



CALIFORNIA CAPITAL  
**ARTS FOUNDATION**

# LIFE! CAMERA! ACTION!

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ARTS PROGRAMMING

## PROJECT SYNOPSIS

One of the ways to give students voice is to share their opinions and have them create a Public Service Announcement (PSA) about something they are passionate about.

Even though Public Service Announcements usually don't require a lot of script writing, they do require students to tell a persuasive story. PSAs are often visual stories that provide information to an audience, evoke an emotion, and often have a call to action.

There are all types of PSAs, but really effective ones evoke a strong emotion in the audience. They usually encourage the viewer to want to take some kind of action (I.e. spaying or neutering pets, donating money or switching to reusable bags). Basically, a successful PSA is very persuasive.

Life! Camera! Action! Is a leadership and life skills development program that will use digital video and the art of storytelling to teach Rancho Cordova youth, 10-17 years old to become productive citizens.

Partnering with the Rancho Cordova Police Activities League, LIFE! CAMERA! ACTION! will be an innovative program that will provide students opportunities to use technical and digital media to explore issues important to them and their community by developing Public Service Announcements from "concept to delivery".

This program can be done on an individual basis (one on one) depending on demand, or split into groups of 4-6. For the purpose of "project description," the project is described as "groups of students."

# WE WILL DEVELOP 8 STEPS TO CREATE PERSUASIVE PUBLIC SERVICE ANNOUNCEMENTS FOR THIS PROGRAM

## STEP ONE: BRAINSTORM PROBLEMS AND SELECT TOPICS

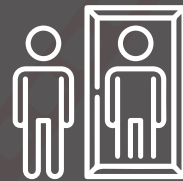
With the help of the California Capital Film Office staff students will be encouraged to brainstorm problems that they want to bring attention to. For example:



**BULLYING**



**IMMIGRATION  
ISSUES**



**BODY IMAGE  
ISSUES**



**PLASTIC  
BOTTLES**



**WASTING  
WATER**



**COMMUNITY  
VIOLENCE**



**GLOBAL  
WARMING**



**PUBLIC  
HEALTH**

We will have students brainstorm their own ideas, and as many students may have never heard of or seen a Public Service Announcement we will show them sample PSAs. We will encourage original ideas, and not copying what they see.



## **STEP TWO: SHOW SAMPLE PSA'S AND CRITIQUE**

Many students will have not seen or heard of Public Service Announcement. We will explain that the person creating a PSA has a strong opinion about something they want to persuade the viewer to take an action. We will start by showing students a few samples. We will ask students to find what is good and what needs improvement in the PSAs we watch; mood, music, words, and story. This will give students ideas about what they want to include in their own PSA.

We will point out some important features of PSAs we watch:

**SPOKEN WORD IS NOT  
NEEDED TO BE POWERFUL**

**OFTEN HAVE VERY DRAMATIC  
CAMERA ANGLES**

**OFTEN HAVE MOOD-  
EVOKING MUSIC**

**ARE USUALLY AROUND  
30 - 45 SECONDS IN LENGTH**

**PROBLEM/  
SOLUTION**

**HAVE A CALL  
TO ACTION**



### **STEP THREE: STORYBOARDING AND SHOT LIST**

Students sketch how their film will look, frame by frame. Is it a text only PSA? Is there a voice over, music, and/or video they plan to use in their film? Film Office staff will at this point catch any hiccups, and guide the students through them. For instance is the film too long, confusing, or have they forgotten to cite sources. Is there a call to action?

### **STEP FOUR: GETTING READY TO FILM THE PSA**

Students are instructed on how to use equipment. Cameras, lenses, lights, sound as well as how to keep track of “takes” and follow the storyboarding. The students will be shown the various types of “takes” needed, and what lens to use in order to get the shot and looks they require. At this point each group will decide as to who the “on camera” person will be, and each student will be assigned a role for the production process. All this will be guided by film office staff.

### **STEP FIVE: SHOOT DAY**

Students will be guided throughout the whole process of filming their respective PSA’s. Each group will be assigned a film office staff member that will oversee and troubleshoot (with the students) any problems/issues during the filming process as well as instruct students on the use of equipment (cameras, lighting, sound).



## **STEP SIX: REVIEW AND TAKES**

Students will review the footage that was shot the previous week, and assess as a group guided by film office staff. The footage is gone over and discussed. Did they get the shots they wanted? Is the sound good? Do they now need to add graphics? This is all discussed guided by film office staff.

## **STEP SEVEN: EDITING, EFFECTS, MUSIC**

At this point students are shown how to download their footage from the camera memory card into the computer used for editing, and will be introduced to the editing program, Adobe Premier. Each group is instructed and guided through how to edit their film into a 30-45 second PSA. At this stage, music, effects, graphics and credits are added and we make sure there is a call to action. \*\*this step may take two weeks.

## **STEP EIGHT: COLOR CORRECTION AND LOCKING PICTURE**

We are almost there! Students are guided through the color correction process, a process that colors the film to broadcast quality, They are introduced to the program Da Vinci Resolve as film office staff guide them through the process but make it simple to understand. Once the students are happy with their PSA, office staff will instruct the “picture lock” process which means the editing process is over and the film is now completed and ready for broadcast.

## ONCE STUDENTS COMPLETE THE FILMS AND GAINED A SENSE OF ACCOMPLISHMENT – THE NEXT PHASE IS AS FOLLOWS



We suggest the PSA's are juried perhaps by the Mayor and Police Chief and a 1st place and runner up announced. At the conclusion of the film festival, perhaps the Mayor and or the Police Chief could announce the winning PSA and runner up and award the prizes as well as the certificates to all the students.



The California Capital Film Office, under its non-profit arm, The California Capital Arts Foundation will solicit prizes for the winner and runner up and arrange for each participant to receive a certificate of completion that will include the name of their PSA's



Film office staff will organize and facilitate a film festival of sorts where all the PSA's will be shown. Students will be encouraged to invite their families and friends so they can see the results of their hard work. We would aim to hold this event at a suitable venue.



At this point, The California Capital Arts Foundation will use its connections with the media and arrange for the winning and runner up PSA to be shown on one of the Sacramento morning TV shows and invite the kids onto the show.



Each Student will also receive a flash drive embossed with the LIFE! CAMERA! ACTION! Logo that will contain the PSA they worked on. This way, they will have, and be able to keep, the PSA they developed and have on ongoing sense of pride.

## PROGRAM SNAPSHOT

Whilst this program is best facilitated through the PAL organization, it could also be structured as a city wide program inviting kids aged 12-17 from across the Rancho Cordova community to take part. We feel each 8 week program could handle 30 students per course. This could be on one evening per week or on a Saturday.

The syllabus is structured as an 8/9 week course, two hours per week.

This program could be a twice yearly program with each program being slightly different as the last. For example, one program could develop PSA's whilst the other is a program "A Day in the Life" where students develop a short 60 second film about something, or someone, or even a person in their community, that is important or interesting to them.



## THE GOALS, BENEFITS, AND VALUES OF LIFE! CAMERA! ACTION!

Teaches students teamwork – learning film is a great way for students to learn to work well with each other and as a team, as well as apply dedication to a project.

Bring awareness to social issues that are important to young people today – developing a PSA is a great way for students to learn about a subject as they research their PSA and spread that message to peers and adults.

Teaches students about different types of cameras, lenses, microphones, lighting equipment, and editing software – these skills are invaluable for any student wishing to follow a hobby or eventual career in film.

In today's social media age – teach students how to make their own impactful and meaningful presentations.

Teaches students to have their work examined by experts and receive and act on criticism.

Teaches students something new without prior knowledge and experience – how to think constructively about social issues that are important to them and articulate those issues to an audience.

Gets students interested in the arts – primarily through film which will, often lead to other areas of creativity.

Teaches students to see other points of view through each other's PSA's.

Teaches students to collaborate with each other – dividing tasks, and meeting deadlines as a team.

Teaches students how to set goals and what is required to achieve those goals.

## AT-RISK ARTS PROGRAM STATISTICS

How much does it cost to run an arts program? How does this compare to the running costs of detention/corrective programs for at-risk youth?

### ARTS PROGRAMS

AVERAGE YL COST  
OF AN ARTS PROGRAM

**\$160 THOUSAND**

AVERAGE COST PER  
STUDENT

**\$6.40/DAY**

### CORRECTIVE PROGRAMS

AVERAGE YL COST  
OF YOUTH  
INCARCERATION

**\$7 BILLION**

AVERAGE YL COST  
PER YOUTH IN  
A DETENTION CENTER

**\$20 THOUSAND**

AVERAGE COST PER  
YOUTH DETAINED

**\$125/DAY**

Data collected from "Young at Art," an Idaho Commission on the Arts program and Americans for the Arts.

## TEAM - DEVELOP, OVERSEE, AND INSTRUCT

**Charles Lago – Director, California Capital Film Office:** Will oversee the overall program, supervise film office staff, and develop the curriculum with his team at the same time liaising with PAL or city staff. Charles has vast knowledge and experience in the film industry. He is a talent manager managing several high profile and well-known actors as well as producing independent films with 6 fully produced and distributed films under his belt. Charles is also the Executive Director of the annual California Capital Documentary Film Festival an annual event in the Sacramento Region.

**Rafael Portillo – Editor and Cinematographer at California Capital Film Office:** Will be the lead instructor for the filming and editing portions of LIFE! CAMERA! ACTION! Rafael has worked on two feature films as a second unit camera operator, he edits footage for the California Capital Film Office, and has worked on three advertising contracts as an editor for the film office.

**Lesli Flores – Assistant Editor at California Capital Film Office:** Lesli will assist Rafael Portillo as per above.

**Jose Ruiz- Production Manager at California Capital Film Office:** Jose is a Production Manager on feature films, works closely with Charles Lago at the California Capital Film office and is the co-producer of the California Capital Documentary Film Festival. Jose will work closely with the students in the development of their PSA's guiding them through the pre-planning, producing and production process. Jose graduated college with a degree in Fine Arts.

**Bryce Nicastro – Graphics and Website Designer at California Capital Film Office:** Bryce graduated UCLA with a degree in music. Bryce will work with students to develop story boards, help students come up with graphic images for the PSA's, and help students with music selections for their films.



# CONTACT

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