

# Step by Step Guide

## Making a Short Film

“A form of entertainment that enacts a story by a sequence of images giving the illusion of continuous movement”

Film is an extremely powerful means of communication and one of the most recognised and influential mediums in society today. From the films we see on the big screen to music videos and the short films we view on the internet, you can't help but be immersed in the world of 'film'.

The beauty of making a short film is that it is accessible to everyone and is therefore a great way to convey a message. Whether you have state of the art equipment or simply a digital camera, you have the power to communicate in a way that excites and inspires people.

With this short film package you will have the ability to make people sit up and take notice of the issue you want to tackle. So, start thinking about the variety of different film styles you've come into contact with and let your imagination run wild.

All your key decisions about creating a short film will be made in a committee which you will form yourselves. It is very important that you work well together as a group as good decisions are often the result of a well informed debate where everyone is involved and able to have a say. The following section will look at certain ways you can help your committee be effective and inclusive.



# Committee

## Key Functions

Plan the Project  
Make Decisions  
Evaluate the Process

Take Action  
Record Progress  
Share Achievements with Others

Before you get stuck in, there are a few things you need to get sorted. The committee meetings are where all the important things will be discussed so it's essential that the meetings are productive. To help conversation and discussion flow, you need to agree on a set of ground rules. Examples are "We will not interrupt a person who is speaking" and "All key decisions will be decided on by a vote". You should brainstorm rules, write them up and vote on them. Make sure the list of rules are on display during every committee meeting.

You will need to appoint someone to be the **chair** of the committee. This person will be in charge of leading committee meetings and setting the agendas and dates of future meetings. You also need a **secretary** who can take notes of the meetings. This is to ensure that agreed actions and decisions are recorded. You might also want to let someone be responsible for the project box, making sure all the components stay safe and that the box is brought to each meeting.

## Staying in Touch

You will have regular committee meetings during the project, but a lot of activities will take place outside the meetings. It is important that you agree on a way for the committee to stay in touch. This way you can update each other about what you are doing and notify the group if you are running behind schedule.

## Look Ahead

You are about to embark on the step by step guide. Before you get started with Step 1, set aside some time to have a look at the different steps. This will help you get an impression of what you will be doing at each stage of the project. It is particularly important to look ahead before you put together your work plan. You should also think about the different ways you can involve the rest of the school in the various stages of your project.

Anti-Vandalism  
Community Relations  
Anti Bullying  
Environment  
Poverty  
The Elderly  
Social Enterprise  
After School Clubs  
Human Rights  
Conflict  
Knife Crime  
Animal Rights  
Disability Awareness

Your group has established a committee and agreed on some ground rules. Put these rules to the test right away to decide what you will each be doing.

### Purpose of This Step:

1. Agree the theme/issue the project will focus on
2. Decide on the main aim of the project
3. Break down the aim into activities

You can decide on the theme, aim and activities in many different ways – you might for example have a vote. The important thing is that the committee makes a decision as a whole.

### Theme

What topic or issue will you focus on? The following questions will help you to decide:

- What is important to you?
- What do you want to change?

Your theme can be really broad, such as the environment or a charity you all believe in, or it could be more specific to your community or something in your school you feel strongly about.

Try to choose a theme that is simple to address and that the group are enthusiastic about. It is very important that you have fun when doing this project. It makes everything easier and will help keep you motivated.

## Aim

Once you have decided on a general theme you need to decide on the aim of the film. To do this you need to think about what you want your film to achieve.

A film can be used to achieve all sorts of different aims. Think about it broadly first and consider what the purpose of your film will be. Perhaps you want to:

- Raise awareness
- Challenge people's views
- Change something
- Entertain
- Investigate

Have a clear aim before you start to do anything. Make sure you and everyone you are working with understands that aim.

## Activities

Once you know your overall aim look at how to achieve it by breaking it down into a list of activities and objectives that will help you in the next steps.

You might want to consider:

- Who do you want to influence?
- How will you communicate your aim?
- What is your main message?

It's useful when thinking about activities to consider different types of short films, and always have your target audience in mind.

## Types of Short Film

### *Drama*

Drama is generally a fictional format that depends mostly on character development, interaction, and emotive themes. In a good drama, the audience are able to identify with what the characters are going through. This is a useful format to draw an audience into a particular theme within a personal context.

### *Documentary*

Perhaps you are interested in presenting your theme in a more informative way. Documentaries explore your theme more factually and present real life views through interview or capturing events as they happen.

### *Docu-Drama*

A combination of drama and documentary can be a powerful way to tackle your theme. You can dramatise some aspects, while balancing it with real views on the subject or personal interviews.

### *Entertainment*

You may well be tackling a serious issue, but that doesn't mean you can't get your message across through an entertainment medium like comedy sketches or a game show. Sometimes a light hearted approach may be more likely to grab your audience's attention.

### *Reality Type TV*

Over the past few years there has been a surge in the use of reality TV. Whether you are into Big Brother or not, you are probably aware of it and the impact it has. You could try your hand at a spoof reality TV programme.

### *Glossary:*

**Script** – the actual story of the film.

**Dialogue** – conversation between two or more characters.

**Characters** – the people who take part in the film.

**Narrator** – the person who tells the story to the viewers, often used in documentaries.

**Interviews** – a conversation between two or more people. The purpose is for the interviewer to get information from the person he or she is interviewing.

**Cut-aways** – connecting shots of something else, i.e. hands, landscape etc which provides a break from your subject

### **Memo:**

Think about how you can involve other students from your school in the project.

### **Skills Bank:**

Team work

Contributing to group discussion

Negotiation skills

Use a democratic process to decide on a theme



You have got your committee organised and decided on your theme, aim and activities. Now it's time to agree on the different jobs that are involved in getting your project done.

### Purpose of This Step:

1. Assign roles and responsibilities to committee members

### Roles and Responsibilities

A big part of teamwork is to divide the work between you. Not everyone can be involved in everything, so you will need to assign different roles and responsibilities amongst yourselves.

Think about the skills that everyone has and the types of things people like to do. You will probably find that everyone in the committee has something to offer and skills are likely to complement each other. Some might be more inclined to do the active roles such as getting out there and talking to people, while others will prefer to plan and organise the project, making sure that things run to schedule etc. Go with your key strengths but don't be scared of stretching yourself by trying something new.

On the next page you will find a list of suggestions for the types of roles involved in undertaking your specific project. This is not an extensive list so feel free to add other roles you feel are needed. The most important thing is that you cover the roles required for you to complete your project. Once you make the choices about who is doing what, there is a worksheet in the back section of the folder where you can record the group's decisions. Don't forget to make a note in your individual Student Log.

After dividing the roles, each individual should draft a list of what activities they think are part of their role. You may want to finish up with a group discussion to see if you have missed any activities or doubled up on some.

## Film Roles and Responsibilities

Role	Responsibility
Actor	A person who acts or plays a role in a dramatic production. He or she tells a story by portraying a character.
Assistant Director	Manages the shooting schedule – plan of the different shots or scenes that are part of the film. He or she is also responsible for the logistics of the production – as well as being the right hand man of the director.
Camera Operator	Operates a film camera or video camera to record scenes onto a film video or a computer file.
Director	Primarily responsible for directing the acting in the movie and managing the creative elements. Makes sure everything is running smoothly.
Editor	Practices film editing by putting separate takes together into a coherent sequence. The editors play a dynamic and creative role in the making of films.
Interviewers	Talk to specific people and ask them questions to achieve particular aims or answers, usually for a documentary on a specific issue.
Lighting Technician	Creates the right atmosphere and light for the production.

### Memo:

Remember that you will each have to do forward planning for the activities you have been allocated – think about what you will do and when you will be doing it.

You will need to set aside time to organise the activities before they happen. E.g. set up interviews well in advance.

Apply for permission for the venue of your launch.

**Skills Bank:**

Developed team working skills

Developed project planning skills

Taken on individual responsibilities

Role	Responsibility
Producer	Responsible for managing the budget for the production – how much money should be spent on each part of the film. He or she is also responsible for raising money for the production, hiring actors and make sure the film is distributed when it's finished.
Researchers	Responsible for gathering information about specific issues, usually for a documentary, but also for dramas (i.e. historical facts).
Script writer	Responsible for writing up the storyline.
Story boarder	Visualises the story using quick sketches on paper at any moment, used as a way of breaking down ideas and shots.
Sound Engineer	Monitors sound recording.
Runner	Helps out with anything that needs to be done.



# Have you thought about?

There are a few things you should consider before you get cracking with your plans: Start to think about how you want to showcase your project. A showcase is an event where you can invite your friends, family and members of the local community to see the result of your project. It is your opportunity to show off your achievements. Think about the roles and responsibilities needed for your event.

## Getting others involved

Your project is an excellent opportunity to get the rest of the school involved as well as the rest of your local community.

Think about different ways you can do this!

- You can organise a competition as part of your project and invite the rest of the school to take part.
- You can invite people to the showcase.
- You can consult other students on your issue or what you are proposing.
- Getting people involved as soon as possible.

It is you, as the committee who decide what activities go into your plan. But you may want to consider fundraising.

## Fundraising

While your package includes all the necessary resources needed to complete your project, you might want to raise money for your project – particularly if you are planning a showcase. It is of course perfectly possible to organise a showcase with little or no extra funding – but if you want to make it into a bigger event, a little extra cash might be handy.

Avoid planning something spectacular and expensive without having the necessary funding for it. Remember that raising funds takes time. Talk to your facilitator about what might be possible.

You have your theme and your aims. You've got your roles and responsibilities. All you need now is a plan!

### Purpose of This Step:

1. Draw up a work plan with a timetable, targets and deadlines.

### Plan Your Time

We have included schedulers for work plans and timetables in the worksheets section. You should consider:

- How long have you got to complete the project?
- Try and plan how long each of your activities is going to take.
- Set yourself targets you think you will be able to meet and try to stick to them as closely as possible.

Find out what other events are happening in your area, as you may be able to work in conjunction with another activity or as part of another event (i.e. film festivals). Look at national events and themed weeks – most of these are listed on:

[www.countmeincalendar.info](http://www.countmeincalendar.info)

Make sure you keep your contact teacher and facilitator updated about your plans. You should try to arrange that any external people you have to speak to, visit you at school. In some cases (i.e. talking to the local authority or checking out a venue) this may not be possible so it is important to check with your contact teacher about the best thing to do in those situations.

# Film at a Glance

## Step 3

### Idea

- Pick a topic/theme/idea.
- This is usually called the pitch.
- Once you have this, everything will flow.

1

### Style

- Think about the style- there is no right or wrong way, but you want it to flow.
- Too many different styles will confuse your audience.

2

### Characters

- The characters are the people in your movie.
- You want your audience to 'feel' for your characters: to love them or hate them.
- If your audience doesn't care about the characters, they won't care about the film.

3

### Script

- Start writing the **script** – who or what's this film about?
- Where's it taking place?
- What's going to happen?
- It is all-important stuff!

4

### Editing

- You have your footage so how are you going to put it all together to tell the story?
- Think about the pace.
- Don't forget to use cutaways to help bridge gaps.

9

### Camera Action!

- The filming itself
- If you are filming, make sure that everything is as polished as possible.
- If the actors don't know their lines, but you've already started filming, then you will have to start all over again, and time is wasted (so make sure they come to rehearsals).

8

### Shot List

- Shot list is the running order of how you film your story.
- This is going to give structure to your work, what goes where
- You will know where you are at each stage of the filming and have a clear idea of what is coming next.
- Be organised!

7

### Rehearsal

- Rehearsals are where actors practice their parts.
- Actors need to learn their scripts so that filming can start.
- The Director instructs the actors on how the script is to be presented, what sort of emotions should be displayed in the different scenes etc

6

### Storyboard

- **A Storyboard** is an illustration of your film shots.
- It will help you get a feel of how your shot will look.
- It will also save time when you use the video camera.
- You can visualise your ideas, think about camera angles etc.

5



**If you decide to do fundraising for your project, you should pay special attention to the following points:**

**Fundraising legalities.** There are quite a lot of legalities around raising money for charity, so here are the most important ones:

1. You can only raise money for a registered charity.
2. All the money you raise must go straight to the registered charity.
3. The charity's registered number must be on all fundraising materials.
4. To collect money on the street you must be over 16 and sealed buckets must be used.
5. All fundraising must be supervised by someone over 18.
6. All monies collected must be managed by someone over 18.
7. If you hire an external venue for your event check that they have all the correct licenses. A reputable venue will be able to show you the license, their public liability insurance policy and the health and safety policy.
8. It is also useful to talk to the local authority if you want to do an outdoor event. Each local authority will work slightly differently. Applications need to be made to most authorities three months in advance. Find out your local council contact at [www.upmystreet.com](http://www.upmystreet.com)

**Managing money.** When you're raising money make sure that there is a very clear and safe system for collecting and looking after money, that is being managed by a teacher or someone over 18.

## *Sponsorship and Donations*

All requests for donations to charity must be done with an attached registered charity number. All funds raised by you for the charity must only be received by this charity organisation. Any personal information collected about donors or supporters must only be used only in compliance with the Data Protection Act 1998. When a proportion of the money raised is being used to cover costs, or a part thereof, then this must be made clear to donors.

## *Collections*

Obtain a Street Collection License from the relevant local authority (the council or metropolitan borough) for all collections in public (a place where the public have unrestricted access to all the time). These are limited and need applying for well in advance (min. 1 month).

Get permission from the owner or manager of private property (e.g. shopping centre manager, station master) Obtain a House to House Collection License from your local authority for collections that move from place to place. For business premises, such as pubs, you also need the permission of the owner or manager. During all collections, you must wear ID badges and use sealed collection tins. All collectors must be over 16.

## Raffles and Lotteries

If you want to hold a raffle at a one-off event, like a dinner or party, you must sell tickets solely at the event. Do not spend over £250 on prizes (donated prizes do not count) and there should be no money prizes (vouchers do not count). This counts as a Small Lottery, for which you do not need a license. The result of the raffle must also be drawn at the event.

Any lottery or raffle other than those described above need a Lotteries License from your local council or metropolitan borough.

Liability for the legal organisation of a lottery falls onto the person/persons promoting it.

## Resources

See the **Young TimeBank** website [www.youngtimebank.org](http://www.youngtimebank.org) for 10 Top tips for fundraising and more information about fundraising. Click on 'Resources', then 'Fundraising'.

The Government has recently made available two new funds for young people – the **Youth Opportunity Fund (YOF)** and the **Youth Capital Fund (YCF)**. The Youth Opportunity Fund provides money for projects and activities in your area, while funding from the Youth Capital Fund can be used to buy the premises and equipment needed to get activities going.

Contact your local authority for more information or talk to your facilitator.

**v** is a new charity launched in 2006 to promote youth volunteering. Their aim is to inspire 1 million young people to get involved with volunteering. V is a youth led organisation, and has an advisory board made up of 20 young people. Check out their website [www.wearev.com](http://www.wearev.com) for possible grant opportunities.

**The Big Boost** also gives awards to young people of between £250 and £5000 (11-25), to help them get their ideas that will benefit the community off the ground.

Visit [www.thebigboost.org.uk](http://www.thebigboost.org.uk) to find out if you are eligible and see what other young people have already done.

## Websites

Everything you need to know about scriptwriting, editing and film making:

### *Practical film making tips*

[www.mediacollege.com/](http://www.mediacollege.com/)

[www.bbc.co.uk/dna/filmnetwork/Filmmakersguide](http://www.bbc.co.uk/dna/filmnetwork/Filmmakersguide)

[www.exposure.co.uk/](http://www.exposure.co.uk/)

[www.bbc.co.uk/videonation/](http://www.bbc.co.uk/videonation/)

[www.bbc.co.uk/videonation/filmingskills/index.shtml](http://www.bbc.co.uk/videonation/filmingskills/index.shtml)

[en.wikibooks.org/wiki/Movie\\_making\\_manual](http://en.wikibooks.org/wiki/Movie_making_manual)

### *Story boarding*

[www.exposure.co.uk/ejit/storybd/](http://www.exposure.co.uk/ejit/storybd/)

### *Lighting*

[www.exposure.co.uk/ejit/light/](http://www.exposure.co.uk/ejit/light/)

### *Different types of shots*

[www.mediacollege.com/video/shots/](http://www.mediacollege.com/video/shots/)

### *Check out other peoples short films*

[www.bbc.co.uk/videonation/filmingskills/index.shtml](http://www.bbc.co.uk/videonation/filmingskills/index.shtml)

[www.bigfilmshorts.com](http://www.bigfilmshorts.com)

## **Memo:**

### **Record your activities**

Make sure you are recording your work throughout the project process. Use your Young TimeBank digital camera and snap the group in action from start to finish. You should all use the reflection section in the Student Log to make notes and comments during the process. This will make it easier when you are evaluating the project at the end, but it will also help you next time you are doing a project of this scale!

## **Skills Bank:**

Developing work plans and schedules  
 Setting targets and deadlines  
 Research



Enough talking, debating and voting, now it's time to take action.

### Purpose of This Step:

#### 1. Put your plans into action

Here are some of the things your role should involve, but remember to add anything you think have been missed out. If you feel you need more information about the different roles, get in touch with the Young TimeBank Helpdesk 020 7785 6374.

#### *Actor(s)*

- Learn the script and convey it in the style that the director would like you to.
- Discuss any ideas you have about how the character should be portrayed.

#### *Assistant Director*

- Ensure that the director has all the information they need to make the shoot happen.
- Supervise when the cast and crew need to be around.
- You may need to go ahead to check that a location is ready or an interviewee is available.

#### *Camera Operator*

- You are in technical charge of the shoot and therefore you make decisions on lighting and framing of scenes in conjunction with the director.
- It is important that you have discussed with the director the pace and atmosphere you are trying to create with the film. Is it going to be dark and brooding or light and fun?
- If there is no clapper/continuity person to log your shots,

make sure you write down the sequence that you shot in so that the editor knows where to find the shots they need.

- Remember to shoot cutaway of scenery, hands and other things. This will make it easier for the editor to join two shots together if a shot is too long.
- Try not to shoot too much footage as this can make it really difficult for the editor to cut it down.

### *Director*

- You are in charge and responsible for overseeing the creative aspects of a film, including controlling the content and flow of the film's plot, directing the performances of actors and managing technical details such as the positioning of cameras, the use of lighting, and the timing and content of the film's soundtrack.
- Ensure everyone knows what they are doing and when they need to be available.
- Keep track of style and timing, to ensure that you have created the right atmosphere to get your message across.
- You need to ensure that the film says what you want it to say.

### *Editor*

- The editor works under the supervision of the director to assemble the film.
- It is important that you have discussed in detail with the director the style of the short film/documentary so that you maintain consistency when you are putting the footage together. Is it a fast paced drama, with quick cuts, or a documentary with a slower pace that gives your audience a chance to think about each point for longer?
- Make sure you have the relevant software to edit your film. Some editing can be done on the camera. If you don't have the relevant software please contact the Young TimeBank team on 020 7785 6374.

### *Interviewers*

- Think about the key message and the style of documentary you are making. The way you make an interviewee feel will be key to getting the answers you need.
- Are you going to be in shot or out of shot? Position the interviewer so that they are looking towards the camera.
- Make the interviewee feel comfortable and ask them to repeat the question as part of their answer.
- Ask open questions so that you get full answers and not simply yes and no answers.

### *Lighting Technician*

- You may be fortunate enough to have additional lights that you can use. If not just think about the type of atmosphere your film is going to create when using lighting.
- Work closely with the location manager to source the right lighting in spaces.

### *Location Manager*

- Find the right places to shoot, in line with the type of atmosphere and style the director wants to create.
- Ensure that you have permission to shoot there.

### *Producer*

- It is generally up to the producer to manage the funds for the production, so if you are likely to need to fundraise for any additional things, it will be your role to organise how this will be done.

### *Publicist*

- It is your job to think about how you publicise your project to the school and local community. Are you going to produce some flyers or have an invite only event?
- Organise a screening and don't forget to do a press release, even if you are only showing it in assembly.

### Researchers

- Find out the facts. What's the issue you are tackling? Do you want to put forward a certain perspective?
- It's up to you to find out as much about your subject as possible and inform the rest of the committee so that you can all make a decision about how you use it.

### Storyboard/Continuity

- Ensure each sequence is marked to make it easier for the editor to find it. You may use a clapper board and work closely with the camera operator to note down the time code on the camera (start and end point of a sequence, i.e. 10:15:07 interview with head teacher).
- The editor is relying on you to be able to find the bits they need easily. If they know the head teacher interview came before the student interviews, it will mean they can edit more efficiently.

### Scriptwriter

- Make sure you understand the message and what you need to convey to your audience.
- Think about the style i.e. comedy/serious that your audience will respond well to.
- Everyone may be involved in thinking about the 'storyline' but you should write it up in a way that everyone will be able to understand.
- It often helps if you look after continuity of the shoot as well to make sure that the storyline holds together.
- There are lots of materials online and in film making books that will inform you of the different ways you can structure a script.

### Sound Engineer

- For the kind of short film you are making, sound will be monitored by a camera operator.
- Ensure sound is being recorded at an appropriate level.
- Leave a few seconds after people have finished speaking so that the editor can cut the shot when they need to.
- Try to record some background noise as it may be needed for editing.

### Runner

- There are usually a lot of things that need to be organised that have been forgotten or things might go wrong. It's your job to make sure things like props are available.

### Memo:

This is where you really get stuck in so have fun

### Skills Bank:

Working as a team

Turning your plans into action

Communication skills

Undertaking a key role

You're wrapping up your project, putting the final touches to your film and you want to show it off.

### Purpose of This Step

1. Recognise your achievements
2. Showcase your work – tell your story
3. Spreading your Message

### Recognise your achievements

You have all worked so hard – now it's time to celebrate the contributions each individual committee member has made throughout the project to make the film a success. A good way of doing this is to organise a showcase, which means inviting the public to view your film for the very first time.

### Showcase your work

Showcasing your work is a great way for friends, family and members of your school to see what you have created and how hard you've worked. If the aim of your film is to change something, a showcase is a great way to reach out to all those people with power and influence.

*Here are some ideas about how to showcase your work...*

- How about a film screening? Invite the local community, friends, family and your school to watch your film. They could get involved by making and selling tickets and refreshments.
- Take part in a film festival with other schools.
- Make DVDs and sell them to friends and family.

### Specific things that you might want to think about:

- If you hire an external venue for the showcase, check that they have all the correct licenses.
- A reputable venue will be able to show you the license, their public liability insurance policy and the health and safety policy.
- It will be useful to talk to the local authority if you want to hold your showcase outside (for example, in the park of outside the town hall).
- Applications for the use of outside space should be applied for well in advance.
- You will need to ask permission to put up posters.

Your showcase is also a great opportunity to get the press interested in what you have been doing.

Getting noticed by the local media is an effective way to raise awareness of the issues that matter to you and challenge negative images of young people in the media. And through positive press coverage, you may even receive offers of support, help or even funding. The templates section includes press release templates so get writing and then send your releases to Young TimeBank to be distributed. For 10 Top Tips on contacting the media visit: [www.youngtimebank.org.uk](http://www.youngtimebank.org.uk)

### Spreading your message

Not only is it important to get your message out in the press but it is equally important to keep those who were not able to attend the event informed about what went on.

Remember to take photos that you can send, with your written record of the day, to those interested in knowing more about your project.

This information will help create a legacy about your work as people can refer back to it in the future. Young TimeBank will use it as a case study or an important councillor might use it as an example of the positive impact of young people engaging with citizenship issues.

### Checklist

- Posters and leaflets - printed and distributed
- Acquire any additional equipment, i.e., pa system
- Draft a press release
- Draft a programme
- Send out invitations and deal with replies
- Invite local media
- Plan the clean up

### Memo

First Aid – do you need First Aiders at your event? Ask your contact teacher who the registered First Aiders are.

Insurance – check with the school to see if your school's insurance covers your event

Rainy weather – if your event is taking place outside, you should have a back up plan in case of bad weather.

Food – if you are planning to have food at your event, you will need to check with the school for any health and safety guidelines you need to follow.

### Skills Bank:

Events organising

Liaison with people in authority

Communication skills

You've done it and celebrated your achievements. How did it go? What worked? What would you have done differently?

### Purpose of This Step:

1. Evaluate the project
2. Evaluate your personal involvement

An important part of any project is setting aside time to reflect on what you have achieved and evaluate what you have learnt. Think about the skills you have gained, the things that worked and what, if anything, went wrong. This will help you be better prepared for the next time. Don't forget to look over the information you have recorded throughout the project – pictures and individual logs – to help remind you.

## Evaluate the Project

There are numerous ways for you to evaluate the impact and the success of your film.

### *Group discussion*

The most obvious way to evaluate your project and the progress you have made is to discuss it as a group. Everyone then has an opportunity to reflect on their part in the process and how it all came together.

### *Questionnaires*

A familiar approach for evaluation is by questionnaire. This helps to gather people's ideas, opinions and views on specific questions which also makes it easier to analyse. Think about the types of questions you could ask in relation to what you were trying to achieve by doing the project. Has awareness been raised? How

has it affected others? Can you ask people the same questions at the beginning of the project and at the end, to see how people's awareness/opinion has changed as a result of the campaign?

There are two types of questions you can utilise: open or closed.

Open questions require a written answer. These are useful to gain an insight into a person's views. However, it can be difficult to get good answers because people tend to write very brief responses or overly long ones that are difficult to compare to others.

Closed questions are generally easier to analyse because they present a range of multiple choice options. They are generally quicker and easier to complete and will give a very specific range of answers, and can be easily quantified e.g. 75% of Year 10 students that we asked, said that they now know more about the issue than before our campaign, 40% of people we asked changed their mind as a result of the campaign and now support us.

### *Monitoring*

You decide from the outset what type of information you would like to monitor. For example, is it important that you know how many other people were involved in the project or how many attended the screening? Remember, there is space in the Evaluation and the Reflection worksheet to write down your notes.

### Five questions to think about when you are evaluating your projects

- Do you think the film was successful in expressing your particular theme? If no, why was that?
- What do you think would have worked better?
- How did your audience respond to your film?
- What do you think is more important - the end result or the process you go through to reach that result?
- How could the project be improved.

### Memo:

Make sure you get back to the Young TimeBank staff with your feedback

### Skills Bank:

Evaluation methods  
Personal reflection on activities  
Analysis

## Evaluate your Personal Involvement

Techniques such as group discussions can also be used to assess your personal involvement in the project. Think about the following questions when evaluating your personal involvement:

**What were the best things about taking part in this project?**

**What skills have you gained as a committee?**

**What have you learnt?**

**What could the Committee do differently?**

**How could you work better?**

**How could the project be improved?**

One of the aims of the Young TimeBank projects is to challenge stereotypes around young people and volunteering. Young people have traditionally not been very well represented in volunteering activities – but your project has already shown that you have so much to contribute.

**What else could Young TimeBank have done to support you?**

**Do you think you are more likely to volunteer in the future as a result of taking part in the Young TimeBank project?**

**Do you feel more confident at setting up your own projects?**

