

## Step 3: Research and creation of the documentary (200 minutes, mostly homework)

### Part 1: Research and creation of the documentary based on examples of local history

*During this step students will learn how to create a historical documentary in groups, after researching the topic in their own environment.*

*Students will learn how to make a documentary, research the topic in their environment and create the historical documentary in groups of 4-6 students. This is the central step of the project as students will create the documentary on it.*

#### **Uploading**

*Once students have finished, teachers will upload their videos by following the steps in the uploading tutorial, then contact the partner school and share the links to students' videos. Share the link with VPRO as indicated in the tutorial.*

**Tutorial for how to upload can be found here →**  
**and use the written manual while uploading →**

*By following the tutorial uploading step by step, it will be easy for you to upload your films to the VPRO Youtube playlist. Here you can find all the films made by students from all over Europe that have participated in this project. Take a look at our **Difficult History playlist** →*

*Once you have uploaded your films YouTube will give you an unique link for each video. Send these links to: **ineuropeschools@vpro.nl***

*Before you start uploading the films do not forget to check if all footage used from third parties are free of rights and ready to use. You do not want to risk a claim.*

*And remember that this project is not a contest, all films made by your students are welcome in our Playlist.*

## NEW EXTRA @Home Tutorial

Due to the Covid19 measures students and teachers found it hard to finish their documentaries. It seemed impossible to make a short documentary if you cannot go to school or even leave your house.

The good news: It is possible and we will help you out!

The makers of VPRO television made an extra tutorial with all sorts of tips and tricks explaining how to interview, film and edit if you have to stay at home. We hope this will inspire you.

The tutorial is an extra gesture on top of our tutorials on research, interviewing, filming and editing. We will refer to them so make sure your students saw those first before they start their assignments in step 3.

[Take a look →](#)

## copyright notice

*The participating schools will ensure that any footage of third parties and/or music in the clip is cleared. This means that the participating schools must have permission of the original copyright owners and/or the participating schools will use footage and/or music that are free to use (like royalty free stock music). We strongly advise you not to use any copyrighted material without any permission of the copyright owner(s). This also applies to any material of the VPRO (like photos, logos, audio, video etc).*

*If the participating schools are using a copyrighted work (for example, music or archive footage) without permission, the participating schools may be infringing the owners' rights to that work. The participating schools are aware that they will be fully responsible for any claims in that regard. VPRO cannot be held accountable for any claims of third parties. For more information, see tutorials [research](#), [editing](#) and [uploading](#). Click [here](#) for more information about uploading and copyright on YouTube.*

## Introduction

During this step students will create a historical documentary in groups, after researching the topic in their own environment.

## Lesson Objectives

- To learn how to create a documentary
- To make a documentary of 10 minutes in groups of 4 to 6 students after being assigned different roles

## Preparation and materials

- Groups of 4-6 students
- Tutorials for documentary making
- Role cards (annex 1)
- Steps for each function (annex 2). The steps follow the information given in the tutorials and as they are connected to certain roles, the information is also linked in the role cards.
  - Researching
  - Interviewing
  - Filming
  - Editing
- Assessment grid for the documentary (annex 3)
- Statement of consent (annex 4)
- Specifications for filming on mobile phones (annex 5)
- Make copies of the roles and their functions. All the students will be researchers so make copies for each of them. The other functions will be assigned to one/two students in each group depending on the number of students.
- Give the assessment grid to the students before starting the creation of the documentary in case you want to use it as a frame for assessing the students.
- As the teacher, watch all the tutorials in advance so that you know what the students are going to be doing and understand how the various functions fit together. The tutorial **upload and refind** is specific for teachers to upload to the European server.

## Planning grid

### 1) Introduction

- a) Tell students they will create the documentary in groups of 4-6 and that they will have different roles whilst creating it. There are four roles:
  - i) Researcher: done by the whole group.
  - ii) Interviewer: in charge of preparing the questions and doing the interview.
  - iii) Cameraman/woman: will record the interview and images needed.
  - iv) Editor: will edit the film with the help of his/her colleagues.

### 2) Organising roles and watching tutorials

- a) Divide the roles among the groups or let the students choose a role and give them their role cards. For groups of 6, some functions can be duplicated.
- b) Give each student his/her role card. Ask them to carefully read their role cards and watch the tutorials. As the research will be done by all the students, you can watch this tutorial as a class. The other tutorials can be watched individually as **homework**.

### 3) Researching

- a) Students will do the main part of the **research** on the topic in class. Before starting, remind them that they started finding a local example in Step 2 Part 2 in the conclusion of the lesson and their homework. Be sure all the groups have a topic/subtopic to start the research.
- b) It may be difficult for students to identify an appropriate person to interview in their own environment. Tell the students that this person does not have to be someone who has direct experience, but can also be someone who is an expert, or whose family experienced the topic students are researching. This increases the range of topics that can be addressed.
- c) Explain students that the videos have to be in English, because otherwise, your partner school will not be able to watch your videos in the last exchange lesson.  
If the interview partner is not able (or willing) to do the interview in English, they can do the interview in any other language but

then they would have to add English subtitles to their video for the interview parts. The tutorial upload explains how to add subtitles after editing.

- d) The last step of the research is to plan the creation of the movie. Let students do it themselves based on the information provided in their role/step's documents, but check the planning as they will do the following activities out of school.

#### 4) Out of school activities

- a) Students will do the interviewing/filming and editing out of school.
- b) During the filming phase, organise an opportunity for the students to have contact with you for questions and support (mail contact, a walk-in consultation hour, etc.).
- c) Remind students that, as it appears in the interview/filming tutorial, they have to ask for the written permission of the people they interview. In the case your students interview a person **under 18**, they have to ask for written permission from their parent via the quit claim (annex 4).

#### 5) Uploading

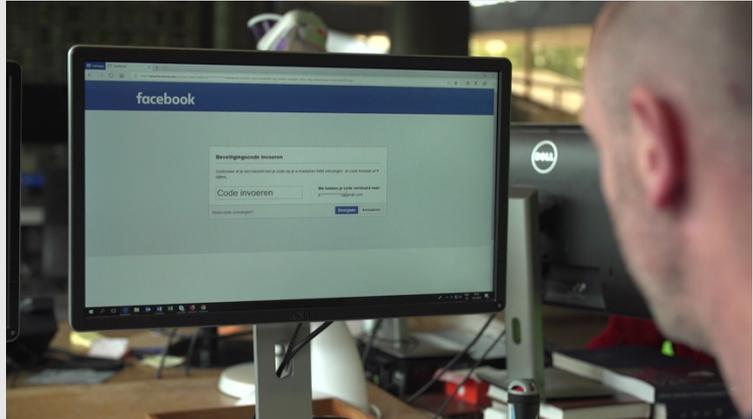
- a) As a teacher, watch the tutorial **Upload and refind**. The tutorial will lead you through the uploading process step by step.
- b) Make sure the uploading is done at least one day before the meeting with your partner class.
- c) Allocate 10 minutes of uploading time for 1 video, depending on the speed of your internet. For a whole class with low speed internet this could take up to an hour and half.

## Annex 1: Role Cards & Annex 2: Steps for Each Function

### Researching (role for the whole group) 1/2.

#### Brainstorm and look for sources

- First, brainstorm together on how you would like to approach this question so that you can specifically search for the resources you need. What do you want to investigate? Who would answer this question best and where would you find stories about this question?
- Use different research methods and read different sources as recommended in the tutorial.
- Write down the sources you use and the information they provide.
- Make sure you check your sources. Ask yourself; are they reliable?



#### Mind map

- Create a profile of the person you would like to interview.
  - What are you actually looking for? What kind of profile does this person have and from what perspective do you want to highlight the theme? From what perspective do you want to tell your story?
- Compare your mind map with the sources and people you have found and make a choice.

#### Content summary and plan of action.

- Write a short summary of the research. Include checks and balances as explained in the tutorial.
- Write a plan of action as indicated in the tutorial
- Keep in close contact with the interviewer at this stage. He or she will formulate his or her questions based on your data.

## **Researching (role for the whole group) 2/2.**

### **Personal contact (do this together with the interviewer)**

- Get in contact with your main character(s).
- In order to determine whether your main character is really the right person for your film, personal contact is very important.
- Set a date for the interview
- Check the specific names and titles of your main characters.

### **Photos**

- If you search for photos, make sure they are free of copyright restrictions as indicated in the tutorial.

### **Planning**

- Meet with your group to plan out the time you have to make the movie.
  - How much time do you need to spend on research?
  - When will you conduct the interviews?
  - How long do you want to take to edit?
- Make appointments with your main characters and ask permission to film at certain locations.

## Researcher

### Your functions are:

- To investigate the subject of the film on the basis of the central enquiry question.
- To search for stories, main persons, archive material (photographs and films that can be used freely) and historical background articles.
- To check whether the stories are really true. Collect the names and details of the main characters and make the first contact for an interview.



### Responsibilities:

NB: in this project, the research is carried out by the entire group.

- Those who choose the position of researcher are specifically responsible for checking the sources and data (finding out the truth) and for making agreements with the guests/main persons.
- During the recording, the researcher provides content support to the interviewer.
- The researchers make a list of names and functions for the titles in the editing.

\*Watch the research tutorial with your group for more details and read through the steps for researching below

## **Steps for researching (role for the whole group)**

Brainstorm and look for sources

- First, brainstorm together on how you would like to approach this question so that you can specifically search for the resources you need. What do you want to investigate? Who would answer this question best and where would you find stories about this question?
- Use different research methods and read different sources as recommended in the tutorial.
- Write down the sources you use and the information they provide.
- Make sure you check your sources. Ask yourself, are they reliable?

Mind map

- Create a profile of the person you would like to interview.
  - What are you actually looking for? What kind of profile does this person have and from what perspective do you want to highlight the theme? From what perspective do you want to tell your story?
- Compare your mind map with the sources and people you have found and make a choice.

Content summary and plan of action

- Write a short summary of the research. Include checks and balances as explained in the tutorial.
- Write a plan of action as indicated in the tutorial
- Keep in close contact with the interviewer at this stage. He or she will formulate his or her questions based on your data.

Personal contact (do this together with the interviewer)

- Get in contact with your main character(s).
- In order to determine whether your main character is really the right person for your film, personal contact is very important.
- Set a date for the interview.
- Check the specific names and titles of your main characters.

## Photos

- If you search for photos, make sure they are free of copyright restrictions as indicated in the tutorial.

## Planning

- Meet with your group to plan out the time you have to make the movie.
  - How much time do you need to spend on research?
  - When will you conduct the interviews?
  - How long do you want to take to edit?
- Make appointments with your main characters and ask permission to film at certain locations.

## Interviewer

### Your functions are:

- To ask the guest or main character the interview questions.
- To prepare the interview/questionnaire on the basis of the researcher's information.
- In consultation with the group, to choose a form of interview that suits the type of documentary chosen. (see tutorial).
- To maintain close contact with the cameraman/woman and the editor.
- To speak to the guest in advance and tell the camera and editor what the interview is about.



### Responsibilities:

- Making a questionnaire that fits in with the research.
- Responsible for good contact with the guest.
- Responsible for good cooperation with the cameraman.
- After the editing, inform the guests about which parts of the interview are in the film.

\*A good interviewer will watch the interviewing tutorial → and read the steps for interviewing → He/she will also share main findings with the group.

## Steps for interviewing

### Preparing the interview

Personal contact (do this together with the researcher)

- Get in contact with your main character(s). In order to determine whether your main character is really the right person for your film, personal contact is very important.
- Set a date for the interview.

### Choose your way of interviewing

- Choose the style of interviewing as pointed out in the tutorial:
  - Are you going to be in it as our guide through the whole story or are you the invisible interviewer and will the story tell itself?
- Write down your questions based on the research.

### Planning the filming with the cameraman/woman

- Where does the interview take place? Inform your cameraman/woman of the circumstances.
- What do you need to see in order to tell your whole story?
- Plan the scenes you need to complete your interview with the cameraman/woman.

### Interview

- During the interview make sure to ask all the questions you need.
- Check with your cameraman/woman if both sound and video are appropriate. (annex 5 shows the form you can use)
- Ask for specific names and titles.
- Be polite / be specific / be complete / be kind.
- Get permission from your main character to show this interview on social media.
- Get permission from parents through a quit claim / statement of consent (see below or online) if your main character is under 18.

## **Cameraman/woman**

### **Your functions are:**

- To shoot all the footage for the film. Not only the interview, but also all the images needed to make a good film and build a logical story.
- To think about the locations for filming and the actions to be filmed.
- to consult with the interviewer beforehand so that she/he can determine what and where to film on the basis of the content of the questions.
- To keep in close contact with the editor to ensure that there are enough images for editing with enough variation.
- To make sure that there is enough light to play with, check that all scenes are properly captured in image and sound.
- If necessary, to ask a question again or redo a recording.



### **Responsibilities:**

- Filming of all images for the film, both interview and environmental shots.
- Practise filming according to the tutorial if you need it.
- Provide the right phone with a charged battery and power bank for recording (possibly via your teacher)
- Responsible for light when filming indoors.
- Responsible for good sound.
- Responsible for good cooperation with the interviewer.
- Responsible for close cooperation with the editor.

\* A good cameraman will watch the filming tutorial → and read the steps for filming → If time allows, also watch the editing tutorial →

## Steps for filming

### Preparing your materials

- Make sure you have a charged cell phone with a good camera/extra battery pack/sound.
- If you are filming in a house or building look for lights if you need them (see tutorial).

### Preparing the filming

- Clarify your understanding:
  - Who is the main character?
  - What story are we going to tell and what do we need to see?
  - What actions by the main character will add to the story?
  - Where is the best place to tell this story? (her work, his house, their broken down flat, etc.)
  - Make a list of all the scenes you need.

### Filming

- Film horizontally!
- **Reference the technical aspects on the sheet:** specifications for filming on mobile phone (annex 4)
- Use some MS, wide and close up angles during the interview. (see tutorial)
- Make extra shots of the interviewer listening for the editing.
- Make extra shots of the main character listening.
- Use extra tips from the tutorial in improving your filming.

### Download your material

- Bring your material directly to the editor and download together.

## Specifications for filming on a mobile phone

### Settings:

Please set your phone to record at **1080p HD resolution** by following these instructions:

- **iPhone:** Please set your iPhone to said resolution via Settings > Camera > Record Video. Pick **1080p HD at 30fps**.
- **Android Samsung, Huawei, HTC, etc):** This differs per phone, but these settings can mostly be found via the settings menu inside the camera app or via the general settings menu. In this menu locate the video size menu. Best setting for filming is **1080p HD and 25fps**.
- If this option is not available on your phone, please make sure it is **not** a number **below** 1080p and/or 25fps or **above** 50fps.

### Stability:

Try to create a stable environment by using a tripod or a chair to lean on.

### Sound:

If possible, use an additional microphone. If you do not have one, avoid filming too far away from your sound object or person.

### Extra sound and synchronisation:

You could also use an extra phone to record the sound but then you have to synchronise both phones using a clap:

- Start the audio on one phone and the camera on the other. Now synchronise by clapping your hands slowly. Make sure you record and film the hands and sound.
- **Do not stop your phone after this point.** If you stop, you will have to sync again.
- When editing, you can synchronise the clap with the image of the clap and then the sound and image will run at the same speed.

And last but not least, watch the filming tutorial → before you start shooting.

Good luck!

## Editor

### Your functions are:

- To use the editing of the film to create a complete story. This is where research, interviewing and filming come together. In consultation with the team, scenes or questions can be left out to make the film stronger.
- To be bound to the truth. You are not allowed to transform what a guest/main character has said into another story.
- To look for suitable music or sounds for the film and make titles if necessary. The researchers will provide these and are responsible for correct spelling.



### Responsibilities:

- Assembly of the complete film.
- Practice with the assembly tool if necessary.
- Getting the right laptop/computer for editing from your teacher.
- Providing music and audio for the entire film.
- Close consultation with the interviewer and cameraman/woman about choices to be made in the editing (what do you leave out, in what order do you tell your story).

\* A good editor will watch the editing tutorial → and read the steps for editing → . If time allows, also watch the filming tutorial →

## Steps for Editing

### Preparation

- Get a computer or laptop.
- Download an edit program and test it out.
- Look at the instructions.
- Upload the film material together with the cameraman/woman with the following programs:

### Choosing

- Go through all the material and choose the best parts (together with the interviewer/cameraman-woman).

### First draft

- Make a first draft of your editing and do not hesitate to switch scenes to see if it improves your story.
- Adopt tips from the tutorial in your editing.
- Discuss your options with the team.
- Save!!!! Use your save button as much as you can or use an auto saver that will save your edit every 10 minutes.

### Final draft

- Finalise your editing.
- Choose music that is free of copyright restrictions as indicated in the tutorial. (links in tutorial)
- Add sound effects.
- Add titles.

### Download as MP4

Download your film as an MP4 file and send it to your teacher via email or WeTransfer

You can edit with the following programs



- Avid Mediacomposer free
- IMovie
- DaVinci Resolve
- Blender

### ANNEX 3: Assessment grid for the students' documentaries

#### 1) Version for students while working on the documentary

<b>The documentary made by the students</b>	<b>Yes</b>	<b>No</b>
1. Is focused on the enquiry question		
2. Uses the camera angles, editing choices, voice-over and sounds in a purposeful way in accordance with the story told.		
3. Has the requested length and a clear structure (presentation, interview, conclusion, credits of the sources)		
4. Integrates the story with its historical context		
5. Uses primary sources (e.g. an oral history interview) that support the enquiry question		
6. Gives different, fair and balanced perspectives		
7. Shows difference(s) between past and present		
8. Gives different causes and/or explains consequences		
9. Distinguishes evidence-based facts from unsubstantiated opinion		
10. Is created in an attractive / original way that catches the viewer's attention and holds his interest		

**ANNEX 4: Statement of Consent VPRO project ‘In Europe Schools’**

Dear [participator] and dear parent of [participator],

[School] and the VPRO are very pleased that your child volunteered to make independent recordings in the context of the education project ‘In Europe Schools’. Your son or daughter will participate in a clip made by students from [School]. This clip will be part of a video to complement the education project.

On behalf of your child we would like to ask you to sign this statement to authorise the [School] to present and publish the recordings of your child in our classroom during the related lessons and on the YouTube channel ‘In Europe Schools’ hosted by VPRO/Euroclio. The content will be publicly available during the ‘In Europe Schools’ project for an unlimited period of time.

By signing this form, you and your child freely agree to participate in this video introduction and you declare to be familiar with and agree to the context, the purpose and the use of the project.

For more information about the broadcaster and the project we kindly refer to [vpro.nl/ineuropa](http://vpro.nl/ineuropa).

If you have any questions, do not hesitate to contact us. Thank you.

Best regards,

[name]  
[School]  
+ [phone number]

Place and date: .....

**Signature [School]  
participator:**

**Signature parent/legal representative**

.....

.....

[name]

[name]

Name of participants:

Date of birth:

Address:

Country:

E-mail: