

# THE MUSLIM VIDEO PROJECT

## PILOT VIDEO - SCRIPT OUTLINE

### I. Bismillah

- A. Computer graphic in gold on black
  - 1. Banner travelling left to right across screen
  - 2. Zoom out to reveal script in ring shape
  - 3. Ring turns to edge, gold circle
  - 4. Circular seal bismillah from central dot fills ring
  - 5. Black background turns to stars
  - 6. Reverse to stars in script, gold background
  - 7. Zoom out to reveal real calligraphy on mosque wall
    - a. Qari is small boy seated below calligraphy

### II. Fatihah

- A. Small boy (Ahmed) reads Fatihah
  - 1. Intercut visuals of muslim villages and cities
    - a. Kids in village street
    - b. Kids as shepherds
    - c. Kids swimming
    - d. The city street
    - e. The market
    - f. The madrassah
    - g. The mosque
  - 2. Sound effects under all
  - 3. Voice over commentary in 2nd half
    - a. Who is this boy?
    - b. What sort of world surrounds him?
    - c. Where does he sleep at night?
    - d. What experience shapes his dreams?

### III. Western Environment - Glasgow Real

- A. Ahmad's Environment
  - 1. Handheld visuals of Ahmed and surroundings
    - a. Packing schoolbag
    - b. Lacing shoes
    - c. Leaving the mosque behind him
    - d. Looking out over Glasgow
    - e. Glasgow buildings city life and parks
    - f. Ahmad's neighbourhood and house interior
    - g. Ahmad going to school on the bus
    - h. Ahmad in his class
  - 2. Sound effects under all
  - 3. Voice over commentary throughout
    - a. Introduce Ahmed
      - (1) Name and age
      - (2) Quranic recitation qualifications
      - (3) Amount of study in the mosque
    - b. Introduce Glasgow
      - (1) Rain - a far cry from the Arabian Desert
      - (2) Number of inhabitants
      - (3) Buildings show historical power
      - (4) Places where people play

- c. Ahmad not in the mosque
  - (1) Ahmad likes football
  - (2) Ahmad reads comics in his room
  - (3) Ahmad studies in his room
- d. Ahmad goes to school
  - (1) Ahmad is good at History and Geography
  - (2) His friend (white) likes Physics and Maths

#### IV. The battleground for the minds of young muslims

##### A. Media Surroundings and Informational Sources

1. Tripod camera outside-broadcasts of commentator
  - a. Walking with umbrella in rain
    - (1) Towards camera across bridge with
    - (2) Central mosque behind
    - (3) Mosque from Argyle St. turning corner
    - (4) Zooming in on W.H.Smiths
    - (5) Closing umbrella and entering Smiths
  - b. Walking with umbrella closed
    - (1) In front of Magazine racks
    - (2) In front of Bookshelves
    - (3) In front of Mitchell Library
    - (4) Inside Mitchell Library
  - c. Sitting with closed umbrella
    - (1) Inside Mitchell Library
    - (2) Students studying behind
    - (3) Glass partition to soundproof
  - d. Standing with umbrella in apparent rain
    - (1) Outside Ahmad's house
    - (2) Zoom back to show use of hose
    - (3) Pan up to Ahmed holding hose
    - (4) Zoom in to close-up Ahmad
2. Live background noise throughout
3. Live commentary throughout
  - a. Where does Ahmed get his informations
    - (1) Magazines? How many specialist subjects?
    - (2) Novels?
    - (3) Books in the reference section?
    - (4) The Library for the really inquisitive
  - b. The range of Islamic knowledge
  - c. Principles of Islamic education
  - d. Distinguishing the truth

##### B. Education Systems

1. Tripod camera outside broadcast of commentator
  - a. Sitting in front of office bookshelves
  - b. In classroom before blackboard/whiteboard
    - (1) insert X-fade class full/empty
  - c. In office – close-up
2. Avoid background noise
3. Live commentary throughout
  - a. Compare Islamic and secular systems
  - b. Separatist Education
    - (1) Good points
    - (2) Bad points
  - c. Integrative Education
    - (1) Bad points
    - (2) Good points

- d. Difficulties of broaching the system
  - (1) Time factor
  - (2) Expense
  - (3) Lack of Ideas
- e. The Western world's preference for communication
  - (1) At the speed of light
  - (2) To the eye to the mind

### C. Imagery

- 1. Hand held outside broadcast no visible commentator
  - a. The eye of an icon
  - b. Icons
  - c. Fine Art
  - d. Political cartoons
  - e. Printing machinery
  - f. Text book illustration (anatomy etc.)
  - g. Early photographs
  - h. Magazines printing
  - i. Hasselblads on moon
  - j. Advertising imagery
  - k. Passport photograph booth
  - l. Photograph in passport
  - m. Pop-stars
  - n. Framed portrait of the Queen
  - o. The Queen on TV
- 2. Classical samples plus effects behind commentary
- 3. Voice over commentary throughout
  - a. Morality of imagery
  - b. History of imagery in West
  - c. Educational use of imagery
  - d. Technology of image transfer
  - e. Scientific use of imagery
  - f. Universal acceptance of image transfer
  - g. Culminating in - TV

### D. Television and Video

- 1. Firework display of illustrative visual effects
  - a. TVs in shop windows
  - b. Passers-by watching TVs
  - c. Massed ranks of shop TVs
  - d. TV factory line
    - a. TV company trucks
    - f. Ranked TV aerials
    - g. Flashes of TV shows
    - h. Flashes of TV adverts
    - i. Families watching TV
    - j. Kids TV and adverts
    - k. Kid watching alone
    - l. Isolated TV watchers
    - m. "TV Star..." newspaper headline
    - n. TV world news programme
    - o. Large TV screen at sports stadium
    - p. Large TV screen at Band Aid
    - q. Olympics on TV
    - r. World Cup on TV
    - s. Arabs watching TV
    - t. Malaysians watching TV

- u. Blacks watching TV
- v. Browns watching TV
- w. Charles and Di's wedding on TV
- x. Sixty seconds Yellow Submarine style
- y. Fast cut adverts
- z. Kids adverts
- (1) Subtitled statistics throughout
- 2. Muslim Miami Vice electronics soundtrack
- 3. Commentator voice-over throughout
  - a. Pervasive nature of electrical communication
  - b. Waves everywhere instantly available
  - c. Statistics of viewing phenomenon
  - d. Flaws of TV
  - e. Lack of human interaction
  - f. Narcissism of TV
  - g. TV as news
  - h. News from TV
  - i. Global TV
  - j. TV's global village
  - k. Global norms
  - l. Powers of TV
  - m. Compression of information
  - n. Non-verbal includes verbally incommunicable
  - o. Quantity of information through speed
  - p. Comparison to commentary speed
  - q. Presentation can help suspend disbelief
  - r. Use of TV powers in advertising
  - s. TV is used because it works
  - t. TV communicates better
  - u. What is communicated?
  - v. What does TV offer the viewer
  - w. Should we not use TV to offer knowledge

## V. The Muslim Video Project

- A. Who to teach and what to teach
  - 1. Studio commentator with working TV
    - a. TV with cartoons
    - b. Zoom out to Commentator with TV
    - c. Switches off TV
    - d. Switches on TV - MVP syllabus graphics
    - e. Zoom in to re-play MVP syllabus graphics
  - 2. Studio mike
  - 3. Live commentary throughout
    - a. Accepting the medium what do we teach
    - b. How to live amidst TV temptation
    - c. Do we teach how to switch it off
    - d. Broadening horizons of non-muslims
    - e. Intelligible essential information
    - f. Insight into muslim cultures
    - g. MVP obviously for muslims
    - h. Cultural problems of muslim minorities
    - i. Educational cure
    - j. MVP TV Series targeting these problems
    - k. Clarifying faith in a hostile environment
    - l. Offering breadth of understanding not depth
    - m. All series add up to a syllabus
    - n. Sixty programmes as long as this pilot

- o. Full syllabus divides into five sets
- p. Introduce MVP syllabus graphics

#### B. MVP Syllabus Graphics

- 1. Computer graphics link
  - a. Screen logo - white on black
  - b. Zoom through logo to black
  - c. Zoom up from point to pentagon
  - d. Pentagon splits into five sectors & colours
  - e. From each sector grow out eleven diamonds
  - f. Expand into Islamic pattern
  - g. Zoom back into studio through pentagon
- 2. Starwars sound effects
- 3. Voice over reinforcing Graphics
  - a. Five Sets
  - b. Sixty Programmes

#### C. Set One Introduction

- 1. Studio commentator with working TV
  - a. Pentagon & pattern on TV screen
  - b. Change of costume to "Scientist"
  - c. Zoom in to Pentagon & Sector Graphic
- 2. Studio mike
- 3. Continuous commentary
  - a. Introducing Sector One
  - b. Being a 20th century muslim
  - c. Islam at the Intellectual cutting edge
  - d. Clear and muddled thought
  - e. Practically Basic Muslim Understanding

#### D. Set One Graphics - Blue

- 1. Computer Graphics Link
  - a. Pentagon spinning
  - b. Pull out First sector to see title on it
  - c. Pan down diamonds with lesson titles
  - d. Pull back to show sector and diamonds
  - e. Highlight example lesson
  - f. Fast zoom into diamond and example lesson
- 2. Starwars sound effects
  - a. Sector to have its own background sample sound
- 3. Voice over commentary
  - a. Brief description of series in Set One

#### E. Set One Example Lesson

- 1. Commentator moving through video or photo background
  - a. Close up of a pearl
  - b. Man & Woman's hands clasped
  - c. Banks of Daffodils
  - d. Beds of Assorted flowers
  - e. A mixed race crowd of people
  - f. Live counting out money
  - g. Live counting out foreign money
  - h. Sharing out Smarties
  - i. Emptying large bag of Smarties on table
  - j. Rough sorting Smarties
  - k. Pick and Mix sweetshop
  - l. Cake Shop varieties
  - m. Fruits and Vegetables displayed

- n. Fish caught by the thousand
- o. Large Supermarket from checkout
- p. Store perfume department
- q. Flowers in shop
- r. Close up of grass lawn
- s. Bird on lawn
- t. Singing bird
- u. Flocks of birds in flight
- v. Computer Printout
- w. Stars
- x. Galaxies
- y. Sand in an hourglass
- z. Sand on the shore
- aa. Set up easel close to water
- bb. Dipping brush into the sea
- cc. Writing on easel pad with brush
- dd. Mid shot of Allah on pad
- ee. Zoom over pad to sea horizon
- ff. Occasional sideways scrolling banner subtitles
- gg. Pop-up box Quranic references
- 2. Studio mike with sound effects relating to background
- 3. Apparently continuous commentary
  - a. We thought about One
  - b. And looked at Two
  - c. But what about Many - more than one or two
  - d. When things seem to always be different
  - e. How do we decide what is the same
  - f. Q - And the variety of your tongues and colours
  - g. Q - So you can know one another
  - h. Times when counting things out exactly
  - i. If you can agree on units & know what one is
  - j. Sometimes you can afford not to be so accurate
  - k. Choice can be bewildering
  - l. Q - Provision in abundance
  - m. Q - The fruits of the Garden
  - n. Q - And from the sea ornaments and flesh
  - o. So many different sizes and shapes and smells
  - p. Can you count them or the blades of grass
  - q. How many songs do the birds have for us
  - r. Wherever we look there is variety
  - s. Variety beyond our comprehension
  - t. Numbers beyond our reckoning
  - u. No matter how good the hardware
  - v. There are times when the estimate is approximate
  - w. Q - Stars sun and moon bow down
  - x. How much can you count of such numbers
  - y. Just means how long have you got
  - z. H - Don't rail against Time I am Time
  - aa. Q - If all the trees were pens

#### F. Set One Close-out Graphics

- 1. Computer graphics link
  - a. Fast zoomout from lesson and diamond
  - b. Return to pentagon
  - c. Zoom back into Studio through Pentagon
- 2. Starwars sound effects
  - a. Sector to have its own sample sound
- 3. No comment

## G. Set Two Introduction

1. Studio commentator with working TV
  - a. Pentagon & pattern on TV
  - b. Change to various guises of "Muslim"
  - c. Grow beard as "Arab"
  - d. Change back to original clothes
  - e. Zoom in to Pentagon and Sector Graphic
2. Studio mike
3. Continuous commentary
  - a. What makes a muslim?
  - b. Is it the clothes?
  - c. Different clothes in different places
  - d. To be muslim do you need a long beard?
  - e. No but some people like it so here goes
  - f. At home I prefer my own clothes
  - g. What do all muslims agree is Islamic
  - h. Five Pillars the subjects of Set Two

## H. Set Two Graphics – Green

1. Computer Graphics Link
  - a. Pentagon spinning
  - b. Pull out Second sector to see title on it
  - c. Pan down diamonds with lesson titles
  - d. Pull back to show sector and diamonds
  - e. Highlight example lesson
  - f. Fast zoom into diamond and example lesson
2. Starwars sound effects
  - a. Sector to have its own background sample sound
3. Voice over commentary
  - a. Brief description of series in Set Two

## I. Set Two Example Lesson

1. Small area spotlit in dark studio
  - a. Long beard & loose Track suit
  - b. Enter from Graphics in mid-sentence
  - c. Commentator in spotlit chair
  - d. Assorted shots and camera moves
  - e. Movement examples in another spotlit insert
  - f. Insert mosque prayer pictures
  - g. Flash Makkah mentioning alignment
  - h. Insert international prayer pictures
  - i. Commentator in silhouette against illustrations
  - j. Black & Gold computer box Quran references
  - k. Black & white computer box other references
  - l. Subtitle graphics for rakats in prayers
  - m. Insert graphics for prayers relative to sun
  - n. Exit to graphics in mid-sentence
2. Studio mike no sound effects
  - a. Speedtalking
3. Apparently live and continuous commentary
  - a. Half sentence mentions Wudhu & Makkah
  - b. Mention having talked of intention
  - c. Intending to pray by the Prophet's example
  - d. We shape our formal prayer in rakahs
  - e. A rakah begins standing
  - f. Mention Fatiha & other Quran
  - g. Mention clarification later in lesson

- h. Quote on standing
- i. Describe ruku
- j. Quote on bowing
- k. Describe sajda
- l. Quote on sajda
- m. Sitting
- n. Again Sajda
- o. Full run-through of movements
- p. Rakahs grouped into formal Salat (+Graphics)
- q. Takbir to start Salaams to finish
- r. Rakahs needing more than Fatihah
- s. Sitting for Shahada
- t. Fast through Graphics, then Graphics off
- u. Got that? Do you want to see it again?
- v. Explain Pie charts of Times of Prayer
- w. Pie charts to be seen as Globe
- x. "And now the Sunnah Prayers" Flourish
- y. Explain Sunnah Prayer Graphics
- z. Faraidulsalat Sunnanulsalat Mustahabbatulsalat
- aa. Exit fade mid-sentence

#### J. Set Two Close-out Graphics

- 1. Computer graphics link
  - a. Fast zoomout from lesson and diamond
  - b. Return to Pentagon
  - c. Zoom back into Studio through Pentagon
- 2. Starwars sound effects
  - a. Sector to have its own sample sound
- 3. No comment

#### K. Set Three Introduction

- 1. Studio commentator with working TV
  - a. Short beard again
  - b. Pentagon & pattern on TV
  - c. Pentagon bifurcates and foliates
  - d. Computer arabesques wind through pattern
  - e. Highlight original Pentagon
  - f. Zoom in to Pentagon and Sector Graphic
- 2. Studio mike
- 3. Continuous commentary
  - a. From its remote desert beginnings
  - b. Islam spread to Morocco & Spain
  - c. Turkey, the Caucasus, Samarkand, China
  - d. Jogjakarta and Timbuctu
  - e. A myriad ways of life transformed by Islam
  - f. Shared basis of revealed sources
  - g. Common social basis through shared system of Law
  - h. Disparate elements encompassed by great thinkers
  - i. Every muslims intellectual heritage

#### L. Set Three Graphics - Yellow

- 1. Computer Graphics Link
  - a. Pentagon spinning
  - b. Pull out Second sector to see title on it
  - c. Pan down diamonds with lesson titles
  - d. Pull back to show sector and diamonds
  - e. Highlight example lesson
  - f. Fast zoom into diamond and example lesson

2. Starwars sound effects
  - a. Sector to have its own background sample sound
3. Voice over commentary
  - a. Brief description of series in Set Three

M. Set Three Example Lesson

1. Bright lit whiteboard set white floor
  - a. Long beard presenter in mid-MVP-graffiti
  - b. CU finished grafitti
  - c. Paint Box neon signs, Bank, Stop, etc.
  - d. Inset old Bible, Trajan's column, Advertising
  - e. Street signs, store signs, cheque-signing
  - f. Paint Box timeline back to 600
  - g. Inset Arabian Desert high dune
  - h. Long shot camel train
  - i. Long shot Arab village
  - j. Wide shot Arabian desert
  - k. Real finger paint early script in sand colour
  - l. Paint box reproduction early muslim script
  - m. Map of spread of Islam
  - n. Inset early Kufic script
  - o. Eastern Kufic Western Kufic
  - p. Naskhi and six cursive styles
  - q. Persian Chinese Birds and Oddities
  - r. Illuminations Roundel Sajdas Fatihah pages
  - s. Bismillah Illumination
  - t. Real felt tip Bismillah
  - u. Paint Box Variety of Bismillah sequence
  - v. Inset Pens & Pen Boxes
  - w. Calligraphy in silver in brass in wood in stone
  - x. Calligraphy wrapped around buildings
  - y. In tiles in stone in plaster
  - z. Isfahan Alhambra Dome of the Rock
  - aa. Taj Mahal Ya Sin moving in sub-title
  - bb. Draw back & spin to show Taj Mahal
  - cc. Real Ya Sin card calligraphy Ya Sin
  - dd. Felt tip Ya and Sin
2. Personal and portable miking
3. Apparently live and continuous commentary
  - a. Calligraphy The Art of Writing
  - b. We live in an age where it is expected
  - c. You will be able to read and write
  - d. Since the Romans the power of writing
  - e. Was used in the service of God and Man
  - f. It would seem impossible to live without reading
  - g. Still (one in twenty?) have difficulty
  - h. 1400 years ago historical setting
  - i. Comparative local literacy
  - j. Somewhere the Romans thought not worth having
  - k. The most hostile of environments
  - l. The barest of livings
  - m. No use for road signs in the changing sand
  - n. No trees let alone paper only bones and skin
  - o. Paper in China but rather silks gold and jewels
  - p. With the coming of the Quran all that changed
  - q. Words like precious treasure to be preserved
  - r. From the basic pre-Islamic scripts
  - s. To the invitations sent from the Prophet

- t. Muslims took the words of the Ouran
- u. And began to write in Arabic
- v. In 100 years from Spain to China
- w. Spread by the example of muslims
- x. And the beauty of the Ouran
- y. Some tried to make letters do the words justice
- z. A hopeless task but that's no reason not to try
- aa. Stretched and squeezed and twisted letters
- bb. Made them heavier and lighter
- cc. Until they found the style they call Kufic
- dd. Power of Quran but there are other aspects
- ee. 3rd century Eastern Kufic Baghdad Iran
- ff. 4th century Western Kufic North Africa Tunis
- gg. Script easy on the eye and hand Naskhi
- hh. Calligraphers Ibn al Bawwab Handwriting skills
- ii. The six cursive styles listed with examples
- jj. Strange letters from strange places
- kk. Construction of Classical proportions
- ll. Fruit fur and feather calligraphies
- mm. More adornment by Illumination
- nn. Points illuminated and various Bismillahs
- oo. Script which you can use in a myriad ways
- pp. Spell out Bismillah and show alternatives
- qq. The artists implements engraved with calligraphy
- rr. Tearing down idols left the art of the word king
- ss. In all kinds of materials and everywhere
- tt. King's palace poor man's mosque
- uu. Here Surah Ya Sin in black marble set in white
- vv. The story of the Royal lovers and her tomb
- ww. We can't all be buried in the Taj Mahal
- xx. We can have Ya Sin up on our wall
- yy. Fade out mid-sentence

#### N. Set Three Close-out Graphics

1. Computer graphics link
  - a. Fast zoomout from lesson and diamond
  - b. Return to pentagon
  - c. Zoom back into Studio through Pentagon
2. Starwars sound effects
  - a. Sector to have its own sample sound
3. No comment

#### O. Set Four Introduction

1. Studio commentator with working TV
  - a. Short beard again
  - b. Pentagon & pattern on TV
  - c. Black & White war footage on TV
  - d. TV map on Mekka zooming back to Globe
  - e. TV mixed race youths in coffee bar discussion
  - f. Zoom in to Pentagon and Sector Graphic
2. Voice over and sound effects
3. Continuous commentary
  - a. When living in a culture that for 1400 years
  - b. Has mostly thought of muslims as the enemy
  - c. How can a young muslim see a way through
  - d. The blinkers of western history
  - e. To a pride in his own heritage
  - f. And public self-assurance

P. Set Four Graphics - Orange

1. Computer Graphics Link
  - a. Pentagon spinning
  - b. Pull out Second sector to see title on it
  - c. Pan down diamonds with lesson titles
  - d. Pull back to show sector and diamonds
  - e. Highlight example lesson
  - f. Fast zoom into diamond and example lesson
2. Starwars sound effects
  - a. Sector to have its own background sample sound
3. Voice over commentary
  - a. Brief description of series in Set Four

O. Set Four Example Lesson

1. Film, manipulated slides, and computer animation
  - a. Map of Britain
  - b. British architecture 1200CE
  - c. Expand Britain to Europe Map
  - d. Animate and highlight commentary
  - e. Inset European architecture 1200 CE
  - f. Highlight Southern Spain
  - g. Landscape Southern Spain
  - h. Cordoba & Alhambra
  - i. Animate Travel Map Spain to Baghdad
  - j. Inset Landscape Baghdad
  - k. Bab-al-Wastani Baghdad
  - l. Arabian Nights pages
  - m. Animate Travel Map to Mongolia
  - n. Landscape Mongolia
  - o. Yurts & herds
  - p. Mongol clothes and people
  - q. Map animation Ghengis campaigns
  - r. Animate Split into Khanates
  - s. Animate reconversion
  - t. Animate Extent of Mongol influence
  - u. Inset Landscape Samarkand
  - v. Animate campaigns of Tamerlane
  - w. Animate defeat and annexation
  - x. Architecture Samarkand
2. Voice over and sound effects
3. Continuous commentary
  - a. Start in mid-Andalusian-Glory-sentence
  - b. British situation 1200CE
  - c. European situation 1200CE
  - d. Loss of Andalusia
  - e. Mention Baghdad Golden Age
  - f. Mention Decline of Abbasids
  - g. Origins of Mongols
  - h. Ghengis Khan
  - i. Sack of Baghdad
  - j. Succession and Reconversion
  - k. Extent of Mongol influence
  - l. Life and Death of Tamerlane
  - m. Heritage of Tamerlane
  - n. Fade out mid-sentence

R. Set Four Close-out Graphics

1. Computer graphics link
  - a. Fast zoomout from lesson and diamond
  - b. Return to pentagon
  - c. Zoom back into Studio through Pentagon
2. Starwars sound effects
  - a. Sector to have its own sample sound
3. No comment

S. Set Five Introduction

1. Studio commentator with working TV
  - a. Short beard
  - b. Pentagon & pattern on TV
  - c. TV shows snippets of varied TV shows
  - d. TV shows JR Ewing
  - e. TV shows Bugs Bunny
  - f. TV shows Muppets
  - g. TV list of syllabus subjects
  - h. Zoom in to Pentagon and Sector Graphic
2. Studio mike
3. Continuous commentary
  - a. Conceptual unity of muslims tied into language
  - b. Toolkit of muslim concepts
  - c. Problems of giving example of set
  - d. Lasts over five hours
  - e. Individual topics only a few minutes
  - f. Sustaining interest
  - g. TV has variety of formats
  - h. Long series familiarity with characters
  - i. Can even identify with non-human characters
  - j. Some of our best loved teachers are not human
  - k. Set Five deals with a lot of subjects
  - l. Discussed in stories about several characters
  - m. One of whom has some knowledge of Islam
  - n. They wander through a wide variety of formats
  - o. These can't be shown
  - p. Nor is there time to get to know the characters
  - q. So use your imagination

T. Set Five Graphics - Red

1. Computer Graphics Link
  - a. Pentagon spinning
  - b. Pull out Second sector to see title on it
  - c. Pan down diamonds with lesson titles
  - d. Pull back to show sector and diamonds
  - e. Highlight example lesson
  - f. Fast zoom into diamond and example lesson
2. Starwars sound effects
  - a. Sector to have its own background sample sound
3. Voice over commentary
  - a. Solomon and the throne of Sheba

U. Set Five Example lesson

1. Outside Broadcast of Storyteller
  - a. Walking outside shop
  - b. Along street Takes newspaper
  - c. Along street Returns newspaper
  - d. Round corner Stops at poster

- e. Long high shot waste ground
  - f. Walks across waste ground
  - g. Flash night waste ground
  - h. Through grass plants bushes trees
  - i. Med-shot in paper flower beds
  - j. High shot flower Allah ex-waste ground
  - k. Past large and dirty plumbing system
  - l. Though door into dark machine room
  - m. Takes old lamp from box
  - n. Fills lamp from brass/silver oilcan
  - o. Lights lamp cups light in hands
  - p. Lamp turns to Nur-engraved lamp
  - q. Lamp spins to show ayat
  - r. Places lamp in window
  - s. Knocks oil-can into sump-feed
  - t. Exit door past brass/silver plumbing
  - u. Climbing fire escape ladder
  - v. Standing on high platform
  - w. High shot flower bed over shoulder
  - x. Med shot lighting match throws away
  - y. High shot flower beds igniting
  - z. Zoom high to show fiery Allah
  - aa. Night shot Allah glowing embers
  - bb. Fires out zoom in on lamp in window
  - cc. Strolling through lighting department
  - dd. Through small ghaib door
  - ee. Silhouetted inside closing door
  - ff. Blackness
2. Personal and portable miking
  3. Apparently live and continuous commentary
    - a. Introducing Malky and companions
    - b. Quranic excerpts on the theme of Allah

#### V. Set Five Close-out Graphics

1. Computer graphics link
  - a. Fast zoomout from lesson and diamond
  - b. Return to pentagon
  - c. Zoom back into Studio through pentagon
2. Starwars sound effects
  - a. Sector to have its own sample sound
3. No comment

#### W. Summary of Aims and Aspirations

1. Studio commentator with working TV
  - a. Same day's TV programmes
  - b. Inserts video in machine
  - c. MVP Intro-logo on TV
2. Studio mike
3. Continuous commentary
  - a. Present date
  - b. Present children's TV viewing habits
  - c. Level of muslim teenage fall-off
  - d. Can we use one to help solve the other
  - e. Has anyone come up with an alternative
  - f. Astaghfirallah but the best I can do
  - g. Let's go to it

## VI. Visual Summary of Pilot

1. Handheld camera
  - a. Studio commentator and TV with MVP logo
  - b. Commentator gets up and leaves studio
  - c. Studio seen to be in shop window
  - d. Outside studio meet young muslims
  - e. Young muslims using video camera
  - f. Walking down road with young muslims
  - g. Buying newspaper
  - h. Walking along Clyde mosque in background
  - i. Sequence Inset with stills from Pilot
  - j. Subtitles and Paintbox effects
2. Sound effects
3. No comment

## VII. Specific Sales Pitch Recordings to be appended