

Behaviour Based Safety Project

In group, develop educational video for simple Behaviour Based Safety program.

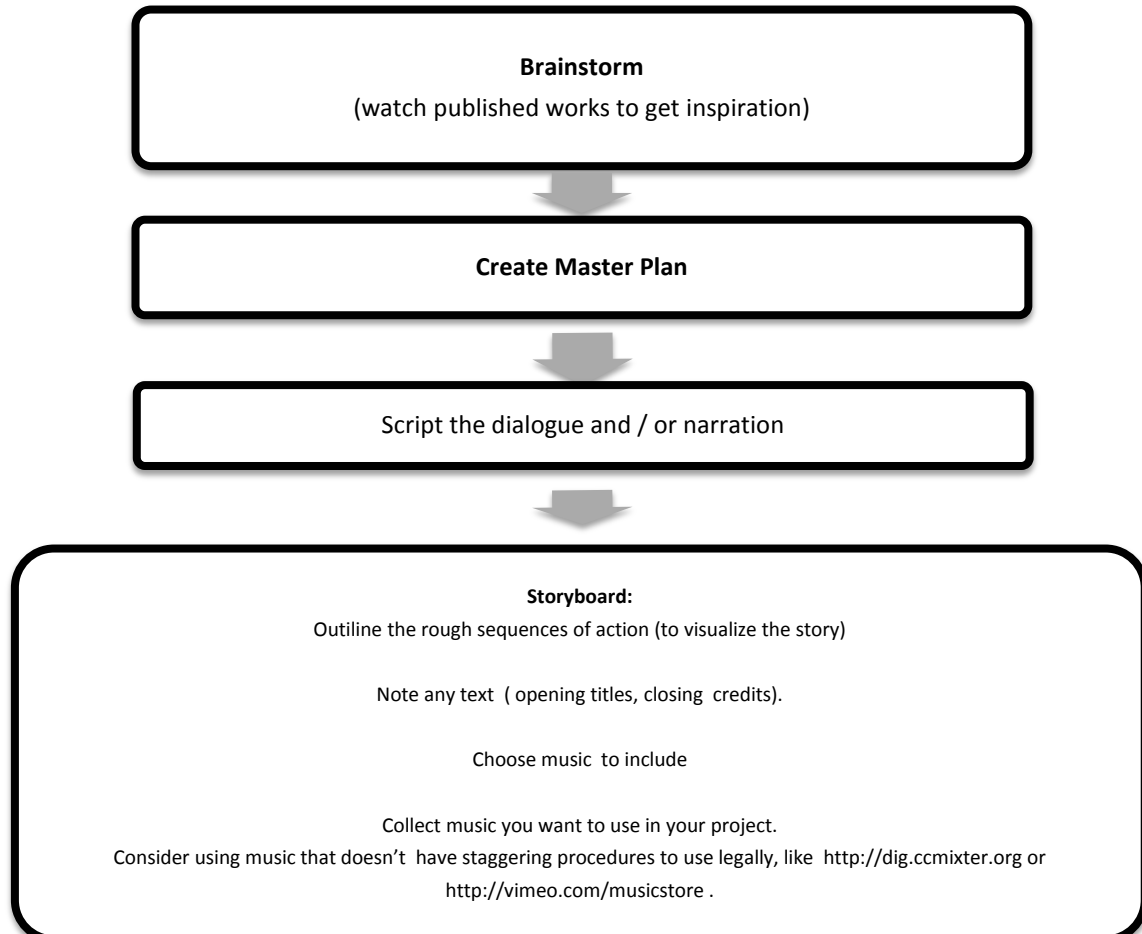
The program should consist of (in minimum) the following:

1. Approaching a man/women that doing safe behaviour. Give feedback (5 cases)
2. Approaching a man / women that doing at –risk behaviour. Give feedback and propose corrective action. (5 cases)

In this project group, maximum 20% of total assessments marks (100%) are allocated for each student. For that 20%, 10 % of it is dedicated for the assessment on critical thinking and problem solving. The rest 10 % is dedicated for assessing students' ability to work in group either as a member or leader in the completion of the project.

The basic work flow for the project is given below. However student may use other work flow that may be appropriate based on students' creativity.

Work Flow



Jobs may include:

1. Script writing
2. Translation (If applicable)
3. Scheduling / job coordination
4. Prop acquisition
5. Scene location preparation / coordination
6. Acting
7. Filming
8. Video and Voice Editing
9. Subtitling
10. Music and Soundtrack editing

Event	Week
Project Announcement	Week 2 and 3
Project progress presentation - List of members and job scope - Storyboard	Week 8
Final presentation	Week 11

Rubric for Behavioral Based Safety Video Project

Source: Joan Vandervelde (2017) Retrieved from
<https://www2.uwstout.edu/content/profdev/rubrics/videorubric.html>

ACTIVITY	Exemplary (4)	Proficient (3)	Partially Proficient (2)	Unsatisfactory (0)	POINTS
Use of Resources and Citations During Research and Note Taking	Sources of information and graphics are properly cited using citations.	All sources of information are clearly identified and credited using citations.	Most sources of information are identified using proper citation.	No citations are included.	
Storyboard	The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes of proposed transition, special effects, sound and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings. Notes about proposed dialogue/narration text are included.	The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation, descriptions of background audio for each scene, and notes about proposed shots and dialogue.	The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.	There is no evidence of a storyboard.	
	All sketches are numbered, and there is a logical	All sketches are organized and numbered in a logical sequence.			

	sequence to the presentation.				
Content/ Organization	The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to understanding the project's main idea. The project includes motivating questions and advanced organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order.	Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea.	The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.	The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect.	
Introduction	The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience's attention.	The introduction is clear and coherent and evokes interest in the topic.	The introduction does not create a strong sense of what is to follow.	The introduction does not orient the audience to what will follow.	

Production Quality					
Video Continuity/ Editing	The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.	The tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.	The tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene. There are many unnatural breaks and/or early cuts.	The tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.	
Audio Editing	The audio is clear and effectively assists in communicating the main idea. Background audio is kept in balance.	The audio is clear and assists in communicating the main idea.	The audio is inconsistent in clarity (too loud/too soft/garbled) at times and/or the background audio overpowers the primary audio.	The audio is cut-off and inconsistent or overpowering.	
Lighting	Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting for viewer to easily see	Additional lighting is used. Few shadows or glares are apparent.	Some scenes are too dark or too light to determine what is happening.	Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.	

	action.				
Camera Techniques (Exposure/ Focus)	All shots are clearly focused and well framed. The camera is held steady with few pans and zooms. Close-ups are used to focus attention.	Most shots are clearly focused and well framed.	Some shots are unfocused or poorly framed.	Many shots are unfocused and poorly framed. Excessive panning and zooming distracts the viewer.	
Graphics	The graphics and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. Graphics explain and reinforce key points during the presentation.	The graphics or animation visually depict material and assist the audience in understanding the flow of information or content.	Some of the graphics and/or animations seem unrelated to the topic/theme and do not enhance concepts.	The graphics and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that detract from the content.	
Copyright	Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce.	Every photo, graphic or music is either original or permission for its use is documented.	Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.	There is no reference to copyright information for photos, graphics, and music.	
Moving Images and Animations	Motion scenes are planned and purposeful, adding impact to the story line.	The video includes some "talking heads," and backgrounds and video effects add	The video includes "talking heads" and a few motion scenes are added but do not improve understanding of	The video features "talking heads" with little or no action to add interest, or the video uses	

	"Talking heads" scenes are used when crucial to telling the story.	interest. Most motion scenes make the story clearer or give it more impact.	the story line.	action excessively.	
	Animations are smooth and brief -- no more than five seconds. Alternative (ALT) text for animated image is provided.	Animations are smooth and brief, for the most part. Alternative (ALT) text is brief or inaccurate.	Some blinking animations. Some animations greatly exceed five second limit. Alternate (ALT) text is missing or inaccurate.	Animations blink or flicker, distracting from the video. Animation is excessively long. No alternative (ALT) text is available for vision-impaired.	
Timing	Video clips show no slack time. "Three beat" timing (three actions per clip or three clips per event) is evident.	Most video clips are edited to remove slack time and to emphasize action.	Some video clips need to be edited to remove slack time and increase action.	Video clips begin and end with slack time or no action.	
Video Captioning					
Synchronized	Captions are synced up with the audio that is played.	Captions are usually synced up with the audio.	Captions are often not synced up with the audio.	No captioning was provided.	
Equivalent	Captions are verbatim of what is said, excluding fillers like "umm" or "uhh."	Captions are nearly verbatim, with a few sound-alikes and substitutions.	Captions are rarely verbatim, containing sound-alikes and abbreviated passages.	No captioning was provided.	
Accessible	The captions are readily available and do not block any important screen content.	For the most part, captions do not block important screen content.	Captions often block key material on screen.	No captioning was provided.	
Complete	Captions span the whole length of the video.	Only a few portions lack captioning.	Large sections have no captioning.	No captioning was provided.	
Readable	Captions provi	Some issues	Captions are hard	No captioning	

	de readability (font size and color contrast), and each caption line is on the screen only for roughly four seconds or less.	with font size and face; caption lines occasionally exceed or do not meet the four second guideline.	to read, either for poor font choice, too much content, or too short a time on the screen.	was provided.	
Media Hosting	The site where media is hosted/ played ensures that the media player is screen reader and keyboard accessible.	The site where the media is hosted/ played is not screen reader and keyboard accessible.	The site where the media is hosted/played is not screen reader and keyboard accessible.	The site where the media is hosted/ played is not screen reader and keyboard accessible.	
	All controls have text labels (text that is read aloud when a screen reader goes over a button- i.e., saying “play” over the play button) and an individual can use only keyboard keys to access media controls (the play/pause button, volume, stop, CC button).	Most of the controls have text labels (text that is read aloud when a screen reader goes over a button- i.e. saying “play” over the play button) and an individual can use only keyboard keys to access media controls (the play/pause button, volume, stop, CC button).	A few of the controls have text labels (text that is read aloud when a screen reader goes over a button- i.e. saying “play” over the play button) and an individual can use only keyboard keys to access media controls (the play/pause button, volume, stop, CC button).	Controls do not have text labels (text that is read aloud when a screen reader goes over a button- i.e. saying “play” over the play button) and an individual can use only keyboard keys to access media controls (the play/pause button, volume, stop, CC button).	
TOTAL POINTS					