



Criteria for School project: Best Environmental Film



ENVIRONMENTAL
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SCHOOL AWARD

Increase the environmental knowledge (10 points)

- A full research must be done before working on the project. This research should be included when submitting the project and should be between 1–3 pages. The purpose of this research is to gain knowledge about the theme of the competition.
- Teachers must conduct presentations and class activities to educate the students about the related topic.
- Taking the students to the school's library and making sure they read at least 1 environmental book or watch an environmental documentary during the school year.

The project (25 points)

Grades 6 – 9: Best Environmental Film

Students can embrace a lighter and more fun way to communicate environmental messages by creating a movie that sends a powerful message to its audience.

General guidelines:

- Showcases a scenario in which students address the problem at hand and the advantages of green technology in living a sustainable lifestyle.
- The footage for the movie must be shot over a period of time. (Not in one day)
- Movie must contain video and audio.
- The movie should be no longer than 10 minutes.
- Please make sure the movie is creative, original, and communicates a clear message that leaves the audience more knowledgeable and inspired.

Short Film Criteria						
Criteria	5	4	3	2	1	Score
Directing/ Editing	The narrative/ story telling flowed seamlessly with excellent editing. It was also strong, original, compelling, and interesting, always attracting the viewers attention	The narrative/ story telling flowed consistently with very good editing. It was occasionally compelling and entertaining to viewers. There were some original ideas used.	The narrative/story telling showed signs of developing an interesting and entertaining story with good editing. It mildly captured the viewer's attention.	The narrative/ story telling flowed disjointedly with editing. It was uninteresting and only occasionally captured the viewer's attention.	The narrative/ story was completely lacking in originality. There was no flow in the sequence of events and the editing was poor. It failed in capturing attention	
Script / Story	<p>The script contained all the elements of story telling:</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Conflict • Resolution • Point of View • Theme <p>The story tackles the problem at hand and offers a creative solution/ resolution</p>	<p>The script contained almost all the elements of story telling:</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Conflict • Resolution • Point of View • Theme <p>The story tackles the problem at hand and offers a good solution/ resolution</p>	<p>The script contained most of the elements of story telling:</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Conflict • Resolution • Point of View • Theme <p>The story talks about a problem and offers a satisfying solution /resolution</p>	<p>The script contained some of the elements of story telling:</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Conflict • Resolution • Point of View • Theme <p>The story isn't clear about the problem and offers a weak solution / resolution</p>	<p>The script was missing most of the elements of story telling:</p> <ul style="list-style-type: none"> • Setting • Characters • Plot • Conflict • Resolution • Point of View • Theme <p>The story doesn't discuss any problem or offer a satisfying solution /resolution</p>	
Performance (acting)	The performances by the actors were strong, original, compelling, and interesting, always attracting the viewers attention	The performances by the actors were consistent, well done and entertaining	The performances by the actors were adequate. At times the performances rose above this level to become interesting to the viewer	The performances by the actors looked unconfident and uninteresting to the viewer	The performance was completely lacking and failed in capturing attention	
Production design (props, costumes, sets, locations)	Excellent and extremely creative production design. Original and appropriate choice of props, costumes, sets and locations used	Interesting and creative production design. Good and appropriate choice of props, costumes, sets and locations used	Adequate and sometimes interesting production design. Some inspired choices of props, costumes, sets and locations used	Production design is rushed. Poor choice of props, costumes, sets and locations used	Poorly designed props and costumes. Locations are very limited and doesn't fit the film	
Visual composition and sound Design	Film consistently showed excellent and creative visual composition/ cinematography (camera angles, camera movement, lighting, framing of shots). High quality sound and excellent use of music for the soundtrack	Film occasionally showed excellent and creative visual composition/ cinematography (camera angles, camera movement, lighting, framing of shots). Very good quality sound and good choice of music for the soundtrack	Film showed average creative visual composition/ cinematography (camera angles, camera movement, lighting, framing of shots). Good quality sound and good choice of music for the soundtrack	Film showed visual composition/ cinematography (camera angles, camera movement, lighting, framing of shots). The quality sound was lacking and limited or inappropriate use of music for the soundtrack	Filmed had little to no visual composition. No sound quality and no music for the soundtrack	
Total						25/

Collecting data (15 points)

- Conducting surveys (inside and outside the school), before starting the project, and once the project is finished as well, in order to compare and see the difference.
- Analysing the survey and documenting the outcome and results of the surveys. (In the form of graphs)
- The survey must be answered by a minimum of 20 people in order to get accurate results.
- Interviewing students and the surrounding community, before starting the project, and once the project is finished as well. (clips of the interviews should be videotaped)
- Creating informative brochures and distributing them inside and outside the school. (The content of the brochure should be created by the teachers and the students)

Documentation (10 points)

- Script and storyboard should be included.
- Documentation should be in the form of pictures and videos.
- The video documentation should be in the form of one video that includes short clips of the processes carried out, and the entire video should not be more than 10 minutes. (This documentation video is different from the actual Film).
- All pictures must have clear captions.
- Create a weekly journal with captioned pictures/videos of the activities carried out throughout each week

Delivering the message (15 points)

- Awareness sessions should be done inside the school + outside the school (awareness should be provided in a minimum of 3 different places).
- The Film should be played to the entire school. (For example: Gathering the students in the school theatre and playing the film)
- Campaigns and environmental workshops.
- Share the project's idea through social networking sites, and you can choose a medium for spreading the message. (Include the links).
- The social media accounts must be active and posting on them must be on a regular basis, even after the submission of the project.

Creativity (5 points)

- Creativity is required through all phases of the project. Students should be creative in how they spread the message and shoot their film.
- The implemented ideas should be original/enhanced.
- Assure the variety of the ideas and avoid repetition.

The Project's Influence on the Students, School and Surrounding Community (10 points)

- The influence and impact the project had on the students, school and surrounding community (i.e. malls, supermarkets, institutions, residential neighbourhoods) should be mentioned.
- The project should exhibit how students can benefit from the project and what it can add to the student's attitude in school.
- The project should have a long-term influence on the students through motivating them to produce similar projects with apparent results in the next academic years.

Student's Participation in the Project (10 points)

- The main objective of this award is to encourage students to work and create as the only role of the teachers is to provide supervision and assistance if required by students.
- An eco-club must be created, and the members will be the ones working closely with the supervising teacher.
- The members of the eco-club should be between 7 – 15 students.
- The students should be empowered and encouraged to lead the project.



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