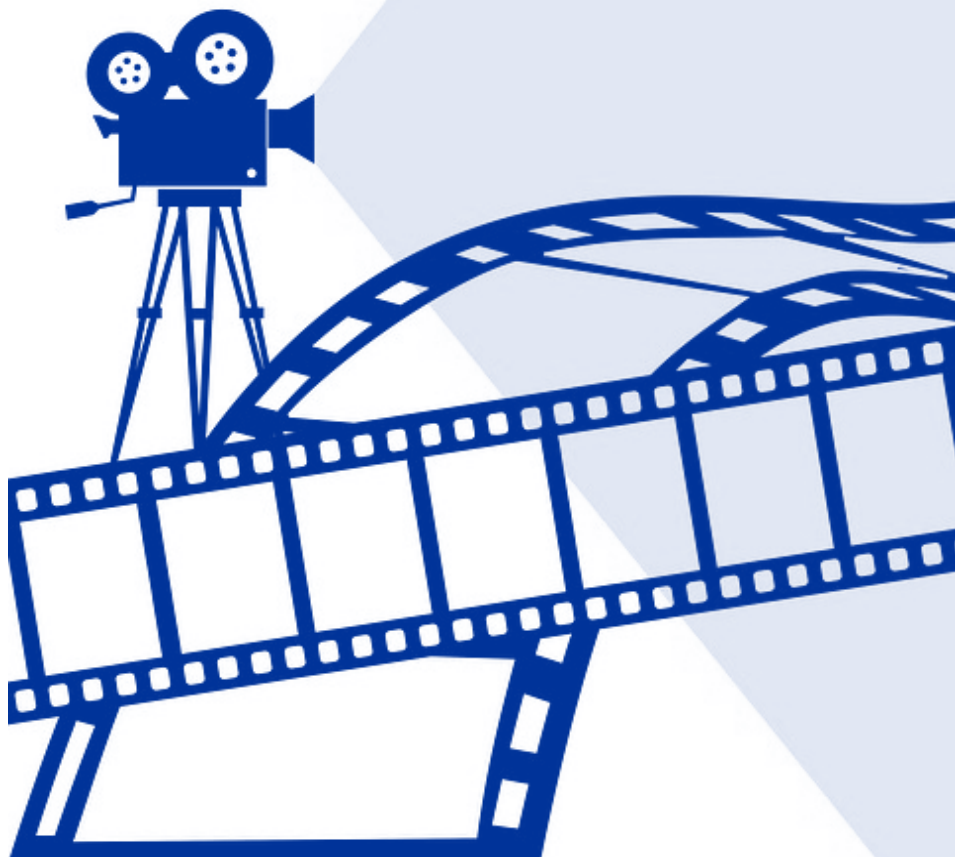


**Joint work made by students from:**

Romania  
Slovenia  
Portugal  
Turkey  
Bulgaria



ȘCOALA GIMNAZIALĂ "GHEORGHE BANEĂ"  
Oraș MACIN, Jud. TULCEA,



**ERASMUS+ PROJECT KA229  
2020-2022**

# *Cinema, my dream*

2020-1-BG01-KA229-079146\_4



**C2 - FILMS WITH IMPACT**  
21<sup>st</sup> – 25<sup>th</sup> February 2022



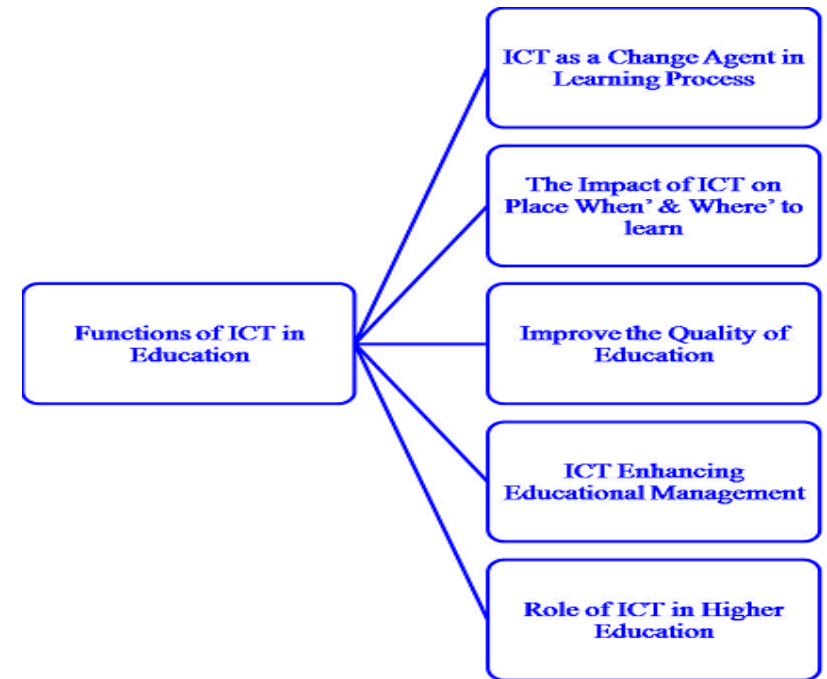
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# LET'S MAKE A MOVIE



## OBJECTIVES:

- developing students' knowledge of practical skills related to filmmaking
- developing creativity and critical thinking
- developing social and communication skills
- encouraging students to actively address social issues
- in-depth knowledge of different cultural features and discovering similarities and differences
- development of ICT and digital skills
- Improving English language development, developing communication skills using the languages of the partner countries in the project.
- use of interdisciplinarity through the interface of distinctive components



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## Short films are a great medium for social issues

Short films are important to audiences and societies because they are simple forms of entertainment that usually are edited tightly and well, and stay entertaining throughout the entire length of the short movie.

Short films raise questions, consider ideals on social issues.

In a nutshell, what this says is that short filmmakers must find new ways of telling a story. For example, without the ability to explain all the aspects of a character's background needed to justify their actions, short films need to find other ways to get audiences to identify with them.



## CONTENT

1. Film with impact—Impact of films
2. Influence of media on children's behaviour
3. Filmmaking and Animation in the Classroom
4. How to get your short film made



## EXPECTED RESULTS

- ◆ improved student skills in film production, applications, methods/ procedures
- ◆ improved communication skills and problem solving - improved awareness of the diversity of European countries and their similarities
- ◆ better awareness of social issues and willingness to participate in community life activities
- ◆ improved language skills, ICT and digital skills -increased teamwork skills

## Impact of films

Our society today is more influenced by media and film. Every day we come across incidents that happens around us seems have got more influence of the films that the youth view. Well from the young to the old and from children to youth we hear them sing latest film songs. Today a school going child knows all the latest movies and latest songs that is being released in the theaters. In way we must be happy that they are kept informed well with the present but...

The media and film so much captivates the mind of the people it has become part of human life. We cannot do away with it. We can always feel the young generation today with mobile phone, iPods, taps in their hands and head set on their ears just moving with dance on the street sometimes never even noticing what is happening around them.

Film songs today so captivating and enthusing that really haunt both children and youth, film stories at times provide meaningful themes'. every individual today wants to be a hero or heroine to be noticed in their day today life. A film star is a role model for many of the young today.

They imitate their gestures, dressing style, way of talking and mannerisms. Many criminals have confessed that they committed crimes just by seeing the movies. It do disturb the children to take their attention from studies.

The real fact is that the young people who spend a lot of time before the TV, or in cinema theaters and they spend their precious time in a world of imagination and empty dreams. The ambitions are far from realities and they fail to adjust themselves with realities of life.

When they find that they cannot reach their dreams they easily get disappointed. However cinema can help people to be aware of the social evil such as child labour caste, theft, killing, and many more social evils. Since the young are not motivated by the fixed ideas they are quick to changes and are able to bring about desired changes in society.

Thus we may say the influence of cinema on the young minds is quite deep and strong. As a whole if we look at the positive side of cinema it colour their thinking. It determines their aims, it moulds their outlook.

Hence the film producers and the film Directors have a great role to play in making the society and the young grow in a better environment. The movies must show forth values and virtues to the young children and youth. The parents and the teachers, professors must guide the children and youth to choose movies which depicts realities and noble ideas of life.

It is the need of the hour that children today must learn to use media for the good. There is always a great fear among the elders that the influence of media on the young has got so much of impact that our tradition of noble life is slowly gives way to so called modern life style which often questions the realities of life.



## How can we implement a short film into my language classroom?

Here's a list of several ways we can incorporate the short films to get students reading, writing, speaking, and listening in the target language:

- Write a list of all current and/or past vocabulary words relevant to the short
- Provide (or have students write) true/false statements that narrate the plot
- Offer short answer questions to students to demonstrate their comprehension
- React to various moments throughout the short
- Watch multiple short films, comparing one to another
- Pair students to dialogue as if they were two characters from the short film
- Write the hypothetical next scene or sequel to the short film
- Write reviews of the short films, including the students' reasoning for their rating
- Have students place themselves in the shoes of the characters to express what they would do if they were in the film, applying the conditional tense
- Respond to the cultural elements inherently expressed in each short and compare it to another culture

Short films have much in common with books in the way they tell stories. Both mediums can be discussed in terms of narrative structure, genre, themes, character, language and setting.

There is no right or wrong way to interpret a short film. They are works of art that hold multiple meanings for different people depending on their experiences, knowledge and way of looking at the world.

Films engage us in a unique and powerful way. They are more than entertainment alone because they hold underlying messages, providing knowledge about the world and subjects that we may never have the opportunity to experience for ourselves. Short films can provide us with the chance to reflect on our own lives. They also make a great tool for prompting discussion about our own and other cultures, societal norms of behaviour, and how we express and deal with emotions.

## How Filmmaking in Schools Can Foster Creativity for All Learners

Solving real-world problems and shaping creative decisions can be a topic of discussion for students. Creating a film project with students can be a challenge and a way to learn at the same time. There are many roles that students can play in the production of a short film, creating a meaningful learning experience. Students can take on roles that suit their interests and can collaborate as part of a team in a problem-solving environment that results in a finished product. Students will have the chance to become creators, thinkers and artisans of a screen story.



Digital storytelling can be used in education in many different ways, and movies can be made about anything. Allowing students to create stories provides a sense of agency and ownership that can inspire a holistic research process, regardless of the topic, in which students learn the material for their story in a natural, contextualized way. Teachers may enjoy writing their own stories initially to shape the process, then ask students to create their own. The storytelling process can capitalize on students' creativity as they begin to investigate and tell their own stories, as they learn to use a variety of resources, such as the library and the Internet, to find content.

Digital story creation may also develop more advanced communications skills, by allowing students to learn to better organize their ideas, ask the right questions, express their opinions and individuality more openly, and construct narratives that will connect with their viewers/classmates.

Film and media productions in general have the role of transmitting cultural values and models of society and have an important role in shaping the thinking and behavior of individuals, especially among young people. The media have the opportunity to circulate different models of behavior generally accepted by society, responding to the need to perpetuate community values. They transmit myths, traditions and principles from one generation to another. Their role is to transmit knowledge and train cultured people.

Movies represent stories, metaphors, and the subconscious mind reacts to metaphors. With films we can travel either in the past or in the future. If we refer to the psychological effect, there are certainly films that make us aware, there are many films in which we find our story and that films during this period are a breath of fresh air, are gates to worlds in which to find our well-being.

Fiction in contemporary films instills in people distorted images of the concrete environment in which they live. So many young people, seeing what their "heroes" are capable of, acquire inferiority complexes, especially towards the opposite sex, seeing themselves ugly, incapable of bravery (impossible to achieve anyway), thus becoming incommunicative, closed in on themselves. Others, on the other hand, try to imitate the acts presented in movies, especially those of violence.

The media exerts a special influence on the teenager's personality. Therefore, it is necessary to ban the dissemination of materials (scenes, cases) that praise theft, violence, amoral, unnatural and eccentric in relation to the natural, which degrades the image of interpersonal relationships, contaminates the life and behavior of adolescents. The effect of this video-audio hypnosis creates addiction, fatigue, distraction from lessons and reading, we can even say illiteracy and decreased performance of intellectual development. The new generation is creating its own world of soap operas, ghosts from violent and erotic films, and suburban culture generated by fostering stereotypes through entertainment shows.

Presenting violence in movies too often can accustom children to the very idea of violence, creating a tendency for them to remain indifferent to the suffering of others. But the greatest evil does not consist in showing scenes of violence, but in creating that mixture between fictional and real that leads to mental and moral confu-



Presenting violence in movies too often can accustom children to the very idea of violence, creating a tendency for them to remain indifferent to the suffering of others. But the greatest evil does not consist in showing scenes of violence, but in creating that mixture between fictional and real that leads to mental and moral confusion for the child, to the difficulty of separating the fictional from the real.

Violent video games and movies make young people more insensitive to the suffering of others. Exposure to violent environments diminishes altruism. According to researchers, exposure to violent content and games causes psychological desensitization, slowing the heart rate and electrical conductivity of the skin while watching violent scenes or shortly after.

The way in which the effects of the education received by a child affect society is very important and topical. The way in which parents, educators, teachers will manage to transmit moral values, to create by their own example healthy models that young people adopt during their becoming adults, will decisively form the personality and especially its relational side - **character**.

- Children who view violent acts on TV are more likely to show aggressive behavior.
- Children may become less sensitive to the pain and suffering of others.
- TV Violence can make a child fear that the world is dangerous and that something bad will happen to them.
- TV characters often show risky behaviors, such as smoking and drinking and taking drugs.
- Children have a difficult time understanding the difference between what is real or what is fiction, and tend to copy what they see.



The skill of the student to evaluate human relations, interpret the mutual interaction of the individual-and-the society relationships, and establish the cause-and-effect relation increases.

Shooting film provides student have an idea of being a part of the lecture to be brought by the active participation.

The notions of group work, taking responsibility, fulfilling responsibilities, and experiencing group achievement develops for the student. Furthermore, the short film helps to exemplify the way the subject is used, to infer and establish connections with what had been taught before.



There are some disadvantages or limitations to conduct the lectures by making the students watch and/or shoot short films. These can be listed as follows:

Technical deficiencies and the need for preliminary preparations of the production stage and the projection of the film are among the significant limitations. Furthermore, requirements of writing the screenplay and learning film shooting techniques even at simple level cause need of preliminary-education. However, requiring long time periods or the shooting and the editing is a disadvantage. The desired result may be achieved lately or may never be achieved at all. It is also possible for the tutor to experience difficulties and problems in maintaining the class order.

The frame of the subject matter is determined by the tutor and possible ideas about the subject are generated. The method of how to address the subject is decided. After completing writing of the screenplay, selecting the players, seeking location, and procurement of the budget, the shooting is performed. Editing follows the shooting. Finally the results such as whether or not the production reflects the desired purpose are evaluated within the classroom.

As a consequence of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently.

**5. ICT integration is a key part of the national curriculum:**

The integration of digital technologies or ICT is a significant part of the Australian Curriculum for example, and this is a trend that many global governments are taking up as they begin to see the significance of ICT in education.

6. **ICT use develops ICT literacy and ICT Capability:** Both are 21st-century skills that are best developed whilst ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide them with meaningful activities, embedded in purposeful subject-related contexts.

**Importance of Students Engaging with ICT**

It is important for students to engage with ICT so that:

- 1) Learn 21st-century skills and develop their ICT capability and ICT literacy.
- 2) Improves their attainment levels.
- 3) Prepares them for an integrated society dominated by ICT developments.
- 4) So that they learn the notion of using ICT as a tool for lifelong learning.

If you put a lot of thought into your planning, you will notice a higher degree of engagement and this can lead to the development of 21st-century skills such as complex thinking, creative problem-solving, and collaboration.

Technology integration in the classroom is an instructional choice by you, the teacher, and should always involve collaboration and deliberate planning.

The **short film** is effective and useful. It enhances the memorization and the comprehension. It enables the student to remember the subjects easily and creates expression richness. It supports creative thinking. Thanks to its time, its story is created briefly and economically and this provides focusing on the desired subject. The fact that the students get used to think with visual and movable images about the subject reifies the knowledge. Therefore, the need for repetition during the class hours diminishes and long-term remembering occurs. The power of observation increases thanks to the active participation.

Cinematographic art is the bridge between the characters, the imaginary world and the real world, a link that can be a basis in the process of human knowledge, inter-knowledge, education and personal development. Film is an art form that, by re-creating reality, teaches us not only to look at images, scenes, sequences, to experience the unfolding, but especially to see beyond them... beyond ourselves. Moreover, it is not only about that rediscovery in the film, but also about a rediscovery of the world within you, but also of the objective, external reality, which also implies an alchemical experience of transfiguration, of transformation into good, into beauty, a perpetuation or a re-creation of virtues, human and social values.

The film can also be a source of inspiration even for teachers, and cinematography provides us with a series of productions that highlight the typology of the creative, open teacher, who develops a harmonious and close relationship with his disciples.

Documentary film productions are not only easy to use as a teaching aid, as they address various topics, even specific to certain subjects taught in school, but also have immediate and lasting effects in assimilating knowledge and learning strategies and techniques with practical applicability. by the young beneficiaries of the educational process.

Thus, the film can be used in education at the level of the three sides of the educational process: teaching, learning, evaluation, as well as in the process of career counseling and personal development.

The film can be used in teaching to stimulate and encourage the involvement of learners, to promote critical thinking

and analysis skills, to help memorize curricular content, etc.



## Influence of media on children's behaviour

The influence of media on children extends to health-related issues. Although television has the power to educate on nutrition, exercise, and a wide variety of health-related issues, it can also be a negative force through images and advertisements which influence viewers to make poor food choices or to overeat.

In addition, excessive television viewing can result in inactivity which further contributes to excessive weight gain and poor fitness levels.

Children are specifically targeted by some advertisements and are even more vulnerable than adults to their influence. Their minds are still developing and without guidance, they can't critically analyze what they watch and realize what they are seeing is merely a marketing scheme.

A number of methods are used to influence food choices, and children are very susceptible to these messages. Food is made to look more appealing in ads by brushing it with oil to make it glisten, by having the actors smile and appear to be having a very good time, or to make it look really "cool" by having celebrities or beautiful-looking people consuming it. These tactics influence children more easily than adults and it seems the messages become more deeply embedded in their decision-making process.

These kinds of genes interacting with an environment full of junk food ads may make children more likely to reach for a snack when it's advertised on TV, even when they're full, putting them at even greater risk of obesity, the study team writes.

Nowadays, children use gadgets often. However, too much use of gadget has some specific effects on children's speech development. The latter is among

the major indicators of considerable growth in children's cognitive ability, and educational achievement during their golden age, that is a period of 9 to 24 months. This research used the phenomenological descriptive approach to explain the effect of gadget on speech development of toddlers.



Once re-editing has been done, re-look the film one last time with your crew, and check if all suggestions have been incorporated. Get final feedback on the film and ensure all issues encountered during editing have been rectified. Once that has been done, you can start showing it to people.

## Impact of ICT on Teaching and Learning in the 21st Century

The development of ICT skills involves familiarizing students and teachers with the use of working with computers, by addressing related social and ethical issues.

ICT skills not only transform teaching, but also learning processes. These transformations lead to an increase in student acquisition and learning, which gives students an opportunity to develop creativity, communication skills and other thinking skills. Smart solutions for the future, including laptop learning, e-learning, smart classrooms, teaching aids and incentives, are also key to today's education.

Students, teachers, administrators, and parents need to be able to easily communicate and collaborate with each other, share secure information non-stop, and ultimately access a world of knowledge beyond the walls of the classroom.

**Key issues to remember in relation to the importance of ICT in Education are that:**

1. **E-learning or Online Learning:** The presence of ICT in education allows for new ways of learning for students and teachers.
2. **ICT promotes higher-order thinking skills:** One of the key skills for the 21st century which includes evaluating, planning, monitoring, and reflecting to name a few. The effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test, and conjecture the various strategies that they will use.
3. **ICT use motivates learning:** Society's demands for new technology has not left out children and their needs. Children are fascinated with technology and it encourages and motivates them to learn in the classroom.
4. **ICT in education improves engagement and knowledge retention:** When ICT is integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways.



*Shoot more than you need.* Take extra shots including close-up angles that you can add while putting the film together. Always shoot a little more than the intended scene because you never know when you could use a particular shot.

*Use Tripods.* Unless you are specifically trying to achieve the handheld look, always use a tripod.

*Focus on Sound.* Sound is often added in post production. Although dialogue can be added in post as well, having a good sound recordist will make sure the sound is the best it can be.

### **Post Production:**

After shooting is complete, it is time to edit the film, add sound effects/music/voiceovers and visual effects and after that, the FINAL CUT!

In the 1st edit, import the visuals onto an editing software – there are many video editing software programs today.

### **Before you edit:**

- Make sure you organize your visuals in a folder, to avoid confusion while editing.
- Create a rough cut of the scenes by putting the shots in order, to see how the movie pans out.

After you put the scenes in order of the story, it's time to add the music and/or sound effects. It is important to remember to separate the video tracks and audio tracks because by doing this, you can modify volume and voices without changing anything in the video

After you work on the first edit and add music/ sound effects (this will give you a basic idea of how the film looks), review it with your crew, show it to people you know well and get feedback. Be strict and remove shots that are not necessary. If there is a scene that seems like it is dragging, you can add cuts between actor and dialogue. You can also add transitions, to improve the flow of the short film.



In a world that is constantly and rapidly changing, the child is forced to face multiple social challenges and redefine himself in relation to the world around him and external demands. The process of reporting these requests involves creativity, which is known to play an important role, supporting the child in the stage of flexible adaptation to the environment, minimizing the risk of losing their sense of personal identity.

## **Films are great for visual learners**

Every student has their own unique learning style. Sometimes auditory learning or learning through reading doesn't come easily to students. Movies are great resource for visual learners because they enable them to understand concepts without the barriers that hinder learning.

Films allow students to see life through different perspectives

Just like books, movies allow students insight into the lives of different characters, how their perspective differs and how they handle certain situations. Films can show students how different people, in different parts of the world, live their lives. This can be particularly useful in subjects like geography and social studies.

Films provide a visual aid to understanding historical events

As students learn about history in the classroom, it isn't always easy to fully realize how a historical situation would have really felt. For example, an historical drama like Saving Private Ryan can help students understand the Second World War, or a movie like Les Misérables can help students understand the French Revolution.

Films help students understand concepts like theme, style, and genre

Students often have difficulty grasping these concepts when hearing about them in an English or Art class. Identifying theme, style and genre in a movie allows students to grasp these concepts in a medium that is more familiar to them.

Foreign films can help teach language

Movies help teach students language. When students are learning a new language like French, for example, it helps to watch a movie in French and try to follow along as much as possible so they can apply everything they learned.

The importance of film in education has been imposed by the multi-functionality of the integrated art genres within it and by its multi-sensory nature, which helps the efficient development of the instructive-educational process and the learning demands of educators depending on their learning style. Film education emphasizes the use of films in the educational process, because they give attractiveness and value to the teaching-learning act, and the positive experiences generated by the audiovisual material have great chances to return later.

## Filmmaking and Animation in the Classroom

Students can achieve to:

- learn how even simple equipment can be used to produce high-quality short films in the classroom;
- apply this knowledge to the classroom, creating films that help raise attainment;
- discover a range of top tips to help you hone your filmmaking skills;
- learn how to produce simple films and animations with your students;
- and learn how to use this creative artform as an assessment tool.

[https://assets.futurelearn.com/packs/app/assets/images/comment\\_bg-95e72e9204b8ccea04cb0bd054b521293.png](https://assets.futurelearn.com/packs/app/assets/images/comment_bg-95e72e9204b8ccea04cb0bd054b521293.png)

Words are words, but movies belong in the "wow" category. That's partly why they appeal to some teachers. Movies go beyond telling - they immerse students in a lesson. And when a lesson is about an event that occurred 50 years or several centuries ago, a movie brings those events to life in ways that books can't, at least not for kids who've grown up with technology.

### Motivate Learning

Even the most creative lesson plans can occasionally fall flat. Day after day, classroom instruction tends to revolve around the same language-based activities:

### Create a Storyboard

Storyboards are a pictorial representation of each scene, shot-by-shot, as per the description given in the script. It is close to something like a comic book.

### Cast and Crew It!

Before you cast actors/actresses in your film, you need to recruit the crew. This includes the producer, director, editor and sound technician.

### Filming



When selecting a location, you must determine whether the location is suitable for shooting and if there is potential for lighting and sound related problems.

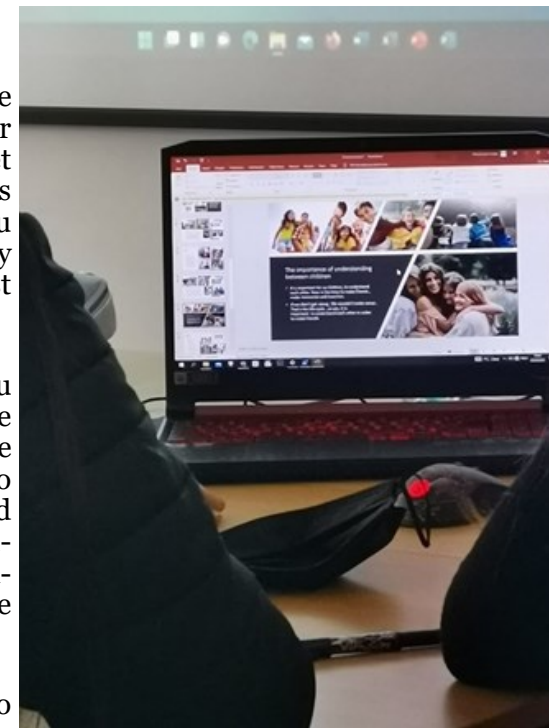
It is important to also get written permission to shoot if you are shooting in a public place like a park. You also must get permission from the people who will and could be in the background.

### Before you start shooting:

*Make a schedule.* The schedule should cover every aspect of your film because there has to be a set time frame for how many days and hours of shoot, whether you are shooting scene(s) in the day or night, and availability of cast and crew.

*Prepare your shoot order.* You can shoot out of the order of the scenes in the script if you are shooting in multiple locations to save the time of going back and forth between each location. Ensure you have a fully charged camera, and enough memory space to capture all the shots.

*Rehearsal.* Get the actors to rehearse the scenes a few times



## 2. Deconstruct films before you build them.

To develop students' ability to think cinematically, I show short films or clips of longer films to deconstruct them from a director's perspective.

Firstly, watch a film clip for 30 seconds to a minute, then, pass out one analysis document to pairs of students and rewatch the clip. You can pause each time the camera changes, and you can note the elapsed time to see how long the shot lasted. Secondly, discuss the angle, the type of shot, and what kind of camera movement was used if any. If these terms sound foreign, click the hyperlinks in the document for a written description and images.

Thus, Students quickly realize that most camera shots are short: typically 3 to 6 seconds. Sometimes a shot might last longer, but there has got to be something visually appealing to hold the viewer's attention.

**Skip the tutorial and jump right in! It can be filmed it in one day.**

Opening:	Establish characters, setting, problems. Camera Shot Wide, Medium, Tight Scene Description
Middle:	Camera Shot Wide, Medium, Tight Scene Description
Conclusion:	Camera Shot Wide, Medium, Tight Scene Description

**3. Filmmaking:** It's storytelling and writing first and foremost. By studying how films are constructed and using analog tools like storyboards or digital tools, it means you don't need a huge budget for expensive desktops or hard-to-learn software to transform your classroom into a film studio.

**Short films** are motion pictures that aren't long enough in running time to be considered a feature film.



### Pre-Production

Before shooting a short film, you need to prepare a script and recruit the cast and crew. The script is of utmost importance. It sets the stage for your project – it'll determine much of what you'll need to shoot the short film such as number of actors, locations etc.

reviewing homework, solving problems at the board, reading out loud, and working in groups. But when kids get bored, their engagement in lessons will fizzle, even if they include some type of visual learning.



By comparison, movies can spark the interest of students as few other educational activities can. And isn't the purpose behind creative lesson planning to make students ask who, what, when, where, how and why?

The use of movies in the classroom can not only fit in with the trend toward digital learning but also serve as an alternate strategy for providing content that suits the visual learners. These learners can acquire knowledge through traditional methods, such as reading a text, but they don't fully grasp a topic until images and pictures enter the learning mix.

### Film education includes three elements:

\* **critical** (understanding and analysing films);

You can use this approach in English, e.g. by students analysing how camera, sound and editing are used in an adaptation, a documentary or a persuasive text such as an advertisement. You can also use these techniques to analyse moving image sources and interpretations in History.

\* **cultural** (widening learners' experience of film);

You can use unfamiliar films, and films from different countries and periods, in a range of subjects. 'World Cinema' can be used to explore Citizenship and issues such as globalisation. Older films can help students to learn about life in the past, and experimental films can be used for stimulus in Art and Music.

\* **creative** (learners make films themselves).

Filmmaking can be used as a way of recording, analysing and depicting processes from Science experiments to Dance performances; to present information in subjects from Mathematics to History: and for creative expression in English, Drama, Art and Music.

There are opportunities for each of these across the curriculum, and it can be valuable to combine all three approaches.

Training for film education doesn't have to be expensive or demanding. However, teachers and support staff will be able to integrate film into their teaching more easily if they are familiar with basic concepts and teaching techniques and confident with the equipment they will be using.

A wide variety of training is available. It can include: n basic introductions to film language and filmmaking n using film in specific subjects or to address specific topics n individual films and how to use them n technical skills including camera, editing and sound recording n scriptwriting and story development Training doesn't have to be 'top-down': some children and young people have technical skills or film knowledge which they can share with others. Their own skills should be used and acknowledged where possible; in some cases, disaffected students have taken a lead role in filmmaking, gaining the respect of teachers and their peers. Peer tutoring can be a very effective way for children to learn technical filmmaking skills.

### Films Teach the Students How to Express Themselves

The importance of good expression in today's age cannot be over-emphasized. Many people have perfect skills and talents that can be put to use for social well-being and betterment of society. However, they just remain undiscovered because people having them can't express them as they should. That's where films become a source of education.



## Three Tips for Making Movies With Students



Introducing filmmaking to students for the first time involves a lot of moving parts. There's conceptualization of the story followed by storyboarding and possibly research to support the writing. There's a script to read, revise and visualize in order to select A-roll and B-roll footage that coordinates with specific words and phrases.

### 1. Approach filmmaking from a literacy and storytelling

Traditional Teaching Skills	Connection to Filmmaking
Reading Skills	Reading fluently; comprehending text;
Writing Skills	Writing informative, persuasive, narrative genres; using correct conventions, grammar, language skills, text structure, transitional words and phrases when script-writing; citing sources; revising text;
Storytelling	Establishing a plot; developing a tone; selecting imagery to match the script; developing characters
Digital Literacy Skills	Storyboarding a film; using video cameras to capture well-composed imagery; using video and audio editing software to construct a film; Identifying copyright of music, images or video found on the internet; researching a topic on the internet, verifying the credibility of information, attributing sources of information

**Step 2. Record a narration**—Record a narration over your presentation. On the “Slide Show” tab, in the “Set Up” Group, click the “Record Slide Show” button to begin recording your narration (see Fig 1). You will need to attach a microphone to your PC to record your narration.

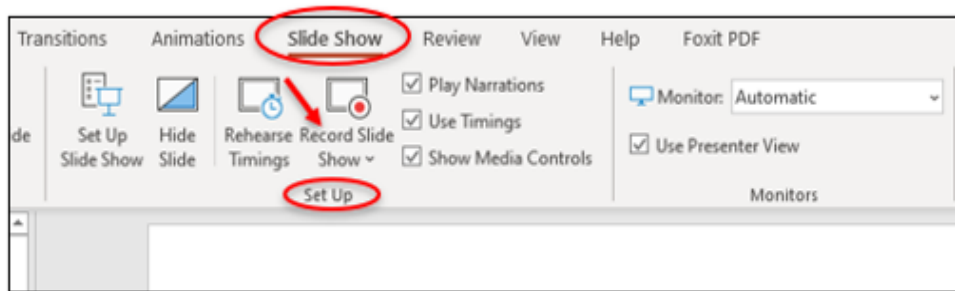
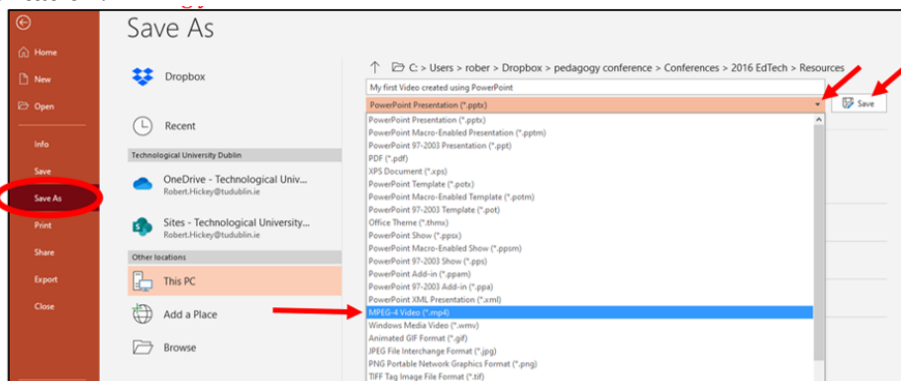


Figure 1 Slide Show Tab/Set Up Group and Record Slide Show Button

**Note:** all animations and timings will be included in your recording for inclusion in your final video file. You can start recording, pause, stop and resume recording on each slide until you get the narration just the way you want it. The duration of your presentation is measured using the Slide Show Stopwatch counter in the bottom left of your screen

**Step 3. Save your PowerPoint**—Save your PowerPoint presentation as a MPEG-4 Video (.mp4). Once you are finished recording your narration and have exited the “Record Slide Show” view. Click on the “File” Tab, and then in the “Backstage” view, click the “Save As” Tab on the left of the screen (see Fig 5). Next click on the drop-down arrow beside the “PowerPoint Presentation (.pptx)” file type. Select “MPEG-4 Video (.mp4)” from the list, and then click Save (see Fig 5). PowerPoint will then start converting your presentation to a Video. This might take a while depending on the length of your presentation and the power of your PC. Once converted you will have your PowerPoint file plus a new video file of your presentation.



On the other hand, when *autistic learners* watch a film or see a scene on the screen, the dialogue delivery, background music, and the mix of a wide range of elements make them relate to the storyline. The resulting emotional response becomes evident through smiling, laughter, or sometimes even crying. In any case, the experience becomes memorable for the student and promotes learning and education.



Technology has advanced at a very fast pace in the past few decades. Films tell the students about technological advancement related to the content of the storyline as well as about the cameras and lenses.

These days, having good photography and video-making skills is very important. Everyone has a mobile and a camera and has access to all kinds of video and photo sharing social media platforms. Many people have successfully used these platforms not only to share their lives with others but also have made them potential sources of income for themselves. Making the students watch educational films helps them learn new techniques for taking photos and videos in addition to informing them about the latest technology.

When crafting a short film, it’s critical to not only have a good script you’re confident in, but also the right script that best represents you as a director. Finding the right idea to exemplify your voice is key because a short film is like a calling card and it’s your chance as a filmmaker to have a lot of creative freedom.



## How to Get Your Short Film Made

As with any script, though, it's all about getting that first draft done and then asking colleagues and trusted pals for feedback and notes. From there, it's polish, polish, polish until you're comfortable sending it to potential collaborators.

Once you have a script done, you like to build a visual deck for it. You'll pull in images from other films and photography or your own previous work—things that really match your intended tone, setting, and characters. After your visual deck was complete, you will begin looking for other department heads to collaborate with. Finding a producer was the critical next step and being able to show your visual aids alongside the script helped give candidates something to be excited about.

Next, it's all about building your team to execute on that vision. For this project, you might want to work with as many female department heads as possible, both past collaborators and new ones alike. Again, it's your film so you get to make the creative decisions—figure out what you want and stick with it.

With casting, too, it's key to look for the right fit rather than getting hung up on the kind of look you expected. You will find that when you are casting and the right personality walks into the room, you just know you have found your actor. Listening to your guy is one of the most important things you can do as a director.

Scope is also a critical consideration when undertaking a short film project. Prioritize what's important to you, figure out what you can do yourself and where you should bring in outside talent.

Learn how to bargain. Work on your friends' projects for free and then ask them to help out with yours. Not only does this provide free crew for your project, but you'll learn something every day you're on set and that will help you as a filmmaker down the line.



## Films Are Interesting, Engaging, and Entertaining

One of the measures by which the quality of education can be gauged is its ability to excite the learners and build their interest in the content. The traditional method of instruction wherein teachers teach the students in class using books has certain demerits when looked at from this lens. Unlike that, showing the students films not only provides them with a new, unique, and refreshing experience but also eases the job of a teacher because students become active learners.



### The Benefits of Showing Students Films in a Nutshell

Hence, it is evident that films have huge educational significance. They are interesting and exciting, which is how they optimize students' ability to learn. Movies are good learning aids, especially for autistic students. Therefore, schools should take measures to make the film a necessary and regular component of their instructional methodology.

**Why use video in education?** It is highly visual. It is now portable and ubiquitous to access thanks to smartphones. It can be paused, re-wound and watched multiple times. It is an effective method for conveying information and “telling a story”, which is the original form of education.

*Flipping* your class is when students engage with the learning material outside of class time, usually beforehand. This is usually in the form of a short video. This allows for active interaction between students, and teacher and student during face to face class time.

### Steps for Implementation

**Step 1. Design and create**—Design and create a short PowerPoint presentation for your chosen topic. Instructional design basics should be applied when planning and creating your PowerPoint presentation. Keep your slides visually stimulating by including images, graphs or charts on every slide. Keep text to a minimum. Use animations to emphasize your points. Include footnotes with links to external resources.