

Class level

All classes

Learning objectives

The child will be enabled to:

- discover the parts of a camera and use the camera appropriately
- understand the guidelines for safe use of the camera in the classroom

Methodologies

Group work

Resources

- Video camera and all equipment used with it
- Television, SCART cable
- Chart illustrating the different parts of the camera (from the technical manual)
- Film activity sheet: *Film contract*
- Safety information

Time

40-minute class session

Curriculum links

SPHE: Myself – Safety and protection: *Rules for using camera equipment and digital video editing equipment*

English: Writing – Rules

Science: Energy and forces – Light

Film portfolio

Film activity sheet: *Film contract*



Introduction

Discussion:

- The teacher arranges the children in a circle.
- The teacher shows the children a camera and asks them to identify parts they know.
- They look at the chart illustrating different parts of the camera.





Development

Rules and guidelines

Before you start using the camera, rules must be established. What rules do you think we will need before we start filming?

Safety

The children must be made aware of the guidelines regarding safe handling of the camera and related equipment (see “Safety Information Sheet”).

Camera

The children must learn how to use the camera properly (see technical manual).

Lighting

The children must know how to use the lighting equipment properly and carefully. Lights can get very hot, and they could hurt themselves, so they need to take the necessary precautions, for example, using a garden glove when using or adjusting the light. Also, lights need to be left to cool down before they are taken down after filming (see technical manual).

Classroom

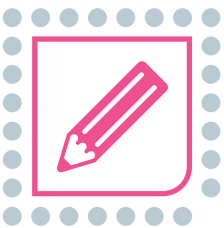
The organisation of the classroom is very important when preparing for filming.

- Who will move the chairs and tables?
- Where will they go?
- How will we ensure silence while filming, and prevent children from other classes entering while we’re filming?

Tidy up

Who will be responsible for returning equipment, camera and lighting and getting the room back to normal?

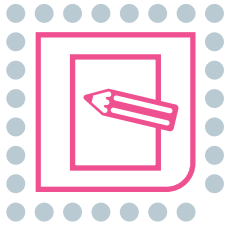
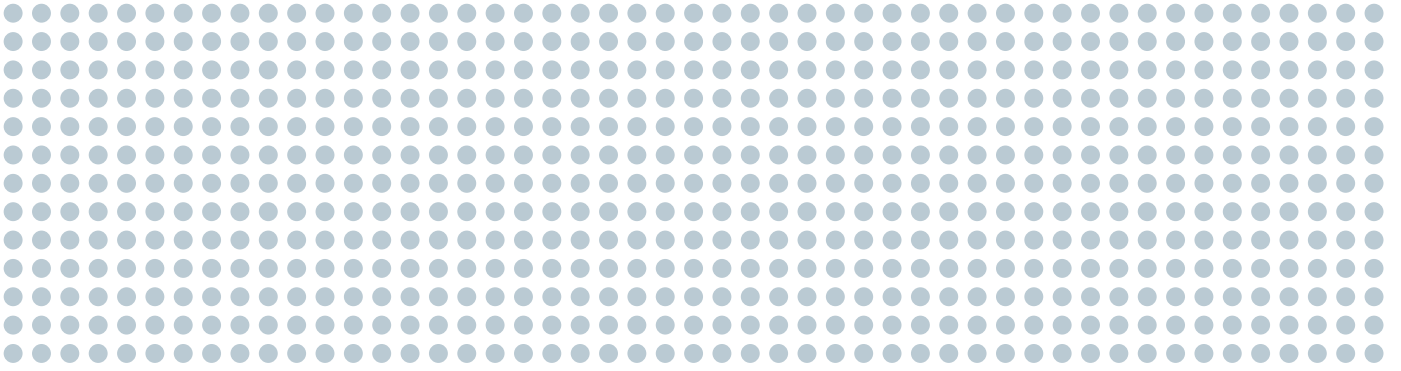
Discuss these rules together as a class and agree on them.



Activity

The teacher and the class together draw up a film contract. They agree on the most important things to consider for their own safety and the safety of others while filming.

Once this is complete, they are requested to bring it home and discuss it with their parents or guardians before signing it (see film activity sheet on film contract).



Further extension work

Camera work 1: Set-up

- Revise “Rules and guidelines” and film contract. Add the contract to the child’s film portfolio.
- Set up the camera in the classroom.
- If possible, connect the camera to the television, so that all the children will be able to see images from the camera. Otherwise, divide the class into groups, and show each group the camera movements and angles individually (review Lesson 6 on shots for this activity).

Camera work 2: Basic operation

- Wind the camera up and down on the tripod until it is a good height for you to use. Practise using the handle to look at things around the room. Move the camera slowly and smoothly.
- Point the camera at an object in the classroom, for example, a chair. Zoom in close and study the object; now zoom back out again. Draw a picture of what you see when you zoom in, and then when you zoom out. Label the pictures “Zoom in” and “Zoom out.”

Camera work 3: Panning and zooming

- Record 3 minutes of footage using the zoom in and zoom out features. Also, try panning the camera to the left and right slowly. What happens if you turn the camera at an angle?
- Play the footage. If you are not happy with it, re-record it, and replay.

The teacher can show the children a range of shots in the classroom with the camera. They discuss the differences between each shot. You can also use zoom and pan shots, low-angle or high-angle to achieve different effects.



Cross-curricular uses of a camera

- Use the video camera for recording the children reading from their class readers or reading their own stories or poems, telling their news, etc.
- Role-play stories from history books, etc.
- Record interviews with characters from the past and present. Interview family members.
- Pretend to be a famous footballer, actor, or pop singer.
- SPHE themes can be explored, for example, situations involving making decisions, resolving conflict, healthy eating, my friends and other people, using role-playing, and recording the children's responses to these themes.
- **SESE – Science:** The children can use the camera to record changes in the seasons, filming the weather, plants, flowers and trees during each season. Record science experiments, for example, the life-cycle of a bulb or cress seeds at different stages of growth. Senior classes can record experiments to be viewed in other classes.
- Project work can be recorded, with the children presenting their work.
- **Special days:** The children can record special events in the school, for example, sports day, football matches, first day at school.



Safety information

Guidelines for safe use of the camera in the classroom

1. Make sure the camera is firmly connected to its tripod before using it.
2. Keep clear of the tripod when you are not using it to make sure it won't be knocked over.
3. If the camera is being hand-held, the shoulder straps should be worn at all times.
4. All parts of the camera must be handled carefully.
5. All equipment must remain in the camera case when it is not in use.
6. Check the equipment list before returning the case to the secure room where the camera is stored.
7. Ask the teacher if you have a problem with the camera. Do not try to fix it yourself.



Film activity sheet

Film activity sheet: Film contract

I, _____, promise

that while we are filming in class I will always do my very best:

- 1. to be safe at all times**
- 2. to be silent when filming is taking place**
- 3. to do my film job as best I can, and**
- 4. to work as a member of the team.**

Signature

Parent or Guardian's Signature

Date

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