

THE RIGHT FOCUS

Global Citizenship
Education through
Documentary Film-
Making

Guide for Youth Workers



Trōcaire

WHAT IS THE RIGHT FOCUS?

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

It is aimed at young people under the age of eighteen in any youth work setting. Individual young people, small groups or whole youth groups 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, young people 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 youth worker, who is supported throughout by Trócaire staff. Young people will follow a series of stages, deepening their knowledge and understanding of their chosen global justice issue, while developing

their film-making skills and producing a short documentary film.

At the end of the programme, the young people will share their documentary films with their peers in their youth club and more widely in their community 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 selection of films will be screened at a final celebration event in May 2023. The creators of all selected films are invited to attend the event. Young people will vote for their favourite film in a **People's Choice Award** at the event.

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



DEVELOPMENT EDUCATION AND GLOBAL YOUTH WORK

Development Education (DE) is an active and creative educational process to increase awareness and understanding of the world we live in.

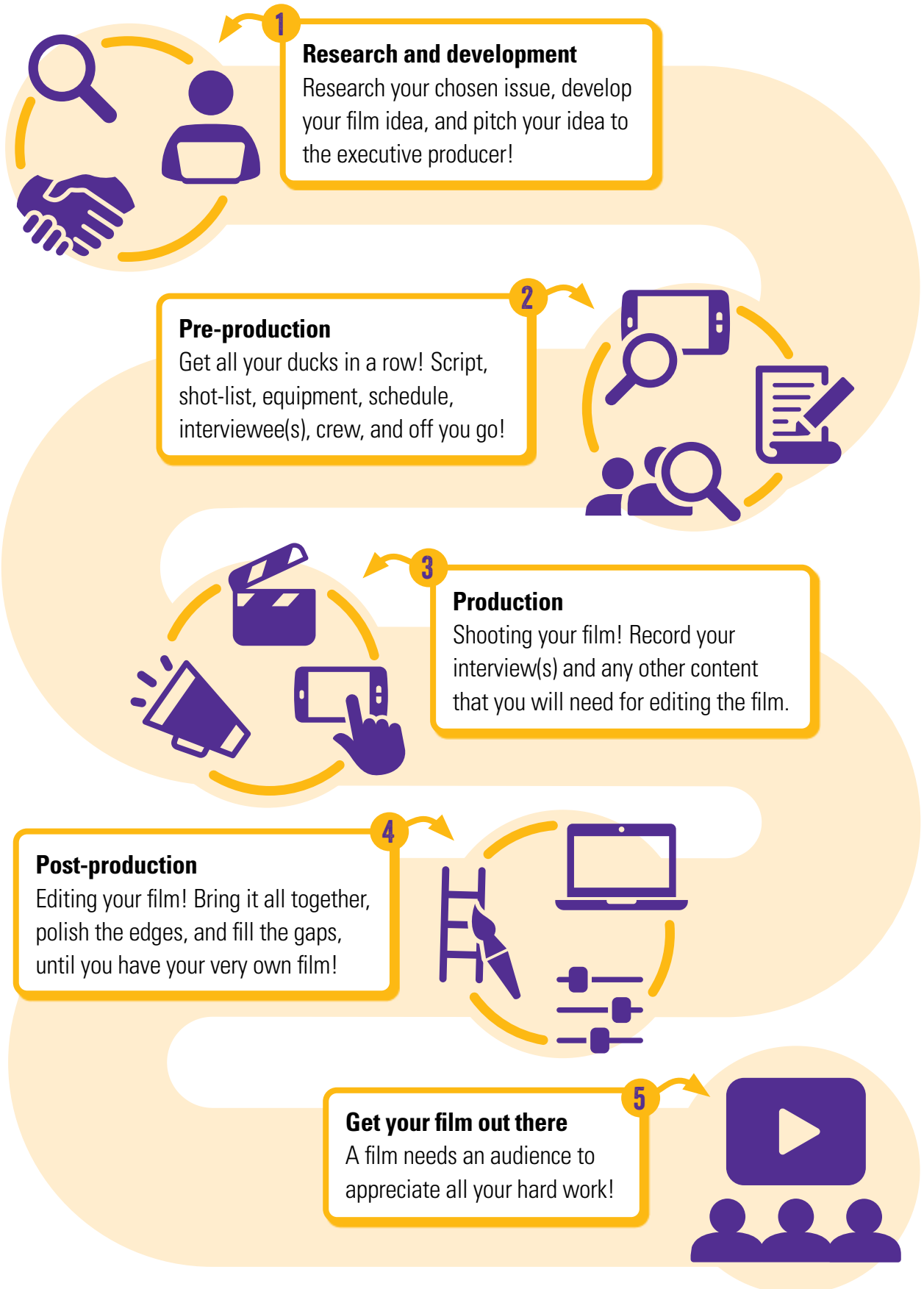
It challenges perceptions and stereotypes by encouraging optimism, participation and action. DE supports young people to make connections between their own lives and global social justice issues, to explore the root causes of injustice and inequality, and be empowered to make a positive difference in the world. Global youth work means exploring global issues with young people through non-formal education. The aim is to explore a

young person's role in their local community, and within a globalised world. Global youth work aims to empower young people to develop the knowledge and skills to tackle these issues and explore their own values, beliefs and connections with the wider world. By exploring topics through a global lens, you are linking into the National Youth Work Strategy and the National Quality Standards frameworks.

Quality global youth work seeks to:

- Start from young people's experiences and encourage their personal, social, and political development
- Create opportunities where the knowledge, values, attitudes and skills related to global justice are explored in a holistic and engaging process
- Provide creative opportunities to empower young people to act on global justice issues
- Support young people to develop social, environmental and global awareness, a sense of solidarity and commitment to action
- Enhance young people's role as active global citizens and as change-makers

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 TIMETABLE FOR DELIVERY OF THE PROGRAMME

The following table is a suggested plan for programme delivery. Please feel free to adapt this plan to suit your circumstances and timeframe.

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



ACTIVITY ONE: Trócaire Documentary Screening

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

- 1) Starter activity. Ask the young people 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 is OAC). Show this Trócaire documentary to the young people and ask them to use worksheet one on page six of the workbook to take notes on the different components and techniques used.
- 3) Encourage the young people 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: The Masterclass

Contact Aine O'Driscoll (aine.odriscoll@trocaire.org) to arrange a visit from Trócaire staff to work with your young people. 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.



ACTIVITY THREE: Research

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

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

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

Groups should use the targets and indicators of the seventeen 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 young people 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 workbook to help with this process.

The Gear

Helping the young people 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 youth group has other equipment

available for young people to use, this is encouraged, especially the use of a tripod and microphone.

Whatever equipment the young people 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 young people 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 ten; however, you may need to use a school form instead.



ACTIVITY FIVE: Production

Now it is over to the young people. 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 young people to follow the steps in the workbook, 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 young people 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 young people to produce some feedback forms focused on what they want to know. Then allow some time 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 young people in sharing their films with as many people as possible.

- Begin by arranging screenings in your youth group. Do this through individual group screenings or through an organised film festival, raising awareness of global justice issues in the youth setting and in their wider community. 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 young peoples 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 participants closer to the time.



CONSENT FORM

Video/photography permission form

To be completed by young people:

Production company name: _____

Location: _____

Date/time: _____

Executive producer (youth worker) 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 the 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 SDGs	



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 global 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
- sdgs.un.org/goals
- <https://www.globalgoals.org/>
- 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>



Join us on:

Facebook: facebook.com/trocaireireland – connect with us

Twitter: twitter.com/trocaire – keep up with our latest tweets

YouTube: youtube.com/trocaire – see the people you support

Vimeo: vimeo.com/trocaire – watch our videos

Instagram: instagram.com/trocaireonline – see our photos and videos

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Trócaire gratefully acknowledges support received from Irish Aid to conduct Development Education and Public Engagement activities in Ireland. The content, approaches and activities outlined in this resource are entirely the responsibility of the author(s) and do not necessarily represent or reflect the policy of Irish Aid.

Trócaire takes seriously its obligations in respect of your personal data and is committed to adherence to national and international data protection law, namely the Data Protection Acts 1988–2018 and the General Data Protection Regulation (GDPR – enacted automatically across EU Member States in May 2018). For more information about how we process and protect your data, please go to trocaire.org/privacy-security or contact us for a copy of our privacy statement.