



# Human Rights in Film

Day 1

# What Are We Doing Here?

Learn how film can be an empowering tool for sharing stories and motivating human rights action.

This workshop will focus on how to tell a powerful story through:

- Messaging and film techniques;
- How to interview a human rights defender;
- How to capture an audience's attention and heart to motivate change.

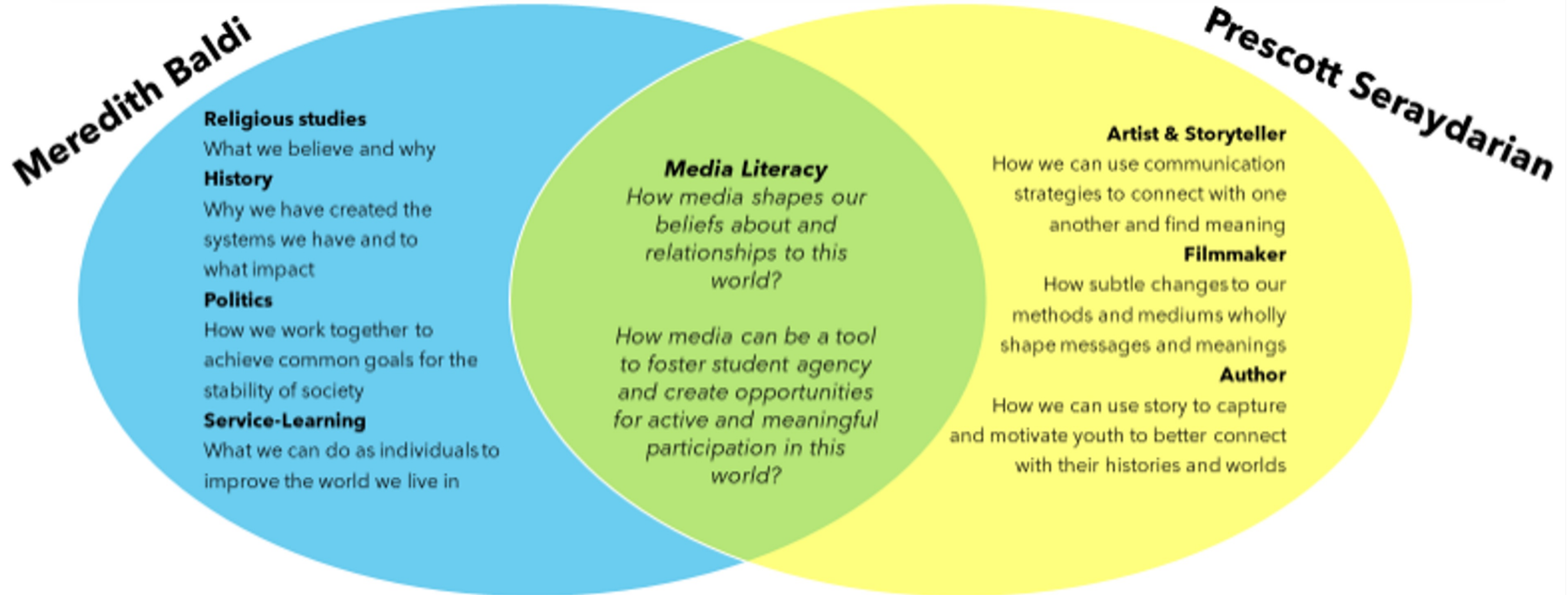
# Workshop Goals

- **Understand the value of film** as both an educational tool for students AND a tool they can use to educate others and motivate change
- **Model some of the elements** necessary for a compelling student-made film
- Offer guidance on how to teach filmmaking and how you might structure a film project for students
- *Learn by doing: Make a film yourselves!*





# A Bit About Us...





# *Producing Peace: Civic Media Literacy & Production*



- **Media Literacy**

- Critical analysis and evaluation of information

- **Taught through the lens of peace and Justice**

- Framed around the query:
  - *How can I use media to improve the world in which I live?*

- **Emphasizes media production as much as analysis**

- Identifying topics of student passion
- Ensuring students are informed themselves and have clarity on how they can inform others
- Identifying a clear message and goal for media products
- Developing a unique perspective and voice to share with others

# How We Started our Work Together: The STTP Video Contest

- Select a Human Rights Defender from the STTP Lesson Plans OR...
- **Identify a Defender who has worked to promote, protect or advance human rights locally, nationally, or internationally.**
- Create a 3-5 minute video that utilizes creative storytelling to engage the viewer in a human right issue.



- How does the human rights issue relate to the Universal Declaration of Human Rights?
- How did the defender attempt to improve the situation?
- What is the connection between your chosen defender and the work of RFK?
- What can the defenders' work teach us?
- How can someone help with this issue and be a defender?
- What have you done to uplift your community as a result of making your video?

# Ours Goals When Teaching the STTP Film Contest

- To understand how individuals uphold human rights
- To understand the power an individual has to impact change
- To develop technical media-making proficiency

## CONTENT

## SKILLS

- To understand how media impacts us and motivates us
- To be able to use media to share compelling stories and engage audiences
- To connect with individuals in one's community and participate in human rights
- To develop a sense of voice and purpose





# Some Various Models We've Tried



**3 Class Collaborative  
Project: Global Politics,  
English, Film**



**Partnering film  
students & Global  
Politics students**



**Film Students in Global  
Politics Leading**



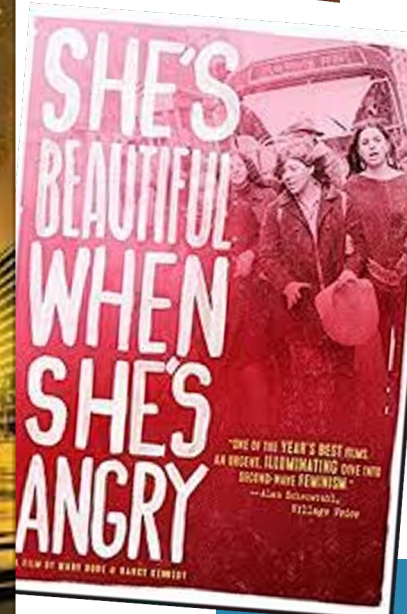
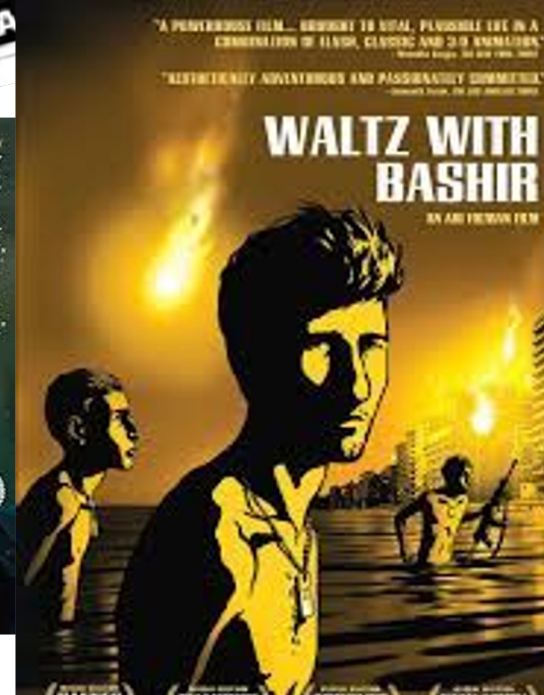
**Partnering film  
students & Global  
Politics students**

We have structured it differently each year, responding to our school's schedule, the classes we teach, the students in those classes (both the number as well as their interests and skills)

**Key Takeaway:** There are a lot of different ways to collaborate across classes, and also ways to do this within the confines of just one class

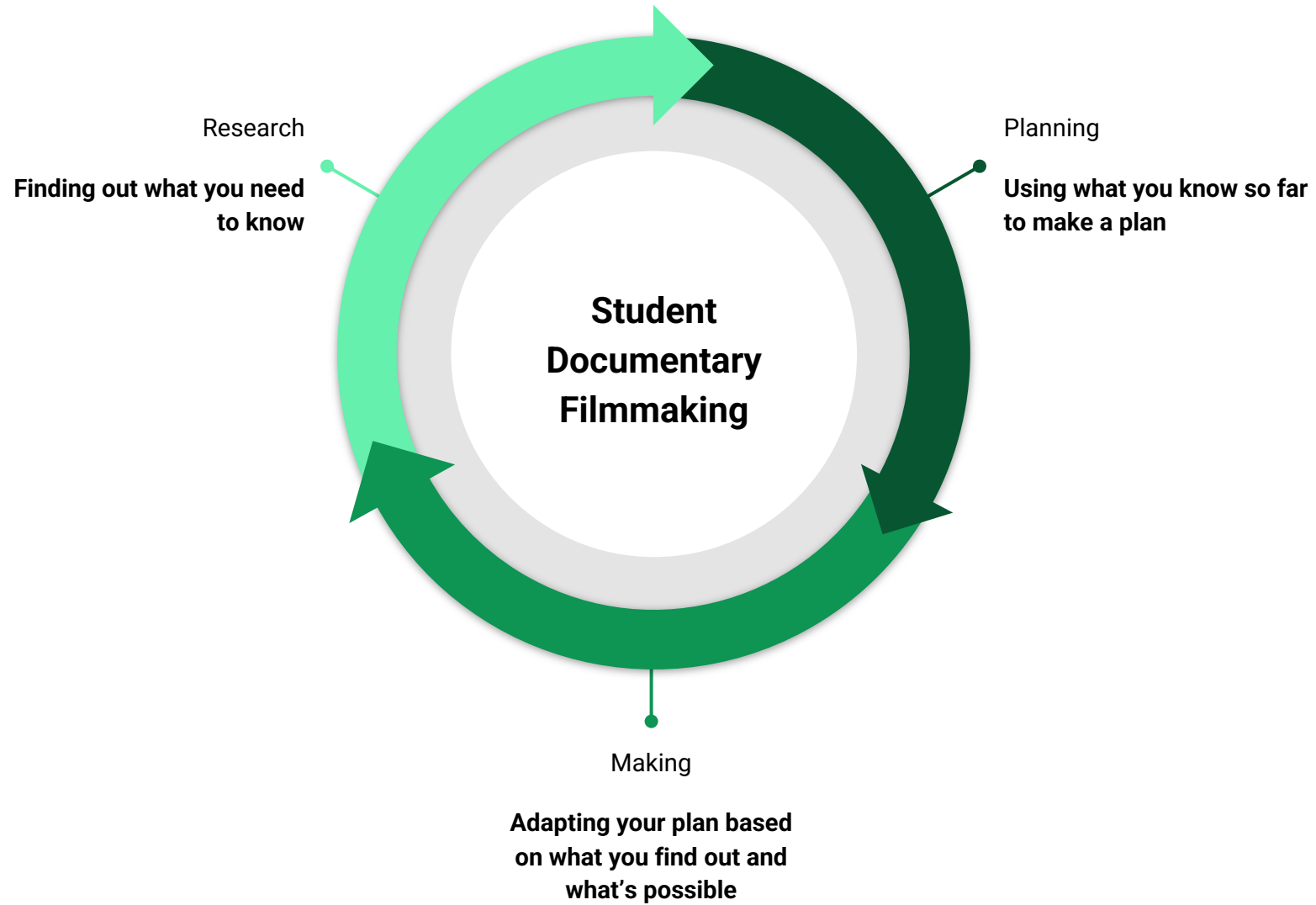
# Documentary Films

- Filmmaker John Grierson defined this genre as ‘a **creative treatment of actuality.**’
- They are intended to be non-fiction.
- Their purpose is most often to inform / educate
- However, creativity and intention is **essential** to creating feelings, not just “telling the facts”

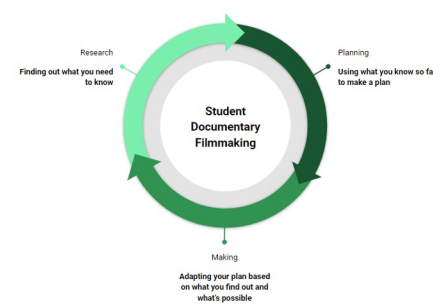




# The Process



# Step-by-Step



Brainstorm	Research	Plan	Acquire	Finalize Story	Edit Film
<p><b>Pick a Defender</b></p> <p>Find a topic of passion</p> <p>Select an article of human rights</p> <p>Consider a message</p>	<p><b>Find out about the Defender's life, story, and work</b></p> <p>Make connections to RFK and his legacy</p> <p>Identify key questions of curiosity about the Defender</p>	<p><b>Write script and outline story</b></p> <p>Consider how you will tell your story and the essential components.</p> <p>Plan out both scripted sections and images needed</p>	<p><b>Shoot footage and record narration</b></p> <p>Interview Defender, using both your plan and your in-the-moment instincts</p> <p>Record narration and shoot supplemental footage</p>	<p><b>Review what you were able to obtain and reconsider your plan</b></p> <p>Begin to focus on finalizing your message and considering how to use what you have to tell the right story</p>	<p><b>Piece together the story intentionally.</b></p> <p>Compile all the pieces with thoughtful intention to your message and a clear structure.</p> <p>Enhance it with music</p>



# Key Components of Strong Student Films



## Informative

The student needs to provide **accurate and relevant information** to educate the audience about an issue

The student needs to tell an engaging story using both a compelling **narrative structure**, as well as **filmmaking techniques**, to keep the audience's attention

## Engaging

## Impactful

There needs to be a clear point of view and **a message**, so the audience has direction of what to think and do now



# How to Focus on These Components

## ➤ Informative

- Students need to conduct research, to ensure their information is accurate
- Students need to be discerning in what information they present and why
- *Key question: how does the information I'm including support and reinforce my ultimate message?*

## ➤ Engaging

- Students need to think about narrative structure
- Students should consider what tone they want their film to take and how to use structure and technique to convey the tone
  - e.g. Dramatic, Inspiring, Humorous, etc.
- *Key question: Does the way I tell my story keep my audience's attention and help communicate my message?*

## ➤ Impactful

- Students should consider what they what to say and why
- *Key question: What do I want people to think and do as a result of this film?*

# Profiling Our Own Defender: Eva Pacheco








# *So what is our message?*

## **Reminder: For Impactful Filmmaking**

- Students should consider what they what to say and why
  - *Key question: What do I want people to think or do as a result of this film?*
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# Partner Exercise: Brainstorming & Research

## GOALS:

- ❑ To begin the brainstorming, research, and planning
- ❑ To learn about our Defender
- ❑ To consider connections to RFK



Brainstorm	Research	Plan	Acquire	Finalize Story	Edit Film
<b>Pick a Defender</b>  Find a topic of passion  Select an article of human rights  Consider a message	<b>Find out about the Defender's life, story, and work</b>  Make connections to RFK and his legacy  Identify key questions of curiosity about the Defender	<b>Write script and outline story</b>  Consider how you will tell your story and the essential components.  Plan out both scripted sections and images needed	<b>Shoot footage and record narration</b>  Interview Defender, using both your plan and your in-the-moment instincts  Record narration and shoot supplemental footage	<b>Review what you were able to obtain and reconsider your plan</b>  Begin to focus on finalizing your message and considering how to use what you have to tell the right story	<b>Piece together the story intentionally.</b>  Compile all the pieces with thoughtful intention to your message and a clear structure.  Enhance it with music

# Share Out: Focusing on **Informative Filmmaking**

## To Make an Informative Film:

- Students need to conduct research, to ensure their information is accurate
  - Students need to be discerning in what information they present and why
  - *Key question: how does the information I'm including support and reinforce my ultimate message?*
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- What are key parts of Eva's story, that we need to highlight to enforce our message?
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- What connections do you see with RFK's work and legacy?
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- What more do you want to learn about her life and work in order to tell her story?

# Partner Exercise: Planning

What we use with our students  
for this planning:

## GOALS:

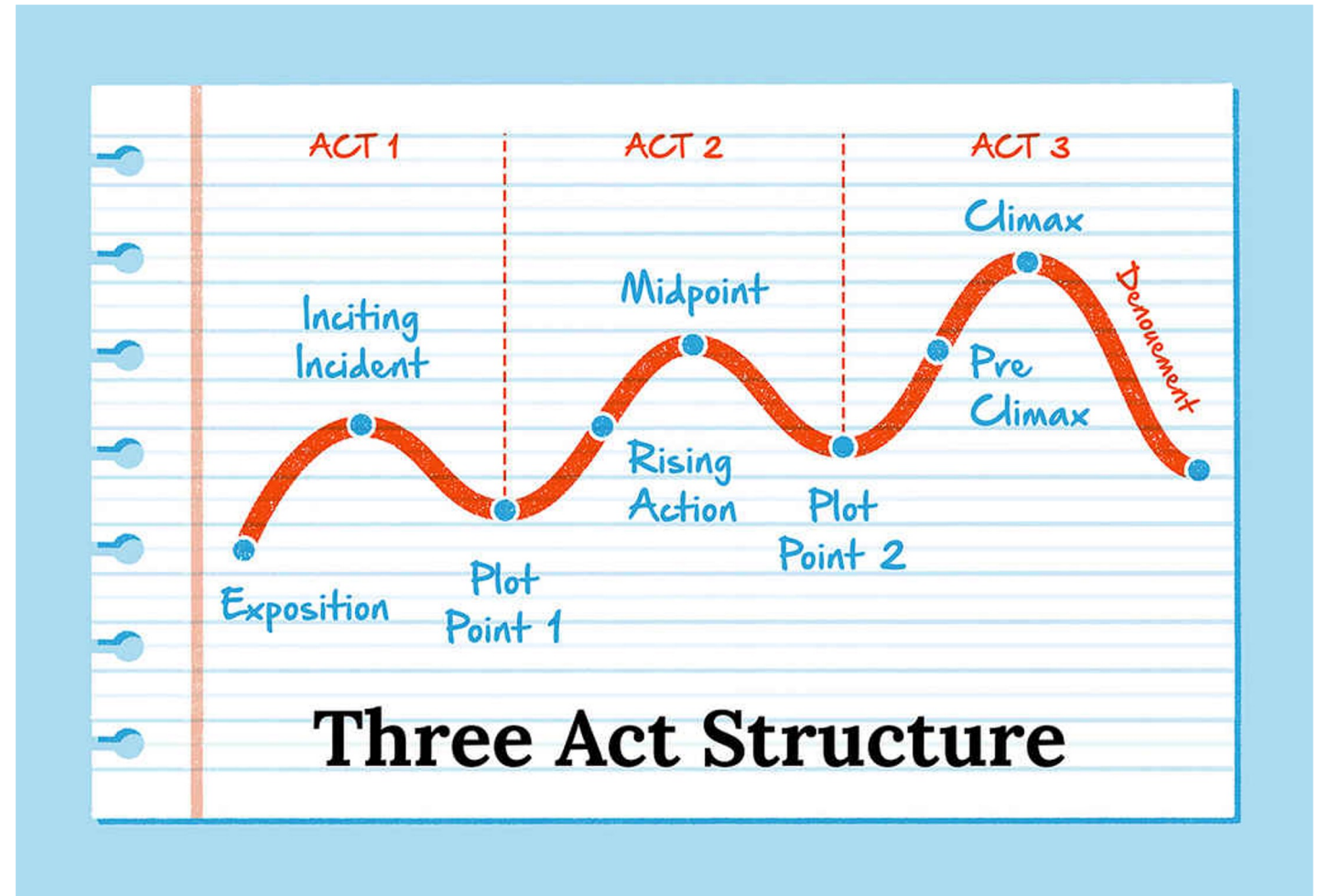
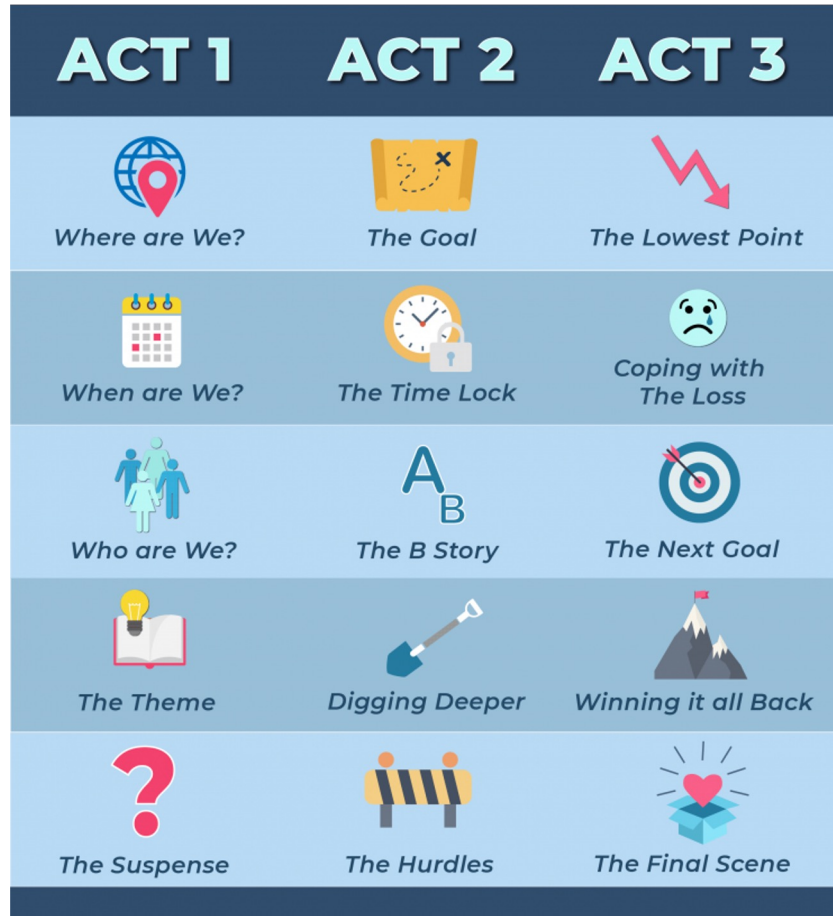
- ☐ To start to give our information/story some form
- ☐ To consider not just what to say, but *how to say it*
- ☐ To evoke feelings, as much as to convey information



Brainstorm	Research	Plan	Acquire	Finalize Story	Edit Film
<b>Pick a Defender</b>  Find a topic of passion  Select an article of human rights  Consider a message	<b>Find out about the Defender's life, story, and work</b>  Make connections to RFK and his legacy  Identify key questions of curiosity about the Defender	<b>Write script and outline story</b>  Consider how you will tell your story and the essential components.  Plan out both scripted sections and images needed	<b>Shoot footage and record narration</b>  Interview Defender, using both your plan and your in-the-moment instincts  Record narration and shoot supplemental footage	<b>Review what you were able to obtain and reconsider your plan</b>  Begin to focus on finalizing your message and considering how to use what you have to tell the right story	<b>Piece together the story intentionally.</b>  Compile all the pieces with thoughtful intention to your message and a clear structure.  Enhance it with music



# Considering A Structure



# Group Planning: Structure

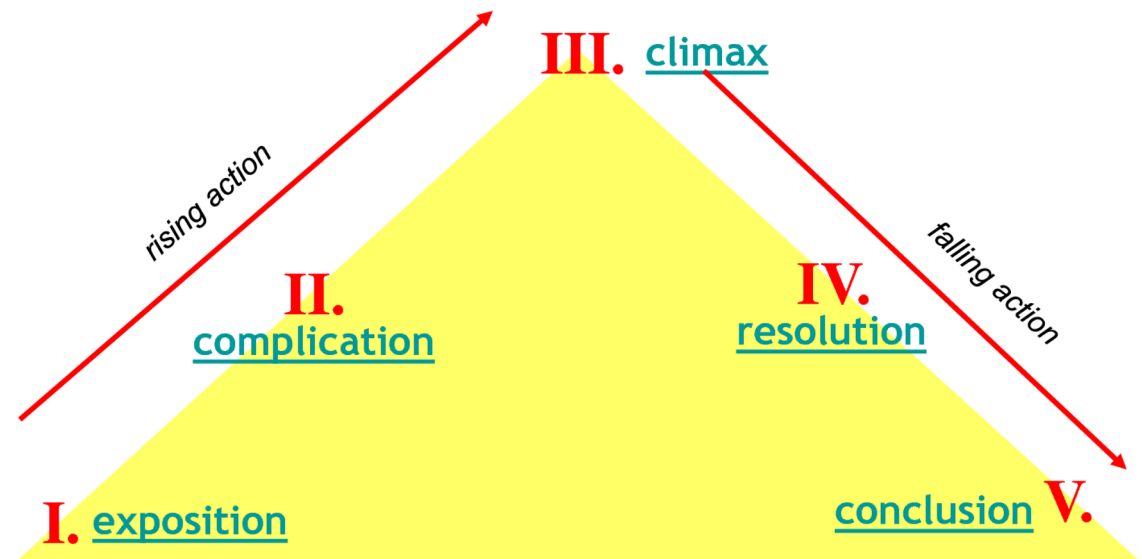
## ACT 1:

### Establishing the Context

- What is our issue that needs addressing?
- Why does this matter?
- Who are the main subjects of our story?

## Freytag's Pyramid

Gustav Freytag was a 19<sup>th</sup> century literary critic (1863) who proposed that Shakespeare's plays (all of which are divided into 5 major sections, called acts) follow this plan as regards the development of their plots.



# ACT 1

## Establishing the Issue:

- Educators will reflect on what it might feel like for a child who doesn't speak English to navigate a classroom in the US

## Explaining Why it Matters:

- Education is a human right. An educator will explain what Article 26 is and why it is important to protect

## Introducing the Subjects:

- Human Rights Defender: Introduce Eva Pacheco and her work (briefly)
- Educators: Educators reflect on what they hope to learn from Eva at the conference
- RFK: Explain how Eva's work is related to the work and legacy of RFK

# Partner Activity: Media Making!

In your partners, plan and record your assigned section.

Take about 5 minutes to write a script of what you will say.

Find a location where you can record as quietly as possible.

Use voice memo to record your narration and upload to the folder linked here.

Keep your sound bites short (1-3 sentences).

Try to use your voice to convey emotion. Focus not just on informing, but on engaging!





# Day 1 Reflections

- ❖ What have you learned about student filmmaking and how to structure an impactful assignment?
- ❖ What seems the most challenging part of this to you?
- ❖ How can film and storytelling contribute to defending human rights?