



Digital Green

Video Production Training Manual



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DAY 3

- Welcome to Day 3 - Recap
- Session 12 - Research and Storyboarding
- Session 13 - Shooting in the field
- Session 14 - Plan for field shoot
- Wrap up

DAY 4

- Session 15 - Field Video Production
- Wrap-up

DAY 5

- Session 16 - Introduction to Editing
- Session 17 - Introduction to Editing Software
- Session 18 - Editing Video

DAY 6

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ABOUT DIGITAL GREEN

Smallholder farmers are the heroes that produce much of the world's food, and yet they're often the poorest and most malnourished among us. At Digital Green, we believe that rural communities can lift themselves out of poverty, and that technology can accelerate their ability to do so. But technology alone is not enough – and neither are we. That's why we join forces with governments, private agencies and, most importantly, rural communities themselves to co-create solutions that are of the community and for the community.

By integrating digital innovation with grassroots expertise, we are collectively changing the status quo. When farmers have the tools they need to learn from each other, they're far more likely to integrate what they've learned into their farming practices – improving their own livelihoods, and those of others in their community, in a manner that's nutrition-sensitive, climate-resilient and inclusive. Digital Green began as a research project at Microsoft and became its first non-profit spin-off in 2008. We began by working with frontline extension workers, training them to produce and share videos featuring local farmers. This led to significant increases in information sharing, best-practice adoption rates and, above all, sustainable development at scale. Rigorous data analysis and farmer feedback continually challenge our assumptions and identify new ways that technology coupled with local knowledge can push the needle on agriculture, food and nutrition security.

Since day one, our deeply committed, curious and collaborative team has been challenged

and inspired. We've tried and failed and tried again, and have ultimately become leaders in using technology for global development. To date, we've worked with more than 1.5 million smallholder farmers – eighty percent of whom are women – in South Asia and sub-Saharan Africa. And we're just getting started.



ABOUT THIS MANUAL

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

1. Video Production Training
2. Dissemination Training

This manual is for 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 localized video.

You can find all the materials, resources and training videos mentioned in this manual on: www.bit.ly/dgcourseware

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 a few 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.



DAY 1

450 minutes / 7 hours and 30 minutes

Session 1 - Introduction	45 mins	6
Session 2 - Expectation Mapping	15 mins	8
Session 3 - Using Video in Extension System	105 mins	10
Session 4 - Introduction to Equipment	90 mins	14
Break	60 mins	
Session 5 - Types of Shots	120 mins	17
Wrap-up	15 mins	19

Session 1

Introduction & Ice Breaker

Time: 45 minutes

Material required:



or



Flip charts

White board



Marker/Sketch Pens

Methodology:

Game

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 the session

There are several ice-breakers which can be used for introductions within a group (Find them online at www.bit.ly/2FxR6mc). One of the simplest and fun ice-breakers is 'Name and Favourite Food' 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 six 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 the participants to stand in a circle.
4. Participants sit in a circle. Person 1 says their name and their favourite food. Person 2 says Person 1's name and their favourite food and then says their name and food. Person 3 would say Person 1's name and food,

Person 2's name and food and then their name and food. This continues till everyone has finished.

5. 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 out. 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

Time: 15 minutes

Material required:



Post-its



Marker/Sketch Pens



Flip charts



White board



Handout:
Training Agenda

Methodology:

Reflection

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 the session

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. 3) – 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 six 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 six 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

Time: 105 minutes

Material required for Part I:



Moon tent activity sheets
(at least 2-3 per participant)



Three sheets of instructions
(a. written b. visual c. video)



Training Video:
Moon Tent Video

Methodology:

Simulation

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 the session

PART I: Moon Tent | 75 mins

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. written, B. visual and C. video) 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 the process to be adopted.

Material required for Part II:



Digital Green
photo story



Training Video:
Video Production
Team Video

Methodology:

Visual Presentation and Group
Discussion

PART II: Introducing Digital Green and Video Producer's Role | 30 mins

1. Draw on the last activity to talk about Digital Green's work in using video in agriculture/health extension.
2. Explain the process flow chart through the photo story:
 - Topic identification and content development: By partner organization based on community needs in the region
 - Video Shooting: Done by video production team at the local level, in local language and features local farmers
 - Editing video clips: Done by video production team, vetted by subject matter expert to check the information
 - Dissemination process: Most Impactful Practices 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 community-based videos are better. Encourage participants to think about why doing everything at such a local level is helpful. Cover the following points:
 - Farmers learn from their peers
 - Agricultural/health practices differ from region to region and localized and more contextual videos are more helpful

- Videos on 'Most Impactful Practices' will help farmers increase their productivity and therefore, their income
 - Videos in local language is essential if farmers are to understand the message
 - Featuring farmers can become role model for their community
 - Mediators have a relationship with their own village members and can be the motivating person to adopt agricultural/ health 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, and showcase practices in a very clear, practical and easy way.



Session 4

Time: 90 minutes

Material required for Part I:



Charged Cameras

(1 for a group of 4-5 participants)

Methodology:

Demonstration &
Practice

Introduction to Equipment

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 the session

PART I: Camera Introduction | 60 mins

1. Ask participants to sit in a circle. Keep the camera bag in the centre
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 on 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.



**Material required
for Part II:**



Tripods

(1 tripod for a group of 4-5 participants)

Methodology:

Demonstration
and Practice

PART II: Tripod Introduction | 30 mins

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. Centre 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 will be using the tripod. Hand-held camera would not be used.

Session 5

Types of Shots

Why conduct this session

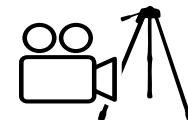
The five shots are the basic element of structuring a video. The participants need to have a good understanding of what these different shots are, why we use different shot sizes and what each shot size is meant for. This session would help them in developing this understanding.

How to conduct the session

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.
 - 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

Time: 120 minutes

Material required:



Charged Cameras and Tripods
(1 set for a group of 4-5 participants)



Training video:
[Types of shots](#)



Handout:
Types of shots

Methodology:

Interactive AV and Practice

Wrap-up

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:

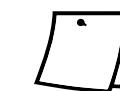
It is quite important for each and every person to understand the types of shots – so you should give the opportunity to each participant to take these shots independently, even if it takes longer. The reason of doing this exercise in groups, although everyone takes individual shots, is so that participants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

- Alternate session available at:
www.bit.ly/2L9BVr9



Time: 15 minutes

Material required:



Post-its



Marker/Sketch Pens



Flip charts

Methodology: Reflection

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 the session

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 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 re-



sponsible 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, introduction to equipment, types of shots.



495 minutes / 8 hours and 15 minutes

Welcome to Day 2 - Recap	30 mins	22
Session 6 - Camera Angles & Movements	60 mins	23
Session 7 - Composition and Framing	60 mins	25
Session 8 - Light and Sound	60 mins	27
Break/Energizer	60 mins	
Session 9 - Location Management	30 mins	30
Session 10 - Storytelling and Storyboard format	60 mins	32
Session 11 - Maintaining Visual Continuity	120 mins	34
Wrap up	15 min	36

Welcome to Day 2

Recap

Time: 30 minutes

Material required: None

Methodology:
Reflection

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

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. Give a brief of the sessions on Day 2.



Session 6

Camera Angles and Movements

Time: 60 minutes

Material required:



Charged Cameras and Tripods
(1 set for a group of 4-5 participants)



Training video:
Camera angles and movements



Handout:
Camera Angles and Movements

Methodology:

Interactive AV and Practice

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 the session

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? Show the video and 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. At this point you can demonstrate using the camera and tripod how to take these different angles.
4. Show the video and discuss the camera movements:
 - Pan is left to right or right to left movement.
 - Tilt is up to down or down to up movement
5. 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.
6. 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.
7. Ask each person to take all the three types of angles. Give them 30 minutes for this exercise.
 8. Review a few of the exercises. Ask the other participants to give feedback on how the shots are.

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.



Session 7

Time: 60 minutes

Material required:



Charged Cameras and Tripods
(1 set for a group of 4-5 participants)



Training video:
Composition and
Framing



Handout:
Composition
and Framing

Methodology:
Interactive AV and Practice

Composition and Framing

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 the session

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 can also take examples from their earlier exercises to explain. Ask them that now that they know these framing rules, how could they have made it better.

- 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.
- 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.
- 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 centre is wrong. In fact, sometimes it is more impactful to keep the subject in the centre. You can give them an example of that.

- Alternate session available at:
www.bit.ly/2L9BVr9

Session 8

Light and Sound

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 the session

PART I: Light | 30 mins

- First show the video on lighting to the participants. Ask them why good lighting is important.
- Explain the main sources 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.
- Show the video and also cover the following points:
 - Backlighting
 - Uneven Lighting
 - Sun in the frame
 - Under-exposed
 - Over-exposed/Burning effect
- Highlight that the best time to shoot is when sun’s rays are falling in a slanted manner, i.e., early morning and

Time: 60 minutes

Material required:



Charged Cameras and Tripods
(1 set for a group of 4-5 participants)



Reflector and Diffuser



Training Video: Basic Lighting



Handout: Light

Methodology:

Interactive AV and Demonstration

evening. This is the time 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.

PART II: Sound | 30 mins

Material required:



Charged Cameras
and Tripods
(1 set for a group
of 4-5 participants)



Corded
Microphones
(1 for each camera)



Handout:
Sound

Methodology:

Demonstration

- » Set up one piece of equipment for yourself. Give each group one set of equipment.
- » Show the entire group the mic and how it functions, the on /off button, the battery and the clip.
- » Demonstrate how the mic should be put on the actors, how the wires (if using wired mics) can be hidden and how they can be secured.
- » Other things to keep in mind, while using the microphone are as follows:
 - Avoid getting cables in the frame
 - The mic should not brush against the clothes
 - The mic is not in the direction of the wind or close to noisy activities
- » Remind them to put the mic off once they have recorded and fold the cords properly.
- » Tell them the 'In' in the camera for the mic and the headphone.
- » 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.

- » 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.
- » 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.
- » 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 the equipment, including mic, is essential. They should turn the mic off and put it away properly once they have finished the shoot.



Session 9

Location Management

Time: 30 minutes

Material required:



White board



Marker or Sketch Pens



External Microphone



Camera



Methodology:

Lecture

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 is not limited to, identifying a right location convenient for community members featuring in the video, appropriate lighting, full-proof sound capturing and finally, arranging the selected location for video shoot.

How to conduct the session

1. Location is premises of farmer's house/ farm-field/ extension functionary workplace/ beneficiary workplace where shooting is scheduled. In simple words, location is where the video shooting takes place. Cover the following points:
 - In identification of a right location, we need to ensure that it has uniform lighting, no white walls, and no vast spaces as background and free from any sound disturbances.
 - 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.
 - 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 move around with camera.

- After identification of location, choose a right shooting block where actors position themselves and practice demonstration/ facilitation discussion takes place.
- 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.
- Tell the participants that they should try to avoid distracting materials, such as plastic chairs, motorcycles, and cots etc. in the background of shooting location or shooting block.
- During production, try to search for a location where majority of the colours are mild in their tone. Example: Red clay coated mud walls.
- Try to avoid houses in the background with open-doors. In the shot, the open-door in the background creates a dark patch which looks odd in the video. As an alternative, we must ensure the doors of the house are closed.

2. 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 inside a dark house/kitchen/ hospital, as much as possible. Try to find an alternative to such situations.
- b. Don't plan facilitation discussion in vast open fields which disturb sound recording and also captures unnecessary wind-noise.
3. You should demonstrate location management, including searching process for right location, choosing a shooting block, and arranging the shooting block to enhance aesthetics. Take sample shots to show to the participants.

Session 10

Time: 60 minutes

Material required:



or



Flip charts

White board



Marker/Sketch
Pens



Storyboard
format

Methodology: Mediated video

+ Game

Storytelling and Storyboard Format

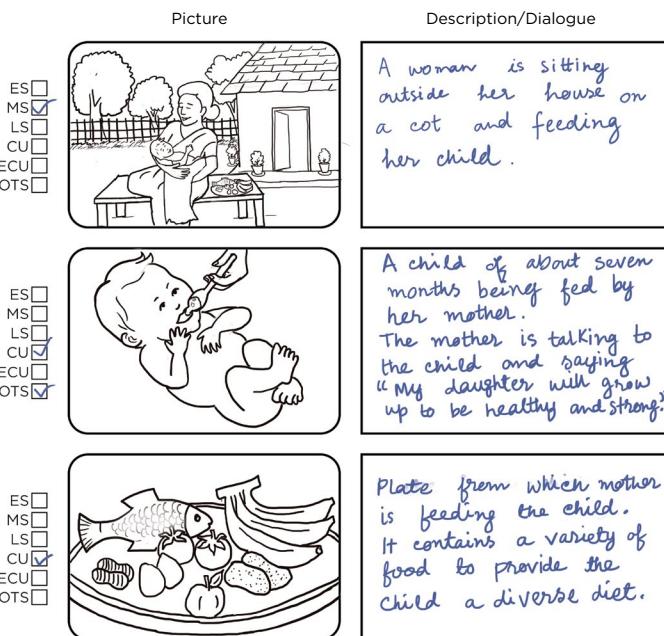
Why conduct this session

This would enable the participants to understand the different elements of a story. It will also help them understand what a story arc is. They will learn how to convert a story into a storyboard format.

How to conduct the session

1. Ask the participants to sit in a circle. Explain that the first person would start with the sentence '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 sentence 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 elements that they noted in the story, and which are common to all 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. Next, ask each person to take the sentence they spoke and think of a visual which represents that sentence. Ask them to draw it on a chart paper, along with a line written for it. Once everyone has drawn their visual, ask them to stick it one after the other in the sequence.
6. Now share the storyboard format (excluding the first page). Then ask them to think of at least 3 different shots related to their visualization. An example has been provided below:



7. Now, ask them to use the storyboard format to put their 'shot breakdown'.
8. Once this is done, explain exactly how the storyboard format is to be used to write the story and the accompanying visuals with it.
9. 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. If the place and/or time changes, the scene changes. Different scenes make a story. Use the storyboard that they made to explain shot and scene.

Alternate session available at:
www.bit.ly/2L9BVr9

Session 11

Time: 120 minutes

Material required:



Cameras, Tripods, Microphones
(1 set for a group of 4-5 participants)



Handout:
Maintaining
Visual
Continuity



Training Video:
Rules for
maintaining
continuity

Methodology:

Interactive AV, Demonstration
and Practice

Maintaining Visual Continuity

Why conduct this session

Often it is difficult for people to visualize how the shots they are taking will 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 visual continuity.

How to conduct the session

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. Show the video on visual continuity. Demonstrate once after showing the video, if the concept remains unclear.
 - **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.
 - **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.
 - **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.

- **Changing shot sizes:** The 30 degree rule can be overlooked, if two consecutive shots, even from the same angle, are of different sizes. For instance, 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.
 - **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.
2. 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, location and continuity. Give them 1 hour to plan and shoot.
 3. 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.

4. 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, you should do a demonstration.

WRAP UP the session by reflecting on their learning from the entire day. It would help you as a facilitator to get a feedback on your training and things that can be improved for the next day.



DAY 3

420 minutes / 7 hours

Welcome to Day 3 - Recap 30 mins	38
Session 12 - Research and Storyboarding 210 mins	39
Break/Energizer 60 mins	
Session 13 - Shooting in the field 60 mins	41
Session 14 - Plan for field shoot 45 mins	44
Wrap up 15 mins	46

Welcome to Day 3

Recap

Time: 30 minutes

Material required: None

Methodology: Reflection



Session 12

Research & Storyboarding

Time: 210 minutes

Material required: None

Methodology:
Lecture & discussion

PART I: Research | 30 mins

Every video would require research before it is produced, to find out a few main things. This section will help participants understand the process they would be required to follow for producing their videos in the field. Cover the following points:

- » The partner staff along with the participants should identify a topic for the video to be produced.
- » The subject matter expert should help the participants with the main points to be covered in that topic.
- » Once the participants know the main points, they should research the topic with community members, including a model farmer. A focus group discussion with community members can bring out important information for building the story.
- » The research would also include the following:
 - a. Identifying a location
 - b. Identifying community members who can feature in the video.
 - c. Briefing the community members on what is to happen and telling them the time and other requirements for the shoot
- » Based on the research, they will begin the storyboard-ing process. The storyboard-ing process will be supported by subject matter expert and storyboard has to be approved by him/her, before the shoot of the video.

**Material required
for Part II:**



Storyboard format
(4-5 for 1 group)

Methodology:

Group discussion

PART II: Storyboarding | 180 mins

- Once the participants have understood about storytelling, storyboard and the research process, they need to follow the same for the video they will be producing ahead. Ask them to start storyboarding for the first video they will be producing the next day.
- Based on their group's topic, explain that they have to visualize a story, and break it down into Introduction, Middle and End, as discussed in the storytelling sessions, and then think of different scenes for each part.
- Each scene can then be further broken down in shots and drawn in the boxes provided in the storyboard format with the text describing it.

Note:

The trainers, along with the subject matter expert, should ensure that the participants have covered all the main points in the story, and that the message is coming through clearly.



Session 13

Time: 60 minutes

Material required:



Handout:
Tips for
Shooting in
the field

Methodology:
Lecture

Shooting in the Field

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 the session

PART I: Camera cues and Production Crew | 30 mins

- Tell the participants about the various camera cues and their importance.
- 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

Material required:
None

Methodology:
Lecture

PART II: Preparing Actors | 30 mins

1. Tell the participants that sometimes it might be difficult to work with the community members 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 community members is:
 - Making them comfortable is the first thing that you need to work on. 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 a community member who is well-spoken and confident.
 - Tell the community members what the story is about and their role in it. The participants should also discuss the topic of the video, and the need to produce it, by talking about the behaviour and the major barrier they aim to address through the video.
 - You should practice with them once with all the things set up – the camera, the mic etc. Practicing with all the equipment around would also help them get at ease.
 - It can happen that the community member 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 community members who are well-spoken and confident because training a person who is not that confident is an extremely difficult job

Session 14

Plan for Field Shoot

Time: 15 minutes

Material required:



or



Flip charts

White board



Marker/
Sketch Pens



Production
Checklist

Methodology:

Discussion

Why conduct this session

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

How to conduct the session

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. Divide roles – You can assign two roles to each person so that they get to perform different tasks.
5. Make sure that the teams take their entire equipment set and go through the production checklist

Note:

If possible, do a recce on Day 3, before the field shoot, to see the location, meet & select community members.

WRAP UP the day by reminding the participants to charge their cameras for the shooting next day and to carry their complete storyboards



DAY 4

450 minutes / 7 hours and 30 minutes

Session 15 - Field Video Production | 420 mins

48

Wrap-up | 30 mins

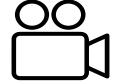
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Session 15

Field Video Production

Time: 420 minutes

Material required:



Cameras
(1 for each group)



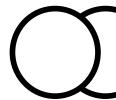
Tripod
(1 for each group)



Mic
(1 for each group)



Headphones
(1 for each group)



Reflector and
Diffuser



Storyboard format
(4-5 for 1 group)

Methodology:

Practice

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 the session

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 community members who will feature in the video.
2. Give your introduction to the community members, explain the purpose of the shoot and take them through the story.
3. Do a rehearsal – Take them through the storyboard and have them rehearse their dialogues.
4. Set up the location for the shoot. Ensure that everything required as part of the storyboard is available.
5. Shoot – Reiterate the roles for the group to avoid any confusion. Also, they should have their storyboards handy, so that no important scene/shot gets missed out.

Note:

You and your co-facilitator will 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.



Wrap-up

Time: 30 minutes

Material required:



Video Production assessment
(1 for each participant)

Methodology:
Reflection

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 the session

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.
3. Finish the day with the Video Production assessment.
4. Enter the assessment of each participant in the DG training mobile application



DAY 5

405 minutes / 6 hours and 45 minutes

Session 16 - Introduction to Editing 45 mins	52
Session 17 - Introduction to Editing Software 60 mins	54
Session 18 - Editing Video 300 mins	56

Session 16

Introduction to Editing

Time: 45 minutes

Material required: None

Methodology: None

Why conduct this session

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

How to conduct the session

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
 - We need to arrange our shots in the right sequence for the story to come out clearly.
 - We need to add elements, such as photos, music and text for more impact.
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.

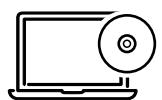


Session 17

Introduction to Editing Software

Time: 60 minutes

Material required:



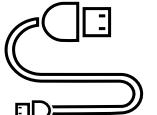
Laptops/PCs
with editing
software
installed



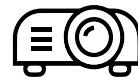
Handout:
Editing Tips



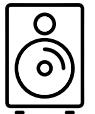
Memory
Card Reader



or
Camera to
Laptop USB
connector



Projector



Speakers

Methodology:

Lecture and Demonstration

Why conduct this session

Most of the participants would be working on a 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 the session

1. Open the editing software. 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 18

Editing Video

Time: 480 minutes

Material required:



Laptops/PCs
with editing
software
installed



Handout:
Editing Tips



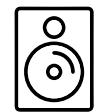
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Laptop USB
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Projector



Speakers

Methodology:

Demonstration and Practice

Why conduct this session

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

How to conduct the session

PART I: Visual Editing | 300 mins

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.



DAY 6

270 minutes / 4 hours and 30 minutes

Session 18 - Editing Video (contd. from Day 5) | 180 mins 58

Session 19 - Reviewing Final Video | 60 mins 59

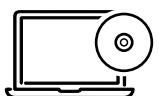
Training Wrap-up | 30 mins 60

Session 18

contd. from day 5

Editing Video

Material required:



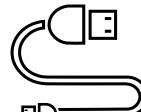
Laptops/PCs
with editing
software
installed



Handout:
Editing Tips



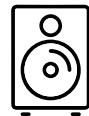
Memory
Card Reader



or
Camera to
Laptop USB
connector



Projector



Speakers

Methodology:

Demonstration and Practice

PART II: Editing Audio | 120 mins

1. You'll have to explain the following tools while editing audio:
 - 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.

PART III: Digital Green Style Guide

60 mins

1. Explain 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 19

Time: 60 minutes

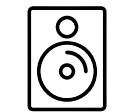
Material required:



Laptops



Projector



Speakers

Methodology:

Discussion

Reviewing Final Video

Why conduct this session

This session is where the participants would feel proud about themselves, seeing the video that they have been able to make.

How to conduct the session

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 6 days.
2. Invite feedback from other group members and share improvements that can be made.

Training Wrap-up

Time: 30 minutes

Material required: None

Methodology:
Reflection

Why conduct this session

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

How to conduct the session

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.



