

Welcome to the 360 Filmmakers Challenge



Oculus and Digital Promise Global are excited to have your classroom join the 360 Filmmakers Challenge, inviting students to share what is special about their communities using 360 video.

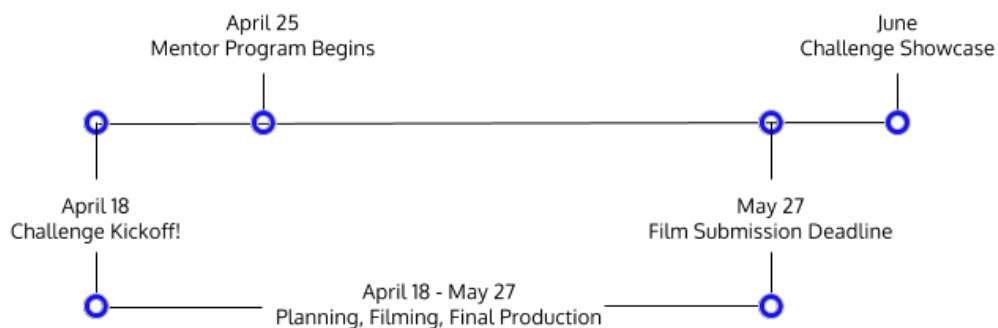
What does this mean for your class and you?

- New equipment and software to shoot, edit, and produce 360 video.
- Support during the production process, from Digital Promise Global as well as a mentor who is a professional filmmaker.
- Resources to guide students as they generate ideas, plan, shoot, and produce their films.
- Participation in a showcase event and final videos promoted on Facebook.

What will your classroom need to do?

- Produce and submit 1-2 final 360 films (3-5 minutes) that respond to the Challenge prompt
- Communicate with Digital Promise Global about how the project progresses and any major technical issues you face
- Arrange meetings (approx. once a week) with the mentor, who can give students feedback on their planning and production

The timeline for the Challenge is fast-paced and anticipated as follows:





Find your inspiration

Watch other 360 videos and discuss why they're effective. How can you use what you've learned to make your video great?

Inspiration and Resources:

Here are some sample videos that can help you think about how to choreograph action in the video and how to use partial and the whole space:

- [Star Wars Ride Through Jakku](#)
- [Football Players Tunnel Entrance](#) (great example of constricting the actionable space)
- [Hot Air Balloon Ride with a Twist](#)
- [A Flight with the Blue Angels Jet Pilots](#) (great example of audio over video)
- [Clouds Over Sidra](#) and [Waves of Grace](#) on <http://www.vrse.com>
- <https://www.jauntvr.com>

A [web video search for 360 degree video](#) yields numerous resources and sample videos. Just make sure the content is appropriate for your audience.

Discussion Questions

A robust conversation about community can inspire students to identify what they want to show the world with their films. Here are some questions to guide your filmmakers.

- **Level 1 Discussion Questions**
 - What is a community? What communities do I belong to?
 - Who is in my community? Where can communities exist?
 - Why do communities exist? Are they important?
- **Level 2 Discussion Questions**
 - What does my community mean to me?
 - What makes my community different from other groups?
 - What elements of my community make it special?
- **Level 3 Discussion Questions**
 - Do I choose my community, or does it choose me?
 - Who says I belong to a community?
 - How does my community shape who I am?
 - Where do I find points of pride in my community?



Identify your story

Think about a moment when you felt most proud about your community. How will you share your experience with your audience?

What Story Do You Want to Share with the World?

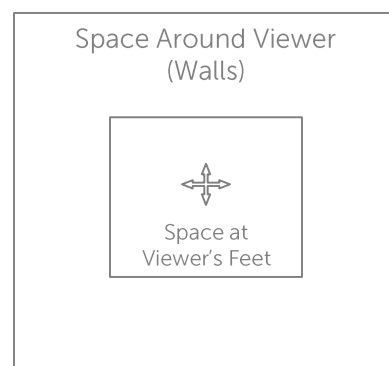
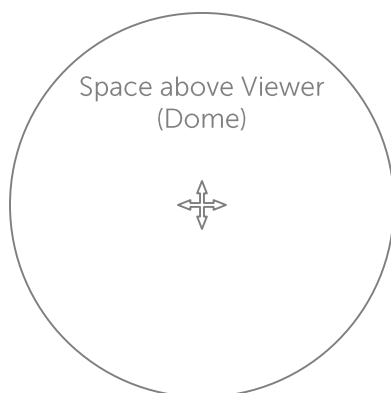
Now it's time for your students to translate what they have thought about and discussed into a compelling story. They will have the opportunity to provide a transformational, immersive experience that only they could envision.

The following questions can guide the filmmakers' as they think about the story they want to tell.

- **Questions to Consider from the Start**
 - Who is your intended audience? Who is watching your film?
 - What do you want the viewer to know, think, and feel while watching?
- **Identify Your Story Discussion Questions**
 - How can we show-off our community to the world?
 - How can we help others understand our community?
 - How can we make people fall in love with our community?
 - How can our community inspire the world?

The above questions probe deeply and invoke filmmakers to take action and solve a challenge. They are also just suggestions. Have your students rewrite some of them that they don't think they would say in daily life. They might transform the question into something more authentic for the community they have selected that will guide them to a more authentic narrative. Student ownership of the Challenge will result in more personal stories that matter to them. Their enthusiasm will propel them to create products that truly immerse outsiders into the heart of why their community matters.

The graphic below is a way to think about the whole, immersive environment, and can be used like a traditional storyboard panel.





Make your video

Create a clear plan, but also be flexible. Does everyone on the team know their role before you start shooting?

DIGITAL STORYTELLING AND CONTENT DEVELOPMENT

Constructing Scenes and Stories for 360 Video

Films benefit from thoughtful scenes that share a personal story - this is especially true for 360 video. Because the viewer is immersed in the environment and free to explore an entire space, filmmakers must think carefully about the “who, what, where, when, and why” involved.

Important Notes and Considerations

We will show these videos at the Showcase and on the Oculus app. Here are a few important considerations for filming:

- **Do not include copyrighted music or other outside media in your videos – you can use Creative Commons licensed, public domain, or your own musical creations.** Student films that use copyrighted material will not be displayed at the Showcase and will not be included on the Oculus app.
- Get permission from anyone who appears in your film. If needed, we will happily provide image release forms to your students. If you are filming a public event a posted sign at the entryway may suffice.

Tips for Producing 360 Video

Re-imagine Ways to Blend Action, Sound, Space and Time

1. Pick scenes carefully. Give the viewer something interesting to look at. An empty lot is less compelling than a bustling street corner. Make sure your scene is more compelling in 360 than it would be in traditional format. What is happening in front, above, around and behind?
2. Plan, plan, plan. Work through your ideas in advance with your team. Map out the scenes and shots intended. Pre-visualizing your shoot helps identify and avoid problems. Experiment first, and make sure your shots give the viewer time to orient to the action.
3. Keep the camera in one spot or provide very smooth, gentle movement. When you move a 360 camera too much you can cause discomfort or motion sickness.
4. Keep the action close to the camera. 360 video allows a viewer to experience intimacy with the subject. Keep the main activity comfortably close to the camera - within four feet is a good rule.
5. Think creatively about perspectives. Give viewers an experience that will leave them feeling like they've seen something for the very first time. For example, following a BMX rider is less interesting than placing the camera atop a half-pipe and watching them launch over it.
6. Pay careful attention to audio. It's important to provide viewers with clear and true audio. Voice over is also an effective way to help guide the viewer or reinforce a scene.
7. More tips from Facebook here: <https://www.facebook.com/facebookmedia/best-practices/>



Share and reflect

Get feedback from outside your group and decide how to make the video better. What worked, what didn't, and what did you learn?

Feedback is Essential

The best filmmakers get feedback from many sources to develop and improve the quality of their work. Classmates, teachers, friends, and parents are great resources for this purpose. Ask them what they were thinking, feeling, and understanding from the film. Review their responses to check to see how it connects with your intentions. Do they align? What was their input? Keep an open mind when receiving feedback – LISTEN TO WHAT THEY HAVE TO SAY WITHOUT TRYING TO RESPOND OR DEFEND YOUR WORK.

Here are some questions you can ask those who review your film:

1. Who do you think is the intended audience?
2. What was the overall tone of the film? Was it positive?
3. Did the film connect with you emotionally? If so, how?
4. What was on your mind as you watched it?
5. What is one thing that you would change?
6. Did anything happen that you didn't expect?
7. What connections did you make with this film?
8. Have you had any similar experiences?
9. How would you summarize the meaning of the film?
10. Has this film changed you? If so how?

Resources for Sharing and Reflection

- [Google Forms](#) is a great way to post questions that people can fill out quickly from a computer or mobile device. All you need is access to a Gmail account.
- Host an early release party to invite outsiders and collect anonymous feedback.
- Create a Facebook page that is dedicated to your class' videos to make it easier to invite audience members and solicit feedback.

Incorporating Feedback into Your Film

Reflect on the feedback you have received and decide how you might re-edit or re-shoot your video accordingly. Carefully consider the input of others, but the final decisions about your video will always be yours.