

3.2.2 How to film Creative Forces events

Timeline:

- Set budget
- Engage film professional
- Outline specification for the three resources: impact guide
- Refine interviewing guide and forward to film maker for comment and refinement
- Work out how filming fits into programme on the day, rooms and logistics
- Film maker details requirements in terms of space, resource and opportunities
- Negotiate for best possible filming outcomes from the days without compromising the primary purposes of the days in relation to their impact on the learners
- Organise slots for the undergraduates to be filmed and interviewed after each day
- Create filming permissions sheets
- Post event editing

Example interviewing guide (or questions to use in evaluation)

University students: Interview after each creative forces day to explore students' experiences

School pupils: Capture their feedback on Top Tips to their teachers and ask in interview:

- What did you like about today & why?
- What experiences have you had around moving? (i.e. when you move to a new school what things are hard, what things are good about moving? Do the other children know how you feel? Do you always get to learn new things or are there things you've done over and over?)
- What is something you learned today that that you did not know before?
- What would you say your biggest concerns are about attending University?
- How do you think that being from a Military family background helps you/prepares you for education in general and university in particular?
- What is something you learned today that that you did not know before?
- If one of your friends told you that they wanted to go to University but had fears (your fears) what tips or thoughts would you share with them?
- What has helped you deal with those concerns?

Teachers: Find out what has most inspired them on the day (they may or may not want to reference what their own schools are doing) and how they would like to engage with your institution

- What did you like about today & why?
- What is something you learned today that that you did not know before?
- What are your thoughts, in general, about the challenge of students from a military background?
- What do you think are unique challenges faced by children from service backgrounds when they consider their educational journey?
- What do you think are unique advantages or assets possessed by children from this background in terms of their educational potential?
- What could universities do to better help you in this area? If you could have anything you wanted from Universities, what would it be?
- Is there anything you will take from today to inform your work supporting children from service backgrounds?

He students: Find out what challenges they faced and how overcoming them helped prepare them for life beyond school.

- What fears or concerns did you have about coming to University before you arrived here?
- What are some things that gave you confidence in yourself and your ability to succeed at University?
- Let’s have you think back to school days, as far back as primary – tell us about any unique challenges you had which may have been related to being in a military family.
- What happened to those fears or concerns once you were at University?
- What helped with these challenges you had back in Primary School/Secondary School?
- In what ways do you think that being from a military family has helped you to succeed at University – or, what advantages do you think there may be in coming from a military family background into University?
- Can you think of any skills or personal qualities the military life has helped you develop more than your civilian peers?
- Can being from a military family, in your opinion, lead to some concerns about attending University?
- If you could go back in time and speak to your younger self – what tips would you give?
- What did your secondary school do that was most helpful to you in preparing you for University?
- What did you enjoy most about today?
- What facts/insights from today do you think teachers/schools would find most important as they work with children from military families who are thinking about their educational futures?

Example permissions wording:

I consent to being videoed or photographed for educational purposes and release to the University, its agents and employees the rights to exhibit this work in print and electronic form. I waive any rights, claims or interest I may have and recognize that I will not have any right to inspect or approve the finished product, including written copy that may be created in connection with it.

I have read and understand the information and agree to participate under the conditions stated above

Name of young person (if applicable): _____

Name: _____

Relationship to young person (if applicable): _____

Date: _____