

TASK 1

Image Exercise: 'Olympic Stars'

Brief:	Take a photo of each other as 'Olympic Stars' (landscape only)
Groups:	Teams of two
Technology:	Digital stills camera, video projector (or monitor)

Plan and take the photo

- What kind of Olympic Star would you like to present?
 - Which Olympic discipline?
 - What pose would like to choose?
 - How would you like to appear?
 - What facial expression would you like to use?
- How would you design the picture?
 - What picture framing would you choose?
 - At what height would you place the camera?
 - What background would you find most suitable?
 - What prop would you use if any?

Look at the picture together (evaluation)

- How is it for you when you see yourself on the screen?
 - What is communicated about you?
- What could you do differently or better ...
 - ... regarding the image?
 - ... regarding how you looked?
- What impression might other people get of you?
 - How could you have changed that impression?



TASK 2

Video Exercise: 'Speech Bubbles' together with children

- Brief:** Record a few words related to 'Body' together with the children and document the meeting with a few minutes of material
- Groups:** Teams of two or three (mixed abilities regarding camera experience)
- Technology:** Digital video camera, video projector (or monitor)

Plan and record the footage

- Discuss and plan your recording with the children
 - Which words would like to show (in German and your own mother language)?
 - Where would you like to record your material? What background would you like to choose?
- Record the material
 - Every team member should use the camera
- Record some additional material about the school workshop
 - Record some additional material to illustrate the school visit. We will edit the material together to a short article.

Look at the material together (evaluation)

- Are you pleased with your result?
 - How does the footage compare with what you had in mind?
- What would you do differently if you did it again?
 - In the selection of the corner/area/detail?
 - In the use of the video camera?
- What impression might other people get of what you recorded?
 - What would it communicate to somebody who doesn't know the school?



T A S K 2 Extra

Ideas for the video recording

Framing of the image

- Long shot: Showing the whole setting, object or person
- Mid shot: Showing part of the setting, of an object or a person
- Close up: Showing a very small detail of a setting, object or a person

Position of the camera

- Looking up (from below)
- Normal height (same level as an object or a person)
- Looking down (from up high)

Choice of lens

- Wide angle lens (partly distorted, a lot of depth in the image)
- Normal lens (similar to what our eyes perceive)
- Telephoto lens (object isolated, less depth in the image)
- Macro lens (showing a very small detail, camera needs to be in wide angle)

Camera movement

- along the object
- moving up or down
- moving from left to right or vice versa
- turning on its own axis (bending the camera)
- changing speed of movement

Composition of the image

- Playing with a foreground in the image
- Using certain lines in the image for the composition
- Play with symmetry / asymmetry



TASK 3

Edit Exercise: 'Speech Bubbles'

Brief:	Create a short video article about the school visit from this morning
Groups:	Same teams as Task 2
Technology:	Digital video editing computer with Pinnacle Studio 9

Edit your short film

- Look at all the material first

- Decide on your film
 - What message would you like to bring across?
 - Which images would you like to use for that message?
 - In which order would you put the images together?
 - What titles would you like to use?
 - What additional music?

- Look at the whole film from time to time during the editing
 - How does the message of the film develop?

Evaluate your own film with one other group (at the computers)

- What impression did the other group get of your film?

- How does your film compare with the film of the other group(s)?

- What first impression did you get of how editing works?
 - From using the technology?
 - From the possibilities to develop a message?

- Is this something you could do in your school?



TASK 4

Studio Workshop 'Speech Bubbles'

Brief:	Produce a short studio programme in the Studio of the Open Channel
Groups:	2 or 3 Teams (alternating in front of and behind the camera)
Technology:	Studio technology, 3 cameras, blue box as an option

Preparation and recording of the programme

- Discuss and finalise the content of each programme (it will be based on the Speech Bubbles material we have done yesterday)
- Mischka Franke will introduce us to the procedure and technology of the studio work. We will explore different possibilities of using the technology.
- We will practise the sequences first before we record them

Evaluation of the programme

- Are you pleased with the workshop?
- What did you experience in the studio?
- What educational value does a studio workshop have?
 - What are the strengths and weaknesses?
- What do you think we have communicated to the potential television audience?



TASK 5

Museum Visit

Brief: Explore the museum exhibit critically

Groups: Open teams

Technology: Camera if you would like to

This task is a bit different in its design and relies on the new 'History' theme of the 'MEAC – Media Education' project. It is based on a guidelines we have produced for a visit to the British Museum. Exploring the exhibition critically doesn't mean that we are not allowed to enjoy it! It is merely that we should be considering here the ways in which objects are presented, represented, structured through written text, lighting and mode of exhibition.

A few ideas of things you can discuss while you go through the rooms:

- How is the exhibition designed (layout of the rooms, size of the rooms, which is the biggest room – what does it contain?)
- What kinds of written documentation and signing systems are in operation (how are the objects described, what actual information is given, what design is chosen to display the information)
- How are the objects themselves presented (how are they arranged, how is the lighting placed in relation to the objects and the room)
- What kind of multi-media is used to support the exhibition? (any forms of videos, films, slide-shows, computer based illustrations .. – what additional information do they bring across?)



TASK 6

Representing the body : The media "Body-shop" (morning)

Brief: Becoming more critical viewers

Groups: Teams of two or three.

Technology: Video projector (or monitor)

Introductory activity

- Boxed in by your culture (*Sheet 1*)

Open your eyes, your ears, your mind.

- Powerpoint presentation (brainstorming)

Topics for discussion

- Myths and Reality (*Sheet 2*)
- Transformations (*Sheet 3*)

Closing activity

- What it is to be a woman in your country? (*Sheet 4*)

The media literacy circle of empowerment

- Awareness of media
- Analysis of content
- Activism (protest, praise, react)
- Advocacy (tell your story)
- Access to media

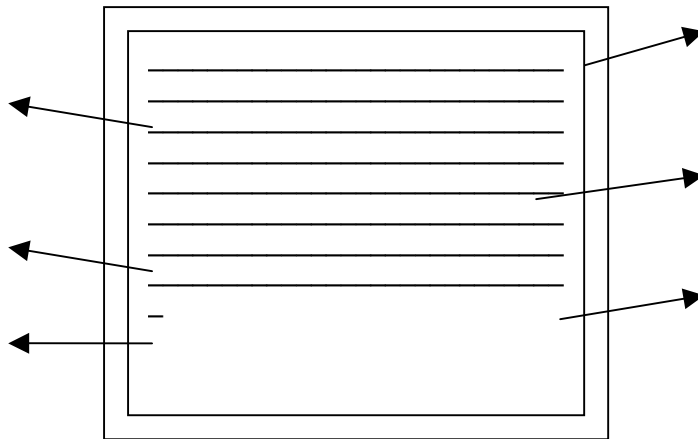
Evaluation and suggestions

- What can we do with our class?



BOXED IN BY YOUR CULTURE

1. Have participants list as many cultural expectations of woman's/man's body as they can think of - in other words, what the culture tells girls/boys and women /men about the ideal body for them.(For example "Be thin", "Have abdominals", etc.)
2. Then have them draw a box around these expectations.



3. Next, ask them to draw arrows that point toward the box, and on each arrow ask them to write a derogatory term they've heard a woman/man being called when she/he defies these expectations
4. Write down these words in speech bubbles and put them around the photo. Put yourself in her/his place (empathy) and try to feel like them and understand them. Try to think what are the potential influences (physical, emotional, mental) on girls/boys and women/men of trying to live up to our culture's ideal image of beauty.





Discussion:

- How did you feel in this activity?
- Why do you think your culture has these expectations of woman 's/man's body?
- What are the impacts of the derogatory terms applied to women/men?
- How might derogatory terms limit women/men? What might they drive them to do?



MYTHS AND REALITY

✚ What is success?

✚ How is success portrayed in advertisements?

✚ Who is successful in advertisements?

✚ Are these definitions of success different from those presented by advertisements?

✚ What is health?

✚ How is a healthy body portrayed in advertisements?

✚ Are these portraits realistic?

✚ Would it be possible to achieve a media perfect body by following hygienic ways of living?

✚ What is happiness?

✚ How is happiness portrayed in advertisements?

✚ Who is happy in these advertisements;



TRANSFORMATIONS

Jean Kilbourne comments that the impossible, ideal image presented by advertisers “wouldn’t matter so much if it didn’t connect with the core belief of the culture that such transformation is possible: that we can look like this if we just try enough, buy the right products. If we ‘re not beautiful, or thin, or rich, or successful, it’s because we’re just not trying hard enough”.

Explore this statement further.

- What kinds of transformation stories, myths or fairytales exist in your history, mythology and culture?

- What is the connection between advertising’s impossible image of ideal beauty and the belief of your culture in transformation?

Discuss:

- The reality show ‘Extreme Makeover’ and its influences.

- The Greek myth of Procrustes.



- ▶ Have participants exchange their letters in pairs.
- ▶ Using the letter, have each participant make a list of assumptions s/he feels her partner has about what it is to be a woman.
- ▶ Create a master list of these assumptions for all the participants.

More critical thinking

- ▶ Discuss these assumptions
- ▶ Creation of them?
- ▶ Relationship between assumptions and stereotypes?



TASK 7

Representing the body: The media "Body-shop" (afternoon)

- Brief:** Produce an advertisement related to the representation of the body image.
- Groups:** Teams of three
- Technology:** Digital video camera, video projector (or monitor), computers, Studio 9 (software).

Brainstorming

- First watch some advertisements and then decide on a kind of advertisement (ironic, realistic, funny, teaching, tragic, ...)

Scenario (script) and Direction

- Write down the scenario of your advertisement
 - What is your most crucial message to communicate?
 - Write down the dialogue/text you would like to use.
 - What feelings do you want to promote to viewers?
 - Who is going to act?
 - Who is going to speak (actor, narrator,...)?
 - Where is it going to be recorded (indoors, outdoors,...)?
 - What else do you need (objects, food, clothes,...)?
 - What titles would you like to use?
 - Which additional music?
 - What kind of lights?
 - What kind of framing at every shooting? (Where to focus on?)

Recording

- After some rehearsals record every scene according to your scenario.

Evaluation while editing

- Watch carefully your material and decide:
 - What are the scenes that you are going to use in order to send your message?
 - Is the message understood by the viewers according to your first plan?
 - Do you want to add anything (subtitles, music, sounds, background)?

Feedback "On Air"

- Watch your advertisement with other teams and discuss:
 - About the use of technology (framing, focusing, background music, camera position and movement, editing).
 - What message did other teams get from your advertisement?
 - Is it the same message according to your first plan?
 - What could you do with your class?

