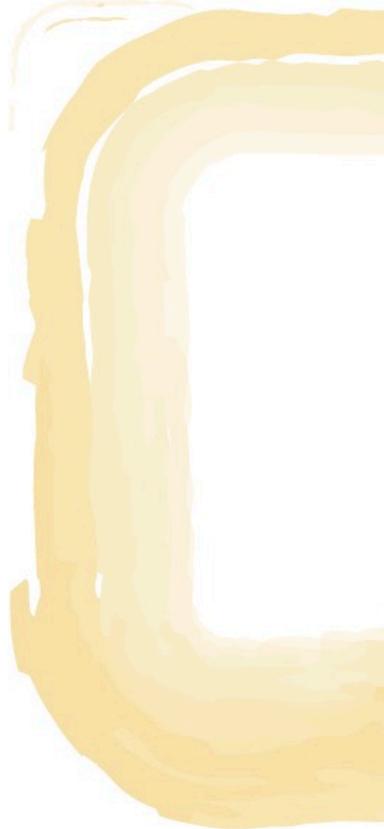


# IO1 – Digital and Social Media Production and Management Curriculum

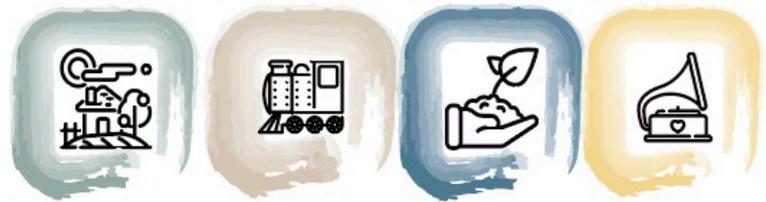
## *Trainer Handbook for Video Production Modules*

Developed by FIPL

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### *Past-Times*



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## Introduction to the Trainer Handbook for Video Production

The Trainer Handbook is designed to act as a guide for trainers delivering the video production modules, Modules 3 and 4 of the PAST-TIMES Digital and Social Media Production and Management Curriculum (IO1), developed as a core output of the PAST-TIMES project. This handbook is designed to actively involve the participants in the learning process. It is a key intellectual output of the PAST-TIMES: Stories, Tales and Customs to Raise Intercultural Awareness project; funded through the Erasmus+ Programme.

The Trainer Handbook comprises the following elements:

- Overview and introduction to the modules on video production
- Advice and guidance for trainers delivering this content
- Lesson plans for delivering the face-to-face workshops

## Delivering Training in Video Production

This Trainer Handbook presents the face-to-face learning content of the curriculum modules on video production, which is to be delivered through a series of practical, hands-on workshops.

These modules have been designed to be delivered to migrant learners who would like to develop their video production skills to support them in recording oral histories. From here on in this handbook, these migrant learners will be referred to as “participants”.

The face-to-face content for the two modules on video production is presented as 10-hours of learning, in the following modules and units:

- **Module 3 – Introduction to Video Production – 5 hours**
  - Unit 1 – Video Production Theory
  - Unit 2 – Equipment and Pre-production
- **Module 4 – Video Production and Post-Production – 5 hours**
  - Unit 1 – Video Production Practice
  - Unit 3 – Post-production

This face-to-face content is supported by self-directed learning materials, which are accessible through the PAST-TIMES e-learning portal, available at: <https://past-times.eu>. The self-directed learning materials comprise digital resources to support the participants in planning, producing and editing their film projects. As part of their self-directed learning, participants will also be encouraged to work as part of a team to produce and edit their film projects outside of the classroom, if additional time is required. All self-directed materials have been designed and developed to support the delivery of the PAST-TIMES Digital and Social Media Production and Management Curriculum.

### Notes for the Trainer

- These modules are designed to provide flexibility in planning, conducting and evaluating the training programme.
- All of the content required for the delivery of the programme is contained within Digital and Social Media Production and Management Curriculum downloadable from <https://past-times.eu>.
- This is a flexible curriculum so the units can be used independently of each other and can also be lengthened or shortened depending on the level of experience and expertise of the participants.
- The topics in this face-to-face training are based on the practical elements of using available technologies to produce short videos and digital media content. For theoretical content, some of these topics are only touched on in the training and then will be the subject of online learning for individual participants to undertake in their own time.
- It is important that on completion of this training, participants are confident and competent in using digital media skills to record oral history projects. As such, the trainer should involve participants in the workshops, encourage participation and be ready to adapt the material if additional time is needed on some of the more technical elements of the training.
- Before each session, ask all phones are turned off during the workshop and ask them to put a name label on their desks/person.

## The Do's and Don'ts of Delivering this Training Programme

The following "do's and don'ts" should always be kept in mind by the trainer during any learning session.

### Do's:

- Prepare in advance
- Involve participants and encourage participation
- Use visual aids and refer to <https://past-times.eu> for additional self-directed learning resources
- Speak clearly and bridge one topic to the next
- Use logical sequencing of topics
- Encourage questions and provide feedback
- Summarise and recap at the end of each session
- Use good time management
- Be aware of the participants' body language
- Keep the group focused on the task
- Evaluate as you go

### Don'ts:

- Don't talk to the flip chart
- Don't block the visual aids
- Don't stand in one spot--move around the room
- Don't ignore the participants' comments and feedback (verbal and non-verbal)

## Overview of Video Production Modules

These modules have been designed to be delivered in a face-to-face format, over 10 contact hours. A further 5 hours of additional training is allocated as self-directed, and participants will be encouraged to use this time to complete their video projects. In addition, a further 5 hours of self-directed learning is available through the PAST-TIMES e-learning portal. These materials comprise digital resources to support their learning about video production

techniques using available media, additional instruction on film theory and information and advice on legalities of recording, storing and sharing video footage.

The face-to-face training is broken into four units over two modules as follows:

**1. Module 3 – Introduction to Video Production – 5 hours**

○ **Unit 1 – Video Production Theory**

Achieving high quality for low cost

Roles involved in video production

○ **Unit 2 – Equipment and Pre-production**

Sound recording and editing

Video recording and editing

**2. Module 4 – Video Production and Post-Production – 5 hours**

○ **Unit 1 – Video Production Practice**

Hands on training in audio visual production

○ **Unit 2 – Post-production**

Editing techniques and practice

## Learning Outcomes

On completion of this training course, participants should be able to:

1. recognise technical requirements for video production when using mobile digital devices
2. recognise steps to plan, produce and edit video projects
3. identify open-source video production and post-production software
4. explain basics about video production and post-production software
5. produce video content with own mobile digital devices
6. create own idea for video project and plan steps to realise it

7. research and use open-source software for video production and post-production
8. use software to produce and edit video files
9. assess potentials and limitations of video production with own mobile digital devices
10. adopt a planned and structured approach on own video project
11. appraise differences between open-source and proprietary software
12. work in a self-confident manner with video programme

Lesson plans are developed in line with Kolb's theories of experiential learning. Participants perform exercises aimed at reflecting upon their knowledge, perceptions and experiences. Following group feedback and discussion, factual information is offered, allowing informed reflection and reassessment where pertinent.

## Module Descriptors

This section briefly outlines the indicative content to be covered under each module on video production.

### Module 3 – Introduction to Video Production

- Participants will be introduced to the tools of audio-visual production. They will be shown low cost or readily available resources that can be used to achieve high production standards.
- Participants will be taken through the theory of sound recording, lighting and filming in a digital environment with principles such as 'three-point lighting' in lighting a subject and 'the rule of thirds' in framing the shot.
- Participants will be introduced to the different roles involved in video production and will be invited to take on a variety of these roles throughout the process of planning and producing their short video project.

### Module 4 – Video Production and Post-Production

- Building upon the theory gleaned through Module 3, participants will bring their knowledge to bear on creating audio visual resources. These may be individual or team projects.

- Projects will be recorded using low cost or readily available resources and will comply with the legal realities outlined in Unit 1.
- These projects will be produced in such a way that they have options in the post production process for dissemination through a variety of different platforms – including the social media platforms.
- If it is not possible to produce a sample of their oral history project, participants will work in groups to produce mock oral history projects. The aim of this unit is to give participants the opportunity to practice recording video on their smartphones.
- Participants will then edit their projects in one or more formats, as required by the dissemination routes they have decided upon.
- Participants will make use of opensource editing software in this unit.

## Lesson Plans: Module 3 – Introduction to Video Production

Time allotted: 5 hours

### Learning outcomes

This unit will instruct participants on:

1. the key roles in a digital media production team.
2. production equipment and improvisation tips.

### Lesson Plan

Unit 1: Video Production Theory			
Duration: 2h			
Content and Method	Minutes	Materials	Assessment & Evaluation
<u>Welcome and introductions</u> <ul style="list-style-type: none"> <li>• The trainer opens the workshop by introducing the aims of this module and introducing him/herself to the group (if a specialist digital media trainer is delivering the workshop).</li> </ul>	20	Room with chairs arranged in a semi-circle	<ul style="list-style-type: none"> <li>• Participants will engage in the introductory activity and get to know each other.</li> </ul>

<ul style="list-style-type: none"> <li>• Going around the group of participants, the trainer asks everyone to state:             <ul style="list-style-type: none"> <li>• Their name,</li> <li>• Their motivation for taking part in this training,</li> <li>• Any experience they have of video production.</li> </ul> </li> </ul>			
<p><u>Who is Who in Production?</u></p> <ul style="list-style-type: none"> <li>• Using a flipchart to record suggestions from the group, the trainer asks all participants to name as many roles as they can in an audio-visual production team and to elaborate on what each role involves (e.g. director, boom operator, producer etc.)</li> <li>• When they have exhausted their ideas, the trainer presents a set of PowerPoint slides to identify the members of a basic team necessary to carry out the essential tasks involved in video production.</li> <li>• At this point these roles are assigned to members of the group for the practical production project in the next module.</li> <li>• Depending on the size of the group one or more production teams can be formed.</li> </ul>	<p><u>50</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Flipchart and marker</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides - M3.U1.PPT1</p>	<ul style="list-style-type: none"> <li>• Basic understanding of roles is demonstrated by group selection of these roles within their own team/teams</li> </ul>
<p><u>The Tools of the Trade</u></p> <ul style="list-style-type: none"> <li>• Using a PowerPoint slides, the trainer outlines the production equipment used in video production – camera, tripod, boom, microphone etc.</li> <li>• After each production tool is introduced a cheap, free or readily available alternative is then shown.</li> </ul>	<p><u>40</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking</p>	<ul style="list-style-type: none"> <li>• Understanding of this element is demonstrated by the successful assembly of video production kit</li> <li>• For each of the cost-effective methods mentioned, the tutor will provide samples and participants will</li> </ul>

<ul style="list-style-type: none"> <li>• For example, a microphone on a boom pole can be replaced by a smartphone with a digital audio recording app in 'flight mode' clamped at the end of a telescopic 'selfie stick'.</li> <li>• The production team members, as assigned in the previous session, must now take on the responsibility of securing the equipment that they need to carry out their function within the team.</li> <li>• For example, a camera person must ensure that they have access to a video capture device such as a smartphone with a high-quality camera and enough internal or external memory to record a sufficient body of footage.</li> <li>• Each member of the team is given some time to secure and practice with their particular tool.</li> </ul>		<p>materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides – M3.U1.PPT2</p> <p>At least one example of each of the production tool 'hacks' necessary to ensure that at least one fully equipped team can operate.</p>	<p>have the opportunity to practice using these cost-effective methods.</p> <p><i>For example, for the lighting hack the teacher will give learners access to a flashlight, lamp or other light source, and a blank sheet of A2 paper – learners will then practice the method of 'bouncing' the lighting using this hack. Similarly, the tutor will have selfie sticks for all teams. The tutor will allow teams some time to practice using the voice recording app on their smartphone and the selfie stick as a boom pole and microphone, etc.</i></p>
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> <li>• In the last few minutes of the session, the trainer brings all participants back together and leads a short verbal feedback to ascertain how they are finding their new role, if they have encountered any difficulty so far and if they have any open questions.</li> <li>• Once all questions are answered, the trainer can close the workshop.</li> </ul>	<p><u>10</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>
<p><b>Total Time for Unit:</b></p>		<p><b>2 hours</b></p>	

## Lesson Plan

Unit 2: Equipment and Pre-Production			
Duration: 3h			
Content and Method	Minutes	Materials	Assessment & Evaluation
<p><u>Welcome and re-cap</u></p> <ul style="list-style-type: none"> <li>The trainer opens the workshop by welcoming all participants and asking if they have any open questions about their role in the production team or any of the content covered in unit 1.</li> <li>Once all questions are addressed, the trainer can introduce the programme for this workshop.</li> </ul>	<p><u>20</u></p>	<p>Room with chairs arranged in a semi-circle</p>	<ul style="list-style-type: none"> <li>Participants will engage in asking any open questions and contributing to the group discussion.</li> </ul>
<p><u>Lighting</u></p> <ul style="list-style-type: none"> <li>Using the PowerPoint slides, the trainer takes the group through the various rules, tips and methods involved in ensuring that lighting is appropriate for video production.</li> <li>Within this presentation participants will learn some basic tips for ensuring good lighting when filming their interviews, including three-point studio lighting, and how to 'bounce lighting' using white paper and other reflective surfaces.</li> <li>The trainer can ask for volunteers to sit in-front of windows, directly under lighting, etc. to show examples of bad lighting.</li> </ul>	<p><u>40</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides – M3.U2.PPT1</p> <p>Flipchart and marker for recording</p>	<ul style="list-style-type: none"> <li>Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>

<ul style="list-style-type: none"> <li>• The trainer will show participants some tips and tricks to replicate this lighting, using cost-effective methods – such as large sheets of white paper.</li> <li>• For this activity, the trainer will ask for a volunteer (an interviewee) to sit parallel to a window. This will show the group that the volunteer will have a dark shadow on one side of their face. The trainer then asks for a second volunteer to stand on the side with the shadow and to use a large sheet of white paper to ‘bounce’ the light from the window – this will get rid of the shadow on the interviewee’s face.</li> <li>• Teams will then be given 10-15 minutes to practice filming a short interview scene, adjusting the lighting as demonstrated in this example. Team members should take it in turns to record the interview, be the interviewee and be the lighting person ‘bouncing’ the light.</li> <li>• After this activity, the group can feedback to the trainer on how they found this activity and if they have any further questions about lighting.</li> </ul>		<p>group feedback</p>	
<p><u>Capturing Footage – The Rule of Thirds</u></p> <ul style="list-style-type: none"> <li>• Using PowerPoint slides, the trainer takes the group through the rule of thirds and why it should be applied when capturing video.</li> </ul>	<p><u>30</u></p>	<p>Training room with space for break-out sessions</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>

<ul style="list-style-type: none"> <li>• The trainer first explains the rule for traditional filmmaking, and then describes why this is important in setting up the video interview for Past-Times.</li> <li>• The trainer then gives each team 20 minutes to practice setting up a mock interview, following the rule of thirds.</li> <li>• After this activity, the trainer will conduct a short review and feedback session to ascertain how the teams found this activity and if they encountered any difficulties.</li> </ul>		<p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides – M3.U2.PPT2</p> <p>Flipchart and marker for recording group feedback</p>	
<p><u>Sound Capture</u></p> <ul style="list-style-type: none"> <li>• Using PowerPoint slides the trainer takes the group through the various rules, tips and methods involved in capturing sound.</li> <li>• Similar to previous activities, the trainer will then demonstrate how sound can be captured using accessible technologies – using a smartphone app and a selfie stick, instead of using a boom.</li> <li>• The teams will each be given 10-15 minutes to practice recording sound using this method and will feedback to the group on how they found this method and if they experienced any problems.</li> </ul>	<p><u>40</u></p>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides – M3.U2.PPT3</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>

<p><u>Pre-Production</u></p> <ul style="list-style-type: none"> <li>• The teams must now make plans and preparations for video interview project.</li> <li>• They should decide upon such questions as appropriate length of video interview, locations, equipment, research questions, etc.</li> </ul>	<p><u>30</u></p>	<p>Pens and note-taking materials for all teams.</p>	<ul style="list-style-type: none"> <li>• Teams collaborate to develop a 'shooting plan' for their projects.</li> </ul>
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> <li>• Participants will engage in group feedback using the 3-2-1 method, where they share 3 things they have learned, 2 things that they would like to learn more about and 1 question that they still have from the workshop.</li> </ul>	<p><u>20</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>
<p><b>Total Time of Unit: 3 hours</b></p>			

### Lesson Plans: Module 4 – Video Production and Post-production

Time allotted: 10 hours (5 hours of workshop-based instruction and 5 hours (approx.) of practical application for production and post-production to be completed as self-directed learning as appropriate)

#### Face-to-Face Workshop – Production content options

Time allotted: 5 hours

#### Learning outcomes

This module will instruct participants on:

1. the various audio-visual options available to tell a story
2. the practical steps in preparing to shoot content
3. creating digital media content
4. working as a team
5. basic principles of editing
6. basic principles of audio editing

## 7. practical experience of editing video projects

### Lesson Plan

Unit 1: Video Production Practice			
Duration: 3h			
Content and Method	Minutes	Materials	Assessment/ Evaluation
<p><u>Workshop Opening</u></p> <ul style="list-style-type: none"> <li>The trainer welcomes all participants to the workshop and introduces the production plan for this unit.</li> <li>The trainer answers any open questions which participants might have from the previous module.</li> </ul>	<u>10</u>	<p>Training room with space for break-out sessions</p> <p>Flipchart and marker</p>	<ul style="list-style-type: none"> <li>Participants will engage in asking any open questions and contributing to the group discussion.</li> </ul>
<p><u>Storyboarding</u></p> <ul style="list-style-type: none"> <li>The trainer will discuss how to develop a storyboard with their participants.</li> <li>While this video project will focus around an interview, a storyboard will help production teams to plan where they would like to integrate footage from past events, footage of modern buildings that once had a different purpose, footage of modern-day towns and cities that can be contrast in the video with photographs or footage from the past, for example.</li> <li>The trainer then distributes copies of storyboard templates to each team.</li> <li>Working in their teams, the trainer instructs all participants to contribute to developing the storyboards for their oral history video project, taking time to</li> </ul>	<u>40</u>	<p>Storyboard templates for all teams – see Annex 1</p> <p>Pens and note-taking materials for all teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides – M4.U1.PPT1</p>	<ul style="list-style-type: none"> <li>All teams will produce a short story-boards for their oral history project – including if they will include cut scenes to other footage, or photographs, etc.</li> </ul>

<p>plan how they would like to shoot their video project, and if they will start with the interviewee or with a scene and a voice-over, etc.</p> <ul style="list-style-type: none"> <li>The trainer can move between teams in this activity, overseeing the development of the storyboards.</li> </ul>			
<p><u>Production Practice</u></p> <ul style="list-style-type: none"> <li>The teams will now set-up and practice recording their oral history video project.</li> <li>The role of the trainer in this phase is to provide support from the materials covered thus far.</li> <li>Production teams may use this time in class to arrange and plan their actual video interview, or to set up and record a mock interview just to practice the video production process.</li> <li>The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account.</li> <li>Each team is given freedom in terms of location to practice, or to produce, their own video interviews.</li> </ul>	<p><u>120</u></p>	<p>Digital media content production equipment identified previously for all teams</p>	<ul style="list-style-type: none"> <li>All teams should ensure that content is successfully shot, complete and within timeframe.</li> <li>Teams should also ensure that all legalities and permissions are observed.</li> <li>While 2 hours is allocated for this video production practice, the trainer should advise participants that as part of their self-directed learning, they should take time to practice video production techniques. In the context of their oral history project, this might include to spend some hours outside of the classroom shooting 'cut-scenes' for the interview.</li> </ul>
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> <li>In the last few minutes of the session, the trainer brings all participants back together and leads a short verbal feedback to ascertain how they are finding</li> </ul>	<p><u>10</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Flipchart and marker for</p>	<ul style="list-style-type: none"> <li>Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>

<p>their new role, if they have encountered any difficulty so far and if they have any open questions.</p> <ul style="list-style-type: none"> <li>Once all questions are answered, the trainer can close the workshop.</li> </ul>		<p>recording group feedback</p>	
<b>Total Time of Unit:</b>		<b>3 hours</b>	

### Lesson Plan

<b>Unit 2: Post-Production</b>			
Duration: 2h			
<b>Content and Method</b>	<b>Minutes</b>	<b>Materials</b>	<b>Assessment/ Evaluation</b>
<p><u>Workshop Opening</u></p> <ul style="list-style-type: none"> <li>The trainer welcomes all participants to the workshop and introduces the content for this unit.</li> </ul>	<u>5</u>	<p>Training room with space for break-out sessions</p>	<ul style="list-style-type: none"> <li>Participants will engage in asking any open questions and contributing to the group discussion.</li> </ul>
<p><u>Video Editing Theory</u></p> <ul style="list-style-type: none"> <li>Using a slide presentation, the trainer takes the participants through the principles of video editing.</li> <li>This includes a series of images rearranged in various ways.</li> <li>The participants relate the stories that each arrangement of the images suggest, thereby demonstrating the importance of editing decisions to accurately tell the story that is intended.</li> </ul>	<u>25</u>	<p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p> <p>PowerPoint slides – M4.U2.PPT1</p>	<ul style="list-style-type: none"> <li>Participants will take notes to support their learning.</li> </ul>

<p><u>Audio Editing Theory &amp; Practice</u></p> <ul style="list-style-type: none"> <li>• The trainer invites all teams to download a copy of the Audacity audio editing software.</li> <li>• The software can be downloaded at <a href="http://www.audacityteam.org/">http://www.audacityteam.org/</a></li> <li>• The trainer will take the participants through basic audio editing using Audacity software, which is free and uncomplicated to use.</li> <li>• Using the first of the tutorials available on the Audacity website (<a href="http://manual.audacityteam.org/man/tutorial_editing_an_existing_file.html">http://manual.audacityteam.org/man/tutorial_editing_an_existing_file.html</a>) participants practice the basics of audio editing.</li> <li>• As part of their self-directed learning, each team should complete the editing of their audio files.</li> </ul>	<p><u>40</u></p>	<p>Each team must have access to a laptop or computer and download free Audacity software and appropriate online manual to complete this unit</p> <p>Training room with space for break-out sessions</p> <p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p>	<ul style="list-style-type: none"> <li>• Participants perform basic audio edit using the open-source software.</li> <li>• As part of their self-directed learning, each team should complete the editing of their audio files.</li> </ul>
<p><u>Project Editing Practice</u></p> <ul style="list-style-type: none"> <li>• Participants now edit their video interviews using the free editing software available to them (for example, “iMovie” on Apple platforms or “Windows Movie Maker” on PC platforms.</li> <li>• The trainer can begin the session by giving a short demonstration on how to use this open-source software.</li> <li>• The trainer can guide the participants to use additional digital resources to support their work (available through the Past-Times platform)</li> <li>• After this demonstration, the trainer gives all teams 30</li> </ul>	<p><u>40</u></p>	<p>Each group must have access to a laptop or computer and access to readily available editing software such as iMovie or Windows Movie Maker</p> <p>Training room with space for break-out sessions</p>	<ul style="list-style-type: none"> <li>• Participants produce their edited film project that can be shared with other teams.</li> <li>• As part of their self-directed learning, each team should complete the editing of their video files and share the final product with the trainer as part of their assessment for completing these curriculum modules.</li> </ul>

<p>minutes to practice using these platforms to edit their video projects.</p> <ul style="list-style-type: none"> <li>• The software’s accompanying manuals can be used to assist participants if they are finding difficulties in coming to grips with its practical use.</li> <li>• The trainer should remind participants to adhere to copyright laws regarding any music or images that they decide to use.</li> <li>• Throughout this session, participants work in break-out spaces to edit and complete their film projects. The trainer circulates between teams, advising and guiding as required.</li> </ul>		<p>Pens and note-taking materials for teams</p> <p>Projector, screen and laptop</p>	
<p><u>Wrap Up</u></p> <ul style="list-style-type: none"> <li>• In the last few minutes of the session, the trainer brings all participants back together.</li> <li>• All participants will receive 3 cards and are asked to write down, what aspects of these two modules on video production they will take with them, which they are undecided about and which they won’t use at all (if applicable).</li> <li>• The trainer then places either a symbol of a suitcase, a letter tray and a bin in the middle of the room or the items itself.</li> <li>• Participants are then asked to take their 3 pieces of card and state: <ul style="list-style-type: none"> <li>○ What aspects will they take with them in a suitcase, because they</li> </ul> </li> </ul>	<p><u>10</u></p>	<p>Training room with chairs arranged in a semi-circle</p> <p>Suitcase/ letter tray/bin or a picture of these items;</p> <p>Cards (if possible, in 3 different colours);</p> <p>Pens;</p> <p>Flipchart and marker for recording group feedback</p>	<ul style="list-style-type: none"> <li>• Assessment will be through the practical application of the information learned here in the later modules.</li> </ul>

<p>will support them in their oral history projects?</p> <ul style="list-style-type: none"> <li>○ What will they place in the letter tray, because they feel unsure at the moment if it will be helpful?</li> <li>○ What will they toss in the bin, because it did not help at all?</li> </ul> <ul style="list-style-type: none"> <li>• The trainer then leads a short verbal feedback with the group.</li> <li>• Once all questions are answered, the trainer can close the workshop.</li> </ul>			
<p><b>Total Time of Unit:</b></p>		<p><b>2 hours</b></p>	

