

digital**GREEN**



VIDEO PRODUCTION TRAINING MANUAL

Name:.....

Place:.....

Organization:.....

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About Digital Green

Digital Green is a not for profit international development organization that uses an innovative digital platform for community engagement to improve lives of rural communities across South Asia and Sub-Saharan Africa. We partner with local public, private and civil society organizations to share knowledge on improved agricultural practices, livelihoods, health, and nutrition, using locally produced videos and human mediated dissemination. In a controlled evaluation, the approach was found to be 10 times more cost-effective and uptake of new practices seven times higher compared to traditional extension services.

Till date, we have produced over 2,800 videos in more than 20 languages, reached 3,000 villages and over 330,000 farmers. We currently implement projects in seven states in India and in selected areas in Ethiopia, Ghana, Mozambique and Tanzania in Africa in partnership with over 20 partners.

We engage with and empower rural communities to produce participatory localized videos, leveraging pre-existing group structures to disseminate these videos through human mediation. These videos are of the community, by the community and for the community.

The approach includes: (1) a participatory process for video production on improved livelihood practices, (2) a human-mediated learning model for video dissemination and training, (3) a hardware and software technology platform for data management customized to limited or intermittent internet and electrical grid connectivity, and (4) an iterative model to progressively address the needs and interests of the community with analytical tools.

Our data management software called Connect Online | Connect Offline (COCO) and Analytics dashboard suite customized to low resource settings are used to collect and analyse near real-time data on dissemination, adoption, and community interest.

About This Manual

Training is an essential element in the Digital Green approach, since much of our work is centered on enhancing the capacities of both, our partners as well as the community. We essentially offer two kinds of training:

1. Video Production Training 2. Dissemination Training

This manual is designed for use in a video production training, and has been designed to build participants' capacity in producing videos.

What all does this training cover?

Video production involves three stages:

- 1) Pre-production: All the things that need to be done before a video can be shot fall under the pre-production stage. This includes research, scripting, storyboarding and planning for field shoot.
- 2) Production: This is the stage in which the video is shot.
- 3) Post-production: This includes editing the video.

Digital Green video production training covers all these stages in detail and makes the participants ready to plan, edit and shoot a participatory, localized video.

Instructions for Facilitators

A typical Digital Green training program has a participatory approach, which means that it:

- Is a process of collective analysis, learning & action for achieving shared objectives
- Has an environment of trust – sharing of skills, knowledge ideas and resources
- ❖ As a trainer, ensure that you:
 - Make learning **participant-centric**, not activity-centric
 - **Empower** participants as individuals and as community members
 - Encourage participants to **express themselves**, and be articulate and powerful speakers
 - Evolve **critical and independent thinking**
 - Make learning a **fun experience**
 - Make the learning environment **non-threatening**
 - Encourage **self-reflection**
- ❖ You should encourage learning through:
 - **Learning through doing:** Participants should have the opportunity to practice everything that they are learning.
 - **Base training on real examples:** Ask participants to think of examples and experiences from their life. It will help them connect with concepts more easily.
 - **Shared process:** Let participants learn in groups through exchange, discussion, feedback and sharing. Learning along with your peers is usually more productive.
 - **Structured reflection:** This will help participants to consolidate their learnings, and also take responsibility for what worked well, what didn't, where they need to improve and so on.
- ❖ Plan your training in advance. Ensure that you have all the materials, resources and videos with you. Respect the time that the participants are giving to this training. Go through all the sessions and even practice with a colleague if you have to.
- ❖ This training should be conducted with a co-facilitator. A single trainer would significantly dilute the level of attention given to all participants.
- ❖ **The most important thing to remember during this training is to let the participants become comfortable with the equipment. You should let them own the camera, and touch it only when absolutely necessary.**
- ❖ You will have to be careful that certain participants might feel inhibited or 'scared' of touching the camera. While other participants might be really enthusiastic about using it. Ensure that participants who are feeling inhibited get enough time to practice and get over their anxiety. Do not let some participants control the equipment. Divide roles carefully in the groups.
- ❖ **Use energizers during the training.** An energizer is usually used to pick up some energy in the group, when you feel that they are getting less involved. It can be simple things like clapping in a rhythm or short group games (find some of the energizers that DG uses often online here:).

Day 1

Session No./Title	Time Required
1.Introduction	45 minutes
2.Expectation Mapping	15 minutes
3.Using Video in Extension System	1 hour 15 minutes
4.Introduction to Equipment	1 hour 30 minutes
Break	1 hour
5.Types of Shots	2 hours
6.Camera Angles and Movements	1 hour
Total	7 hours

SESSION 1: INTRODUCTION AND ICE-BREAKER

Total Time: 45 minutes

Why conduct this session

Ice breaker is an activity or game which literally helps break the ice among the participants. It is supposed to be fun and engaging and help participants become more comfortable and at ease with each other. Often when participants do not know each other, this session will help them get acquainted with other participants.

How to conduct this session

Materials required: None

Methodology: Game

There are several ice-breakers which can be used for introductions within a group (Find them online at <http://bit.ly/1G8wtKF>). One of the simplest and fun ice-breakers is 'Meuume' game, steps of which are listed below:

1. As the participants enter, let them mingle with each other.
2. Introduce yourself – your name, your organization and your background. Let them know why you feel excited about this training and what you are looking forward to in the next five days.
3. Ask the group how many people already know each other. Typically, there will be a few people in the group who know each other. Ask these individuals to stand in a circle.
4. Pick one person in the circle and ask that (1st) person to say their name to the person on their right in the circle. Ask the (2nd) person next to them to say their name. The first person says the second person's name and vice-versa, following the sequence of 'Me, you, you, me'. For instance:
Gita (1st person) says: Gita
Priya (2nd person) says: Priya
Gita (1st person) says: Priya
Priya (2nd person) says: Gita
5. Now the 2nd person looks at the person on their right and says their name:
Priya (2nd person) says: Priya
Nidhi (3rd person) says: Nidhi
Priya (2nd person) says: Nidhi
Nidhi (3rd person) says: Priya
6. Let the entire circle complete. This way everyone in the group will be able to introduce themselves in an engaging way. The repetition also ensures that other group members find it easier to remember the names.
7. Once the introductions are done, ask the group to set their own norms for the training. This can include the time at which the training begins and ends, respecting each other, no disturbance from mobile phones etc. You can also add yours as a trainer if you feel that something critical is being missed. Write all these down on a flip chart and stick it where everyone can see these. Also let the group decide the consequences of not following the norms.

SESSION 2: EXPECTATION MAPPING

Total Time: 15 minutes

Why conduct this session

Understanding the participants' priorities and expectations is critical to a successful training. How consistent is the experience you are offering with the participants' expectations and previous experiences? By charting their expectations, you can understand what participants hope to gain from the training, and even share your own expectations as a trainer.

How to conduct this session

Materials required:

1. Post-its
2. Markers/Sketch pens
3. Flip chart/White board

Handout:

Training Agenda

Methodology: Reflection

1. Ask participants to sit in a circle.
2. Keep markers and Post-its in the middle of the circle.
3. Ask each person to pick a marker/pen and Post-its.
4. Ask the group to write down their expectations (max. 4) – one on each Post-it. Ask them to be as brief as possible. They can also use single words to describe their expectations. Give them 5 minutes for this activity.
5. Ask one person to collect all the Post-its and stand next to you.
6. Ask this person to read aloud what is written on the Post-its while you organize the expectation into groups on a flip chart.
7. Once all the Post-its have been read out, tell the group how you plan to address their expectations.
8. Brief the participants on what exactly you plan to cover in the next five days and distribute copies of the training agenda. Having the agenda helps participants to understand what they would be learning and getting prepared for it. *This agenda might not be very detailed and can give only an overview of main sessions to be covered, such as Camera Operations, Tripod Operation, Storyboarding and Editing.*
9. Lay emphasis on the fact that since there is a lot of material to be covered in the next five days, you will require the group to cooperate with you and each other. Inform the group about facilities for drinking water and washroom.

Note: It is essential that the group starts owning the training and during expectation mapping you should aim at connecting the objective of the training with their objectives. .

SESSION 3: USING VIDEO IN EXTENSION SYSTEM

Total Time: 1 hour 15 minutes

Why conduct this session

This participatory, creative session will not only help energize your group, but also highlight how different types of communication work. More specifically, it is designed to show the benefits of a mediated, audio-visual mode of communication. It will also introduce all participants to the Digital Green approach for information dissemination

How to conduct this session

Section I: Moon Tent

Time: 45 minutes

Materials required:

1. Moon tent activity sheets (at least 2-3 per participant)
2. Three sets of instructions (a. written, b. visual and c. video)
3. Moon tent video
4. Projector
5. Speaker

Methodology: Game

1. Divide participants into three groups. Ask them to brainstorm amongst themselves and come up with a list of various mediums used for information dissemination in five minutes.
2. Ask each group to prioritize the list of mediums in order of effectiveness. For instance: 1) Radio; 2) Newspaper; 3) Street theatre etc.
3. Ask each group to come up and share their top three mediums and why they feel these mediums are effective.
4. Based on what each group has presented, select them for 'written instructions', 'visual instructions' and 'video instructions'. For example, if a group has mentioned written information is the best mode, give them written instructions (This can also be changed to oral instructions, where the instructions to make a moon tent are read out to them).
5. Ask each group to sit in separate rooms.
6. Make sure that none of the groups is explicitly told what is to be done. Do not even mention the name of the activity.
7. Distribute the moon tent activity sheets to each participant and then hand out the three different sets of instruction (Tools A, B and C) to each group.
Make sure each group gets only one of the three tools.
8. Ask each group to complete the activity and make as many models as possible within 15 minutes.
9. At the end of the 15 minutes, ask participants to gather in the training room and ask them to sit in a circle but with their team members.
10. Ask participants to identify what they made.
11. Ask individual groups to judge which group has done the most with quality.

12. Start a discussion on the following questions (also available on the cue cards given with this manual):
- What did group 1 try to make?
 - What did group 2 try to make?
 - How come one group got the best result in the shortest time?
 - What helped them get the best result?
 - What went wrong with the other groups?
 - What were the hindering factors for other groups?
 - What challenges did each group face?
13. Depending on the answers, channelize the whole discussion to the effectiveness of mediated audio-visual communication. Cover the following main points:
- Instructions become more clear than other mediums
 - It is also faster to understand things
 - There is little ambiguity about what needs to be done
 - You can see the exact process to be followed
 - Instructions can be repeated, if need be
 - You can both see and hear, so it is difficult to go wrong
 - Several people can watch easily at one go
14. Ask groups 1 and 2 if they would be interested to make a perfect moon tent by understanding the procedure through human mediated audio-visual approach.
15. Show the moon tent video through mediated instructions.
16. Ask the entire group what they think about using video in extension system.
17. Appreciate what has been stated by the participants on the effectiveness of audio-visual approach and state that this has also been acknowledged by the research community.

Note: Encourage a free flow of responses, and ensure that while summarizing the advantages of audio-visual medium you are using the same expressions/words as used by the participants. This would make them feel that the knowledge is coming from them, not from you. Use expressions like, 'Like you said, there is less ambiguity about what the process to be adopted.'

Section II: Introducing Digital Green and Video Producer's Role

Time: 30 minutes

Materials required:

1. Digital Green photo story
2. Video Production Team Video
3. Projector
4. Speakers

Methodology: Visual Presentation and Group Discussion

1. Draw on the last activity to talk about Digital Green's work in using video in agriculture extension.
2. Explain the process flow chart through the photo story (provided with this kit):

- **Topic identification and content development:** By partner organization based on community needs in the region
 - **Video Shooting:** Done by video production team at the block level, in local language and features local farmers
 - **Editing video clips:** Done by video production team, vetted by expert committee to check the information
 - **Dissemination process:** Practice shown through video to a group
 - **Use of pico projector in dissemination:** Appropriate for areas with weak electricity supply
 - **Information gathering and feedback:** Discussion with the group and expressed adoptions noted
 - **Verifying adoptions:** Physical checks done
3. Ask participants to list the advantages of the Digital Green approach. Discuss the advantages.
 4. Emphasize the participatory approach that Digital Green adopts and why that is critical to the model we use. Discuss why participatory videos are better. Encourage participants to think about why doing everything at such a local level is helpful. Cover the following points (also provided in the cue cards):
 - Farmers learn from their peers
 - Agricultural practices differ from region to region and localized and more contextual videos are more helpful
 - Videos in local language is essential if farmers are to understand the message
 - Featuring farmers can become role models for their community
 - Mediators have a relationship with their own village members and can be the motivating person to adopt agricultural practices



5. Brainstorm how the participants will be producing videos at their local level.
6. Play the video on the Video Production team to give them an example of how it would actually work.
7. Ask the participants what they think about the nature of their work and why it is important in their community.

Note: After the video, focus on how production is not about just producing another video, but it is about making videos which will motivate and encourage others to adopt practices. For this reason they have to be embedded in their local reality, showcase practices in a very clear practical and easy way.

Session 4: Introduction to Equipment

Total Time: 1 hour30 minutes.

Why conduct this session

Almost all the participants that you would have in the session would be using a video camera for the first time. A lot of participants also have a fear of technology. Therefore, it would be really important to break their inhibitions and make them comfortable with the camera and tripod. This session would help with precisely that – introducing camera in a fun and non-threatening manner.

How to conduct this session

Section I: Camera Introduction

Time: 1 hour

Materials required:

1. Charged Cameras (1 for a group of 4-5)
2. Projector and Speakers



Methodology: Demo

1. Ask participants to sit in a circle. Keep the camera bag in the center
2. Ask one of the participants to unpack the bag and take the camera out. Ask them to hand it to the person sitting next to you.
3. Let the person hold the camera and tell them the way to hold it securely (for instance, have a good grip or secure their hands around the band). You need not hold the camera yourself, but instruct them.
4. Once they have held the camera securely, show them the record and stop button. Also show them the red symbol for recording and the time counter that runs as we start recording. Tell them that it will record both audio and video.
5. Ask them to record the person next to them - Ask them their name and why they are in this training. Tell them that after they finish their recording, they should train the person next to them in the same way you did. The whole group will go in a circle like this – recording the person next to them and training them the basic camera operation.
6. Once the whole group has had a go at the camera, play what they have recorded. *This is a really important part – the participants would be eager to see what they recorded and also how they appear on camera. Make sure that you capture this enthusiasm and play their footage back.*
7. As you play back the footage, some people would start talking about what could have been improved in the shot - for instance if there is backlight, someone would point that out, or if someone's head has been chopped off they would point that out too. Use the playback as a review too. Do not mention technical words right now, though.

Note: Make sure that you let the participants handle the camera on their own. Do not interfere, but be aware that the camera remains safe. As the trainer, you should be the one touching the camera the least during this training.

Section II: Tripod introduction

Time: 30 minutes

Materials required:

1. Tripods (1 tripod for a group of 3-4)

Methodology: Demonstrate and Practice

1. Ask participants to get in groups of 3 or 4. There should be one facilitator with each group. But if there are more number of groups, then you would need to first demonstrate the tripod operations to the entire group and then oversee each group.
2. Demonstrate the tripod (to the entire group or your own group).
3. Cover the following points:
 - a. Opening the Tripod
 - b. Increasing the height of legs and unlocking and locking the legs.
 - c. Center column and brace lock to keep the tripod from moving up or down.
 - d. Base plate, fixing the camera securely and Camera Lock
 - e. Panning handle and lock
 - f. Tilt lock
 - g. Crank handle for increasing height and lock.
 - h. Spirit Level/Bubble
 - i. Landscape/Portrait lock
4. Each person in the group should have the opportunity to open the tripod, put the camera on, try each lock and unlock, and fold the tripod back.
5. Emphasize on locking all the locks properly when using the tripod with the camera. Let them know that if they do not lock properly the chances of the camera falling becomes extremely high. They should always check the locks.
6. Emphasize checking the spirit level before taking any shot.
7. One of the most common mistake is to not open the brace lock properly. Highlight this.



Note: Emphasize the proper use of the tripod. Also make it clear that every shot that they would take from now is while using the tripod. Hand-held camera would not be used.

SESSION 5: TYPES OF SHOTS

Total Time: 2 hours

Why conduct this session

The five basic shots are the basic element of structuring a video. The participants need to have a good understanding of what these different shots are, why we use different shot sizes and what each shot size is meant for. This session would help them in developing this understanding.

How to conduct this session

Materials required:

1. Cameras (1 for a group of 4)
2. Tripods (1 for a group of 4)
3. Types of shots video
4. Video

Handout: Types of shots

Methodology: Visual Presentation and Practice

1. Explain to the participants what a shot is: The recording from when you press start till you press stop. Show them the video on Types of shots. This video would not only be helpful in them understanding the different types of shots but also when to use which shot. Pause at each type of shot and ask them to reflect on why a certain shot was used:
 - Establishing shot: for establishing the location and context
 - Long shot: for showing the full person, along with some background
 - Mid-shot: For shots waist upwards – especially while showing a conversation. But it does not always have to be only waist up. It can be from the chest or from the knees too – dependent on what exactly we want to shoot.
 - Close-up: Just the face of a person to show emotions
 - Extreme close-up: In case of wanting to detail something.
 - After these cover Mid-close up and Mid long shot too as variations of mid shot that can be used during conversations.
 - Cover the over the shoulder shot as well, something that is helpful in bringing variation in a conversation between two people.
2. Once you have gone through the video, divide them into groups and ask each person to take at least 5 of these shots. Each shot should be for 10 secs. Instruct them to say their name when they take the first shot and also say aloud the name of the shot they are taking when they start recording. *This will help you during the review to identify who took which shot.* Give them 30-45 minutes for this exercise.
3. When the groups get back, review their shots and ask others to give feedback on whether the person took the right shot or not. Also discuss if it was the appropriate shot. You should spend substantial time (maybe around 30-45 minutes) in the review because this would form the basis of their video-making skills.

Note: It is quite important for each and every person to understand the types of shots – so you should give the opportunity to each participant to take these shots independently, even if it takes longer. The reason of doing this exercise in groups, although everyone takes individual shots is so that participants can help each other and also learn from others.

SESSION 6: CAMERA ANGLES AND MOVEMENTS

Total Time: 1 hr.

Why conduct this session

Camera angles and movements are important elements of visual storytelling and this session would help the participants to not just know what these are, but also how to use them in their own videos.

How to conduct this session

Materials required:

1. Cameras (1 for a group of 4)
2. Tripods (1 for a group of 4)
3. Camera angles video

Handout: Camera Angles and Movements

Methodology: Visual presentation and Demonstration

1. Show the video with the different camera angles in it: Low angle, eye-level and top angle.
2. Discuss with the participants how they think it makes a difference to what the shot portrays. Does the meaning change with the angle? Do a 10 minute presentation and practice. Cover the following points:
 - Low angle: Camera is below and/or looking up. It makes the subject look bigger.
 - Eye-level: Camera kept at eye-level. It makes the subject look equal.
 - Top angle: Camera kept at a height and/or looking down. It makes the subject look smaller.
 - Almost all the shots we take would be at eye level.
 - Even if the person is sitting below on the ground, we reduce the height of the tripod instead of taking a top angle.
 - Take a low or top angle only when we want to demonstrate something specific.
3. Ask each person to take all the three types of angles. Give them 30 minutes for this exercise.
4. Review a few of the exercises. Ask the other participants to give feedback on how the shots are and if something can be improved.
5. After the review demonstrate using the camera and tripod how to pan and tilt the camera.
 - Pan is left to right or right to left movement
 - Tilt is up to down or down to up movement
6. Caution the participants that we should avoid using the camera movements until it is absolutely necessary. Also, most often the camera movements become quite jerky, which would not qualify for a good shot.
7. Also tell them about zoom in and out and caution them that unless they cannot go near the subject physically, they should never zoom in or out. They should definitely never zoom in or out while the camera is recording.

Note: In the technical sessions keep emphasizing and repeating the points where most of the people make mistake. Certain things like adjusting tripod height to eye level when a farmer is sitting, sparse use of panning and tilting need to be ingrained before they leave the training.

Wrap-up

Total Time: 15 minutes

Why conduct this session

This session would enable participants to reflect on their learning from the entire day. It would also help you as a facilitator to get a feedback on your training and things that can be improved for the next day.

How to conduct this session

Materials required:

1. Post-its
2. Markers/Sketch pens
3. Flip chart

Handout: None

Methodology: Reflection

1. Ask the participants to sit in a circle and ask them to mention one thing they liked from the training session and one thing that they need more practice on. Make sure that their inputs are noted on a flip chart by you or your co-facilitator. Alternately, you can put up flip charts on the wall and ask the group to write what they liked on post-its and paste on one and what they want to learn more on the other. Leave the post-its and markers near the flipcharts.
2. Also ask the participants if there are specific things that they haven't understood something properly or would like to be improved. It is quite likely that some people wouldn't be comfortable with the equipment. If you have observed such participants, then ask the participants who have learned faster to help the others.
3. Leave the cameras and tripods with the participants. Ask them to practice more in the night. They should treat the equipment with care. Make a participant responsible for taking care of the equipment and charging the cameras fully.
4. Ask some participants to volunteer to recap the sessions the next day. Select one person for each of these: using video in extension, intro to equipment, types of shots and camera angles and movements.

Day 2

Session No./Title	Time Required
Welcome to Day 2	30 minutes
7. Composition and Framing	1 hour
8. Location Management	30 m
9. Light and Sound	1 hour
Break	1 hour
10. Storytelling	45 minutes
11. Maintaining Visual Continuity	3 hours
Wrap-up	15 minutes
Total	7 hours

WELCOME TO DAY 2: RECAP

Total Time: 30 minutes

Why conduct this session

You want to start the day with some high energy and getting the group back in the training mode. This day is also a lot about creativity and a creative exercise would put the participants in the right frame of mind.

How to conduct this session

Materials required: None

Handout: None

Methodology: Game, Reflection

1. Ask each volunteer to come and recap each of the session.
2. Do a small discussion if people have got concerns or things are unclear
3. Do a quick brief on the sessions on Day 2.

SESSION 7: COMPOSITION AND FRAMING

Total Time: 1 hour

Why conduct this session

There are various elements of a good shot, including framing, steadiness, and composition. In this session, the participants would learn these elements so that they can make videos with good visual quality.

How to conduct this session

Materials required:

1. Cameras (1 for a group of 4)
2. Tripods (1 for a group of 4)
3. Good framing and Bad framing Video
4. Video



Handout: None

Methodology: Visual Presentation and Practice

1. If during one of the exercises, someone had taken a shot that covered all the elements of a good shot, then you can use it. You can also use the video.
2. Ask the participants how they find that shot. Ask them why they think it looks good. Cover the following points:
 - Head room: Space above the head of the person
 - Look room: Space in front of the person, in the direction where they are looking
 - Walking room: Space in front of the person, in the direction that they are walking
 - Rule of thirds: Object not being bang in the middle but slightly on the side.
 - Beware of background
3. You could also show them some examples of when the above basic principles were not followed and how the shot did not look good. Or you can take examples from their earlier exercises to explain. Ask them now that they know these framing rules, how could they have made it better.
4. Also mention that while taking a video, there are few other basics:
 - Steady: the shot has to be steady and not shaky
 - Duration: The shot has to last at least 10 seconds. Lesser than that can usually not be used during editing.
5. Now ask everyone in the group to go and take three good shots of one object/person. Give them 20-25 mins to do so.
6. Review the shots taken by each participant and ask the group to give their feedback on how they like the shot and if there can be any improvement.

Note: Let the participants know that rule of thirds is mainly for aesthetic value; it is not really a 'rule'. It is not as if keeping the subject in the center is wrong. In fact, sometimes it is more impactful to keep the subject in the center. You can give them an example of that.

SESSION 8: LOCATION MANAGEMENT

Total Time: 30 minutes

Why conduct this session

Location plays a crucial role in bringing wholesomeness to the video. Video aesthetics will largely be based on location. Hence, the location is an important element in video production. Location management includes but not limited to identifying a right location convenient for farmer-actors, appropriate lighting and full-proof sound capturing and finally, arranging the selected location for video shoot.

How to conduct this session

Materials required:

1. White Board
2. Markers
3. Video Camera, Tripod, Memory Card, & External Microphone
4. Location Management guidelines & tips handout

Handout: None

Methodology: Lecture

1. Location is premises of farmer's house/ farm-field/ extension functionary workplace / beneficiary workplace where shooting is scheduled. In simplest words, location is where the video shooting takes place.
2. In identification of a right location, we need to ensure that it has uniform lighting, no white walls, and no vastness as background and free from any sound disturbances.
3. In community video production context, the location is actually a 'block'. Block is a space where majority of action takes place and in which we build series of shots, scenes and sequences.
4. Even when we are shooting at a farm-field, we must identify a right 'shooting block'. The videos in domains like institution building where we need to capture group facilitation, the identification of a right shooting block must ensure that the block has adequate space for all actors and production crew to around with camera.
5. In identification of shooting locations, please try to avoid concrete structures i.e. buildings and also vast spaces as background.
6. After identification of location, choose a right shooting block where actors position themselves and practice demonstration/ facilitation discussion takes place.
7. After choosing the shooting block, it must be arranged for shooting. Examples of arrangement are arranging properties, removing unwanted material, and placing appropriate things etc.
8. Tell the participants that they should try to avoid plastic chairs, motorcycles, and cots etc. in the background of shooting location or shooting block.
9. During production, try to search for location where majority of colors mild in their tone. Example: Red clay coated mud walls.

10. Try to avoid locations house in the background with open-doors. In the shot, the open-door in the background creates dark patch which looks odd in the video. As an alternative, we must ensure the doors of house to be closed.

Cover the following Do's and Don'ts:

Do's:

- a) Take sample shots from various points to check which shot is looking better.
- b) When shooting in the street/school/ hospitals/ women group meetings, try to organize and control movement of others who are impeding and disturbing actors' movements.

Don'ts:

- a) Don't shoot preferably inside a house/kitchen/hospital. Try to find an alternative to such situations.
- b) Don't plan facilitation discussion in vast open fields which disturbs sound recording and also captures unnecessary wind-noise.

11. You should demonstrate location management including searching process for right location, choosing a shooting block, arranging the shooting block to enhance aesthetics and taking sample shots show to participants.

SESSION 9: LIGHTING AND AUDIO

Total Time: 1 hour

Why conduct this session

Two of the most important elements of any video are light and sound. Often these are ignored by production teams, leading to videos where sometimes important things cannot be seen or the actors cannot be heard properly. It is important to let the participants know the importance of these two elements and how to get good light and audio.

How to conduct this session

Section I: Lighting

Time: 30 minutes

Materials required:

1. Charged Cameras and Tripod (1 for a group of 4-5)
2. Reflector and Diffuser
3. Projector and Speakers
4. Light video

Handout: None

Methodology: Demonstration

1. First show the video on lighting to the participants. Ask them why good lighting is important.
2. Explain to the main source of lighting: natural and artificial. They should always try and use natural light. Cameras often do not capture artificial light from tube lights etc. appropriately.
3. Cover the following points:
 - a. Backlighting
 - b. Uneven Lighting
 - c. Sun in the frame
 - d. Under-exposed
 - e. Over-exposed/Burning effect



4. Highlight that the best time to shoot is when sun's rays are falling in a slanted manner, i.e., early morning and evening. That is when we get a soft light. When the sun is directly above the head, shadows are formed and the light is extremely harsh.
5. Cover all the tips that are mentioned in the handout – no use of striped clothes, white clothes, shiny objects.
6. Then demonstrate the use of reflector and diffuser. Reflector is the shiny surface used to reflect light from the source of light on to the face of the actor. Diffuser is used to cut light out.

Section II: Sound

Time: 30 minutes

Materials required:

1. Charged Cameras and Tripod (1 for a group of 4-5)
2. Corded Microphones (1 for each camera)
3. Projector and Speakers
4. Video

Handout: Audio

Methodology: Demonstration

1. Set up one piece of equipment for yourself. Give each group one set of equipment.
2. Show the entire group the mic and how it functions, the on /off button, the battery and the clip.
3. Demonstrate how the mic should be put on the actors, how the wires can be hidden and how they can be secured.
4. Remind them to put the mic off once they have recorded and fold the cords properly.
5. Tell them the 'In' in the camera for the mic and the headphone.
6. Now ask them to choose a good location in the room and record a short 1 minute interview. In the same location shoot the interview with the same person, but just from the camera, not the mic.
7. Play both the footage back. Ask them if they notice any difference in the sound quality between the two. They should have noted that there was more background noise in the second one and the first one was clearer.
8. Emphasize that in almost all circumstances they would be recording using a mic, because camera mics are not strong and capture a lot of background noise.
9. Remind them that they should check whether the audio has been recorded after each shot that they take. Otherwise they might spend a lot of efforts and come back with footage that does not have any audio.

Note: Most common mistake people make is to not put the mic on while recording or not putting the battery in it. Make sure you emphasize these. Also, taking care of equipment, including mic is essential. They should turn the mic off and put it away properly once they have finished the shoot.

SESSION 10: STORYTELLING

Total Time: 45 minutes

Why conduct this session

Participants would understand the need for developing a story and storyboarding for a video. Storyboards provide a guide for producing a video. It is like having a map in your hand when you are trying to find a place. In this session the participants would also learn how to develop a storyboard.

How to conduct this session

Materials required: None

Methodology: Game

1. Ask the participants to sit in a circle. Explain that the first person would start with the line 'Once upon a time'. The second person should add another sentence to this one and take the story forward. The third person in the circle would add another line and so on. They have to finish the story in either one or two rounds (depending on how big your group is. If there are more than 16-17 people, you might want to end in one round.)
2. After the story has been made, you can either stop this exercise (if the story would serve the purpose, otherwise ask them to go for another round and make a better story.)
3. Once the storytelling circle is over, ask them to list some common elements in all the stories. You should come up with a list like 1)There was a beginning, end and middle; 2) Conflict; 3)Twist; 4) Characters; 5) Location
4. Focus particularly on the 'Story Arc': the beginning, middle and end; that there is always a conflict and in the end that conflict gets resolved. Ask them to think about stories that they might have heard, films that they might have watched and how all of them had all of these elements and there was always a main conflict that got resolved when the story or the film ended.
5. Each story is made of these elements. Explain that each shot is when a camera starts recording till it ends. A scene is a combination of various shots, but which happen in one place and time. Different scenes make a story.

SESSION 11: MAINTAINING VISUAL CONTINUITY

Total Time: 3 hours

Why conduct this session

Often it is difficult for people to visualize how the shots they are taking would be used during editing. They might also end up taking shots that would result in jump cuts. This session would address these issues and would help the participants to learn how to shoot in a way so that they avoid jump cuts and maintain a visual continuity.

How to conduct this session

Materials required:

1. Cameras, Tripods, Microphones (1 for a group of 4-5)
2. Video

Handout: Maintaining Visual Continuity

Methodology: Visual Presentation and Practice

1. Cover the following things that are important for visual continuity: 30 degree rule, 180 degree rule, walking in and out of frame and changing shot sizes. Take about 30 minutes to cover these basics.
2. 30 degree rule: If you are shooting the same subject, then you should move at least 30 degrees to your left or right when you change the shot.
3. Show a video where the 30 degree rule is followed and also show one where the camera was kept at the same angle. Ask the participants to tell the difference that they noticed in the two videos.
4. 180 degree rule: If you are shooting a conversation between two people, make an imaginary horizontal line across the camera. You cannot jump to the other side (unless you move to the other side following the 180 degree rule), or it will appear as if they exchanged their position.
5. Show a video where the 180 degree rule was followed and where it was not.
6. Walking in and out of frame: When shooting a person walking, they have to 'walk in' the frame and 'walk out' of the frame. If they start walking from the middle of the frame, or stop walking before they exit the frame, then it'll be a jump.
7. Show a video where people walk in and out of frame and one where they just appear in the middle and stop in the middle.
8. Changing shot sizes: The 30 degree rule can be overlooked, if the two consecutive shots, even from the same angle, are of different sizes. For instance, the close-up of a person's face followed by a mid-shot would not result in a jump, even if they are taken from the same angle. However, you cannot go from an extreme long shot to a close-up.
9. Show a video clip where shot sizes have been changed from the same angle.
10. Shot sequencing: While shooting, we use a combination of shots and not just one shot. Most often when we sequence shots, then we could move from one shot size to either the same shot size or one size bigger or smaller. For instance, if we are shooting a conversation, we would have mid-shots of both the people when they speak. But if we are shooting a person doing some activity, we will show

a long-shot, then their medium shot and then a close-up of their face or hand. We would usually never jump several shot sizes – for instance from extreme long shot to a close-up.

11. Show a video clip where different shots have been used meaningfully.
12. Give each group the activity to shoot a story with dialogues. The video should not be more than 2-3 minutes. Remind them to keep in mind the different elements: light, audio, story structure and continuity. Give them 2 hours to plan and shoot.
13. Work with the groups while they are thinking about their story. Make sure that the stories are simple and easy to shoot, and that they are not trying to execute complex ideas.
14. Review the videos in the last 30 minutes of the session.

Note: It is extremely difficult to understand these concepts unless the participants see it in practice. If you feel that the participants have not understood the concepts even after showing the video clips, you should do a demonstration.

Wrap-up

Total Time: 15 minutes

Why conduct this session

This session would enable participants to reflect on their learning from the entire day. It would also help you as a facilitator to get a feedback on your training and things that can be improved for the next day.

How to conduct this session

Materials required:

1. Post-its
2. Markers/Sketch pens
3. Flip chart

Handout: None

Methodology: Reflection

1. Ask the participants to sit in a circle and ask them to mention one thing they liked from the training session and one thing that they need more practice on. Make sure that their inputs are noted on a flip chart by you or your co-facilitator. Alternately, you can put up flip charts on the wall and ask the group to write what they liked on post-its and paste on one and what they want to learn more on the other. Leave the post-its and markers near the flipcharts.
2. Also ask the participants if there are specific things that they haven't understood something properly or would like to be improved. It is quite likely that some people wouldn't be comfortable with the equipment. If you have observed such participants, then ask the participants who have learned faster to help the others.
3. Leave the cameras and tripods with the participants. Ask them to practice more in the night. They should treat the equipment with care. Make a participant responsible for taking care of the equipment and charging the cameras fully.

Day 3

Session No./Title	Time Required
Welcome to Day 3: Recap	30 minutes
12. Research and Topic Identification	1 hour
13. Scripting and Storyboarding	1 hour 15 minutes
14. Question & Answer: Facilitation	
Break	1 hour
15. Shooting in the field	3 hours 30 minutes
16. Plan for field shoot	30 minutes
Total	7 hours

WELCOME TO DAY 3: RECAP

Total Time: 30 minutes

Why conduct this session

You want to start the day with some high energy and getting the group back in the training mode.

How to conduct this session

Materials required: None

Handout: None

Methodology: Presentation

1. You can ask one person from the group to come and explain the main points for each session.
2. You will cover: Composition and Framing, Location Management, Lighting, Audio, Storytelling and Visual Continuity.

SESSION 12: RESEARCH AND TOPIC IDENTIFICATION

Total Time: 1 hour

Why conduct this session

Each and every video would require research before it to find out few main things: which topics are important for the community, what particular aspect needs to be highlighted, who can give information about those topics, what are the kind of solutions that we can propose to the community. This session would equip the participants to think carefully about all these questions before they start shooting.

How to conduct this session

Materials required: None

Handout: None

Methodology: Lecture and Practice

1. Pick up a theme that is relevant for the participants - agriculture, health, nutrition etc. Tell them that since they have to make videos for this particular field, as a group you would now start thinking about the topics for videos.
2. Ask the participants about what might be a really important support that their community might need. Help them identify a particular practice. In health it can be Health→Maternal and Child care→care of new born→immunization. In agriculture it can be Agriculture→ Crop→Rice→Sowing. Help them go from the broad area to the smaller topic. Help them to think about the specific thing that the community can do rather than vague concepts.
3. Once the entire group has zeroed in one practice, ask them to think about the kind of information that they feel is necessary for the video. Keep noting the points on the flipchart/whiteboard.
4. When they have identified the information that they would like to share in the video, ask them about:
 - Who would be the best source of information in their own village? (Probable answers: progressive farmer, community health worker etc.)
 - How would they find such a person and get in touch with them? (Probable answers: Maybe they can ask their neighbors or they can ask the local NGO or go to the PHC/Aanganwadi (or other such centers)
 - What questions would they ask?
5. When they go and meet that person, they should take a list of questions with them and note down all the answers that they give them, so that it can be used for planning the video.
6. During this discussion stress that while you can get experts as well to give information about that particular practice, the experts might not be aware of the exact needs of the community, or they might not talk in the same language as the community people. Hence, we prefer to have people from the same community itself, who can become models for other community members.
7. Also explain that while people from the community would be our source of information and would feature in the videos, we would seek help from experts to see if the content of the video is correct or

not. We cannot share wrong information from the community and explain that this part of the process is critical.

8. By the end of this exercise, you should have a topic and the information points for the video. You might have already talked with the partner staff before the training about the topics that are relevant to the community and can be shot by the participants during the training. Help the participants with that particular topic – partner staff should be able to support you in this. Next session should be about converting this into a script.

SESSION 13: QUESTION AND ANSWER TECHNIQUE

Time: 2 hours

Why conduct this session

Question and Answer is the most common form that Digital Green uses in its videos. There is some dramatization at the beginning and the end, but the main content – the instructional part is usually explained through a question and answer format. This session would help the participants understand how to develop the discussion between the farmer and model farmer in the video.

How to conduct this session

Materials required: None

Handout: Q&A Sample Guide

Methodology: Visual Presentation and Practice

1. Firstly, explain to the participants the different types of questions – open-ended and close-ended. Open-ended are those which allow the respondent to give a detailed answer (What, Where, When, Why, How). Close-ended restrict the respondent to answer a yes/no.
2. The questions should go in a series, starting with questions that ask the model farmer to introduce themselves
3. The questions should be probing questions – i.e., they should invite an in-depth answer. If they do not get a clear answer, they should ask the question in a different manner and ask for more details.
4. Ask them to now get into pairs. Tell them that one person would act as an interviewer and another as interviewee. They should pick up one topic (any topic of their choice) and conduct a role play. Everyone gets 10-15 minutes to prepare and then 5 minutes to present. After each role play, the rest would give feedback on the kind of questions asked.



SESSION 14: SCRIPTING AND STORYBOARDING

Time: 1 hour

Why conduct this session

There might be a tendency amongst participants to just pick up the camera and go to shoot. They need to realize that it is a planned effort and that they cannot go to shoot without having a proper storyboard, which has been approved.

How to conduct this session

Materials required: None

Handout: Storyboard format (3 per participant)

Methodology: Lecture and Practice

1. Share the storyboard format with all the participants.
2. Explain them each and every field in the storyboard format.
3. Explain to them the process as well: First the topic would be decided. The main points to be covered would be shared by the expert. They will then research with a model farmer who implements the practice in a proper manner. Based on it, they will prepare the storyboard and get it approved by the expert. Once the storyboard has been approved, the video will be shot.
4. While preparing the storyboard they have to focus on two things: the visual and the text and how they should connect with each other.
5. They have to visualize the story. First and foremost, they should break it down into Introduction, Middle and End and then think of different scenes for each part.
6. Emphasize that during actual video production they will have to go to the site where they would shoot. This should happen during the research process. They should not just go and meet the person that they want to, but also visit the site where they will shoot. During the site visit they would:
 - Select a good location
 - Conduct research with the farmer
 - Make the farmer comfortable and finalize the day of shoot
7. They will then come back, develop the storyboard. The visuals of the place would help them make the visuals in the storyboard and the research with the person would help them write the text.
8. Divide them into groups. With the partner staff you should have decided how many videos you are going to shoot. Usually a group of 4-5 participants shoots one video. You and the partner staff should help them develop the storyboard.

SESSION 15: SHOOTING IN THE FIELD

Total Time: 45 minutes

Why conduct this session

While the various basics of camera and shooting, the different rules and different processes are important for shooting a video, there are several details which make shooting in the field successful. There are several things that can also go wrong when we go shooting in the field and this session would give participants some tips about how to shoot in the field and how to make sure it goes smoothly.

How to conduct this session

Section I: Camera cues and Production Crew

Time: 15 minutes

Materials required: None

Handout: Tips for Shooting in the field

Methodology: Lecture

1. Tell the participants about the various camera cues and their importance.
2. The sequence goes like this:
 - Director - Silence: everyone stops speaking
 - Director - Camera Ready?
 - Cameraperson – Ready: If the frame has been set properly
 - Director - Sound check: Check that the mic is working
 - Actor – Mic check
 - Cameraperson: Sound ok
 - Director – Roll Camera: Cameraperson presses record
 - Record for 5 seconds
 - Director - Action: The actors start their action/dialogue
 - Director - Cut: Actors stop their action/Dialogue
 - Camera person still keeps recording for 5 seconds and then stops recording.
3. Explain to them that recording for 5 seconds before and after action is essential as it helps during editing to have some extra footage.
4. Next tell them about the various production roles. These are dependent on the number of members in the team, but usually these would be:
 - Director: Would set the shots and framing and guide the whole shoot. S/he would check the sound and framing before the shooting starts. The Director gives all the above cues.
 - Camera person: Would set the camera properly at the appropriate angle and with right framing.
 - Floor manager: This person would ensure that everything in the frame is set properly – chairs, tables etc., that mic wire is not showing in the frame and so on. They would also work

with the actors – explain to them their dialogues/action, practice with them and put the mic on the actors.

- Assistant: Would help with other things such as using reflectors.

Note: Sometimes the actors can get intimidated by these cues, and it might be important to follow the same procedure but without saying the cues loudly. Also, terms like 'Roll Camera', 'Action', 'Sound Check', might be unusual in certain communities and you should encourage them to use their own terminology.

Section II: Preparing actors

Time: 15 minutes

Materials required: None

Handout: None

Methodology: Lecture

1. Tell the participants that sometimes it might be difficult to work with the actors in the video, because they might either get intimidated in front of camera, speak in low volume, or speak too much. All of these issues need to be handled to come up with a good video. Some tips while working with actors is:
 - The first thing that you need to work on is making them comfortable. Most people get very conscious in front of the camera, and it is our job to make them feel at ease.
 - During the selection stage, they should choose an actor who is well-spoken and confident.
 - Next, you need to make them aware of what they will speak about and what they need to do. Be very clear. If you are doing an interview with them, go through the questions with them and do a dry run or two. Let them practice till they feel comfortable.
 - You should practice with them once with all the things set up – the camera, the mic etc., and say that you would practice once. Practicing with all the equipment around would also help them get at ease.
 - It can happen that the actor takes several takes to get one thing right. But do not show your frustration, or they'll get more flustered. In such cases, you might want to take a break from shooting and continue after some time.
 - Explain them all the cues before-hand. Tell them that they have to start their action or dialogue after the Director says 'Action'.
 - Tell them to not look towards the camera, but keep looking at the other actors who they are talking with. Even when the Director says 'cut' they should continue looking at the other actor.

Note: Highlight that they should try and select actors who are well-spoken and confident because training a person who is not that confident is an extremely difficult job.

SESSION 16: PLAN FOR FIELD SHOOT

Total Time: 1 hour 30 minutes

Why conduct this session

This session would help the participants understand the need for planning before going for a shoot.

How to conduct this session

Materials required:

1. Camera (1 for each group)
2. Tripod (1 for each group)
3. Mic (1 for each group)
1. Headphone (1 for each group)
4. Extra batteries
5. Reflector/Diffuser

Handout: None

Methodology: Lecture and Practice

1. Ask the participants what they think is essential to know and plan before they go for a shoot.
2. Write their responses on a flipchart/Whiteboard. The list should be something like this:
 - Final Location
 - Time for the shoot
 - The actors and their contact numbers
 - All permissions taken
 - All the materials needed for the shoot
 - Camera - fully charged, with empty SD card
 - Mic- fully charged
 - Extra batteries for camera and mic
 - Working Headphone
 - Tripod with its base plate
 - Reflectors and Diffusers, if need be
 - Storyboard
 - Roles and responsibilities
 - Logistics and transport arranged
3. Give them the production checklist and tell them that they should always use this list before they go for a shoot.
4. Based on the topic that they had selected ask them to prepare their story and write it down in the storyboard format. Support the groups in developing this storyboard.
5. Wrap up the day and tell them that they would go in the field for shooting tomorrow.
6. Make some people responsible for charging the equipment for next day.

Day 4

Session No./Title	Time Required
5. Video Production	7 hours
6. Wrap-up	30 minutes
Total	7 hours 30 minutes

SESSION 17: VIDEO PRODUCTION

Total Time: 7 hours

Why conduct this session

This session would give the participants a practical exposure that they would need before they can start working. It would also give them more practice of shooting videos.

How to conduct this session

Materials required:

1. Camera (1 for each group)
2. Tripod (1 for each group)
3. Mic (1 for each group)
4. Headphone (1 for each group)
5. Storyboard formats (3-4 for each group)

Handout: None

Methodology: Practice

1. You should have talked to the local person organizing the training and apprised them about the need to shoot in the field and arrange for 2-3 people who can be interviewed as community experts (depending on the number of groups).
2. Assign one person to each group and introduce them. Ask the groups to start with the research part - interview the community expert, note down their responses, see the location.
3. Then they should storyboard – prepare the questions that they need to ask, think about the shots and the visuals (This shouldn't be more than 30-45 minutes). Keep reminding them about maintaining continuity.
4. After they have done their storyboard – they should talk with the community expert and tell them about their shoot plan.
5. Roles should be divided, but also rotated amongst the participants.
6. They need not shoot only in a linear fashion, because this footage would be edited.

Note: You and your co-facilitator would have to continuously supervise the groups – one person per group. However, give them the freedom and give them suggestions when absolutely necessary. If they are breaking certain rules or getting stuck, ask them in a question format - if there is any other way they could have shot it. Make sure that the answers/solutions come from them rather than you – you only help them arrive at it. Also pay attention to team dynamics and prevent one person from dominating the process. Everyone in the team should be getting a chance to try out all the different roles.

WRAP-UP

Total Time: 30 minutes

Why conduct this session

This would be a really heavy day for the participants and full of learning. It would be essential to capture their immediate experience and also applaud their success in shooting their first planned video in the field.

How to conduct this session

Materials required: None

Handout: None

Methodology: Reflection

1. Ask the participants to reflect on their experience and share with other participants:
 - How did they find the day?
 - What was difficult?
 - What was easy?
 - What was something new that they learnt?
 - How confident are they feeling now?
 - Any immediate questions that they have?
2. Once they have shared, you share your observations and appreciate for how much they have achieved in this short a time. This appreciation would be really important to boost their morale. Mention some of the good things that you saw in the groups and how they worked.

Day 5

Session No./Title	Time Required
7. Welcome to Day 5	15 minutes
8. Introduction to Movie Maker	30 minutes
9. Editing Video	6 hours
10. Reviewing Final Video	30 minutes.
11. Training Wrap-up	30 minutes
Total	7 hours 45 minutes

WELCOME TO DAY 5

Total Time: 20 minutes

Why conduct this session

Editing might seem like a complicated thing to some producers, especially when we say that we will use a editing software. The terms and jargons might even scare some people off. It is, therefore, necessary to help the participants understand that actually editing is quite intuitive.

How to conduct this session

Materials required: None

Handout: None

Methodology: None

1. Ask the participants why we need to edit videos. The participants would come up with several answers. Listen to their response and try to summarize the discussion by highlighting that we need to edit because:
 - We might have shots which we do not really need
 - There might be extra seconds before and after the footage that we actually need, so we would need to take those extras out
 - Sometimes there might be issues in audio/video because of unavoidable reasons, some of which we might correct through editing
2. Ask the participants about what all does editing involve. Summarize their responses by highlighting the following:
 - For Trimming (cutting the clips from the beginning and/or end)
 - Sequencing the clips
 - Adding transition
 - Adding effects
 - Adding narration
 - Adding text
 - Adding photos
 - Adding Music
3. Wrap up the discussion by encouraging the participants that they already know what all editing involves, it is just about learning how to do it. Though, you might also need to highlight (if it comes up in discussions) that they will not learn the kind of special effects that they see in movies. This software is quite simple and at a beginner's level.

SESSION 18: INTRODUCTION TO MOVIE MAKER

Total Time: 15 minutes

Why conduct this session

Most of the participants would be working video editing software for the first time. It is also possible that some of them have not seen it at all before. Therefore, the first step of easing them into the process of editing is to introduce the software and its layout.

How to conduct this session

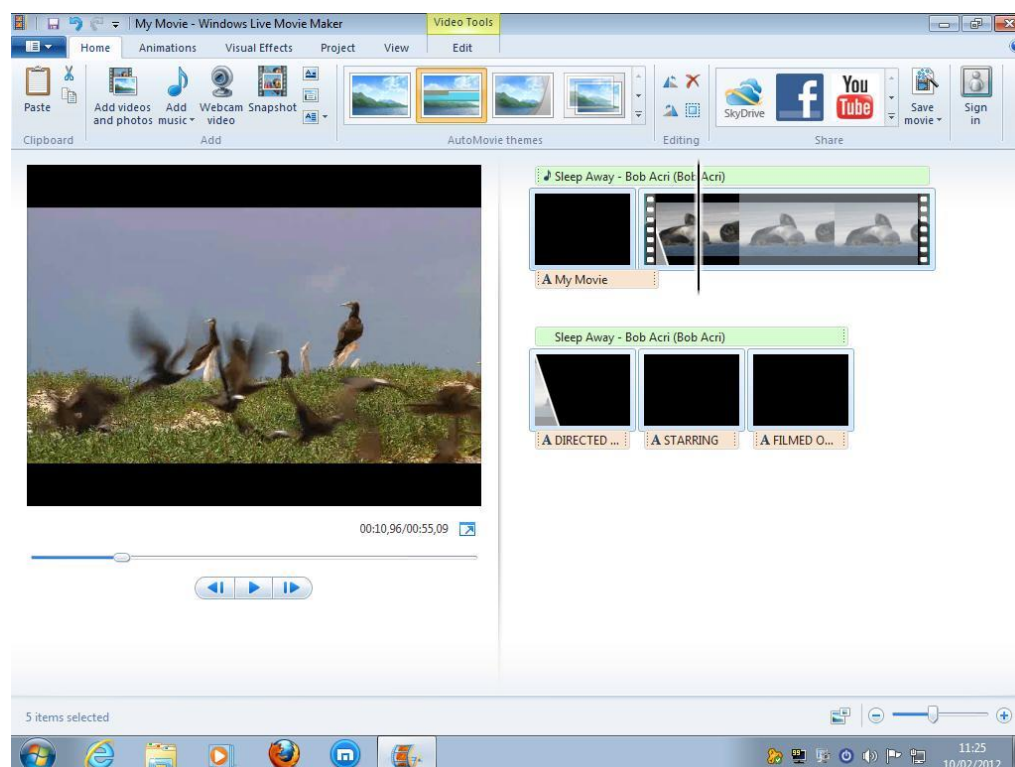
Materials required:

1. Laptops/PCs with Windows movie maker installed
2. SD card reader or a Camera to Laptop USB connector
3. Projector

Handout: Editing Tips

Methodology: Lecture and Demonstration

1. Open Windows Movie Maker. Tell the participants where they can find it on their computer.
2. Take them through the layout of the software – where all the commands are, the viewer the timeline and so on. Explain to them what each part of the layout is for.



SESSION 19: EDITING VIDEO

Total Time: 6 hours

Why conduct this session

This session would give the participants the practical experience that they need to start editing videos.

How to conduct this session

Section I: Visual Editing

Time: 4 hours

Materials required: None

Handout: Editing Tips

Methodology: Demonstration and Practice

1. You'll have to explain the following tools while editing visuals:
 - Importing Video
 - Trimming: Start point and End point
 - Split
 - Transition
 - Visual Effects
 - Photos
2. Then you'll have to demonstrate some examples of how jump cuts can happen in an edit and how you can ensure that continuity is maintained. For instance, if there is a walking out of the frame shot, then cut the shot before the person walks out and show them how that results in a visual jump/ or cut a shot before the action gets complete.

Note: Ensure all the participants get a chance to edit a scene.

Section II: Audio Editing

Time: 1 hours

Materials required: None

Handout: None

Methodology: Demonstration and Practice

Methodology: Reflection

1. You'll have to explain the following tools while editing visuals:
 - Volume: Fade in and Out
 - Adding Narration
 - Adding Music

2. Explain to them about the waveform, and how it makes editing easier (you know when the dialogue has finished by looking at the waveform, or where the audio is low).
3. You can demonstrate some examples of how to add music with fading in and out, and not starting abruptly.

Section III: Digital Green Style Guide

Time: 1 hours

Materials required: None

Handout: None

Methodology: Lecture

Methodology: Demonstration and Practice

1. Explain the participants about the style guide that Digital Green videos should follow. Tell them about how we do the following
 - Titles: Font, Color, Background and Text
 - Credits: Font, Color, Background and Text
 - Captions: Font, Color, Background and Text
 - Exporting format: The format that we export the videos in to ensure good resolution.

SESSION 20: REVIEWING FINAL VIDEO

Total Time: 30 minutes

Why conduct this session

This session is where the participants would feel proud about themselves.

How to conduct this session

Materials required:

1. Laptop
2. Projector

Handout: None

Methodology: Discussion

1. Play the videos of all the groups one by one and give them positive feedback about how much they have been able to achieve in the past 5 days.
2. Also invite feedback from other group members.

TRAINING WRAP-UP

Total Time: 30 minutes

Why conduct this session

This session would help consolidate the participants' learning during this training.

How to conduct this session

Materials required: None

Handout: None

Methodology: Reflection

1. Ask the participants to sit in a circle. Go around and ask them:
 - How did they feel when they arrived at the training?
 - How are they feeling now?
 - What has been the highest point during this training?
 - What would they have liked to make better?
2. Thank them all for coming to the training and tell them that you would be in touch with them to help them with the next videos that they make. Inform them that making good videos takes a fair bit of practice and this is just the beginning.
3. Discuss plans of upcoming videos if you are already aware of it.