

A person is riding a bicycle, captured in a side profile. The image is heavily overlaid with a semi-transparent teal color, which serves as a background for the text. The person's head is turned slightly towards the right. The bicycle's frame, handlebars, and front wheel are visible in the lower half of the image.

# **View Points**

**Production Log  
Laurence Adair**

**MED 526  
Interactivity for Social Enterprise**

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# Time Log

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Research	2 Hours
Benchmarking	4 hours 22 mins
Class Time	41 Hours 30 mins
Meetings	4 Hours
Project Brief	11 Hours 13 mins
Design Work	30 Hours 35 mins
Location Recce	2 Hours
Project Pitch	25 Hours 30 mins
Filming	7 Hours
Production Log	62 Hours
<b>Total Time</b>	<b>190 Hours 10 Mins</b>

# MED 526 – Interactivity for Social Enterprise

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## Module Overview

Module MED 526 has provided me with the opportunity to apply the skills and knowledge that I have learnt so far from both my time studying Interactive Media, as well as my placement year, and use them to give back to our society. It has allowed me to work as part of a team to create a community project, with ours being specifically made to help the younger members of our society become better versions of themselves. This module further allowed us to create a project that was critically and creatively informed to meet the requirements of the community partner so that as a team, we could produce the desired outcome.

## Module Aims

- An opportunity to work as a team.
- An opportunity to draw together knowledge and skills developed in previous modules and to apply these to a major project.
- Knowledge of Social Enterprise and how to apply interactive media ideas and concepts to this area.
- The ability to develop a sustained interactive production as part of a live brief.

# Project Specification

For our project, we worked with the Police Service of Northern Ireland (PSNI) to create a 360 video which focused on anti-social behaviour among teenagers. The aim of the project was to address the issues that anti-social behaviour can cause and how it can impact and affect the community members in our society. The project is targeted towards teenagers within secondary schools across Northern Ireland as part of an initiative to encourage them to think about how their actions can impact the community around them. This anti-social behaviour 360 video is the first within a new project that our community partner is creating. The intention of our video is to be a starting point for this project into creating more educational 360 videos that help to inform teenagers of how their actions can impact themselves and others around them. So, it is our job to create a project that not only maintains the professional standard of the PSNI but also allow provides the opportunity to be further developed to raise awareness on other issues that teenagers may come across.

## Skills Required

- 360 Video
- Excellent Project Management
- Premiere Pro
- Photoshop
- InDesign
- Social Media skills

## The Team – Why did we choose this project?

### Laurence Adair

During my placement year, I worked with a car dealership to help promote a competition business that they were running. My role was Digital and Social Media Executive where I produced video and graphic design content for their social media and website. Working at this job helped to develop my skills when working with a client as I had to produce work that matched the desires and standards of their company. Furthermore, I was also part of the National Youth Film Academy where I worked with a group of young filmmakers to create our own film. I went onto the programme as an editor but also ended up taking on other roles such as First Assistant Camera and Light Operator. Being on this programme allowed me to further develop my creative skills and also enhance my ability to work in a team. All the skills and knowledge I developed over my placement year informed my decision to work on this project as I have experience working with a client to produce work that meets their requirements and practical experience when working with a team and equipment to produce a high-quality video.



## Jack Hayes

Jack was a great asset to this project as he had worked with the PSNI during his placement year, so he was already familiar with their branding and the standard of work required when working on this project. He also worked with 360-video during his time on placement making his knowledge and prior experience valuable for this project. In addition to this, he also worked with our community partner during his placement meaning that he already had a good working relationship with him.



## Michael Walters - Community Partner

Michael is a police officer who works within the PSNI and he was our community partner for this project. He came up with the idea of an immersive 360 video about anti-social behaviour and has been in contact with other officers about the project to get as many people on board as possible.

## Adrian Hickey and Claire Mulrone

Adrian was our module lecturer and creative director, and Claire was our project manager. Both were a great help during the development of the project as they provided guidance, support and encouragement throughout all of our creative decision-making.

# Project Brief

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## Initial Meeting and Discussions

Once we had selected our project, we contacted our community partner and set up an online meeting so that we could discuss any initial ideas that we had for the project. During this meeting, our community partner talked about other services and how they have begun to use 360 video to educate young people. He specially mentioned the Leicestershire Fire and Rescue Service as they created a Virtual Reality (VR) project about road safety. He thought the idea of immersing young people in a scenario-based situation was creative and also an interesting way to educate them.

Our community partner then began to discuss his ideas and what he is hoping for the project to achieve. He discussed that he wanted to create a video that would be used for educational purposes which would encourage teenagers to think about how their actions can impact the people around i.e. the community. With regards to the content within the 360 video, he wanted the teenagers to be engaging in typical anti-social behaviour. However, he didn't want the teenagers to be seen as criminals or that they were necessarily doing something wrong, but rather that they could be more aware of the impact that they may be causing to the surrounding community. In addition, he also thought of using audio as a way to create more emotional impact for the video such as loud bangs, music and shattering glass.

During the meeting, we began to discuss the ways in which we could present the video. We talked that the video could be from the perspective of one of the teenagers I group engaging in anti-social behaviour. During this discussion, I then suggested that we could create two 360 videos, one from the perspective of the teenagers and another one from the perspective of a community member in their home while the anti-social behaviour takes place outside. Everyone present in the meeting really liked the idea as we thought it would be good to show the teenagers how their actions impact on the community members. We then discussed that we could split the class of students participating in the project in two, where one half would watch the teenager perspective 360 video and the other half watch the community member video. The idea was that each half of the group would only watch one of the 360 videos as we thought there would be more scope for discussion as each half would have their own perspective and opinion on the topic. The meeting was a great success and provided us with an opportunity to get a better understanding of the community partner's aims and goals for the project overall.

## Notes taken during our initial meeting with Michael - 06/10/22

### PSNI Discussion Notes - 06/10/22

#### VR Community Safety Project

- Leicestershire Fire and rescue for reference
- Secondary School Audiences
- Anti-social behaviour which are typically related to teenagers
- Think about how their actions affect other people
- Immersive Scenario that puts teenagers in anti social settings
- Think about alternatives to typical social behaviour for teenagers
- For education learning purposes

- Focus on audio, different sound effects e.g fireworks associated with anti-social behaviour

- Use ticking clocks as a method of comfort for an elderly person

- Possibly from the perspective of teenagers?

- Don't be afraid to be hard hitting

- Idea of having two videos from two perspectives to engage conversation with students



## Feedback from Initial Meeting

### Thought I'd share this with you



Claire Mulrone · Oct 7 · Notified 3 people

received this from Michael today..... congratulations....Happy Friday

Hi Claire,

I just wanted to drop you a line to thank you for that meeting on Tuesday. It was so incredibly encouraging to see the enthusiasm and creativity of the students as they really bought into this vision. I am genuinely excited about seeing the end result.

Feel free to pass my email address on to the guys along with my mobile number- 07920462727- in case they have any queries or want my take on anything further.

[michael.walters@psni.police.uk](mailto:michael.walters@psni.police.uk)

Thanks again,  
Michael

## Research and Benchmarking

Once we had our initial meeting with Michael, I began to conduct research on existing examples that used 360 video as an educational tool for young individuals. We wanted to find examples that used interactive elements that engaged the participants in discussion for the relevant subject matter. While we couldn't view any of the examples in our research as we didn't have access to them, we were able to look through their websites to find information on their projects. We wanted to know how interactive the projects were and if there were follow-up materials after the presentation. This included participant worksheets, project breakdowns for instructors, PowerPoints etc.

The benchmarking examples that I researched were:

- **Round Midnight - Virtual Decisions**
- **Leicestershire Fire and Rescue Service - VF4 360**
- **Oceans First Education**

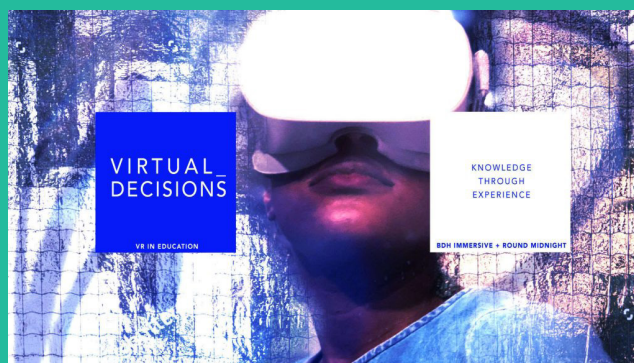
Once we conducted our research, Jack and I then created a benchmarking table which displayed the features and information that our examples had and split them into categories which we thought were relevant to the development of our project.

The **categories** included:

- **Presentation**
- **Follow Up**
- **Interactivity**
- **First Impression**
- **Audience**

### Round Midnight - Virtual Decisions

The Virtual Decisions project for Round Midnight was a VR scenario-based project in which students could make their own choices and decisions with their actions impacting the outcome of the story. The use of VR in this project makes the overall experience more interesting and engaging for the students. Virtual Decisions also had teacher lead workshops which provided follow-up discussions that allow the students to voice their opinions and explore the issues raised within the video. Furthermore, statistics and reviews from students were also provided which displayed how useful they found the project which was a great way for the teachers to see how valuable the experience was.



## Leicestershire Fire and Rescue – VF4 360

The Leicestershire Fire and Rescue project, VF4 360, was the example that Michael suggested for us to research during our initial meeting as it also used 360 video as a medium for education. It was a road safety project that was aimed at helping new drivers become familiar with the road and certain situations that might occur when driving. However, the VF4 360 content was limited especially when it came to worksheets, follow-up tasks and discussions for new drivers. In addition, the online information only described the project and didn't provide any additional information. So, while the 360 video is an interesting way to display their scenarios, the lack of additional material made it less suitable for students.



## Ocean First Education

Ocean First Education was not a UK-based example; however, I thought it would be interesting to see how parts of the world used interactivity to educate young people. They offered a large range of VR content with specialised material which catered for a wide demographic of 5-18 years old. They also provided follow-up worksheets for students to complete as well as teacher/instructor materials which could assist them during a class discussion. Moreover, there was a high volume of online information on each topic for both students and teachers which would be useful for any follow-up exercises or additional learning.



# Benchmarking Table

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

## Inspiration

After our research, Jack and I then started to think about how our project would be presented to the pupils and teaching staff in the secondary schools. During one of our classes, Adrian showed us how they taught the medium of 360 video to students at Ulster University. He presented a box to us which contained all the learning materials for a class called 'Immersion in Media'. This box included a cardboard VR headset with a cover over it to protect the headset. There was also a leaflet inside the box which contained information about 360 video including what it was, its uses, lesson preparation and health and safety measures when using it. On the back of the leaflet, there was also a worksheet which students could fill in after the class. The worksheet went over what the students learnt during the lesson and what they thought of their experience using 360 video. In addition, there were also QR code cards in the box which contained the 360 videos that were used during the class.

After reviewing the layout and contents of this box, we thought that it would be a great way for us to display the project. We thought that this would be an easy and compact way to distribute the project and all the relevant materials to the schools.



# Writing the Brief

Once we had a better idea of what we wanted to create, Jack and I started to develop the brief which was to showcase our aims and objectives for the project. We split the brief evenly into different sections to balance the workload between us. There were sections which we worked on together such as the budget, the layout of the benchmarking table and the presentation of the overall brief document. The sections that I worked on were:

**Brief Breakdown**

- 1. Describe Community Partner - JH Jack ✓
- 2. Summarize the Project - LA Laurence ✓
- 3. Explain Objective - JH Jack ✓
- 4. Target Audience - LA Laurence ✓
- 5. Outline Deliverables - JH Jack ✓
- 6. Benchmarking - JH Jack LA Laurence
- 7. Tone/Message/Style - LA Laurence ✓
- 8. Timing - LA Laurence ✓
- 9. Budget - JH Jack LA Laurence
- 10. Team Members - JH Jack
- 11. Presentation - JH Jack LA Laurence

The sections that I worked on were:

- **The Project Summary**
- **Target Audience**
- **Message/Feel/Style**
- **Time Frame**

The following sections were taken straight from our Project Brief.

## 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.

# 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.

## 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 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 6**

#### **(Mon 31st Oct - Sun 6th Nov)**

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

### **Week 12**

#### **(Mon 12th Dec - Sun 18th Dec)**

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

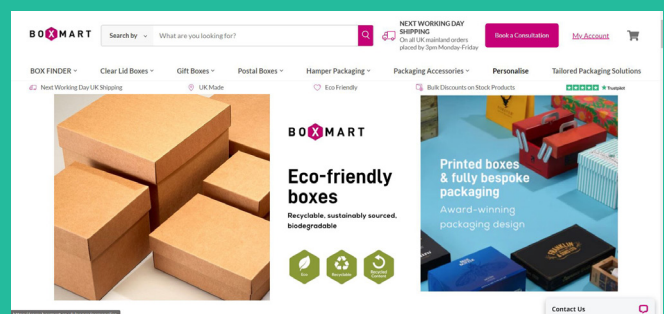
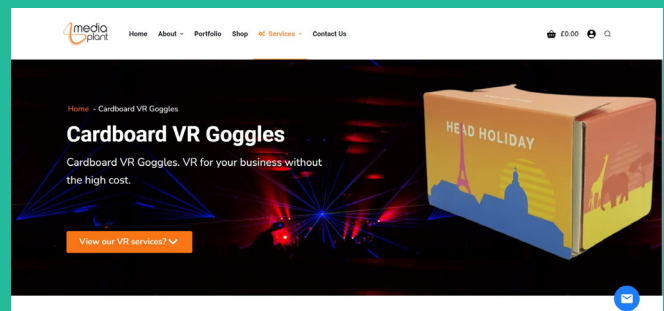
# Sections Completed Together

## Budget

While we didn't have to pay for any of the budget for our project, it was still important to outline to our community partner what expenses would need to be paid in order for the project to be used in schools. Therefore, the aspects that would cost money for this project would be the box and all the materials used within it. This included the cardboard headsets, Instructor Leaflet, Participant Worksheet and QR code cards.

The 'Immersion in Media' box held a total of 10 flat-packed cardboard headsets, QR Code cards and information leaflets. So, Jack and I began to research where the PSNI could source these materials to customise and purchase within a relatively low-price range in order to keep the overall cost for the project down. Firstly, for the cardboard headsets, we initially looked into Google Cardboards, however, we discovered that Google discontinued them and therefore they were no longer available to purchase. So, we continued searching until we came across a website called Media Plant which we thought was a viable option as they were relatively low-cost per unit and had customisation capabilities. Next, we looked into printing options for the QR code cards and the leaflets and upon further investigation chose Vista Print which is a popular and reliable printing service. It also had great prices which allowed us to keep the budget down. With regards to the box, Jack and I struggled to find an option that met the dimensions that we needed to hold our materials. We brought this issue to Adrian who then gave us the website that was used to purchase the boxes for 'Immersion in Media' which was called BoxMart.

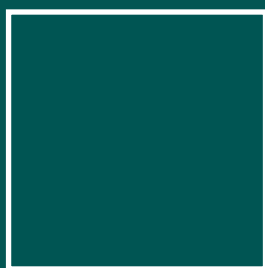
All these purchase options were put into the project brief for recommendations for the PSNI if they struggled to find other options. However, we were aware that as it was the PSNI who would be purchasing the materials, they might have preferred to use their own supply and printing services.





## Presentation

When it came to the presentation of the project, we wanted to be consistent and keep in line with the PSNI branding by adhering to their brand guidelines. So, throughout all our designs we used their two primary colours which were Police Green and Dynamic Green. We also used their font which was Gotham Book and Gotham Bold. Gotham Book is primarily used in the body text while Gotham Bold is used for titles.



<b>C</b>	90	<b>R</b>	15
<b>M</b>	25	<b>G</b>	60
<b>Y</b>	50	<b>B</b>	55
<b>K</b>	50		



<b>C</b>	70	<b>R</b>	30
<b>M</b>	0	<b>G</b>	150
<b>Y</b>	50	<b>B</b>	100
<b>K</b>	0		

**Gotham**  
Book

ABCDEFGHIJKLMNOPQRSTUVWXYZ  
abcdefghijklmnopqrstuvwxyz

**Gotham**  
Bold

**ABCDEFGHIJKLMNOPQRSTUVWXYZ**  
**abcdefghijklmnopqrstuvwxyz**

# Final Project Brief



## 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/](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
Follow Up	Structured Tasks	Yes Workshop	No - Only Video	Yes - includes class sheets	No
	Immersive	VR Immersion	VR Immersion	VR Immersion	No
	Additional Material	For teachers and parents	No	Yes	No
Interactivity	Future Presentations	No	No	Yes	No
	Future proof	Yes	Yes	Yes	Limited
	Impact Tracking	Yes - Statistics	No	Yes	Yes
First Impression	Discussion	In Task Prompt	Presenter Prompted	Teacher Prompted	Presenter Prompt
	Variable Paths	Individual choices	No	Yes	No
	Scenarios?	Yes	Yes	Yes	Verbal scenario
Audience	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

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**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**

# Feedback from Project Brief








Re: OFFICIAL [PUBLIC]: RE: PSNI 360 Project Brief

Dear Michael,

Here is our project brief for the PSNI 360 Video project

Let us know what you think and if you want any changes

Kind Regards,  
Laurence and Jack

 MICHAEL.WALTERS@psni.police.uk       Thu 20/10/2022 16:41

To: Laurence Adair; Jack Hayes

This e-mail has been marked OFFICIAL [PUBLIC];








Hi guys,

This looks great! I'll have a more thorough read over it tonight but at first pass it looks superb.

Could one of you give me a ring in the next day or so if possible? Just a couple of logistical things I want to confirm. 07920462727.

Thanks,

Michael

 Laurence Adair       Fri 21/10/2022 14:23

To: MICHAEL.WALTERS@psni.police.uk  
Cc: Mulrone, Claire; Jack Hayes




Hi Michael,









Glad to know that you are like what we have so far!

With regard to the call, what sort of time would you be free today to have a chat?

Kind Regards,  
Laurence

...

 Reply  Reply all  Forward

 MICHAEL.WALTERS@psni.police.uk        Sat 22/10/2022 07:01

To: Laurence Adair; Jack Hayes  
Cc: Mulrone, Claire

This e-mail has been marked OFFICIAL [PUBLIC];

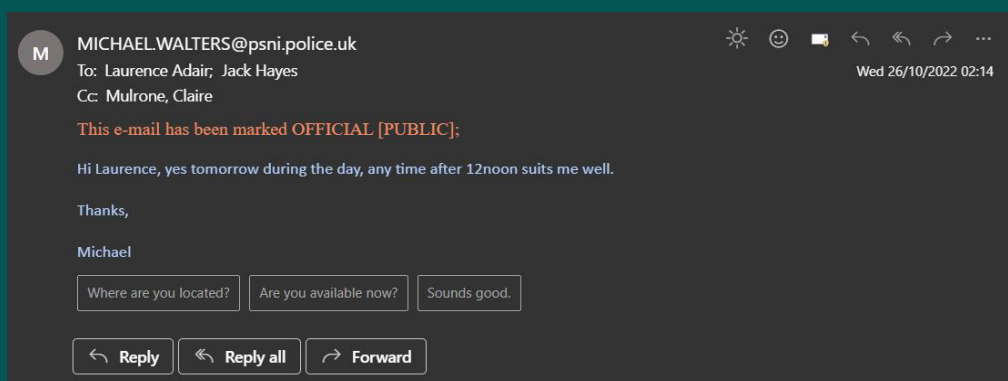
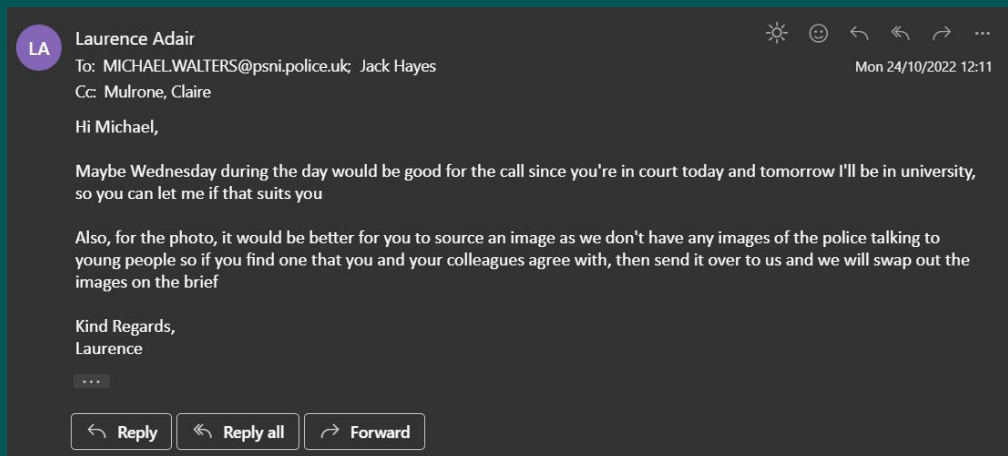
Hi Laurence,

Sorry was off yesterday. Generally any time of any day suits, whenever works for you. I'm in court on Monday so may not be able to answer, but whenever works for you give me a bell and if I can't answer I'll ring you back. I do night shift 2 days out of 8 but my shifts next week have changed so I won't be nocturnal again until the week after next.

I've passed the brief to my Inspector and a colleague who'll be coming on board with this too and they both said the same thing- it looks great and reads really well. The only slight change is the image on the front cover, maybe something with police speaking to young folk would have a tone more in keeping with not wanting to criminalise kids but to make them think twice about their actions. Do you want me to source an image for you or are you happy to find one yourself?

Thanks,

Michael



Once the brief was signed off by Adrian and Claire, Jack and I then sent the project brief over to Michael for him to review. This meant that he could see how the project was developing in its early stages as well as provide any feedback for areas which he liked and other areas where there may need to be changes or adjustments.

However, Michael was very impressed with the brief and said that “it looks great and reads really well”. The only changes that he suggested making were to change the image used on the front cover to one that was more in tone with the project. We asked if Michael could source a more suitable image as Jack and I didn’t have access to any original material.

In addition, Michael also wanted to have a call with either Jack or myself in order to go over the logistics for the video. So, I arranged to have a call with him on 26/10/22.

## Call with Michael - 26/10/22

During the call, Michael and I went over areas such as location, actors, storyboarding and possible case studies of individuals who had been victims of anti-social behaviour in their community.

### Location

There were a few locations that would've been ideal for our 360 video for both the teenager perspective video and the community member home video.

However, due to circumstances, there were locations (mainly for the interior 360 video) that became unavailable during the time that we would be shooting our video for example the house at the Ballykinlar police station had experienced flooding and was therefore no longer available to use. However, there were still other locations that we could use for the interior video such as the Garnerville police station and the Steeple training grounds in Antrim.

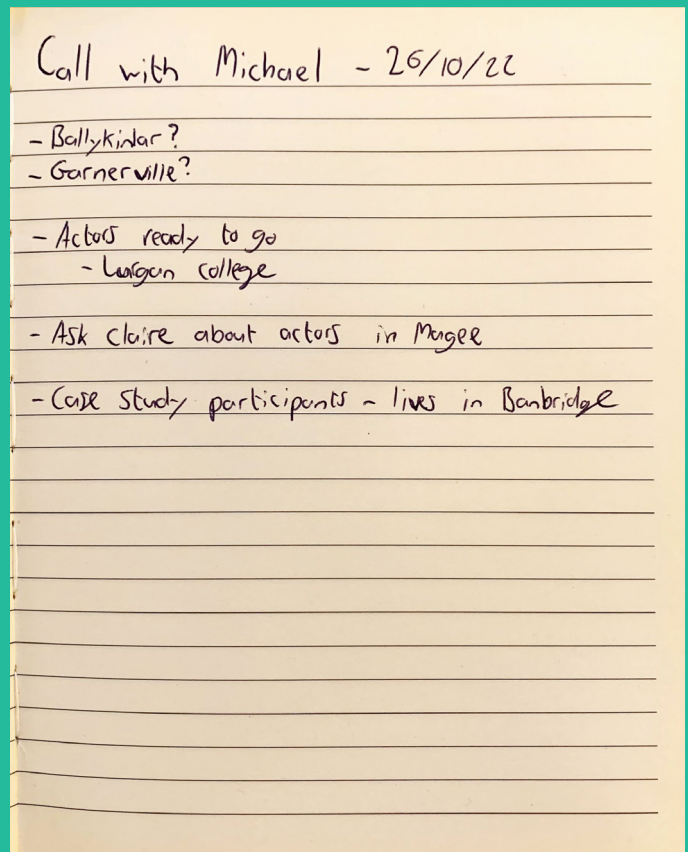
For the exterior video (the teenager perspective video), all options were still available however we just needed confirmation on whether we would be able to use them for our project.

### Actors

With regard to the actors for our 360 videos, we needed a group of teenagers for the exterior video and an older actor to portray the role of our community member. Michael told me that he was already made contact with Lurgan College to get young actors for our project which was great news. For the older actor, we discussed some options. I said to Michael that the Magee Campus at Ulster University was the main campus for the Arts courses including Drama. I thought that one of the lecturers on that course may know of actors who would be willing to participate in our video. So, I told Michael that I would ask Claire in our next meeting if she knew anyone from the Drama course who would be able to help us out.

### Storyboarding

Michael and I also discussed how we were going to storyboard the videos. During this discussion, I made Michael aware that 360 video storyboarding was slightly different to standard linear storyboarding for regular video. However, he suggested to me that he and his colleagues could do the storyboarding as they would have a better idea of how they thought the video would look so that Jack and I would have a good reference point during the actual shoot.





## Case Reports/Studies

One of the aspects that we thought would be useful for our research during our project was to talk to someone who had previously had a negative experience with anti-social behaviour and how it impacted them. Michael told me that he was in contact with a co-worker who said that there was an individual in Banbridge who was willing to talk with us and share their experience. So, I told Michael that I would relay this information back to everyone on the team during our next meeting.

## Class Meeting with Adrian and Claire – 27/10/22

In this meeting, I went through my notes from the call that I had with Michael the day before.

### Location

As it was Week 5, Adrian and Claire were starting to worry that Jack and I wouldn't have enough time to shoot both of our videos, so we needed to get confirmation from Michael as to which locations we would be allowed to film in.

### Actors

During the meeting, I mentioned to Claire about possibly contacting someone from the Magee campus who may know of an older actor we could use for our community member role. During this discussion, Jack mentioned that the Garnerville police station runs operational scenario-based training that already has a team of actors which we may be able to use for our video. Jack mentioned a man named Stuart Wilkie who oversees the media production at Garnerville and has also worked with Ulster University before. So, he suggested that we could ask Michael to contact Stuart to see if he could help us find someone to act as our community member.

### Storyboarding

When I talked about Michael's idea of him and his colleagues doing the storyboards for our videos, Adrian and Claire both thought that given the fact that MED 526 was a 40-credit module, it would be more suitable for Jack and I to produce the storyboards in order for us to have more assessable material. However, we still wanted Michael to have his input during the storyboarding phase, so we asked him in a follow-up email to provide a list of essential aspects, themes or topic points that he wanted to have for the videos.

## Case Reports/Studies

In addition, I also mentioned in the meeting about the individual from Banbridge who was willing to talk about their experience with anti-social behaviour. However, given the time frame we had left, Adrian and Claire thought Jack and I should focus more on the development of the project rather than to take time out to speak with the individual from Banbridge. However, in the follow up email we asked Michael if he could allow us to view old police reports on anti-social behaviour to have some more additional background information.

# Email sent to Michael after meeting with Adrian and Claire - 27/10/22

## OFFICIAL [PUBLIC]: RE: PSNI Community 360 Project

Hi Michael,

Hope you're keeping well! We're currently in class and we were discussing the next stages of the project for the next few weeks

### Actors

Jack was talking about how Garnerville run its operational scenario training, they have a team of actors of various age groups who work with the PSNI trainers. Stuart Wilkie is a trainer who is in charge of the media production at Garnerville and is also involved in Ulster University, so we think he would be good to contact in regard to an older actor for the community member role.

### Location

At the stage we're at, we would need to know which location we will be using so that we can have an idea of the visuals and would also help with the storyboarding

### Storyboarding

I know on our call yesterday we discussed the idea of you and your colleagues doing the storyboarding, however as this module is worth 40 credits, it would be necessary for Jack and I to do that as it will allow us to show our creativity and help us gain as many marks for our module. However, what you could do for us is provide a list of essential aspects, themes or topic points that you want the videos to have. This means that we will have a better idea of the story and the overall feel of the project. For example, specific scenarios or actions that you want the video to include etc.

### Cases

Would it be possible if we could view some old police reports or statements of similar scenarios as this would give us additional background information on our topic of anti-social behaviour and help inform the story?

Just as a reference for the project timeline, the submission date for the project is the 16<sup>th</sup> December

(Also, when replying to this email could you reply to all so that Adrian and Claire are included as well)

Kind Regards,  
Laurence and Jack



MICHAEL.WALTERS@psni.police.uk

To: Laurence Adair; Jack Hayes

Cc: Hickey, Adrian; Mulrone, Claire; ROSS.THOMPSON2@psni.police.uk



Sun 30/10/2022 14:10

This e-mail has been marked OFFICIAL [PUBLIC];

Hi Laurence & Jack,

Thanks for the below. That's a great shout re the role actors in Garnerville. I know Stuart Wilkie so I will give him a shout tomorrow and see if he can assist there.

Location- Unfortunately, there's been another curve ball since our conversation the other day- as well as closing the 'house' at Ballykinlar, they've now done the same at Garnerville! Apparently the only kitted out property that we have on the police estate now is at Steeple in Antrim. That's confirmed in terms of the go ahead to use it, I'm just waiting on a list of available dates that I can then send you. We can also arrange a site visit in advance if it would be useful?

The storyboarding issue makes sense. I'll get a hit list of mini scenarios/actions and send them your way.

For the cases and meeting the ASB victim, I've CC'd in my colleague Ross Thompson who works in Banbridge. As per our chat the other day, he has a couple of victims, one of whom is at quite an extreme end of the ASB spectrum, having had property set on fire. He will liaise with you direct and arrange a time that suits you both to come and meet with that gentleman.

Thanks,

Michael

# Pitch Development

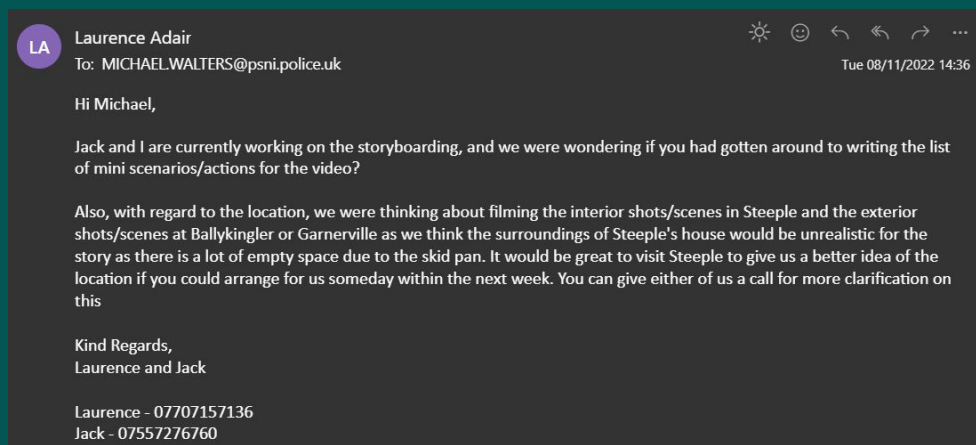
## Location Discussion

As Jack had carried his placement year with the PSNI, he had a good idea of the locations, however, as we had not carried out a location recce yet, I was still unaware of what they looked like. So, Jack showed me the locations using Google Maps which provided a bird's eye view of the locations. Initially, we planned to do both the interior and exterior videos in one location. However, upon reviewing the locations with Jack, I thought that the Steeple training grounds, in particular, would not be ideal for the exterior video as the training house that we would be using was at the back of a skid pan which was essentially a large open space for driver training. This meant that if we were to do the exterior video outside the Steeple house, it would look unrealistic as a general housing estate in a community. Jack and I then came up with the idea of possibly shooting the interior and exterior videos in two different locations. We thought that we could film the interior video at Steeple and the exterior at Garnerville. From a creative and storytelling perspective, this was a viable option as you wouldn't be able to tell that the videos were shot in different locations. So, we asked Michael via email if this was something we could do.



Skid Pan

Steeple Training House



## Different Ideas for the Videos

There were different versions of how Jack and I thought we could do each 360 video. For example, an early idea for the community member video was to have the 360 camera mounted on the head of our older actor so that the participant watching the video would feel like the community member. However, we thought that this wouldn't be a good idea as the participant wouldn't be able to see the reaction and expression on the community member's face and therefore the video wouldn't have as much emotional impact. In addition, Michael had said in our initial meeting with him on 06/10/22, that he wanted typical anti-social behaviour used in the videos. This included loud music and noises, people shouting, glass shattering or scraping against the ground, firecrackers, footballs being kicked against a building etc. So, we wanted to incorporate these typical actions into our videos to make them more authentic. However, in terms of how the actual videos would be shot, we came up with 4 different versions.

For the teenager video we thought of doing:

- 1. POV of one of the teenagers within the group (360 camera mounted on the actor's head)**
- 2. 360 shot of all the teenagers within the group (360 mounted on a tripod and placed in the middle of the teenagers)**

For option 1, we thought that this would make the viewer feel more immersed in the video as they would be one of the teenagers within the group. In addition, we also thought that option 2 would give the viewer a more observatory role as they watch the events of the video unfold.

Then for the community member video, we thought of doing:

- 1. POV of a relative within the community member's home (360 camera mounted to the actor playing the relative)**
- 2. 360 shot of the whole living room within the community member's home (360 camera mounted on a tripod and placed in the middle of the living room floor)**

We thought that option 1 for the community member video would place the viewer in an interesting perspective as they would be seeing the community member's reaction through a relative's perspective. We had two relatives in mind whom we thought would provide a more emotional impact. One of these would be through the eyes of a partner, for example, a husband or a wife having the emotional impact of them seeing their loved one distressed. The other was for the video to be through the eyes of a grandchild of the community member. We really liked this idea as we thought that the teenagers watching the video might be able to relate and empathise with the video more as they would think of their grandparents would feel in that type of situation.

As there were 4 versions which we were going to storyboard, we split them and did 2 storyboards each.

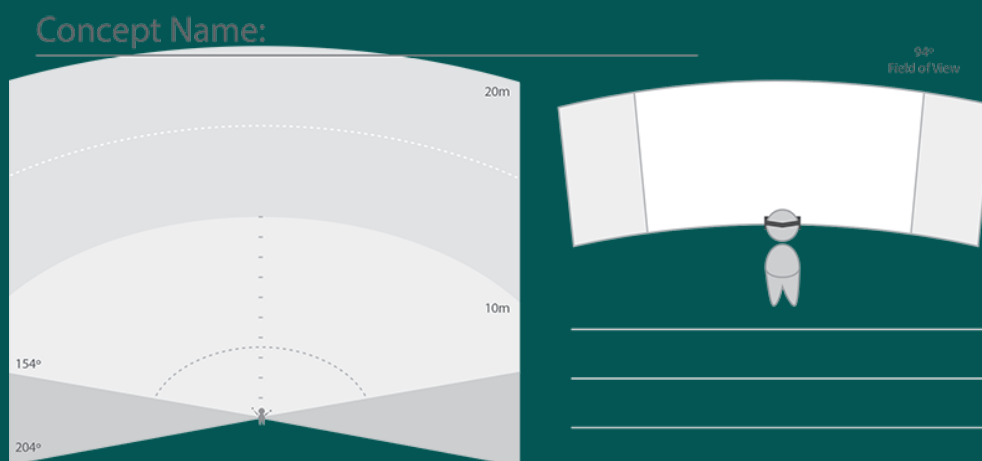
**The storyboards that I did were:**

- **The POV of one of the teenagers in the group of teenagers**
- **The POV of a relative within the community member's home**

# Initial Storyboards

Once Michael and his colleagues were satisfied with the project brief, Jack and I started to work on the materials needed for the pitch. We began with storyboarding and searched for 360 video storyboard templates. We found one which we thought would best display the scene and surroundings for Michael and his team to understand the 360 aspect of the videos. So, I started to draw my initial storyboards out using the templates. While these storyboards were very basic, they still provided a good outline of how I thought the versions that I was storyboarding would play out. As the two 360 videos that we would be making were linked in terms of story, Jack and I came up with the idea of using the storyboards to show the events of the videos back-to-back. For example, if a bottle smashed in the teenager video, then the community member video would show the reaction from the community member to the noise of glass shattering. Using our templates, we thought of using the top half of the storyboards for the teenager video and the bottom half of the storyboards for the community member video. This meant that Michael and his colleagues could visually see how the events of one video impacts the other.

These storyboards were used to show the environment of the 360 video to give Michael and his colleagues a better idea of the surroundings and the people involved in the story.



Scene:	Scene:	Scene:
Scene:	Scene:	Scene:

Create your own at Storyboard That

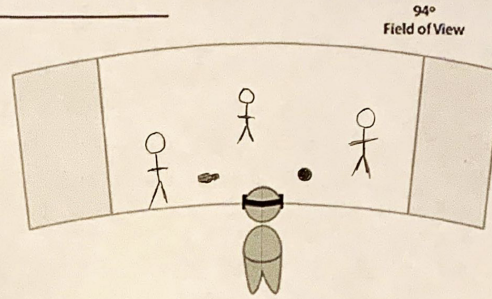
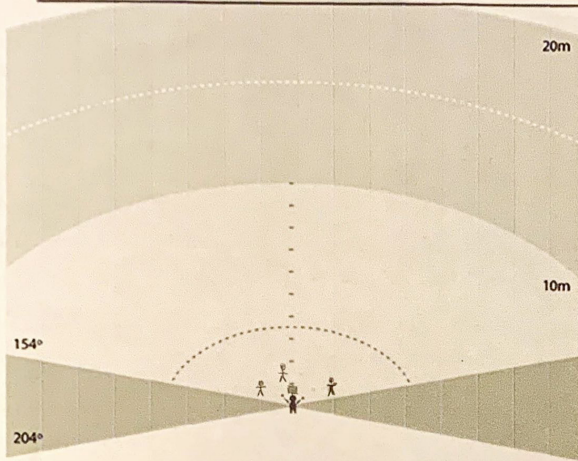
## **POV Teenager Video**

For the teenager POV video, I started it with the POV teenager walking towards their group of friends who were playing music through a speaker. They then approach the group and all the teenagers begin to chat. As they continue to talk to each other, they start to become louder and increase the volume of the music. Then one of the teenagers in the group notices a glass bottle on the ground and starts to kick it. They begin to pass it to one of their friends and eventually the teenager picks up the glass bottle and throws it causing the glass to shatter on the ground. After this, the teenagers cheer and shout, making more noise. One of the teenagers has a football with them and starts to play with it and kicks it up against a wall a few times before passing it to other people in the group. This happens for a while and then the video ends.

## **POV of the Relative in the Community Member's Home**

For the POV of the relative in the community member's home, the same events from the teenager video happen, however this time it occurs outside the house. The POV of the relative in the community member's home starts with the community member and their relative sitting in the living room of their house. The relative then gets up to make a cup of tea in the kitchen and when they come back, the community member is out of their seat as they start to hear noises outside their house. The community member approaches the window and begins to look outside to see where the noise is coming from. They begin to get worried as they hear glass being kicked and scraped along the ground. They start pacing around the room as they get upset because they feel unsafe in their home. Suddenly, they hear glass shatter and sit down in their chair in shock and fear. They then approach the window again as they hear a different noise, this time a football being kicked against a wall outside their home. This noise further enhances their fear as they are uncertain about their safety, and this is where the video will end.

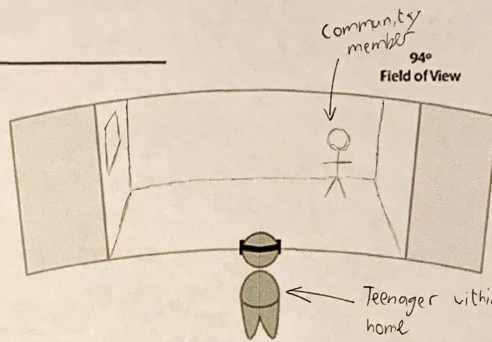
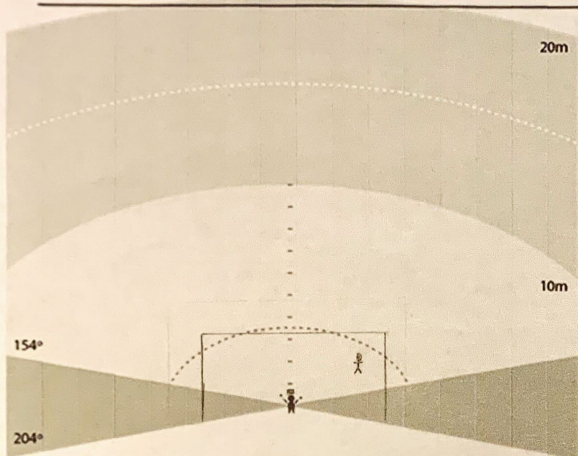
Concept Name:



This video will be from the perspective of one of the teenagers

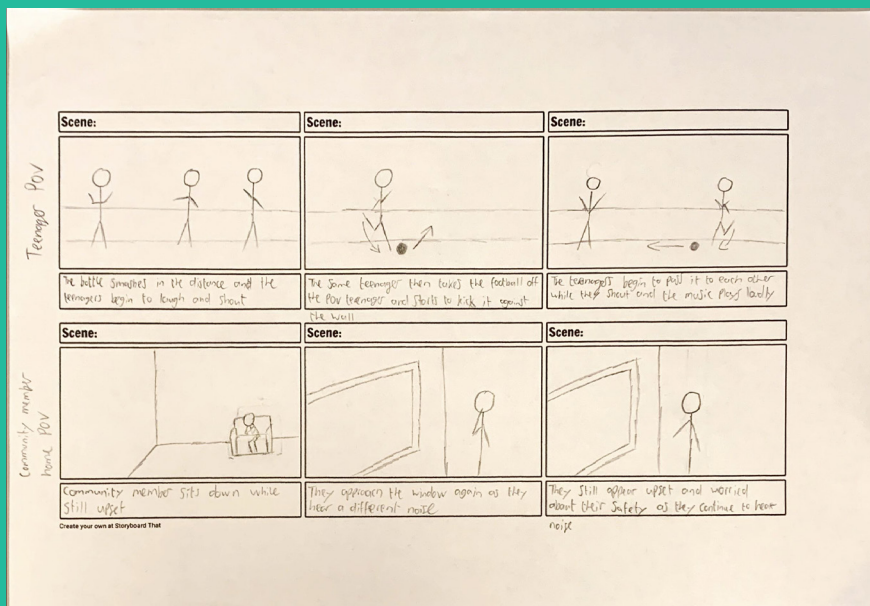
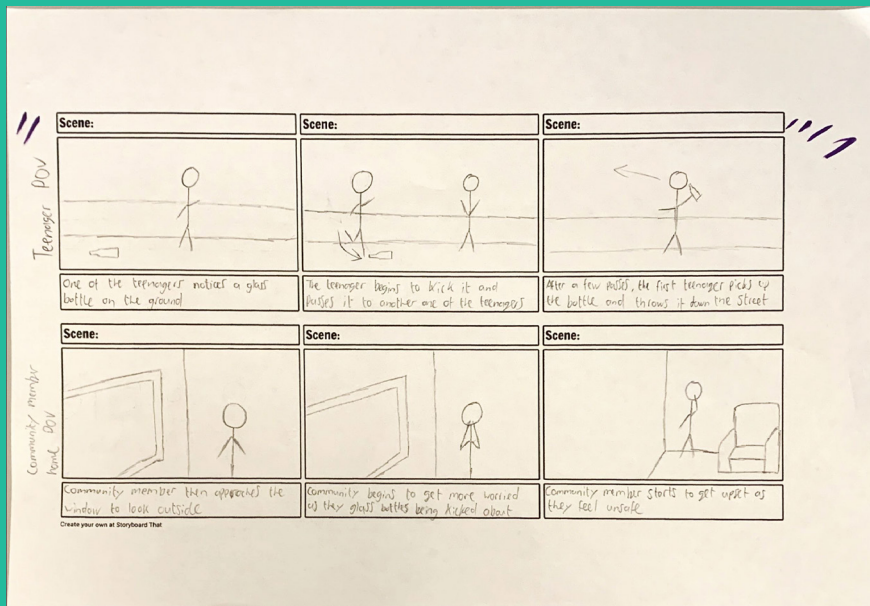
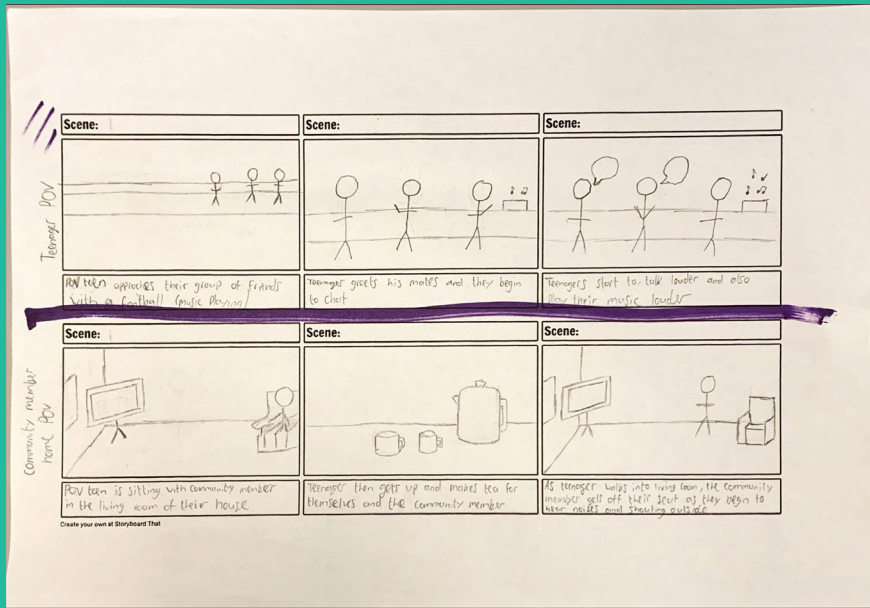
### POV of Teenager Video Environment

Concept Name:



This video will be from a teenagers perspective within the Community members home

### POV of the Relative in the Community Member's Home





## Instructor Manual

Once I had completed my storyboards, I then went on to create the instructor manual for our project. This would inform the instructor/teacher of the objectives for the class and the preparation needed when carrying out the class. The learning objectives would allow the instructor/teacher to have a better idea of how to conduct the class in order to achieve the desired outcomes for the project. The lesson preparation contained information on the project such as questions to ask the students before they watched the 360 videos. There were also instructions on how the QR codes should be used for the class i.e. dividing the class into two groups where one group would have one QR code and the other half of the class would get the remaining QR code. In addition, I also made wrote a health and safety section in the manual which was part of the lesson preparation. This informed the instructor/teacher of all the environmental safety measures that would need to be carried out before the students remained safe when watching the 360 videos. Furthermore, I wrote a section on the technology that would be needed during the class including the internet, a mobile phone and a pair of headphones. Finally, I wrote a directional cue for the instructor/teacher which instructed them to inform the students to remove their cardboard headsets after they had finished viewing the video.



## Learning Objectives

- To create discussion with participants on anti-social behaviour among teenagers
- To encourage participants to consider how their social actions/behaviour affect their community and its members

## Lesson Preparation

### Discuss the following questions

- What social activities do you do at the weekend?
- What is anti-social behaviour?

### QR Codes

Before the participants begin the immersive experience, divide them into two groups as evenly as possible. Within the presentation box, there are 2 QR code cards each with a different colour, with one being lighter than the other. Give one of the groups the light card and the other group the dark card.



Group 1



Group 2

### Environment Health and Safety

- Ensure all seats, bags and any other belongings are safely placed out of the way
- It is recommended that a clear open space is used e.g. assembly hall, during the presentation
- Ensure that all participants are safely and evenly spaced apart from each other

### Technology

The participants must have the following requirement in order to view the 360-video experience:



INTERNET

The videos are online, so an internet connection will be required



MOBILE PHONE

A mobile must be placed within the Google Cardboard to view the 360-video



HEADPHONES

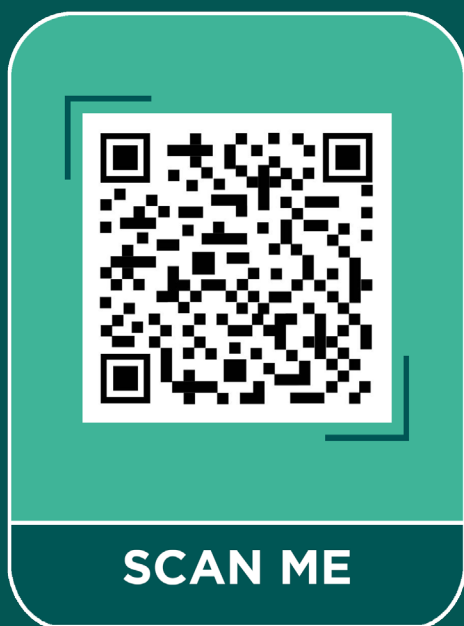
For the best immersive experience, headphones will be required

### Direct Cues

Before the presentation begins, instruct the participants to remove their headsets once the 360-video is complete

## QR Code Cards

I designed the QR code cards that were going to be used to access the 360 videos online. There needed to be two cards for our project, one for the teenager video and the other for the community member video. So, I used the Police Green and the Dynamic Green colours to differentiate the two videos so that looked different but still kept in line with the PSNI brand guidelines. The QR codes on my designs were just placeholders to show Michael and his colleagues where the code would sit on the design and how the cards would look if they were to be printed.






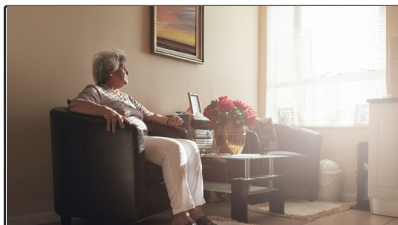


## Meeting with Adrian and Claire - 10/11/22

During this meeting with Adrian and Claire, I showed them what I had produced so far. This included my initial storyboards, QR code cards and the instructor manual. With regards to my initial storyboards, Adrian really liked the idea of having both videos side-by-side in the storyboards and thought it was a creative way of displaying how the events of the stories relate to each other. However, said that there might be a clearer way of showing this in the storyboards as from a first glance perspective, it wouldn't be very obvious. He also thought that I could make them more professional by making a digital version of them. So, he suggested to use stock images for the storyboard frames to show how a scene plays out. In this digital version he also suggested to use colours to show the separation of the two videos in the storyboards. This feedback was very useful and so I make a note to create new digital versions of my initial storyboards. In addition, I also showed them instructor manual and they thought it was presented professionally and read clearly. While we were going over the manual, the initial version that I showed them was an InDesign document and the original title was "PSNI 360 Project". I mentioned to Adrian that Jack and I were struggling to come up with a name for the project. It was during this discussion where Adrian came up with the name 'Viewpoints' which we all thought was an excellent name that was easy to remember and clearly defined what the project was about. So 'Viewpoints' became the name for our project. Finally, they also thought the QR code cards were great and the use of the different colours for each card was smart and concise.

## Digital Storyboards




After the meeting with Adrian and Claire, I began to make my digital storyboards for the pitch. Using the suggestions and feedback from Adrian, I sourced placeholder images for each frame of my storyboards for both the teenager and community member videos. I reused the 360 video storyboard template as a guide from digital storyboards and imported it into an InDesign document. I also used the same layout as my initial hand drawn storyboards, by placing the teenager video on the top half of the page and the community member video on the bottom half. To differentiate the two videos, I used the Dynamic Green as the background for the teenager video and the Police Green for the background of the community member video. I thought these storyboards came out really well and were a lot clearer and more professional to be used for the pitch to Michael and his colleagues.

Teenager POV	<b>Scene: 1</b> 	<b>Scene: 2</b> 	<b>Scene: 3</b> 
	POV teen approaches their group of friends with a football (music in distance)	POV teenager greets his mates and they begin to chat	Teenagers start to talk louder and also begin to play music louder
Community Member Home POV	<b>Scene: 1</b> 	<b>Scene: 2</b> 	<b>Scene: 3</b> 
	POV teen is sitting down with the community member in the living room of their home	Teenager then gets up and makes tea for themselves and the community member	As the teenager walks into the living room, the community member gets off their seat as they begin to hear noises and shouting outside




Teenager POV

<b>Scene: 4</b>	<b>Scene: 5</b>	<b>Scene: 6</b>
		
One of the teenagers notice a glass bottle on the ground	The teenager begins to kick the glass bottle and passes it to another one of the teenagers	After a few passes, the first teenager picks up the bottle and throws it down the street

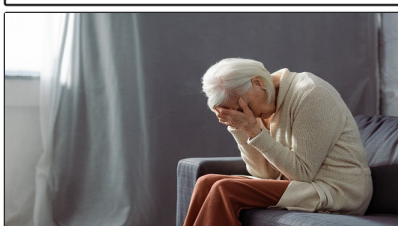
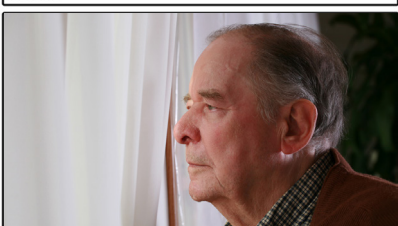
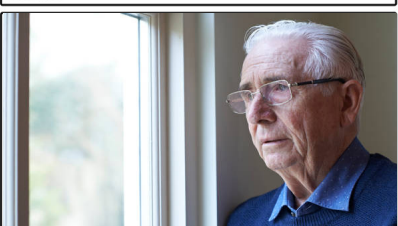
Community Member Home POV

<b>Scene: 4</b>	<b>Scene: 5</b>	<b>Scene: 6</b>
		
Community member then approaches the window to look outside	Community member begins to get worried as they hear glass being kicked around outside	Community member starts to get upset as they feel unsafe

Teenager POV

<b>Scene: 7</b>	<b>Scene: 8</b>	<b>Scene: 9</b>
		
The bottle smashes in the distance and the teenagers begin to laugh and shout	The same teenager then takes the football off the POV teenager and starts to kick it against the wall	The teenagers begin to pass the ball to each other while they shout and the music continues to play

Community Member Home POV

<b>Scene: 7</b>	<b>Scene: 8</b>	<b>Scene: 9</b>
		
Community member sits down while still upset	They approach the window again as they now hear a different noise	They still appear upset and worried about their safety as they continue to hear noise

# Participant Worksheet

I also created the participant worksheet which was a double-sided document that contained questions for the students after they had watched their 360 video on one side and the learning objectives, lesson preparation and health and safety measures and technology on the other. While we called this document a participant worksheet, we didn't want the students to write down their answers as we thought this would make the project feel more like work than a discussion. This is why I wrote "Discuss the questions with the class". We also felt that by having the students discuss their answers rather than write them that they may be more honest with their answers and feel comfortable with expressing their thoughts and opinions. The other side of the sheet has similar content to the instructor manual however we still thought it was important to include it on the participant worksheet as it would allow them to read over it themselves if needed. The main difference with participant worksheet contents and the instructor manual is the health and safety section on the participant worksheet. These health and safety measures apply more when the students are actually viewing the 360 video with the cardboard headset.

## Discussion Worksheet

### Discuss the questions with the class

- Q1.** Describe the video (What did you see? What happened? etc.)
- Q2.** How did the video make you think and feel?
- Q3.** For those who watched the video with the teenagers, do you see anything wrong with what the teenagers were doing?
- Q4.** For those who watched the video with the community member, what are your thoughts on the activity happening outside the house?
- Q5.** How do you think the teenagers should have acted while they were socialising?
- Q6.** If you were the community member, how would you have felt?
- Q7.** What did you think of the overall experience using 360-video?



## Learning Objectives

- To create discussion on anti-social behaviour among teenagers
- To encourage you to consider how your social actions/behaviour affect your community and its members

## Lesson Preparation

### Environment Health and Safety

- Ensure all seats, bags and any other belongings are safely placed out of the way

### Participant Health and Safety

- If you feel unwell or dizzy, remove the headset and inform your instructor
- Do not move your arms or legs when you have the headset on to avoid potential accidents

### Technology

To participate in the 360-video experience, you must have the following requirements:



#### INTERNET

The videos are online, so an internet connection will be required



#### MOBILE PHONE

A mobile must be placed within the Google Cardboard to view the 360-video



#### HEADPHONES

For the best immersive experience, headphones will be required

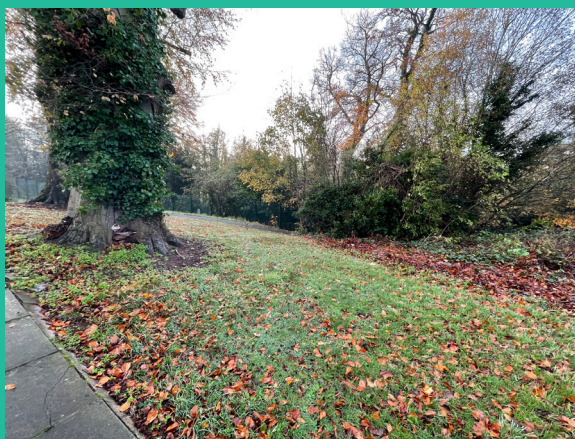
## Location Recce

On 15/11/22, Jack and I met up to work on the pitch and after we met, Jack got a phone call from Michael. During this call, Michael said that we would be able to film our videos in two separate locations and had arranged for us to go to Garnerville and Steeple on 17/11/22 for a location recce. 17th November was a day which we had class, we asked Adrian and Claire if we could visit the locations before making our way to class. They were happy that we were going able to do our recce and so agreed for Jack and I to go.

We arrived at Garnerville Police Station first and once we all got there, we started to look around for options that would be good for our teenager 360 video (exterior video). Upon our search, we came across 3 possibly locations to use. The first was on top of a hill on the police grounds which provided a view of the whole station. This location was partially covered by some tree and also had a metal fence behind it. We thought that this location might suit our video as there would've been enough space for our actors and the metal fence could be used to kick the football against for our video. However, as this location was at the top of a hill, it meant that the students watching the video would be able to see the station and therefore remove the authenticity and realism of our video. So, we moved on to the second location. This location was at a corner of building on the station grounds. It was small building which we thought, from certain angles, could simulate the corner of a house. There was again good space for the actors and room to kick the glass bottle around as well as a wall to kick the football against. So the second location was a good contender for our video. However, when we saw the third and final location, we agreed that this was the best option for our video. The area was quite secluded with small paths and large trees around which gave a real authentic look for an area in which someone would live. There was also a small building in the area which looked exactly like a small bungalow which we thought was most ideal to match the realism that we wanted to create for our video. So, we all agreed to use this area as the location for our exterior video.



**Location 2**



**Location 3**



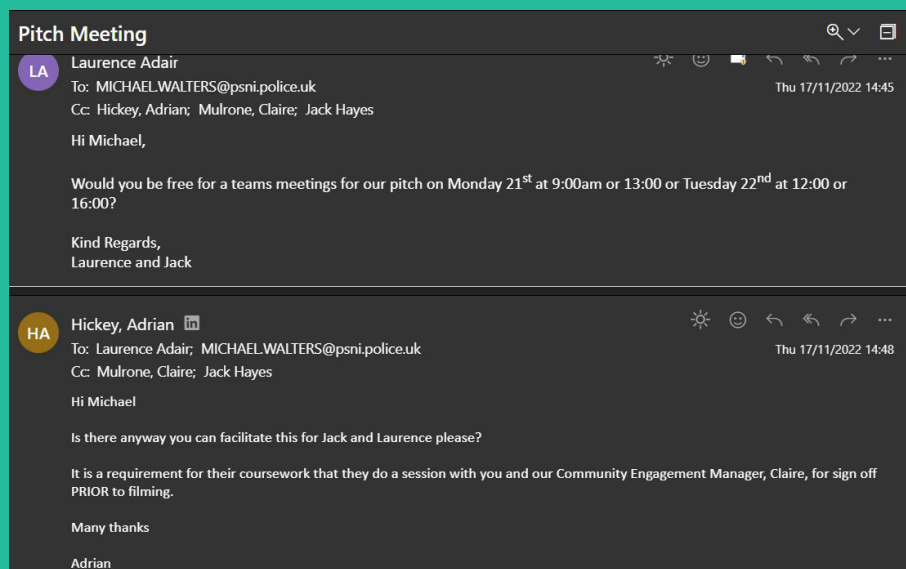
After this we then travelled down to the Steeple police facility to view the training house that we would be using for our community member video (interior video). Upon our first look, the house was quite messy and run down with different items scattered freely around the house. However, we thought that with some clean up and rearranging, the house would work well for our video. So we decided to use the Steeple house for our community member video.



**Inside Steeple House**

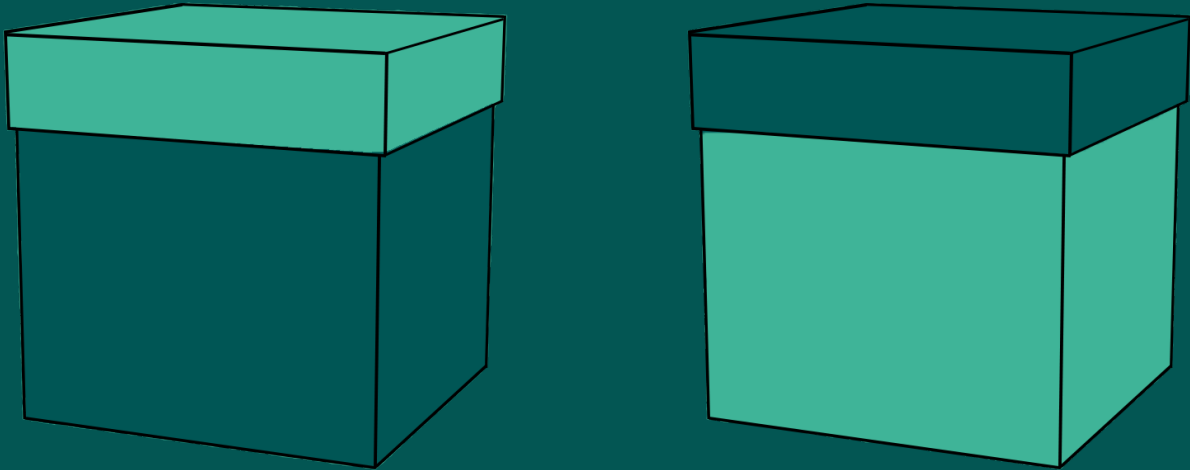
# Meeting with Adrian and Claire - 17/11/22

After Jack and I carried out our location recce, we headed back to class to have a meeting with Adrian and Claire. During our meeting we showed them the photos that we had taken during our recce and confirmed with them that we had our locations sorted and finalised, which they were happy to hear. I then showed them digital storyboards and they were really impressed and thought they looked great. When Jack and I met up on the 15/11/22 I also told him about the digital storyboards and so he also had his completed as well which meant that all the storyboards for the project were done and ready for the pitch. Furthermore, I showed the participant worksheet to Adrian and Claire who said that they were happy with how it turned out and thought it looked well. At this point in our timeline, we were almost ready to pitch with only a few more materials to be created. So Adrian and Claire were really pushing to get a date sorted for our pitch. So after the meeting, we sent Michael an email to discuss possible dates for our pitch. In Michael's response email, he told us that he wouldn't be free on the dates we suggested but that he would be free on 24/11/22 to meet in person for the pitch. He also said that his inspector was also going to come to the pitch as Michael told us that he had shown interest in our project. So we decided to have the pitch on 24/11/22.



## Box Designs

After our meeting with Adrian and Claire, I began to work on some of the remaining materials that we needed for the project. One of these was the design of the box which would be distributed to the school and contain all the contents for the class. Using our inspiration from the 'Immersion in Media' box, I created a similar box in Photoshop and used the Police Green and Dynamic Green to design alternative versions we could use for the project.



## Box Stickers

The 'Immersion in Media' box also had stickers which were placed on the edges of the lid. This made the box more secure and helped to seal the contents of the box. I created two versions of stickers which included circular and long rectangular stickers. For the circular stickers, I added the Google Cardboard logo and the PSNI logo onto them as they were representations of the project. I again used the Police and Dynamic Green to add some variation to the stickers. In addition, for the long stickers, I just included the main PSNI logo. Overall, the stickers made the box look more aesthetically pleasing and professional.



Circular Stickers



**Police Service**  
of Northern Ireland

Long Sticker

## Viewpoints Logo

Prior to making a logo, we used the Google Cardboard logo which was designed to look like one of the cardboard headsets. I thought that since we now had a name for our Project, we could possibly have our own logo. So, I used the Google Cardboard logo as the template for the Viewpoints logo. I began to research other cardboard headsets designs and logos to see if I could find any that could inspire a logo for our project. I came across a headset which seemed to be used for educational purposes and featured an image of a young person wearing glasses on the front of the headset. I thought this design was quite unique and so I wanted to incorporate this into the logo design. I came up with the idea of using what is supposed to be the eyes of the Google Cardboard as someone's head. I then placed an outline of a body underneath the head of the logo. This meant that it looked like two people in conversation with one another which I thought would be a creative way to simulate the participants of our project discussing the videos. Almost like they were discussing their 'Viewpoints' on the topic. In addition, I used the Google Cardboard logo as my template as I still thought the logo represented our project well and suggested that you were looking through certain events or situations from a different perspective.



Google Cardboard Logo



Inspiration

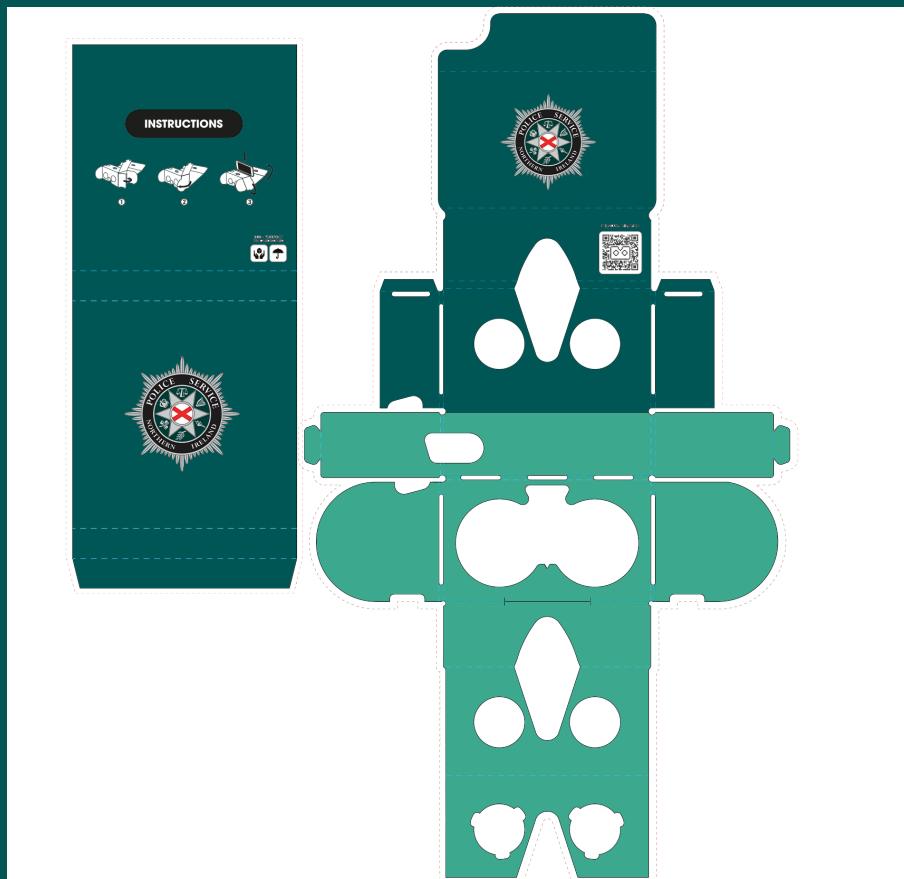


Viewpoints Logo

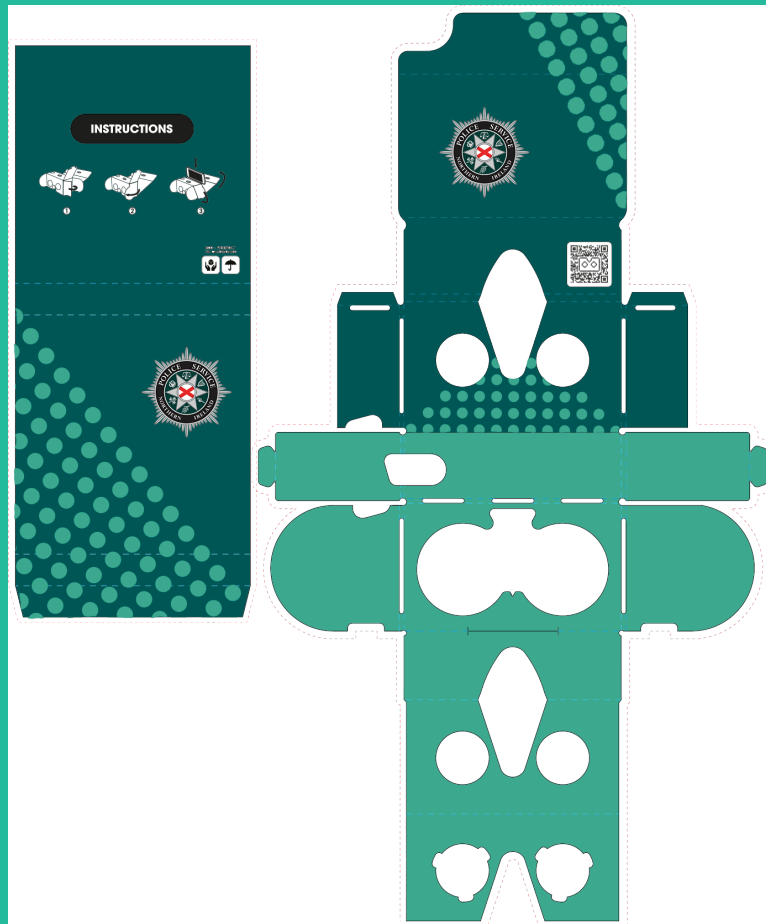
## Cardboard Headset Designs

Jack created 3 different designs for the cardboard headsets and covers that all kept in line with the PSNI's branding. The first design was simplistic but effective using mainly the PSNI's colours and logo to brand it. This second design showed a unique and creative design as Jack added a dotted theme throughout the design which we thought looked really well. The third and final design incorporated the new Viewpoints logo and fitted well with the overall aesthetic.

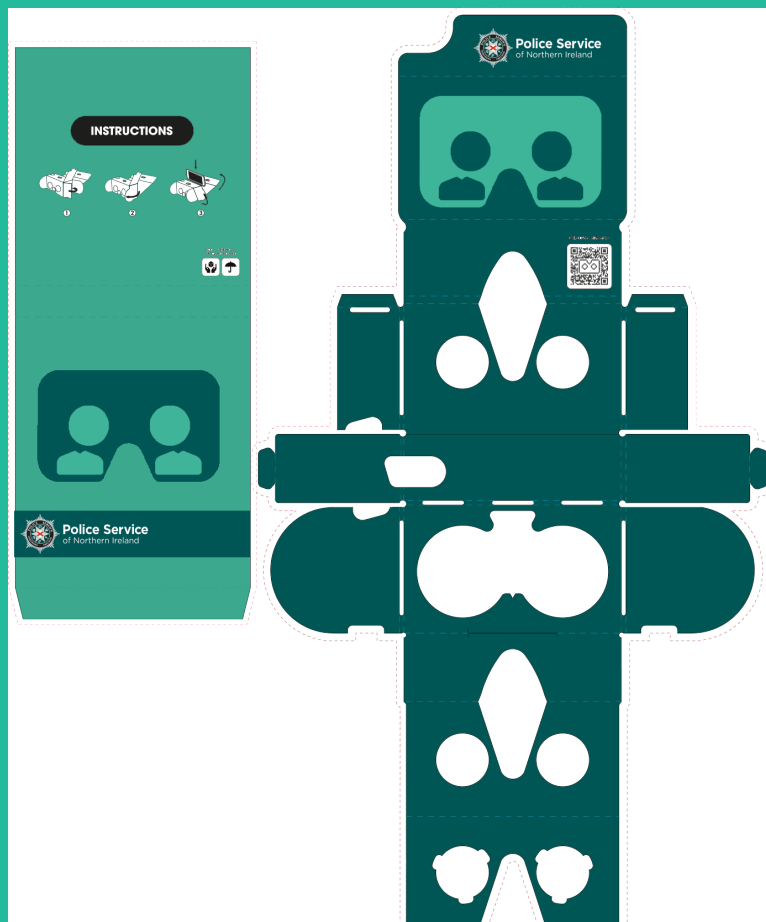
### Design 1



## Design 2



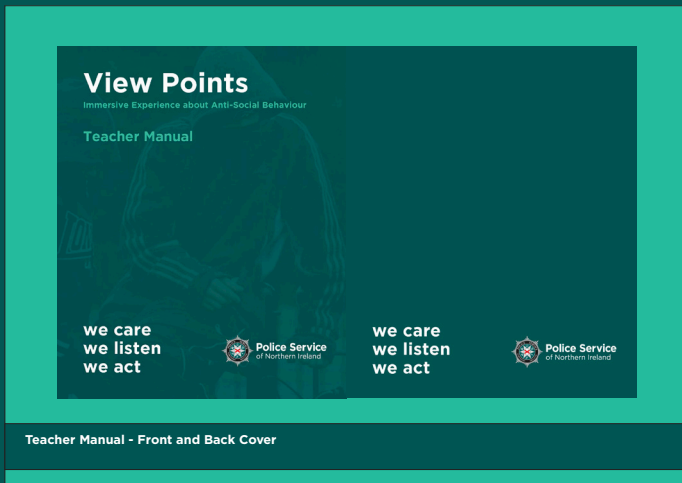
## Design 3



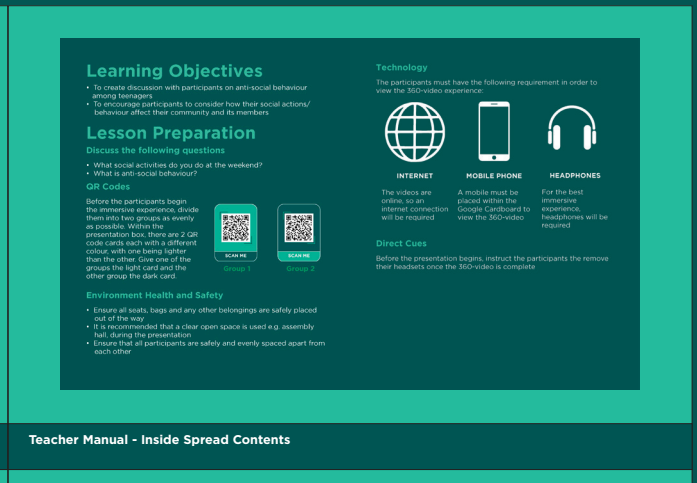
# Pitch Deck



## View Points 360 Video Pitch



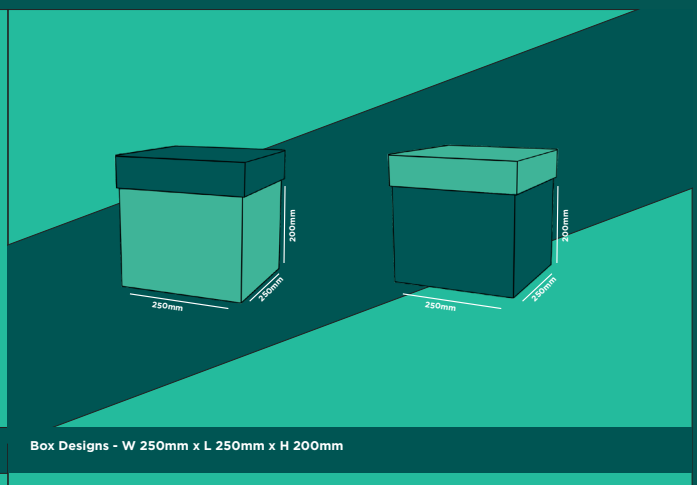
Teacher Manual - Front and Back Cover



Teacher Manual - Inside Spread Contents



Sticker Design - Four Circular and One Long PSNI Brand



Box Designs - W 250mm x L 250mm x H 200mm

### Learning Objectives

- To create discussion on anti-social behaviour among teenagers
- To encourage you to consider how your social actions/behaviour affect your community and its members

### Lesson Preparation

#### Environment Health and Safety


- Ensure all seats, bags and any other belongings are safely placed out of the way.

#### Participant Health and Safety


- If you feel unwell or dizzy, remove the headset and inform your instructor.
- Do not move your arms or legs when you have the headset on to avoid potential accidents.

#### Technology


To participate in the 360-video experience, you must have the following requirements:



**INTERNET**  
The videos are online, so an internet connection will be required.



**MOBILE PHONE**  
A mobile must be placed within the Google Cardboard to view the 360-video.



**HEADPHONES**  
For the best immersive experience, headphones will be required.

### Discussion Worksheet

Discuss the questions with the class

**Q1.** Describe the video (What did you see? What happened? etc.)

**Q2.** How did the video make you think and feel?


**Q3.** For those who watched the video with the teenagers, do you see anything wrong with what the teenagers were doing?

**Q4.** For those who watched the video with the community member, what are your thoughts on the activity happening outside the house?


**Q5.** How do you think the teenagers should have acted while they were socialising?

**Q6.** If you were the community member, how would you have felt?


**Q7.** What did you think of the overall experience using 360-video?



Participant Leaflet - Double Sided Worksheet

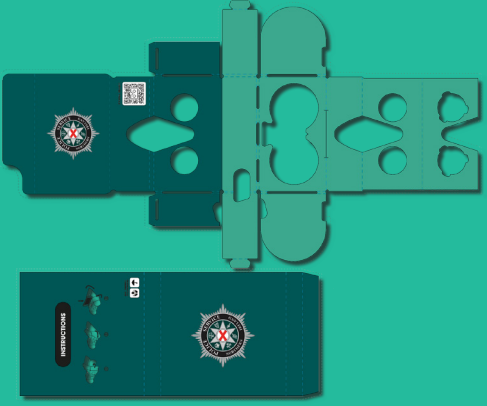


SCAN ME

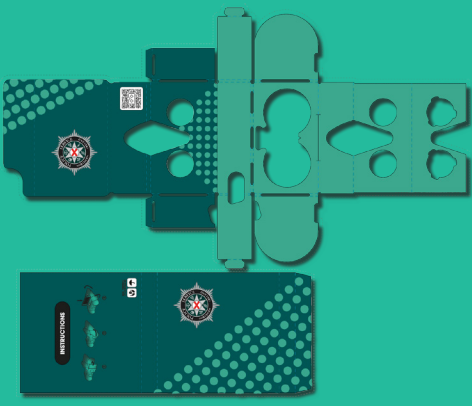


SCAN ME

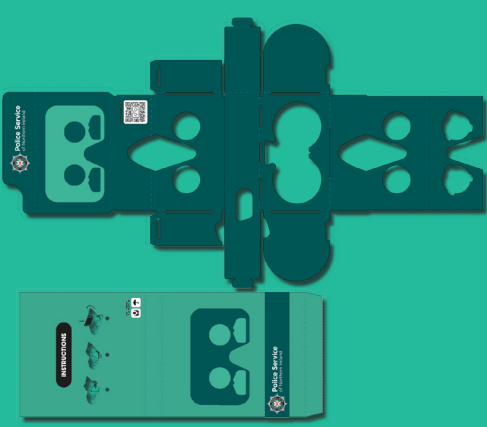
QR Code - One For Each Perspective



Google Cardboard - Design One



Google Cardboard - Design Two






Google Cardboard - Design Three



Storyboarding - POV of Participant/Watching Vulnerable Member



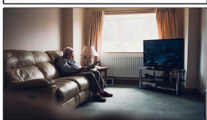


Teenager POV

<p>Scene: 1</p>  <p>POV teen approaches their group of friends with a football (music in distance)</p>	<p>Scene: 2</p>  <p>POV teenager greets his mates and they begin to chat</p>	<p>Scene: 3</p>  <p>Teenagers start to talk louder and also begin to play music louder</p>
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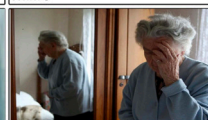
Teenager POV

<p>Scene: 4</p>  <p>One of the teenagers notice a glass bottle on the ground</p>	<p>Scene: 5</p>  <p>The teenager begins to kick the glass bottle and passes it to another one of the teenagers</p>	<p>Scene: 6</p>  <p>After a few passes, the first teenager picks up the bottle and throws it down the street</p>
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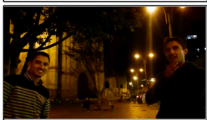


Community Member Home POV

<p>Scene: 1</p>  <p>POV teen is sitting down with the community member in the living room of their home</p>	<p>Scene: 2</p>  <p>Teenager then gets up and makes tea for themselves and the community member</p>	<p>Scene: 3</p>  <p>As the teenager walks into the living room, the community member gets off their seat as they begin to hear noises and shouting outside</p>
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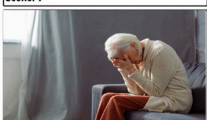

Community Member Home POV

<p>Scene: 4</p>  <p>Community member then approaches the window to look outside</p>	<p>Scene: 5</p>  <p>Community member begins to get worried as they hear glass being kicked around outside</p>	<p>Scene: 6</p>  <p>Community member starts to get upset as they feel unsafe</p>
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Teenager POV

<p>Scene: 7</p>  <p>The bottle smashes in the distance and the teenagers begin to laugh and shout</p>	<p>Scene: 8</p>  <p>The same teenager then takes the football off the POV teenager and starts to kick it against the wall</p>	<p>Scene: 9</p>  <p>The teenagers begin to pass the ball to each other while they shout and the music continues to play</p>
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Community Member Home POV

<p>Scene: 7</p>  <p>Community member sits down while still upset</p>	<p>Scene: 8</p>  <p>They approach the window again as they now hear a different noise</p>	<p>Scene: 9</p>  <p>They still appear upset and worried about their safety as they continue to hear noise</p>
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### Storyboarding - POV of Whole Group/Entire Houseview

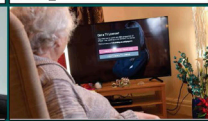
Outside View

<p>Scene: 1</p>  <p>Youth start to gather in the street socialising</p>	<p>Scene: 2</p>  <p>They start to chat and hang around in a small group</p>	<p>Scene: 3</p>  <p>Music starts getting played and the chatting becomes cheering and louder</p>
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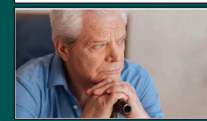

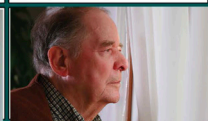
Outside View

<p>Scene: 4</p>  <p>The youth begin playing football in the street</p>	<p>Scene: 5</p>  <p>The football is kicked against the wall, creating a loud bang</p>	<p>Scene: 6</p>  <p>The youth now continue playing music but begins to get louder and rowdy</p>
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Inside View

<p>Scene: 1</p>  <p>Elderly/vulnerable person relaxes into the living room with a cup of tea</p>	<p>Scene: 2</p>  <p>Television switched on, signifying the person getting relaxed and comfortable</p>	<p>Scene: 3</p>  <p>Vulnerable person begins to notice the sounds from outside their home</p>
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Inside View

<p>Scene: 4</p>  <p>Becomes aware of what is outside the vulnerable person becomes concerned but is still seated and watching television</p>	<p>Scene: 5</p>  <p>The elderly person, now startled by the loud bang, begins to look outside to see what is going on</p>	<p>Scene: 6</p>  <p>The vulnerable person begins to get worried at what is happening and how loud they are being</p>
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Outside View

<p>Scene: 7</p>  <p>Someone outside brings out small fireworks and begins to light them</p>	<p>Scene: 8</p>  <p>The firework is thrown down the street and explodes</p>	<p>Scene: 9</p>  <p>The young people outside continue to be loud and disruptive outside</p>
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Inside View

<p>Scene: 7</p>  <p>The elderly person begins to panic and watch their every move due to the fireworks being played with</p>	<p>Scene: 8</p>  <p>The elderly person gets upset and distressed over the explosions and doesn't know what to do</p>	<p>Scene: 9</p>  <p>The elderly person still visibly upset sits down and is shaking in fear at the events</p>
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# Pitch

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On 24th November, Jack, Claire and I went to the Ulster University Belfast campus to pitch our project to Michael and his colleagues, Ross and Allwyn (who was Michael's inspector). When I got there, Jack and I went to the library to print out the pitch deck as we were unsure if the conference room that Claire booked for us had a monitor which we could use to show our deck digitally. Printing out the deck also meant that Michael and his colleagues could view a physical copy and write notes on it if necessary. However, when we entered the room, luckily there was a large screen that had an HDMI port on it, so Jack hooked up his laptop to the screen for everyone to see the digital copy of the pitch deck.

During the pitch, Jack and I took turns going through each section of the deck. Jack discussed the stickers, box, cardboard headsets and the storyboards which he created.

**The sections that I talked about were:**

- **Instructor Manual**
- **Participant Worksheet**
- **QR Code Cards**
- **Storyboards that I created**

## Instructor Manual

For the instructor manual, I explained what the purpose of it was and why it would be needed during the class. I went through each section in detail so that Michael and his colleagues knew why I wrote what I did. For the learning objectives, I explained that these should indicate to the instructor/teacher the aims of the class and why it was important that these objectives are met for the students. Furthermore, I told them that the questions in the lesson preparation should kick-start the discussion for the students and see what their initial impressions were before watching the videos. I then went on to explain the QR code cards and how they would function in relation to our project. I also explained my choice to use the different green colours to represent the two 360 videos. Furthermore, I discussed the health and safety measures and again why these were important to be included in the instructor manual. I then went over the final section of the manual which was the technology that would be needed when viewing the 360 videos.

## Participant Worksheet

When I was discussing the participant worksheet, I explained to Michael and his colleagues that the learning objectives and lesson preparation were essentially the same as the instructor manual. So, during this section of the pitch, I mainly went over the questions which were included on the worksheet. This meant that they would have a good understanding of why the questions were important discussion points for the students and the project.

## QR Code Cards

This section didn't take that long to explain as I had already previously talked about them during the instructor manual discussion. However, it was still good for Michael and his colleagues to have a closer look at the cards.

## Storyboards that I created

The storyboards were an important section to discuss as they outlined how the videos were going to play out. I first explained what 360 videos I storyboarded, these included the POV of one of the teenagers in the group and the POV of a relative within the community member's home. I then went over the layout of the storyboards, explaining that the top half was the teenager video and the bottom half was the community member video. In addition, I further explained that the videos were narratively linked, so if one thing happened in one video, it would then happen in the other. This was an aspect which I continued to reference throughout my storyboard pitch.

## Pitch Feedback

The pitch was a great success! Michael and his colleagues were very impressed with the pitch deck and said that Jack and I had exceeded their expectations for how much work we had created. They said that they loved all our designs and thought that the presentation was very professional and clearly outlined what the project was and how it would operate. There were some notes that Allwyn took during the pitch regarding certain aspects of the project. He first talked about the security of the videos and was concerned that if the students scanned the QR code they would permanently have access to the video on YouTube and therefore the exclusivity of the project would be ruined. Jack then went on to explain that the video could be hosted on a private YouTube account and the video could be made unlisted. He also suggested that the videos could have an access code which could be changed every time a school participated in the class. This meant that if a student did try to access the video outside of the class, they wouldn't be able to as they wouldn't have the code or access to the private account. After Jack explained this, Allwyn was satisfied with the project's security.

In addition, he also suggested that the videos should be left hanging at the end as he thought that if there was a sense of finality with the story then there would be less impact on the students as the events of the story were resolved. He also said to stick with anti-social behaviour as in certain situations the individuals might not be doing anything right or wrong. This also meant avoiding the use of alcohol, drugs and graffiti, as these would be illegal for the target audience of 11-18-year-olds. Moreover, in Jack's storyboards there was the use of firecrackers however Allwyn said that these are more of a seasonal form of anti-social behaviour and that we should stick to behaviour that is seen all year round. So, we confirmed with everyone in the room to use music, a football and glass as the main forms of anti-social behaviour for our teenager 360 video.

With regards to which version Michael and his colleagues wanted, they said that for the teenager video, they wanted to use the version where the camera is in the middle of the group. They said that this would allow the students to identify with a character who they thought resembled them and therefore would reconsider their actions if they were in a similar situation again. Then for the community member video, they decided to go with the POV of the relative in the home. They liked the idea of having a teenager be part of the story for that video as the students watching the video might be able to associate their grandparents with the community member.

For the participant worksheet, Allwyn suggested adding an additional question which was 'What can you do to change your behaviour when socialising?'. He thought that this would encourage the students to think about how to change their actions and what they can do to prevent making a negative impact on their community. Furthermore, he also recommended that for the technology section in the instructor manual, that we should add a section that explained what the students should do if they didn't have access to a mobile phone. So, I made a note to add this into this section.

Finally, they went over the branding for the project. They wanted to avoid using the PSNI logos in the designs and throughout the project as they didn't want to students to associate 'Viewpoints' with the police. They thought that by incorporating the PSNI into the project, the students would feel less obliged and interested to engage and listen to the discussion. So, they suggested using the 'Viewpoints' logo throughout the project as they thought it looked really well and was a good representation of the project.

# Allwyn's Notes


Box?

SCAN CODE - SECURE - ACCESS CODE

How can you make a difference?

Access to Phones?

SENSE - VIEW PARTS ✓  
LOGO.



LENGTH OF VIDEO.

LESS SCENE.

LESS HANGING!

↓ B. CONTINUED.

APB - JOURNAL

NO RIGHT OR WRONG

F. WORDS: SENSITIVE

ALCOHOL

DRUGS / GRAFFITI

MURDER CRIME?

TEEN DEVELOPMENT

QR Code - One For Each Perspective

RESPECT TOLERANCE COMPROMISE

# Notes I Took During the Pitch

View Points Feedback

- How can you change your behaviour?
- What can you do?
- Add in what to do if they don't have a phone
- Music, glass, football
- Teen vid - in middle of group
- CM vid - Teen POV

## Pitch Feedback - Basecamp

Nov 24



**Adrian Hickey**, Senior Lecturer in Interactive Media

How did you get on?

I recorded todays session for you and you can watch it back. It is in the Week 9 folder on Blackboard.



Nov 24



**Laurence Adair**

The pitch went really well! Everyone liked our ideas and was very impressed with what we had created for the project, which is great to hear.

Michael has also said that we can shoot the video in Garnerville on the Monday 5th December

Also thanks for recording today's class

Laurence



Nov 25



**Claire Mulrone**

The pitch was terrific.

Allwyn spoke to me after and was very impressed. He's very keen to get this developed as he has ambitions to make your creative solution a vehicle to tackle lots of policing issues in the community. He also remarked that your delivery of the pitch was excellent and you are both very confident presenters.

They were delighted with what you developed as its well beyond the brief, you have exceeded their expectations, they're are impressed with packaging and attention to detail.

Many congratulations you both nailed this.

Claire



Nov 28



**Adrian Hickey**, Senior Lecturer in Interactive Media

Wow. Some great feedback here...

Well done.



# Revised Pitch Materials

## Participant Worksheet

### Discussion Worksheet

Discuss the questions with the class

- Q1.** Describe the video (What did you see? What happened? etc.)
- Q2.** How did the video make you think and feel?
- Q3.** For those who watched the video with the teenagers, do you see anything wrong with what the teenagers were doing?
- Q4.** For those who watched the video with the community member, what are your thoughts on the activity happening outside the house?
- Q5.** How do you think the teenagers should have acted while they were socialising?
- Q6.** If you were the community member, how would you have felt?
- Q7.** What did you think of the overall experience using 360-video?
- Q8.** What can you do to change your behaviour when socialising?



### Learning Objectives

- To create discussion on anti-social behaviour among teenagers
- To encourage you to consider how your social actions/behaviour affect your community and its members

### Lesson Preparation

#### Environment Health and Safety

- Ensure all seats, bags and any other belongings are safely placed out of the way

#### Participant Health and Safety

- If you feel unwell or dizzy, remove the headset and inform your instructor
- Do not move your arms or legs when you have the headset on to avoid potential accidents

#### Technology

To participate in the 360-video experience, you must have the following requirements:



**INTERNET**  
The videos are online, so an internet connection will be required



**MOBILE PHONE**  
A mobile must be placed within the Google Cardboard to view the 360-video



**HEADPHONES**  
For the best immersive experience, headphones will be required

### Box Stickers



#### Circular Stickers



### View Points

Immersive Experience about  
Anti-Social Behaviour

#### Long Sticker

## Instructor Manual - Technology Section

### Technology

The participants must have the following requirement in order to view the 360-video experience:



#### INTERNET

The videos are online, so an internet connection will be required



#### MOBILE PHONE

A mobile must be placed within the Google Cardboard to view the 360-video. If a participant does not have a phone, then allow them to borrow another participants phone after they have finished watching the 360-video



#### HEADPHONES

For the best immersive experience, headphones will be required

### Direct Cues

Before the presentation begins, instruct the participants to remove their headsets once the 360-video is complete

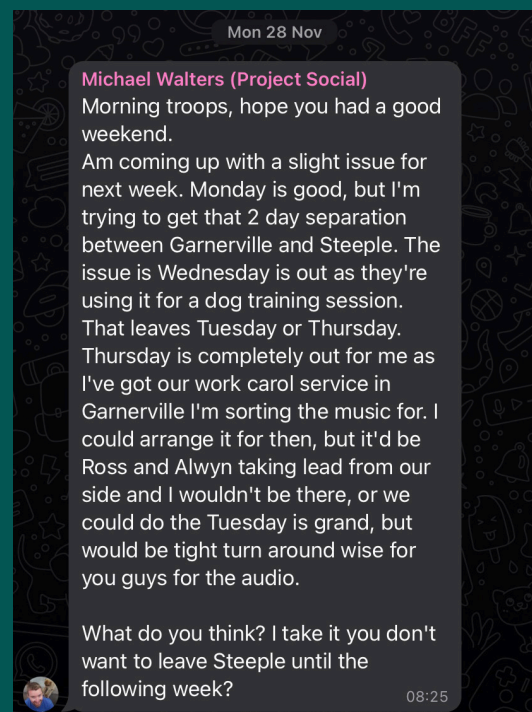
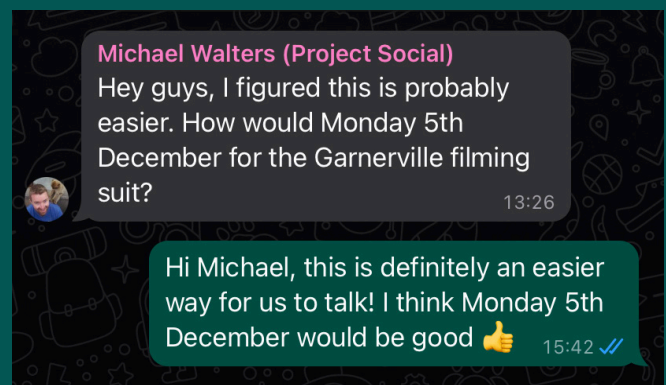


# 360 Video Shoots

## Confirming the Dates

After the pitch, Michael made a WhatsApp group chat with Jack and I to discuss dates for shooting our 360 videos. He said that Monday 5th December was available to film the teenager video at Garnerville. We needed to shoot the teenager video first as we were going to use the audio from the teenager video for the community member video shoot. This meant that our community member actor would have something to react to while they were acting in the video.

When it came to organising a date for the community member video, finding a date that was available was slightly difficult as there were dates during that week when the house was being used or Michael wasn't available to come to the shoot. Jack and I also needed at least 2 days to sort out the audio for the teenager video so that we could find the best version to use for the community member shoot. However, Michael said that the Steeple house was available on Friday 9th December, so once we confirmed that everyone was free that day, we decided to use the date as our shoot for the community member video.



# Risk Assessment Form - Equipment

School of Media, Film and Journalism

Location Risk Assessment Form 1

coleraineequipment@ulster.ac.uk



Opening Hours  
Monday to Friday  
9:00am to 12:30pm

Equipment Collection Room I045 off the Atrium Faculty of Arts building



Student(s) Laurence Adair Jack Hayes	Student Number(s) B00778300 B00777216
Course and Tutor: Interactive Media – Adrian Hickey	Production Title: View Points – PSNI 360 Video Project
Date of collection: 01/12/22	Date of return: 13/12/22 Time: 13:00
<b>Equipment:</b> List all equipment required to be taken on this shoot:	
Insta 360 Pro 2	
Tripod/Stand for Pro 2	
Ricoh Theta V 360 Camera Kit	

**Storage:** Describe how equipment will be securely stored, especially overnight:

All equipment will be transported in my car to the location and when not in use, it will be stored in my house in a safe and discreet location

**Location:**

Has a full recce been carried out?  YES / NO (circle) If NO, please give reasons:

**Location contact: 07707157136**

Location address: 24 Castle Way, Antrim, BT41 4AU  
Location phone no: 07707157136

**POLICE – contact the nearest police station to alert them if filming in public or re-enacting crimes or any event that could trigger public concern**

Please record here details of the logging of filming with local police

Date and time of logging:

Officer alerted:

Police Station:

Steeple Police

Station

Nearest Hospital: Antrim Area Hospital

Phone no.: 02894424000

Give a **detailed description** of the location and environment, for example - Coleraine Showgrounds, with 2,000 fans: Coleraine FC vs Cliftonville FC or Students' Union, with 100 students.

The video will be produced in the Steeple Police Station training house. The house has some furniture which are made from made foam for safety reasons. There are spacious rooms with wide door frames that allow for quick and easy access in and out of each room. The house also has a safe layout as the household items are evenly spread apart and placed in a realistic arrangement.

Describe in **detail** what and who you will be recording, for example -

We will be recording a 360 video which will follow an actor around the living room as they react to activity happening outside their house.

football match from stands, or

vox pop interviews on alcohol abuse.

Please turn over

Likely/very likely	M medium	H high	H high
Quite Possible	L low	M medium	H high
Not likely/possible	L low	L low	M med
	Trivial	Significant	Severe

Hazard	Anticipated hazard	Initial Risk			Precautions you will apply to control the hazard	Residual Risk		
		L	M	H		L	M	H
Transport / Travel / Traffic:	Equipment will be transported by car	X			Equipment will be with me at all times during the shoot	X		
Weather / Temperature:	All equipment will be used inside	X			Equipment will not be damaged by the weather as this shoot will take place indoors	X		
Terrain:	Equipment may fall		X		Equipment will be placed on a flat surface within the house	X		
Working at heights:								
Working in / near water:					Can all members of the cast & crew swim?			
Working alone:								
Glass / Sharp Objects:	Possible glass shards		X		Location will be cleaned before filming	X		
Fire:								
Wildlife / Pets:								
Children / Public:								
Falling Objects:								
Theft / Violence:								
Cables / Electricity:								
Equipment / Lighting:								
Ladders / Steps								
Use of (imitation) weapons								
Other: specify								

**Permissions:** You will need permission to record on private property. This includes railway or bus stations, National Trust, churches, graveyards, etc.

Name M Walter	Position held (e.g. Station Master)	Company PSNI	Reference number (if given)

**You will need written permission if you intend to film anyone under the age of 16. For Release Forms speak to your tutor.**

**Crew:** Please ensure each crew member has a copy of this document. It is also crucial that we have as many points of contact as possible.

Name: Michael Walters	Contact No. (mobile) 07920462727
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)

**Declarations**

I/we have been trained by the School of Media Film and Journalism in location safety risk assessment and take responsibility for implementing safety precautions on this project, as described in this form, which is to the best of my knowledge, accurate. If the safety risks are found to be higher than expected, I/we will suspend recording activity and seek instruction from a trained member of school staff

Signed (students)	Date:
Laurence Adair	01/12/22

**I hereby state that I have examined the information in this form and agree to this student to taking the specified equipment on this project**

Signed (Academic Staff)	Date:
(Only low to medium risk is acceptable)	
Review date (if applicable)	

# Risk Assessment Form - Garnerville

School of Media, Film and Journalism

Location Risk Assessment Form 1



## Garnerville Police Station – Outside Location

Student(s)  Laurence Adair Jack Hayes	Student Number(s)  B00778300 B00777216
Course and Tutor: Interactive Media – Adrian Hickey	Production Title: View Points – PSNI 360 Video Project
<b>Location:</b> Has a full recce been carried out? <input checked="" type="checkbox"/> YES /NO (circle) If NO, please give reasons:	
<b>Location contact:</b> 07920462727	
Location address: 77 - 79 Garnerville Road Location phone no: 028 9065 0222	
<b>POLICE – contact the nearest police station to alert them if filming in public or re-enacting crimes or any event that could trigger public concern</b>	Please record here details of the logging of filming with local police Date and time of logging: Officer alerted: Police Station: Phone no.: 028 9048 4511
Nearest Hospital: Ulster Hospital	
Give a <b>detailed description</b> of the location and environment, for example - Coleraine Showgrounds, with 2,000 fans; Coleraine FC vs Cliftonville FC or Students' Union, with 100 students.	Our 360 video will be filmed on the grounds of the Garnerville police station. The area that we will be using is towards the back of one of the training facilities within the police station. It is mainly covered in patches of grass with some concrete slates which form a path to walk on.
Describe <b>in detail</b> what and who you will be recording, for example -  football match from stands, or  vox pop interviews on alcohol abuse.	We will be shooting a 360 video that will be about anti-social behaviour among teenagers. The video will be 2-3 minutes long and will show the teenagers engaging with each other. Some of the activities that they will be doing will involve shouting, playing football, playing loud music and breaking glass bottles.

*Please turn over*

**Please note: Late returns may result in a financial penalty, since it inconveniences other students.**

Likely/very likely	M medium	H high	H high
Quite Possible	L low	M medium	H high
Not likely/possible	L low	L low	M med
	Trivial	Significant	Severe

Hazard	Anticipated hazard	Initial Risk			Precautions you will apply to control the hazard	Residual Risk		
		L	M	H		L	M	H
Transport / Travel / Traffic:	<small>Most participants will be travelling by car on their own. There is the potential risk of an accident depending on the situation on the road. There is a chance that those who participate will be driving the bus and there is a risk of an accident. There are also the risks of a road being closed due to the planned times of arrival.</small>	X	X		<small>Ensure that everyone is able to get to the location safely by giving the good time and communicating on the road. Ensure that the driver is not drinking alcohol. Make sure that the bus is in good condition and that the driver is not tired. Make sure that the bus is not overloaded and that the driver is not driving too fast.</small>	X	X	
Weather / Temperature:	<small>Weather can change rapidly and there is a risk of rain, which could cause people to slip on the ground and get injured. There is also a risk of a heat wave, which could cause people to get sunburned or dehydrated. There is also a risk of a cold wave, which could cause people to get hypothermia.</small>		X		<small>Ensure that the weather is suitable for the location and that the weather is not too hot or too cold. Ensure that the weather is not too windy or too rainy. Ensure that the weather is not too sunny or too cloudy. Ensure that the weather is not too clear or too foggy.</small>	X		
Terrain:	<small>There is a risk of a fall from a height, which could cause injury. There is also a risk of a trip and fall, which could cause injury. There is also a risk of a slip and fall, which could cause injury.</small>		X		<small>Ensure that the terrain is suitable for the location and that the terrain is not too steep or too slippery. Ensure that the terrain is not too rocky or too uneven. Ensure that the terrain is not too wet or too dry.</small>	X		
Working at heights:								
Working in / near water:					Can all members of the cast & crew swim?			
Working alone:								
Glass / Sharp Objects:	<small>There is a risk of a glass bottle or jar being broken, which could cause injury. There is also a risk of a sharp object being used, which could cause injury.</small>			X	<small>Ensure that the location is suitable for the location and that the location is not too cluttered. Ensure that the location is not too dark or too bright. Ensure that the location is not too noisy or too quiet. Ensure that the location is not too hot or too cold. Ensure that the location is not too wet or too dry. Ensure that the location is not too clear or too foggy.</small>			X
Fire:								
Wildlife / Pets:								
Children / Public:								
Falling Objects:								
Theft / Violence:								
Cables / Electricity:								
Equipment / Lighting:								
Ladders / Steps:								
Use of (imitation) weapons:								
Other: specify								

Permissions: You will need permission to record on private property. This includes railway or bus stations, National Trust, churches, graveyards, etc.

Name	Position held (e.g. Station Master)	Company	Reference number (if given)

You will need written permission if you intend to film anyone under the age of 16. For Release Forms speak to your tutor.

Crew: Please ensure each crew member has a copy of this document. It is also crucial that we have as many points of contact as possible.

Name: Michael Walters	Contact No. (mobile) 07920462727
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)

**Declarations**

I/we have been trained by the School of Media Film and Journalism in location safety risk assessment and take responsibility for implementing safety precautions on this project, as described in this form, which is to the best of my knowledge, accurate. If the safety risks are found to be higher than expected, I/we will suspend recording activity and seek instruction from a trained member of school staff

Signed (students)	Date:
Laurence Adair	04/12/22
Jack Hayes	

I hereby state that I have examined the information in this form and agree to this student to taking the specified equipment on this project

Signed (Academic Staff)	Date:
Review date (if applicable)	

## Teenager 360 Video Shoot - 05/12/22

I arrived at Garnerville around 15:30 with Jack and Michael arriving shortly afterwards. Michael told us that the actors for the video will be arriving around 17:00 so that gave Jack and I plenty of time to set up for the shoot. For the 360 camera, we decided to use the Insta360 Pro 2 which uses 8 individual cameras to record its surroundings. So, we thought this would provide us with the clearest view of the environment and our actors. We set the Insta360 on a tripod which we set at eye level so that it would match the eye level of the participant viewing the 360 video through the headset. We also placed another Insta360 camera on top of our Pro 2 in order to pick up additional audio if the audio on the Pro 2 wasn't good in post-production. Once everything was set up, Jack and I then used the Insta360 Pro app which allowed us to view what the camera was picking up and how it looked. We made some minor adjustments to the brightness and exposure in order to make the video more accurate to the current light of that day.



As it was winter when we shot our video, the light faded away quite quickly, and it was suddenly becoming a lot darker. This was a major problem as it started to become too dark for the camera to pick up anything. We started to place lights around the set to help light up the surroundings however, it wasn't making much difference on the camera. We then started to look for alternative options for the shoot as our actors were close to arriving. Luckily, around the corner from where we were looked like a really good option with lots of light and space for the actors. The reason why we didn't pick this new location originally was because he did our location recce during the day and therefore the surroundings didn't look realistic to be a housing estate. However, at night it looked really authentic and so we decided to move all our equipment to this new location.

Once our actors arrived, we then directed and briefed them on what type of behaviour we were looking for and informed them on what they all could do during the shoot. We went over some safety measures first with the main one being the breaking of the glass bottle. Jack had brought a few empty glass bottles for the actors to use as props, so we did a few tests before we started to film. We informed them not to throw the glass bottle in anyone's direction and to be aware of the position of the glass bottle if they did throw it. In the event of an accident and someone got injured due to the glass or anything for that matter, Jack brought a first aid kit which he had training with. We also told them that when using the football, to not use it near the camera in case they accidentally knocked it over, so we gave them a safe area in which they could use it.



Before we began to film, the actors asked us if they could have some time to get into character, so we gave them a few minutes to warm up. When they were ready, we started to record and ran the scene. We did roughly 3 takes of the video with each take going really well. After every take, Jack and I reviewed the footage to make sure that everything worked and that the actors could be seen clearly. Once we went over the footage for the final take, Jack and I were happy enough to end the shoot as we had everything we needed for the teenager 360 video.

The shoot went very well despite the complications that came up with the lighting. The actors were brilliant and got into their characters quickly and maintained a professional manner throughout the shoot. Michael was very pleased with how it all went and was excited for the next video.



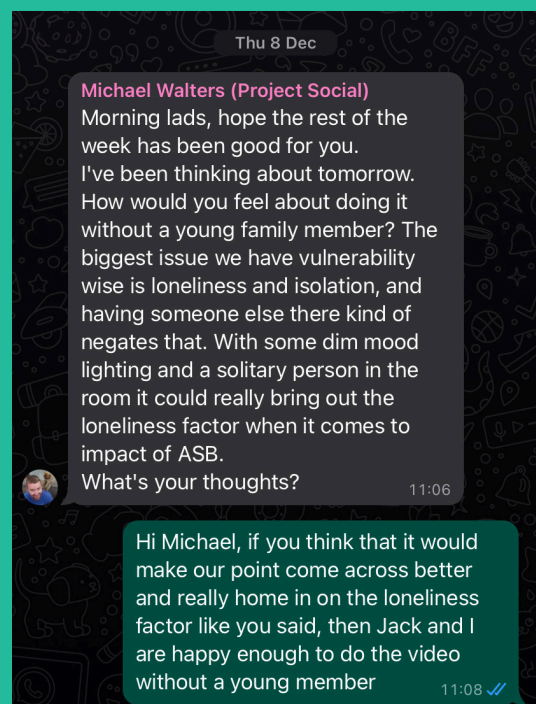
## IOS and Google 360 Capabilities Issue

During class on 08/12/22, Jack and I were going through the footage from Monday's shoot. Jack exported the video and made an unlisted version of it which he posted to his private YouTube account for us to view the video in 360. However, while YouTube did post the video in 360 and allowed us to move around the frame, we weren't able to view it through a cardboard headset as the video wouldn't split in half to cater for the headset. The option to view it this way also wasn't available on either of our iPhones. We couldn't understand why it wasn't working so we brought this to Adrian's attention. Adrian then remembered that as of a few weeks prior, Apple no longer supported Google Cardboard viewings on their apps and devices. He told us that only Android phones still supported Google Cardboards. This was major and would greatly impact our project as it meant that anyone participant who had an iPhone would not be able to view the video the way it was intended. There, unfortunately, wasn't anything that could be done to solve this problem. The only thing we could do was inform Michael and his colleagues about the issue so that they became aware of it which we did the next day during our shoot.



## Change in Story

On the day before the shoot (08/12/22), Michael sent a message to Jack and I as he wanted to make a slight change to the community member video. He told us that he was thinking about removing the teenager/relative from the community member video as he thought it might take away the isolation and loneliness that the community member would be feeling at that moment. He wanted the community member to be seen as vulnerable, as in most cases they are, so he wanted to make that come across in the video by making them alone. When Michael sent the text, Jack and I were with each other and so we both thought that it made sense and we decided to go with Michael's new direction.





# Risk Assessment Form - Steeple

School of Media, Film and Journalism

Location Risk Assessment Form 1



## Steeple Police Station – Outside Location

Student(s)  Laurence Adair Jack Hayes	Student Number(s)  B00778300 B00777216
Course and Tutor: Interactive Media – Adrian Hickey	Production Title: View Points – PSNI 360 Video Project
<b>Location:</b> Has a full recce been carried out? <span style="background-color: yellow;">YES</span> /NO (circle) If NO, please give reasons:	
<b>Location contact:</b> 07920462727	
Location address: 24 Castle Way, Antrim, BT41 4AU Location phone no: 0845 600 8000	
<b>POLICE – contact the nearest police station to alert them if filming in public or re-enacting crimes or any event that could trigger public concern</b>	Please record here details of the logging of filming with local police Date and time of logging: Officer alerted: Police Station: Phone no.: 02894424000
Nearest Hospital: Antrim Area Hospital	Phone no.: 02894424000

Give a <b>detailed description</b> of the location and environment, for example - Coleraine Showgrounds, with 2,000 fans; Coleraine FC vs Cliftonville FC or Students' Union, with 100 students.	The video will be produced in the Steeple Police Station training house. The house has some furniture which are made from made foam for safety reasons. There are spacious rooms with wide door frames that allow for quick and easy access in and out of each room. The house also has a safe layout as the household items are evenly spread apart and placed in a realistic arrangement.
Describe <b>in detail</b> what and who you will be recording, for example -  football match from stands, or  vox pop interviews on alcohol abuse.	We will be recording a 360 video which will follow an actor around the living room as they react to activity happening outside their house.

*Please turn over*

**Please note: Late returns may result in a financial penalty, since it inconveniences other students.**

Likely/very likely	M medium	H high	H high
Quite Possible	L low	M medium	H high
Not likely/possible	L low	L low	M med
	Trivial	Significant	Severe

Hazard	Anticipated hazard	Initial Risk			Precautions you will apply to control the hazard	Residual Risk		
		L	M	H		L	M	H
<b>Transport / Travel / Traffic:</b>	<small>How participants will be travelling to you on their 1st point of contact depending on the situation on the road. How to ensure that those who participate will be taking the correct route to avoid any liability. They will also be fully briefed before they arrive at the location as well as being made aware of the general level of activity.</small>	X	X		<small>Ensure that wherever it is not a driving route to get to your point and communicate on the road. Ensure that wherever it is not a driving route to get to your point and communicate on the road. Make sure that wherever it is not a driving route to get to your point and communicate on the road.</small>	X	X	
<b>Weather / Temperature:</b>	<small>Where you already are but in the future which might be people in the future at risk of becoming ill due to a cold, especially in a building for longer.</small>		X		<small>Ensure that participants wear the correct clothing for the weather i.e. items that will keep them warm during the day.</small>	X		
<b>Terrain:</b>								
<b>Working at heights:</b>								
<b>Working in / near water:</b>					Can all members of the cast & crew swim?			
<b>Working alone:</b>								
<b>Glass / Sharp Objects:</b>								
<b>Fire:</b>								
<b>Wildlife / Pets:</b>								
<b>Children / Public:</b>								
<b>Falling Objects:</b>								
<b>Theft / Violence:</b>								
<b>Cables / Electricity:</b>								
<b>Equipment / Lighting:</b>								
<b>Ladders / Steps</b>								
<b>Use of (imitation) weapons</b>								
<b>Other: specify</b>								

**Permissions:** You will need permission to record on private property. This includes railway or bus stations, National Trust, churches, graveyards, etc.

Name	Position held (e.g. Station Master)	Company	Reference number (if given)

**You will need written permission if you intend to film anyone under the age of 16. For Release Forms speak to your tutor.**

**Crew:** Please ensure each crew member has a copy of this document. It is also crucial that we have as many points of contact as possible.

Name: Michael Walters	Contact No. (mobile) 07920462727
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)
Name:	Contact No. (mobile)

**Declarations**

I/we have been trained by the School of Media Film and Journalism in location safety risk assessment and take responsibility for implementing safety precautions on this project, as described in this form, which is to the best of my knowledge, accurate. If the safety risks are found to be higher than expected, I/we will suspend recording activity and seek instruction from a trained member of school staff

<b>Signed (students)</b>	<b>Date:</b>
Laurence Adair Jack Hayes	04/12/22

**I hereby state that I have examined the information in this form and agree to this student to taking the specified equipment on this project**

<b>Signed (Academic Staff)</b>	<b>Date:</b>

<b>Review date (if applicable)</b>	

## Community Member 360 Video Shoot – 09/12/22

On the day of the shoot, Jack, Ross, Allwyn and myself went down to Steeple early so that we had time to clean up the house and make it look more like a home. We rearranged the furniture and placed blankets over the couches to hide some dirt and stains that were on them. We all also brought some of our own items such as newspapers, cups, blankets, ornaments, plants etc. to again make the house look more liveable. We also cleaned the floor and wiped down all the surfaces with anti-septic wipes to again remove any dust or dirt that was visible.



Once the house was tidied and cleaned, Jack and I then began to set up the Insta360 Pro 2. We placed the camera towards the front of the room beside the window as we thought we this gave us a good view of the room and our actor. Using the app, we could see that the room was quite dark, so I suggested placing some small lights which we had brought with us around the room. Shortly after this, Michael and our community member actor arrived at the house. Michael had curtains with him to hang up over the window, he and Allwyn set those up while we waited for it to get darker outside. During this time, I started to go over the video with our community member actor and directed the scene for them. I made some suggestions for when they were acting such as pacing up and down the room while they were hearing the sounds from outside, placing their head in their hands while they sat to show that they were feeling distressed etc. The house had a few radios lying around so we came up with the idea of having our actor listen to the radio at the start of the video to make it more interesting as the anti-social behaviour wouldn't begin until slightly later in the scene. In addition, Jack set up his speaker to play the audio from the teenager video so that our actor could react to the noises from the video in real-time. He placed the speaker on the windowsill outside the house so that in the video it would sound like it was coming from outside. This idea worked really well and added a lot of realism to the video.



Once it became darker and our actor was ready, we started to record. After the first take, Jack and I reviewed the footage through his laptop and noticed that there was a lot of digital interference coming through the audio. This made it really hard to hear the speaker and any noises which our actor used in the scene. We weren't exactly sure what the issue was as it could have been various amounts of things in the house. We then tried another take using the microphone from another Insta360 camera which we had. However, when we reviewed the footage the same interference was there. The last set of microphones that Jack and I had with us was a pair of Sennheiser microphones, so we did a small test with them to see if they had better audio. Unfortunately, the same issue occurred. Ross and Allwyn told Jack and I that there was a server upstairs in the house and said that it might be what is causing the interference. So, they turned it off and we took another test. While there was still interference that could be heard, the audio was slightly clearer and would be a lot more manageable during post-production. So, Jack and I said that we should go for a take as the issue wasn't something that we could fix and all our efforts to remove the interference were unsuccessful. So, we did a few final takes and once Jack and I were happy with the footage, we ended the shoot.

While this shoot was stressful with regards to audio, Jack and I were confident that we had done everything that we could to solve the issue. However, the shoot itself was a lot of fun and I really enjoyed taking on the director role. Our actor was amazing and did a great job at portraying our community member.

## Post-Production

As Jack had worked previously with the Insta360 Pro 2 during his placement year, it made sense for him to edit and stitch the footage together as I had very little experience with 360 editing. Also, because of our remaining time frame, it was better for Jack to undertake this job as he would have a better of how to go about doing it. However, during class the next week, Jack showed me the footage that he had stitched together and it looked great. He also made improvements to the audio, which compared to the original audio, was a lot clearer and the interference wasn't as prominent. Once we reviewed the footage for both videos, we were happy to submit it to our final outcomes.

# Project Feedback

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Once Jack and I submitted our final outcomes for our project, we asked Michael if he could feedback on our work during the project. Michael's response was overwhelming and extremely positive. He was so impressed with the work and effort that Jack and I had put into the project. With regards to the final 360 videos, he thought that they were "incredible" and were everything he had hoped for in the project and more. Furthermore, he also said that we tackled the issue of anti-social behaviour really well and created a video that had a "realistic and authentic feel throughout". In addition, he told that there was already "a great deal of excitement" for our project with some partner schools that he had mentioned the project to which was really encouraging to hear.

When it came to Jack and I working as a team, Michael told us that we constantly remained professional throughout the entire project. We told us that our ability to generate ideas whether it came to one of our designs or during a technical problem on set, was great and that we always created the desired outcome across all aspects of the project.

Overall, Michael was thrilled with 'Viewpoints' and was extremely happy with how all the final outcomes turned out and returned us with glowing and positive feedback.

# Feedback Document from Michael



PSNI / University of Ulster 'Viewpoints' Project

20/12/22

Re: Laurence Adair and Jack Hayes

## Project Outcomes

It is not often that when you share a vision with someone, they not only get it, but grasp it, run with it, and develop it in the way that Laurence Adair and Jack Hayes have. The original idea that sparked this was simply to use VR and 360 degree filming to challenge perceptions on anti social behaviour in a way that has not previously been attempted by the PSNI. What has been delivered in the final videos is truly unique for the PSNI; the first time such a format has been used. In doing so, a product has been delivered that finds a perfect balance between challenging the ideas of young people with not criminalising them for what is often quite innocent and normal behaviour, whilst maintaining a realistic and authentic feel throughout. The immersive nature of the videos combine different senses to encourage a range of responses and reactions from the viewer, which will be the perfect foundation for discussion and debate with a view to changing mind-sets going forward. 'Viewpoints' encourages just that: to see a comparatively normal situation from someone else's point of view.

The initial target audience for these videos will be school classrooms and youth groups. Having shared the concept of our project with partner schools, there is already a great deal of excitement about what is a ground breaking means of engagement and a real step forward in the community safety education piece. I cannot commend Laurence and Jack highly enough for the way in which they have developed this vision to deliver a truly remarkable end product.

## Working as a team

From the first meeting with Jack Hayes and Laurence Adair I was struck by their attention to detail. Their ability to retain information accurately and then use it to brain storm improvements and ideas was impressive throughout. They have kept us updated on every step of the process, asking pertinent questions when needed yet more often than not bringing answers and solutions rather than problems.

Working under pressure is often an overlooked skill these days, but one which Jack and Lawrence displayed on several occasions. Whether it was camera angles and last minute unforeseen line of sight issues, or more technical problems with interference interrupting the recording, their response was always calm, measured, and ultimately successful. When working alongside police officers and school children, they had an ability to communicate clearly with both in a way that gave professional reassurance to us, yet maintained a relaxed and comfortable environment for our school age role actors to work in. Jack and Laurence have been patient with changes that we have interjected with, attentive when there have been a multitude of questions, and crucially reliable when it has come to deadlines, meetings or responses.

What has impressed me most however is how two university students, with no operational policing experience, have so expertly taken hold of a vision, ensured they understood it, and developed it to completion whilst always maintaining that firm sense of realism and authenticity, never straying from our aims and objectives.

# Evaluation

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When I chose this project with the PSNI at the start of the semester, I was very intrigued with the concept and thought that, if done right, it could make a real difference to the mindset and perspective of young people and communities all across Northern Ireland. So, when I was offered to work on this project, I was extremely happy to create something creative and unique.

This project really allowed me to work on my project management and teamwork skills as a major part of this project was the collaboration which I really enjoyed. I also got to develop my teamwork, problem-solving and directional skills a set which I was most excited about as I want to pursue a career in filmmaking. So, this project really allowed me to embrace my enthusiasm for creating stories and content which I hope will make a difference. Furthermore, I love working with like-minded people and throughout this project, everyone on the team was really enthused, motivated and excited to work on the project to create something that we were all proud of.

Jack and I used to go to school together and studied some of the same subjects during our GCSEs and A-Levels, so it was great to work with him on this project and I think we worked really well as a team. We have similar career interests and I think this really helped us become closer during the project. In all the work that we did, we always kept each other involved in the creative process and could always rely on each other when it came to decision-making and making deadlines. I really enjoyed working with him and I hope to collaborate again in the future.

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Our community member Michael was amazing to work with. He constantly provided Jack and I with support and met our every need and desires for the project. From our first meeting, he showed enthusiasm and creativity and was always excited to see what happened next. Throughout the project, he allowed Jack and I to have creative freedom when it came to our designs, concepts for the story and project deliverables which was really encouraging. He did a lot behind the scenes of the project such as getting our locations sorted and finding our actors. I had a very positive experience when working with him and I am really happy that we collaborated on this project together.

Overall, I am extremely proud with how the project turned out, from the initial ideas to the final outcomes. I think we created exactly what we set out to do and achieved our goals and objectives for the project. In the initial meeting that we had with Michael, he told us that this was the first of its kind in the PSNI and that if it really kicked off, the project would expand and start to tackle other issues that young people face. So, I am very excited to see how schools and students react to the project and I hope we can raise awareness for other issues facing our communities so that we can encourage young people for generations to come to change their 'Viewpoints'.



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