LESSON PLAN

Level: Grades 7 to 8

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Privacy and Internet Life: Lesson Plan for Intermediate Classrooms

This lesson is part of USE, UNDERSTAND & CREATE: A Digital Literacy Framework for Canadian Schools: http://mediasmarts.ca/teacher-resources/digital-literacy-framework.

Overview

This lesson makes students aware of online privacy issues, primarily those relating to giving out personal information on social networking websites such as Facebook. Students will learn to assess the various types of information they provide in Facebook profiles, along with the different levels of access. They will examine the potential risks and consequences of posting personal information on the Internet, and become more aware of how to protect their privacy.

Learning Outcomes

Students will:

- learn the risks associated with giving out personal information
- understand the possible consequences of posting photos, personal information and messages
- learn who can view their Facebook profiles
- understand the different levels of access
- learn how to use Facebook security to control who sees their profiles
- create a media product

Preparation and Materials

Review these backgrounders:

- Facebook Privacy: A Primer for Teachers and Parents
- Advertising, marketing, and consumerism and children/youth online (http://mediasmarts.ca/privacy/advertising-marketing-consumerism-children-youth-online)
- **my**choice (http://www.youthprivacy.ca/en/life/choice.html)
- **my**identity (http://www.youthprivacy.ca/en/life/identity.html)

Photocopy these handouts:

- Privacy Diary
- Tips for Protecting Online Privacy
- WHO CAN SEE ME ON FACEBOOK?
- I Can Build a Secure Online Identity

If students do not have computer access during the lesson, print and photocopy these handouts from the ***my**privacy.**my**choice.**my**life* website:

- **my**privacy everyday (http://www.youthprivacy.ca/en/life/privacy.html)
- I Can Build a Secure Online Identity (http://www.youthprivacy.ca/images/secure_identity.pdf)

If you choose to do the extension activity, print and copy the handout entitled *Student Toolkit: Creating a Video Essay*.

Procedure

What is privacy?

Begin by asking students what the word *privacy* means to them. What is privacy? Is it a desirable thing? How does the meaning change between the real world and the online world? Where and when do they have privacy, and when and where do they NOT have it? What are some of the ways in which people's privacy can be compromised? (Most students will probably comment on privacy in their offline lives in terms of being unobserved by their parents, teachers, siblings and peers.) Ask students how it affects their privacy when someone:

- knows your name or your age?
- knows your phone number or home address?
- knows your favourite snack or TV show?
- looks into your room?
- overhears a private conversation?
- reads your emails or Instant Messages?
- follows you around all day?

Explain that although these examples vary in importance, they all represent a loss of privacy because someone—possibly a complete stranger—gets to find out personal information about them. Losing privacy is not necessarily bad, but we need to be aware of when it happens. That way, we have the option of choosing whether or not we want to give up our privacy.

If you have computer access in your classroom, ask students to read the online overview ***my**privacy everyday* (http://www.youthprivacy.ca/en/life/privacy.html). (If there's no computer access, print out and distribute photocopies of this document.) Have students read the overview and think about which of the breaches of privacy would worry them, and which they wouldn't mind.

Ask students to mention a few examples from their own lives when they either chose to give up their privacy, or were required to.

Privacy diary and privacy scores

Distribute the handout *Privacy Diary*, and ask students to reflect on and write down every time in a typical week when they think they give up some of their privacy. Give students 5-10 minutes to complete the diary, and ask how many gave themselves a privacy score of 1, how many a score of 2, and so on.

Now, give the class additional information about the ways our modern electronic society regularly compromises our privacy each time we:

- pass a security camera
- give out information such as name, phone number, email address
- download or upload a computer file
- sign into a website
- visit a site that uses cookies (do they know whether a site uses cookies?)
- turn on a cell phone (this sends a signal to the nearest tower, letting the network know where you are)
- send an email, instant message or text message (in the U.S., the National Security Agency is said to monitor all of these)

Ask students to reconsider their privacy scores in light of this information.

Privacy management

Explain to students that although privacy is a concern both offline and online, online privacy is a more important issue for two reasons: it's harder to avoid surveillance, and you're less likely to know when you're giving up your privacy.

Ask students how many are concerned about protecting their privacy, either online or offline. Tell them that studies show that more than half of young people say they've thought twice about posting something online, and fewer than one in five have a fully public profile. ("Privacy Management on Social Media Sites," Pew Internet & American Life Project, February 24 2012.) Ask students what could be the reason that people give up their privacy so willingly, despite claiming to be worried about losing it. (Students will likely say that it's impossible to avoid giving out personal information online, since so many essential services—email accounts, instant messaging services, and social networking sites—require it.)

Explain to students that while it's nearly impossible to entirely guarantee your privacy online, what is possible is *privacy management*. This means being aware of when and how your privacy is compromised, and knowing how to choose privacy settings and minimize that loss of privacy.

Distribute the handout *Tips for Protecting Online Privacy*. Read through the tips with the class, and ask which tips they consider to be the most practical and most effective. (These may be two different categories. Encrypting email, for instance, may be effective but not practical for less technically savvy students.)

Social networking

(Note: The following section of this lesson focuses on social networking: specifically, on the social networking site Facebook. Although some of your students may not yet be using social networking sites, many of the privacy concerns related to these sites are also present in other online environments.)

One of the most popular online activities, and one that poses the greatest risk to privacy, is social networking on websites such as Facebook. Millions of people all around the world use these sites, posting personal profiles that are linked to the profiles of their circle of friends. As one of the fastest-growing online activities, particularly among youth, this raises particular concerns about privacy.

Ask students if any of them mentioned sites such as MySpace or Facebook in their privacy diaries. (If the subject was already mentioned, you can return to it now.) Ask how many students have Facebook profiles, or are active on other sites such as MySpace or Friendster. (Chances are that most hands will go up.) Ask what they like about this kind of online environment. (The most likely answers will be that it helps students stay in touch with their friends, share photos, and make new friends.) Then ask how many list their birthday, phone number or address in their profiles. (Again, many hands will probably go up.)

Discuss with students the definitions of certain Facebook terms such as: profile, friend, friend request, status update, timeline, newsfeed. You'll wind up with definitions such as like these:

- profile: where others can see your basic information (your name and whatever other information you choose to give out)
- friend: someone who can see your complete profile
- friend request: inviting someone to be a friend
- status update: a message, photo, or other content you post for your friends to see
- timeline: where all of your activity (status updates, likes and comments on other people's updates, etc.) is recorded
- newsfeed: an update of what you're doing right now

For those students who have Facebook accounts, ask the following questions:

- How many of you have received friend requests from someone you haven't met in person?"
- How many have accepted friends you haven't met in person? (Whether students are active on social networking sites or not, you can ask them how they would decide whether or not to accept a Friend request. What would influence their decision?)
- How many know how to control who sees all or part of your profile?
- How many have changed Facebook privacy settings?

For those of you who are active on social networking sites, what information do you choose to include in your profiles?

- Is all of it accurate?
- What information do you make available to everyone?
- What do you make available only to Friends?

"Who can see me?"

Distribute the handout *Who Can See Me On Facebook?* Ask students to draw three concentric circles to represent three types of access to their profiles: Just Friends, Friends of Friends and Everyone. In these circles, write down anyone they keep in touch with (listing their real names, online names, or contact types: friend, fellow student, family member, etc.)

Give the students 5-10 minutes to complete the exercise, then begin a class discussion about the categories of people (without using proper names). Write these on the board, and see if anyone included these potential contacts:

- parents
- teachers
- potential employers
- advertisers
- retailers
- Facebook employees
- the government
- other countries' governments
- Internet predators who target teens

Explain that any or all of these people have looked at Facebook profiles to gather information about users. Discuss why these people might be interested.

- What about teachers? (They may want to check up on students out of personal concern for their welfare or to gain information for some disciplinary issue).
- What about employers? (They can use personal information from a profile to judge a job applicant's private character.)
- Advertisers and retailers? (They use Facebook to gather consumer information to better target sales.)

Ask students if it's difficult to set up a fake account on Facebook. (It's not hard at all; anybody can do it.) What would they need to do it? (All you need is an email account, even one that's anonymous.) And why might someone set up a fake Facebook account? (To pretend they're someone they're not—a younger or older person, or even a specific individual.)

"How do I keep my privacy?"

Distribute the handout *I Can Build a Secure Online Identity*. Have students read it and then answer the questions:

- What do privacy settings for profiles actually control?
- How should you set your privacy settings? Why?
- What information should you **not** post on a social networking site? Give at least three examples.
- What should you always consider before posting? Give at least three examples.

- How do you decide whether to make someone a friend online? Mention at least two things you might consider.

When you've discussed these questions with the class, make a chart on the board with three headings:

- "Things nobody should see" (information that should be kept totally private).
- "Things only friends and/or your family should see" (information that should be restricted to your family and your real-world friends).
- "Things everybody can see" (information that can be made fully public).

Ask students which profile elements belong under each heading, and discuss which is more important to them: protecting privacy, or having high visibility. What factors might influence this decision? Which aspects of privacy are most important to them, and why?

Based on what they've learned, discuss with the class what should be included in a "model" profile. What elements can make a profile personal and interesting, without giving up too much privacy?

Evaluation

Have students create a flyer or poster explaining how to create a fun profile that still protects one's privacy. It should include what they think is the most significant risk to privacy, and explain what they believe to be the most effective means of controlling the risk. They should also write a brief paragraph explaining why they made those choices.

Extension activities

- Have students use their *Privacy Diaries* to create a privacy self-portrait. Ask them this question: "If someone put together all the personal information you revealed in a typical week, how much would they find out about you?"
- Students may adapt their flyer or poster into a short video clip, in the style of a public service announcement. They should get their message across—how to use social networking sites without giving up too much privacy—in just one to two minutes.
- (Consult the *Student Toolkit: Creating a Video Essay* handout for more detailed information. As an incentive for this project, Canada's Privacy Commissioner will be hosting a ***my****privacy & me* national video competition in December 2008. These student videos would be eligible for entry into the competition. For more information, visit http://www.youthprivacy.ca/en/contest.html.)

Additional Resources for Teachers and Students

In addition to the information and resources that are available on the ***myprivacy.mychoice.mylife*** website, the free online *Lesson Library* of the MediaSmarts contains several lessons that address the issue of privacy management. These include:

Online Marketing to Kids: Protecting Your Privacy (Grades 6-9)
http://mediasmarts.ca/lessonplan/online-marketing-kids-protecting-your-privacy-lesson

What Students Need to Know about Freedom of Information and Protection of Privacy (Grades 5 and 10)
http://mediasmarts.ca/lessonplan/what-students-need-know-about-freedom-information-and-protection-privacy-lesson

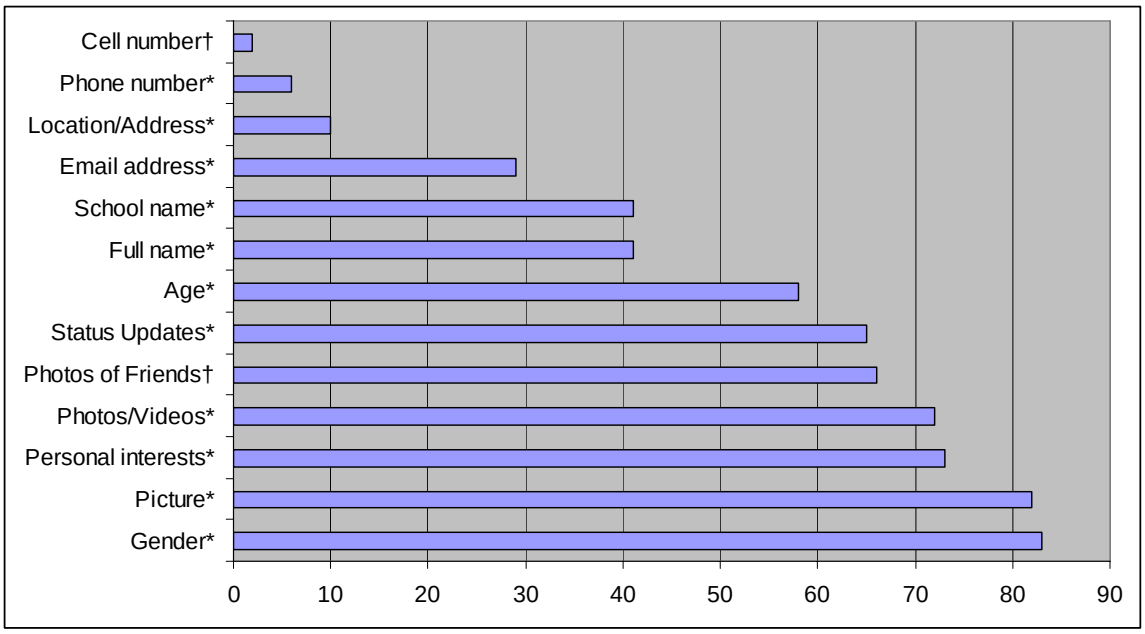
Who Knows? Your Privacy in the Information Age (Grades 8-10)
http://mediasmarts.ca/lessonplan/who-knows-your-privacy-information-age-lesson

Facebook Privacy: A Primer for Teachers and Parents

What is *Facebook*?

One of the most popular social networking sites, *Facebook* allows anyone to share details about their lives with friends and other people with similar interests. It was once only open to high school and university students, but now anyone can use it. Unfortunately, this means that *Facebook* can also be used to find out a lot of information about its users—including information that probably shouldn't be widely known.

This graphic, compiled from the studies "Teens, Privacy & Online Social Networks" (Pew Internet & American Life Project, April 2007) and "The Kids are Alright: a survey of the privacy habits and preferences of teens and their parents on social networks" (TrustE, October 2010), shows what information youth are making available to their friends:



* TrustE

† Pew

While there's ample evidence that youth have begun to limit both the amount of personal information in their profiles and to use privacy settings to restrict access to it, they're not always as restrained when it comes to what they talk about. A 2008 study found that four in five of teens' samples had references to drugs or alcohol, while one in six profiles contained references to teens' sexual activities.

Facebook profiles also have an embarrassment potential that can linger for many years. Photos posted during high-school can come back to haunt users: college admission boards today routinely scan Facebook for evidence of misbehaviours such as drinking or rowdiness, and major employers also use the site to screen job seekers. According to the Information and Privacy Commissioner of Ontario, more than three-quarters of employers check up on job applicants online, and over a third have decided not to hire someone based on information they found. As well, half of Canadian parents surveyed said that they accessed their teen's profile without their children's knowledge or permission.

Options and strategies

What can teachers and parents do to make Facebook a safe experience for young people?

- **Educate youth about risks**
  Young people need to understand that giving out personal information can be risky, because people they don't know might be viewing it. Even with the security measures offered by Facebook, all personal data can still be seen by anyone a user accepts as a "friend." Just as earlier generations of children were taught not to talk to strangers, kids today need to know that only people they already know should be their online friends. And because things they post online today may affect them later in life, they should also learn to "think before they click."

- **Educate kids about security features**
  Facebook does have some safety and privacy features that can make it a safer environment, but studies have shown that few users know about them, and fewer still use them. Profile settings allow users to control how much of their information is visible to friends and to other Facebook members. A good rule of thumb for young people is to have their privacy settings set to "Only my friends"—meaning that only members of a pre-selected group can view that user's profile.

- **Educate parents**
  The best way for mom and dad to find out how much of their children's personal data is available on Facebook is to judge for themselves. Anyone with an email account can join Facebook for free, and once they join they can check out how much information is there. They can also ask their kids how many of the people on their friends list they actually know in the real world.

Sources cited

Levitt, Howard. "Cybervetting might reveal what it shouldn't." Financial Post, August 20 2012.

Loechner, Jack. "Your Life Could Be An Open Book." MediaPost, March 12 2010.

Madden, Mary. "Teens, Privacy & Online Social Networks." Pew Internet & American Life Project, April 2007

Oliveira, Michael. "Hey Canadian teens, there's an even chance your mom or dad snooped in your Facebook." Canadian Press, April 17 2012.

TrustE. "The Kids are Alright: a survey of the privacy habits and preferences of teens and their parents on social networks." October 2010

Williams, A.L and M.J. Merten, "A review of online social networking profiles by adolescents: implications for future research and intervention," *Adolescence,* Summer 2008

Tips for Protecting Online Privacy

There are a number of practical ways to protect your personal information online.

- Be careful: think twice about with whom, and where, you share your personal information such as your name, age, address, email, telephone number, or social insurance number.
- If you buy something from a Web site, give the site only the minimum information necessary for the transaction.
- Question why a business wants your personal information. Make it clear that you don't want it shared with, or sold to, any third party.
- If a site asks for your personal information, and asks you to click on an "I Agree" button, don't automatically agree. Take the time to read user agreements carefully because once marketers have your data, you lose control over how it's collected, stored and used.
- If you are making purchases online, make sure that the Web pages where you provide personal and financial information are secure. (Look for the "https" notation in the URL, and the "locked" padlock icon in the corner of your screen.)
- Find and read the privacy policies and terms of use of the Web sites you use. These explain what personal information sites collect and how they use it, as well as who owns any content that users post. (Hint: it's not always the user!)
- Never do business with any online business that doesn't post a clear privacy policy on its site.
- Make sure that your computer's file-sharing and printer-sharing options are turned off.
- Always use virus-scanning software, and make sure it's always up to date.
- After browsing online, clear your memory cache.
- Get a separate account for personal email; encrypt your email messages; and use an anonymous re-mailer.
- Adjust your computer settings to reject unnecessary or unwanted cookies.
- Don't give out any more information than necessary when registering for a site or entering a contest or survey. Check to see what information you have to give and what's optional.
- Always sign out of websites that require a login such as Facebook and Twitter.
- Think twice before posting anything online. Remember that whatever you post may be seen by unexpected audiences.
- Keep tabs on your online identity by occasionally looking yourself up with a search engine such as Google and checking for duplicate profiles on Facebook and other social networks.

Privacy Diary

In the chart below, write down every time in a typical week that you lose or give up some of your privacy, both in the real world and online. For every incident, explain whether or not you had the choice to accept the privacy loss.

When you've finished, give each example a score between 1 and 5. A score of 1 means you feel you have very little privacy, and a score of 5 means you feel you have as much control over your privacy as you want.

How you gave up your privacy	Was it by choice?

Your privacy score is (circle one): 1 2 3 4 5

I Can Build a Secure Online Identity

1. What do the privacy settings on social networking sites actually control?

_____

_____

2. How should you set your privacy settings? Why?

_____

_____

3. What information should you **not** post on a social networking site? Give at least three examples.

_____

_____

_____

4. What should you consider before posting something to a social networking site? List at least three examples.

_____

_____

_____

5. How can you decide whether or not to make someone a “friend” on Facebook? Give at least two things you might consider.

_____

_____

WHO CAN SEE ME ON FACEBOOK?

Student Tool Kit: Creating a Video Essay

A video essay, just like a written essay, explores a topic and makes a persuasive point about it. Its style can range from simple or as complex as you wish: edited or unedited, with music or voice-over, or without. It can be created on a cell phone, a video camera, a webcam, or any other video device.

The Pre-Production Phase

Start with a plan

First, ask yourself some basic questions about your project:

- What's the message you want to convey?
- What visual and technical elements, such as sound or camera angles, will help to get your message across?
- What other elements may affect your message? Things to consider include location, people, and props. If these are key to your design, it may be a wise idea to plan your ideas around these elements.

Have a script

Once you've worked out the details of your message, and thought about how to get it across to your audience, it's time to commit your ideas to paper. Your script should identify how the images and audio (dialogue, sound, music) will fit together.

Create a storyboard

When your script is ready, the next step is a storyboard. (Don't worry about making your drawings look really good! Many talented filmmakers create very simple pictures). Storyboards are important for many reasons:

- They help you solidify the mental images you want to capture. The process of creating a storyboard forces you to focus on each sequence, shot, camera angle and camera movement. (For details, see the "Camera shots" in *The Production Phase* section of this handout.)
- They make an excellent communication tool, allowing you to show others (such as the people who are working with you) exactly how you want the story to unfold. Words can cause confusion and leave listeners unclear about your intentions; pictures are much easier to understand.
- They simplify the order in which you choose to shoot your project, allowing you to note which shots are similar enough to be covered by the same camera position.

Make up a shot list

Your shot list is the order in which you plan to shoot your essay. List your shots not in chronological order but according to location, and match the ones that have a similar set-up. For example, if your storyboard shows that shots 4, 9 and 15 are all close-ups of someone sitting in the same place; all three shots could be recorded one after the other.

Prepare your technical needs

List the things you'll need for your sound effects, props, costumes and equipment. Make sure the batteries for your equipment are fully charged. Have extras of everything on hand: batteries, extension cords and power bars, electrical and masking tape, and videotape (if you're recording in that format).

Review your camera's operating manual. Before shooting day, make sure you're familiar with the key functions you'll need, and get some practice using the camera. Keep the manual with you, just in case you need to troubleshoot. Also, familiarize yourself with any mechanical quirks the camera may have. Some cameras, for instance, automatically roll back the tape just a bit when you stop recording, so you lose some footage.

Choose your location(s)

Whether you decide to film in a public place or a private one, you need to consider technical issues and/or permission issues.

- Be sure you have permission to film at your chosen location. If it's your school, for instance, you'll need permission from a teacher or principal. If it's a business or a private home, you must get permission from the owner. If it's a park or a public location, you may need to get a city permit. If that's the case, your teacher can help you.
- If your location is indoors, check in advance for the accessibility, location and number of electrical outlets. Make sure you have enough power for all your equipment.
- Check the ambient light and sound at your location. Are there any elements that will distort your sound, such as a water fountain, traffic, a humming ceiling fan, construction going on? Will you need to bring extra lights to illuminate your scene(s) properly?
- If you plan to film outdoors, pay close attention to the weather forecast. You may need to change your shooting day to accommodate the weather.
- If you have a crew of people helping you, let them know well in advance when and where you'll be filming. Make sure they know what their roles will be.
- Have your production notes with you at all times. They'll keep you on track while shooting.

Respect bystanders and copyright

Your scene(s) should not include any physical conflict, violence or weapons. If you plan to shoot a tense scene involving arguments, emotional distress or staged injuries, take extra precautions in a public place. You may need to post a public notice, notify city authorities, get a special permit, or even have professionals standing by. If you plan such a scenario, have your teacher help.

People who appear on camera should avoid clothes with logos or brand names, as these are copyrighted images.

The Production Phase

Camera shots

Every film, whether short or long, is made up of thousands of shots, all of which must be carefully planned by the director. Here's a brief introduction to the various types of shots, involving different aspects of the camera.

Camera Distance. Depending on how far the camera is from its subject, the three main types of shots are close-up, medium shot, and long shot.

- A **close-up** shows only one part of the subject, usually in great detail: a person's face, a car's licence plate, a hand on a doorbell.
- A **medium shot** shows roughly half of the subject: a character from the waist up, or the back end of a car.
- A **long shot** shows the whole subject: a person from head to foot, or the entire car.

Other kinds of shots are the "establishing shot," used at the beginning of a scene to give viewers an idea of where they are. For example, a long shot of the school's façade, or of City Hall, establishes the fact that the story takes place at those locations.

During a conversation, or a scene involving more than one person, a "reaction shot" is used to show the effect of one person's actions on the other character(s).

Camera Angle. The angle from which a director chooses to shoot gives audiences some subtle clues about a scene.

- A "high-angle" shot positions the camera above eye level, looking down on the subject. Depending on how extreme the angle is, this makes the subject look small, insignificant, weak or helpless.
- An "eye level" shot gives a neutral, factual impression.
- A "low-angle" shot positions the camera looking up at the subject from below. This angle makes the subject appear important, powerful or dominating.
- A "reverse-angle" shot positions the camera as if it were the subject's own eyes. So rather than looking **at** the subject, the camera shows what the subject sees.

Camera Moves. A camera isn't a fixed observer; it can also move in and out of the action. When the camera moves left or right, it's called "tracking" (sometimes also known as "trucking"). Moving forward or backward is known as "dollying."

When the camera stays in the same position and turns left or right, it's called "panning," and turning up or down is "tilting." Focusing can also make the camera appear to move closer to its subject or further away from it, by using the lens to "zoom" in or out.

All these camera moves are useful, but they should not be overused—or they'll distract the audience and diminish the intended effect. Camera movements should always be planned and rehearsed ahead of time, so they'll be smooth and in tune with the action.

Using your camera

If you're not used to working with a video camera, it pays to keep a few guidelines in mind:

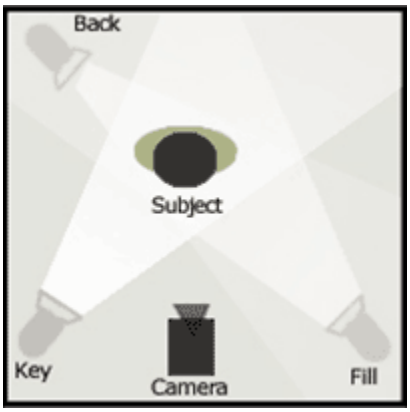
- When setting up for filming, it's always wise to tape down extension cords and electrical wires. This prevents people from tripping over the cords, and either injuring themselves or unplugging or damaging the equipment.
- Check the lens periodically to make sure it's free of dust and hair. When you stop recording, even briefly, put the lens cap back on.

- Every time you change location, do a "white balance": zoom the camera in on a sheet of white paper, and use the camera's automatic white balance setting. This ensures that the camera registers colours properly. Every location has its own idiosyncratic lighting and hues, and this helps you to compensate.
- Use a tripod for steady, professional-looking shots that are easier to match at the editing phase. (However, if your story needs a realistic feel, like a home video, a documentary footage or a police drama, you may prefer the slightly wobbly hand-held approach.) Practice all camera movements before you shoot. When you record, don't stop until you've completed all the motions.
- Use manual focus. Although automatic focus ensures that everything is sharp, you risk losing your focus if there's movement near the lens, or a change in lighting. To avoid these problems, set the camera to automatic focus to zoom in on your subject; then, once you've focused properly, switch to manual and zoom out again to re-establish your original framing.
- If your subject is moving across the frame or out of it, wait until she or he leaves the frame completely before you stop recording.
- Keep a log of all your shots. Include information such as shot number, duration of the shot, and whether you felt it was a good take. Again, this saves time during editing.
- Record longer versions of each shot than you think you'll need. You can always edit a shot down in post-production, but you can't make it longer.
- Take extra shots for "cutaways." These come in handy during editing if you find you need some extra material to insert between sequences that don't quite match up. An extra shot can be a close-up of a person, a prop or even just a hand movement. Also take some "establishing" shots of settings, such as an exterior of a building, to make it easy for your audience to identify the location.

Working with light

Knowing how to use lighting properly can help your project look really professional. Here are some "how-to" tips for creating good lighting.

- When it comes to natural light, trust your camera's video display rather than your own eyes. Human eyes automatically adjust to light levels, which lenses can't do. That's why a bright sunny day appears clear and crisp to our eyes, but on film it looks overexposed and washed-out. If you're shooting outside in daylight, it's best to do it when the sun isn't directly overhead.
- Avoid windows during interior shots, since the bright light from outside will make it hard to see your subject. Never place your subject between a window and your camera. If you're shooting in daylight, you may need to cover the windows and turn on some artificial lights.
- The main light used to illuminate your subject is called the "key light." It's usually the most intense light in the set-up, and should be placed at a forty-five degree angle to both your subject and the camera.
- The "fill light" is a secondary light used to offset any shadows created by the key light. For that reason, it should be placed on the opposite side of the camera from the key light.
- A "back light," pointed at your subject from behind, distinguishes your subject from the background.



Working with sound

Sound is extremely important, since audiences are often more ready to forgive poor-quality video than bad sound. To get the best sound possible, follow these tips:

- If you place your subject too close to the microphone, the sound will be too loud, or may sound distorted or cracked. If you use an independent recorder and have those problems, then your levels are too high.
- If you place your subject too far away from the microphone, the audio will be too soft, and will blend into the background noise. The sound will be unusable during editing.
- If you record some background sound on location, it can often be useful in helping to fill in gaps in the soundtrack at the editing phase.

The Post-Production Phase

Editing

Editing is a complex process that involves turning your raw material into a polished final product. Fortunately, new technology—such as specialized editing software—has made the process relatively simple. The computerized tools you use will define some of your options, but here are some general tips on editing:

- Give yourself a lot of time. You've worked hard to get your project to this point, and you don't want to be rushed during the important final phase.
- Make sure your computer has enough space for all your project files: original footage, extra files such as sound or music, and your final version. Video production is a space-gobbler, and can easily overload your system. If disk space is limited, edit the project piece by piece, using only the footage you need to work on at any one time.
- Keep your story simple, and don't be tempted to include a shot just because it's interesting or was hard to get. Keep your focus on the story. Remember, the final product should only be 60–120 seconds long, so don't spend too much time on fancy transitions or special effects.
- If things aren't working well, try experimenting a little. Sometimes just changing sequences around can enhance or clarify your story.

When it comes to adding in background sound, don't get carried away. You want your sound effects to enhance the scene, not to distract the audience. (Don't turn the volume up too high, for example.) If you want to use background music, you may need to create the music yourself, or with friends, to avoid paying royalties. Failing that, use royalty-free music.

Storyboards for the Production:_____ Page ____ of____

Shot # _____
Action: _____
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Sound: _____
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Notes : _____
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Shot # _____
Action: _____
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Sound: _____
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Notes : _____
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Shot # _____
Action: _____
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Sound: _____
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Sound: _____
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