/kids-take-action-against-ocean-plastic-short-film-showcase.html o Do You Understand Me - short film about deaf children - http://viewpure.com/gtodl7x1o-0?start=0&end=0 o Brave Kids - documentary about kids from around the world performing in a festival --http://viewpure.com/3qjrgsVAbf8?start=0&end=0 <p>Week 2:</p> <ol style="list-style-type: none"> 1. Share your notes on what each of you thinks should be included in the documentary -- what grabbed your attention? 2. Investigate and answer the questions on the WB Research Worksheet 3. Share your answers with the Investigative Reporters. 4. Report out your shared answers on the WB Research Report Google Doc shared with you from Ms. Plummer and Mr. Van Dis. 5. Create a concept map or use stickies of all the steps we went through in
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	<p>setting up and running the investigation. Collect stickies or concept map from Filmographers and add to yours. Begin grouping them by topic. Meet with writers to compare your topics to theirs.</p> <ol style="list-style-type: none"> 6. <ol style="list-style-type: none"> a. Determine if you have footage and images of this work. b. Determine which footage is still needed. 7. Meet with investigative reporters to determine <ol style="list-style-type: none"> a. How many sections of film will be based on threats, and which threats b. What types of solutions do you think would grab the audience? - personal stories, news reports, etc. 8. Share rough draft outline with filmographers <p>Week 2 Extra:</p> <ol style="list-style-type: none"> 1. Meet with documentary filmmaker to learn about storyboarding and what you think will work well <p>Week 3:</p> <ol style="list-style-type: none"> 1. Begin drawing in panels, following outline format you've been creating. 2. Complete rough draft storyboard and check with writers. Determine if storyboard contains all important parts for the film. 3. Regularly check in with filmographers, making sure they are getting the shots and images you imagined. 4. Fit in extra images, interviews, film segments as needed -- make sure changes are noted and drawn onto margins of existing storyboard. 5. Share storyboard with film editors, discussing the different sections of the film and transitions between each. <p>Week 4:</p> <ol style="list-style-type: none"> 6. Continue coordinating with filmographers 7. Continue coordinating with film editors 8. Double check sequence with writers. <p>Week 5:</p> <ol style="list-style-type: none"> 5. Continue working on helping filmographers wrap up filming 6. Continue consulting with film editors.
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WB Final Project Requirements

Project Role:	Film editors
Overall Goals:	<ul style="list-style-type: none"> ● Combine the raw elements of the film, overlaying sound, images, voice-overs, footage, and music. ● Use the storyboards to determine the basic outline of the film.

	<ul style="list-style-type: none"> Remove poor footage, sound-drops, low quality images, etc. in order to create a high-quality film with few if any glitches which interfere with the overall message of the film.
<p>Requirements:</p>	<ol style="list-style-type: none"> <i>Weaves together film, images, interviews, voice-overs and music to make a coherent film.</i> <ol style="list-style-type: none"> Sorts through still images and video from taking water samples and analysing samples, comparing that to sequences created by the storyboarders. Creates shot list for filmographers if anything is missing or needs to be redone <i>Ensures that the film tells:</i> <ol style="list-style-type: none"> Why do people depend on water? How much water is on Earth and what percentage is available for humans to use? How do people impact water and why does it matter? What will happen if the global population continues to grow? What are communities (like us!) doing about the problem? What can we all do to prevent this problem? <i>Design Elements:</i> <ol style="list-style-type: none"> Clear video and images Clear and audible sound Voice overs and interviews are well placed and easy to understand Free of spelling, grammar, and mechanical errors anywhere text is used in the film Find appropriate places to add music to make the film more enjoyable and engaging.
<p>Timeframe by Week:</p>	<p>Week 1:</p> <ol style="list-style-type: none"> View short documentaries, taking careful notes of transitions <ol style="list-style-type: none"> Between scenes Between still-images and video Weaving in interviews View short documentaries, taking careful note of what percentage tends to be <ol style="list-style-type: none"> Still photos Video segments Infographics Voiceovers <ul style="list-style-type: none"> Super Salmon -- this is too long to watch all of it, but the first 5 minutes have great ideas about transitions and overlaying artwork -- https://vimeo.com/211510610 What really happens to the plastic you throw away? -- https://www.youtube.com/watch?v=_6xINyWPPB8 How much plastic is in the ocean - https://www.youtube.com/watch?v=YFZS3Vh4fl Landfill Harmonic -- http://viewpure.com/sJxxdQox7n0?start=0&end=0 Food Inc Trailer -http://viewpure.com/IJDGUxqEdYY?start=0&end=0 Kids take action against ocean plastic --

<https://ru-clip.com/video/hKFV9lquMXA/kids-take-action-against-ocean-plastic-short-film-showcase.html>

- Do You Understand Me - short film about deaf children - <http://viewpure.com/gtodl7x1o-0?start=0&end=0>
- Brave Kids - documentary about kids from around the world performing in a festival
--<http://viewpure.com/3gjrgsVAbf8?start=0&end=0>

- C. Begin using iMovie with samples of short film and still images
 - a. Focus on cutting and pasting.

Week 2:

1. Meet with local documentary filmmaker, along with storyboarders and filmographers, to learn about editing film. Take notes on what you think will work well for our project.
2. Begin using iMovie with samples of short film provided by filmographers, and still images from iPads.
 - a. Focus on cutting and pasting.
3. Begin working with iMovie, focusing on transitions between segments of video and still-images. Use short film clips created by the filmographers.
4. If there's time, begin working with layering sound and adjusting sound levels in clips.
5. Meet with storyboarders and writers to get a general overview of the project.
6. Continue investigating different transitions and overlay ideas.

Week 3:

1. Collect video and images from filmographers.
2. Collect any images of data or infographics from investigative reporters
3. Cut and paste video and images into project to match sequence panels created by storyboarders.
4. Add in footage from interviews
5. Schedule needed video and shots with filmographers.
6. Continue working with iMovie
 - a. Weaving in voices
 - b. Modulating sound
 - c. Changing play time for still images to match length of voice-overs.
7. Show rough draft of film to writers and storyboarders to make sure everyone is in agreement.

Week 4:

1. Add in footage from interviews.
2. Edits final draft of video and images
3. Check transitions and share draft with writers and filmographers.
4. Schedules last shots with filmographers

Week 5:

1. Weave in voice-overs supplied by interviewers.
2. Weave in music supplied by composers and performers - work with writers to determine best placement for music.

WB Final Project Requirements

Project Role:	Investigative Reporter
Overall Goals:	<ul style="list-style-type: none"> ● Researches threats and human impacts on water around the globe ● Researches solutions different communities are promoting ● Contacts people like students, teachers, community members, and scientists to gather expertise and information. ● Provides important information to writers, interviewers, and artists (for posters). ● Creates a way of sharing that information in the video (poster, Q&A, etc.)
Requirements:	<ol style="list-style-type: none"> 1. Always keeps annotated citations for any article, book, video, or website sourced for information. 2. Coordinates with Ms. Plummer and Mr. Van Dis before contacting anyone. 3. While talking with experts outside the school, group members are professional, considerate, and responsible. 4. Researches questions concerning, but not limited to: <ol style="list-style-type: none"> a. How do we depend on water? b. How much water is on Earth and what percentage is available for humans to use? c. How do people impact water? d. Why does it matter? What will happen if the global population continues to grow? e. What are communities doing about human impacts on water? f. What can we all do to prevent this problem? 5. Communicates that information in some clear, and concise way which can be utilized by the editors and filmographers in the film 6. <i>Design Elements:</i> <ol style="list-style-type: none"> a. Clear, accurate facts and figures on graphics b. Few words/ easy to read -- fonts are universally readable c. Eye-catching d. Good balance of positive and negative space e. Neat, crisp, free of pencil marks f. All information is cited on the poster/infographic g. Free of spelling, grammar, and mechanical errors
Timeframe by Week:	Week 1: <ul style="list-style-type: none"> ● (15 minutes) Examine links on the <i>Smog of the Sea</i> website that show what communities are doing around the world to educate people about microplastic pollution; <ul style="list-style-type: none"> ○ https://www.thesmogofthesea.com/for-educators/ ● (15 minutes) Investigate the information pages on this website <ul style="list-style-type: none"> ○ https://www.worldwildlife.org/threats/water-scarcity

- <https://www.costadelmar.com/us/en/inside-costa/protect/kick-plastic>

- Determine which website links are easiest to navigate AND provide useful information which help answer our overriding questions.
 - Assign to each member websites to explore in detail, answering these questions -- keep your information in a folder so it doesn't get lost.
 - How do we depend on water?
 - How much water is on Earth and what percentage is available for humans to use?
 - How do people impact water?
 - Why does it matter? What will happen if the global population continues to grow?
 - What are communities doing about human impacts on water?
 - What can we all do to prevent this problem?

Week 2:

1. Investigate and answer the questions on the WB Research Worksheet
2. Share your answers with the Investigative Reporters.
3. Report out your shared answers on the WB Research Report Google Doc shared with you from Ms. Plummer and Mr. Van Dis.
4. Check in with Storyboarders and Writers, helping to build a rough outline of problems and solutions which will best build your message and actions the audience should take.
5. Determine which information is missing and assign research tasks for each member.
6. Begin researching for any missing information, and let Ms. Plummer or Mr. Van Dis know if you are having difficulty finding information or if you need help locating specific book titles or other resources.

Week 3:

- Consult with interviewers to see what new information they can provide. How does this expand your evidence and details for answering the research questions.
- Explore posters and infographics to determine how you want to share your findings in the film -- coordinate with film editors to make sure your idea fits their expectations -- you may need to modify it.
- And/Or, begin to draft a Question and Answer sequence where interviewers ask you about your research.

Week 4:

- Consult with writers, interviewers, and storyboarders to see if there is any missing information.
- Continue working on poster/infographics - coordinate with film editors to make sure it fits their expectations and will easily fit within the film
- And/Or, conduct Q and A interviews with Interviewers.

Week 5:

- Finalize poster/infographic for use in film.

