

# LIFE PROJECT PORTFOLIO

---

**Project name:** *LIGHTS, CAMERA, SUSTAINABILITY!*

**Supervisor(s):** MARKUSS MEGNIS

## Participants:

JACOPO DOMENICHINI (*DOCUMENTARY FILM*);  
KARITA MURIK (*INTEGRATED NATURAL SCIENCES*);  
KARMEN SAAR (*ANTHROPOLOGY*);  
LIINA VATSA (*BIOLOGY*);  
MARK KRISTJAN LAANET (*DOCUMENTARY FILM*);  
MINNA LYDIA TERASMAA (*INTEGRATED NATURAL SCIENCES*)

## 1. Introduction

Our LIFE project, **Lights, Camera, Sustainability**, set out to support student filmmakers in making environmentally and socially responsible choices throughout the production process.

- **Environmental sustainability:** Jacopo and Mark are focusing on eco-friendly production methods and reducing carbon footprints in filmmaking.
- **Social sustainability:** Minna and Karita are addressing issues related to fair labor practices, diversity, and inclusivity within student film productions.
- **Economic sustainability:** Karmen and Liina are exploring budget-friendly sustainability strategies and long-term financial viability in student filmmaking.

Through this project, we hoped to raise awareness and encourage a shift toward more sustainable filmmaking, ensuring that future student productions consider environmental, economic, and social responsibility as integral parts of the creative process. ("Lights, camera, Sustainability!", 2025)

## 2. Portfolio

### 2.1 Project report

#### *Background*

The purpose of our project was to create a digital guide with practical steps to help student filmmakers adopt sustainable practices. In student productions, sustainability is often overlooked due to limited budgets—typically under 2 000€ — which are mostly spent on equipment and transport. This leaves little room for eco-friendly alternatives. While major studios have begun reducing their environmental impact—such as a 2014 British Film Institute study showing that a single large-scale production can emit up to 2,800 tons of CO<sub>2</sub>, equivalent to the annual emissions of about 600 cars—student films often lack the resources and awareness to do the same (*A Screen New Deal*, 2020). To address this, the project team is analyzing student films from the Baltic Film, Media, and Arts School (BFM) to assess whether and how sustainability is currently integrated. In addition, interviews with a director, producer, and cinematographer from the BFM community provide further insights into current practices and challenges. The team is focusing on environmental, social, and economic aspects of sustainability to ensure the guide offers well-rounded, realistic strategies. Through this work, *our project* seeks to raise awareness and encourage student filmmakers to consider sustainability as a core part of the creative process (*Lights, Camera, Sustainability*, 2025).

Since it came to our knowledge that a similar project has been made before, we decided to change our plan. In the end we settled on making a website that gathers different sustainable tools to create more green student films.

Our project key goals:

1. **Cultivating a sustainability mindset:** Encouraging BFM student filmmakers to adopt eco-friendly and socially responsible practices as a natural part of their creative process.
2. **Researching current sustainability practices:** Identifying strengths and areas for improvement in BFM student film productions through our research and analysis.
3. **Creating an informative video:** A 10-minute film showcasing best practices and practical sustainability strategies for student filmmakers.
4. **Finalizing and distributing the webpage:** Making it accessible to BFM students to serve as a resource for implementing sustainable filmmaking techniques.
5. **Presenting our findings:** Sharing our research results with the BFM community and submitting the project portfolio to the LIFE project initiative

To fulfill the goals of this project, we have outlined the following key activities:

- **Research phase:** We analyzed 15 BFM student film productions using the Green Film Rating system, to assess their sustainability practices and identify areas for improvement.

- **Interviews:** Three BFM members of the filmmaking community including a director, a producer, and a cinematographer were interviewed to gain insights into their current practices and attitudes toward sustainability.
- **Video Production:** A 10-minute video has been created to introduce the project, highlight key findings, and showcase real examples of student filmmaking.
- **Digital Guide Development:** The final outcome is an online webpage to different digital guides and tools, that provides student filmmakers with practical guidelines, case studies, and step-by-step recommendations for making their productions more sustainable. This is the website: <https://lightscamerasustainability.framer.website/>

## 2.2 Action plan

ACTIVITY	TIMEFRAME/DEADLINE	PERSONS(S) RESPONSIBLE
Contacting professors and BFM students	09.03	Mark & Jacopo
Finding 15 case studies	09.03	Mark & Jacopo
Writing the mid-term video presentation script	09.03	Liina & Karmen
Interviewing BFM students for the video presentation	13.03	Mark & Jacopo
Writing the mid-term report	16.03	Karita, Karmen & Minna
Editing the video presentation	16.03	Mark & Jacopo
Presenting the group at the mid-term	21.03	Karita & Karmen
Writing and presenting the feedback given to the project at the mid-term	23.03	Mark
Analysing the 15 case studies (2-3 each) and giving each film a rating based on the GREEN FILM rating system	The whole month of march, finished by 30.03	Every team member

Contacting GREEN FILM for potential partnership	10.04	Jacopo
Contacting BFM professors and the BFM website manager	13.04	Karita & Jacopo
Contacting Luna creators for a potential partnership and sharing the guide	13.04	Karmen
Creating a draft for the guide	20.04	Karmen
Creating a website for the guide	20.04	Karita & Minna
Creating the guide based on the gathered information and draft	30.04	Jacopo & Karmen
Creating marketing strategies	30.04	Liina
Creating a feedback form	05.05	Minna
Creating posters for marketing	06.05	Karita
Finalising the guide & the website, checking for grammar errors etc.	06.05	Karmen & Karita
Sharing digital guide among BFM students & ... films school	07.05	Mark
Collecting and analysing feedback from students	07.05-10.05 (possibly longer)	Minna & Karita
Scripting the final video presentation	10.05-11.05	Liina
Writing individual feedbacks	11.05	Every team member
Editing the video presentation	12.05-13.05	Mark & Jacopo
Creating the portfolio	Gradually during the three months that the project is ongoing	Every team member
Implementing marketing strategies	whenever we get a "green light" for it from the project supervisor	Liina

## 2.3 Communication to stakeholders

The primary institutional stakeholders in the implementation of the LIFE project are Tallinn University and the Baltic Film and Media School (BFM). These entities provide a strategically relevant audience, particularly among students and faculty engaged in film and media studies. Additionally, our project and webpage was shared on the Instagram page of the BFM student council Meedium.



To enhance project visibility and accessibility within the university environment, we plan to put up informational posters in BFM campus. These posters will include QR codes directing users to our project's official webpage <https://lightscamerasustainability.framer.website/>, facilitating immediate and user-friendly access.

In order to gather feedback from users, we composed structured forms. These are also accessible on the website. [https://forms.gle/xhG4EfNzQurujSCH6?\\_imcp=1](https://forms.gle/xhG4EfNzQurujSCH6?_imcp=1). Before finalizing our webpage, we gathered some important information and feedback from BFM students and made changes accordingly.

## **2.4 Sustainability of the project**

Sustainable filmmaking represents a critically important and increasingly prioritized dimension of contemporary film production. Recognizing the environmental impact of audiovisual projects, our Digital Guide aims to address the current gap in accessible, comprehensive, and user-friendly sustainability guidelines tailored specifically for student film productions.

Our research indicates an absence of frameworks among student filmmakers when it comes to implementing sustainable practices.. This lack of guidance not only hinders awareness but also limits the practical integration of sustainability into the filmmaking process. That is why our Digital Guide offers a practical framework that encourages and facilitates sustainable practices in every stage, from pre-production planning to post-production workflows.

By embedding sustainability into the educational context through the Digital Guide, the project aims to foster long-term behavioral change among emerging filmmakers. Furthermore, through its integration into academic curricula and extracurricular production environments, the guide is positioned to become an enduring resource. The project team also anticipates future updates and expansions of the guide, informed by user feedback and evolving industry standards, thereby ensuring its continued relevance.

## **2.5 Results**

As a result of our LIFE project, we successfully completed all planned activities and achieved our main objectives. We analyzed 15 student film productions using the Green Film Rating system, conducted three interviews with key members of the BFM filmmaking community, and produced a 10-minute video summarizing our findings and recommendations. Most importantly, we created a publicly accessible webpage containing various tools and practical guides to help student filmmakers implement more sustainable production practices. This platform serves as the central outcome of our project and provides students with concrete steps to make environmentally, economically, and socially responsible choices throughout the filmmaking process. By engaging with the BFM community we hope to lay the foundation for a long-term shift toward sustainability in student film production.

## References

### Peer-Reviewed and Academic Sources

- Victory, J. (2015). Green Shoots: Environmental Sustainability and Contemporary Film Production. *Studies in Arts and Humanities*, 1(1), 54-68. (<https://doi.org/10.18193/sah.v1i1.6>)
- Sustainability in film productions, reducing waste in low budget and student productions. (2022).
- Victory, J. (2014). Green shoots: The role of the eco-manager in sustainable film production. Staffordshire University.  
[http://www.screengreening.com/uploads/7/9/0/8/79084908/jonathan\\_thesis.pdf](http://www.screengreening.com/uploads/7/9/0/8/79084908/jonathan_thesis.pdf)

### Industry Reports and Guides

- BCS, The Chartered Institute for IT. (n.d.). Sustainable Film & TV Production.
- Arup, BFI, & Albert. (2020). A screen new deal: A route map to sustainable film production. BFI & Albert.  
<https://wearealbert.org/wp-content/uploads/2021/03/Screen-New-Deal-Report-1.pdf>
- Sustainable Production Alliance & Producers Guild of America Green. (n.d.). Green Production Guide.  
<https://www.greenproductionguide.com/>

### Practical Checklists and Tools for Students

- California State University, Long Beach (CSULB). (n.d.). PEACHy Green Filmmaking Checklist.
- Wrapbook. (n.d.). Tips for a Green Film Production.

### Research on Impact and Best Practices

- Oeko-Institut. (n.d.). Study reveals major climate change mitigation potential in film production.
- The Academic. (n.d.). Sustainability and green filmmaking in film and media schools.
- Golghate, C. D., & Pawar, M. S. (2013). Measurement and analysis of the plastic films green supply chain performance. *International Journal of Intelligent Enterprise*, 2, 21.
- Szopik-Depczyńska, K., & Cheba, K. (2022). The dynamic role of film and drama industry, green innovation, and environmental sustainability: Evidence from European countries. *Economic Research-Ekonomska Istraživanja*, 35(1), 1-18.
- Kulesza, M. (2022). Green filming in Poland: An interplay between necessity and opportunity. *Entrepreneurial Economy*, 8(2), 1-17.

### Organizations and Initiatives

- Green Film School Alliance. (n.d.). Green Film School Alliance. <https://www.greenfilmschoolalliance.org/>
- British Film Institute (2020). A screen new deal – A route map to sustainable film production. BFI & Albert.  
[https://wearealbert.org/wp-content/uploads/2021/03/Screen-New-Deal-Report-1.pdf?utm\\_source=chatgpt.com](https://wearealbert.org/wp-content/uploads/2021/03/Screen-New-Deal-Report-1.pdf?utm_source=chatgpt.com)

## Other Relevant Resources

- Tallinn University. (2025). Lights, Camera, Sustainability! Create a digital guide to help student filmmakers adopt environmentally, economically and socially sustainable practices in their productions. <https://elu.tlu.ee/en/projects/lights-camera-sustainability>
- Green Film (2023). Criteria. <https://www.green.film/criteria/>
- Lopera-Mármol, M., & Jiménez-Morales, M. (2021). Green shooting: Media sustainability, a new trend. Sustainability, 13(1), Article 123. <https://www.mdpi.com/2071-1050/13/6/3001>
- Victory, J. (2014). Green shoots: The role of the eco-manager in sustainable film production [Doctoral thesis, Staffordshire University]. [http://www.screengreening.com/uploads/7/9/0/8/79084908/jonathan\\_thesis.pdf](http://www.screengreening.com/uploads/7/9/0/8/79084908/jonathan_thesis.pdf)

