

THIS WEEK YOU WILL...

- Investigate potential environmental impacts in your business category.
- Turn your findings into a script (story board) for a 2-minute explainer video.

INTRODUCTION

You've proved the commercial potential of your business idea. It remains to ensure your idea also works in environmental and social terms. In this and the following sessions (Weeks 5 and 6), we'll research the environmental impacts of your business idea, and explain what we learn in a 2-minute video.

It is **A TON** of work. You'll need at least two Researchers, a Writer and a Producer (or a writer-producer). But remember (from Week 1) teams function best when members develop their outputs side-by-side. Here's what this session might sound like:

Researcher #1

Hey, this article says our type of business can lead to overfishing in rivers. The presence of visitors alone disturbs entire ecosystems

Researcher #2

... rivers are the life of many ATSI communities. Let me see if I can find strategies to minimise those impacts, and perhaps some examples of successful initiatives

Great! Please pass those articles, I'll start writing the script. We have about 30 seconds (like 70 words) to explain both how overfishing happens and our strategies...

Writer

... Can you pass the links of the coolest websites you find? I'll look for pics to include in the video. Also, I've already found various places at School where we could film our parts!

Producer

Take some time to assign roles. This guide contains separate instructions for each. However, you might find that, as the work progresses, more effort is needed on one task than another. Keep roles flexible and be ready to assume different tasks, as required. You'll all end up tidying up that script together!

While working on your part, make regular stops to share your thinking and outputs as you go. Yes, that means interrupting each other a lot, so keep your interventions short and to the point. Like: *"I found this, I think we should include it"* or *"I'm thinking about filming during recess, using the playground as a background, what do you think?"*. Simple updates like these can spark ideas in other team members. Also, sharing your thinking makes it easier for the team to make adjustments and spot misunderstandings early on. You or they might be heading in the wrong direction. Listen to their input and ideas.

Last but not least, a difficult task like this requires some compromises. Researchers: since you're short of time, you'll need to find a balance between depth (amount of detail) and coverage (number of topics covered); and beware, many cool details will be cut off from the script. Writer: you're aiming for short, conversation-like speech, not literary genius, and will be doing lots of editing and re-writing. Producer: this is probably your first explainer video, so keep it simple or it won't get done. It goes for everyone: focus on finishing, not perfection. The best video, after all, is the one that gets done.

Let's recap:

Your goal is: to explain, in video, the main environmental impacts of your business, and which strategies you could use to minimise those impacts.

Your audience: average consumers who might want to buy/use your products, but have little knowledge about potential environmental impacts, or the actions your business could take to protect or even enhance that environment. This video is an opportunity to teach them something ("I didn't know that could happen"), and surprise them ("this business really cares for and respects the environment").

Your constraints are: your team is small (3 or 4 people), you have 1 session to finalise the script (Week 5), 1 session to do the video (Week 6), and no more than 2 minutes to deliver your message (maximum duration of the video).

You'll know you have done a great job if:

- You have a complete video by the end of Week 6
- Anyone older than 8 understands what the video is about
- Your video demonstrates you have looked critically at the potential environmental impacts of your business idea, and thought of creative responses to minimise or eliminate those impacts.

ACTIVITY 1 - BEGIN WITH THE END IN MIND

Before you head off to work on your individual tasks, take some time to familiarise with the structure of a typical two-minute video (below). Some things are fixed (in red), others you can get creative with (in blue).

| SECTION (duration) | DESCRIPTION |
|--|--|
| THE HOOK (10-15 seconds) | <p>Tell your audience in a few seconds what your video will deliver. For example: "We'll tell you the 3 ways that recreational fishing damages our environment, how our business 'Fish-Like-a-Local' will avoid those damages, and what YOU can do from home to keep fish happy".</p> <p>You can entice to your audience by opening the video with a short story, a question, an interesting fact, or similar. Use the hook to set the tone for the video (Humorous? Concerned? Dramatic?).</p> |
| INTRODUCTION (10-20 seconds) | <p>This is where you state the problem(s). For example:</p> <ul style="list-style-type: none"> • Our business idea is to... • In the past, this type of business has caused [impact 1], [impact 2], and [impact 3] to the environment. • Keeping this resource intact is super important for Aboriginal and Torres Strait Islander communities, because... • Next, we'll tell you how [your business] protects our environment. |
| MAIN CONTENT (70-90 seconds) | <p>This is where you explain your solutions. For a clear message, we suggest you limit your content to the 'top 3'. For example:</p> <ul style="list-style-type: none"> • [impact 1] occurs when... • We'll minimise [impact 1] by [your solution]... • In the past, this has worked well in [success story]. <p>Then repeat the same sequence for the remaining 2 impacts.</p> |
| ENDING AND CALL TO ACTION (10-15 seconds) | <p>Finish your video with a call to action. Do you want your audience to follow you on Facebook? Buy your product? Donate? Volunteer time to your cause? Think of one action and state it here.</p> <p>For example: "Spend some great time in the outdoors knowing you'll leave a positive footprint. Book your next trip with us now".</p> <p>You can also close with a bonus/surprise gift to your audience. For example: "I bet you don't know the word for [item] in the local Aboriginal language? It's [word]. Let's fish some [word] together this season. Book your next trip with us now".</p> |

ACTIVITY 2 - EVERYONE TO YOUR POSTS!

Next, we describe the different tasks each team member will be completing in this session. Look for the section that corresponds to you.

RESEARCHERS

Your mission: You're looking for the **top 3 environmental impacts** of your business; **whether/how these impacts matter to ATSI communities**; and **strategies you could apply to minimise those impacts** (e.g. strategies that worked for other businesses in the past, solutions proposed by researchers, etc.). Leave aside other information, it won't fit.

Keep in mind:

- **Try different search phrases.** You might begin by typing "recreational fishing environmental impacts" in Google. But don't stop there. After checking the results, try again using synonyms (e.g. "fishing tours"), more specific topics (e.g. "fishing impacts biodiversity"), and broader categories as well (e.g. "impacts ecotourism").
- **You have about 1 hour to get it all done, so don't read: skim.** According to www.dummies.com, skimming is "getting the essence from reading material without reading all the words - boils down to knowing what parts to read and what parts to pass by". Or as my supervisor says: read with a "killer instinct".
- **The video will have a maximum duration of 2 minutes.** Aim to spot key sentences or paragraphs in the documents or websites you find; then highlight or copy **ONLY** those important sections to the team. Handing over entire reports to your team members will only slow things down.
- **Your audience are potential customers.** At School, you write to impress your teachers. Forget them. Customers prefer stories over concepts, simple over complex.
- **Know when to stop.** In any search, you come to a point where you stop finding new things. When that happens, stop and head to the next task. How will you know you haven't overlooked some important environmental impact? This checklist might help:

| What could be impacted? | Possible types of impact |
|--|--|
| <input type="checkbox"/> Air and atmosphere | <input type="checkbox"/> Adverse and beneficial |
| <input type="checkbox"/> Water resources, water bodies | <input type="checkbox"/> Short-run and long-run |
| <input type="checkbox"/> Soil and geology | <input type="checkbox"/> Reversible and irreversible |
| <input type="checkbox"/> Flora and fauna | <input type="checkbox"/> Direct and indirect |
| <input type="checkbox"/> Human health | <input type="checkbox"/> Local, regional, national, global |
| <input type="checkbox"/> Landscape | <input type="checkbox"/> To quality, to quantity |
| <input type="checkbox"/> Cultural heritage | <input type="checkbox"/> Actual and perceived |
| <input type="checkbox"/> Climate | |
| <input type="checkbox"/> Energy | |

Adapted from 'Introduction to Environmental Impact Assessment' (3rd Edition) by John Glasson, Riki Therivel and Andrew Chadwick (published by Routledge in 2005).

WRITER

Your mission: Find simple, but compelling words to tell the message to the audience.

Keep in mind:

- **Download a script template or draw your own.** A 'detailed script' template is available from the Challenge website. Considering the basic structure provided in page 3, use the script template to write every word that will be spoken in the video. Keep each sentence in a separate line. There's also a short video that goes over the basics of writing a script in Week 5's additional resources – highly recommended.
- **Your words will be heard, not read.** Choose words that are easy to pronounce and listen to (short, simple). Write in short sentences. Use always the active mode (e.g. "we'll give you solutions", instead of "solutions will be presented"). Choose informal over formal language (e.g. "give" instead of "provide"). Choose stories over explanations or abstract ideas.
- **Write freely, edit mercilessly.** For your first draft, give yourself ample space to try out different ideas or get into interesting details. Write, write, write. Get it all out, fill a couple of pages if you can. Once you've finished, however, go back to the beginning and read it all, this time with a discerning ear for which ideas are most effective. From then on, it's a dance: edit, read, edit, read,...
- **Listen to, and time your script.** Record or time yourself reading your script out loud at a reasonable pace. Does it fit in the allocated time? Do the words flow naturally? Is the tone upbeat, lively? Play it back or read it to others, including your team mates, and ask them the same questions. Continue to edit as required.
- **Keep the team going.** Stop writing when you're about 70% happy. Hand over each section as soon as you finish it, so the Producer can start working on it.

PRODUCER

Your mission: To decide what images will be shown in the video. You will communicate your ideas using a shot-by-shot script (also called a 'storyboard').

Keep in mind:

- **We'll be producing a 'talking heads' video.** That is: a video where most of the images consist of people talking straight to the camera. People could be your team mates, or other persons. Talking head videos are perhaps the easiest to produce, and if done right can be super effective. Start by watching the talking-heads video example in Week 5's resources ('Heart of Plastic'). If you wish, you can also use some images you find in websites, provided they are relevant, and of good quality.

- **Download the storyboard template or draw your own.** After that, watch the video 'How to create a storyboard'. The Writer will provide you the lines that will be spoken. You decide which images will go with those lines. You should have a complete storyboard by the end of Week 5. Keep it short and simple: aim for about 20 different shots in total. Share with your team often and listen to their opinions.
- **Light is King.** Where will you film your video? Scout your school for locations that have an interesting background and good daylight. Outside is best, but inside near a window can work too.
- **Limit your search to 5 (or less) locations.** Aim to record all your footage at no more than five different locations.
- **Keep it interesting.** Introduce simple variations to keep your video interesting, such as: wide, medium and close-up shots; different people speaking to the camera; people performing different actions (e.g. someone crosses the screen running, the changing pages of a book, a hand counting to three, someone smiling, someone nodding, a close-up of a thumbs-up, a flower); etc. Ideally, think of actions that are relevant to the words that are being said. Use close-up shots to reinforce the strongest points in the script.
- **Find your talking heads.** Who will do the talking? Find four or five people willing and available to appear in camera for your video (team members are welcome!).

ACTIVITY 3 - PREPARE FOR NEXT WEEK

By the end of Week 5, you should have a storyboard ready for shooting. In preparation for next week:

- **Find one or more cameras.** A smartphone or other video-recording device you have at hand should work fine. Just make sure the videos are easy to download to a computer afterwards.
- **Fix a date and place to film the video.** Find a suitable time to film the video. Make sure the people appearing in the video are informed and available to attend. The best sunlight happens between 9-11am and 2-4pm. Avoid filming at noon (the sun will be directly over your heads, casting shadows over your eyes).
- **Work on that great look.** Will you need any props in your images? (e.g. books, balls, bench, etc.). Write up a list of any props you will need and make sure to bring them on the day. Encourage those appearing on camera to practice their lines in advance and show up looking their best 😊.

Until next week!