



# **Cool Contest Guide**

*An Educational Media Contest*

## **2017-2018**



[www.WhatsSoCool.org](http://www.WhatsSoCool.org)

Dear Teacher Coach,

Thank you for participating in the *What's So Cool About Manufacturing?* Educational Media Contest!

The eMediaWorkshop Training Series contains six short programs designed to guide students through the process of educational media production. This Training Guide will help you successfully lead your student teams by providing:

- 1. Instruction materials about the production process.**
- 2. Interactive worksheets for each section.**
- 3. Equipment information and tips for proper operation.**
- 4. Rules and regulations for the contest.**
- 5. Contest Timeline and Teacher Coach Checklist.**
- 6. Optional practice activities.**
- 7. Waivers and Release forms.**
- 8. Pennsylvania State Standards Alignment.**

We anticipate that the time and effort your students spend researching and producing this film will open their eyes to the world of career opportunities in innovative manufacturing environments.

If you have any questions or comments, don't hesitate to contact:

Bow Lewis 215-948-9285 ext. 103

[BowL@manufacturingonline.org](mailto:BowL@manufacturingonline.org)

We look forward to finding out *What's So Cool About Manufacturing* with you and your student team this fall!

Best of luck!

**The WSCM Team**

**[WATCH](#)**

Contest Preview Video

# eMediaWorkshop

## Training Guide



# PART I

# INTRODUCTION

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Contest Guide Video Part I: Introduction

At eMediaWorkshop, we start every project with three questions.

★ Question #1: Who is the audience?

Ask yourself, “Who will see this film?” When answering this question, be as specific as possible so that you can put yourself in the viewers’ shoes.

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★ Question #2: What is the central message?

Ask yourself, “What am I trying to communicate?” Think about the most important message that you want to communicate - then, add supporting messages as needed.

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★ Question #3: What is the desired impact?

Ask yourself, “What do I want the audience to *think, feel* and *do* after viewing this program?”

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Once you’ve answered these three questions, you’re on your way to creating effective educational media!



# PART II

# PRE-PRODUCTION

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Contest Guide Video Part II: Pre-Production

**Pre-production is all about planning! There are many things to consider during the preparation stage of your project.**

★ Early Preparation

- What is the vision for your program?

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- What is the content?

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- Who are the people who will appear in your film?

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- You will need to decide who will be on your production team.

Producer: \_\_\_\_\_  
What does a Producer do?

Camera: \_\_\_\_\_  
What does a Camera Operator do?

Sound: \_\_\_\_\_  
What does a Sound Tech do?

Editor: \_\_\_\_\_  
What does a Media Editor do?

## ★ Production Equipment

- Make sure you have the proper gear and that it is in good working order!
- Use a checklist! It should include items such as:
  - o Camera
  - o Microphones
  - o Tripod
  - o Release forms
  - o Headphones
  - o Script Material
  - o Batteries
  - o Memory cards
  - o Props \_\_\_\_\_

## ★ Research

- Learn about the people and the settings you are going to visit before you arrive at the location.
- Determine rules and conditions and dress appropriately.

## ★ Scheduling

- In order to begin the scheduling process for your shoot, you will need a **contact person** at the location. Make it a goal to establish a positive rapport and be considerate of their time.

★ Interview Questions

- Remember that good interviews start with good questions!
- Your interview questions should always relate to your **central message**.

- Central Message \_\_\_\_\_

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- Question #1 \_\_\_\_\_

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- Question #2 \_\_\_\_\_

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- Question #3 \_\_\_\_\_

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- Question #4 \_\_\_\_\_

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# Shot List Worksheet

★ Interview Subject 1 Name \_\_\_\_\_

★ Position/Job Description \_\_\_\_\_

## ACTION 1

★ Wide Shot \_\_\_\_\_

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★ Medium Shot \_\_\_\_\_

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★ Close-Up Shot 1 \_\_\_\_\_

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★ Close-Up Shot 2 \_\_\_\_\_

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★ Close-Up Shot 3 \_\_\_\_\_

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ADD MORE ACTIONS AS NEEDED!

# Shot List Worksheet

★ Interview Subject 2 Name \_\_\_\_\_

★ Position/Job Description \_\_\_\_\_

## ACTION 1

★ Wide Shot \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ Medium Shot \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ Close-Up Shot 1 \_\_\_\_\_

\_\_\_\_\_

★ Close-Up Shot 2 \_\_\_\_\_

\_\_\_\_\_

★ Close-Up Shot 3 \_\_\_\_\_

\_\_\_\_\_

ADD MORE ACTIONS AS NEEDED!

# Shot List Worksheet

★ Interview Subject 3 Name \_\_\_\_\_

★ Position/Job Description \_\_\_\_\_

## ACTION 1

★ Wide Shot \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ Medium Shot \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

★ Close-Up Shot 1 \_\_\_\_\_

\_\_\_\_\_

★ Close-Up Shot 2 \_\_\_\_\_

\_\_\_\_\_

★ Close-Up Shot 3 \_\_\_\_\_

\_\_\_\_\_

ADD MORE ACTIONS AS NEEDED!

★ Practice

- Remember that doing anything well is a process. Challenges may arise and plans may change last minute, so successful producers always have a **Plan A** and a solid **Plan B**.
- Your team should practice shooting interviews and B-Roll before going to your location.
- Editing your practice material will help your shooting skills - the best camera people are editors first.
- See the Practice Activity in the Appendices.
- Remember your project goals.
- Stay positive!



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Sample Video: Martin Guitar Company



# PART III PRODUCTION

[WATCH](#)

Contest Guide Video Part III: Production

# Lights, Camera, Action!

## ★ Making Good Choices

- Be on time and stay on schedule.
- Be respectful of people and property.
- SAFETY FIRST. Never put yourself or others at risk while shooting.
- When shooting an interview it is best to have the subject in a setting that helps tell the story.
- Walk around the location to find good camera angles before you start.
- Everything in the frame counts. Whenever possible, remove unsightly objects from the setting.
- If ambient sound impacts the quality of your audio, change location to record the interview.
- Playback your recording to make sure the sound is clear, not too loud and not too soft.

## ★ Equipment

- Make sure your camera is in good operating condition.
- Make sure that all your batteries are fully charged.
- Make sure you have your lapel mic and spare battery.
- Use your checklist to account for all necessary gear.

## ★ Set-up for Recording

- Make sure your camera lens is clean before shooting.
- Perform a test record on location for picture and audio.
- Use headphones to monitor your audio. Playback your recording to make sure sound is clear - not too loud and not too soft.

## ★ Audio

- Microphone placement is important. Lapel microphones should be placed near the subject's mouth and the wire should be hidden neatly.
- If machine noise interferes with your interview sound, you may politely ask that it be turned off. If this is not possible, change locations to record the interview and return later for B-Roll.

## ★ Image

- It is recommended that you shoot with available light. That is, whatever light already exists in the interview setting.
- Position the subject so that the available light is most flattering to their image. Choose an even lighting, one that is not too bright, but not too dark.

## ★ Framing

- The way images are arranged in a frame tells the story in a creative way. Look for frames that have important information in the foreground and the background.
- *Headroom* is the space between the top of subject's head and the top of the camera frame. Leave a small but definite space above the head to create a balanced frame.
- Once you have placed the microphone, established a camera angle that flatters the subject in an appropriate setting, begin recording.

## ★ Starting the Interview

- Help your subjects relax by asking them to say and spell their name and job title.
- Politely ask if subjects can focus their eye contact directly at the camera lens.
- Educational media has a positive atmosphere. It helps the programs if subjects look happy. You may ask them to smile periodically if it will help them relax.

## ★ During the Interview

- Listen carefully. A good interviewer talks very little, just enough to get the subject talking. Your questions are designed to reveal something interesting. Listen for information you want to learn more about then follow up with focused questions or prompts.
- In order to keep a subject's answer lively, you can prompt them with active phrases, like "I love my job because..." and ask them to complete the sentence.
- By identifying key points in a subject's answer, you can help them make the answer more concise.
- Do multiple takes whenever possible. This allows you to have options once you get to the edit room.

- Change angles between *takes* to help with editing answers in post-production.
- Listen for visual cues that you can shoot later. The interview subject will tell you a lot about the visual elements you will need to cover their sound.

#### ★ Multiple Camera Shots

- **Wide Shot:** When shooting for coverage, make sure to get a wide shot that includes the action and setting.
- **Medium Shot:** This is still a full frame that reveals the subject, setting, and action. It is closer than a Wide Shot and wider than a Close-Up and is designed to give the viewer more detail.
- **Close-Up Shot:** Close-ups are tightly framed shots that focus viewer attention on details of action. This is your chance to be creative. The details you choose will strongly influence the message and atmosphere of your film. Shoot as many close-ups as your schedule allows

#### ★ Shooting for Sequence

- Physical action makes good B-Roll. You may ask your subject to stage an activity so that you can shoot the action from multiple angles.
- An *action sequence* has a beginning, middle, and end; you should shoot several angles of each part of the activity.
- Be active when you're shooting. Cameras can *pan*, *tilt*, and *track*.
- You can shoot on a tripod or hand held. Be sure to keep your camera work steady.
- Look for movement, color, and beautiful light in the location.
- Vary camera angles dramatically - *low* angles, *high* angles, *side* angles will cut together nicely.



★ Practice

Pick an activity that has physical action, like frying an egg, and fill in the actions:

Activity \_\_\_\_\_

Beginning \_\_\_\_\_

Middle \_\_\_\_\_

End \_\_\_\_\_

How would you shoot each phase of the action?  
(Hint: Remember the three questions.)

Beginning:

Wide Shot \_\_\_\_\_

Medium Shot \_\_\_\_\_

Close-up Shots \_\_\_\_\_

Middle:

Wide Shot \_\_\_\_\_

Medium Shot \_\_\_\_\_

Close-up Shots \_\_\_\_\_

End:

Wide Shot \_\_\_\_\_

Medium Shot \_\_\_\_\_

Close-up Shots \_\_\_\_\_



## **PART IV POST-PRODUCTION**

[WATCH](#)

Contest Guide Video Part IV: Post-Production

## ★ Organize Footage

- Create a new project and give it a name. You will draw from these collections as you edit your program.
- Select and isolate interview answers into a folder.
- Locate and set aside the best shots (smiles, close-ups, etc.).
- Look for shots that will work well in the beginning and end of your film as well as transition shots.
- Music is an essential part of the film. Choose an instrumental underscore that defines the atmosphere, pace, rhythm and the energy of your program.

## ★ Editing

- Create a new sequence and call it "A-Roll 1"
- Drop your music into the time line, loop it if necessary and lock the tracks for now.
- Put together the best of your interview selects. Choose clear portions of each answer to form complete thoughts.
- Start at the beginning of the music track to build the open sequence. It is important that the first 10-15 seconds of your program be lively and engaging. Arrange several sound bites that together establish:
  - Subjects
  - Message
  - Location
  - Tone
- Introduce your *central message* early and reinforce it throughout the program by adding details.
- Let this version run long - you will tighten and refine it in later versions.
- Look for strong phrases to start and end each interview section.
- Evaluate and choose interview selects according to:
  - Content
  - Presentation
  - Energy
  - Composition
  - Camera Work
- Create a natural rhythm and speech pattern by carefully editing words and phrases.
- The goal is to make your edits invisible to the viewer – that is, you want the viewer to be focused on the content not the technique.

## ★ Cover with B-Roll

- Find important places in the A-Roll where you want to leave your interview subjects on camera.
- Drop photos and other videos in places where you want to show more action and detail.
- Keep the pace lively by changing the shot every 2-3 seconds.
- Remember to save some great shots for your big finish.
- Compile several short sound bites that reinforce your central message and make your subjects shine.
- Be patient, editing takes time.

## ★ Polish

- Refine edit points to optimize the rhythm of your film.
- Adjust audio and video level.
- Add graphics where appropriate.

## ★ Exporting Instructions

Every editing program is a little different, but in general you should be able to select “Export..” from one of your file menus in the application. When prompted on what setting to export the file there are couple of things to keep in mind:

1. **FILE NAME** - **name the file** with your school name , underscore, and version (USE: “Aroll”, “Broll”, “Final”, “Final\_v1”, “Final\_v2”). **For example:** WashingtonMS\_Aroll or MountainViewMS\_FINAL
2. **FILE TYPE** - for uploading you will want to export as a QuickTime movie (**.mov**) or an Mpeg (**.mp4**) using a “CODEC” called **H.264** - In general the “CoDec” is what makes the movie file a smaller file size while maintaining the quality of the video. Many applications default to H.264 , anticipating you are going to upload to the web.
3. **Resolution** (or Dimensions) - whenever possible export it so the movie is **1920x1080**. If your program sets limitations on resolution size please make it at least **1280x720**.
4. **Uploading** - When your file has been created onto your computer or external hard drive:
  - 1) Go to <http://wscm.wpengine.com/team-portal/video-upload-page/>
  - 2) Choose your contest
  - 3) Drag and drop the **correctly named** file into the appropriate window to upload to the website

## ★ Media Ethics

- Make it a point of pride to always make people feel good about how they appear.

# That's a WRAP!



## EXTRAS



## Practice Activity

1. Choose an interview subject who can talk about and demonstrate some interesting activity. For example, tying a fly for fishing, making a kite from newspaper, building a house of cards, etc. The activity should include physical props and action and have a narrative structure with a beginning, middle, and end. Ideally your interview subject will be knowledgeable and enthusiastic, can bring the props to school, and be dressed appropriately for the camera.

Then schedule a setting for the interview and B-Roll shooting that communicates something about the topic. For example, if the interview is about making clay sculpture, the art room would be a good setting. Ideally the location will be quiet enough to capture clean interview sound.

2. Shoot the interview. The content of your interview should be determined by your choice of audience and the central message you wish to communicate to them. For example, if the film is for your teacher you will design the interview differently than if it is for your younger brother. Pick an audience and a specific message to convey about your chosen activity and write four prompts.

Here's a sample:

Prompt 1: Kite building is a cool way to learn about ...

Prompt 2: There are lots of things you can use to make a kite...

Prompt 3: My favorite design is...

Prompt 4: I want to eventually learn how to...

Shoot the interview from at least three different angles, attempting to vary the background and framing. Remember that everything the camera sees matters – position the subject, camera, and other objects to suit your frame. Get multiple takes of each prompted answer helping your subject to be upbeat. Make it fun!

3. Shoot the activity several times from start to finish. You can shoot on a tripod or hand-held – being careful to keep your camera work steady. Start by recording a Wide Shot of the action that establishes the person, the setting and the activity. Then repeat the action in order to shoot a Medium Shot. You can vary the angle to find interesting ways to reveal more detail about the activity – try moving the camera around

the subject to frames that look good to you. Then shoot at least 12 different Close-Ups of the person and the action - be creative in finding the visual details that tell the story.

4. Edit your material together into a short film, one minute or less in duration. As you make your selections, consider what impact you want to have on your chosen audience. That is, what do you want them to think, feel, and do once they've seen your film?

Pick an instrumental music track and mix it down to a level that allows us to hear the interview sound clearly.

Edit the best prompted responses together – you will probably need to shorten them by selecting only the most essential words need to tell the story. Choose at least two spots in the interview where we will see the subject on camera – should be at or near the beginning and again at or near the end.

Then cover the rest of the interview with shots of the activity. Sometimes, it is helpful to edit the beginning and end the sequences first, then choose the shots to cover the middle section. For example, laying out newspaper on a table could be a beginning action and flying the kite made from that newspaper could be the final action. Remember to look through all your raw footage and only use the best shots in your project. **Polish the video and sound in your time line, then export and upload your film for review.**

## **STUDENT TEAM Pre-Test Activity – Due January 7th**

1. Interview the members of your team (using the mic). Ask questions like:

- Name, grade and school
- What comes to mind when you hear the word “manufacturing”?
- What do you think a job in manufacturing looks like?
- What are you most excited about in creating a video about (your company)?
- What do you expect to learn through participating in the contest?

2. Use camera hints from “Pre-Production” (pp13-17) & “Practice Activity” (p23).

3. Upload your Test Video per the “Exporting Instructions” found on page 20.

# Rules and Regulations

## Philadelphia Region Student Video Contest

1. Projects must be completed by students with guidance and support from Teacher Coaches.
2. All video footage of final projects must be produced by student teams in order to qualify for an award. No company and/or professional video is permissible.
3. Projects must be completed using video equipment provided by MAP.
4. Production teams must complete training curriculum as outlined in the WSCM Contest Guide (online version at [www.WhatsSoCool.org](http://www.WhatsSoCool.org)).
5. Final projects must run between 2 and 2.5 minutes in duration.
6. Final projects must contain at least 3 interviews and appropriate images of the manufacturing setting.
7. Final projects must contain logos as indicated (each logo should appear for approximately 2 seconds):
  - At the top of your program
    - **What's So Cool About Manufacturing?** logo (provided to you)
    - **Manufacturer's** logo
  - At the end of your program
    - **School** logo
    - **WSCM** Panel with this logos for this year's partners (provided to you)
8. Teacher Coaches are responsible for leading and monitoring all activities associated with contest related activities, including being in regular contact with manufacturer for updates and scheduling.
9. All sound and images captured in relation to the project are the property of MAP and should not leave the school computer without express permission from MAP.
10. **All MAP MEDIA RELEASE FORMS must be scanned and emailed by January 7th to:** [BowL@manufacturingonline.org](mailto:BowL@manufacturingonline.org)
11. Each team must meet Contest Deadlines as posted and deliver final project files to the host (see Timeline, pp 25,26; Email reminders will be sent).
12. Each Teacher Coach is responsible for returning all unused footage to MAP or destroying all unused footage by March 31, 2018.
13. The use of drones is not permissible for outside footage.
14. MAP reserves the right to investigate and/or disqualify a school from the Viewers Choice Award if there is evidence to suggest that any tactics of automation and/or computer programming have been used to inflate voting totals in a matter that is not statistically natural.





## TEACHER COACH RELEASE FORM

DATE: \_\_\_\_\_

Project: **What's So Cool About Manufacturing? Video Contest**

I hereby grant my consent to use and license the use of my name and likeness, whether in still or in motion pictures, my photograph and/or other reproduction, including my voice and features, with or without my name, for any editorial, promotion, trade, business or other purpose whatsoever. MAP may exercise their rights in any way they see fit for their productions, for advertising, promotions and for other purposes.

For good and valuable consideration, including my appearance in the Project specified above ("Project"), I hereby authorize MAP to record my name, likeness, image, voice and performance on film, tape or otherwise ("Materials"). I represent that I am a bona fide amateur. I agree that the materials may be edited as desired and used in whole or in part in any form, format, manner or media, now known or hereafter devised, for any distribution purpose, throughout the world in perpetuity. I understand and agree that the Materials may be used in the Project or in any other materials at MAP sole discretion. I understand that I have no rights to the Project, Materials and any other products or benefits derived therefrom.

I represent that I have the right to enter into this Agreement and that my performance and the rights I have granted in this Agreement will not conflict with or violate any commitment or understanding I have with any other person or entity. I agree to indemnify and hold harmless MAP from and against all claims, losses, expenses, and liability of every kind including reasonable attorney's fees arising out of the inaccuracy or breach of any provision of this Agreement. I expressly release MAP from any and all claims arising out of the use of the Materials.

This Agreement represents the entire understanding of the parties with respect to the subject matter hereof. This Agreement and all rights hereunder, shall be fully assignable by MAP. This Agreement is entered into with the Commonwealth of Pennsylvania and shall be governed and construed in accordance with Pennsylvania law as if this Agreement were to be fully performed within the Commonwealth of Pennsylvania without giving effect to principles and conflicts of laws. The parties agree to submit solely and exclusively to the jurisdiction of the state and federal courts of the Commonwealth of Pennsylvania to resolve any disputes arising hereunder.

- I have read and agree to the terms of the Teacher Coach Release Form
- I have read and agree to the terms of the attached Rules and Regulations
- I have received video equipment and accessories on (or about) this date

\_\_\_\_\_

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Teacher Coach Name-please print

Teacher Coach Signature

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School District



## Student Media Release Form

DATE: \_\_\_\_\_

Project: ***What's So Cool About Manufacturing? Student Video Contest***

I hereby grant my consent to use and license the use of my name and likeness, whether in still or in motion pictures, my photograph and/or other reproduction, including my voice and features, with or without my name, for any editorial, promotion, trade, business or other purpose whatsoever. MAP may exercise their rights in any way they see fit for their productions, for advertising, promotions and for other purposes.

For good and valuable consideration, including my appearance in the Project specified above ("Project"), I hereby authorize MAP to record my name, likeness, image, voice and performance on film, tape or otherwise ("Materials"). I represent that I am a bona fide amateur. I agree that the materials may be edited as desired and used in whole or in part in any form, format, manner or media, now known or hereafter devised, for any distribution purpose, throughout the world in perpetuity. I understand and agree that the Materials may be used in the Project or in any other materials at MAP sole discretion. I understand that I have no rights to the Project, Materials and any other products or benefits derived therefrom.

I represent that I have the right to enter into this Agreement and that my performance and the rights I have granted in this Agreement will not conflict with or violate any commitment or understanding I have with any other person or entity. I agree to indemnify and hold harmless MAP from and against all claims, losses, expenses, and liability of every kind including reasonable attorney's fees arising out of the inaccuracy or breach of any provision of this Agreement. I expressly release MAP from any and all claims arising out of the use of the Materials.

This Agreement represents the entire understanding of the parties with respect to the subject matter hereof. This Agreement and all rights hereunder, shall be fully assignable by MAP. This Agreement is entered into with the Commonwealth of Pennsylvania and shall be governed and construed in accordance with Pennsylvania law as if this Agreement were to be fully performed within the Commonwealth of Pennsylvania without giving effect to principles and conflicts of laws. The parties agree to submit solely and exclusively to the jurisdiction of the state and federal courts of the Commonwealth of Pennsylvania to resolve any disputes arising hereunder.

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Student Name

School

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Parent Name

Parent Signature

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Phone Number

Date

# **Pennsylvania State Standards Alignment**

## **Standard Area 1.6.8: Speaking and Listening**

1.6.8.A: Listen critically and respond to others in small and large group situations.

Respond with grade level appropriate questions, ideas, information, or opinions.

1.6.8.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

## **Standard Area 1.8.8: Research**

1.8.8.A: Develop an inquiry-based process in seeking knowledge.

1.8.8.B: Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a variety of appropriate media sources and strategies.

1.8.8.C: Produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources.

## **Standard Area 1.9: Information, Communication, and Technology Literacy**

1.9.8.A: Use media and technology resources to support personal productivity, group collaboration, and learning throughout the curriculum.

## **Standard Area 3.4: Technology and Engineering Education**

S7.A.2.2.2: Apply measurement systems to record and interpret observations under a variety of conditions.

S7.A.2.2.3: Describe ways technology is used to enhance scientific study and/or human life.

## **Standard Area 13.1: Career Awareness and Preparation**

13.1.8.A: Relate careers to individual interests, abilities, and aptitudes.

13.1.8.D: Explain the relationship of career training programs to employment opportunities.

*The WSCM campaign was started in the Lehigh Valley, Pennsylvania under DIDI PA, the public platform for the manufacturing career awareness partnership led by Manufacturers Resource Center. Original funding was furnished by grant from the Pennsylvania Department of Community and Economic Development (DCED).*