

Handbook for Youth Educators

Face-to-face learning



Co-funded by
the European Union



FILM MAKING FOR INCLUSION AND DEVELOPMENT



Welcome

Welcome to the Handbook for Youth Educators about Film Making.

This handbook is designed to help educators teach youth about film making. It will give you the tools you need to create a comprehensive curriculum that engages your students and teaches them key skills.

Filmmaking is a valuable skill, not only because it's becoming increasingly in-demand in the workforce, but also because it teaches students how to communicate effectively and creatively, while also giving them an opportunity to reflect on the world around them. It's important that youth have access to this kind of education because it helps them develop their own unique perspective on the world and understand how their actions affect others.

Two handbooks were created under the framework of the “FMID – Film making for inclusion and development”, funded by the Erasmus+ programme of the European Commission. One handbook is suitable for self-directed learning, while the present handbook is dedicated to face-to-face learning.

We hope this handbook will help you provide your students with valuable skills that they can use throughout their lives—skills like critical thinking, communication, collaboration, problem solving, and creativity.

- The FMID team





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Introduction

The In-service Training Programme and Handbook developed as part of the FMID project, will provide resources and training content that is specifically developed with youth educators in mind, so that they can:

- 1) Successfully reach marginalized youth, support them with care and empathy, and encouraging them to continue life-long learning and plan their future responsibly;
- 2) Provide high-quality training in video and audio production, post-production, and usage, using most relevant open-source software and commonly available hardware;
- 3) Feel comfortable with delivering advanced ICT training to young people using blended and online environments, fully harnessing their potential while safeguarding against possible negative online factors.

The training comprises 100 hours of training, made up to 40 face-to-face instruction and 60 hours of self-directed online learning, supported by video resources and audio-visual materials.

In this handbook, you will find the tools for face-to-face learning – lesson plans and activities.

The face-to-face handbook is divided into 6 modules:

1. Pre-production
2. Production
3. Post-production
4. Storytelling
5. Facilitation skills
6. Interpersonal skills

Module 1: Pre-Production

In this module, the following topics will be addressed:

1. Outlining and Screenplay – Understanding the different formats for digital media production
2. Developing a Story using Illustrations – Mood-boards and Mind-maps
3. Creating Storyboards
4. Introduction to Writing a Story and Script
5. Planning in Pre-Production:
 - a. Selecting the most Appropriate Media for the Project (video, podcast, interview)
 - b. Selecting the most Appropriate Format for the Project (documentary, vox pop, interview, drama, vlog)
 - c. Scouting for Locations
 - d. Completing Budgets
 - e. Selecting Cast and Crew Members
 - f. Securing Costumes and Props or any other Raw Material (photos, sound etc) that could be used in the Production Project
6. Basic Functions and Features of Key Equipment
7. Introduction to Sequencing and Continuity
8. Developing a Shooting Plan
9. Introduction to Digital Media Production and Copyright

<p>the remaining one will be a lie. The rest of the group must guess which of these is the lie.</p>	<p>10 minutes</p>	<p>Copy of PowerPoint slides</p>	<p>put the participants in breakout rooms/individual meetings for them to complete the task together.</p>
<p>During this time, the facilitator will introduce the topics that will be discussed within this topic. They will also explain the technical skills that youth educators and marginalised youths will achieve through the completion of this In-Service Training Programme.</p>	<p>20 minutes</p>	<p>Copy of Activity Sheet 1.1</p>	
<p>Throughout this module, activities will be used from the beginning and throughout. The facilitator will provide youth educators with a sample project that they themselves will draft</p>	<p>30 minutes</p>	<p>Copy of Activity Sheet 1.2</p>	
<p>● Introduction to the film-making process: The facilitator starts the session by introducing the concept of the film-making process and how participants (youth educators and later marginalised youth/FMIDs will upskill their film-making knowledge and skills). The facilitator will</p>		<p>Copy of Activity Sheet 1.3</p>	
		<p>Copy of Activity Sheet 1.4</p>	
		<p>Copy of Activity Sheet 1.5</p>	
		<p>Budget Template</p>	



<p>refer to the handbook to deliver this topic in detail.</p> <ul style="list-style-type: none">● Outlining and Screenplay: The facilitator will outline to youth educators how they can help marginalised youths to upskill through understanding the different formats for digital media production. <p>Activity 1.2:</p> <p>Outlining and Screenplay: Ask participants to complete an outline of a screenplay (individually or in pairs) to understand the different elements/formats for digital media production and how this approach/activity can facilitate the learning process of marginalised youth FMIDs.</p> <p>Useful Links to Complete This Activity:</p> <ul style="list-style-type: none">● How to Outline a Screenplay in 6 Steps: Guide to Script Outlining	<p>90 minutes</p> <p>15 minutes</p> <p>60 minutes</p>	<p>Copy of Activity Sheet 1.6</p> <p>Example Videos of Continuity and Sequencing</p> <p>Copy of Activity Sheet 1.7</p>	
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<ul style="list-style-type: none"> ● How to Outline a Script: 3 Common Methods ● How to Outline Your Screenplay. ● Developing a Story Illustration: In this section, youth educators will learn how to develop their story using illustrations. 	15 minutes		
<p><u>Activity 1.3:</u></p> <p>Mind-Map: Ask participants to complete a mind-map and brainstorm (individually or in pairs) about the different elements that contribute to developing their story used in Activity 2.</p>	25 minutes		
<p><u>Useful Links to Complete This Activity:</u></p> <ul style="list-style-type: none"> ● How To Use Mind Maps For Screenwriters ● You Can Use Mind Maps to Solve Screenwriting Problems 	15 minutes		



<ul style="list-style-type: none">● Creating Storyboards: The facilitator will outline to youth educators how storyboards can be a visual tool in helping plan your project. <p>Activity 1.4: Storyboards: Ask participants to create a storyboard (individually or in pairs) to map out how their script or story will look once it is completed.</p> <p><u>Useful Links to Complete This Activity:</u></p> <ul style="list-style-type: none">● How to Storyboard a Marketing Video● How to make a storyboard for a video in 6 steps● Writing: Storyboarding Your Script <ul style="list-style-type: none">● Introduction to Writing a Story and Script: In this section, youth educators will learn about how to write a story and script for their project. <p>Activity 1.5:</p>	20 minutes		
	30 minutes		



<ul style="list-style-type: none">● Selecting Cast and Crew Members● Securing Costumes and Props or any Raw Materials (photos, sound etc) that could be used in the production Project● Basic Functions and Features Key Equipment● Introduction to Sequencing and Continuity● Developing a Shooting Plan● Introduction to Digital Media Production and Copyright <p>Selecting the Most Appropriate Media for the Project: The facilitator will detail and show the participants different mediums for audio-visual productions and how to choose the best one to suit their project.</p> <p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none">● Promotion Tips: How to Get Standout Press For Your Film	20 minutes		
	15 minutes		



<ul style="list-style-type: none"> ● 6 Ways You Can Start Promoting Your Film Today <p>Selecting the Most Appropriate Format for the Project: This facilitator will outline to the participants various formats for audio-visual projects and how to choose the most appropriate format for their project.</p>	15 minutes		
<p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none"> ● Identifying the Right Format for Your Story <p>Scouting for Locations: The facilitator will provide participants with the knowledge of scouting for locations to film an audio-visual project.</p> <p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none"> ● Location Scouting Guide: How to Scout Locations for a Film 	15 minutes		



<p>Completing Budgets: The facilitator will outline to participants how to complete a budget when shooting a film production. The facilitator will then show the participants an example of a budget template.</p> <p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none">● Build a Foolproof Budget for Your Short Film or Video● How to Budget for a Short Film● Film Budget Planning: Our Definitive Guide <p>Selecting Cast and Crew Members: The facilitator will get participants to consider how important it is when you are creating an audio-visual production that it is important to consider your cast and crew. The facilitator will explain in detail different ways to find and select your cast and crew and what to consider when selecting.</p>	<p>20 minutes</p>		
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<p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none">● HOW TO CHOOSE THE RIGHT CAST & CREW FOR YOUR NEXT VIDEO PRODUCTION● How to Find Cast and Crew <p>Securing Costumes and Props or any Raw Materials (photos, sound etc) that could be used in the Production Project: The facilitator will emphasise to the participants the importance of costumes and props when creating a film project. The facilitator will explain to participants how to find and secure costumes and props that will help make the production project appear better.</p> <p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none">● Importance of costumes in TV and Films● The Devil is in the Details: Why Props & Costumes Matter in Filmmaking			
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<ul style="list-style-type: none">● Basic Functions and Features of Key Equipment: The facilitator will outline the basic functions and features of key equipment when filmmaking. <p><u>Activity 1.6:</u></p> <p>Lighting: Participants will be asked to go out and use their mobile devices to film a series of different videos in different lighting. After they have completed this task, ask participants to watch these videos and examine how lighting is a crucial component of how a film is shot.</p> <p><u>Useful Links to Complete This Activity:</u></p> <ul style="list-style-type: none">● The Importance of Lighting in Film Production.● Introduction to Sequencing and Continuity: In this section, the facilitator will outline to participants the importance of sequencing and			
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continuity when shooting. The facilitator will show examples of sequencing and continuity in well-known film productions to demonstrate to participants.

Useful Links to Instruct:

- [Filmmaking Basics: The Sequence](#)
- [Three Secrets of the Sequence Shot](#)
- [How to Identify Continuity Mistakes in Film](#)
- [Continuity: Shoot and Edit so your Movie Makes Sense](#)
- [What is Continuity Editing in Film? Definition and Editing Techniques](#)

Developing a Shooting Plan: The facilitator will outline to adult educators the importance of developing a shooting plan during the pre-production process of filming.



<p>Activity 1.7:</p> <p>Developing a Shooting Plan: Ask participants to create their own shooting plan for their project.</p> <p><u>Useful Links to Complete This Activity:</u></p> <ul style="list-style-type: none">• 5 Steps To Follow To Create The Perfect Shooting Schedule• How to Create a Shooting Schedule (Template Included)• Introduction to Digital Media Production and Copyright: The facilitator will outline to adult educators the importance of digital media production and copyright. <p><u>Useful Links to Instruct:</u></p> <ul style="list-style-type: none">• What is Digital Media Production?• The Ultimate Guide to Fair Use and Copyrights for Filmmakers			
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<ul style="list-style-type: none">• Best Way To Protect A Screenplay Is With Copyright - --Travis Seppala			
Total duration of the module	8 hours		



Module 1: Pre-Production – Activities

Module Title	Pre-Production		
Activity Title	Icebreaker: Two Truths One Lie	Activity Code	A1.1
Type of resource	Activity sheets (AS)	Type of learning	Face to Face
Duration of Activity	15 minutes	Learning Outcome	On completion of this activity, participants will become more relaxed around other participants going forward with the session.
Aim of activity	This activity aims to create a relaxed environment within the group before beginning the session. This activity will allow participants to get to know each other.		
Materials Required for Activity	N/A		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Ask participants to get into a circle. ● Step 2: Ask participants to think of two truths about themselves and think of one lie to say about themselves. ● Step 3: Ask participants to say their truths and lie to the rest of the group but not to tell anyone which are truths, and which is the lie. ● Step 4: Ask the rest of the participants to guess which of these statements is a lie. ● Step 5: Repeat steps 2-4 until each participant has had their turn. 		

Module Title	Pre-Production
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Activity Title	Outline a Screenplay	Activity Code	A1.2
Type of resource	Activity sheets (AS)	Type of learning	Face to face
Duration of Activity	35 minutes	Learning Outcome	On completion of this activity, participants will be able to outline their own screenplay.
Aim of activity	This activity aims to provide youth educators the theoretical and practical knowledge required to outline a screenplay. In completing this activity, youth educators will identify the necessary skills and knowledge to outline a screenplay.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Pen ● Paper ● Smartphone ● PC/Laptop 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Ask participants to research information about how to outline a screenplay. ● Step 2: After participants have gathered the necessary information needed to draft their outline, participants will be asked to outline a screenplay that they will use for the rest of the session. ● Step 3: When completed, participants will be asked to take a quick look over their outline to review and adjust if needed. 		

Module Title	Pre-Production		
Activity Title	Mind-Map	Activity Code	A1.3

Type of resource	Activity sheets (AS)	Type of learning	Face to face
Duration of Activity	30 minutes	Learning Outcome	On completion of this activity, participants will have brainstormed the various elements that attribute to filmmaking on smartphones.
Aim of activity	This activity aims to evaluate the knowledge of youth educators in creating audio-visual content on smartphones and how it can stimulate young people's learning. This activity will get participants to investigate how filmmaking can be employed in a youth group environment.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Pen ● Paper 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Ask participants to brainstorm: <ul style="list-style-type: none"> - What knowledge do you have of audio-visual media content? - How to utilise filmmaking on smartphones to enable learning with marginalised youths? - What skills can be acquired through this type of embedded learning? ● Step 2: Ask participants to draw their mind-map and the ideas they have come up with on their diagram. ● Step 3: After 10 minutes have passed, ask participants to share the two most important things they have produced on their mind-map with the group. ● Step 4: Ask participants to write down any additional ideas on their mind-map from group contributions. 		

Module Title	Pre-Production
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Activity Title	Storyboards	Activity Code	A1.4
Type of resource	Activity sheets (AS)	Type of learning	Face to face
Duration of Activity	30 minutes	Learning Outcome	On completion of this activity, participants will have produced a storyboard that will map out how their script or story will look once completed.
Aim of activity	This activity aims to encourage participants to formulate a storyboard that will assist them in mapping out how their script or story will look once it is completed.		
Materials Required for Activity	<ul style="list-style-type: none"> • Pen • Paper 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: Ask participants to set goals for their project. • Step 2: Participants will then be asked to research some resource ideas and references. • Step 3: After this, participants will be asked to consider the timeline to complete this project. • Step 4: Participants will then be asked to define key scenes. This is to help participants to map out their main plot scenes and assists them in creating secondary scenes to complete their project. • Step 5: Finally, participants will rough sketch out scenes for visual aid. 		

Module Title	Pre-Production		
Activity Title	Writing a Story and Script	Activity Code	A1.5

Type of resource	Activity sheets (AS)	Type of learning	Face to face
Duration of Activity	80 minutes	Learning Outcome	On completion of this activity, participants will learn and be capable of writing a story and script.
Aim of activity	This activity aims to invite youth educators to strengthen their skills in writing a story or script for their project. In completing this activity, youth educators will gain first-hand experience writing their own stories and script, which they can use when teaching young people.		
Materials Required for Activity	<ul style="list-style-type: none"> • Pen • Paper • PC/Laptop 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: Ask participants to identify an idea for their short story or script. • Step 2: Participants will then be asked to define the character's main conflict and goal for the story. • Step 3: Participants will be asked to write a strong opening scene to hook people into the story. • Step 4: After this, participants will be asked to write a climax (the main plot of the story). • Step 5: Participants will then write a memorable ending, so participants will remember their story. • Step 6: Participants will be asked to proofread and revise any changes they feel are needed to make the story better. 		

Module Title	Pre-Production		
Activity Title	Lighting	Activity Code	A1.6.

Type of resource	Activity sheets (AS)	Type of learning	Face to face
Duration of Activity	20 minutes	Learning Outcome	On completion of this activity, participants will learn the importance of utilising different lighting to record short films.
Aim of activity	This activity aims to encourage participants to learn about how lighting can make a difference when shooting a short film.		
Materials Required for Activity	<ul style="list-style-type: none"> • Smartphone • Outside 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: Ask participants to go outside to take a series of videos. • Step 2: Participants will be asked to take videos in different locations from different angles. • Step 3: Participants will return to review their videos. • Step 4: Participants will then be asked to analyse and examine the lighting in different videos. 		

Module Title	Pre-Production		
Activity Title	Developing a Shooting Plan	Activity Code	A1.7
Type of resource	Activity sheets (AS)	Type of learning	Face to face
Duration of Activity	20 minutes	Learning Outcome	On completion of this activity, participants will be able to develop a shooting plan when making a short film.



Aim of activity	This activity aims to provide youth educators with the skills necessary to develop a shooting plan for a short film. In completing this activity, youth educators will gain first-hand experience developing a shooting plan, which they can use when teaching young people.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Pen ● Paper ● Template here 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Ask participants to consider how long it would take to film the short film. ● Step 2: Participants will then be asked to consider where the short film would shoot. ● Step 3: After this, participants will be asked to consider availability of cast and crew. ● Step 4: Participants will be asked to establish time of day needs. Will the film be shot at night or during the day? ● Step 5: After this, participants will be asked to consider unexpected issues that might conflict with shooting. 		

Module 2: Production

In this module, the following topics will be addressed:

1. Film, Animation and Sound techniques
2. Interview techniques for digital media production
3. Graphic design and animation
4. Setting the right scene for digital media production
5. Audio recording techniques
6. Video recording techniques

Module 2: Production – Lesson Plan

Module Title: Production			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u> For this session, participants will be taking part in a group exercise that will oversee them making a short film on their smartphones. The facilitators will welcome youth educators back to the training session and will ask them to refer to the handbook at the beginning</p>	<p>45 minutes</p>	<p>Training venue with IT equipment</p> <p>Flipchart and markers</p>	<p>Use an online meeting tool (e.g.: Zoom, Google Teams, Skype, etc.) to deliver the training. This workshop would work better being delivered in synchronous</p>

<p>of this module. The facilitator will explain that the beginning of the module will focus on filmmaking and will then see participants getting involved with the practical elements of this session. The facilitator will encourage group discussion questions in case any participants are unclear about what to do.</p> <ul style="list-style-type: none"> ● Film, Animation, and Sound techniques: The facilitator will outline to youth educators the theoretical knowledge and practical knowledge of film, animation, and sound techniques in the filmmaking process. Ask participants to mirror the demonstrations to ensure a clear comprehension of this theory. From the handbook, the facilitator can opt to utilise the provided links and videos. ● Interview techniques for digital media techniques: The facilitator will repeat the process as listed above. ● Graphic design and animation: The facilitator will repeat the process as listed above. ● Setting the right scene for digital media production: The facilitator will repeat the process as listed above. ● Audio recording techniques: The facilitator will repeat the process as listed above. ● Video recording techniques: The facilitator will repeat the process as listed above. 	<p>45 minutes</p>	<p>Sign-in sheet for the workshop</p> <p>Pens and note-taking materials for all young learners</p> <p>Projector and screen</p> <p>Laptop</p> <p>Copy of PowerPoint slides</p> <p>Copy of Activity Sheet 2.1</p>	<p>sessions, rather than asynchronously. Most of the activities can be delivered the same as in a face-to-face format. For the activities that require participants to produce materials, if done individually, you can give participants some time with their cameras off to complete the assignment. If done in groups, you can put the participants in breakout rooms/individual meetings for them to complete the task together.</p>
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<p>Activity 2.1:</p> <ul style="list-style-type: none"> Show-Time: The facilitator will divide participants into groups of 3 or 4 people. These groups will remain together for the duration of the session. The facilitator will provide participants with the required information on how they will work simultaneously to produce, film, and edit their production on their smartphones. Each group will be asked to brainstorm how they will produce, film, and edit their production based on what they have learned in Modules 1 and 2. <p>Useful Links to Complete This Activity: How To Brainstorm Ideas For A Short Film</p>	<p>210 minutes</p>		
<p>Activity 2.2:</p> <p>3-2-1 Action! The facilitator will divide the participants into their groups from activity 2.1. The facilitator will ask each group to create a short film, approximately 3 minutes in length.</p> <p>Useful Links to Complete This Activity: Different Camera Shots Top 5 Tips on Shooting Better Videos with Your Smartphone How to Shoot CINEMATIC VIDEO With A SMARTPHONE (5 Tips for Better Mobile Footage) 5 Tips for Recording Great Voiceovers</p>	<p>90 minutes</p>	<p>Training venue with IT equipment, and space to break-out into smaller groups;</p> <p>Flipchart and markers</p> <p>Projector and screen</p> <p>Laptop</p> <p>Copy of PowerPoint slides</p>	

<p>Once participants complete this activity, the facilitator will conclude this module and ask the following debriefing questions to the group:</p> <ul style="list-style-type: none"> • Was the theoretical and practical knowledge you used effectively to complete this activity? How so? • If you could do this activity again, what would you do differently? • Where did you encounter a challenge, if any, when completing this activity? If so, how did you deal with them? • What is something that you learned about filming after completing this activity that you didn't know before? 	<p>30 minutes</p>	<p>Copy of Activity Sheet 2.2</p> <p>Smartphone</p>	
<p>Total duration of the module</p>	<p>8 hours</p>		



Module 2: Production - Activities

Module Title	Production		
Activity Title	Show-Time	Activity Code	A2.1
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	45 minutes	Learning Outcome	On completion of this activity, participants will work in groups to plan their film production for their smartphones.
Aim of activity	This activity aims to get participants to brainstorm by working in groups. Through this activity, each group will imagine and plan how they will produce, film, and edit their production on their smartphones.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Pen ● Paper 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Ask participants to get into groups of 3-4 people. ● Step 2: These groups will remain together for the duration of the sessions. Allow participants 2-3 minutes to mix with one another. ● Step 3: Participants will then be asked to brainstorm in their groups about how they plan to produce, film and edit their production on their smartphones. <p>Ask participants to consider the following elements that they learned in Modules 1&2:</p> <ul style="list-style-type: none"> ○ Topic ○ Genre ○ Setting/Location 		



	<ul style="list-style-type: none"> ○ Budget ○ Cast/Crew ○ Equipment ○ Costumes and Props ○ Developing a shooting plan.
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Module Title	Production		
Activity Title	3-2-1 Action!	Activity Code	A2.2
Type of resource	Activity sheets (AS)	Type of learning	Blended
Duration of Activity	90 minutes	Learning Outcome	On completion of this activity, participants will have acquired the essential skills to film their audio-visual production on their smartphones.
Aim of activity	This activity aims to get participants to apply the knowledge and skills they have retained from this training to shoot a film on their smartphone.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Smartphone ● Props ● Costumes ● Lighting ● Tripod ● Cast/Crew ● Setting 		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps:		



- Step 1: Using what you have completed in A2.1, ask each group of participants to go out and produce their film on their smartphone.
- Step 2: Participants will be encouraged to get creative and apply the knowledge and skills they have learned throughout the training sessions.

Module 3: Post-Production

In this module, the following topics will be addressed:

1. Introduction to Open-source Editing Software
2. Introduction to Video Editing Techniques
3. Introduction to Audio Editing Techniques (adding music, editing dialogue and live recordings)
4. Introduction to Sound Design (creating sound effects)
5. Introduction to Special Effects (that can be achieved on a budget)
6. Introduction to Labelling and Storing Files
7. Assigning Roles in Post-Production
8. Introduction to Post-Production Marketing (supporting young people to promote their audio-visual product)
9. Introduction to Sharing and Distributing Digital Media Projects (through social media and available platforms)
10. Developing a blog post or any text-based digital product
11. Creating Social Media Pages (Facebook, Instagram, Twitter, LinkedIn etc.)
12. Creating the right post depending on the Social Media Platform

Module 3: Post-Production – Lesson Plan

Module Title: Post-Production			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <p>The facilitator will welcome the groups back and explain how they will edit and produce the final version of their short film from the previous modules.</p> <ul style="list-style-type: none"> Introduction to Open-Source Editing Software: The facilitator will direct to the handbook and present instructions and directions on how participants can edit and produce their short films. In this section, participants will be introduced to the software they will employ to produce the final draft of their short film. 	<p>10 minutes</p> <p>20 minutes</p> <p>20 minutes</p>	<p>Training venue with IT equipment</p> <p>Flipchart and markers</p> <p>Sign-in sheet for the workshop</p> <p>Pens and note-taking materials for all young learners</p> <p>Projector and screen</p> <p>Laptop</p> <p>Copy of PowerPoint slides</p> <p>Copy of Activity Sheets</p>	<p>Use an online meeting tool (e.g.: Zoom, Google Teams, Skype, etc.) to deliver the training. This workshop would work better being delivered in synchronous sessions, rather than asynchronously.</p> <p>Most of the activities can be delivered the same as in a face-to-face format.</p> <p>For the activities that require participants to produce materials, if done individually, you can give participants some time with their cameras off to complete the assignment. If done in groups, you can put the participants in</p>

<ul style="list-style-type: none"> ● Introduction to Video Editing Techniques: The facilitator will present the video-editing software <i>CapCut</i>, which participants will employ to edit their videos. Participants will learn how to utilise this software and will have the choice to watch tutorial videos to assist them with this procedure. ● Introduction to Audio Editing Techniques: The facilitator will introduce the audio-editing software <i>Audacity</i>, which participants will employ to edit the audio in their film. Participants will understand how to use this software and will have the choice to watch tutorial videos to support them with this process. 	<p>20 minutes</p>	<p>Copy of Activity Sheet 3.1</p> <p>Smartphones</p> <p>Audacity Software</p> <p>CapCut Software</p>	<p>breakout rooms/individual meetings for them to complete the task together.</p>
<p><u>Activity 3.1:</u></p> <p>Testing, Testing, 1-2-3:</p> <p>In this activity, the facilitator will ask participants to illustrate in detail how they intend to proceed in editing their audio-visual production. This activity will provide them with an insight into how their final production will look.</p>	<p>20 minutes</p>		

<p>different sounds that they believe would be useful to add to their film.</p> <p><u>Useful Links to Complete This Activity:</u></p> <p>Short Film Sound Design Example: Before and After</p> <p>Sound Design before after</p> <p>Stop Using Transitions! Use Sounds (Sound Design Tips)</p> <p>Recording Sound for Filmmaking</p>			
<ul style="list-style-type: none"> ● Introduction to Special effects (that can be achieved on a budget): The facilitator will introduce the importance of special effects when completing a short film. The facilitator will show participants some examples of special effects software that they could add to their short films. Participants will learn how to use special effects and will have the option to watch tutorial videos to support them with this process. <p><u>Activity 3.3:</u></p> <p>VFX: In this activity, the facilitator will ask participants to research special effects software that they can use while also being budget friendly.</p>	<p>20 minutes</p> <p>40 minutes</p>	<p>Flipchart and markers</p> <p>Pens and note-taking materials for all young learners</p> <p>Projector and screen</p> <p>Laptop</p> <p>Copy of PowerPoint slides</p> <p>Copy of Activity Sheet 3.3</p> <p>Smartphones</p>	

<p>Useful Links to Complete This Activity:</p> <p>Top 10 Best Visual Effects (VFX) Software [Free & Paid, 2022]</p>			
<ul style="list-style-type: none"> ● Assigning Roles in Post-Production: The facilitator will refer to the handbook to highlight the necessity for allocating roles in post-production. It is crucial that youth educators and young people both understand the importance of assigning roles in the post-production stage/process. ● Introduction to Post-Production Marketing (supporting young people to promote their audio-visual product): The facilitator will introduce how young people can use social media to advertise their short films. The facilitator will demonstrate/show participants various social media platforms and strategies. 	<p>15 minutes</p> <p>15 minutes</p>	<p>Flipchart and markers</p> <p>Pens and note-taking materials for all young learners</p> <p>Projector and screen</p> <p>Laptop</p> <p>Copy of PowerPoint slides</p> <p>Copy of Activity Sheet 3.4</p> <p>Smartphones</p> <p>Access to Social Media Platforms</p>	
<p><u>Activity 3.4</u></p> <p>Is Being Social Really That Great?: In this activity, the facilitator will ask participants to consider the pros and cons of social media, and</p>	<p>15 minutes</p>		

<p><u>Activity 3.7:</u></p> <p>So, You Want To Be Social?: In this activity, the facilitator will ask participants to research various social media platforms to find their target audience for their short films and to draft a post that would entice that audience to watch it.</p> <ul style="list-style-type: none"> ● Audio-visual module conclusion: To bring the workshop to a finish, the facilitator will lead a short feedback session. ● The facilitator will explain that in completing these modules, training activities and evaluation exercises that youth educators have retained the required skills to be able to instruct marginalised youths through an embedded-learning approach. ● To conclude the session, the facilitator will ask the following self-reflection questions to the group members to evaluate their experience during the training session. 	<p>15 minutes</p> <p>50 minutes</p> <p>15 minutes</p>	<p>Copy of Activity Sheet 3.7</p> <p>Smartphones</p> <p>Access to Social Media Platforms</p>	
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<ul style="list-style-type: none"> ○ Do you feel that you have benefited from completing this training programme? ○ What skills did you acquire from completing this training programme? ○ What did you learn after completing this training that you may not have known before? ○ What skills and knowledge do you feel marginalised youths will gain from completing this training programme? ○ What did you enjoy/not enjoy about this training programme? ○ Do you feel like there was something missing from this training programme that might be important for marginalised youths to learn about filmmaking? <ul style="list-style-type: none"> ● The facilitator will ask participants after completing these self-reflection questions to reflect if they think that they have met the learning outcomes and improved their filmmaking skills to relay what they have learned to marginalised youths. 	<p>5 minutes</p>		
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<ul style="list-style-type: none">• The facilitator will then thank participants for partaking in this training session and encourage them to continue their learning with the self-directed learning activities and conclude the unit.			
Total duration of the module	7 hours		



Module 3: Post-Production – Activities

Module Title	Post-Production		
Activity Title	Testing, Testing, 1-2-3:	Activity Code	A3.1
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	20 minutes	Learning Outcome	On completion of this activity, participants will have developed a plan for how they will edit and produce their audio-visual production.
Aim of activity	This activity aims to prompt participants to consider what techniques they are going to employ to edit their audio-visual production and to complete them to produce the final production.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Pen ● Paper ● Smartphone ● PC/Laptop ● Audio and Visual Software (CapCut, Audacity) 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Participants will be asked to go back to their groups from Module 2. ● Step 2: Participants will now be able to apply their theoretical and practical knowledge of the different techniques to edit their audio-visual production. ● Step 3: Participants will then brainstorm and plan in their groups on how they will edit their audio-visual production. 		



	<ul style="list-style-type: none"> • Step 4: Participants will then be asked to download the audio software, Audacity, and the visual software, CapCut, to their smartphones. • Step 5: Participants will get familiar with each of these software's and edit their audio-visual production to their liking using the theoretical knowledge learned through the training sessions.
Handout	<p><u>Audacity download links:</u></p> <ul style="list-style-type: none"> • Apple Store: https://apps.apple.com/ie/app/audacity-audio-converter/id1623185537 • Google Play Store: https://play.google.com/store/apps/details?id=music.song.audio.editor.ringtone.maker&gl=IE <p><u>CapCut download links:</u></p> <ul style="list-style-type: none"> • Apple Store: https://apps.apple.com/ie/app/capcut-video-editor/id1500855883 • Google Play Store: https://play.google.com/store/apps/details?id=com.lemon.lloverseas&gl=IE

Module Title	Post-Production		
Activity Title	BOOM, POW, WOW	Activity Code	A3.2
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	40 minutes	Learning Outcome	On completion of this activity, participants will understand how to incorporate sound effects into their final production.



Aim of activity	This activity aims to encourage participants to look for sound effects that they can add to their audio-visual production. Through this activity, participants will learn how to search for, listen to, and add sound effects to their final production using their smartphones.
Materials Required for Activity	<ul style="list-style-type: none"> • Smartphone • PC/Laptop • Internet Access
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: Participants will be asked in their groups to search for sound effects that they might add to their audio-visual production. It is important that these sound effects are copyright free to use if they are not original sounds created by the participants. • Step 2: Once this is completed, in their groups, participants will edit these sound effects into their film.

Module Title	Post-Production		
Activity Title	VFX	Activity Code	A3.3
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	40 minutes	Learning Outcome	On completion of this activity, participants will gain knowledge about special effects software in film and find budget-friendly software to use.
Aim of activity	This activity aims to encourage participants to research how special effects software works and to find budget-friendly special effects software that young people can use in creating their film.		



Materials Required for Activity	<ul style="list-style-type: none"> ● PC/Laptop ● Smartphone ● Internet Access
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: Participants will be asked to research how special effects software works to enhance the quality of their films. ● Step 2: After gaining more knowledge about special effects software, participants will compile a list of budget-friendly special effects software that could be used to enhance their films.

Module Title	Post-Production		
Activity Title	Is Being Social Really That Great?	Activity Code	A3.4
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	15 minutes	Learning Outcome	On completion of this activity, participants will be aware of the positives and negatives of advertising audio-visual productions on social media.
Aim of activity	This activity aims to encourage participants to become more aware of the positives and negatives of using social media platforms to promote audio-visual productions.		
Materials Required for Activity	<ul style="list-style-type: none"> ● PC/Laptop ● Smartphone ● Internet Access 		



Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: Participants will be asked to research social media platforms that are available to promote an audio-visual production. • Step 2: Participants will also research the positives and negatives of using these social media platforms to promote an audio-visual. • Step 3: participants will compile a list from their findings in Step 2.
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Module Title	Post-Production		
Activity Title	Doing It Right	Activity Code	A3.5
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	20 minutes	Learning Outcome	On completion of this activity, participants will be aware of how to share and distribute content online.
Aim of activity	This activity aims to get youth educators to comprehend the appropriate way of sharing and distributing content online to avoid copyright issues.		
Materials Required for Activity	<ul style="list-style-type: none"> • Paper • Pen/Marker • Flipchart 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: Ask participants to discuss in their groups what they have learned from this training session about sharing and distributing content online correctly. 		



	<ul style="list-style-type: none"> ● Step 2: Ask participants to compile a list of what they think are the most important parts of being a good digital citizen when sharing and distributing content online. ● Step 3: After this, each group will read out their lists, and the facilitator will record these on a flipchart. ● Step 4: Once each group has read out their list, they will repeat Step 1 to get a comprehensive understanding of sharing and distributing content online correctly.
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Module Title	Post-Production		
Activity Title	XOXO, Blogging Time	Activity Code	A3.6
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	20 minutes	Learning Outcome	On completion of this activity, participants will be able to write a blog post to promote an audio-visual production to promote it.
Aim of activity	This activity aims to encourage youth educators to realise how young people can use blogs to promote their audio-visual production online. Through this activity, they will write a blog post, which they can use when teaching marginalised youths.		
Materials Required for Activity	<ul style="list-style-type: none"> ● PC/Laptop ● Smartphone ● Paper ● Pen 		



Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: In their groups, participants will be asked to discuss the main concept of their film. Participants are encouraged to consider what are the main themes of the movie. Love? Betrayal? Etc. ● Step 2: Participants will look at other blogs to see the writing style used to promote films. ● Step 3: Participants will write an interesting synopsis of their film that will interest an audience to watch their film. ● Step 4: Participants will review their blog post to check for grammatical errors and to see if it is alluring to people.
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Module Title	Post-Production		
Activity Title	So, You Want to Be Social?	Activity Code	A3.7
Type of resource	Activity sheets (AS)	Type of learning	Face To Face
Duration of Activity	50 minutes	Learning Outcome	On completion of this activity, participants will be able to identify the correct social media platform to cultivate and promote an audio-visual production to an audience online.
Aim of activity	This activity aims to provide youth educators with the knowledge and skills to teach young people to research various social media platforms so that they can locate, cultivate, and maintain a target audience for their audio-visual production.		
Materials Required for Activity	<ul style="list-style-type: none"> ● Smartphone ● PC/Laptop 		



	<ul style="list-style-type: none">● Internet Access
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none">● Step 1: In their groups, participants will be asked to consider what audience their audio-visual production is for.● Step 2: Participants will be asked to research what social media platform their chosen target audience is using.● Step 3: Once this is completed, participants will research similar accounts that target your chosen audience.● Step 4: After this, each group will draft a post that they would use to promote their audio-visual production.

Module 4: Storytelling

In this module, the following topics will be addressed:

1. Introduction to storytelling techniques
2. Moderating storytelling circles
3. Storytelling activities to support group cohesion
4. Storytelling activities to support script development

Module 4: Storytelling – Lesson Plan

Module title: Storytelling			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <p>The facilitator will start the workshop by thanking the participants for their attendance. Afterwards, the facilitator will make a brief explanation about the FMID project and will conclude the opening explaining the workshop contents and the goals.</p>	10 minutes	<p>Powerpoint presentation 1.</p> <p>Digital screen, television, or projector to share the presentation.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room. It is more likely to use the same videoconference tool for the whole training. As some of the activities of the In-Service Training are going to be in groups, the tool should have the possibility to create small rooms to split participants in groups. To this end, the tool we recommend to use is Zoom.</p>

		<p>There is no need to have a group distribution in this section, as the presentation of the project and workshop is targeted to the whole group of students.</p>	<p>This section of the training will be conducted with the whole group. No need to create more rooms.</p> <p>The facilitator can share the same Power Point presentation created for the F2F workshop.</p>
<p><u>Activity 1: Good vs bad Storytelling</u></p> <p>The facilitator will reproduce two videos, one good and one bad example of storytelling. Participants will discuss the differences they have seen between the two videos, how each video made them feel, and why they think one is a better strategy than the other.</p>	<p>20 minutes</p>	<p>The videos for the good example and the bad example of storytelling.</p> <ul style="list-style-type: none"> • Good storytelling • Bad storytelling <p>Digital screen, television, or projector to reproduce the videos for the whole group.</p> <p>Discussion with the whole group.</p> <p>Activity Sheet 1</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room in Zoom.</p> <p>The videos can be shared with the group by sharing the screen.</p> <p>Use a tool like Padlet to collect students' ideas about the differences between the two videos: https://padlet.com</p> <p>If you want to ask participants about how each video made them feel, you can also use a word cloud creation tool. Our suggestion is to use Mentimeter: https://www.mentimeter.com/es-ES/features/word-cloud</p>

<p><u>Activity 2: What is Storytelling?</u></p> <p>The facilitator will explain the following issues:</p> <ul style="list-style-type: none"> ● What is storytelling ● What is it used for ● The characteristics of a good story ● The elements of storytelling <ul style="list-style-type: none"> ○ Message (story + telling), ○ Ambience ○ Characters ○ Conflict ○ Outcome ● The storytelling in education <p>With the aim of identifying the storytelling elements in a real example, the facilitator will ask participants to analyse the Toy Story Pixar movie and to complete the division of the elements with the corresponding information.</p>	<p>45 minutes</p>	<p>PowerPoint presentation 2.</p> <p>Digital screen, television, or projector to share the presentation.</p> <p>The theoretical explanation about Storytelling will be held with the whole group.</p> <p>For the “<i>Identifying storytelling elements in Toy Story</i>” activity, students will be working in pairs.</p> <p>Activity Sheet 2.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room in Zoom.</p> <p>The Power Point presentation created for the F2F session can also be shared in the Zoom meeting with the whole group.</p> <p>For the last part of this activity, small groups need to be made in Zoom. To this end, the facilitator must create separated rooms and invite each participant in Zoom to their corresponding room. Meanwhile, the facilitator can enter all the rooms and supervise the discussions participants are having in each of the small groups. Once the time for this part of the activity is completed, the facilitator will close the small rooms and all the participants will return to the main room with the big group.</p>
<p>Break</p>			

<p><u>Activity 3: Storytelling Circle</u></p> <p>As discussed in the previous two activities, adding personal value and experiences to the stories is important to capture the audience’s attention and improve the quality of the speech.</p> <p>In order to reflect on personal experiences, a storytelling circle will be conducted. To this end, the facilitator will explain the instructions of the activity (Activity Sheets 3), divide students in groups, select one student per group as the moderator of their circle and announce the topic they will talk about.</p> <p>Students will need to think of a personal experience related to the topic and explain it, taking into account the cohesion and the order of the chronological events, during the time estimated for their speech.</p> <p>The Storytelling Circles are a very good technique to support group cohesion.</p>	<p>45 minutes</p>	<p>PowerPoint presentation 3, explaining the Storytelling Circle technique, structure, instructions and roles.</p> <p>Digital screen, television, or projector to share the presentation.</p> <p>Students will be divided into groups of 4-6 people.</p> <p>Each group will be located forming a circle in the class. Thus, tables will be removed and chairs will be placed to form the groups.</p> <p>Activity Sheet 3.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room in Zoom.</p> <p>The Power Point presentation created for the F2F session can also be shared in the Zoom meeting with the whole group.</p> <p>For the second part of this activity, small groups need to be made in Zoom. To this end, the facilitator must create separated rooms and invite each participant in Zoom to their corresponding room.</p> <p>Students will be divided into groups of 4 people.</p>
<p><u>Activity 4: Let’s create an advertisement</u></p>	<p>120 minutes</p>	<p>PowerPoint presentation 4.</p>	<p>Materials Required for the online adaptation of this session will include:</p>

<p>Divided in groups of 4-6 participants, students will need to create their own advertisement following the next steps:</p> <ul style="list-style-type: none"> ● Create the groups and think about the product you want to sell and your target group. ● Do a brainstorming phase on a sheet of paper in which for two minutes at a time all the participants of the group do not stop writing down ideas or drawing pictures of what makes them feel and the product they want to sell. ● Review all the ideas presented and choose as many of them as they feel fit to start assembling the story they want to tell to sell the product by choosing the elements of storytelling previously mentioned: character, environment, conflict, solution, and so on. ● Structure the idea of the advertisement using the storyboard method (it is not necessary to make the drawings directly but it is 		<p>Activity Sheet 4 with instructions.</p> <p>Computers / Papers / Pens and crayons</p> <p>Students will be divided into groups of 4-6 people.</p>	<p>Online meeting room in Zoom.</p> <p>For this activity small groups need to be made in Zoom. To this end, the facilitator must create separated rooms and invite each participant in Zoom to their corresponding room.</p> <p>Students will be divided into groups of 4-6 people.</p> <p>For the brainstorming activity, students can use tools like Mentimeter or Padlet to write all the words that came to their minds during the two minutes stated for the activity.</p> <p>For the storyboard activity, students can use digital like Canva or PowerPoint. These tools can mix both text and images that will facilitate the creation of the presentation they will need to show at the end of the In-Service Training.</p>
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<p>necessary to expose the objective of each shot, with the characters that appear and the dialogues/text/music that are needed to transmit each message).</p> <p>In order to use the material created in the previous activities, the advertisement can be inspired by one of the stories or a mix of stories presented during the Storytelling Circle activity.</p>			
<p>Break</p>			
<p><u>Activity 5: Presentations</u></p> <p>Each team will present their advertisement</p>	<p>45 Minutes</p>	<p>Each team will need to have the storyboard ready for presentation</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room in Zoom.</p> <p>One member of each group will share the screen with the big group and show their creation.</p> <p>All participants will be gathered in the principal room of the Zoom meeting.</p>
<p><u>Activity 6: Closing</u></p>	<p>15 minutes</p>	<p>Ask participants for feedback and</p>	<p>Materials Required for the online adaptation of this session will include:</p>



<p>The facilitator will close the workshop by raising some questions for debate with the whole group.</p>			<p>Online meeting room in Zoom.</p> <p>The slides can be shared during the session.</p> <p>Instead of leading a discussion with the big group for feedback, you can create a survey in Google Forms or another similar online tool. In addition, you can also use tools like Mentimeter or Padlet to collect their personal thoughts and reflections about the training.</p>
<p>Total duration of the module</p>		<p>5 hours</p>	



Module 4: Storytelling – Activities

Module Title	Storytelling		
Activity Title	Good vs Bad Storytelling	Activity Code	A4.1
Type of resource	Activity sheets (AS)	Type of learning	F2F
Duration of Activity	20 minutes	Learning Outcome	Reflecting on the importance of how stories are told and the power of a good story is the first step in wanting to create them.
Aim of activity	With this resource, participants will begin to identify the elements of stories, compare the use of these elements to generate emotions, and experience first-hand the difference in sensations generated by a well-created project versus a not-so-good project.		
Materials Required for Activity	<p>The videos for the good example and the bad example of storytelling.</p> <ul style="list-style-type: none"> • Good storytelling • Bad storytelling <p>Digital screen, television, or projector to reproduce the videos for the whole group.</p>		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> • Step 1: The activity will be a discussion with the big group. Therefore, students can be seated separately looking at the projector or digital screen. • Step 2: Start the session asking students about the power of stories, if they think the way in which stories are presented makes a difference. • Step 3: Show two videos, both advertisements. One video will be an example of good storytelling and, the other one, a video of bad storytelling. <ul style="list-style-type: none"> ○ Good storytelling video: https://youtu.be/nMITXMrrVQU ○ Bad storytelling video: https://youtu.be/K_x8i9RGRAM 		

	<ul style="list-style-type: none"> ● Step 4: After watching the two examples, ask participants the following questions: <ul style="list-style-type: none"> ○ Have you seen any differences between the two videos? ○ How did each video make you feel? ○ Why do you think one strategy is better than the other?
Handout	<p>The first video is a good story because it uses people’s experiences and lives to make contact with the audience. Thus, you, as a viewer, it appeals directly to you and makes you feel that you could be one of those people telling the next story.</p> <p>The second video, on the other hand, mixes a painful experience, such as childbirth, with the birth of a candy. The sensation generated by the actors is not very positive or comfortable at the time of viewing, which makes it possible to reject the product before trying it.</p>

Module Title	Storytelling		
Activity Title	Identifying the elements of Storytelling in <i>Lightyear</i>	Activity Code	A4.2
Type of resource	Activity sheets (AS)	Type of learning	F2F
Duration of Activity	45 minutes	Learning Outcome	This resource serves to put into practice the learning acquired during the second part of the session, in which the Storytelling methodology and its elements and techniques are discussed from a theoretical base.
Aim of activity	This resource is used to apply the theory learnt about Storytelling and its elements in a practical example. Students will not be passive learners, but they will need to identify the elements seen in the first part of the activity in a real Storytelling example. This way, they will interiorize the theory more significantly and they will be more capable of using it in future activities.		
Materials Required for Activity	PowerPoint presentation 2. Digital screen, television, or projector to share the presentation.		

	<p>The theoretical explanation about Storytelling will be held with the whole group.</p>
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none">● Step 1: The facilitator will use the PowerPoint presentation 2 to explain in a theoretical base the following elements:<ul style="list-style-type: none">○ What is Storytelling○ What is it used for○ The elements of Storytelling○ Some Storytelling techniques● Step 2: The facilitator will ask students to take a paper and a pen and to write down the following titles, related to the elements of Storytelling:<ul style="list-style-type: none">○ Message○ Setting<ul style="list-style-type: none">▪ Time▪ Place▪ Character▪ Context○ Conflict<ul style="list-style-type: none">▪ Build up▪ Crisis○ Outcome<ul style="list-style-type: none">▪ Learning▪ Changes in the character's behaviour after the learning <p>*In order to know more information regarding these topics, please check the following reports: Khudhair, N. K., & Alnoori, B. S. M. INVESTIGATING EFL PREPARATORY SCHOOL TEACHERS' PERCEPTIONS TOWARD USING STORYTELLING: https://www.researchgate.net/publication/349759776_Storytelling_Techniques <i>8 Classic storytelling techniques for engaging presentations.</i> (s.f.) https://blog.sparkol.com/8-classic-storytelling-techniques-for-engaging-presentations</p>

	<ul style="list-style-type: none"> ● Step 3: The facilitator will ask students if they all have seen <i>Lightyear</i>, the film in which Buzz, from Toy Story, is the main character. If they have, the facilitator will show the trailer of the film on the screen, in order to make students remember about it, and will ask students to, in pairs, complete the table drawn on the paper in the previous steps according to the elements that appear on the <i>Lightyear</i> film. <ul style="list-style-type: none"> ○ <i>Lightyear</i> trailer: https://youtu.be/BwZs3H_UN3k If students haven't seen <i>Lightyear</i>, you can choose another film created by Pixar, as it is the firm that best suits the elements of good storytelling. ● Step 4: After students complete the table with the elements of the story, discuss with the big group their answers. ● Step 5: As final discussion, ask students the following questions: <ul style="list-style-type: none"> ○ Is it important to have all the elements clear when writing a story? ○ Is there any element more important than others?
<p>Handout</p>	<p>According to the example of the <i>Lightyear</i> film, the answer to the questions regarding the elements of the story would be the following:</p> <ul style="list-style-type: none"> ● Message: your home is where the people you love are ● Setting <ul style="list-style-type: none"> ○ Time: the future ○ Place: Planet T'Kani Prime ○ Character: Buzz Lightyear, Alisha Hawthorne (Buzz's best friend), Featheringhamstan (the freshman working with Buzz at the beginning of the film), Sox (Buzz's personal assistant – cat), Izzi Hawthorne (Alisha's granddaughter), Izzi's friends, Super Robot ○ Context: the characters in the movie are trapped on the planet T'Kani Prime because of a fuel failure in the intergalactic ship. Buzz wants to fix it but, each time he makes a trip to check the fuel, more time passes and with it, more changes in the people left on the planet. Changes that Buzz misses because he feels guilty for being the person who caused the first failure of the ship. Responsibility that will remain throughout the film. ● Conflict <ul style="list-style-type: none"> ○ Build up: Buzz has achieved hyperdrive and has a way to get back home, but he can't do it alone.

	<ul style="list-style-type: none"> ○ Crisis: people do not want to leave their planet because they have established bases and their life there. ● Outcome <ul style="list-style-type: none"> ○ Learning: your home is where the people you love are. You need people to love and live happily. ○ Changes in the character's behaviour after the learning: Buzz creates a new Space Ranger team with him as instructor.
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Module Title	Storytelling		
Activity Title	Storytelling Circle	Activity Code	A4.3
Type of resource	Activity sheets (AS)	Type of learning	F2F
Duration of Activity	45 minutes	Learning Outcome	The Storytelling Circle is a good technique for participants to create stories from a personal experience and to share them with their mates. This way, storytelling helps to create a better cohesion of the group.
Aim of activity	Participants will reflect on stories they lived. This personal sharing will enrich the cohesion of the group and will also help to think in common experiences among the group mates that can also involve other people. These experiences can be a good start point for the next activity, in which students will need to create an advertisement following the storytelling techniques, being one the involvement of the audience (that could happen by using personal live experiences).		
Materials Required for Activity	PowerPoint presentation 3, explaining the Storytelling Circle technique, structure, instructions and roles. Digital screen, television, or projector to share the presentation.		

Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: The facilitator will use PowerPoint 3 to explain the activity. ● Step 2: The facilitator will create groups of 4-6 people. ● Step 3: The facilitator will present the topic of discussion: Spiring experiences. ● Step 4: The facilitator will select one person of each group as the moderator of the group, which means that will be the one paying attention to the time each member spends in sharing their story. ● Step 5: Students will share their personal experiences with their mates taking into account the leading discussion topic. ● Step 6: To end the workshop, the facilitator will ask students the following questions: <ul style="list-style-type: none"> ○ How did you feel about sharing your personal experiences with your colleagues? ○ Do you think it is a good way to get to know the people you are often with better?
Handout	<p>Storytelling Circles work with small groups of no more than 6 people. In order to get good feedback after sharing the stories, it is best to place the students in circles. Also, keep in mind that there needs to be space between circles so as not to interfere with the atmosphere within a group. The role of the moderator is to give way to the person who is going to speak and to control the time of each person. In this way, there will not be people who speak too much and others who speak too little. As there are several groups, it is best to select a member of each group as moderator, even if that person is also going to share his or her story with the rest. You, as the teacher, have to make sure that the work of the moderators is taken into account and respected.</p>

Module Title	Storytelling		
Activity Title	Let's create an advertisement	Activity Code	A4.4
Type of resource	Activity sheets (AS)	Type of learning	F2F



<p>Duration of Activity</p>	<p>120 minutes</p>	<p>Learning Outcome</p>	<p>This activity will conclude the 5 hours workshop by getting back to the first activity of the workshop: discussion about what makes a good storytelling. This time, students will be the ones creating the advertisement they want by taking into consideration the activities carried out during the whole workshop.</p>
<p>Aim of activity</p>	<p>Students will put into practice what they have experienced during the workshop and what they have learnt by creating their own storytelling. The product they want to sell is totally open. In order to use the material created in the previous activities, the advertisement can be inspired by one of the stories or a mix of stories presented during the Storytelling Circle activity.</p>		
<p>Materials Required for Activity</p>	<p>PowerPoint presentation 4. Computers / Papers / Pens and crayons</p>		
<p>Step-by-step instructions</p>	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> ● Step 1: The facilitator will create groups of 4-6 people (same groups of the Activity 3). Each group will need to think about the product they want to sell and the target group. ● Step 2: Each group will do a brainstorming phase on a sheet of paper in which for two minutes at a time all the participants of the group do not stop writing down ideas or drawing pictures of what the product they want to sell makes them feel. ● Step 3: Each group will review all the ideas presented and choose as many of them as they feel fit to start assembling the story they want to tell to sell the product. They will take into consideration the elements of the Storytelling they learnt in the Activity 2: character, environment, conflict, solution and so on. ● Step 4: The members of each group will structure the idea of the advertisement using the storyboard tool (it is not necessary to 		



	<p>make the drawings directly, but it is necessary to expose the objective of each shot, with the characters that appear and the dialogues/text/music that are needed to transmit each message).</p>
Handout	<p>The teacher will need to know about the Storyboard method. To learn more about this method, click on the following link and read the selected article: https://www.videomaker.com/article/f2/15415-how-to-make-a-storyboard-storyboard-lingo-techniques/</p>

Module 5: Facilitation Skills

In this module, the following topics will be addressed:

1. Introduction to Facilitation Skills
2. Practice using facilitation skills in non-traditional settings
3. The process of group formation
4. Moderating and managing large groups of learners
5. Activities to motivate young learners in a large group

Module 5: Facilitation Skills – Lesson Plan

Module Title: Facilitation Skills			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<u>Workshop Opening:</u> - The facilitator starts with welcoming the participants and explaining the learning objectives of the workshop <u>Activity 1: Icebreaker</u>	15 minutes	Training venue with IT equipment; Flipchart and markers; Sign-in sheet for the workshop;	Use an online meeting tool (e.g.: Zoom, Google Teams, Skype, etc.)



<ul style="list-style-type: none"> - In this activity, participants are asked to find something in common with each person in the room. Each participant is given a notepaper, and goes around talking to the other participants writing down one thing they have in common with them <p>Skills worked on: communication, empathy, teamwork</p>	<p>15-20 minutes</p>	<p>Pens and note-taking materials for all young learners;</p> <p>Projector and screen;</p> <p>Laptop;</p> <p>Copy of PowerPoint slides</p>	<p>Create different rooms (Zoom allows this) where participants can talk to one another one-on-one</p>
<p><u>Activity 2: Introduction to Facilitation Skills</u></p> <ul style="list-style-type: none"> - Presentation on the basics of facilitation (what it is, what makes a good facilitator, facilitator styles, etc.) <p>Use the slides provided to give an overview of facilitation skills</p>	<p>30 minutes</p>		<p>Share your screen to present the slides</p>
<p><u>Activity 3 (A5.1) : Creating an ad</u></p> <ul style="list-style-type: none"> - In this exercise, participants are asked to create an advertisement for a product (e.g.: a flat-screen, a pair of shoes, etc), but without using a list of forbidden words that are closely related to the product (e.g.: in the case of a flat-screen, the words can be ‘TV show’, ‘watch’, ‘screen’. In the case of a pair of shoes, the forbidden words can be ‘walking’, ‘comfortable’, ‘shoes’). 	<p>60 minutes</p>		<p>This exercise also works in an online setting. Participants can do it in groups (use online collaborative tools. Put them in breakout rooms or make a group call with only their group members). Alternatively, participants can do this task individually, however it defeats the purpose of working as a team.</p>



<p>The ad can be created in different formats. The facilitator can choose the format based on the profile of the group or let participants choose the format they like.</p> <p>Examples of possible formats: short video ad, poster, flyer, elevator-pitch.</p> <p>This is ideally a group exercise, but can be done individually.</p> <p>Skills worked on: creativity, ability to work together towards a common goal, digital competence, communication</p> <p><u>Activity 4 (A5.2): Painting feelings</u></p> <ul style="list-style-type: none"> - This exercise starts with the facilitator playing music (example). The participants will close their eyes and think about what/how they are feeling. After 2-5 minutes, ask participants to draw/paint their feelings on the canvas. This requires that learners are comfortable exposing their feelings through art. If the facilitator feels that is not the case for the group, he/she can try to make the exercise more impersonal. For example, ask participants to focus on the feeling of the music instead of their own emotions. This will still allow the participants to work on expressing emotions and on self-reflection. 	<p>60 minutes</p>	<p>Painting/drawing materials Drawing paper/canvas Music player</p>	<p>If doing this activity in an online environment, you can:</p> <ul style="list-style-type: none"> - Use a free digital canvas or drawing software (e.g.: Paint, Canva, Clip Studio Paint, GIMP, etc.). Usually, participants will have at least an option in their devices. - Or have the participants draw on paper as they would in a face-to-face setting. (This requires that all participants have access to the needed tools).
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<p>Skills worked on: self-expression, self-reflection, creativity, being comfortable with expressing emotions</p>	<p>30 minutes</p>		<p>To do this activity online, you can use a tool like Padlet, where all participants are able to enter and write down their problem without being identified.</p>
<p><u>Activity 5 (A5.3): Anonymous</u></p> <ul style="list-style-type: none"> - In this exercise, participants are asked to write a problem they have anonymously in a piece of paper. It doesn't have to be a personal problem, it can be any small thing that bothers them, or any other thing they are comfortable sharing. Then, they fold the paper and put it in a box. The facilitator lets each participant take out a piece of paper and read the problem written down. Then, the participants talk about the problem. <p>For this exercise, it's important that the facilitator establishes a good environment. It's also important to reiterate the goal of the activity. Participants should be aware that behaviour that makes others feel judged or uncomfortable is not acceptable. Everyone should listen to the problems without judgement.</p> <p>The objective is that while doing this exercise, participants realise that other people may have gone through the same problems and that they</p>	<p>60 minutes</p>		<p>This exercise can be done online. Share the link with the participants. To do it in groups, put them in breakout rooms.</p>



<p>are not alone, as well as to develop empathy and active listening.</p> <p>Skills worked on: active listening, empathy, communication</p> <p><u>Activity 6 (A5.4): Digital Breakout</u> The participants complete the digital breakout that allows them to go through a scenario where they play the role of a facilitator. This exercise can be completed individually, in pairs, or in groups of 3. Groups of more than 3 people are not advised.</p> <p><u>Workshop closing:</u> Have a final round for final thoughts and feedback. You can ask participants what they learned, how it's relevant for them, how they are going to use their new knowledge, etc. Suggestion: you can ask participants to describe the workshop in one word, for e.g.: 'fun', 'difficult', 'creative', ...</p>	<p>30 minutes</p>		<p>Otherwise, it can be completed individually.</p>
<p>Total duration of the module</p>	<p>5 hours</p>		

Module 5: Facilitation Skills – Activities

Module Title	Facilitation Skills		
Activity Title	Creating an Ad	Activity Code	A5.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	60 minutes	Learning Outcome	Development of creativity, ability to work in a team towards a common goal, development of digital competence, development of communication skills
Aim of activity	<p>The goal of this activity is to create an advertisement for a product or service, while avoiding the use of forbidden words.</p> <p>In this activity, youth educators will try for themselves an exercise that they can use as facilitators of a group of young people, at the same they are practicing different topics addressed in the training. This exercise combines different aspects of the training: advertisement, digital skills, creativity, communication, and teamwork, all of which are essential for young people and professionals who work with them.</p>		
Materials Required for Activity	<p>Depending on the type of ads that groups will create, you may need:</p> <ul style="list-style-type: none"> • Digital devices (laptop, smartphone, tablet, ...) • Video editing software • Digital design tool (Canva, GIMP, ...) • Writing/drawing supplies and canvas 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. Divide the participants in groups and give them a product or service to create an ad for. It can be the same one for all the groups or each group can have a different one. 		

	<ul style="list-style-type: none"> - Step 2. Give them a list of forbidden words. They should be closely related to the topic. For example, if the ad is for a flat screen, the forbidden words can be 'TV show', 'watch', 'screen'. - Step 3. Inform the participants about the different types of ads they can create and what tools they can use. For example, it can be a poster, a flyer, a very short video, a sales, or elevator pitch, etc. They can use tools such as Canva, any free video or image editing app for smartphones, pencil and paper, etc. - Step 4. Give the groups around 60 minutes to create their ads. - Step 5. Each group shares their results.
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Module Title	Facilitation Skills		
Activity Title	Painting Feelings	Activity Code	A5.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	60 minutes	Learning Outcome	Increased ability to express one-self, increased ability to self-reflect, being comfortable with expressing emotions in a healthy way, development of creativity
Aim of activity	<p>In this activity, learners are expected to make a painting according to how they are currently feeling.</p> <p>This exercise is focused on self-expression and understanding and expressing emotions. This exercise is helpful for:</p> <ul style="list-style-type: none"> - professionals who work with youth, especially those who work with youth at risk and might be under stress. - for young people. 		
Materials Required for Activity	<p>Depending on the type of ads that groups will create, you may need:</p> <ul style="list-style-type: none"> ● Digital device (laptop, smartphone, tablet, ...) ● Video editing software ● Digital design tool (Canva, GIMP, ...) ● Writing/drawing supplies and canvas 		

Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. Start by playing music (instrumental neutral or relaxing music is recommended - example). Ask learners to close their eyes and to focus on their feelings. Give them 2-5 minutes or this step. - Step 2. Ask participants to paint their feelings on a blank canvas (it can be a traditional canvas, like paper, or a digital canvas).
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Module Title	Facilitation Skills		
Activity Title	Anonymous	Activity Code	A5.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	30 minutes	Learning Outcome	Development of active listening and communication skills, Development of empathy skills, ability to express oneself
Aim of activity	<p>The objective of this activity is to develop the emotional intelligence of participants, supporting them on the development of empathy and active listening skills. For educators, this exercise works for their professional development and sharing of good practices. For young people, this activity is helpful for them to develop connections with their peers and for them to practice expressing their feelings through words, without judgement.</p> <p>Depending on the type of problems expressed during the exercise, it may also be a way to practice finding solutions as part of a group. However, if participants are sharing issues that may be sensitive, it's the role of the facilitator to establish a safe environment where participants listen to</p>		

	others' problems, but don't become judgmental or offer unsolicited advice.
Materials Required for Activity	Depending on the type of ads that groups will create, you may need: <ul style="list-style-type: none"> • Paper • Writing tools • Box or bag
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. Give a piece of paper to each participant and ask them to write a problem they have anonymously. It doesn't have to be a personal problem, it can be any small thing that bothers them, or any other thing they are comfortable sharing. - Step 2. The participants fold the paper and put them in a box. - Step 3. Shake the box and let each participant take one of the papers out of the box and read it out loud. <p>Note: For this exercise, it's important that the facilitator establishes a good environment. It's also important to reiterate the goal of the activity. Participants should be aware that behaviour that makes others feel judged or uncomfortable is not acceptable. Everyone should listen to the problems without judgement.</p> <p>The objective is that while doing this exercise, participants realise that other people may have gone through the same problems and that they are not alone, as well as to develop empathy and active listening. If the facilitator doesn't feel this exercise is appropriate for their group of learners, it's possible to adapt it, for example by restricting the type of problems they can share (e.g.: write something you had difficulty with completing the previous activity). This way they will still be practicing the intended skills, but without the learning activity becoming uncomfortable for them.</p>

Module Title	Facilitation Skills		
Activity Title	Digital Breakout	Activity Code	A5.4

Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	60 minutes	Learning Outcome	Understanding of facilitation skills, Ability to act as a facilitator, ability to implement activities in a group
Aim of activity	In this activity, learners will be able to go through a real-life scenario where they need to put into practice their facilitation skills and knowledge about how to manage groups of different people. The goal is that they learn as they do and that they practice their skills while imagining how they can use them in their daily life.		
Materials Required for Activity	Depending on the type of ads that groups will create, you may need: <ul style="list-style-type: none"> • Digital device (laptop, smartphone, tablet, ...) • Internet access 		
Step-by-step instructions	To implement this activity, the facilitator should introduce the following steps: <ul style="list-style-type: none"> - Step 1. Decide whether to divide participants in groups or to have them work individually and inform them of the task: to complete the challenges of the digital breakout without exceeding the time limit. The time limit depends on the size of the groups and the current knowledge learners have about 'facilitation skills'. It can range from around 40 to 60 minutes. - Step 2. Participants complete the digital breakout, available at https://forms.gle/TJeuSJaAkrwfMjLo9. - Step 3. Get all the groups/participants together to have a final discussion about how it was to complete the challenges... What did they learn? Did they have any realisations? Was there any exercise they found more difficult? If so, how did they solve it? 		

Module 6: Interpersonal Skills

In this module, the following topics will be addressed:

1. Introduction to Active Listening techniques and activities
2. Practicing empathy in youth work
3. Role-play activities to develop interpersonal skills
4. Skills for engaging hard-to-reach young people.

Module 6: Interpersonal Skills – Lesson Plan

Module title: Interpersonal Skills			
Description of the Learning Activities	Duration	Materials or Equipment Required	Online Adaptation to Proposed Face-to-Face Activity
<p><u>Workshop Opening:</u></p> <p>The facilitator opens the workshop by welcoming all young learners and providing an overview of the workshop content and goals.</p>	15 minutes	<p>Good mood, preparation and motivation ☺</p> <p>Module Introduction Slides</p> <p>Have learners sit in a U-shaped formation facing you and the board.</p>	<p>Online meeting room like Skype or Zoom.</p> <p>Think about how you want to conduct online moderation and talk to your students about how it works. You might want to ask a student to assist you with implementing a code of conduct, like letting you know when someone has raised a virtual hand to ask a question, left a message in the messaging section or has technical issues and has left the meeting.</p>



			The module introduction slides can be shared in the online meeting tool too.
<p><u>Activity 1: Code of Conduct</u></p> <ul style="list-style-type: none"> ● Setting up communication rules ● Practise empathy ● Practise active listening ● Practise teamwork ● Facilitator: practise moderation skills 	60 minutes	<p>Space to enable learners to sit in a U-shaped formation.</p> <p>A spacious board/wall to pin/attached note cards on.</p> <p>Note cards and thicker writing pens for good visibility.</p> <p>Activity Sheet 1</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room like Skype or Zoom.</p> <p>Students should be equipped with something to take notes with, like pen and paper.</p> <p>Use a tool like mentimeter word cloud to collect students' ideas for the code of conduct: https://www.mentimeter.com/features/word-cloud</p> <p>You could also use an online mind map to show how you can cluster ideas in categories: https://simplemind.eu/</p>
<u>Break</u>			
<p><u>Activity 2: Active Listening and Small Talk</u></p> <ul style="list-style-type: none"> ● Practise active listening ● Practise small talk 	45 minutes	<p>Space in a classroom or outdoors</p> <p>A writing board or flip chart to write principles on. Fitting pens.</p>	<p>To develop strong communication skills, face to face communication is preferable. The activity can be conducted outside with distance between learners.</p> <p>Alternative: Online meeting room like Skype or Zoom.</p>



<ul style="list-style-type: none"> ● Facilitator: practise active listening 		<p>Activity Sheet 2</p>	<p>Use breakout sessions in the online meeting tool to let learners practise small talk. Alternatively, give them time to do their own video call and let them record it and send it to you. They could even revise their own talk and send their reflection to you as well.</p> <p>Use your online tool helpdesk if you need support on how to use the breakout function. Here for example for Zoom: https://support.zoom.us/hc/en-us/articles/206476313-Managing-breakout-rooms</p>
<p><u>Activity 3: 2 visions on 1 reality</u></p> <ul style="list-style-type: none"> ● Practise teamwork ● Practise seeing a situation from different perspectives ● Reflecting on bias and culture 	<p>30 minutes</p>	<p>Activity Sheet 3 with instructions.</p> <p>The two letters in the appendix, printed and cut, each letter in ten pieces.</p> <p>Space for students to sit or stand in an O or U-shaped formation.</p> <p>Flip chart or board to write down common reflections if needed.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room like Skype or Zoom.</p> <p>Letter snippets can be sent to students via email or another messaging tool or at the start of the exercise.</p> <p>As it is a social practice, seeing each other's faces is more important than using an additional note taking tool or other technology. Use the online meeting tool view where all students can see each other.</p>



			The exercise can also easily be conducted outdoors.
<u>Break</u>			
<p><u>Activity 4: Empathy and Compassion</u></p> <ul style="list-style-type: none"> ● Reflect on rudeness, respect, compassion and kindness ● Practise multiperspectivity ● Practise empathy ● Practise creative group work and presentations 	60 Minutes	<p>Activity Sheet 4 with instructions</p> <p>Beamer or TV to show students the TED Talk video</p> <p>Make online articles accessible, either through printing them or over technology (smartphones)</p> <p>Materials and ideas for holding a presentation.</p> <p>Space for three large groups to work together.</p> <p>Means for learners to journal: a paper journal or an online journaling opportunity such as using Word, Post It or the Day One journaling app. Penzu is a journaling app with great security features.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room like Skype or Zoom.</p> <p>Use the breakout option for group work. Students should use an easy tool or something they already have experience with for presentation. They can do a simple interview – one student asking questions, the other answering. They can make a word cloud or a mind map with a tool such as https://www.mentimeter.com/features/word-cloud or https://simplemind.eu/</p> <p>Or use a presentation tool like canvas or power point – both can be opened to online cooperation and learners can work on them simultaneously.</p> <p>No adaptation is needed for the journaling.</p>



<u>Break</u>			
<p><u>Activity 5: Feedback</u></p> <ul style="list-style-type: none"> Learn the theory of giving and receiving feedback Practise giving and receiving feedback 	75 Minutes	<p>Activity Sheet 5 with instructions</p> <p>Beamer or TV to show the video to students</p> <p>Ample space for students to stand in pairs and hold a conversation and then change the classroom shape to having chairs in a U-formation.</p> <p>Flip chart or board to write down the steps and recommendations for giving and receiving feedback.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room like Skype or Zoom.</p> <p>Use the breakout option for group work.</p> <p>You can do the last feedback round verbally or with the help of a word cloud: https://www.mentimeter.com/features/word-cloud</p> <p>(1) let all students enter their thoughts. (2) look at the word cloud and reflect on the word cloud together. Take up things you find interesting and ask if the learners can elaborate on it.</p>
<u>Sum Up and End</u>	15 Minutes	<p>Sum up the modules. Use the introduction slides.</p> <p>If there is time, you can ask for a last feedback round on the exercises.</p>	<p>Materials Required for the online adaptation of this session will include:</p> <p>Online meeting room like Skype or Zoom.</p> <p>The slides can be shared during the session.</p>
Total duration of the module	5 hours		

Module 6: Interpersonal Skills – Activities

Module Title	Interpersonal Skills		
Activity Title	Code of Conduct	Activity Code	A6.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	60 minutes	Learning Outcome	Development of empathy and active listening skills
Aim of activity	<p>In this resource, you get some practical tips on how to facilitate the forming of a consensus-based code of conduct in your classroom. You can practise your role as an empathetic moderator and set a new work group up to a good start. Setting up a code of conduct with your learners enables both you and your students to practise active listening and empathy, thus laying the ground for a productive and open learning environment.</p>		
Materials Required for Activity	<ul style="list-style-type: none"> ● Note cards ● Writing supplies 		
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. Ask your learners to arrange their chairs in a u-shaped formation. - Step 2. Start of the session with having a short introduction to what a code of conduct is and why you are doing it. - Step 3. Let your learners brainstorm and put their ideas on note cards. - Step 4. After ten minutes, let your learners present their cards and go to the front and pin them to the board. If there are clear categories to be noticed, help the learners put the cards into clusters. - Step 5. Be sure to moderate and use the exercise to practice empathy and active listening. 		

	<p>For example, “Michal, you just interrupted Anna. What do you think of putting “not interrupting” and “active listening” on our code of conduct?”. How does it make you feel when you are interrupted? Do you guys know what active listening is? Let’s talk about it.</p> <ul style="list-style-type: none">- Step 6. After all ideas are on the board, see if you and the learners can cluster and order more.- Step 7. Ask your students to give feedback to the suggestions of others. What do they think is important? What is not? Be sure to moderate the feedback closely following the principles of active listening.- Step 8. Are there any points missing from your point of view? Make your own suggestions and ask the learners what they think.- Step 9. Recap what you have worked out and ask students if they all agree that you will work after those principles.- Step 10. Thank and congratulate your students on a job well done. You can recap why you did the exercise (empathy, active listening, team building etc.), how they can use what you have just done in other contexts and what the next steps are if any.- Step 11. You can take the suggestions from the board and build a code of conduct list or mind map that can hang in the classroom reminding everyone of what they have decided on.
Note to teacher	<p>Active listening is...</p> <p>an interpersonal communication skill that entails fully hearing what others say and make an effort of trying to understand the meaning and intent of it.</p> <p>Active listening includes...</p> <ul style="list-style-type: none">· withholding judging and advise,· observing non-verbal clues,· being fully present mentally as well as with eye contact and body language,· asking open-ended questions and· paraphrase what you have understood,· not interrupt or fill voids and· to listen to understand rather than listening to respond.

	<p>Empathy is...</p> <p>the ability to perceive the feelings, thoughts, and motivations of other persons. It is mainly fostered by receiving care and empathy.</p> <p>Sources:</p> <p>Concic, A., What is Active Listening?, published 20/10/2022 in Very Well Mind: https://www.verywellmind.com/what-is-active-listening-3024343 [accessed 07/11/2022]</p> <p>Youthwork Practise, “Empathy”, https://www.youthwork-practice.com/youth-education/27-Empathy.html [accessed 07/11/2022]</p>
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Module Title	Interpersonal Skills		
Activity Title	Small Talk	Activity Code	A6.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	45 minutes	Learning Outcome	Development of empathy, active listening, and communication skills in general
Aim of activity	<p>You get an idea on how you can practise the small talk skills of your learners. You need no specific materials. Through this activity, learners practise empathy, active listening and their communication skills in general. They get to know each other better and can grow more respect for one another.</p> <p>When working with hard-to-reach youth, empathy is a core competence for youth workers too. To moderate this exercise is a good reminder for youth workers to practise real empathy in your daily work.</p>		



	<p>This is an easy-to-implement activity to practise small talk and active listening. It can take place anytime, anywhere and repeatedly.</p>
<p>Materials Required for Activity</p>	<p>N/A</p>
<p>Step-by-step instructions</p>	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. Go through the principles and pros of active listening with your learners. If you have a code of conduct, you can revise that together too. - Step 2. Ask learners to choose one topic each that interests them. - Step 3. Divide your students into groups of two. Preferably learners who don't know each other well. Let them stand in front of each other as pairs. - Step 4. No open the classroom for small talk on the first topic they chose. The learners should talk with each other kindly and be mindful of body language and the principles of active listening. The one who has chosen the topic should receive special consideration by the one that has not chosen it. Why did the person choose the topic? What does it mean to them? - Step 5. As a moderator, walk around in the classroom and listen in and give feedback. - Step 6. After five minutes, switch topics and do a second round. - Step 7. Collect your class and do a short feedback round. What is their take on the exercise and what have you noticed? - Step 8. Do a third and last round with a topic that you choose. - Step 9. Do a last debriefing round. You can ask your learners which aspects they find easy with active listening and small talk, and which are hard. What do they want to work on? <p>Activity variations</p> <p>When your learners know the exercise well, you can integrate it into other parts of your curricula. You can try holding the activity in a foreign language or choose more difficult topics like during math, ask learners to discuss the Pythagorean theorem with each other. It is then not so much about knowing all the facts, but being able to hold a conversation about a</p>



	<p>topic they only have basic knowledge about in a relaxed and empathic way.</p> <p>For “easier” topics, you can try extending the talking period from 5 to maybe 10 minutes, do a variation on how the reflection in point 9 can look or try out groups of three where the third person is an observer that gives feedback to the two conversing.</p>
Note to teacher	<p>Active listening is...</p> <p>an interpersonal communication skill that entails fully hearing what others say and make an effort of trying to understand the meaning and intent of it.</p> <p>Active listening includes...</p> <ul style="list-style-type: none">· withholding judging and advise,· observing non-verbal clues,· being fully present mentally as well as with eye contact and body language,· asking open-ended questions and· paraphrase what you have understood,· not interrupt or fill voids and· to listen to understand rather than listening to respond. <p>Empathy is...</p> <p>the ability to perceive the feelings, thoughts, and motivations of other persons. It is mainly fostered by receiving care and empathy.</p> <p>Empathy helps us understand ourselves and others. It is therefore a crucial skill in social situations such as conflict situations and it is the prerequisite to feel compassion.</p> <p>A Code of Conduct is...</p>



a set of rules about how to behave and interact with other people of the same group.

Topic ideas for getting to know each other

- What's a weird habit you have?
- Who are you proudest of?
- If you could have an endless supply of any food, what food would you pick?
- Who do you trust the most?
- What is something you love that also frustrates you?
- What do you most often daydream about?
- Who is the most genuine person you know and why?
- What is something you're good at?
- What makes you lose track of time?
- What does this world need more of?
- What is something new you tried recently and loved?
- What is something you're passionate about and want to spend more time doing?
- Share a defining moment in your life. How did it affect you?
- What would you do if you were not afraid?
- If you have kids one day, would you want to raise them like your parents raised you? Why or why not?
- What do you think would be your first impression of yourself?
- What's something most people don't know about you?
- What do you think the purpose of life is?
- What is your favorite way to spend free time?
- Who is the most creative and exciting person you know?

	<ul style="list-style-type: none"> What emotion do you have the most trouble expressing? <p>The topic ideas are directly adopted from Kennedy, CG, “Groups get to know you questions” on Sign up Genius, https://www.signupgenius.com/church/groups-get-to-know-you-questions.cfm [accessed 08.11.2022]</p> <p>Sources:</p> <p>Concic, A., What is Active Listening?, published 20/10/2022 in Very Well Mind: https://www.verywellmind.com/what-is-active-listening-3024343 [accessed 07/11/2022]</p> <p>Youthwork Practise, “Empathy”, https://www.youthwork-practice.com/youth-education/27-Empathy.html [accessed 07/11/2022]</p>
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Module Title	Interpersonal Skills		
Activity Title	2 visions 1 reality	Activity Code	A6.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	30 minutes	Learning Outcome	Gaining awareness about different perceptions of the same reality, especially in an intercultural context.
Aim of activity	<p>With this resource, youth and adults can practise reflecting on:</p> <ul style="list-style-type: none"> - valuing/respect of others cultural difference and diversity - valuing/respect for cultures/cultural otherness 		



	<ul style="list-style-type: none"> - tolerance - tolerance for ambiguity - empathy and decentring - critical cultural awareness - intercultural behaviour - critical thinking - multiperspectivity - knowledge and understanding of culture
Materials Required for Activity	<ul style="list-style-type: none"> ● Appendix 1 and 2 cut in pieces
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. The facilitator explains the story of Xavier and Tabarlis: the first one lives on Planet Earth and went to visit another planet called Glorbult, where he was hosted by Tabarlis. When Xavier is back home, he writes a letter to his friend Vincent to share his experience. On the other hand, Tabarlis writes a letter to his friend Verlias and explains what happened with the group of students from Planet Earth that they welcomed in Glorbult. - Step 2. The facilitator distributes one piece of paper to each student (up to 20). Make sure each piece has a number behind to keep the order of the story. - Step 3. Ask each student to read out loud the story on their paper, starting with number 1 of Tabarlis' letter and then number a of Xavier's letter, and so on. The objective is to compare immediately both perceptions of the same moments (e.g. the arrival). - Step 4. When all the participants have finished reading the story, you can facilitate a debriefing. Make sure to point out all the misunderstandings, prejudices and judgements in the story that can endanger or hurt the relationship.



Note to teacher

The students should understand that we all have a different representation of the same reality, based on our experience, our culture, the context, and our own perception of life. It is a kind of personal "glasses" through which we see and understand the world. These representations then directly influence our encounter with the other. When meeting somebody for the first time, if prejudices are identified, we can try to go beyond them to establish a relationship that goes beyond the stereotypes conveyed by our society.

To do this, it is essential to know how to "decenter", that is to say, to identify our representations, what glasses enable us to see the world, and take the necessary distance to change, have a different perception of things, and thus transform the vision that one can have on the other.

Always contextualize how this activity can be useful for learners' personal life. This activity allows the students to realise that our feelings are guided by our experience and our culture, and that if we do not go beyond these feelings, we can miss the reality and the discovery of other perspectives.

The original case study can be found on <http://intercultural-learning.eu/wp-content/uploads/2018/11/ICL@School-Toolbox-final-1.pdf>

APPENDIX 1: LETTER FROM TABARLIS TO HIS FRIEND VERLIAS

- (1) Hi Verlias, I hope you are well, that you are in good health, as well as all your family and all your friends. Remember that I told you about a group of young people coming from Planet Earth, from a little corner called France? We have just spent 24 cycles together and I have lots of things to tell you.
- (2) When they arrived, there was obviously a misunderstanding. Since we could not get inside the spaceport, we asked people who worked there to help them carry their luggage and meet with us outside, but they were turned down quite badly. They were really surprised at this reaction and didn't want to see the Earthlings ever again. I admit that I didn't dare mention this episode with them.
- (3) They wanted to start building the school right away and I soon realized that there was tension with the village workers. Of course, the workers were not in a hurry to finish the job as they were paid per day. The longer the project lasted, the more money they would have! And it was often their only source of income... Moreover, after a few sunstrokes, the Earthlings realized that it was not very effective to work when the 2 suns are at the highest in the sky.



- (4) There were other times when we felt they were very impatient. When we needed to go to the city, they were always impatient while waiting for the Zamourion to be full. Apparently, on Earth, transportation leaves at fixed times, even if they are not full! I really wonder how drivers make a living...
- (5) Also, they did something weird one day: they started burying cans in the ground! I almost said it was a shame because the people who picked them up on the street to sell the aluminium would not find them, but I didn't dare. It may be a ritual practice for them...
- (6) Oh yes, they said they found it disgusting. On my side, something they did has repelled me – the way they blow their nose. Instead of rejecting the waste from their body in nature, they keep it carefully in a paper. Yeks! Disgusting!
- (7) One day I felt so uncomfortable. One of the girls in the group went and talked directly to the head of the village, asking why women were eating away from men, why children had no right to speak at the table, and so on. Honestly, I feel like the Earthlings do not respect the elders. They told me that at home they put them all together in special houses!
- (8) Besides, they not only neglect their ancestors, but they do not respect the gods either! One day, one of them said to us most simply: "I am an atheist." We looked at each other without being able to say anything. We all knew what it meant, but we had never met anyone who questioned the existence of the Gods!
- (9) Another day, they became angry at Limbatan but we didn't really understand why. Limbatan had to bring Dimbzi for the farewell party but he had to stay at home because as he is the only one to have TV in his area, a neighbor had come to watch TV. It did not matter, there were plenty of other things to eat. Yet this detail has really annoyed the Earthlings. But you understand that Limbatan could not do otherwise! If he had gone, the whole neighborhood would have concluded that he had no respect for the people who came to visit him!
- (10) When I think about it, maybe the Earthlings were not happy because there were disputes within the group. I watched them carefully and I never saw the two boys holding hands or having any physical contact. I think they were not really good friends. See, it was not easy every day and we were even close to fighting sometimes. But don't worry, we realized that we also had a lot in common and everything ended well. I realize that I was a little negative but we really experienced some extraordinary moments that I will tell you in a new letter. I have to go back with my family. I've been alone, writing to you for an hour now, and as you know, they start to find it odd...

APPENDIX 2: LETTER FROM XAVIER TO HIS FRIEND VINCENT

- a) Hi Vincent, how are you? How was the summer, reviewing lessons to prepare for exams? Ok, it's not funny... As you may know, I'm just back from the planet Glorbuld where I spent a month ("Earth month") with Karen, Sophie and Mehdi. So many weird stuff happened, I have to tell you.



- b) As soon as we landed at the spaceport, the confusion began. Several people wanted to help us carry our bags... Well, so they said... Good thing we were told to be careful with pickpockets and thieves. At first we refused politely and as they insisted, we were a little firmer. So they left and you could see they were frustrated that they missed their opportunity. We were lucky! Then we went to meet with our contacts who were waiting for us outside the spaceport.
- c) We wanted to start the project the very next day because we had a schedule to follow. So we started the construction of the school and I can tell you that we worked very hard! The problem is that we quickly realized that the Glorbuldians who worked with us did not have the same enthusiasm, and there were even moments when we really felt that they were putting a spoke in our wheels! Unbelievable, as we do this project for them!
- d) Anyway, everything is slow there, like public transportation for example (small and rotten buses that they call Zamourion). If they give you a starting time, you're sure you can add at least 2 hours. And when you ask when we are going to leave, they always answer you "Soon!". It's so annoying, I swear to you.
- e) Not to mention the hygiene. They throw everything on the ground without any concern for the environment. At first, we wanted to act well, so we picked up our cans. Since we did not know what to do with it, we began to bury them so that it was less dirty, and then we finally gave up.
- f) And do you want to know how Glorbuldians blow their noses? You lean on one nostril and you blow a big blow. Very chic!
- g) Anyway, that's for sure, they're still at least 50 years behind us. It shows so much regarding human rights! Well, especially women's and children's rights. You know Karen, a bit feminist, isn't she? One day she had a very blunt discussion with a village leader about it. I don't know if he really understood, in fact he didn't react much.
- h) Another example on how "behind" they are. One day we go through a swampy region and one of the young people who accompanied us tells us in the simplest way: "Here, there is a man who turns into a crocodile". We looked at each other for a moment, but we quickly turned our heads to avoid bursting into laughter. We controlled ourselves but we were close.
- i) The same young man really annoyed us another time. It was the end of the stay, we had organized a great evening with all the people we had met. Everybody had to bring something, and he had to bring Dimbzi, which is a delicious chicken from there. And... he never came. The next day, when we saw him, we told him how mad we were! It was a total lack of respect for us. Guess what he said! He had to stay at home because a friend came to watch TV! Couldn't find a more phony excuse... In any case, they need to become more serious and more trustworthy, otherwise they will never be a developed planet.
- j) Oh, one last crazy thing, I've never seen so many homosexuals in my life! There are plenty of guys holding hands in the street. One day, one of our co-worker wanted to hold my hand. Well, I can tell you that he did not try twice! See, it was not easy every day and we were even close to fighting sometimes. But don't worry,

we realized that we also had a lot in common and everything ended well. I realize that I was a little negative, but we really experienced some extraordinary moments that I will tell you in a new letter. Now I don't have time, I'm already late for my aircraft's driving lesson.

Module Title	Interpersonal Skills		
Activity Title	Empathy and Compassion	Activity Code	A6.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	60 minutes	Learning Outcome	Gaining a deeper understanding for the terms compassion, respect, kindness and rudeness; Valuing/respecting cultures and otherness; Managing differences in opinions and behaviours
Aim of activity	<p>In this exercise, learners and teachers get valuable insights on kindness, respect and rudeness. First, you get input from scholars and young persons through a video and some articles, then you will practise and reflect on the topics in a group exercise. With this resource, youth and adults can practice reflecting on:</p> <ul style="list-style-type: none"> - conflict management - tolerance - tolerance for ambiguity - empathy and decentring - critical thinking - multiperspectivity 		



Materials Required for Activity	<ul style="list-style-type: none"> ● Digital device (laptop, smartphone, tablet, ...) ● Internet connection may be necessary to watch the video and access the articles
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none"> - Step 1. Make an introduction of the task - Step 2. Watch the video with your learners: https://www.ted.com/talks/richard_burnell_the_illusion_of_rudeness_the_myth_of_respect - Step 3. Hold a reflection round with your students. Ask questions like: What was your video about? What was the main message you took away from it? When was the last time you thought someone to be rude? Why? Could there be an explanation you did not know? Do you often see others as rude when you do something nice for them and they don't show gratitude? How would it be if you showed kindness without asking for something in return? - Step 4. Divide your class into three groups. Give each group an article: Article 1: https://www.mvnews.org/an-opinion-on-respecting-opinions/ Article 2: https://kidshelpline.com.au/teens/issues/all-about-respect Article 3: https://www.rickhanson.net/stay-right-when-youre-wronged/ - Step 5. Let the groups sit together and take turns reading the article out loud. Give the groups 10 minutes to do so. - Step 6. Ask students to prepare a short overview of the most important points of the article. Learners with the third article should focus on the "how" section. Provide learners with what you have available to make the presentation. It could be preparing learning cards that the students pin on a board as they are explaining the cards to their fellow students. It could be some short role plays where one student is a moderator explaining what happens. It could be making a short video interview and



	<p>presenting the video to the rest of the class. Give students 30 minutes for this task. Walk around and see if they need any support on moving forward. Mind the way they are communicating in terms of active listening and kindness.</p> <ul style="list-style-type: none"> - Step 7. Give the groups five minutes each to present their article. - Step 8. After each round of presentation, hold a short feedback round. What did they think of the article? Do other learners have any questions or reflections? - Additional task: Ask your learners to, over the course of a week, keep a daily kindness journal, noting down the kind deeds they have carried out or been the recipient of. They can also note down times when they have perceived others as rude and reflect on if it is real rudeness or if there might be something they don't know. This exercise was inspired by the Random Acts of Kindness Curriculum. You can visit their homepage for more materials on kindness and related topics: https://www.randomactsofkindness.org/high-school-curriculum
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Module Title	Interpersonal Skills		
Activity Title	Feedback	Activity Code	A6.5
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	75 minutes	Learning Outcome	Development of communication skills, assertiveness, empathy, and critical thinking skills
Aim of activity	Receiving and giving feedback can be tricky. In this activity, your learners will learn how to give and receive feedback. You will get to practise to give and receive feedback together and reflect on the benefits but also the emotional response of giving and receiving feedback.		

Materials Required for Activity	<ul style="list-style-type: none">• Digital device (laptop, smartphone, tablet, ...)• Internet connection may be necessary to watch the videos
Step-by-step instructions	<p>To implement this activity, the facilitator should introduce the following steps:</p> <ul style="list-style-type: none">- Step 1. Introduce the task and the term “feedback”. Watch this video: https://www.youtube.com/watch?v=wtl5UrrgU8c And let your learners take notes on the four steps of feedback. If you prefer the SPARK model, you can watch this video instead: https://www.youtube.com/watch?v=YTnYzHYjWBo Collect the points for feedback from your students and write them up on a board or flip chart for everyone to see. (15 min)- Step 2. Talk about receiving feedback – about the emotions involved and what to practically do. You can use the tips on https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback as inspiration. Make a short list on a board or flip chart. (10 min)- Step 3. Ask students to prepare a short monologue about a topic. They can choose the topic themselves or you can hand out topics of your choice, like rudeness, respect and empathy.- Step 4. Give learners ten minutes to prepare a short monologue on the most important aspects of the topic. (10 min)- Step 5. Divide the class into groups of two. Let the learners stand in front of each other and read the prepared monologue to one another. Students then sit down and write feedback on the monologue of the other student. They should use the structure and content from the introduction video. (15 min)- Step 6. The students then stand together again and give each other their feedback. The feedback receiver follows the rules of receiving feedback and asks questions to be sure they have understood completely. (10 min)- Step 7. Have learners sit in a U-shape and lead a reflection round. Ask questions like (10 min):<ul style="list-style-type: none">• How did you find the exercise?• How did giving feedback make you feel?• How did receiving feedback make you feel?• What would you like to practise more?• What went well? What went poorly?



	<p>- Step 8. Round up the exercise with recapping what you have done and why. You can let the learners know that feedback often feels unnatural and strange at first, but that it gets easier and more comfortable with practice.</p> <p>Finish the activity with a round of positive feedback. You can start with giving the group your positive notes of the exercise. Let everyone say one positive thing that they have taken from the practice, still adhering to the rules of feedback. (15 min)</p>
Note to teacher	<p>Active listening is...</p> <p>an interpersonal communication skill that entails fully hearing what others say and make an effort of trying to understand the meaning and intent of it.</p> <p>Active listening includes...</p> <ul style="list-style-type: none">· withholding judging and advise,· observing non-verbal clues,· being fully present mentally as well as with eye contact and body language,· asking open-ended questions and· paraphrase what you have understood,· not interrupt or fill voids and· to listen to understand rather than listening to respond. <p>Feedback is...</p> <p>a means of letting another person know how their behaviour affects you – practically, positively and negatively.</p> <p>Sources:</p> <p>Cales, M., “SPARK Feedback Practice”, published 18.03.2021 on https://www.youtube.com/watch?v=YTnYzHYjWBo [accessed 09.11.2022]</p>



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