

Community Impact: The Movie

Share your community impact project with the world by making a short film.

Time | 1hr 30

Cost | £

Location | Indoors

Group size | Teams

You will learn

Help develop your community

Be able to take an active role in the community, give to others, and make the world a better place.

Develop skills

Gain a range of practical and modern skills for school, work, and your social life.

Communicate

Learn to express your own views, listen to others, and understand what they're trying to tell you.

You will need

- Access to a computer
- Camera or phone
- A4 paper
- Pens or pencils
- Photos, videos, and resources from your community impact project
- Microphone (optional)
- Tripod (optional)
- Projector



Before you begin

Early in your project planning, before the project begins, talk about how you'd like to record it. You'll need to think about taking pictures and videos as soon as it all starts, so it's good to know what you're aiming to create and what type of pictures and videos you'll need to capture.

Get in touch with your local Media Development Manager for advice about promoting your project and movie.

This activity might take more than one session – you may want to split the planning, filming, and editing over more than one meeting, depending on your group and the complexity of the films they'll make.

If you can't get hold of a projector you could just use a laptop.



Make a Storyboard

1. Everyone to talk about what they did during their community impact project and what they'd like to include in the movie. People may want to look at photos and videos made during the project to help refresh their

Making a film is great – not only is it a chance to celebrate everyone's achievements and share their story, it could inspire others to make a difference in their communities too!

2. Split into groups of between five and seven people. The person leading the game should give each group pens and paper, in case they want to jot anything down.
3. Each group should come up with a creative plan for a movie that's between one and three minutes long. They can make any kind of film they'd like, for example, include a sketch, a vlog or a talk show.

Groups could think about how they might use interview pictures and videos taken during their project or from the charity they've supported. Helpers can also take part in the movies.

4. The person leading the activity should remind everyone that they can bring in items to use when they film (probably next time they meet).

People can use props, costumes, items from around the meeting space, and any other resources from the projects.



Action

1. Everyone should get back into their groups and spend time finishing off their final plan. They should make sure everyone agrees with the plan and knows what they're doing!

The person leading the game could check in with each group to make sure they're on the right track.

2. The person leading the activity should give each group the equipment they need to make their movie.

Adults can help with using the devices or fill in any roles if needed.

3. Each group should work together to film their movie.

4. When all the groups are ready, everyone should together and watch all of the movies using the projector.

Rather than having lots of separate films, people could think about ways to edit the movies together into one impactful film.

5. Once everyone is happy with the final films, the person leading the activity should share the movie with people involved in the community impact project. They could even upload them to the local Scout social media channels.

Make sure you have the right permissions to share each movie.



Reflection

Time	Activity
15 mins	This activity challenged everyone to celebrate and share what they did for their community impact project. It also helped them to think back and consider what they learned during the project. How did their communication, teamwork, creativity, organisation and leadership skills develop?
	Making a movie about the project also tested people's creative skills and helped them remember their achievements. Why do people think videos are a good way to tell the world about something? Are there other ways they could've shared their project to encourage other people to take action?
	The project took place over a long period of time because it's important to make sustained change in the community. Why is it rewarding to help others? Have people got plans to continue the project or perhaps start a new one? Everyone should feel proud about completing their project and making a positive impact where they live.

Change the level of challenge

To make this activity easier, you could decide what kind of films the groups should make, rather than giving them a free rein. A helper could film and edit the movies.

People (or groups) could take on roles such as actors, interviewees, camera people, and editors.

If anyone's got the right skills and equipment, people could use special editing techniques, include voiceovers, on-screen text and animation.

Make it accessible

- If doesn't want to be in a film, that's OK. There are plenty of roles behind the camera, for example, filming, editing, or directing. Groups could make movies that don't have anyone in, for example, using voiceovers or captions. Alternatively, people could also draw pictures or write a short article or message about their project.
- Use camera tripods or holders to help keep the cameras steady.

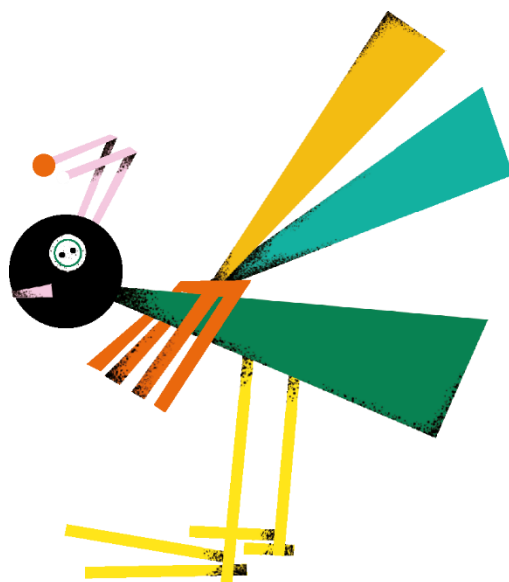
All Scout activities should be **inclusive and accessible**.

Take it further

With permission from everyone involved in the movies, you could contact local media to ask if they'd consider sharing the videos on their website or social media channels. Challenge your viewers and followers to help the charity or cause you supported during your community impact project. What will you ask them to do?

Youth shaped guidance

Young people can chose the roles they'd like to take in their movies.



Safety

All activities must be safely managed. Use the [safety checklist](#) to help you plan and risk assess your activity. Do a [risk assessment](#) and take appropriate steps to reduce risk. Always get approval for the activity and have suitable [supervision](#) and an [InTouch](#) process.

- **Online Safety**

Supervise young people when they're online and give them advice about staying safe.

For more support around [online safety](#) or [bullying](#), check out the NSPCC website. If you want to know more about specific social networks and games, [Childnet](#) has information and safety tips for apps. You can also report anything that's worried you online to [the Child Exploitation and Online Protection command](#).

As always, if you've got concerns about a young person's welfare (including their online experiences), follow the [Yellow Card reporting processes](#).

- **Phones and cameras**

Make sure parents and carers are aware and have given consent for photography.

