



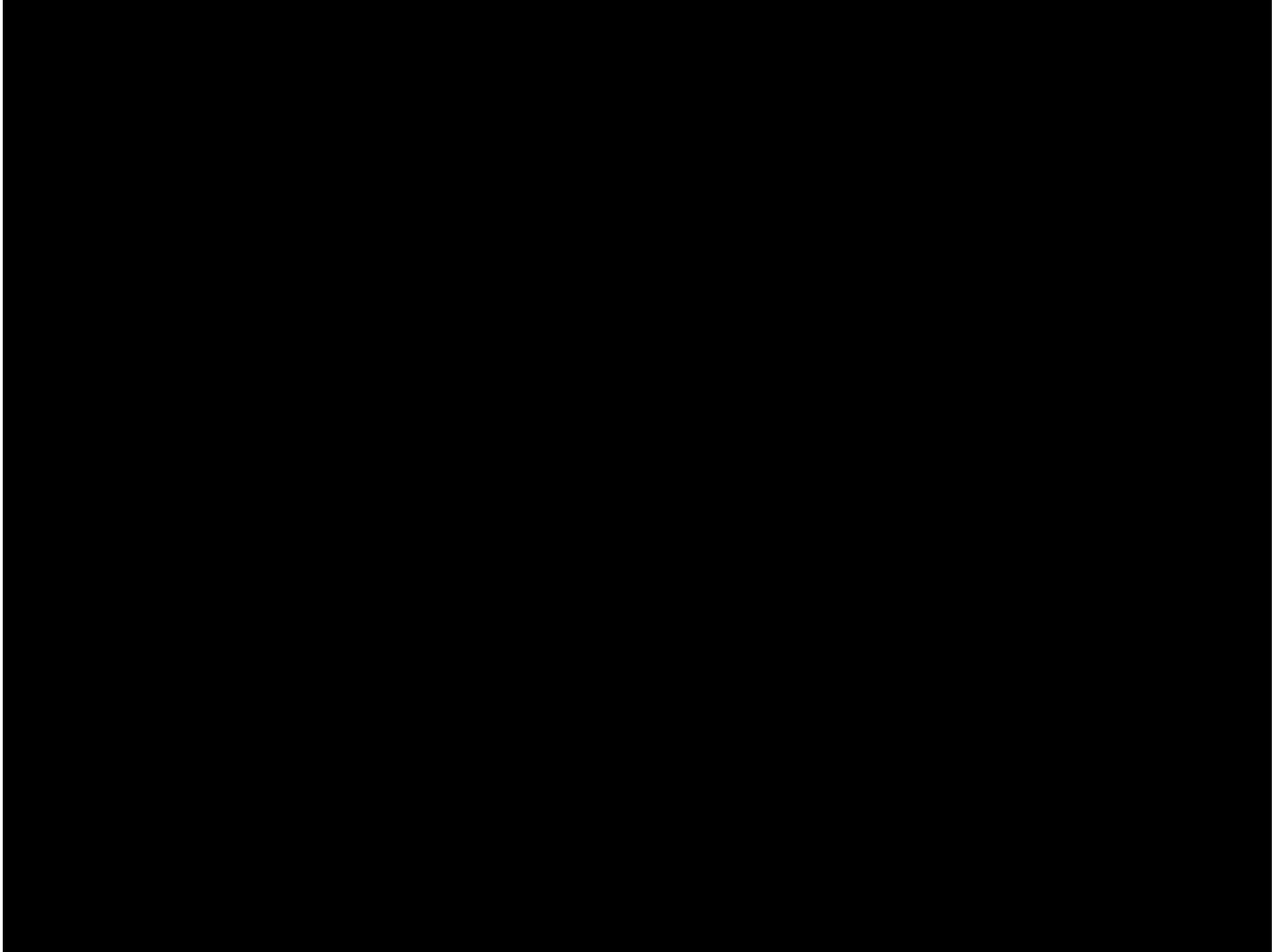
HOW ARE THE **CHILDREN**

Professional Learning

Empowering Students through
SEL and Documentary
Filmmaking: A Transformative
Learning Experience

Day 1- Summer 2024

www.tinyurl.com/HATC-Training





HOW ARE THE CHILDREN



Tools to Support Your Learning:

- [Power Packet](#)

www.tinyurl.com/HATC-Training

Agenda

- Understanding SEL
- Registration, Platform, Lesson Structure
- Units 1 & 2



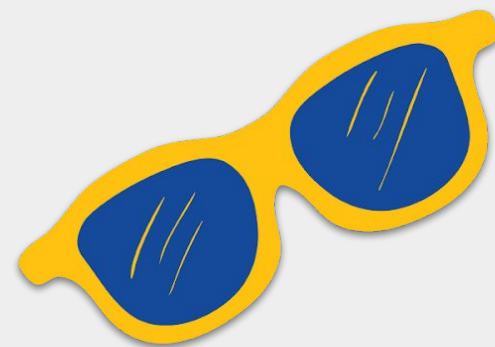
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HOW ARE THE
CHILDREN



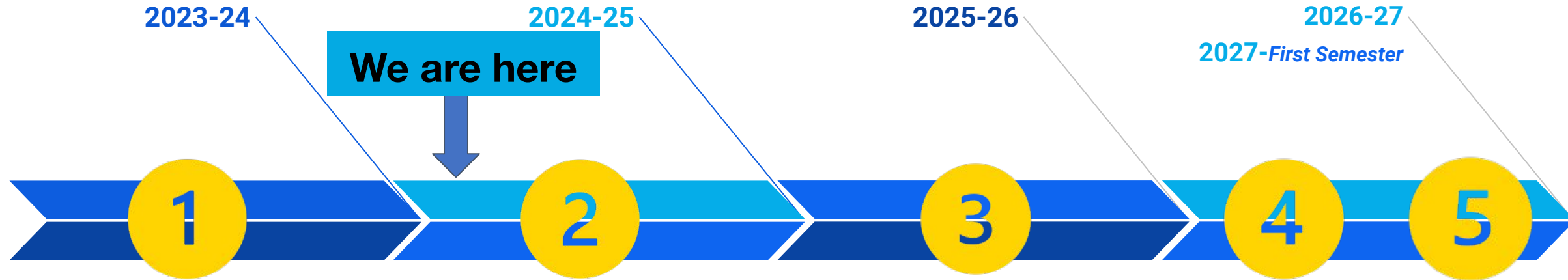
Summertime
Would You
Rather?



And How are the Children?



5 Year Overview



School Year One:

- Summer Training
- Implement RCT
- Focus Groups for feedback
- Revisions at the end of the year for year 2

School Year Two:

- Summer Training
- Full implementation for Freshmen
- Focus Groups
- Instructional Coaching Support

School Year Three:

- Summer Training (*District Implemented*)
- Continued School-Wide Implementation
- Instructional Coaching Support
- Guidebooks

School Year Four-Five:

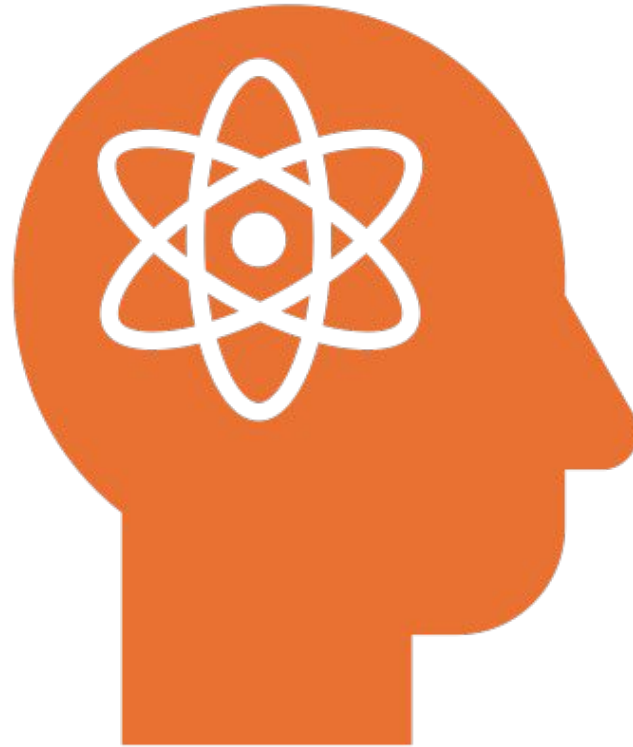
- Summer Training (*District Implemented*)
- Continued School-Wide Implementation
- Instructional Coaches
- Guidebooks

Assess Prior Knowledge



Head over to
play.blooket.com

SEL- Self Reflection & Assessment



SEL COMPETENCIES



CASEL Framework Activity



Building SEL through Student Voice





LUNCH
60 minutes

CASEL Definition

Social and Emotional Learning (SEL) is the **process** through which all young people and adults **acquire and apply the knowledge, skills, and attitudes** to **develop healthy identities, manage emotions and achieve personal and collective goals**, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature **trusting and collaborative relationships, rigorous and meaningful curriculum** and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to **co-create thriving schools and contribute to safe, healthy, and just communities.**

The Benefits of SEL



Students	Adults	Communities


The Benefits of SEL for....

Students	Adults	Communities
<ul style="list-style-type: none">• Improved academic performance and higher grades• Enhanced student SEL competencies• Improved behavior• More positive school climates• Improved mental health outcomes• Reduced risk of negative behaviors	<ul style="list-style-type: none">• Reduced stress levels and increased overall well-being• Increased job satisfaction, improved teamwork, and better communication among colleagues• Positive effects on teacher-student relationships, classroom management, and instructional effectiveness, leading to better student outcomes	<ul style="list-style-type: none">• Increased college and career readiness• Enhanced emotional well-being• Stronger Interpersonal Skills• Promoting civic engagement• Empathy towards others, and a sense of social responsibility within the broader community• Promoting a sense of belonging

Platform Registration

www.hatc.tv

CHHOW ARE THE
ILDREN

[Educator Resources](#)[Student Resources](#)[Student Capstone Films](#)[Additional Information](#) [Registration](#)[Member Login](#)

Member Login

Username

Password

☐ Remember me

Login


Register

[Forgot Password?](#)

If you are new to this website and have not yet established your login username and password, please select the button Register for access. The new page will ask you for basic user information including the Organization Code. It is required one time for registration.

After registering, use this Member Login. Simply provide your username and password you registered. Remember, these are case-sensitive. Thanks.

YOUR SEL RESOURCE PLATFORM



HOW ARE THE CHILDREN

[Educator Resources](#) [Student Resources](#) [Student Capstone Ideas](#) [Additional Information](#) [Registration](#) [Member Login](#)

“AND HOW ARE THE CHILDREN?”

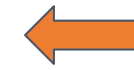
is the traditional greeting of Mexican little warriors, but it's much more than a greeting. It's the guiding principle that drives our mission. Because the strength of a community lies in the well-being of its children, each day, we ask ourselves, "How are the children?" As we tackle issues and make decisions, driving our commitment to a more just and thriving society.

We prioritize the social and emotional health of students, recognizing its direct link to academic success and overall well-being. And through our digital learning platform, we offer a unique blend of SEL and project-based learning, centered around the powerful medium of filmmaking.

Join us on this transformative journey, where students become storytellers, changemakers, and advocates for a more just and compassionate society. Together, let's prioritize the well-being of our children and ensure they have the tools to make a lasting impact.



HOW ARE THE CHILDREN



Title Page

Setting Up Our Classroom

Unit Name



Lesson 1: Classroom Norms + Expectations

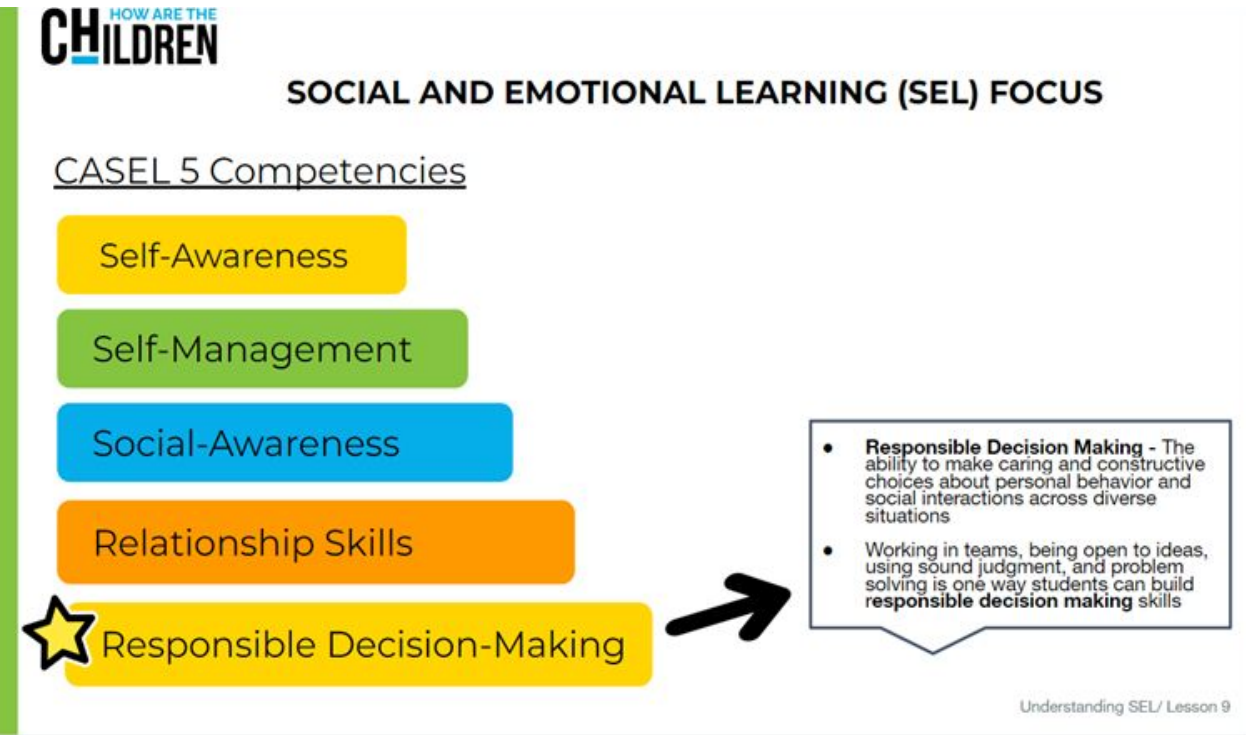
Lesson # within unit
and Lesson Title



Footer with unit name
& lesson #



LESSON STRUCTURE



- Essential Questions
- SEL Chart
- Opener
- Activity
- Reflective Closure

Lesson Format

- Minimal Teacher Prep
- **Lessons** are one day to multi-day
 - Components were structured for 25 minute HR blocks
- **Information about Notes:**
 - Teacher directions are in parenthesis
 - T equals teacher recommended script
 - Lesson Materials on title slide
 - Total *approximate* lesson time on title slide
 - *Approximate* time for each slide listed
- **Slides/Notes:** Video & document links embedded in the images and texts & in notes
- **Enhancing** and/or **extending** lessons is **encouraged**
- **Reflective Closure** time **should always occur**

Unit 1: Setting Up Our Classroom



Lesson 1
Classroom Norms And Expectations – Pt 1

- [See Lesson Slides](#)
- [PDF to Print or Download](#)



Lesson 2
Classroom Norms And Expectations – Pt 2

- [See Lesson Slides](#)
- [PDF to Print or Download](#)



Lesson 3
Classroom Norms And Expectations – Pt 3

- [See Lesson Slides](#)
- [PDF to Print or Download](#)
- [Project Template](#)



Lesson 4
Classroom Norms And Expectations – Pt 4

- [See Lesson Slides](#)
- [PDF to Print or Download](#)



Lesson 5
Getting To Know Each Other

- [See Lesson Slides](#)
- [PDF to Print or Download](#)



Lesson 6
Creating Effective Teams

- [See Lesson Slides](#)
- [PDF to Print or Download](#)

Unit 2: Understanding SEL



Lesson 7
Social-Emotional Learning

- [See Lesson Slides](#)



Lesson 8
Responsible Decision-Making

- [See Lesson Slides](#)



Lesson 9
Beginning Our Project Roadmap I

- [See Lesson Slides](#)



Lesson 10
Beginning Our Project Roadmap II

- [See Lesson Slides](#)



Lesson 11
Self-Awareness

- [See Lesson Slides](#)



Lesson 12
Self-Management

- [See Lesson Slides](#)



Lesson 13
Social-Awareness & Relationship Skills

- [See Lesson Slides](#)

Unit 1: Setting Up Our Classroom

In the unit “Setting Up Our Classroom Up” educators explore creating an environment that fosters student growth, well-being, and academic achievement. It recognizes the impact of the classroom on social-emotional development and learning.

According to Collaborative for Academic, Social, and Emotional Learning (CASEL), aligned practices and supportive environments across classrooms reinforce social-emotional learning and enhance students’ internalization of lessons.

Unit One Jigsaw!

UNIT ONE LESSON JIGSAW ACTIVITY

In your group, access your assigned lesson on your personal devices. Assign a reader, a recorder, and a reporter for share-out at the end.

Part 1: Individual Group Work (30-45 minutes)

Each group will delve into the assigned lesson. Work through the following prompts and questions:

1. Essential Questions:

- What are the key questions driving this lesson?
- How do these questions connect to the unit theme of setting up a classroom? How?

2. Opener:

- What discussion is suggested to start the lesson?
- How does the opener connect to the unit theme of setting up a classroom?
- What student engagement strategies could be included in the opener discussion? Give 1-2 examples.

3. Activity:

- What is the main activity of the lesson?
- How does this activity support SEL and the establishment of classroom norms?
- Are there any potential challenges in implementing this activity? How would you address them?

BREAK




Unit 2: Understanding SEL

In this unit, students will explore the fundamental principles of Social and Emotional Learning (SEL), focusing on self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Through interactive activities, discussions, and reflective exercises, with intentional connections to the filmmaking project, students will gain a deeper understanding of how SEL impacts their personal and academic lives.

Unit 2: SEL Exploration



UNIT TWO SEL EXPLORATION ACTIVITY

UNIT TWO
In your group, access your assigned lessons on your personal devices. Assign a reader/leader and a recorder.

Team A: Unit 2, Lesson 1	Team B: Unit 2, Lesson 2
Team C: Unit 2, Lesson 3	Team D: Unit 2, Lesson 4
Team E: Unit 2, Lesson 5	Team F: Unit 2, Lesson 6
Team F: Unit 2, Lesson 7	

Part 1: Lesson Exploration (30 minutes)
Read through your assigned lesson carefully and discuss the following:

- What are the key objectives and activities of the lesson?
- How does this lesson contribute to the overall goals of the Unit of Study?
- What are the strengths of this lesson?
- Are there any potential challenges or areas for improvement?

Access the SEL Reflection and Personalization Worksheet at the bottom of this document. Each group should use the worksheet to guide their discussion and document their thoughts. On the worksheet, include prompts such as:

- How can we personalize this lesson to better fit our students' needs?
- What additional resources or materials might we need?
- Are there any cultural or contextual considerations we should keep in mind?
- What questions or concerns do we have about implementing this lesson?
- What insights or reflections have emerged from our discussion?

Part 2: Gallery Walk (25 minutes)
After your group has completed your discussions and worksheets, ask them to create a visual summary of their findings on chart paper:

- Organize a gallery walk where groups display their charts around the room.
- Allow time for each group to walk around, review the other groups' charts, and leave sticky note comments or questions.

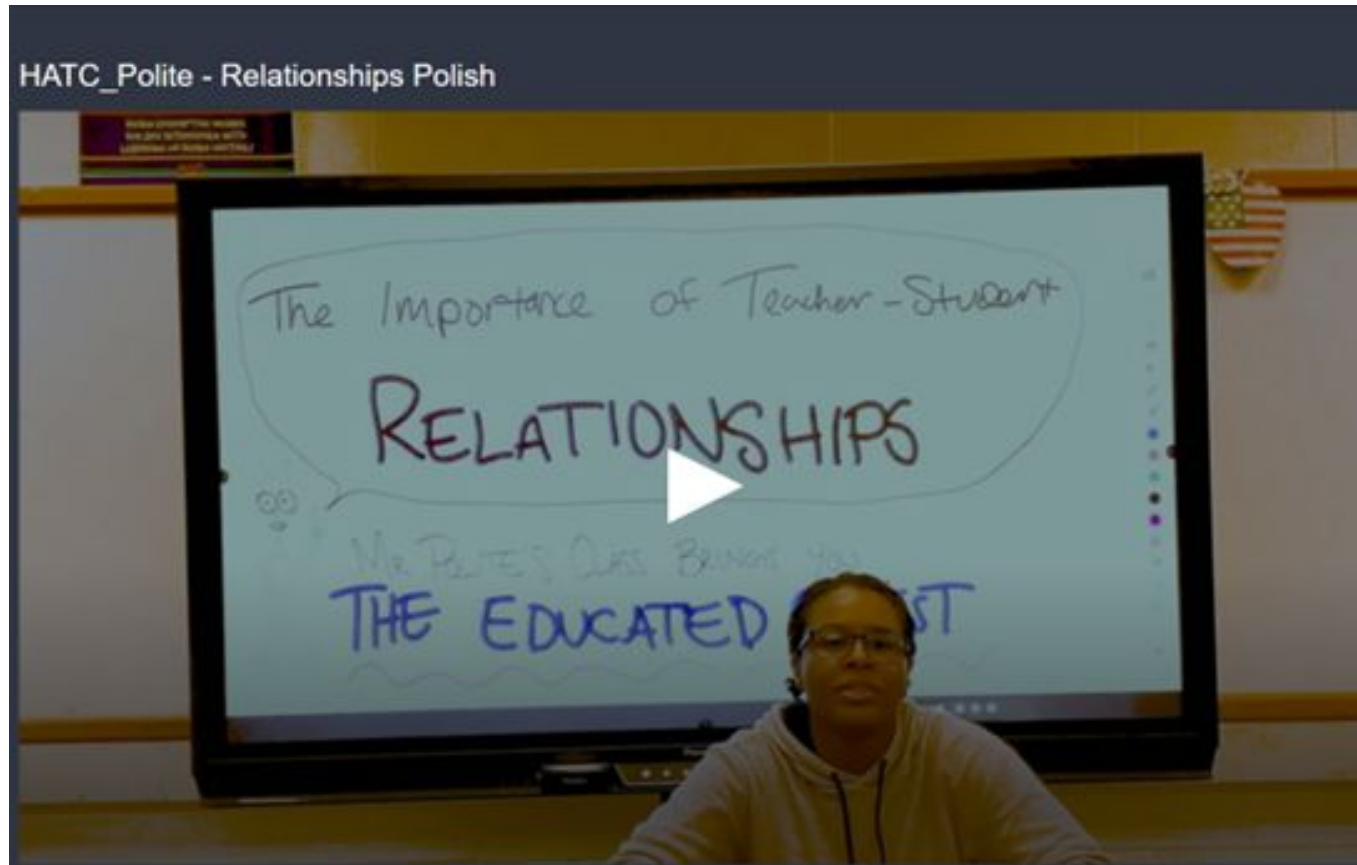
Part 3: Whole Group Discussion and Debrief (10 minutes)
Assign a Reporter for your group to share highlights from their discussion.

- Reporter should share their group insights, ask questions, and offer suggestions to one another.
- Reflect on the common themes and unique ideas that emerged from the activity.

SEL Reflection and Customization Worksheet:

- Lesson Title:**
- Key Objectives and Activities:**
- Strengths of the Lesson:**
- Personalization Ideas:**
- Additional Resources/Materials Needed:**
- Cultural/Contextual Considerations:**
- Questions/Concerns:**
- Insights/Reflections:**

It's all about Relationships!



Day Two



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Filmmaking: A Transformative
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Day 2

www.tinyurl.com/HATC-Training



HOW ARE THE CHILDREN



Tools to Support Your Learning:

- [Power Packet](#)

Agenda

- Unit 2: Film Kit & Concepts
- Unit 3: Student Protocols
- Reflection



Please Sign In for Day 2:
www.tinyurl.com/HATC-SignIn

Ocean Pollution

FlexClip

An HATC Production

▶ ↺ 🔊 00:01 / 02:17





HOW ARE THE CHILDREN

Setting Up Our Classroom

Lesson 6: Creating Effective Teams

Essential Questions



- What are the characteristics and qualities of effective teams?
- How does effective teamwork contribute to the success of a group or project?
- How can problem-solving and adaptability be applied in a team setting?

Inclusive Opener



- Today, we are going to get into teams and pitch a movie idea..
- Before we get started, let's watch how it's done:



Engaging Strategies

Idea Generation (5 minutes):

- Divide into small groups.
- Each group will quickly brainstorm and generate a storyline for a movie that they think will be the most entertaining, inspiring, etc.

Pitch Preparation (10 minutes):

- Each group will quickly prepare a persuasive pitch for your movie idea.
- Be concise and highlight the key aspects of your idea.

Engaging Strategies

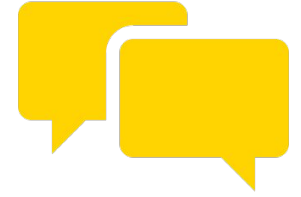
Pitch Preparation (5 minutes):

- Look over your persuasive pitch for your movie idea and finalize details.
- Be concise and highlight the key aspects of your idea.

Shark Tank Presentations (15 minutes):

- Conduct the "Shark Tank" activity where each group presents their business idea to the class.
- Allocate a short time for each group to deliver their pitch and answer a couple of questions from the class.

Reflective Closure



Discussion (7 minutes)

- How did the team building activities help you understand the importance of effective teamwork and collaboration?
- What specific teamwork skills or behaviors did you observe and utilize during the activities?
- Reflect on any challenges your team encountered during the team building exercises. How did you overcome those challenges together?
- What insights have you gained about the value of teamwork and its impact on creating a positive and inclusive environment?

Lesson 10:

- Filming Guidelines
- Intro to the Film Kit Video
- Film Kit Protocol

HATC FILMING GUIDELINES

Your Guiding Questions on Topic Selection

- How does understanding and practicing a specific SEL skill (i.e., empathy) influence individual behavior and community well-being?
- How does a specific SEL skill (i.e., empathy) address and impact a current problem or issue in our school or community?

Topic and Main SEL Skill Selection

- Finalize your topic and one SEL skill that will serve as the focus of your film: What potential topic best fits with the specific SEL skill (i.e., resilience) you have chosen **OR** What specific SEL skill (i.e., resilience) best fits with a potential topic in your school?

POSSIBLE TOPICS	SEL SKILLS - Choose One to serve as the main Skill in your short film, with possible subsets that will help you narrow your focus
<ul style="list-style-type: none"> A noteworthy program or club that fosters SEL (i.e., the girls' basketball team, the debate club, other) A class that is meaningful and/or is noteworthy for the approach, topics covered in the class, other (i.e., the journalism class that has historical events to current events) A school initiative that is being implemented that fosters the values of SEL (i.e., Restorative Practices) A person or set of persons who foster SEL through their actions 	<p>SELF-AWARENESS</p> <ul style="list-style-type: none"> Identifying Emotions Accurate Self-Perception Recognizing Strengths Self-Confidence Self-Efficacy <p>SELF-MANAGEMENT</p> <ul style="list-style-type: none"> Impulse Control Stress Management Self-Discipline Goal-Setting



Intro to the Film Kit

Film Kit Protocols

Refer to this guide for proper protocols in handling, assembly, and disassembly of the film kit.

Handling Equipment

- The directional microphone can **ONLY** be used when plugged into the iPad and attached to the cold shoe mount on the iPad stabilizer.
- The dimmable, color balanced adjustable LED light can be used in isolation from the iPad stabilizers. Utilize this to your advantage to place the LED light in the ideal position to capture your footage. Remember, this device is magnetized – stick it to metal if you want!
- When not in use, all equipment should be properly packed into the designated space in the Film Kit case.

Film Kit Assembly

- Set up your tripod and adjust its legs so the tripod stands at a comfortable height for operation. Ensure the tilt and pan locks are active before placing the iPad on the tripod.
- Assemble your iPad with the LED light and directional microphone. Using the cold shoe mount, attach the LED light facing away from the iPad. Similarly, using the cold shoe mount, attach the directional microphone facing away from the iPad. You will know this is correct if the audio cable is facing away from the iPad screen. You may now close your Film Kit case and place it aside.
- Remove the baseplate from the tripod and attach the base plate to the iPad using the screw at the bottom of the iPad stabilizer. Once attached, place your fully assembled iPad with LED light and directional microphone on the tripod by returning the base plate onto the tripod head.
- Adjust pan lock and tilt lock as desired for mobility with the tripod.

Film Kit Disassembly

- Retrieve your Film Kit case and place it next to your tripod and/or your iPad stabilizer with LED light and directional microphone.
- Remove the directional microphone and LED light from the cold shoe mounts and return them to designated space in the Film Kit case (See photo for positions).
- Replace tripod (with camera mount attached to the tripod head) and gather accessories to their bag. Return the bag to slot on the tripod.

Lesson 11:

- Film Kit Practice Activity
- Object Emotion Activity

Film Kit Practice Activity

Using your film kit, conduct the following exercises to practice basic filming techniques you will use to film your short documentary. In this activity, the frame references all of what is being actively captured by your iPad.

Exercise 1: Creating Shots with Framing & Composition

To convey your story, you will utilize a variety of shot types to capture your primary footage in interviews and secondary footage in b-roll. Different shot scales and framing will invoke different emotions to your audience. Create versions of the following shots by recording 10 seconds of footage with the desired shots with the help of your classmates.

Shot Sizes



- Shot 1 - Wide Shot
 - A wide shot can be used to establish a new space, capture a group environment, or create a sense of isolation for a primary subject. Record a wide shot.
- Shot 2 - Medium Shot

Unit 3: Pre-Production

In the pre-production unit, students learn about the essential stages of planning and preparation before actual filming begins. Students will focus on the knowledge and skills necessary to effectively organize and execute a film project, including making a plan and beginning production elements, while also gaining insights into interviewing techniques and developing effective questions!

Students come away valuing the importance of collaboration and communication among team members, as well as the significance of pre-production in shaping the overall vision and success of a film.

Unit 3:

- [Lesson 14 Storytelling & The Documentary](#)
- Lesson 15 Making Our Plan
- Lesson 16 & 17 Setting the Mood I & II
- Lesson 18 Making B-Roll Happen
- Lesson 19 Staged B-Roll - SceneWork, Storyboard
- Lesson 20 The Art of Storytelling
- Lesson 21 Intro to Interviews
- Lesson 22 Interview Tips & Tricks
- Lesson 23 Filming Status Check & Roles



Lesson 14
Storytelling & The Documentary
• [Slide Presentation](#)



Lesson 15
Making Our Plan
• [Slide Presentation](#)



Lesson 16
Setting The Mood I
• [Slide Presentation](#)



Lesson 17
Setting The Mood II
• [Slide Presentation](#)



Lesson 18
Making B-Roll Happen
• [Slide Presentation](#)



Lesson 19
Staged B-Roll - Scene Work And The Storyboard
• [Slide Presentation](#)



Lesson 20
The Art Of Storytelling
• [Slide Presentation](#)



Lesson 21
Introduction To Interviewing
• [Slide Presentation](#)



Lesson 22
Interview Tips & Tricks
• [Slide Presentation](#)



Lesson 23
Filming - Status Check And Assigning Roles
• [Slide Presentation](#)

HATC MAKING OUR PLAN

PRE-PRODUCTION

SECTION I (INITIAL PLANNING)

1. What do we want viewers to know, think, feel, after they watch our film?
2. Topic of our Film (include a Working Title) -
3. Main SEL Skill we will feature in our Film (refer to your Film Guidelines Document in your workbook) -
4. What research is needed to best tell our story? List below
 - a. Topics of Research -
 - b. Where will we research (internet, library, discussions with people familiar with topic or issue, news footage, articles, other) -
 - c. Team Members to complete the research -
 - d. Timeline to Complete our research -

SECTION II (B-ROLL AND SCENE WORK)

1. Potential Areas of our School and School Grounds for Capturing B-Roll connected to your story (your team will revisit the questions before a final decision is made). List spaces below:
 - B-Roll Space(s) that can serve as the Establishing (Opening) Shot:



Lesson 15

BREAK





Lesson 16 &
Lesson 17
Setting the
Mood I & II

Setting the Mood



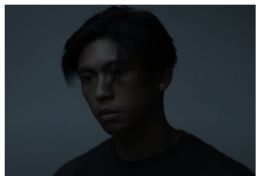
Mood Protocols

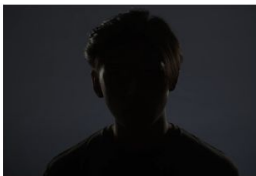
UNIT 1: Week 7 Lesson 4 – Light in Film

Lighting plays a massive role in how characters are portrayed in a scene or story. A character's mood can be changed simply by adjusting the lighting. A character can be made to look happy, evil, melancholy, or angry, all depending upon the lighting used. Lighting is an essential part of cinematography.

Activity: 1 Character, 3 different moods using light. Write the emotion each image evokes by the shift in lighting.







Individually:
Complete the [Light in Film](#) and [Color in Film](#) student worksheets.
Then be prepared to share out!

Color in Film

In film, color is used to set the mood or tone of a scene before a character even speaks. Color has a psychological effect on humans, and we may not know why it affects us. Colors are used as associations; colors are associated with certain characters, subjects, moods, transitions, or ideas. For example, red can represent love, danger, evil, power, passion, etc. Color is an essential part of cinematography.

Activity: 1 Character, 4 moods using color. Write the emotion each image evokes by the shift in color.



Emotion: _____



Emotion: _____



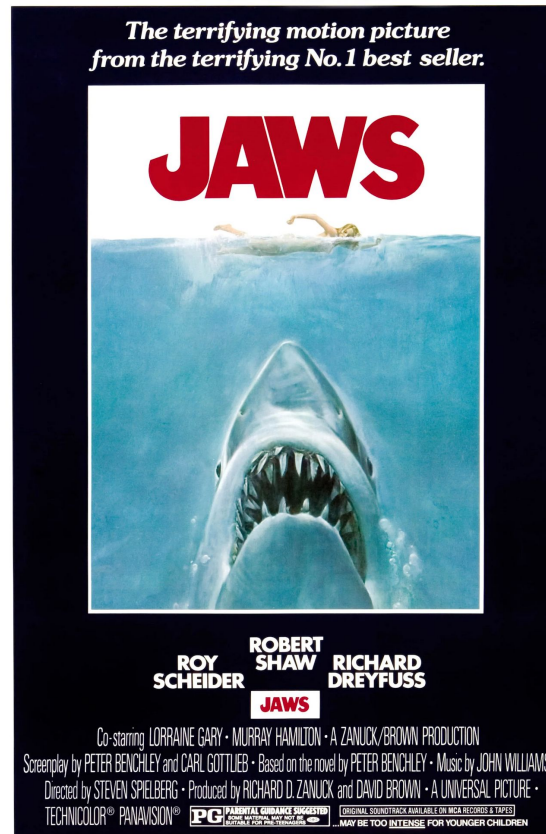
Emotion: _____



Emotion: _____

Engaging Strategies

Music in Film is just as important!



HATC MAKING OUR PLAN

PRE-PRODUCTION

SECTION I (INITIAL PLANNING)

1. What do we want viewers to know, think, feel, after they watch our film?
2. Topic of our Film (include a Working Title) -
3. Main SEL Skill we will feature in our Film (refer to your Film Guidelines Document in your workbook) -
4. What research is needed to best tell our story? List below
 - a. Topics of Research -
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 - B-Roll Space(s) that can serve as the Establishing (Opening) Shot:



Lesson 18: B-Roll

HATC MAKING OUR PLAN

PRE-PRODUCTION

SECTION I (INITIAL PLANNING)

1. What do we want viewers to know, think, feel, after they watch our film?
2. Topic of our Film (include a Working Title) -
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SECTION II (B-ROLL AND SCENE WORK)

1. Potential Areas of our School and School Grounds for Capturing B-Roll connected to your story (your team will revisit the questions before a final decision is made). List spaces below:
 - B-Roll Space(s) that can serve as the Establishing (Opening) Shot:



Dr. Kirkland's Story

Lesson 19: Making a Plan Section II Staged B-Roll

B-Roll Practice

- OPEN YOUR MAKING A PLAN WORKSHEET - REVIEW YOUR B-ROLL AREAS
- OPEN YOUR [MEDIA & FILM STORAGE GUIDELINES](#) - LET'S REVIEW STORAGE TODAY
- ONCE REVIEWED, PRACTICE SHOTS WITH YOUR TEAM ON CAPTURING B-ROLL - 15 minutes max!
- RETURN TO CLASS, DOWNLOAD TO YOUR FLASH DRIVE
- LABEL AS FOLLOWS:

School Name_Teacher Last Name_(B-ROLL PRACTICE) _Day_Month_Year

EXAMPLE: (Rock Island Milan HS_Davis_B-ROLL PRACTICE_5_April_2025)

Lesson 20: Storytelling Parameters

HATC FILMING GUIDELINES

Your Guiding Questions on Topic Selection

1. How does understanding and practicing a specific SEL skill (i.e., empathy) influence individual behavior and community well-being?
2. How does a specific SEL skill (i.e., empathy) address and impact a current problem or issue in our school or community?

Topic and Main SEL Skill Selection

1. Finalize your topic and one SEL skill that will serve as the focus of your film; What potential topic best fits with the specific SEL skill (i.e., resilience) you have chosen **OR** What specific SEL skill (i.e., resilience) best fits with a potential topic in your school?

POSSIBLE TOPICS	SEL SKILLS - Choose One to serve as the main Skill in your short film, with possible subsets that will help you narrow your focus
<ul style="list-style-type: none"> • A noteworthy program or club that fosters SEL (i.e., the girls' basketball team, the debate club, other) • A class that is meaningful and/or is noteworthy for the approach, topics covered in the class, other (i.e., the journalism class that ties historical events to current events) • A school initiative that is being implemented that fosters the values of SEL (i.e., Restorative Practices) • A person or set of persons who foster SEL through their actions 	<p><u>SELF AWARENESS</u></p> <ul style="list-style-type: none"> • Identifying Emotions • Accurate Self-Perception • Recognizing Strengths • Self-Confidence • Self-Efficacy <p><u>SELF MANAGEMENT</u></p> <ul style="list-style-type: none"> • Impulse Control • Stress Management • Self-Discipline • Goal-Setting

STORYTELLING PARAMETERS GUIDING QUESTIONS

The following provides guiding questions you should complete and then discuss as a production team. Ensure any roles and responsibilities for individual team member are clearly listed.

Storytelling Parameters

PARAMETER	HOW CAN I SUPPORT? (MY IDEAS)	TEAM DECISION (WHO & WHAT?)
1. Conduct research to gather credible information, data, and diverse perspectives related to the chosen topic which should be significantly relevant to the community, school, or another broader societal issue.		
2. Narrative Structure: The video should consist of a well-defined narrative arc with a beginning, middle and end that employs a variety of filmmaking techniques such as interviews, voiceovers, visuals, and music to create an engaging story.		

Lesson 21 & 22: Interviewing!

Lesson 21:

- Access your [Making Our Plan Worksheet](#) and [Film Guidelines](#)
- As a group, work together to complete section III on interviewing.
- Finalize the names of the Interviewees first, then go back and write the questions

Lesson 22:

Use the questions that you've drafted for the document to complete a mock interview with one of your group members:

The remaining group members should provide feedback on the interview.

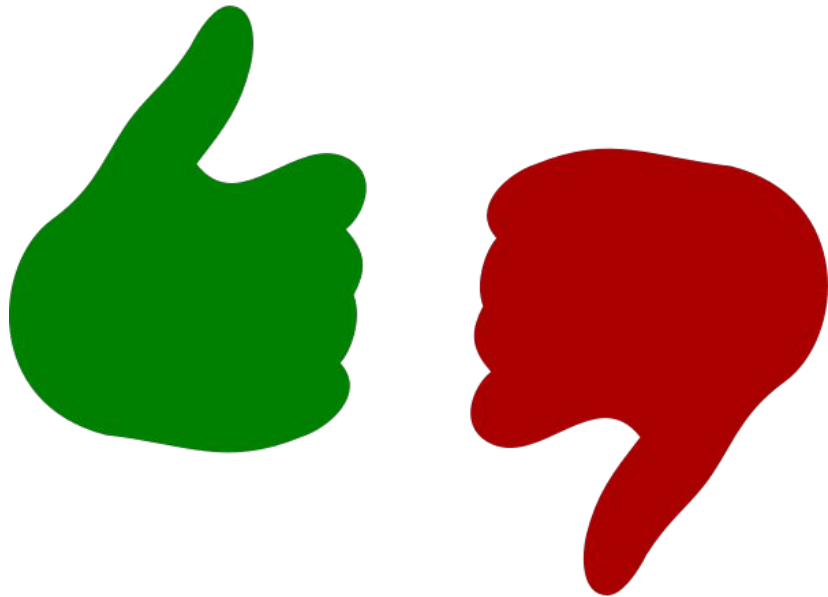
- Was there enough pause during speaking turns?
- Did the interviewer have a relationship with the interviewee that supported the interview? Did it feel authentic?
- Did the positioning of each person (interviewer and interviewee) allow for a good interview?
- Any other questions that might make your interview more powerful?

Wrapping Up Interview Pre-Work!

Finalizing the Interview

- Complete your final interview list
- Make your [interview schedule](#) (Interviews may be scheduled starting the week of_____)
- Determine how you will contact your interview subjects to finalize a date and time for the 5-8 minute interview (email, text, in person, phone call)

Lesson 23: Status Check and Assigning Roles



[Info About Media Releases](#)

[Making a Plan](#) Section IV incl.

[Production & Post-Production Roles](#)

Unit 4: Production & Post-Production

In this unit, students focus on the exciting and dynamic phase of bringing their creative vision to life on the screen. Learning more about the practical aspects of filmmaking, students develop essential skills related to the use of B-roll and their film project story development. Through hands-on experiences, students gain firsthand knowledge of the challenges of capturing the stories they want to tell. While continuing to work collaboratively in teams, they will assume different roles and responsibilities, ensuring a smooth and efficient production process. Students also explore the importance of effective communication, adaptability, and problem-solving as they navigate production dynamics. Toward the end of their project, this unit empowers students with the skills and knowledge necessary to transform raw footage into a polished, engaging, and impactful final product. Focusing on editing, sound design, visual effects, students also explore the importance of ethical film practices in relation to post-production, such as the understanding how the use of tone and bias can inform a final product.



Next Steps and Feedback

1. Begin your lessons in August (date?)
2. Reach out with questions as you implement the curriculum
3. We have quarterly check-ins to also receive feedback
4. Remember this is a research project
5. Your input is KEY as we move into Year II
6. **This is a SEL curriculum first!**

Let's keep our eye on the outcome

- **INCREASED ENGAGEMENT**
- **DECREASED NEGATIVE BEHAVIORS**
- **INCREASED SEL COMPETENCIES**
- **INCREASED ATTENDANCE AND ACHIEVEMENT**

CONTACT US FOR QUESTIONS

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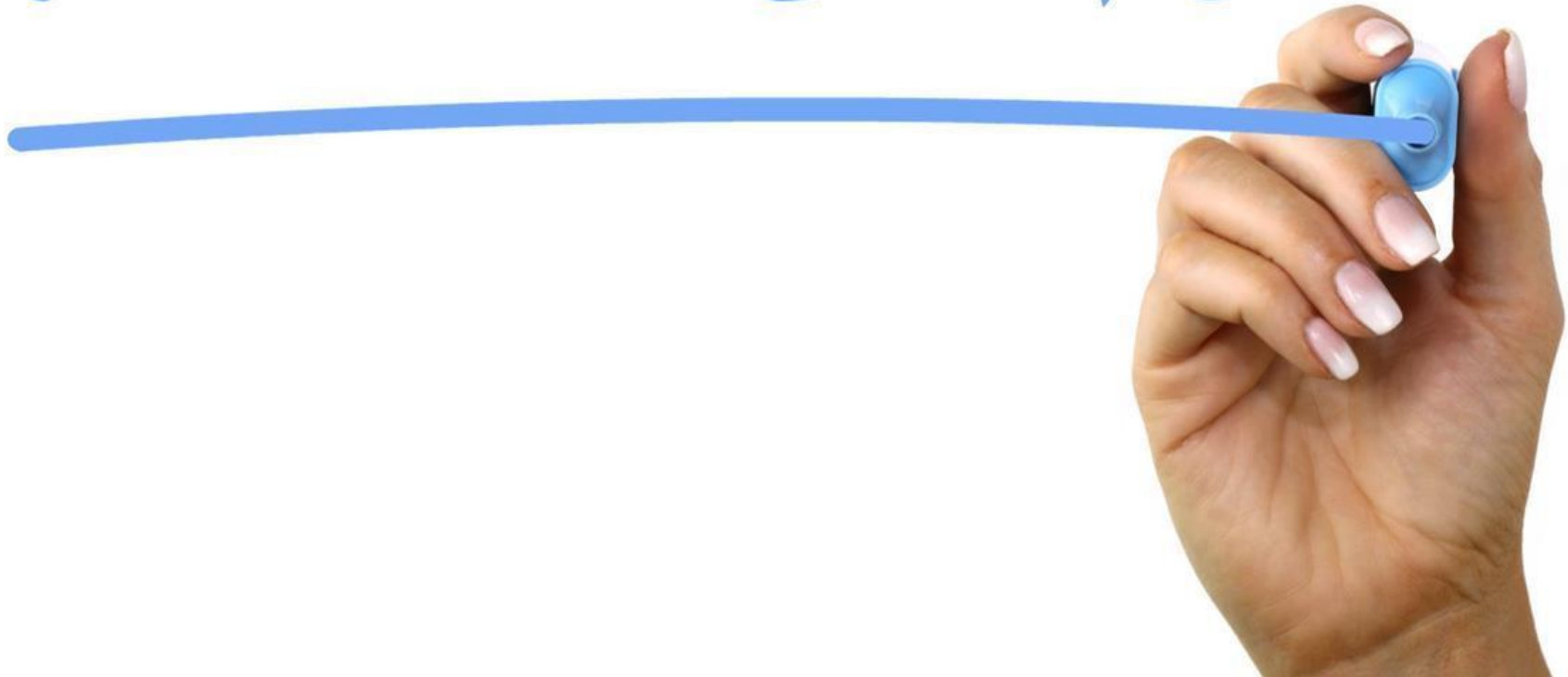
cprince@cwknetwork.com; 404-310-1328

HELP DESK

<https://hatc.tv/help-desk-request/>



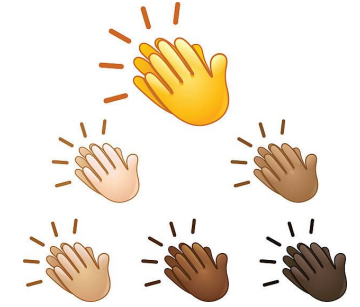
FEEDBACK



Building SEL through Student Voice



Special Thanks!



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