



Erasmus+

PROJECT ID 2017-1-PT01-KA201-035858



# MEDIA EDUCATION

DIDATIC EXAMPLES





PROJECT ID 2017-1-PT01-KA201-035858

Partners

Organisations:





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How to make a training on video education?	7
Movie workshops	10
Section 1 - Teachers and Trainers	12
1. How to work with video education at school	13
2. Video in educational context	18
3. Education via movie through all age	23
Section 2 - Students/Young people	28
1. How to work with video education	29
2. Video in educational context	34
3. Let's learn via movie	38
4. How to learn through movies	43
5. Let's learn via movies for young people and adults	48
Section 3 - Students and Teachers	53
1. MOVIE CONTEST: Support the SDGoals by Unicef!	54
2. Lost& Found Short Film Project	59
Section 4 - Teachers and Parents	67
I also want to go to school...	68
Section 5 - Students and Parents	74
Spot the bully	75



The main aim of MOVIE project is to experiment and test a model of training centred on video education in order to enhance its importance not only as a didactic supporting strategy but also as a different approach to blended didactic approach and education itself.

Previous to the creation of this training model each and every MOVIE partners' organised and carried out training sessions in their own countries, the technical description forms of which are included in MOVIE pedagogical Tool-Kit.

### **The aims of MOVIE training models are:**

- Fight and constrain or even eliminate Early School Leaving and School Drop Out rates by offering alternative didactic and evaluation tools
- Offer a practical training completely or partially expendable on the job market
- Favour the sensitization on the conscious use of new technology at school and in ordinary daily lives
- Trigger a snowball effect of interest and attention on the use of new technologies and MOVIES in curricular education



The here presented MOVIE training model is based on the collection and critical analysis of the partners' experiences, testing and evaluation and is therefore open and flexible so to be adapted and adopted by each different European national school system.

MOVIE training model is divided into two parts:

- 1: methodological approach: how to create a training on video education for the different targets
- 2: technical suggestions and pedagogical kit for the creative video making activity for the different targets.



# HOW TO MAKE A TRAINING ON VIDEO EDUCATION?



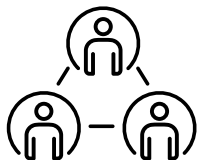
# How to...

In order to include the described activities in a training model suitable for your specific context:



## TARGET

Choose a specific target among the ones given:  
teachers, students, parents



## METHODOLOGICAL APPROACH

Use a creative and cooperative methodological approach such as: flipped classroom, work in small groups, field activities, practical assignments



## TRAINING SESSION

Plan your training sessions carefully: our suggestion is to divide the training into 5 sessions (intensive or not) for a minimum amount of 10 training hours





### AIMS

Choose carefully the aims you want to reach and remember to distribute the training focus and hours between technical explanation on video making and critical brainstorming on the content of the story you want to tell



### ACTIVITIES

According to the target age chosen wisely plan roles and methodologies. Choose the activities from our Pedagogical Kit and follow the instructions. Don't forget to share the shooting and editing tips with your target (see Part 2)



### EVALUATION

Don't forget to collect feedbacks and provide tools of evaluation (see suggested example)



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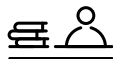
2017 - 2021

MEDIA EDUCATION - Didactic Examples

# MOVIE WORKSHOPS

In this section you'll find the description of our workshops in different countries.

**You'll find workshops for:**



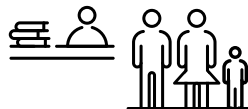
**Teachers and Trainers**



**Students/ Young people**



**Students and Teachers**



**Teachers and Parents**



**Students and Parents**



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MEDIA EDUCATION - Didactic Examples



# Section 1

# Teachers and Trainers



1.

# HOW TO WORK WITH VIDEO EDUCATION AT SCHOOL



### Partner

Cem – Italy

### Target

Future teachers,

Teachers in training

Trainers, therefore external experts in schools for the realization of workshops leading workshops as experts outside the school

### Aims

Raise the skills of future teachers and trainers on:

- Methods of integrating ICT into daily teaching and planning
- Use of the video as a means of educational communication and as a means of addressing specific issues
- Creation of thematic workshops and projects



### **Methodological approach – Workshop**

The sessions take place through both lectures and workshop sessions, using the learning by doing method.

Participants are asked to carry out practical experiences of experimenting with video shooting methods and organizing a workshop in the classroom.

### **Pedagogical Kit**

We used and suggested the “Five Shot Sequences” - this technique is detailed in our pedagogical kit and we supply this tool to test it and also because, in our opinion, it is easy to teach and learn and it is also very “catchy” (see Pedagogical kit)



## Activities

### **The training was scheduled into 4 sessions organized as follows:**

- 1 introductory meeting to introduce participants on how to create and run a workshop in the classroom
- 2 workshops - training sessions on the construction of an audiovisual: pre-production - production - post production, using the 5 Shot sequences methodology.

In particular: storyboard writing exercises - shooting exercises - early stages of editing - video creation.

During the workshop meetings, the task of creating a mini spot was assigned, following the method shown.

Between the work presentation meetings and the final meeting, an online monitoring of the creation of the video is carried out, in order to guarantee support both during the shooting and the editing phase (conference call-mail)

- 1 final session to commonly share the presentation/vision of the video made, both in view of a common evaluation and presentation of the work done





### **Lenght and workshop work plan /schedule**

Weekly meetings for the previous 3 sessions and we left about 3 weeks / 1 month between the third and fourth session to allow participants to create their own video. During these weeks we were available for online work and session to help them with their assignement.

### **Monitoring and evaluation**

Feedbacks from participants were collected through quality questionnaires with both multiple choice and open answers

### **Monitoring and evaluation results**

The data from the questionnaires pointed out that the training went very well and it was most appreciated by in-training teachers because they were given practical tools and that they will like to learn more the use of media and technology in education. Some of them lead the other MOVIE workshop following the training given.



# 2. VIDEO IN EDUCATIONAL CONTEXT



## Partner

Agrupamento de Escolas Emídio Navarro - Portugal

## Target

45 Teachers at various levels of education.

## Aims

- Reflect on the importance of using video in the classroom;
- To make known several examples of teachers who already use video in the classroom and what are its benefits;
- To make teachers aware of examples of platforms where they can create their own videos;
- Explain all the steps to build a video, following the model present in the toolkit provided by the Movie project specialist.



### **Methodological approach – Workshop**

The training consists of seven sessions (mostly done online, because of Covid 19) and a final event where all the trainees' work will be presented.

The sessions provide information to teachers on the use of video in an educational context, providing examples of platforms they can use and explaining the steps for making a video.

Finally, teachers plan and make, in small groups, their own videos based on the Unicef goals.

In this way, we hope that teachers will be able to easily use video to motivate their students in the classroom.

### **Pedagogical Kit**

We used and suggested the “Five Shot Sequences” - this technique is detailed in our pedagogical kit and we supply this tool to test it and also because, in our opinion, is easy to teach and learn and it is also very “catchy” (see Pedagogical kit).



## Activities

### **The training was scheduled into 7 sessions organized as follows:**

- 1 introductory meeting to introduce participants on how to create and run a video to use in the classroom.
- 6 training sessions on the construction of an audiovisual: pre-production - production - post production, using the 5 Shot sequences methodology.

In particular: storyboard writing exercises - shooting exercises - early stages of editing - video creation.

During the meetings, the task of creating a mini spot was assigned, following the method shown.

Between the work presentation meetings and the final meeting, an online monitoring of the creation of the video is carried out, in order to guarantee support both during the shooting and the editing phase (conference call-mail).

- 1 final session to commonly share the presentation/vision of the video made, both in view of a common evaluation and presentation of the work done.



### **Lenght and workshop work plan /schedule**

Weekly meetings for the previous 5 sessions and we left about 3 weeks between the fifth and sixth session to allow participants to create their own video. During these weeks we were available for online work and session to help them with their assignment.

And then about two months between the sixth and seventh session, so that the trainees can prepare their videos. Being available again online for clarification of doubts.

### **Evaluation**

Feedbacks from participants were collected through quality questionnaires with both multiple choice and open answers.

### **Monitoring and evaluation results**

The data from the questionnaires pointed out that the training went very well and it was most appreciated by in-training teachers because they were given practical tools and that they will like to learn more the use of media and technology in education.



# 3. EDUCATION VIA MOVIE THROUGH ALL AGES



### Partner

LUV, Slovenia

### Target

Participants were mentors and volunteers, who work in Intergenerational centre - Planet of generation. The age of participants was between 30 and 45 years.

### Aims

Aim of the workshop was:

- To present the results of the MOVIE project,
- To demonstrate how to increase motivation in participants to learn,
- To demonstrate how to use mobiles for higher purpose (making short movies), not just for gaming and no matter the age





## **Methodological approach – Workshop**

We used different methodological approach, such as:

- frontal lesson: introducing theory to participants, so they understand the aim of workshop and that they can be more effective in practical part.
- learning by doing: after hearing the theory, participants bring this to the practical part of the workshop.

## **Pedagogical Kit**

We took the module How to take a film with a mobile phone and Five shoot sequence. Our target group works with seniors, that often don't use mobiles for anything else than calls, chats or social media.



## Activities

Mentors and volunteers work with seniors which also includes working with smart phones (navigation, searching information on internet, taking pictures, etc.), we include in workshop important steps by recording movies and 5 shot sequence.

We divided workshop in two sessions:

- in the 1st session we introduced and explained them theory. We presented the main purpose of the MOVIE project and how can education and learning be funny with help of the movies. We also introduced different free apps and tools that can be used when making the films.
- 2nd session was oriented in more practical way – learning by doing method. In this session participants combined theory with practice. At the beginning we showed them how to hold the camera for filming and importance of the light. Then we divided participants in two groups and give them instruction for filming. At the end we watched the films made by each group and discussed with them, what challenges they had with making the film.

## Length and workshop work plan /schedule

Workshop was divided in two session, were 1st one was 4 hours long and 2nd one was 6 hours long.

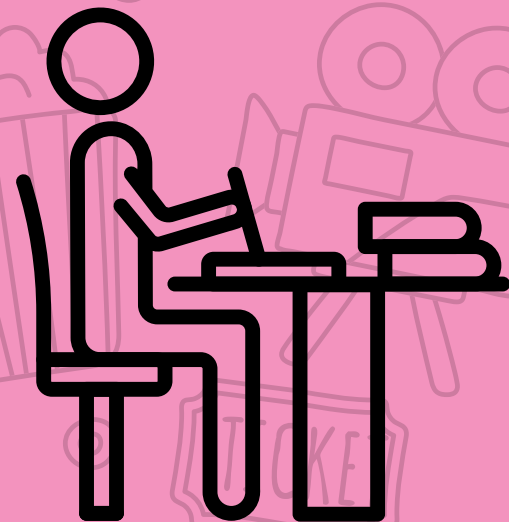


## **Evaluation**

For satisfaction of the workshops, we gave the participants questionnaire. Evaluation gave us important feedback.

## **Monitoring and evaluation results**

Participants in this workshop were very satisfied. They gained new knowledge and experiences that they will use in their own workshops with seniors. They appreciated all practical tools that we presented.



# Section 2

## Students/Young people



**1.**

# **HOW TO WORK WITH VIDEO EDUCATION**



## Partner

CEM – Italy

## Target

University Students

Course of Psychology – Education – Media Education

## Aims

Raise the skills of future Psychologist and trainers on:

- Creation of thematic workshops and projects
- Use of the video as a means of educational communication and as a means of addressing specific issues



## **Methodological approach – Workshop**

The sessions take place through both lectures and workshop moments, using the learning by doing method.

Participants are asked to carry out practical experiences of experimenting with video shooting methods and organizing a workshop in the classroom.

## **Pedagogical Kit**

We used and suggested the “Five Shot Sequences” - this technique is detailed in our pedagogical kit and we supply this tool to test it and also because, in our opinion, is easy to teach and learn and it is also very “catchy” (see Pedagogical kit)



## Activities

### **The training was scheduled as follows:**

- 3 introductory meeting to introduce participants on how to create and run a workshop in the classroom
- 2 workshops - training sessions on the construction of an audiovisual: pre-production - production - post production, using the 5 Shot sequences methodology. In particular: storyboard writing exercises - shooting exercises - early stages of editing - video creation. During the workshop meetings, the task of creating a mini spot was assigned, following the method shown. Between the work presentation meetings and the final meeting, an online monitoring of the creation of the video is carried out, in order to guarantee support both during the shooting and the editing phase (conference call-mail)
- 1 final session to commonly share the presentation/vision of the video made, both in view of a common evaluation and presentation of the work done





### **Lenght and workshop work plan /schedule**

Weekly meetings for the previous 3 sessions - about 2 weeks between the third and fourth session – 3 weeks for the last to allow participants to create their own video. During these weeks we were available for online work and session to help them with their assignment

### **Monitoring and evaluation**

Feedbacks from participants were collected through quality questionnaires with both multiple choice and open answers

### **Monitoring and evaluation results**

The data from the questionnaires pointed out that the training went very well and it was most appreciated by students because they were given practical tools and ideas for working with different kind of people



# 2. VIDEO IN EDUCATIONAL CONTEXT



## Partner

Agrupamento de Escolas Emídio Navarro - Portugal

## Target

18 Students at various levels of education.

## Aims

Using Tool Kit as a tool, get notions about:

- sound, image and video;
- sound, image and video editing;
- balance rules and proportions;
- aesthetics/visual form.



### Methodological approach – Workshop

The workshop consisted of 10 face-to-face sessions, where students had information from a multimedia teacher, about the notions and how to edit sound, image and video, as well as the platforms to be used.

### Pedagogical Kit

The workshop was based on the Toolkit, where students could see the “Five Shot Sequences”, thus being able to test the knowledge acquired.

### Activities

**The workshop was scheduled in 10 sessions organized as follows:**

- 1 introductory meeting session for presentation of participants, objectives, equipment to be used and the importance of video in the classroom.
- 6 exercise sessions on images, sound, transformation and manipulation.
- 2 sessions to make a video that tells a story, from 5 images plus sound.
- 1 presentation session of the videos made.



### **Lenght and workshop work plan /schedule**

The meetings were weekly from October to November. We were always available to clarify doubts and we always gave autonomy to the students and encouraged their creative power.

### **Evaluation**

Student feedback was collected through the quality of the videos presented and the monitoring and commitment of the students.

### **Monitoring and evaluation results**

The commitment, enthusiasm, inter-help between peers and the quality of the videos presented, showed that these sessions were worth it, because the students acquired practical tools that help them to make videos with quality and can use them in the context of the classroom, such as work.

Later, some students have already used this knowledge in the presentation of their final course projects.



**3.**

# **LET'S LEARN VIA MOVIE**



## Partner

LUV, Slovenia

## Target

Participants were young adults aged between 16 and 24. They attend the programme primary school for adults. Workshop also attend two teachers.

## Aims

Aim of the workshop was:

- raise the skills of using smart phones
- increase motivation in participants to learn,
- present and use different methods (films) in education.



## Methodological approach – Workshop

In this one we also used different methodological approaches, especially:

- frontal lesson: short presentation of MOVIE project and in what way movies can be helpful tool in education.
- flipped learning: at the end of 2nd session we gave participant guidelines (preparing the scenario) for 3rd session.
- learning by doing: the best way for learning new things is if you use them in practice. Next sessions were organised in more practical way, with active role of the participants.

## Pedagogical Kit

Participants in 4 workshops were young adults, who are more familiar handling with the smart phones and they know some free apps for editing film. Therefore, we include here Planning your shot and 5 Shot sequence.





## Activities

### Workshop was scheduled into 3 sessions:

- 1st: presenting the MOVIE project and the results of it, the aim and the purpose of the workshops and how education can be fun with the use of smart phones (and making films).
- 2nd : we presented few free apps and tools for editing videos or movies. In first part of 2nd session we went through chapter of importance of preparing scenario before filming. In second part we went together through whole process (scenario, important guidelines on how to hold the phone, caution with the lights, etc.). At the end of 2nd session, we divided participants into two groups and gave them homework (to prepare scenario, so that on 3rd session they can make the film).
- 3rd : in this session we had a look at the scenario from both groups, discussed and then they started with the filming. At the end of the session we watched both films and comment them. In that way participants received immediate feedback after the work.



## **Length and workshop work plan /schedule**

### **Workshop was divided three session:**

- 1st one of 2 hours,
- 2nd one 4 hours,
- 3rd one 6 hours.

## **Evaluation**

For evaluation of the workshop, we gave the participants questionnaire (they had possibilities of multiple choice and open answers).

## **Monitoring and evaluation results**

Participants' feedback was very positive, especially because they had a chance to use smart phones for learning and education. Before workshop, they didn't realize how important it is to have scenario before filming. As they said they liked 5 Shot sequence the most; because of those guidelines they made very good short movie, with powerful message.



# 4. **HOW TO LEARN THROUGH MOVIES**



## Partner

LUV, Slovenia

## Target

Participants who are involved in PUM-o program. Age of the participants is between 18 to 26 years and they are not included in any educational programs or training nor are employed. Educational level of participant also varies different. This means some of them finished primary school, others not even that. In the first training module we included 3 teachers and 12 learners.

## Aims

Aim of the workshop was:

- increase motivation in participants to learn,
- using mobiles for educational purpose (making short movies), not just for gaming



## **Methodological approach – Workshop**

In our workshop we used different methods:

- frontal lesson: for better understanding in next sessions, we present them MOVIE project and its aims and the purpose of the workshop.
- flipped learning: at the end of the first session, we gave them learning materials (list of the five-shot sequence), so that they come ready for second session.
- learning by doing: second session was practically oriented; where we divided participants in four small groups.

## **Pedagogical Kit**

We suggested to learners 5 shot sequences, because it gives an important knowledge when making the movies. By knowing those five rules, further steps in making movies are easier.



## Activities

Regarding that PUM-o program include various activities also by the choice of the learners, we decided that we present them the most important steps when it comes to making movies or short videos. We divided workshop in three sessions:

- in 1st session we introduced and explained the theory. We presented the main purpose of the MOVIE project and how can education and learning be funny with help of movies. At the end of the first session, we gave them list and explanation of the 5 shot sequence, so they had a chance to look at materials at home and be ready for second session – flipped learning method.
- 2nd session was oriented in more practical way – learning by doing method - (we presented 5 shot sequence, tools/app for making movies). Together with participants we then tested the theory in practice. Each group filmed short video, with their own theme. At the end of the session, we gave them then some additional instructions for making the movie at home, until next session.
- In the 3rd session we looked the movies/videos, made by participants. After each movie, we discussed in which part of preparation or making the movie they had problem – if any. With exchange of the experience of making movies, participants had learnt more than they expected.



### **Length and workshop work plan /schedule**

Workshop was divided in three session of three hours. Between 2nd and 3rd session there was two week time, so participants had enough time to make a short movie.

### **Evaluation**

For the evaluation of the workshop, we used classic online questionnaire, so participant had a chance to evaluate workshop immediately.

### **Monitoring and evaluation results**

Feedback from the participants was very positive. They were very eager to participate in workshops, because for the first time they had possibility to use smart phones in school for educational purpose. What they liked the most is 5 shot sequences and why it is important. They were surprised that you don't need expensive camera for recording the movie and that there are a lot of free apps for editing movie.



**5.**

# **LET'S LEARN VIA MOVIES FOR YOUNG PEOPLE AND ADULTS**





## Partner

LUV, Slovenia

## Target

Participants were adults with ages between 18 and 49. The educational level was low, nonetheless they are eager to improve their social, functional and labour competencies to become more active in the society.

## Aims

Aim of the workshop was:

- increase motivation in participants to learn,
- to use mobiles for educational purpose (making short movies),
- raise the skills of using smart phones.



## Methodological approach – Workshop

We used different methodological approaches, such as:

- frontal lesson: presenting the MOVIE project and its results, so they understand the aim of workshop and that they can be more effective in practical part.
- learning by doing: after the theory, participants combined knew gained knowledge in practice.

Before we started with the workshop, we asked participants about their previous experience.

## Pedagogical Kit

Since participants are already using smart phones also for other purposes, we had present them 5 shot sequences.



## Activities

Workshop was scheduled into 4 session, where we:

- 1st: presented the MOVIE project and the results, the aim and the purpose of the workshops and how we can learn through movies.
- 2nd and 3rd : showing the tools and programs for editing and making the movies. We explained why is important to have a scenario before filming, why is important to have few seconds at the beginning and at the end of each video (before we combine all videos into the film), we presented the 5 Shot sequence approach. During this session they did some shots, using the approach mentioned before.
- In 3rd session we divided participants into three groups, and we gave them the instructions for filming. The theme of filming for each group was Hear my voice.
- 4th session: we watched all three movies and then we discussed about them. In that way participant exchanged their experience during the whole process of making a short film.



### **Length and workshop work plan /schedule**

Workshop was divided on four session:

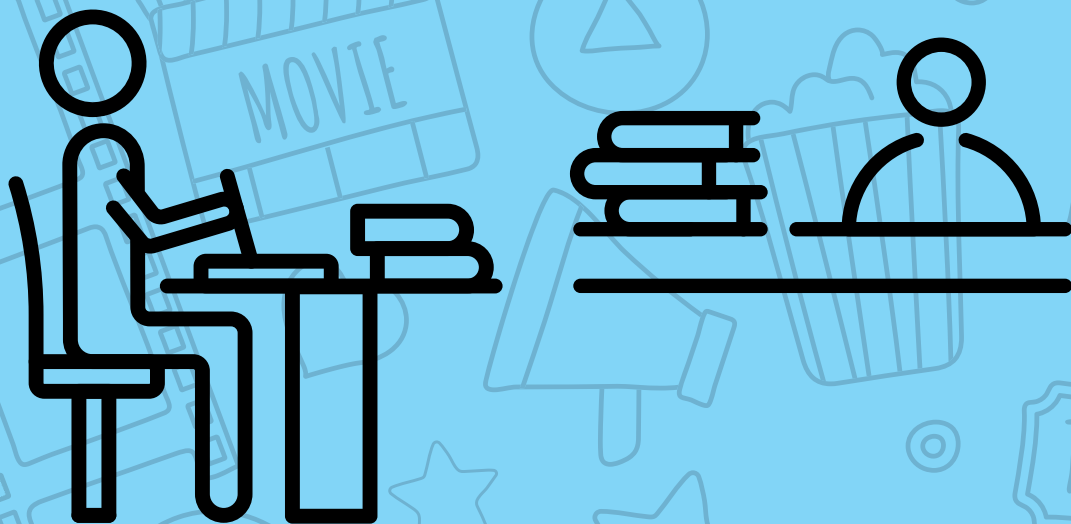
- 1st one of 3 hours,
- 2nd and the 3rd one of 4 hours,
- 4th one 3 hours.

### **Evaluation**

For evaluation of the workshop, we gave the participants questionnaire (they had possibilities of multiple choice and open answers).

### **Monitoring and evaluation results**

They participants gained new knowledge and experiences that they will definitely use in their everyday life. All three teachers said that they will use 5 Shot sequences with next group. Teachers will also try to make some motivational movies for participants.



## **Section 3**

# **Students and Teachers**



# **MOVIE CONTEST: Support the SDGoals by Unicef!**



## Partner

Lykeio Iliopolis – Greece

## Target

Secondary – High school Students 15-17

Pedagogy team teachers: (10)

## Aims

- Introduce and create awareness to students and teachers of the conscious use of a mobile camera video shooting techniques and use of free web tools for uploading and editing, ie, scoop It, YouTube
- Sensitize students and teachers on the topic of Sustainable Development Goals (SDGoals) as set by Unesco and Unicef, through the use of video as a means of storytelling via images, interviews and filming or reporting solutions
- Enhance the adolescents' skills in the field of video shooting and editing in order to use their smart phones not only as a playful tool, but also as a tool to communicate meaningful content and solutions



### Methodological approach – Workshop

- The trainer had the role of informer, regulator, organizer and facilitator during the video making process
- The workshops were held first in the multimedia and IT laboratory classroom for the introduction and initiation, through participatory methods, following the collaborative methodology of learning by doing in groups of twos and threes for the creation of participatory videos following a contest regulation
- Collaborative work in small groups out of the classroom, in the school yards, via filming activities
- Learning by doing through the realization of activities and videos directly by students away from school.

### Pedagogical Kit

We suggested the use of images and techniques of the Tool Kit based on the Erasmus+ workshop of our MOVIE project in Scotland, in Glasgow by BashArt Creative in September 2019, because we had a 'hands-on' experience using these techniques. So we modified them slightly for the students in order to test it, too.





## Activities

### The workshop was scheduled into 3 sessions organized as follows:

- 1 First introductory session for and with students and teachers to present the project-contest and the theme of Sustainable Development Goals (SDGoals) as set by Unesco and Unicef
- 2. A workshop session the presentation of videos filmed by BashArt Creative to students and teachers in order to identify the video aspects and preparation stages of an audiovisual: pre-production - production - post production. In fact, the students were guided to learn the techniques for shooting. In particular, they used the storyboard writing exercises to share ideas on the SDGoal, then they did 20" shooting exercises and were given written instructions along with video tutorials in the MOVIE project's scoopIt site for editing and the video creation
- 3. A meeting for the shared vision of the video made, both in view of a common evaluation and presentation of the work done

### Lenght and workshop work plan /schedule

Total of three (3) meetings and more tutor oriented meetings and mails for clarifications. For the creation of the 3' films the students had two (2 ) months of trials and teachers from the Pedagogy Team, as tutors if they needed assistance or explanations on how to solve



## **Evaluation**

Feedbacks from participants were collected orally and in interviews, not in a written questionnaire.

The need of having three (3) participants and more in the group was stressed.

## **Monitoring and evaluation results**

Both students and teachers underlined the importance of receiving more information about the use of editing and wished for more training sessions on editing. They all enjoyed the process of making a movie on one of the SDGoals of their choice based on their own research



## 2.

# LOST & FOUND SHORT FILM PROJECT



## Partner

Bash Art Creative – Scotland

## Target

Joint Workshops for primary school young people aged 9-14, youth workers and staff at Wiston lodge. Wiston Lodge is a learning development centre for children and young adults.

## Aims

To Deliver Film Making workshops to the young people and youth workers using the video training tool kit and help them develop a creative short film during a one week residential course.

workshops to enable technical competency in using the camera and sound equipment

workshops in film language and visual techniques to create effects.

Creative writing session to develop the short story. Explore themes that are important to the group.

experimentation, through test exercises



## **Aims (CONT.)**

Provide performance workshops

Plan and shoot film as a team.

Take group through the staged of pre-production - production through to post production.

To work and collaborate as a team

Encourage creative thinking to develop stories.

Develop skills in story telling, story boards, recording film and audio.

Raise technical skills to allow the staff/young people at the centre to use the equipment to make future films with their groups.

Raise confidence in the group to tell stories that are important to them.

Encourage confidence through performance.

To think visually to express ideas and themes. Explore creativity



### **Methodological approach – Workshop**

- The workshops were held on 5 continuous days, following the methodology of learning by doing and fostering collaborative work in media production
- Collaborative work in small and large groups. The groups consisted of Camera Team, Audio Team, Script Development Team

Each individual group has a facilitator supporting the group throughout the process.

- Using Training sheets and developing story boards, the group worked towards a common goal for the target filming days.

Using a combination of frontal, followed by cooperative learning by doing approach.

### **Target**

Joint Workshops for primary school young people aged 9-14, youth workers and staff at Wiston lodge. Wiston Lodge is a learning development centre for children and young adults.



## Activities

The 5 day workshops were held on continuous Days.

**- Prior to the workshops the young peoples group were asked to submit ideas for a short film.**

The main condition was that the story had to be based in the immediate vicinity of Wiston Lodge and of a length that could be shot in two days.

(We believe that initial workshops should aim to focus in the local vicinity to test and make short films. This aids the time restrictions that can exist. On another level the exploration of the area allows connections to be made between film makers and the community there. Film making can foster stronger community bonds.)

From the submissions, the workshop delivery team which consisted of Lead Video Trainer, Drama/Writing Tutor, 3 support assistant and the staff from Wiston lodge choose the winning entry.

'Lost and Found' - a story about bullying and finding your inner strength. This idea would then be developed into short script during the workshop.

**- The workshops were structured as follows: 5 Days - Mon - Fri 10-3pm.**



## Activities (Cont.)

### - Day 1. Introductions-Idea Discussions - 14 Participants

- Led by the young people and youth workers the groups split into groups. This included Script Writers, Actors, Camera, Audio and behind the scenes camera team.

Each group were given workshops to develop those specify skills in Script Writing, Camera, Audio and Performance.

### - Day2. Script Further Developed and Finalised.

Rehearsals - Performers would go through the lines and discuss their performance. Camera crew would Practice their cabers skills from the training workshops and update the storyboard for the next day shoot planning.

### - Day3 . Preparation for the shoot as a team.

Filming Interior locations

Filming Exterior Locations

### - Day4. Preparation for the Shoot as a team

Filming Exterior Locations.





## **Activities (Cont.)**

**Day 4. Afternoon - Group Editing with support**

**Day 5 - Group Editing with support - Followed by Screening.**

**<https://vimeo.com/267361705>**

**5 Day Continuous Workshop**

## **Evaluation**

**Wiston Lodge conducted evaluation with all the young people, staff and parents post workshops to evaluate the project and were collected and shared with all involved partners.**



## Monitoring and evaluation results

The feedback from all was overtly positive and meant a lot to the group. The film was subsequently selected to be shown in a young peoples short film festival.

‘What an amazing roller coaster of a week!

‘You have all been amazing. Thank you so much for your hard work, dedication and impressive patience. ‘

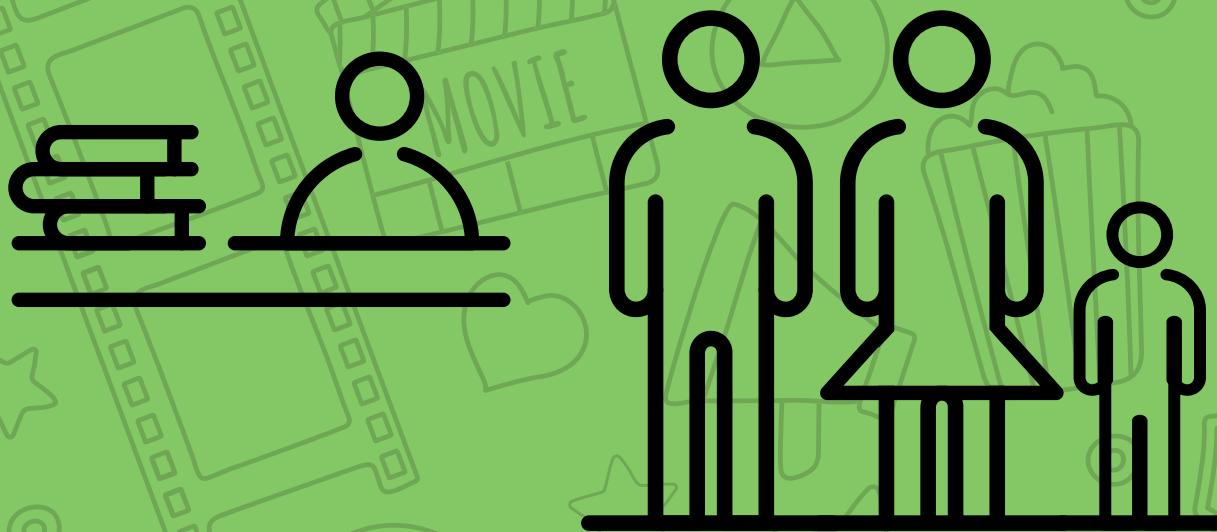
‘The children have had a fantastic time.’

‘The film is AMAZING!!!!

I was blown away. ‘

‘So beautiful, professional, meaningful.

Brilliant!’



## Section 4

# Teachers and Parents



# I ALSO WANT TO GO TO SCHOOL...

(awareness of the importance of school inclusion)



## Partner

University of Oradea – Romania

## Target

- parents of children with special education needs
- parents of children enrolled in mainstream education
- mainstream school teachers
- special education school teachers



## Aims

- aims to highlight the role of teachers in mass education in the successful inclusion of children with different disabilities.
- the aim is to raise awareness of the importance of including children with SEN
- raising parents' awareness of the problems of adaptability of children with special educational needs
- creating short films that address the issue of children's inclusion in mainstream education.
- recording short reports with parents whose children have special educational needs

## Methodological approach – Workshop

- The meetings took place in schools in Bihor County, based on the methods learned in this project.
- The sessions, which were attended by parents and teachers, were based on demonstration sessions, but also applied to the methods of making short films, through the techniques learned in the Movie project.
- The trainers had the role of facilitator of the process



## **Pedagogical Kit**

### **We have used and teach the audience the “Five Shot Sequences”**

- the present technique is detailed in the pedagogical kit of the Movie Project
- we supply this tool because we believe that this technique can facilitate easy learning and the participants were eager to work with it .



## Activities

**The workshop was scheduled into 4 sessions organized as follows:**

- 1 first introductory session for and parents and teachers involved in this workshop to familiarize them with the project and answer to their curiosity. The session also has as the aim to speak about the problem of children inclusion in the mainstream school, and also the parent's difficulties in managing the process of inclusion.
- 2 sessions for the presentation and experimentation, through trial exercises, of the preparation stages of an audiovisual: pre-production - production - post production, using the 5 Shot sequences methodology. The parents of SEN's children are required to speak about their issues with accommodation of their children.
- the parent of the children enrolled in mainstream education system were asked to interview the other parent to facilitate the communication and observing the emotional outcoming in inclusion process
- 1 final meeting presenting the short movies that they realized and commenting about the importance of acceptance of SEN children in mainstream school and also helping them to nurture their self-esteem regarding their accommodation progress.

## Lenght and workshop work plan /schedule

4 session- 1 per week



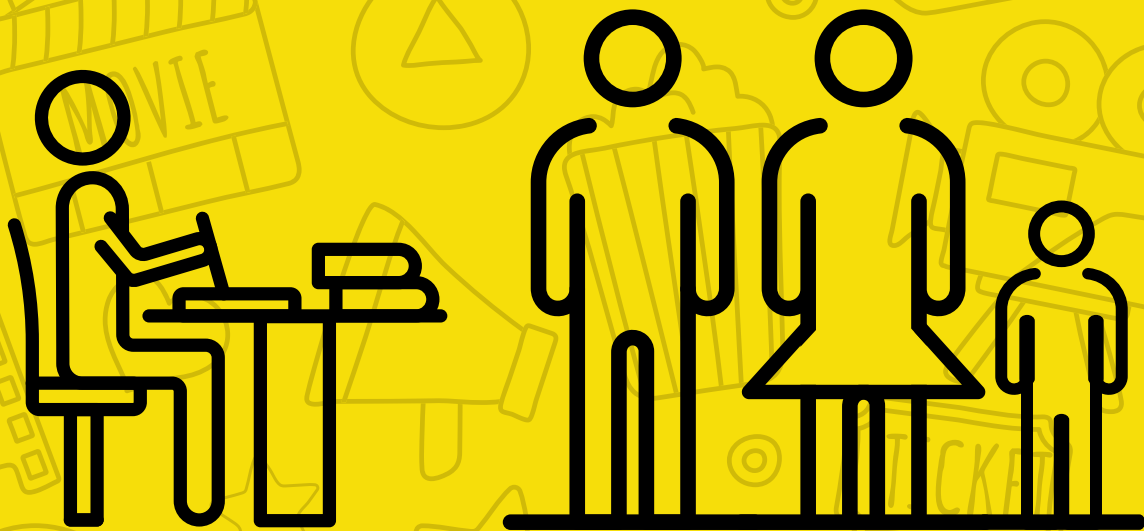


## Evaluation

we collected the feedbacks with questionnaires and discussion about each theme that raised awareness in this training

## Monitoring and evaluation results

The workshop we conducted had a positive impact, both on the topic we addressed and the practical part, which was as educational and creative as it was emotional. All those present were satisfied and eager to participate in future actions of this kind, to help them interact, in order to resolve any discrepancies that may arise in the process of inclusion of children with SEN.



# Section 5

## Students and Parents



# SPOT THEZ BULLY



## Partner

Cem – Italy

## Target

Joint workshop for primary school children and parents - 10-11 years.

## Aims

- Sensitize children and parents to the conscious use of new technologies, in particular the Internet and Social Networks, but also of video shooting tools
- Sensitize children and parents on the topic of Cyber bullying, through the use of video as a means of story telling
- Create skills in the field of video shooting, to allow children, future adolescents, to use smart phones not only as a playful tool, but also as a tool to learn and communicate meaningful contents



### **Methodological approach – Workshop**

- The meetings are held in a laboratory way, through participatory methods, following the methodology of learning by doing and collaborative work for the creation of participatory videos in groups:
- Collaborative work in small and large groups
- Learning by doing through the realization of activities and videos directly by children and parents.

The trainer has the role of facilitator of the process



## Pedagogical Kit

We used and suggested the “Five Shot Sequences” - this technique is detailed in our pedagogical kit and we supply this tool to test it and also because, in our opinion, is easy to teach and learn and it is also very “catchy”.

## Activities

The workshop was scheduled into 5 sessions organized as follows:

- 1 first introductory session for and with children and parents to present the project and the theme
- 1 workshop session for and with children and parents on the topic of CYBER BULLYING: through the presentation of a real case of Cyber bullying. Both children and parents are guided to identify the aspects and processes that underlie negative online relationships
- 2 sessions for the presentation and experimentation, through trial exercises, of the preparation stages of an audiovisual: pre-production - production - post production, using the 5 Shot sequences methodology. The children are guided to tell a story of Cyber bullying, through the visual language in 5 sequences and to learn the techniques for shooting. In particular: storyboard writing exercises - shooting exercises - early stages of editing - video creation
- 1 meeting for the shared vision of the video made, both in view of a common evaluation and presentation of the work done



### **Lenght and workshop work plan /schedule**

5 meetings on a weekly or fortnightly basis

### **Monitoring and evaluation**

Feedbacks from participants were collected through quality questionnaires with both multiple choice and open answers.

### **Monitoring and evaluation results**

The workshop received an averagely good mark especially for the part concerning the practical approach and also for the 5 Shot Sequences Methodology that resulted easy to learn and use. Both children and parents underlined the importance of receiving more information about the use of media and wished for more training sessions during the year.



<https://movieproject.org/>



<https://www.facebook.com/Movies.and.Image.Education>



[www.youtube.com/movieproject](http://www.youtube.com/movieproject)



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