

Anti-Social Behaviour 360 Video Brief



Contents

- **Community Partner**
- **Project Summary**
- **Objectives**
- **Target Audience**
- **Message, Feel & Style**
- **Deliverables**
- **Benchmarking**
- **Budget**
- **Timeline**
- **Meet The Team**

Community Partner

The Police Service of Northern Ireland is the official policing body for the region of Northern Ireland. Employing over nine thousand staff from police officers to civilian staff all working to “Prevent crime, detect offenders and protect the most vulnerable in our society.” (Our Strategy and Vision, 2022).

On the PSNI’s website they explain their purpose as a policing body “It is about creating real participation between the police and the community - a partnership in which policing reflects and responds to the community’s needs and in which the community plays an active part in delivering a solution” (PSNI Website, 2022) The PSNI strive to work effectively with both communities and businesses to provide the best service they can. Services such as PSNI, NIAS and NIFRS all use school and community engagement to educate young people on issues affecting them, an example of this is providing talks and presentations to young people.

Project Summary

For our project with the PSNI, we aim to create an immersive 360 video that focuses on community safety and anti-social behaviour among teenagers. The project will be intended for educational purposes, targeting secondary students within Northern Ireland. Using 360 videos as our main media output provides a more immersive experience for the students from a typical presentation style output that similar organisations and projects deliver which many students are familiar with. It will also offer a more insightful approach to what the project is aiming to achieve and will support a more memorable experience for the students.

The idea for our project is to put the students in the same anti-social scenario but from two different perspectives. One of these will be from the teenagers’ perspective where they will be placed within the situation and the other will be from a community member’s perspective, for example, an elderly individual listening to the anti-social behaviour from within their home. We think that using this method of two perspectives will provide students with the opportunity to discuss the different videos and share their opinions of them. An important message that we want to convey for these videos, is not to make the teenagers out to be criminals, but rather encourage them to think about how their actions or typical social behaviour can affect the community around them.

Project Objectives

With the rapid development in technology in education settings, the objective of this project is to provide the PSNI with the most interactive and engaging methods for education programmes. Currently when PSNI Community Officers engage with schools and youth groups, it usually takes shape as an informal presentation.

By using immersive technology to place the audience into the scenario they get an understanding on what is happening. An objective of this project is to help young people understand another's experience, in this case the experience of an elderly person fearing loud anti-social behaviour noises outside their home. By giving young people an experience of both perspectives in an immersive audio/visual way should spark an understanding and discussion.

The overall goal of this project is to give young people an appreciation of what other people may be going through as a result of their actions. To give PSNI Community Officers a dynamic, interactive tool for their education programmes. If successful, the project should immerse students and spark discussion about what they have been shown.

Target Audience

Students

The target audience for this project will be secondary school students from Northern Ireland aged between 11-18 years old. Many students within this age range will engage in social activities outside school.

Teaching Staff within Northern Ireland Secondary Schools

Education staff will also be part of our target audience to assure them that the project is easy to instruct and monitor. It also will be important to ensure to the staff that the project is safe for the student's physical and mental well-being. This is one of the reasons why we are including an instruction section in our information leaflet as it will help to guide the teaching staff on how to conduct the 360-video session.

Message, Feel & Style

The project's tone should be consistent with the PSNI's brand guidelines and uphold their professional standards. However the demographic that we are building the project for requires a different more informal interaction. We want the students to feel engaged and immersed in the videos so that they come away from the project having learnt something informative.

An important message that we want to deliver is not to make the teenagers within the 360 videos out to be criminals as we feel that this is not always an accurate representation of a social scenario.

What we are hoping to achieve however is for the teenagers to think about how their actions in social settings can affect the community around them. We want them to better understand the impact they can cause during typical social behaviour for individuals of their age range.

In terms of the style of the project, we are going to keep within the brand guidelines of the PSNI. We will use their brand to create a stylistic project that will be engaging for our demographic across all our media outputs.

Project Deliverables

- 1) - A branded 'All-In-One' presentation package:
 - Box Packaging
 - Google Cardboard headsets
 - QR code cards for video access
 - Information leaflets
- 2) - 360 Videos on anti-social behaviour
 - From the student perspective
 - From the vulnerable person perspective.

Benchmarking

To aid with the development of the project and its brief, we undertook a benchmarking process. During this we looked at other school presentation companies/courses within the UK. We compared what the presentation contained, how the presentation followed up on itself, how interactive it is for participants, what its first impressions are and who it is aimed at.

The competitors we benchmarked are:

Anti-Social Behaviour by Safe4Me
(<https://www.safe4me.co.uk/portfolio/asb/#tab-1597330104174-2>)

ClassVR
(<https://www.classvr.com/how-classvr-works/>)

LoveforLife
(<https://www.loveforlife.org.uk/>)

Round Midnight - Virtual Decisions
(https://www.roundmidnight.org.uk/virtual_decisions-vr-in-education/)

Leicestershire Fire & Rescue Service - VF4 360
(<https://leics-fire.gov.uk/your-safety/road-safety/vf4-360/>)

Ocean First Education
(<https://oceanfirsteducation.blue/360-VFTs-Lesson-Plans>)

Benchmarking

Category	Feature	Round Midnight - Virtual Decisions	Leicestershire Fire & Rescue - VF4 360	Ocean First Education	Current PSNI Method
Presentation	Worksheets	Yes	No	Yes	No
	Powerpoints	No	No	No	Yes
	Video	VR Video	Yes	Yes	No
	Structured Tasks	Yes Workshop	No - Only Video	Yes - Includes class sheets	No
	Immersive	VR Immersion	VR Immersion	VR Immersion	No
Follow Up	Additional Material	For teachers and parents	No	Yes	No
	Future Presentations	No	No	Yes	No
	Future proof	Yes	Yes	Yes	Limited
	Impact Tracking	Yes - Statistics	No	Yes	Yes
Interactivity	Discussion	In Task Prompt	Presenter Prompted	Teacher Prompted	Presenter Prompt
	Variable Paths	Individual choices	No	Yes	No
	Scenarios?	Yes	Yes	Yes	Verbal scenario
First Impression	Name	Company name different to presentation	Basic but informs audience	Provides insight to the topic	None
	Online Information	Yes - Facilitator info online	Yes, explains project	Yes - For participant and teachers	None
Audience	Demographic	11-18	17+	5-18+	11-18
	Sub Ages?	For full demographic	Useful for new drivers	Individual for each age range	Minimal Differences

Benchmarking

Category	Feature	Safe4Me	ClassVr	Love For Life	Current PSNI Method
Presentation	Worksheets	Yes	Yes	Yes	No
	Powerpoints	No	No	Yes	Yes
	Video	No	Yes	Yes	No
	Structured Tasks	Yes - Tasks	Yes	Yes	No
	Immersive	No	VR immersion	No	No
Follow Up	Additional Material	Yes Extended learning	Yes	Yes	No
	Future Presentations	No	On other topics	Story builds upon further presentations	No
	Future proof	Yes	Yes	Yes	Limited
	Impact Tracking	Yes	No	Yes - Feedback Forms	Yes
Interactivity	Discussion	In Task Prompt	Teacher/Class Prompt	Presenter Prompt	Presenter Prompt
	Variable Paths	Group Guided	Group Guided	Yes	No
	Scenarios?	Yes	Yes	Yes - Video Prompted	Verbal scenario
First Impression	Name	Easily Understood	Simple & Effective	Relates to their aims	None
	Online Information	Yes - Facilitator info online	Yes	Yes - for all involved	None
Audience	Demographic	KS2 - Primary	4-18+	6-18	11-18
	Sub Ages?	Easily adapted	Individual for each age range	Individual for each age range	Minimal Differences

Benchmark Review

The Virtual Decisions project for Round Midnight has VR scenario-based content for students which offers them to make their own choices and decisions and shows how their actions impact the outcome of the story. Having the ability to use VR for this project makes the overall experience more interesting and engaging for the students. This project also has teacher lead workshops which provide follow-up discussions that allow the students to voice their opinions and explore the issues raised within the video. They also provide statistics and reviews from students which display how useful they found the project which is a great way for teachers to see how valuable the experience is.

The Leicestershire Fire and Rescue project, VF4 360, is another project which is a similar example of something we wish to create as it uses 360 video. It is a road safety project that is aimed at helping new drivers become familiar with the road and certain situations that might occur when driving. However, the VF4 360 content is limited especially when it comes to worksheets, follow-up tasks and discussions for new drivers. The online information also only describes the project and doesn't provide additional information. So, while the 360 video is an interesting way to display their scenarios, the lack of additional material makes it less suitable for schools to use for their students.

While Ocean First Education may not be based in the UK, they are still a viable example of how VR can be used as a tool for learning. They offer a large range of VR content with specialised material which caters for the wide demographic of 5-18 years old. Moreover, they provide follow-up worksheets which students can complete as well as teacher/instructor materials which can assist them during a class discussion. There is also a high volume of online information on each topic for both students and teachers which is useful for any follow-up exercises or additional learning.

In addition, Safe4Me offers online information and structured tasks that cover a wide range of topics for students which help prompt class discussions on the current topic they are learning about. These discussions can be a great way for the participants to express their opinions and feelings openly and is a great example of good practice. The Safe4Me website also has an organised layout which displays each topic concisely, making it easier for teachers and students wanting information on topics to locate. There is however a lack of video-based content which, for this demographic, may be less engaging and not have a lasting impact on the participants.

Benchmark Review

ClassVR has video materials that provide structured lessons which help participants to visualise their topic in an engaging way. They have follow-up resources for students which are an important addition for continuing future discussions and engagement. On their website, they have provided positive reviews from teachers who have used the services which helps ClassVR track the usefulness of their content and provides new users with an insight into the value of the programmes. The age range for their content is also extremely useful for the teaching staff within schools as they would not be limited by the content that students can view.

Love for Life offer scenario-based content where students follow characters through a story and discover how their actions impact the overall narrative. They use videos and worksheets which instructors can use to interact with students and help prompt discussions. They show great creativity in how they present their content to different year groups. For example, they use the same characters for each presentation and expand their story as the students and content become more mature. Furthermore, the online information is great for class discussions and students who wish to research any follow-up information. However, the presentation style for the content could be argued as less engaging. This could be because the content is usually presented to many students at a time making the presentation feel more like a speech which typically wouldn't encourage participants within this demographic to listen or engage much.

Conclusion

In conclusion, to maximise engagement for our project, we will ensure that there is a wide variety of materials from videos, worksheets and additional information for students and teachers. Having materials such as worksheets give the students the opportunity to express their thoughts and opinions on the topics which would also be useful for feedback on the project. This feedback could then be displayed on the PSNI website to encourage other schools to show our project to their pupils if they haven't already.

Budget

Some sections of our project will require the client to purchase the physical deliverables for this project. For the project to be fulfilled the all-in-one box presentation requires some documentation, packaging and the branded Google Cardboards. The boxes are designed to hold 10 participant kits. We have provided some rough estimations on what it could cost to get each item required for the project.



200 Units
£5.95 P/U
£1,190

MediaPlant.
co.uk



250 Units
£0.23 P/U
£15.80

VistaPrint.
co.uk



200 Units
£1.64 P/U
£363.99

VistaPrint.
co.uk



20 Boxes
£3.11 P/U
£62.20

Boxmart.
co.uk

Time Frame

Week 3-5

(Mon 10th Oct - Sun 30th Oct)

Preparation for the pitch to our community partner, including a variety of design ideas and the creation of media outputs

Week 6

(Mon 31st Oct - Sun 6th Nov)

Pitch to our community partner for final ideas and decisions on the project

Week 7-11

(Mon 7th Nov - Sun 11th Dec)

Using the feedback from the pitch, the final designs and the production of the 360 videos will be created for the final submission of the project

Week 12

(Mon 12th Dec - Sun 18th Dec)

Submission of all media outputs for Social Enterprise. Upload the project online

Meet The Team



Laurence Adair

I am a final-year Interactive Media student at Ulster University. I have a keen interest in video production and editing. During my time at university, I have been able to expand my knowledge and experience in these through my placement. I am very excited about this project and I look forward to working with our team to create an engaging and valuable 360 video for all secondary schools within Northern Ireland.

Jack Hayes

As a final year student in Interactive Media, I have had the opportunity to work with emerging media platforms such as 360 and virtual reality. This has allowed me to gain valuable skills relating to this project. After doing my placement within the PSNI, I have gained experience in producing work to meet their standards and guidelines, along with developing my knowledge on the community partners.



The project is supervised by:

Claire Mulrone - Project Manager **Adrian Hickey - Creative Director**