

How to Make a Video: Part 1

(1) Planning

Step 1: Planning your video (*pre-production*)



The more time you spend planning your video the better and the more focused and professional will be the result.

1.1 Objectives, audience and key messages

First consider the **objectives and audience** for your video. What do you want the video to do? Is it to inform and educate? Is it to change a mind-set?

For example, you might start by saying the objective of your video is to raise public awareness of rheumatic and musculoskeletal diseases (RMDs). This is very broad, so you need to define:

- Why do you need to raise public awareness of RMDs?
- If the public is your audience, are there any specific sections of the public who might be more important than others?
- What perceptions of RMDs do you want to change amongst the public?
- Are there specific misconceptions, barriers or challenges that the public need to be made aware of?
- What do you want the public to **think, feel, say** or **do differently** as a result of seeing your video?
- Do you have a **call to action**? For example, do you want to use this video to raise funds, or attract new members to your organisation, or campaign on a specific issue?

The more specific you can be about **why** you are making your video, **who** you are aiming it at and the **what** you want to result from people seeing your video, the easier it will be to develop your content and the more relevant and engaging the end result.

Think of your video in terms of telling a story, it will come across as more compelling and interesting than a series of dry soundbites. Think about speaking as you would to a friend or colleague. However, it is important that **key messages** are included in your story, otherwise people may miss the point!

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A **key message** is a strong, concise statement that summarises - in a few words - the most important points you want to deliver to your target audiences. This could include:

- An issue that cannot be ignored
- Breaking news or a new discovery
- A compelling fact that demands a reaction, for example newly released facts regarding the number of people affected, the scale of a challenge, the economic cost, cost to society etc.
- A change of perception
- A call to action

When planning your video try to include **one to three key messages** and their supporting points in your story telling. In order to keep your contribution natural, relevant and on message:

- Keep sentences short and stand-alone – this helps reduce the likelihood of being taken out of context
- Develop your key messages in a style which works when they are spoken out loud
- Repeating key messages in your video will help ensure they are heard and remembered

1.2 Structure and creative approach



The beauty of a video is that it is a visual medium. You can **show and tell your story**: both talking about your personal experience and insights, or those of others in your organisation, as well as highlighting situations and issues visually. **Sometimes showing can be more effective and powerful than telling**, so consider what needs to be said as well as what can be shown when planning your video. For example, showing could include demonstrating an assistive technology; or taking your audience on a tour of your organisation and meeting members of your staff or volunteers, and asking them to describe their work, and why they feel it is important – or showing someone in a wheelchair at the bottom of a flight of stairs.

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It is important to consider how you will open and close your video. The opening should really capture the audience's attention, making them feel compelled to watch the rest of the video in its entirety. Research has shown that most people will stop watching a **video after 8 seconds if you haven't captured their attention, so make sure your start is really impactful – visually or with a strong voice over.**

The end of your video should leave your audience with a clear key message or call to action – **what do you want people to know, think, feel, say or do having watched your video?**

1.3 Presenters and people who will be featured in your video



Who will present your video?

Who else will appear in your video?

- Your contributors are a really important part of your video. Those with speaking roles should be knowledgeable, genuine and passionate about the subject
- They should be confident and happy about being in front of camera talking about this particular subject. Don't make someone take part if they are not comfortable to do so
- Sometimes, a designated spokesperson may not be the best person to get your messages across. Look to see if there is anyone more relevant? Someone closer to the subject matter? Someone who created it, or has benefitted from it?
- When considering who will present and feature in your video, think about how they will appear on camera.
- Will their appearance enhance your message?
- Will they just be seen, or will they need to speak?
- Will we just hear their voice-over alongside relevant images?

Ensure you brief anyone who will appear in your film. Make sure they understand:

- The subject of the film
- Who it is aimed at (target audience)
- The key messages you want to convey

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- What you want the video to achieve (change of perception / call to action)
- What you want them to do and/or say

Ensure everyone appearing in your film is happy and comfortable with their role before asking them to sign a consent form.

1.4 Consent forms

Anyone who appears in your video will need to sign a consent form before you begin and this will include yourself if you are presenting in a video on behalf of your organisation.

If you want to interview a child of 12 years of age or under, you will need to have signed parental consent. If you will be filming a young person of 13 – 18 years of age they will need to sign jointly with their parent or legal guardian.

See sample consent form in Appendix 1

1.5 Filming children and young people



Please be especially aware of the sensitivities around filming children and young people and always ensure the filming is appropriate and done with sensitivity.

Children should be accompanied by a parent, guardian or responsible adult at all times. You should not begin filming until a parent or guardian is present, and they should be present for the entire shoot

- Allow more time for breaks when filming children so they don't become overwhelmed or overtired
- Stop filming straight away if they start to feel tired or upset

1.6 Locations



Where will you film your video? Consider locations and venues that will best enhance your story. For example, you could show how RMDs affect the daily lives of people, or represent the number of people affected through some visual comparison, or demonstrate the limitations faced by people in wheelchairs or with other challenges.

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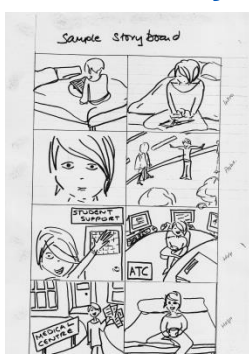
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If you are going to film in public buildings or places, like shops, schools, work places etc., you may need to ask permission first. You may be asked to make your request in writing, so check this early in your planning. If you do need permission, make sure you have it in writing, before you start filming. Take the written permission with you when you go to film, in case you are asked to present it to security or relevant authorities. Filming in some locations and venues may incur a cost.

When looking for locations and venues consider the following:

- Do you need the location to be quiet and where you will not be interrupted?
- Or do you want it to be buzzy and busy to show a good turn-out or popularity?
- Is there enough natural light, or will you need extra lighting?
- Will there be enough space between the camera and people being filmed/ is there room to set up a camera and lighting for an interview?
- What backgrounds does it provide?
 - Do you need a clean, crisp plain white wall?
 - Do you want a nice looking backdrop, or is the background too cluttered and would be distracting?
- Check whether you need permission to film?
- Will there be any costs involved?
- Is it easy to access or park there?
- Is it possible to hire or allocate a part of the location for your sole use of filming?

1.7 Storyboard



This is a technique used by film makers and you may find it not only helps you to plan your shots, but saves you time when you edit your video. Although this is an option, not a necessity, it is a recommended discipline.

A storyboard is a blueprint of what is going to be said and how each scene will ideally look, allowing you to map out in advance exactly what you will need to film for each section of your video. You will need to ask yourself:

- Where will you film?
- Who will be in each shot?
- Will you be filming them from far away, a medium close up (from their waist to the top of their head) or a close up (head and shoulders only in shot)

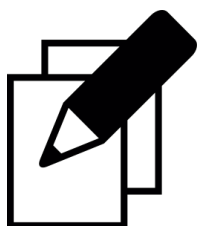
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- How will you start and end your film?

Creating a storyboard will also greatly assist the editing process.

1.8 Developing your content



You will need to consider what is going to be said, as well as what is going to be shown in your video. Always think of your video having a start, middle and end. To develop your content you could start by developing a list with your key messages and then thinking of the most impactful order to put them across.

Also think about who would be the most appropriate person to talk about specific topics. This should not only take into account their qualifications, but also how comfortable they will be appearing in front of a camera.

Unless you are a professional presenter or actor, you will probably find it very difficult to memorise what you plan to say or find it unnatural to read from an autocue (an electronic device used by people speaking on television programmes, or large professional speaking engagements that shows the words they have to say while looking directly at the television camera or audience).



Guide or prompt questions are a list of specific questions intended to help remind the person or people being filmed what they need to cover in their section of the video. By responding to a question asked to them by someone in the filming team - rather than reading out a pre-written answer - sounds a lot more natural and genuine.

People generally struggle to remember what they need to cover if you ask them long and multi-layered questions. Make sure you break down your questions into shorter ones so your contributor only has to think of one or two issues at a time. So for example, instead of asking: *“How old were you when you were diagnosed, with what type of rheumatic disease, and how did you feel when you were told and what affect this has had on your life?”*...it would be better to break that into three separate questions: *“How old were you when you were diagnosed, and what type of disease were you told you had?”*; *“How did you feel when you were given your diagnosis?”* and *“What affect has your diagnosis had on your way of life?”*

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Usually the person asking the questions does not appear in the video visually, or be heard asking the question. For this reason the person being filmed will be asked to re-phrase the question at the beginning of their response. So for example, if you are asked, “*Why have you come to the event today*” you need to start off by saying, “*The reason I really wanted to attend today’s event was because....*”

It is often a good idea to share and discuss the guide questions with the person who will be speaking so they are happy with the content and can rehearse before filming.

Some people will not need or want to have guide questions and will prefer to tell their story in their own words. If this is the case, it is important to encourage them to use short sentences and give examples to illustrate their points. If they start to ramble or to lose the point you may need to tactfully ask them to make their response again, but as a shorter version.

You will find tips for the person being interviewed in Appendix 3 and for the person delivering the guide questions in Appendix 4.

1.9 Who will assist you in making your video?

What will be your role in making the video?

For example:

- Producer / project manager
- Content developer / director
- Presenter / interviewee / demonstrator
- Camera man or woman
- Assistant / runner
- All of the above!



If you are making a video for your organisation, you will need to collaborate with colleagues and the person or persons who will be responsible for making decisions and signing off the concept, execution and budgets. Build time for this into your planning.

In terms of making a video it will be easier if you bring together a team with agreed roles and responsibilities. For example, you could distribute tasks such as finding locations and gaining permissions for filming, if needed, or for finding participants and ensuring they have signed consent forms, or for developing the content. If you are going to present or appear in the video it is helpful to have someone operating the camera and to feed you the guide questions.

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1.10 Deadlines



week schedule.

Making a video often takes longer than you think, so setting deadlines and having a delivery schedule is an important part of your planning. If you need to have your video by a certain date, it is important to allow plenty of time for each stage and to build in extra time for contingencies. It is possible to make a short video quite quickly, but on average you could work on a two to three

1.11 Budget



then costs might include:

- Camera and other equipment (purchase or hire)
- Location fees and venue hire
- Props
- Travel
- Subsistence for participants
- Fees or payments to participants
- Licences
- Legal fees
- Insurance

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1.12 Planner

To think about / do	Week 1	Week 2	Week 3	Week 4
Concept <ul style="list-style-type: none"> ▪ What do you want to say? ▪ Who do you want to address? ▪ Is there a deadline? ▪ What budget do you have? 				
Who do you need to involve? <ul style="list-style-type: none"> ▪ Who will need to review and sign off your video? ▪ Who will do the filming? ▪ Who will help you make your video? ▪ Who do you want to appear in your video? ▪ Make sure everyone you want to be involved is available and book time in their diary ▪ Provide everyone involved with a full brief on their role and what you want them to do and/or say ▪ Provide anyone appearing in your video with a consent form and ask them to sign it before you start to film 				
Make a storyboard <ul style="list-style-type: none"> ▪ Plan the outline of your video ▪ What do you want to show? ▪ What do you want to tell? 				
Where do you want to film? <ul style="list-style-type: none"> ▪ Check locations for noise levels/ passing people ▪ If it's outside, what will happen if it rains? ▪ Will you need to gain permission 				

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<p>to film in a public place?</p> <ul style="list-style-type: none"> Who should you approach for permission? Apply in writing if necessary Is there space for your camera / longer shots? Is there space for parking? 				
Do you need any special props?				
<p>Filming</p> <ul style="list-style-type: none"> Allow time for rehearsal You don't have to film everything on the same day, but try and keep it within the same week Allow extra time in case you are not feeling well enough to film or you need more time 				
<p>Editing</p> <ul style="list-style-type: none"> Depending on your experience, allow plenty of time to make the first rough edit to include adding voice over etc. Allow enough time for you and others to view the rough edit comment and then to re-edit where necessary Who will need to review the rough edit? Who will sign off the video and how much time do they need? Don't forget the beginning and end titles 				
<p>Promoting your video</p> <ul style="list-style-type: none"> Consider who you want to see your video and how it will be used Consider how and where you are 				

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<p>going to promote your video well in advance</p> <ul style="list-style-type: none">■ Who can you engage with to help you promote your video<ul style="list-style-type: none">- Within your organisation- Amongst your external stakeholders- Amongst your social media networks etc.				
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See also Planning Checklist – part four