

# THE RIGHT FOCUS

Global Citizenship  
Education through  
Documentary  
Film-Making

Guide for Educators (NI)



# Trōcaire

# WHAT IS THE RIGHT FOCUS?

The Right Focus is a programme to support students and teachers to use documentary film-making as a way of taking action on important global issues.

**The Right Focus enables educators to address a number of elements in the Thinking Skills and Personal Capabilities framework and Cross-Curricular ICT skills for KS3. It is aimed primarily at LLW students at KS3; however, it can be used as a project to cover different topics and areas of learning, such as English, Geography or religious education. Individual students, small groups or a whole class can sign up to the programme and take their first steps in documentary film-making.**

## What is the aim?

By choosing a global justice issue to focus on, students will gain a deeper understanding of their chosen issue and how it affects people locally and globally. Through the development of their documentary film, they will raise awareness on this issue and encourage their peers to take action.

## How does it work?

The programme is delivered by a teacher, who is supported throughout by Trócaire staff. Students will follow a series of stages, deepening their

knowledge and understanding of their chosen issue, while developing their film-making skills and producing a short documentary film.

A key part of the programme will be an in-person workshop delivered by Trócaire staff, focusing on global justice, and the technical aspects of documentary film-making. At the end of the programme, the students will share their documentary films with other students in their school, and more widely if appropriate.

The aim of the final documentary is to encourage people to think about the issue and the contributing factors, to examine their attitude towards it and take action where appropriate.

A sample of films will be curated by Trócaire and displayed on our YouTube channel, and through social media. A shortlist of the best documentaries will be screened at a final celebration event in May 2023.

The best film on the day will be voted for by viewers and awarded the **People's Choice Award**.



Students from St Dominics Grammar School, Belfast with Trócaire's Mary Coogan and Emmet Sheerin celebrate winning an award for their Stand Up! documentary in The Right Focus competition. Photo: Peter Houlihan



# CURRICULUM LINKS

The Right Focus enables educators to address a number of elements in the **Thinking Skills and Personal Capabilities framework and Cross-Curricular ICT skills for KS3:**

## Managing Information

- Questioning and planning
- Finding and selecting sources
- Evaluating and adapting information

## Thinking, Problem-Solving and Decision-Making

- Developing a line of reasoning
- Examining evidence
- Analysing multiple perspectives
- Making decisions

## Self-Management

- Being aware of their personal strengths, limitations and interests
- Organising and planning their work
- Learning ways to manage their own time
- Comparing their own approach with others

## Being Creative

- Seeking out questions to explore
- Making new connections between ideas and information
- Experimenting with different designs and actions

## Working with Others

- Taking personal responsibility for working with others
- Evaluating their own contribution to the group
- Reaching agreements using negotiation and compromise

## Cross-Curricular ICT Skills

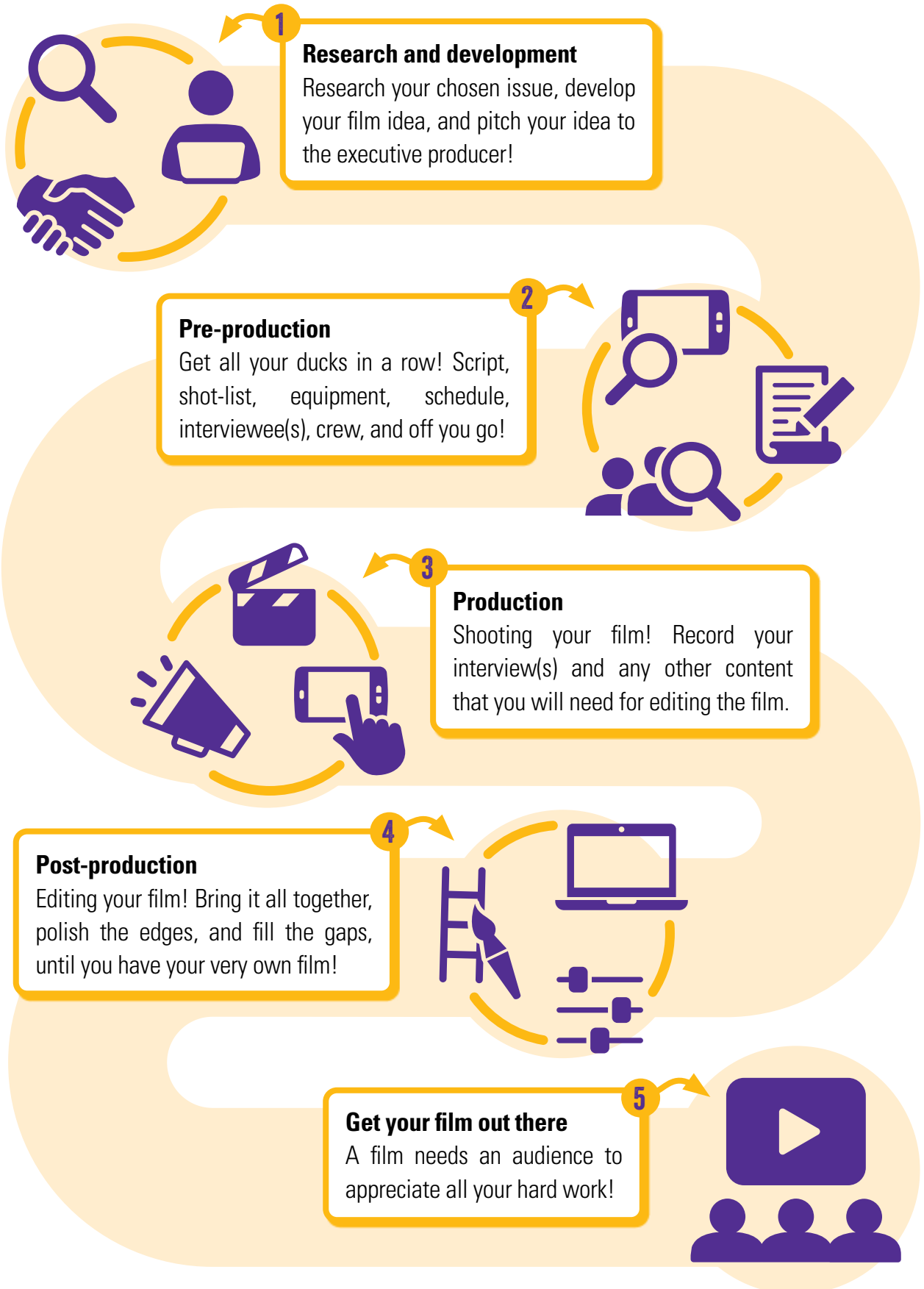
- Research, select and evaluate assets from a range of digital resources
- Investigate and solve problems in digital environments
- Exploit a range of appropriate software facilities, which includes digital video, web and multimedia authoring software, to produce a solution which meets user needs
- Use a range of digital methods to communicate and share work with peers
- Use appropriate ICT tools and features to carry out ongoing improvements

## Learning Outcomes

Participating in The Right Focus will enable students to:

- Research and manage information effectively to investigate citizenship issues, using ICT
- Show deeper understanding by thinking critically and flexibly, exploring problems and making informed decisions
- Communicate effectively in oral, visual, written and ICT formats
- Demonstrate self-management
- Work effectively with others

# THE FIVE STAGES OF DOCUMENTARY FILM PRODUCTION



# GLOBAL JUSTICE AND THE SDGs

## What is Global Justice?

Global justice is the idea that every person, everywhere in the world, is born with the same rights. This means that everyone should have equal access to resources and have the power to make decisions that affect their daily lives. There are many issues that might be considered global justice issues, such as climate change, poverty, conflict, refugee crises, hunger and food insecurity, access to resources (land, water), and gender inequality.

Many people around the world do not have equal access to resources or the power to make decisions that affect their daily lives. People experience

injustice when their human rights are denied, and there is an absence of opportunity, voice, power and control over one's destiny. The causes of this injustice often lie in systems and places outside of the person's control, and often outside of their own country.

The way the world is structured means that some people have more power than others. In the economic system, which we are all part of, there are those who mostly benefit and those who mostly suffer. Global justice calls us to question why this is and to explore what we, as global citizens, can do to build a more just world.



In order to address issues of global justice, it is essential to have a global plan. World leaders at a United Nations summit adopted the Global Goals for Sustainable Development (SDGs) in September 2015. These goals apply universally to all countries; therefore, Ireland is committed to achieving them. The SDGs have many problems that need to be addressed, and efforts to achieve the goals have been hampered by global shocks such as the Covid-19 pandemic and the war in Ukraine. However, they currently represent humanity's best chance to address the global justice issues affecting people in every region of the globe.

During the research and development stage, young people will choose a global justice issue that they are interested in, linked to the SDGs, as their focus.





# SUGGESTED ACTIVITIES FOR DELIVERY OF THE PROGRAMME

The following table contains suggested activities to help you deliver the programme. Please feel free to adapt this plan to suit your circumstances.

<b>Activity One: Trócaire Documentary Screening</b>	<ul style="list-style-type: none"> <li>• Introduction on films</li> <li>• Screening of Trócaire documentary film</li> <li>• Analysis of documentary film</li> </ul>
<b>Activity Two: Arrange the Masterclass (Delivered by Trócaire staff)</b>	<ul style="list-style-type: none"> <li>• Trócaire global justice workshop</li> <li>• Trócaire film-making skills workshop</li> </ul>
<b>Activity Three: Research and Development</b>	<ul style="list-style-type: none"> <li>• Students research and choose which global justice issue they will focus on in their group</li> <li>• Students link their chosen issue to one or more SDGs and explore targets and indicators</li> <li>• Students pitch their idea to the executive producer</li> </ul>
<b>Activity Four: Pre-production</b>	<ul style="list-style-type: none"> <li>• Name the production company and identify roles and responsibilities</li> <li>• Budget</li> <li>• Get to know the equipment</li> <li>• Draft the script</li> <li>• Identify an interviewee</li> <li>• Plan a filming schedule</li> <li>• Arrange the interview and prepare the questions</li> </ul>
<b>Activity Five: Production</b>	<ul style="list-style-type: none"> <li>• Shoot the interview</li> <li>• Record audio</li> <li>• Shoot any additional footage</li> </ul>
<b>Activity Six: Post-production</b>	<ul style="list-style-type: none"> <li>• Editing</li> <li>• Identify and shoot any additional footage if necessary</li> <li>• Add sound effects/music</li> <li>• Arrange test screenings for feedback</li> <li>• Make any final edits</li> </ul>
<b>Activity Seven: Get the Films out There</b>	<ul style="list-style-type: none"> <li>• Arrange school screenings</li> <li>• Share finished videos with Trócaire for YouTube channel</li> <li>• Films submitted to Trócaire by 31 March 2023 will be considered for inclusion in our <b>Festival of Action</b></li> </ul>



## ACTIVITY ONE: Trócaire Documentary Screening

Introduce the module to your class using the following suggested plan.

1) Introduction. Ask the students the following questions:

- What is your favourite film?
- Why is it your favourite?
- What is a documentary film? Can you think of any examples? What was the subject of the documentary film? How did it affect you?
- What are the main differences between a drama/fictional film and a documentary film? What are the similarities? What do you think makes a good documentary film? What are the elements of a documentary film?



2) Screening of [Make it Your Business](#) (password OAC). Show this Trócaire documentary to the students and ask them to use student worksheet one on page six of the student workbook to take notes on the different components and techniques used.

3) Encourage the students to discuss the documentary they have just watched and, using their notes, generate some questions to ask the Trócaire staff during the upcoming masterclass.

## ACTIVITY TWO: Arrange the Masterclass

Contact [laura.fernandez@trocaire.org](mailto:laura.fernandez@trocaire.org) to arrange a visit from Trócaire staff to work with your students. Depending on availability, timetables, etc., this can be one visit that covers both elements of the masterclass (SDGs, film-making), or two separate sessions. These sessions can also take place online.

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## ACTIVITY THREE: Research

Organise the class into groups of four or five students, and explain the task using the **graphic on page six** as a way to help the students visualise the process.

Ask each group to choose which global justice issue appeals the most to the group. It should be a global justice issue that they are interested in learning more about, based on the introduction given during the masterclass. At the start of the next lesson,

groups will have time to develop their idea further, before pitching the idea to the executive producer (teacher) for the go-ahead.

Groups can choose from any of the global justice issues that link in some way to the SDGs. Students should use the targets and indicators of these SDGs to give them ideas to help refine their chosen issue. Access to library and ICT facilities will be necessary for this stage of the process.

Global justice issue	SDG	Targets	Documentary idea
Women's rights	SDG 5. Gender equality	5.5 Women in leadership positions	Female leaders in their community and around the world
Pollution in our oceans	SDG 14. Life below water	14.1 Reduce marine pollution of all kinds	Single use plastic in our oceans
Biodiversity loss	SDG 15. Life on land	15.2 Sustainable forest management	The effects of palm oil production on indigenous communities

**The Global Dimension:** If the students are investigating an issue in the Irish context – for example, the pollution of freshwaters in Ireland (<https://www.irishtimes.com/news/environment/report-confirms-acceleration-of-species-loss-and-habitat-deterioration-1.3893077>) or the proposed gold-mining operations in the Sperrin Mountains (<https://www.theguardian.com/business/2020/jul/28/how-much-is-a-life-worth-northern-irish-community-split-over-gold-mining-plans>) – it is important to make local-to-global links where possible.



## ACTIVITY FOUR: Pre-production

### The Group

At this stage, it is important to encourage the students to think about what skills and experience they already have in the group, and how this can be used in the different roles needed for this programme. Some people in the group may already have experience editing short films, or have artistic skills. Others may be good at organisation, or have an eye for a good photo. Everybody will have knowledge and skills that will help with the programme. Use the table on page eight of the student workbook to help with this process.

### The Gear

Helping the students understand their equipment and how to use it is critical to success. A mobile phone with a good camera will be sufficient; however, if your school has other equipment available for students to

use, this is encouraged, especially the use of a tripod and microphone. Whatever equipment the students have, encourage them to practise with it so that they are familiar with how it works. Footage can be stored on the phones/cameras, but it is good practice to have a backup storage option.

### The Interview

This is a central feature of the films. Support your students in choosing someone to interview who is linked to their issue in some way, has an interesting point of view or experience and, most importantly, is willing and available to be interviewed. It is important to ensure that all safeguarding precautions are taken, and that informed consent is given by the interviewee. See a suggested consent form on page twelve; however, you may need to use a school form instead.





## ACTIVITY FIVE: Production

Now it is over to the students. They know what they are doing, they have the gear, the interview is arranged and questions prepared, and they know what other footage they need. Encourage your students to follow the steps in the student guide, and please contact us at Trócaire for any help or advice during this stage.



## ACTIVITY SIX: Post-production

It is advisable to make sure that the students have considered how they will edit their films. Make sure that they have access to editing software that is appropriate for the equipment they intend to use.

Once the rough cuts of the films are ready, arrange for some test screenings, and encourage the students to produce some feedback forms focused on what they want to know. Then allow some time for the students to use this feedback if they so wish to make some further edits to their films. Remember, not all feedback will be useful, or should inform changes.



## ACTIVITY SEVEN: Get the Films out There

Now it is time to support your students in sharing their films with as many people as possible.

- Begin by arranging screenings in your school. Do this through individual classes, assemblies, or through an organised film festival, raising awareness of the chosen issue in the school through the students' work. This is a very important step, as the purpose of the films is to raise awareness and encourage action on the issues in the films.
- Share the videos with us in Trócaire, and we will host a selection of them on our YouTube channel.
- Share them through your own social media channels if appropriate. Remember to tag Trócaire so we can see them, and share the students' work even further.
- A shortlist of films will be screened at our final celebration event in May 2023. The **People's Choice Award** is presented to the film voted as the best on the day by the audience. More details will be sent to participating schools closer to the time.



# CONSENT FORM

## Video/photography permission form

*To be completed by students:*

Production company name: \_\_\_\_\_

Location: \_\_\_\_\_

Date/time: \_\_\_\_\_

Executive producer (teacher) signature: \_\_\_\_\_

*To be completed by interviewee:*

Name of person: \_\_\_\_\_

*I consent to photographs and/or video interview being taken for the purpose of students creating a documentary film for Trocaire's The Right Focus programme and understand that the film may be included on Trocaire's YouTube channel, screened at a Festival of Action event and shared on social media.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

*Trócaire recommends that only persons eighteen or older are interviewed for the films, and that consent must be given prior to any filming taking place. Please ensure that those being interviewed are comfortable with how the footage will be used, and that all school safeguarding procedures are followed.*

\_\_\_\_\_

# CRITERIA CHECKLIST



## Film Checklist

### Research and development

We watched Trócaire's <i>Make it Your Business</i> documentary	
We arranged a masterclass with Trócaire (if applicable)	
We chose a global justice issue and linked it to one or more SDGs	
We pitched our idea to the executive producer and our idea has been approved	
Our chosen global issue links to a target or targets in the SDG(s)	



### Pre-production

We have a name for our production company	
We have assigned roles and responsibilities	
We have practised with and know how to use our equipment	
We have researched the issue, including examining different views and perspectives	
We identified an interviewee or interviewees and have received informed consent	
We have a script with clear and open questions for the interview	



### Production

We have thought about framing and composition for our interview	
We have shot the interview in landscape (horizontal) position	
We have ensured the best quality of audio for the interview	
We have recorded our narrator/presenter	
We have shot all the B-roll we need for the film	
We have saved and backed up everything we have shot	



### Post-production

We have found video editing software to edit our movie and learned how to use it	
We have considered copyright and have permission to use any sourced B-roll and music	
We have added music to our film	
We have created a feedback sheet	
We have shown our film to our peers	
We have discussed feedback	



### Get your film out there

We arranged screenings in our school/community	
We sent the video to Trócaire	

### Overall

Our film raises awareness of a social justice issue	
Our film connects the local and the global contexts	
Our film creates empathy about a global justice issue	
Our film encourages people to take action on the issue	

# SUGGESTED WEBSITES AND RESOURCES:

- [trocaire.org/education](https://trocaire.org/education)
- [sdgs.un.org/goals](https://sdgs.un.org/goals)
- <https://www.globalgoals.org/>
- [worldslargestlesson.globalgoals.org/](https://worldslargestlesson.globalgoals.org/)
- <https://www.undp.org/sustainable-development-goals>
- <https://irelandsdg.geohive.ie/>
- <https://www.youtube.com/user/THiNKmediaTV>
- <https://www.pexels.com>
- <https://shutterstock.com>
- <https://freemusicarchive.org>



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**Facebook:** [facebook.com/trocaireireland](https://facebook.com/trocaireireland) – connect with us

**Twitter:** [twitter.com/trocaire](https://twitter.com/trocaire) – keep up with our latest tweets

**YouTube:** [youtube.com/trocaire](https://youtube.com/trocaire) – see the people you support

**Vimeo:** [vimeo.com/trocaire](https://vimeo.com/trocaire) – watch our videos

**Instagram:** [instagram.com/trocaireonline](https://instagram.com/trocaireonline) – see our photos and videos

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**[www.trocaire.org](https://www.trocaire.org)**



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