

adaptable + memorable

OUR BRAND

The current version of the Berrien RESA logo debuted in 2022. The three propellers are meant to represent the three tenants of our mission statement: outcomes, collaboration and transformation.



BERRIEN BERRIEN
R E S A R E S A

Berrien RESA's logo may be used in color, in black or in all white on a black background (see above). The logo should never:

1. Have any of its colors substituted, swapped, or otherwise altered.
2. Be stretched or skewed.
3. Be partially cropped.
4. Have any images or phrasing added to it. Always allow a clear buffer between the logo and other visual or text elements.

Berrien RESA's logo files are available in the Shared Drive: look in the "Logos" folder.

streamlined + stylish

OUR TYPEFACE

Berrien RESA's communications uses Montserrat and Arial typefaces, which are both legible and ADA compliant.

Arial

ABC abc 123

Montserrat

ABC abc 123

classic + consistent

OUR COLORS

Our palette consist of strong, modern and sleek colors that work well with our messaging.

PRIMARY

Teal	Black	White
Hex #24bcb7	Hex #000000	Hex #ffffff
RGB 36:188:183	RGB 0:0:0	RGB 255:255:255
CMYK C - 71% M - 0% Y - 34% K - 0%	CMYK C - 0% M - 0% Y - 0% K - 100%	CMYK C - 0% M - 0% Y - 0% K - 0%

SECONDARY

Berry	Green	Light Teal
Hex #a21e54	Hex #8ac641	Hex #97c4c5
RGB 162:30:84	RGB 138:198:65	RGB 151:196:197
CMYK C - 30% M - 100% Y - 49% K - 13%	CMYK C - 51% M - 0% Y - 98% K - 0%	CMYK C - 41% M - 9% Y - 22% K - 0%

Dark Teal	Light Gray	Dark Gray
Hex #058b91	Hex #7a7d7a	Hex #414042
RGB 0:140:146	RGB 122:125:122	RGB 65:64:66
CMYK C - 84% M - 27% Y - 42% K - 3%	CMYK C - 54% M - 43% Y - 46% K - 9%	CMYK C - 68% M - 62% Y - 58% K - 46%

be consistent

OUR EMAIL SIGNATURES

Please use the image below for your signature line on emails. Your name, title, location and phone number should be the only text included. Refrain from adding quotes, gifs, cartoons or other images. Find the graphic to download in the Shared Drive.

Kristin Bivens
Social Media/Graphic Designer
Berrien RESA
P.O. Box 364
711 St. Joseph Ave.
Berrien Springs, MI 49103
269.471.7725 ext. 3144



Berrien RESA BRANDING/STYLE GUIDE 2022-2023



Optimizing student outcomes through collaboration and transformation.

we believe in **OUR ORGANIZATION**

Berrien Regional Education Service Agency (Berrien RESA) is one of 56 intermediate schools districts (ISDs) established in Michigan in 1962. ISDs and RESAs are service agencies that offer support services to school personnel that are best delivered regionally, as measured by cost, size and quality advantages.

we believe in **OUR COMMUNITY**

Berrien RESA proudly offers its services to our area's 15 public school districts, four public school academies and over 20 parochial and private schools in Berrien County. With over 617 square miles of terrain divided into individual school districts, Berrien RESA makes their resources and services available to over 24,000 students in public and private schools every day.

we believe in **SERVICE**

Berrien RESA's Mission:

Optimizing student outcomes through collaboration and transformation.

Whether a school district is seeking policy guidance, help with payroll or professional development opportunities for their staff, Berrien RESA takes great pride in offering an array of services tailored to support the goals of our educational partners.

the importance of **COMMITMENT**

As part of Berrien RESA's responsibility to the community and its constituent school districts, Berrien RESA and its staff strive to maintain a strong grasp on cutting edge technology and services for area students, as well as an accurate and complete understanding of federal and state education regulations. Berrien Regional Education Service Agency works closely with area school officials to provide updates on curriculum changes and expectations, budget discussions, and learning opportunities for both students and staff. Berrien RESA also works to create partnerships between area businesses, organizations and community members to provide support for their projects and maintain positive relationships for future goals.

Berrien RESA also stays in close contact with southwest Michigan's legislative delegation, sharing information and perspectives relating to legislation that affects the education community.

make a request **COMMUNICATION REQUEST**

To request marketing + communication services for your departmental needs, log on to the employee section of our website. Download the Communication Service Request Form from the Communication Resources for Staff page. Fill out the form and return it to Karen Heath at least 6 weeks prior to your project's deadline.

Where to find it:

All documents are available on the employee section of the website.

how to handle **MEDIA INQUIRIES**

Public awareness of Berrien RESA programs, services, and other items of public interest is desirable and encouraged. At the same time, it is imperative that the information be accurate, timely and consistent. As such, all releases to the media must be authorized by the Superintendent.

meet the **COMMUNICATION DEPARTMENT**

Karen Heath is the *Communications Supervisor* for Berrien RESA. Prior to obtaining her position at Berrien RESA, she worked in the Michigan Legislature as the Communications Director/Special Project Coordinator for Senator Valde Garcia and Glenn D. Steil. Karen graduated from Michigan State University with a bachelor's degree in Communication Arts & Sciences with an emphasis in Organizational and Crisis Communication, Political Campaign Management and Policy. In addition to communication services, she provides partnership outreach and legislative support for the District.

Kristin Bivens is the *Communications Social Media/Graphic Designer* for Berrien RESA. Prior to obtaining her position at Berrien RESA, Kristin worked in marketing in both the public and private sector. Kristin graduated with honors from Roosevelt University in Chicago with a bachelor's degree in Journalism.

Alvin Miles is the *Printer* at Berrien RESA. In addition to thirty years' experience in professional printing, Alvin also served in the U.S. Marine Corps for 10 years, obtaining the rank of sergeant before entering the private sector. He has multiple accreditations in management and leadership skills.

TITLE IX **NON DISCRIMINATION CLAUSE**

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or sexual identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category, (collectively, "Protected Classes"), in its programs and activities, including employment opportunities.

Title IX Coordinator/Compliance Officer and for all other concerns: Breanna Bell, Director of Human Resources Berrien RESA, 711 St. Joseph Avenue, Berrien Springs, MI 49103

Title IX Investigators:
Kevin Clark, Technology Services Director and Breanna Bell, Director of Human Resources

Title IX Decision Maker:
Chris Machiniak, Assistant Superintendent

Title IX Appeals:
Eric Hoppstock, Superintendent

[Title IX Final Rule \(Clark Hill\)](#)

For procedural information, please review Berrien RESA's Board policies.

SYNOPSIS

The Americans with Disabilities Act requires that individuals with disabilities have equal access to all facilities and resources available to the public. Any content disseminated online must be formatted for universal accessibility. Some of the basic principles of online accessibility include using legible fonts in colors with appropriate contrast to the background, describing any visual content and applying logical, efficient navigation to all content.

File Types

Convert offline files to PDF format before sharing. Any attachments shared online must be accessible directly within the user's browser. While applications like Microsoft Word or Apple Keynote are common, you cannot assume your reader has access to a particular type of software. All browsers allow users to view PDFs online. Files created in cloud applications, like Google Docs, are also viewable via browser window and do not need to be converted.

All electronically shared content must adhere to the guidelines described below, regardless of its format.

Berrien RESA has software that can check to analyze the accessibility of PDFs called Common Look. Please send documents to the Communications Office before sending out so that the document can be verified.

IMAGES

General Considerations

Do not rely primarily on images to share information. Pictures of flyers, diagrams and other graphic displays of information exclude users with vision impairments, as the text present on the picture cannot be read to them with assistive technology. Avoid images with text, as well as pictures that do not add meaningful context to your writing. Remember: every graphic you incorporate, you are responsible for providing a description.

Alt Text

Alt text is the caption a screen reader uses to describe an image to a user. All images posted online are required to have alt text, and all images in an electronically shared document must either have alt text, or be tagged as artifacts (as in the case of boxes put behind text for emphasis, or other elements used to organize content visually).

Sizing

Large, high-resolution photos should not be used in their original size. These take longer to upload, take up more storage space and most importantly, use more of your reader's data to load, which is a limited resource for many users. Always resize your pictures before adding them online. Keep the largest dimension at or under 1000 pixels in most situations.

TEXT FORMATTING

Headings

All documents and web pages should have at least one heading. Headings should be used to identify the structure of a table of contents in larger documents, and to clarify hierarchy of information on individual pages. Use heading tags in hierarchical, not chronological order:

Heading 1 (Title, chapter, or major section)

Heading 2 (Titles of subsections within the chapter, page, or main section)

Heading 3 (Titles segments within H2 subsections)

Paragraph (Regular body text)

Applying this formatting makes it faster and easier for people of all abilities to find the information they are searching for. It also helps the Communications Office when completing the accessibility check.

Heading 1 should only be used as document or section titles. Do not apply a heading style to emphasize a sentence or word within your body text. To emphasize words, bold, italicize or enlarge the font. Be sure not to emphasize a word with a different font color. It is helpful to use Styles to create different looks for your different headings and paragraphs. You will want to make sure a sight reader can differentiate between the headings visually.

Font Choice

Arial is the default typeface for Berrien RESA documents (see back cover for Style Guidelines). For online content editors, the "Normal" style should be applied to paragraphs written on the webpage. Use a minimum 12 pt. font size for all documents - this ensures that text won't be too small to read on paper if it's printed.

Text should always be a color that highly contrasts its background - for example, dark blue or black on white paper. Use color text with restraint. Do not, for example, apply a different color to every paragraph or highlight. Remember: if everything is emphasized, nothing is.

Spacing

Rely on margins, indents and paragraph spacing tools to control spacing. Using the "Enter" or "Tab" keys many times in a row creates a frustrating experience for those using screen readers: rather than just seeing blank space, they have to hear each keystroke dictated. If you hit "Enter" 20 times, that person will have to hear the word "Enter" repeated 20 times before they can continue to the next section. Use page breaks and paragraph styling to achieve the desired look.

Imagine how a screen reader would read your document.

Lists

Use the numbered or bullet list tool to make lists. Avoid using dashes, asterisks or other symbols to manually denote list items. Bullet lists should be the default unless chronological order matters, in which case, a numbered list should be used.

```
>L
  >LI
    >Lb1
      >LBody
```

Tables

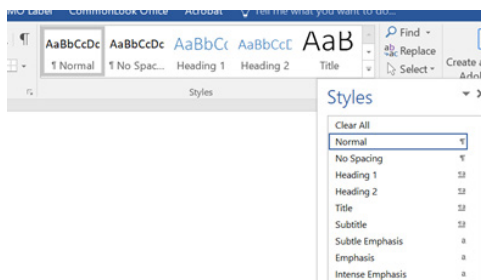
Tables should only be used to display data, never to adjust text formatting - only use a table if it makes sense. Use the column tool and column breaks to create columns. Tables should have header rows and/or columns tagged. If the table is displayed across multiple pages, headers should repeat at the top of each page. Tables should be "regular" - that is, an equal number of rows across columns and vice versa. Do not split or merge cells, and avoid using multiple levels of headers (nesting a section within a parent section). If a table is too complicated to honor these rules, separate the data into two or more separate tables that are simpler to navigate. Empty cells are acceptable, but it is good practice to insert a dash or "N/A" to avoid confusion when a screen reader describes the table.

Links

If you are including a web link in an electronic document, do not include the entire website address such as www.berrienresa.org. Instead, you should say "can be found on [Berrien RESA's website](#)." Describe what you are linking them to, not the actual link itself. If the document will also be printed, you should include the link in parentheses. For example, your text should read "[Berrien RESA's website](#) (www.berrienresa.org)." This will allow a reader who is reading the physical document to find the website address.

people
first.

Pro Tip: If you are using Word, use style sheets to format your document.



WRITING ABOUT DISABILITY

A QUICK REFERENCE

GENERAL GUIDELINES

To write inclusively, it is important not to define a person by their disability, whether it be physical, developmental or emotional. A person's disability should only be mentioned if it is relevant to the story you are telling and you should do so in a way that puts a *person first*.

You may have heard someone referred to as a "disabled person," thus describing them as a person second to their disability. The best description is "a person with a disability." Better yet, you should describe someone as a "person with/who has/who is (name the specific disability)." Again, this is only if it is relevant to the story being told. Keep in mind that a disability is not always visible to the naked eye and you should never make assumptions about a person and what their disability may or may not be.

It is important to avoid negative connotations when referring to a person with a disability. For example, someone is not "confined to a wheelchair," they "use a wheelchair." Avoid making judgements about one's circumstances. Others do not "suffer" from a disability, they simply have a disability.

If you are referring to someone that does not have a disability, do not use terms such as "normal" or "healthy." You may choose to use non-disabled or person without disabilities if needed to tell your story. Be careful not to make a person who has a disability seem "less than" or different.

What is the American Disabilities Act of 1990?

From ADA.gov - "The ADA is one of America's most comprehensive pieces of civil rights legislation that prohibits discrimination and guarantees that people with disabilities have the same opportunities as everyone else to participate in the mainstream of American life -- to enjoy employment opportunities, to purchase goods and services, and to participate in State and local government programs and services."

Note: If a space has been updated as part of the American Disabilities Act of 1990, it can be referred to as "accessible." When the Communications Office mentions making a document compliant, it means it will be accessible to those who may not be able to visually read the document.

WRITING ABOUT RACE

A QUICK REFERENCE

GENERAL GUIDELINES

It is important to know why you would mention a person's race and ethnicity in your writing and if it strengthens, or takes away from, the story. A person's race should only be used as an identifying characteristic if it adds value and importance to the story. A person should not simply be defined by their race and ethnicity or subject to commonly used racial stereotypes. For instance, if a school hires its first Black teacher, race is important. If a student is caught vandalizing the school, the race of the student is not important.

Important Terms

Race: the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioral differences. (Britannica)

Ethnicity: A social construct that divides people into smaller social groups based on characteristics such as shared sense of group membership, values, behavioral patterns, language, political and economic interests, history and ancestral geographical base. (Teaching for Diversity and Social Justice: A Sourcebook. Maurianne Adams, Lee Anne Bell, and Pat Griffin, editors Routledge, 1997.)

Implicit bias: Also known as unconscious or hidden bias, implicit biases are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness. Many studies have indicated that implicit biases affect individuals' attitudes and actions, thus creating real-world implications, even though individuals may not even be aware that those biases exist within themselves. (State of the Science Implicit Bias Review 2013, Cheryl Staats, Kirwan Institute, The Ohio State University.)

Anti-racism: An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity. (Ibram X Kendi, How to be an Antiracist, Random House, 2019.)

WRITING ABOUT RACE A QUICK REFERENCE

Using Proper Terms

Black should always be capitalized (as it is recognized as a culture, not just a color alone), but **white** is always lower-case (Associated Press Stylebook). You should never use either as a stand alone noun, such as “She was white.” Instead you would say, “She was a white woman.” As, you can see, a person is not just their race.

African American is an acceptable term in the United States, as long as you know the person is of African descent.

Asian American can be used for an American of Asian descent. Stay away from using terms such as “Orient” or “Oriental” when describing a person of Asian descent.

Latino/Latina is used when referring to a person, or descendent of, a Spanish-speaking country from Latin America. Latino is the masculine term and Latina is the feminine term. **Hispanics** may also be used to describe Latinos in the United States. However, **when describing a group it is best to be specific about their country of origin** by using terms such as Puerto Rican or Cuban.

Native Americans or American Indians are acceptable to use in the United States, but if you are speaking of one specific tribe, it is best to name the tribe itself, as opposed to using a generalization.

WRITING ABOUT GENDER A QUICK REFERENCE

GENERAL GUIDELINES

What is the difference between gender and sex?

Gender (noun): the behavioral, cultural, or psychological traits typically associated with one sex. (Merriam-Webster)

Sex (noun): either of the two major forms of individuals that occur in many species and that are distinguished respectively as female or male especially on the basis of their reproductive organs and structures. (Merriam-Webster)

A better way to think of it is gender is the social construct, sex is the biological form.

Important Terms

Non-binary (adjective): relating to or being a person who identifies with or expresses a gender identity that is neither entirely male nor entirely female. (Merriam-Webster)

Trans-gender (adjective): of, relating to, or being a person whose gender identity differs from the sex the person had or was identified as having at birth. (Merriam-Webster)
Note: Use terms such as transgender man or transgender woman, not transgendered.

Gender-fluid (adjective): of, relating to, or being a person whose gender identity is not fixed. (Merriam-Webster)

Using Proper Terms

It is important, when writing generally about all people, to not use gender specific language. For instance, do not say “if he should need...,” use “if they should need...” You can also use “they” when in doubt of a person’s preferred pronoun.

Think of terms such as “mankind.” Instead of using terms that specify the male gender, use a term such as “humankind.” This goes for terms such as policeman, garbage man, or chairman. Many words have historically been geared towards the male gender, but we want to be inclusive to both genders simultaneously.

Avoid stereotyping by assuming the manager is a man, or a nurse is a woman. Don’t use terms that may not show genders at an equal status such as the phrase “man and wife.” It is better to use “husband and wife.”

It is best to have a person **self-identify** the pronoun they prefer.

WRITING ABOUT LGBTQ+

A QUICK REFERENCE

GENERAL GUIDELINES

LGBTQ+ refers to communities that identify as lesbian, gay, bisexual, transgender, and queer. The “+” refers to transexual, two-spirit, questioning, intersex, asexual, ally. Other terms include pansexual, agender, gender queer, bigender, gender variant, and pangender.

Important Terms

Sexual Orientation: refers to emotional, romantic, sexual or relational attraction to another person, whether they are lesbian, gay, bisexual, straight or use another word to accurately describe their identity. Refrain from using “sexual preference,” “lifestyle,” “homosexuality” or “heterosexuality.” (from the Human Rights Campaign)

Gender Identity: is one’s internal concept of self as male, female, a blend of both or neither. It includes how individuals perceive themselves and what they call themselves. One’s gender identity can be the same or different from their sex assigned at birth. (from the Human Rights Campaign)

Gender Expression: refers to the external appearance of one’s gender identity, usually expressed through behavior, clothing, haircut or voice and which may or may not conform to socially-defined behaviors and characteristics typically associated with being either masculine or feminine. (from the Human Rights Campaign)

Using Proper Terms

As we now know, everyone we reference is a person beyond any other characteristics. A person’s gender identity or sexual orientation should be relevant to the story being told, or it shouldn’t be referenced.

In order to sustain an inclusive culture, do not make jokes that could reinforce stereotypes and judgements made against the LGBTQ+ community. Never assume you know how someone identifies.

Instead of using typical heterosexual terms such as husband or wife, use language such as spouse or partner.

If possible, avoid general terms to describe a group or community such as “gay.” As you will see on the following page, the community as a whole has varying identities and should be treated as such. If you are using an all encompassing term to describe the community, use LGBTQ+.

WRITING ABOUT LGBTQ+

A QUICK REFERENCE

Definitions

Lesbian: A female who is sexually attracted to other females.

Gay: Homosexual, typically used to refer to homosexual men, but not exclusively.

Bisexual: Attraction to both male and females.

Transgender: Identifying with a gender that is different from the typical gender associated of the sex you were assigned at birth.

Transexual: Identifies with the gender that is not typically associated with the sex you were assigned at birth.

Two-Spirit: A term used in some Native American cultures in North America to identify people in their community that are gender-variant, or have both male and female spirits.

Queer: A general term used to reference people who are not heterosexual or identify with a gender different than the one associated with the sex they were assigned at birth.

Questioning: Exploring and questioning one’s gender, sexual orientation or identity.

Intersex: A person has sex characteristics that doesn’t define them as either male or female.

Asexual: A lack of sexual attraction or little interest in sexual activity.

Ally: A friend of the LGBTQ+ community.

Pansexual: A person is sexually attracted to people of any sex or gender identity.

Agender: People that identify as having no gender.

Gender queer: A general term to describe those that have a gender identity that are not only masculine or feminine.

Bigender: A gender identity that may move between feminine and masculine gender identities, whether at different times or simultaneously.

Gender variant: Expressing gender in a way that is non-conforming to masculine or feminine gender norms.

Pangender: Identifying with all genders.

Cisgender: A person whose gender identity corresponds with the sex they were assigned at birth.

WRITING ABOUT AGE A QUICK REFERENCE

GENERAL GUIDELINES

People of all age ranges are a part of the education world. To be respectful and inclusive of all ages, we must choose our words wisely in writing and in conversation.

Similar to every other category mentioned, unless age is relevant to the story, it does not need to be included. With our student population, we serve a specific age range, which is a completely acceptable reason to list age. In all instances it is best to list the number, as opposed to any phrasing that might put a negative connotation on someone's age. Don't use descriptions that might make children not seem as valued and as smart as an adult, simply because they are younger. Don't make an older adult seem not as smart as a younger adult simply because they are older.

If you are mentioning one person's age because it seems relevant to what you are writing, you may want to consider including ages of the other people in the story so that one person is not singled out. This will depend on the story you are telling.

Ultimately, do not belittle anyone's knowledge, abilities or intelligence simply because of their age. And again, always think of people first. Their age does not need to be their identity.

Using Proper Terms

A few terms to consider using include youth, people over (an age), people under (an age), teenager, older person, and senior. You may want to ask specifically what someone prefers to be called when describing their age.

WRITING ABOUT RELIGION A QUICK REFERENCE

GENERAL GUIDELINES

Religion is a personal and sensitive topic for many people and it is very important to be neutral and respectful to everyone's beliefs in both the workplace and in education. Each of us have our own belief system and values but that is not all that defines us, just as our race, socioeconomic status, or gender do not completely define who we are. Do not note or discuss anyone's religion unless it is important to the story being told.

Religion is something you cannot see and something you should never make assumptions about. For example, do not assume that a person who is from the Middle East is of the Muslim faith, just as you shouldn't assume that a white woman from rural Michigan is of the Christian faith. If someone is a person of Jewish faith, refer to them as such or as a member of the Jewish community.

Stay away from religious terms that could be viewed as culturally insensitive such as "Christian name" or "spirit animal." Do not use terms such as praying or "oh my God." Do not assume everyone celebrates Christmas, but rather refer to the time of year as the "holidays" or "holiday season." Avoid offensive stereotypes that poke fun or mock religious groups and their way of worship.

WRITING ABOUT SOCIOECONOMIC STATUS A QUICK REFERENCE

WRITING FOR INCLUSIVITY A QUICK REFERENCE

GENERAL GUIDELINES

One's socioeconomic status is a sensitive, typically private matter, and should be respected and dealt with in a way that provides empowerment to all.

Assigning someone a social class often puts them into a box that is hard to escape. Certain terms and ways of writing about those that may not have financial stability can perpetuate stereotypes and create a "less than" attitude.

As with all of the categories, a person is far more than their income bracket or economic class. We should not refer to people as "poor people" or "homeless." They are a "person of low-income" or a "person experiencing poverty." They are not "homeless," they are a "person experiencing homelessness." When we put people into categories first and take away their humanity, we often create a perpetuating system of classism. Avoid terms like "low class" and "high class." Each term makes judgements of a person's circumstances and shouldn't be used.

Socioeconomic status can also refer to educational attainment. Avoid using terms such as "high school dropouts" or "poorly educated."

As a general rule of thumb when discussing socioeconomic status, approach your writing in a way that tells what people have, not what they lack.

photo & video tips.

PHOTOS FOR DIVERSITY/INCLUSION A QUICK REFERENCE

VIDEO/PHOTO QUICK TIPS

GENERAL GUIDELINES

When choosing photos for website, print, or social media, it is important to choose photos that show diversity and inclusiveness of all races, genders, and physical traits.

Using Stock Photos

In digital and print media, we often incorporate stock photos into our design. As an organization, we don't always have a photo of our own students that matches the message of our media.

Berrien RESA subscribes to Getty Images for stock photography. If you are in need of stock photos, please contact the Communications Office so they can find you an appropriate photo. You should not use photos found on the internet. They must be paid for so that we have a proper license and don't put ourselves at risk of a lawsuit. If you find something you like through an internet search, send it to the Communications Office as a reference.

An initial search on a stock photo website typically turns up stereotypical, non-diverse photos. You must be intentional when searching photos on a stock photo website and include specific terms, races, genders, etc. Mix it up so that your works shows diversity and inclusivity. For example, in searching a photo of a teacher, include different races, ages and genders. In searching for classroom photos, be sure there are many different types of kids in the classroom.



Stock Photo Examples



GENERAL GUIDELINES

Photos

When taking photos and videos of students in the district, it is important to make sure that you have a [media release form](#) signed by their parent or guardian. Berrien RESA must have a photo release on file before a photo to be used in any project.

When capturing photos of students and staff, the best photos are up close and show what is happening. Show action and activity. Show candid reactions.

Be sure your camera is in focus and the picture is not blurry. Often, using a flash can make for poor lighting, so try both options if you aren't sure. Pictures that are horizontal provide more of a wide shot that can show off the surrounding environment.

Videos

Even if you don't have a high tech camera, you can take a great video that Berrien RESA can use for video productions. If you have a smart phone or a laptop camera, you can make a decent video. Here are a few tips on creating the best videos.

1. Take horizontal videos! You miss out on so much of the background when creating a vertical video. This is especially important when taking a video of a student activity or interaction - it captures the environment and helps tell a better story.
2. If you are doing an interview with someone, try to find a quiet space so that their voice is not overtaken by background noise.
3. If you are asking questions to someone, put pauses between your question and their answer to make for easier editing.
4. If you are taking a video of yourself to share a message, be sure to put your camera head on, not below you. Your head should be in full view and looking straight on.
5. If you have it available to you, natural lighting is the best lighting to use for videos.

