REWIND!
Video Production—Toolkit Overview

Lights! Camera! Action!
You know the feeling: You see bullying happen, and you think of the perfect response—about an hour later. If only you’d said the right thing at the time! Or done something a little differently. Everyone’s had that experience—and now here’s your chance for a “do-over,” to simply rewind what just happened and create a better ending for a bullying situation.

Create a short video that shows your brilliant “rewind” moment. Start with someone being bullied and show the original response. Next, film an actor saying “Think how different it would be if…” then show a different ending—one of those great responses you wish you’d thought of at the time that could help put an end to bullying. That’s it! Easy, fun, and powerful!

Ready to go? This’ll help:
Step 1. Keep it real. Imagine a bullying scenario—like the new kid being left out of social events or someone being slammed into a locker for being different. Bullying can be social, physical, emotional, or even technology based, like mean texts or rumors posted on the Internet.

Step 2. Pick your cast and crew. Two to five characters will work best.

Step 3. Draft a script. Keep it brief. One scene, less than two minutes is ideal
- Set the stage by identifying characters, setting, and type of bullying that will happen.
- Include a bullying incident and the characters’ response. This is the central scene that will be “rewound.”
- Include one cast member saying, “Think how different it would be if . . .”
- **Rewind!** Show the central scene again—but with your better ending.

Step 4. Prep and Dress Rehearsal. Take the final steps before filming.

Step 5. Film! Shoot your video.

Step 6. Share. Decide how you’ll share your video with others—in the classroom, on the Web, or in other ways.
REWINd!
Step 1 — Keep it Real!

Imagine a bullying scenario—like the new kid being left out of social events or someone being slammed into a locker for being different. Bullying can be social, physical, emotional, or even technology based, like mean texts or rumors posted on the Internet. Brainstorm a few bullying scenarios. Ask yourself:

Who is the target?
- The new kid?
- The student with disabilities?
- The scrawny kid?
- The gay student?
- The brain?
- Someone else?

Who is doing the bullying?
- The “in” kids?
- The star athlete?
- The bigger student?
- One person or a group?
- The boy with a disability?
- A parent or other adult?
- Someone else?

Where does it take place?
- Lunch room?
- Gym?
- Bus?
- Lockers?
- Online?
- Somewhere else?

Who sees it happen?
- Students?
- Teachers or other adults?
- Internet users?
- Someone else?

What type of bullying is it?
- Social?
- Physical?
- Emotional?
- Cyber?

Brainstorm a few bullying situations. Situation 1:

Who is the target? _____________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Where does it take place? _______________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Who is doing the bullying? _____________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Who sees it happen? ___________________________________________________

_______________________________________________________________________

_______________________________________________________________________

What type of bullying is it? _____________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
REWIND!
Step 1 — Keep it Real! (con’t)

Situation 2
Who is the target? ____________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Where does it take place? ______________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Who is doing the bullying? ____________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Who sees it happen? __________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
What type of bullying is it? ___________________________________________________
_____________________________________________________________________________

Situation 3
Who is the target? ____________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Where does it take place? ______________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Who is doing the bullying? ____________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Who sees it happen? __________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
What type of bullying is it? ___________________________________________________
_____________________________________________________________________________
Cast: Select an actor for each role. Two to five characters will work best.

Depending on your scene, you may want to consider:

• Male/female ratio
• Diversity

Crew: Choose who will film the scene.

• Who has access to a video camera?
• Who has experience using a video camera?
• Will a “director” be appointed?

Behind-the-scenes: Determine who will:

• Obtain permission from necessary school personnel (your teacher, principal, or counselor, for example).
• Reserve the location for filming (the school library or lunch room, for example).
• Gather props.
• Obtain written permission from parents for anyone who will be filmed. (form available).
• Consider whether an adult should be present during filming.

Cast

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Crew (videographer, director, etc.)

____________________________________________________________________
____________________________________________________________________

Behind-the-Scenes

____________________________________________________________________
____________________________________________________________________

Adult Support

____________________________________________________________________
____________________________________________________________________
REWIN D!

Step 3 —Write a Script

Create a scene!

Your script will introduce characters, put them in bullying situations, then get them out. The first ending will show a bullying scene; your “rewind” ending will show a better solution.

Keep it brief. **One scene, less than two minutes, is ideal.** Keep your focus on the pivotal bullying moment. Think YouTube rather than major motion picture.

Here’s your four-step guide to writing a great REWIN D script:

1) Set the stage. The opening scene should:
   - Establish who the characters are.
   - Make it clear who is the target, the bystander, and the person doing the bullying.
   - Identify when and where the scene is taking place.
   - Hint at what kind of bullying is about to happen.

Who are your characters?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Who is the target? Bystander? Person bullying?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

When and where does the bullying happen?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What type of bullying is it?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
REWIND!

Step 3 — Write a Script (con’t)

2) Show a bullying incident. Include what all the characters do and say—the person who is bullying, the target, and any witnesses. This is the central scene that will be “rewound.”

What are your characters doing and saying before the bullying?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What’s the bullying scene?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What’s the ending?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3) Next, have one cast member say, “Think how different it would be if . . .”

4) Finally, rewind! Repeat the central bullying scene—but with your better ending.

What’s the bullying scene?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What’s your new “rewind” ending?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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**REWIND!**

### Step 3 — Write a Script (con’t)

Okay, you’ve sketched out your ideas. You’re ready to write the script.

You can use this guide or create your own method. Want to see an example of an actual script? Check out Addendum A

<table>
<thead>
<tr>
<th>VIDEO (what the camera sees)</th>
<th>Dialogue (what characters say)</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on character speaking</td>
<td>Think how different it would be if...</td>
<td></td>
</tr>
</tbody>
</table>
REWIND!

Step 4—Prep and Dress Rehearsal

You’ve selected your cast and crew, and you’ve written the script. Filming will soon begin.

To prepare for filming, review the checklist below. Once everything is ready, stage a dress rehearsal. In the dress rehearsal, the actors practice their lines and actions before you actually film. There is no camera and minimal audience.

Checklist

- Is the script ready?
- Do the cast and crew have a copy of it?
- Have cast members memorized their lines?
- Are the props ready?
- Is the location available?
- Has adult approval been confirmed?
- Is the video camera ready? (Check the batteries!)
- Has the videographer tested equipment

Dress Rehearsal

- Have the cast run through their lines and actions.
- Have the crew review their roles.

Post Dress Rehearsal

- Make script edits if necessary.
- Evaluate the overall production for any last minute changes
REWIND!
Step 5— Film!

Lights! Camera! Action! Shoot your video.

Today’s the day! You’ve done the planning, writing, and rehearsing. Have fun creating a great video that will help others learn about how to deal with bullying.

Don’t worry about making it perfect. Just make it real, and your message will come through loud and clear.
REWIND!

Step 6 — Share

Your video has been written and filmed. Now share it with the world.

- Edit the footage (optional). To make it more interesting, you can:
  - Add music.
  - Change the “rewind” moment from color to sepia or black and white.
  - Remove footage that is not needed.
  - Add credits.
  - Add text or other images.

- Show the REWIND videos to peers—maybe create a “film fest” with awards for:
  - Best resolution of a bullying situation
  - Most thought-provoking message
  - Most creative message

- Educators can present the videos in class. Discussion questions: might include:
  - What is the bullying situation?
  - What is the pivotal point?
  - Are there other endings?
  - What can teens do to deal with bullying?

- Submit the video to julie.hertzog@PACER.org for possible posting on Teens Against Bullying Web site.
  - All actors in the video will need a signed parental consent form
  - Submit the video as mpeg and enclose the script
### Fashionista!

**VIDEO**
*(what the camera sees)*

<table>
<thead>
<tr>
<th>Dialogue <em>(what characters say)</em></th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Girl 1 speaks] while putting on lipstick</td>
<td>Check out this new shade</td>
</tr>
<tr>
<td>[Girl 2 speaks]</td>
<td>I love it! You always find the cutest things</td>
</tr>
<tr>
<td>[Girl 3] enters the bathroom. Glances at the girls, then shyly looks away.</td>
<td>Hey.</td>
</tr>
<tr>
<td>[Girl 2] steps into her path, gets in her personal space, speaks in sarcastic tone</td>
<td>Nice outfit. Didn't your little sister wear that last year? (Girls 1 and 2 giggle).</td>
</tr>
</tbody>
</table>

**[THE “REWIND” MOMENT]**

| [Girl 1] in a close up | I didn’t mean for that to happen. Think how different it would be if… |
| [Girl 2] steps into her path, gets in her personal space, speaks in sarcastic tone | Nice outfit. Didn’t your little sister wear that last year? |
| [Girl 1] rolling her eyes. | Oh, ignore her. If something’s more than 10 minutes old she thinks it’s history. Speaking of which, how’d you do on the test this morning? |

Girl 3 smiles, Girl 1 and 3, walk off together, talking.