



Street Food
opportunities
for youth

GUIDELINES TO PARTNERS – development of IO4 Video Showcase Platform -

a series of 26 videos to capture the experience of young street food entrepreneurs who have been through the SFOFY process and share their learning experiences.

PREPARED BY

momentum
[educate + innovate]

START UP IN
STREETFOOD COURSE

ENTREPRENEURSHIP APP

VIDEO SHOWCASING



WHAT ARE WE STRIVING TO ACHIEVE?

The creation of 26 short videos to harness the power of social proof and peer validated information to ensure high levels of applied learning. We will capture the experience of young street food entrepreneurs who have been through the SFOFY process and share their learning experiences. The process will also facilitate wider dissemination.

IO4 TARGET OUTPUTS

Platform produced (1)

young people videoed (24) as part of experiential learning, social proof and user experience testing

% young people achieve satisfactory learning outcomes (80%)

% young people rate content as very useful or useful, very relevant or relevant (90%)

% young people rate materials as user-friendly / easy to use (90%)

% young people share recommendations on social media (60%)

2,500 views of the platform

BACKGROUND AND RATIONALE

Many factors contribute to the decisions young people make and how their lives are shaped, but one of the strongest influencers on their day-to-day lives is social proof. Put simply, SOCIAL PROOF is the driving force that compels us to mimic the choices of others. It exists because, as a society, we naturally pull together and behave as a “pack.” When used in marketing, social proof utilises the fact that, if enough people are seen doing something, others are likely to follow suit. SOCIAL PROOF is an especially strong force in youth projects where peers can play an influential and motivational role in new learning approaches.

SFOFY will capitalise on these traits, what Wikipedia defines as psychological phenomena, by harnessing their power to engage students with the training course in a deep and meaningful way. The motivation of short showcase videos will be much more than just a marketing tool however, as they will develop authentic and compelling video case studies on the benefits and personal impacts on emerging street food entrepreneurs who undertook our course.

Video is the future of content. It is entertaining and naturally engaging. In an age of information overload, good learning content should be easy to digest so video is one of the strongest ways of doing that. Video works because:-

- **Social Proof** people buy people
- **Improved SEO** Utilizing video and sharing on social media channels will increase our search optimization ranking, driving more unique users to our website
- **Accessibility** YouTube is the second largest search engine in the world. Google is naturally number 1 and Google owns YouTube. So by having your video on YouTube, your videos and content are appearing on the two largest search engines on the internet.
- **Easily Digestible** ... The attention span of internet users is diminishing every year . They want to get to the point, fast! Videos are seeing a huge increase in usage, while their length is continuing to decrease. Audiences are far more likely to engage, embed, share and comment on video content than blogs or related social media posts.
- **Mobile** Advances in technology are leaning more towards favouring video content For example, Facebook’s addition of autoplay.

The SFOFY videos will be longitudinal in nature starting by showing students in the early stages of the project and then following their journey as they and the SFOFY project progress. Our hope is that we have many positive outcomes and results to showcase including both the employment and citizenship benefits which students experience. However, it is our intention that these will be true to life experiences as that will create the authenticity and peer validation we require.

Video case studies are nothing new in and of themselves; however, our approach to actively harness the power of social proof and peer validation to deliver high levels of interest and learning outputs within the SFOFY project is a very new concept for an E+ project. Additionally, the longitudinal nature of the videos is also innovative; usually case study videos are recorded at the end of the process, in hindsight so to speak. The SFOFY videos will follow the student's journey over time, which we expect will make them more authentic, interesting and impactful.

TRANSFERABILITY

The videos will be directly transferable, they will be embedded on the project web-site and we will make them available to download as high-resolution videos on the resources section. In addition, we will also upload the videos to YOUTUBE, where other can view and link to them.

Our methodology for shooting the videos (the longitudinal approach) is also transferable and this short guide on the process is "how to do it yourself". This guide is also freely available and included to download from the Erasmus+ platform results.

RECRUIT + ENGAGE

Minimum of 24 young people (aged 18-28) including those from immigrant and ethnic minority backgrounds - 4 each in France, Malta, Germany, NI/UK, England/UK, Ireland.

Participant Selection (O4-A1)

Momentum will prepare

- Participant profile e.g. age, gender, course studied etc
- Short online application form
- Marketing campaign to attract recruits - project partners will promote the opportunity to be part of the video to their dissemination networks and via social media.
- Momentum in conjunction with the local partner will then select the 4 chosen students in each region.
- Prepare a shooting schedule and storyboard; outlining the number, length and objective of the recording to be made for each student

Video Specification & recording (O4-A2)

- Videos will be prepared using a combination of footage shot by the students themselves (video blogs) on their mobile phones and also from video interviews shot by partners following the schedule and storyboard.
- Raw video files will then be transferred to Momentum for editing and post production

Post Production (O4-A3)

Upon receiving the raw files Momentum will carry out the post-production activities including:

- Video editing the raw files to get the final run time down to no more than 7 minutes/video

- Cleaning up any muffled or indistinct sound tracks and removing background noise
- Writing, recording and adding the soundtrack.
- Writing and recording any introductions and adding the subtitles
- Producing the final version in the different formats necessary for the broadcast media and optimising them for web and TV use.

Momentum will produce one video for review, comments and approval by the partners. Once approved, they will then proceed to produce the series of videos to this specification and add subtitles to enable engagement across all languages. Once completed, all videos will be uploaded to the project website and YOUTUBE. Broadcast quality versions will also be supplied to the partners for distribution.

TIMELINE

Participant Selection (O4-A1)	Dates
Participant profile	End Month 6 - July 2018
Short online application form	Draft end Month 6 - July 2018 Signed off Month 7 -August 2018
Marketing campaign to attract recruits - project partners will promote the opportunity to be part of the video to their dissemination networks and via social media.	Months 7 and 8 August – September 2018
Momentum in conjunction with the local partner will then select the chosen students in each region.	Month 9 October 2018
Prepare a shooting schedule and storyboard; outlining the number, length and objective of the recording to be made for each student	Months 9 and 10 October and November 2018
Video Specification & recording (O4-A2)	
Videos will be prepared using a combination of footage shot by the students themselves (video blogs) on their mobile phones and also from video interviews shot by partners following the schedule and storyboard.	Months 11 to 16 December 2018 –May 2019
Raw video files will then be transferred to Momentum for editing and post production	Months 16 to 17 May - June 2019
Post Production (O4-A3)	
Draft for partner review	Month 19 - August 2019
Final edits	Month 20 – September 2019
Launch and exploitation	From Month 20 – September 2019

Participant Profile

Case studies work well when there is a unique or interesting story to be told. Ideally, our video case study interviewees should be aged 18-28 with special focus on those from immigrant and ethnic minority backgrounds. They should

- Be open to learning and new experiences - many of the skills shared by successful entrepreneurs can be learned and developed
- Have a passion for food and has an idea for setting up a street food business

- Be curious about enterprise and has a strong work ethic
- Be digitally savvy
- Be interested in people and is good communicator
- Be self-motivated and have a willingness to start a new street food enterprise

Methodological guide on the video production process

Interviews are a cornerstone of video storytelling because they provide emotion, content and structure, especially in documentary-style stories with little or no narration. Good interviews make for good videos.

Each video should:

- Be visually Interesting.
- Have clean understandable audio.
- Be long enough to let the story be told, but not longer. Generally speaking, storytelling web videos should be no longer than 2-3 minutes.
- Be free of any copyrighted material unless legal permission is granted and documented.
- Follow our SFOFY visual identity.

We are using a dual methodology for the development of the videos....

- 1) Students themselves shoot a video blog on their mobile phones - at the outset of the training engagement and at the end. Each of our students will be supplied with this How to Guide to shoot and submit their videos.
- 2) Video interviews shot by partners – which will involve the following steps.

Step One Preparing for the Video

- Contacting and making arrangements with the guest(s)
- Choosing a location - Set the interview in an appropriate location, perhaps with street food background features or if you're inside you could use a kitchen or photos, pop up banners etc.
- Preparing equipment –
 - Audio is easy to overlook but crucial in most video productions. Consider using a lavalier mic, shotgun mic or portable recorder and position these close to the subject. Without crystal clear sound your interview will be irritating to viewers.
 - Use a tripod (or another device) to stabilize your shot. Hand-held shots have a place in video storytelling, but they don't tend to work well for interviews.
 - A reflector board is also recommended – see step 4.
- Traveling to the location and setting up
- Final briefing and technical checks
- Before you begin shooting, double check everything.

Step Two Framing Interview Shots and Composition

- Interviews should be set up as a mixture of Mid Shots (the guest is shot in a wider context/background) or close up shots.
- If appropriate, film wider shots that we can edit to use as opening shots or cutaways.
- The guest should face slightly left or right of the camera. Avoid profile shots — you should be able to see both

eyes.

- Make sure your framing leaves enough room for a name/title text and logos.
- Check the background and make sure there's nothing distracting from the person speaking
- Lighting can help set the mood. In many situations you are limited to the available light. This is where a reflector board can be a lifesaver. Easy to carry and use, it can create useful lighting effects and compensate for unfavorable conditions. If you don't have a reflector board you can sometimes improvise with other reflective objects.
 - Shooting outside - natural sunlight should be fine, using the sun as the key light. If the sun is low, be careful not to make the guest squint. Strong sunlight creates strong shadows which can be balanced with a reflector.
 - Shooting inside- try to avoid mixed lighting, e.g. sunlight through a window mixed with artificial light. Depending on the strength and quality of light sources, you could either turn the artificial lights off or block out the window light.

Step Three Interview Structure

Our SFOFY video interviews should be approached in the format of a three-way interaction between:

- The **interviewer** is the facilitator. (S)he asks questions, engages the guest to yield insight and connection and guides the discussion.
- Our emerging young street food entrepreneur **guest** is the subject of the interview. (S)he will do most of the talking and get most of the camera shots.
- The **viewer** is a silent observer who has been invited into the conversation.

A successful interview will include all three groups in the correct mix. Typically, the interviewer starts by setting the scene. They invite the viewer into the conversation by introducing the location, guest and street food for youth entrepreneur's topic.

Your style

- Set the tone. The enthusiasm you have for the SFOFY project will rub off on your subject. Think about the pacing and energy you want to convey.
- Don't be afraid to pause before asking your next question: Those extra couple of seconds can prove invaluable in the editing bay

Step Four Preparing the Guest

How you prepare the guest will depend on their level of experience in front of the camera and the motivation behind the interviews (i.e. their proposed uses). All SFOFY interviewees will need to be well briefed. Have a short preparatory conversation before the actual interview begins. Ensure the guest looks straight at the camera.

While we have provided a list of guide questions, please localize for greater impact. Remember, our goal is to capture the circumstances of our young people who are using our resources to develop their street food business.

- **Not getting the answers you require?**

Be persistent. If you experience any difficulty understanding the interviewee's point, ask follow-up questions.

- **Ask probing questions.** If the questionnaire template is not working for you, you should then start to probe for details. Probing questions are probably the most valuable type of questions.
- **Ask direction questions when you need additional information.** Direction questions start to take the discussion in a certain direction. They're used to provide context and background. For example, "Why is that important do you think?" or "Why do you care about that?" are questions that can provide direction.

- **Ask indirect questions to gain better understanding.** Indirect questions are used to follow up on specific points that were raised previously. These questions are used to gain more clarity so that you can ask better questions next. For example, "Is that important because of ..." or "You said because..."
- **Ask questions that validate your understanding.** A good interviewing technique is to restate what you just heard back to the interviewee to validate that you understood him/her correctly. For example, after hearing an answer, you could say "If I understand you correctly ..."
- **Paraphrase.** This is similar to the prior technique except that you would take a large amount of information from the receiver and simplify it in your own words. For instance, after hearing the interviewee give a five-minute answer, you could paraphrase the basic points of what he/she said in a quick bulleted list of process steps. For example "So, in other words, what you have learnt so far is basically 1,2,3,4..."
- **Ask for examples.** Asking the interviewee for an example helps lend a concrete and specific instance that may help make the requirements clearer. For example, "Can you give me an example of how that affected your plans to start a street food business?" can help make a statement more clear.
- **Keep the discussion back on track.** Sometimes the interviewee starts to talk about things that are outside the scope of the specific information you're trying to gather. This is sometimes caused by a misunderstanding of the question you asked. Other times it's caused by a lack of focus or a desire to talk about things that are of more interest to the interviewee. When the discussion gets off track, the interviewer must get back on track. An example of this technique would be "That's a good point. However, can you describe how that relates to (... restate your original question...)"
- **Try to stimulate ideas.** Sometimes the interviewee gives the obvious answers but isn't thinking about other areas that may not be as obvious. The interviewer should try to get the interviewee to stretch a little and think about things that are not quite as obvious. For instance, you can ask "Can you think of a couple options for this situation?" or "Are there other ways to solve this?"