

USING VIDEOS FOR PLAN IMPLEMENTATION

by *Angie Mojica*
Indigenous Planning Studio
January 2020

Summary

This fact sheet looks at how videos can be used during plan implementation. The fact sheet goes over the benefits of using videos. There are tips on how to make good videos and where they can be posted. There are different examples of videos created by First Nations. The fact sheet ends by talking about some challenges and things to consider when making videos.

Keywords: community engagement, communication tools, reporting back, oral tradition

Why Use Social Media and Videos?

You've completed your pre-planning phase. Your Community Plan has been approved. What's next? It's time to start implementing your Community Plan!

Part of implementation involves keeping your community members living on-reserve and off-reserve up-to-date on the plan's progress. Implementation also involves educating your community about the plan's purpose and policies. Community members might not read the full plan because of how long it is. Your plan might also have concepts or processes that are new to your community. It is important to find creative ways of communicating that are both informative and engaging for your community.¹

Part of plan implementation involves keeping your community members up-to-date and educating them about the plan's purpose and policies.

More and more people are using social media as a digital communications tool, especially youth. Examples of social media websites are Facebook, Instagram, YouTube, and Twitter. These websites are free to use and can be easily accessed on a mobile device or computer with internet.

For more information on community engagement, see the *Engaging Your Community* and *Engaging Youth* fact sheets.

Some First Nations use social media to share updates with their community. Unlike e-mails and printed newsletters, your social media account groups all shared updates together. Photos and written messages are often used to provide updates. Sharing videos through social media is another creative way to engage and inform your members.



Figure 1 | Woman being recorded by a video camera.
Source (CoWomen, "Black Video Camera," Pexel. February 16, 2019. Accessed January 21, 2020. <https://www.pexels.com/photo/black-video-camera-2041396/>)

What Are the Benefits of Using Video?

1 Is More Enjoyable

Using videos enhances how you share information with your community. Watching videos, pictures, songs, and voiceover can be more interesting to look at than reading a long plan. Showing clips from a meeting can be easier to understand than formal minutes. Videos are engaging since people like seeing themselves, their friends and family, and familiar places in videos. Videos aren't meant to replace other forms of communication. Videos can supplement and provide other ways to understand.

Videos are also a lot more accessible for those who can't read. For example, you can record someone doing a presentation instead of just sharing their PowerPoint slides.

You can also record people in your community speaking in the language they feel comfortable with. Subtitles can be added afterwards if needed.

2 Creates a Historical Record

Some things can't be recorded easily through writing: the notes of a song, the steps to a dance, the sound of someone's voice. The videos eventually become a historical record that your community can look back on and watch over again. Over time, the videos can also be used to track progress during the monitoring phase of planning.

3 Provides an Opportunity to Involve Youth

The youth in your community might be more familiar with the technology needed to record videos. Involving youth to help make videos can build capacity in your community. Training youth to create videos teaches them skills like video production, teamwork, and interviewing and communications skills.²

Youth can also use these video skills beyond assisting your community's plan implementation. Videos can empower youth to record their experiences through digital storytelling. Creating videos can help connect Indigenous students with their language, culture, traditions, and land.³

Creating videos can empower Indigenous youth by helping them connect with their language, culture, traditions, and land.

4 Engages Off-Reserve Members

Sharing videos on social media is a great way to keep members living off-reserve engaged with the community. Meetings and presentations can be recorded and shared with members who weren't able to attend. Their feedback can be collected through the comments on the videos. You can also get them to e-mail you their feedback or provide a link to an online survey.

Table 1 | Maximum video length and file size, and the pros and cons of the most common social media websites.

Maximum video time and file size adapted from (York, A. "Always Up-to-Date Guide to Social Media Video Specs." SproutSocial. September 13, 2019. Accessed November 19, 2019. <https://sproutsocial.com/insights/social-media-video-specs-guide/>.)

	Maximum Video Time	Maximum File Size	Pros	Cons
Instagram	60 seconds	4 GB	<ul style="list-style-type: none"> Unlimited followers on private accounts Great for posting quick, on-the-go updates 	<ul style="list-style-type: none"> Short maximum video time Optimized for cell phones, can't make new posts on a computer
Twitter	140 seconds	512 MB	<ul style="list-style-type: none"> Can link with other social media accounts so content posts automatically 	<ul style="list-style-type: none"> Small maximum file size resulting in poor image quality, but you can post links to content on other social media
Facebook	120 minutes	4 GB	<ul style="list-style-type: none"> Easier to avoid anonymous commenters by inviting members and posting content to a private group 	<ul style="list-style-type: none"> Members must create a Facebook account to access content posted
YouTube	12 hours	128 GB	<ul style="list-style-type: none"> Post longer, higher quality videos Can stream meetings in real time Organize related videos in playlists 	<ul style="list-style-type: none"> Harder to manage privacy settings Privacy settings individually managed for each video

What Makes a Good Video?

Good videos have 4 main features:⁴



Takeaway Message

What are you trying to tell your viewer? Try to stick to one topic per video. You can make many short videos if needed.



Significance

Why is this topic important for your viewer to understand? Talk about why your viewer should watch the video right at the beginning.



Structure

Structure is the order of the information that's in the video. Like a story, videos should have a clear beginning, middle and end. Before recording or editing a video, make a script or outline for yourself to follow. Having a clear structure makes it easier for your viewer to follow and absorb information.



Imagery

Imagery like pictures, video clips, and animations can make the video more interesting to watch. Imagery can also help your viewer understand the content and connect with the video more.

What Are Some Types of Videos?

Purpose: To Educate or To Update?

Videos are useful at any stage of the planning process from pre-planning to monitoring. There are two main uses for sharing videos during plan implementation. Instructional videos can be used to teach your community about your plan and its policies. Videos can also be used to share your plan's progress.

There are many ways to make instructional videos. One example is to record a presentation. Another example is to use more of a storytelling approach and include interviews with community members.

Update videos can either be more formal or more candid. One example is to upload video recorded meetings for people who couldn't attend. Another example is to record someone sitting in front of a camera provide a short verbal update.

Update Video Example

Chief Corrina Leween of Cheslatta Carrier First Nation providing an update on the Nation's draft Community Plan. The video was uploaded directly from a community meeting. This is also an example of an unedited video.

<https://www.youtube.com/watch?v=kXMG6N9hiz4>

Instructional Video Example

Linda Trudeau, Community Comprehensive Plan Coordinator (CCP) for Moose Cree First Nation, presenting information on CCPs. This example uses a combination of presentation slides and video recordings.

<https://www.youtube.com/watch?v=MAHYGJ4C3Yo>

Edited or Unedited?

Unedited videos are recorded and then directly posted onto a social media site. These are great for quick updates or announcements. Longer unedited videos can be uninteresting to watch.

Edited videos usually have a combination of video clips, images, audio, and text within them. Edited videos require you to use a separate program before sharing on a social media website. This type of video can be more entertaining to watch. Edited videos also take more time to create.

Edited Video Example

Sq'ewá:lxw First Nation summarizes what happened during its last CPP meeting. This example displays video and pictures from the meeting while a narrator provides information. Music is playing in the background. This example is also an update video.

<https://www.youtube.com/watch?v=TXpPG5Zley4>

Edited Video Example

Members of Squamish Nation discuss their Nation's land related issues. This video has very little editing compared to the previous example. Video recordings of interviews are edited together to tell a single message.

<https://www.youtube.com/watch?v=8-DBgpfSulM>

Long or Short?

Videos can range between 20 seconds and 20 minutes. Think about your video's purpose and intended audience. Complicated topics may need longer videos. People are more likely to watch a video if it's less than 6 to 9 minutes long.⁵

Who Is Involved in the Video-Making Process?

Many people can be involved in the video-making process depending on the video's topic and purpose.

Your Lands Manager can make videos about the planning process and other planning-related topics. Chief and Council can record video update or meetings. The youth, Elders, and other community members can also be involved in the video-making process. Having community members involved in the process can help make sure that the content you are producing is relevant and engaging to them.

Members living on-reserve and living off-reserve become connected through the social media platforms. Livestreams allow you to broadcast a video as a meeting is happening.⁶ People watching it can also provide comments in real time. Even if someone can't attend a meeting, they can still be present and participate.

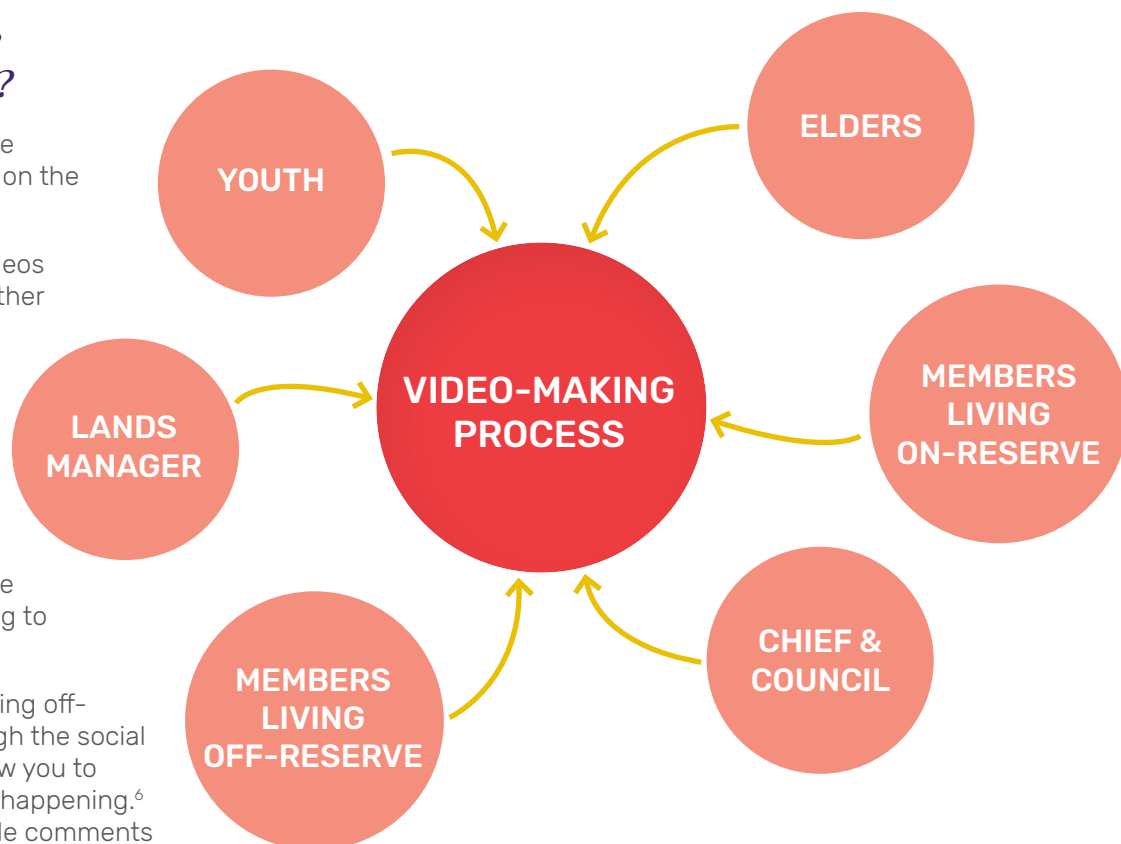


Figure 2 | Many members are connected by the video-making process.

What Are Some Challenges?

1 Access

You need good internet access to share and view videos on social media sites. Slow internet access can lower your community's ability to share and view videos on social media. You also need to have access to a mobile device or computer to be able to share and see the videos.

You can improve access by storing videos on a device that everyone in your community can use. This device can be located at the band office, school, community centre, or any other public facility.

2 Privacy

The videos you share online may be seen by anyone who is using the internet. You can restrict public access by changing your social media account's privacy settings (see further reading). Even if you limit access to your social media account, you should still think about what information you choose to share online.

People who view the video can also leave comments. This comment section needs to be monitored on an everyday basis. You can delete offensive or inappropriate comments. However, it's still important to respond to negative or opinionated comments in a constructive, positive way. These comments are still a form of valuable feedback!⁷

3 Time and Resources

Certain types of videos like instructional videos can take a lot of time to plan, record, and edit. Try not to stress out about making things perfect! You can keep things simple by sticking to unedited videos.

It can take some time to build skills on recording and editing videos. But, you don't need to get expensive equipment or software. Any camera or phone that records video is okay. Most computers come with a free video editing software. There are also programs available for free online.⁸

Managing social media accounts and monitoring the comments section can take up a lot of time. You might need to have one person who only focuses on digital communications.

Final Thoughts

Videos can be a creative way to engage and share information with your community during plan implementation. Even though it can take some time to learn video editing, you don't need a lot of money to get started. When used together with social media, you can stay connected with members who live off-reserve. By involving youth, you can empower them with a new skill and give them a bigger role in the community.

Further Reading

How to Manage Your Social Media Privacy Settings by The University of Texas at Austin: Center for Identity

Additional information on different social media privacy settings. This resource covers the settings on social media sites discussed in this Fact Sheet: Facebook, Twitter, and Instagram. Settings for other social media websites (SnapChat, LinkedIn, and Pinterest) are also discussed.

<https://identity.utexas.edu/everyone/how-to-manage-your-social-media-privacy-settings>

Beginner's Guide to Editing Videos by BorrowLenses

An overview of how to edit videos for beginners. Includes information on how to get started, computer requirements, and choosing a video editing software. General tips and a step-by-step guide on starting a video editing project are also included.

<https://www.borrowlenses.com/blog/how-to-edit-video-for-beginners/>

The Ultimate Guide to Easily Make Instructional Videos by TechSmith

An in-depth look at creating instructional videos. Provides additional information and tips on creating videos in general. The TechSmith Blog website is also a good resource for information on other visual media content.

<https://www.techsmith.com/blog/instructional-videos/>

Endnotes

- 1 Indigenous and Northern Affairs Canada (INAC), "CCP Handbook - Comprehensive Community Planning for First Nations in British Columbia Third Edition," *Indigenous and Northern Affairs Canada*, April 18, 2017. Accessed October 31, 2019, <https://www.aadnc-aandc.gc.ca/eng/1377629855838/1377632394645>
- 2 Anthea Groessler, "Video for Teaching and Learning," *The University of Queensland, Australia Institute for Teaching and Learning Innovation*, n.d., Accessed October 31, 2019, <http://www.uq.edu.au/teach/video-teach-learn/index.html>
- 3 Camille McFarlane, "Traditional Storytelling in the Digital Classroom," *University of British Columbia*, Accessed October 31, 2019, <http://blogs.ubc.ca/digitalstorytellingforindigenouslearners/>
- 4 Michael Kinney, "How to Make Great Instructional Videos," *Video How-tos*, March 9, 2017, Accessed November 19, 2019, <https://videohowtos.com/make-great-instructional-videos/>
- 5 Cynthia J. Brame, "Effective Educational Videos," *Vanderbilt University Center for Teaching*, 2015, Accessed November 19, 2019, <https://cft.vanderbilt.edu/guides-sub-pages/effective-educational-videos/>
- 6 Amber von Moessner, "Getting Started with Social Media Streaming: What You Need to Know," *Vimeo*, n.d., Accessed January 21, 2020, <https://livestream.com/blog/social-media-streaming-livestream>
- 7 INAC, 2017
- 8 BorrowLenses, "How to Edit Video for Beginners: An Introduction," *BorrowLenses Blog*, September 15, 2017. Accessed October 31, 2019, <https://www.borrowlenses.com/blog/how-to-edit-video-for-beginners/>