



**Video advocacy workshops:**

Teaching children, adolescents and youth to use their smartphones to make videos for change

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## Plan it!



## Film it!



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## Share it!



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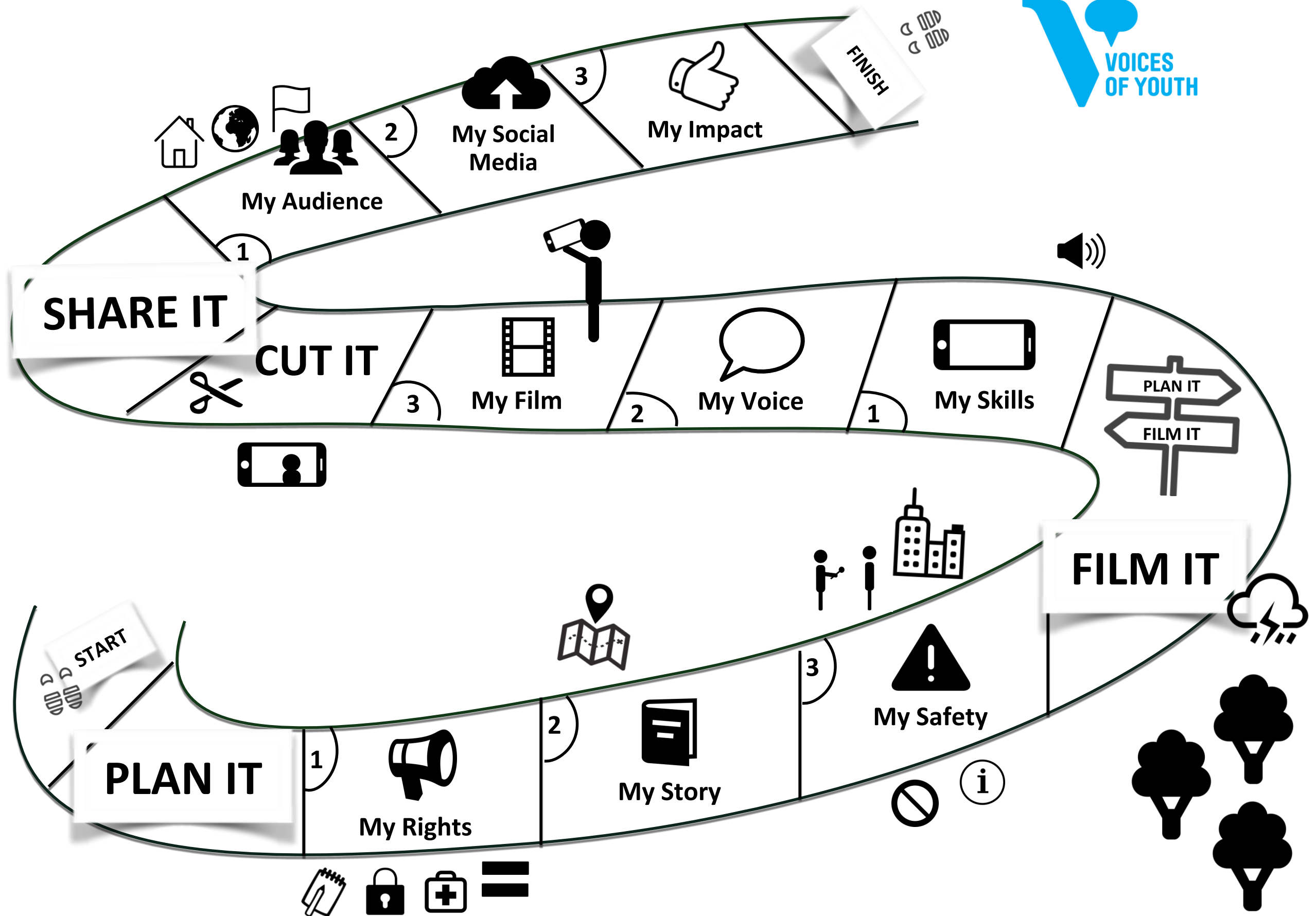
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# Workshop guidelines



## Objectives

The **Voices of Youth: Making Videos for Change** workshop aims to empower children, adolescents and youth by providing them with methods and tools to make and share videos on issues that matter to them.

### Course learning objectives for children, adolescents and youth:

- To appreciate their right to be heard and their potential to influence decision-makers and promote change;
- To be able to make a short (60-second) videos using smartphones, preferably their own personal devices;
- To produce videos using simple formats - interview, report, selfie - as well as different types of advocacy story telling;
- To identify, plan, storyboard, film and edit a story on an issue that matters to them;
- To understand the risks of video-making on location;
- To safely and successfully film a video on location;
- To use social media safely and effectively to share their videos with influencers, e.g. people who can help them make a change.



## Instructors

- **Approach**: Instructors should work within an inclusive and participatory framework, ensuring they support children, adolescents and young people to express themselves in a safe and respectful environment.
- **Experience**: Instructors should have experience working with children and/or youth; the ideal team of instructors includes at least one youth professional and two peer assistants aged 16 to 24. If this is not possible, instructors should prepare: read the Appendix and activity instructions carefully - especially the 'Look out for'.
- **Child protection**: Instructors must be familiar with child protection standards and working with vulnerable children/youth on sensitive issues.
- **Film-making**: Film-making experience is not essential, but instructors must practice using smartphones and editing applications before the workshop to be able to teach basic video and editing skills.



## Participants

- **Diverse and inclusive**: Engage participants from diverse backgrounds, ethnicities and abilities; make sure you have a good balance of girls and boys. Include young people with disabilities by providing them with extra assistance, one-to-one where possible.
- **Age**: The tools are accessible to children from the age of 10 (with support) to young adults aged 24.
- **Group size**: From 10 to 16 participants, depending on the number of instructors and support assistants available.
- **Language**: Ideally one common language, maximum two languages with ability to translate.



## Workshop venue

- **Location**: Use a venue with easily accessible and regular transport or organize and provide transport for participants.
- **Access**: Choose a venue that can be accessed by those with physical disabilities – avoid stairs, cluttered spaces, difficult transport.
- **Workshop space**: The venue should be large enough for approximately 20 people. Participants can sit around tables joined together to form a U. There should be enough room for participants to work in groups away from the tables. At least five power sockets are essential. Recommended but not essential: natural light, air-conditioning, and a separate space for coffee/tea/lunch breaks.
- **Equipment**: See the list of essential and recommended equipment on page 5. Essential: at least 10 smartphones (ideally one per participant), chargers, built-in memory or memory cards, TV/computer/projector for screening videos, adequate cable/memory-card reader to transfer videos.
- **Wi-Fi**: Adequate Wi-Fi connection is essential if using online editing applications. You will also need an Internet connection to watch and select example videos (eg. from [www.theoneminutesjr.org](http://www.theoneminutesjr.org)) – you can do this in advance by downloading and saving the videos at a different location (e.g. office or internet café).

# Tools and video equipment



## Tools (essential)



### Instructor's manual

- Roadmap
- Workshop guidelines
- Sample schedules
- Group rules
- Activity instructions
- Sample worksheets
- Appendix



### Participants' workbook

- Roadmap
- Group rules
- Worksheets
- Factsheets
- Follow up Action Plan



### Four x video tutorials

- One 'Plan it' tutorial
- One 'Film it' tutorial
- One 'Cut it' tutorial
- One 'Share it' tutorial
- To use at the beginning of the workshop



TV, computer or projector to screen videos and display worksheets



Pens



Paper

Translation: tools must be accessible to children, adolescents and youth of diverse languages, ages, abilities and levels of literacy- please use simple, clear and concise language.



## Video equipment (essential)



Smartphone



Battery charger



Memory card/  
memory space



Cable/card reader  
to transfer videos

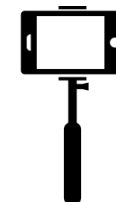
## Recommended equipment



Microphone



Headphones



Selfie stick



Tripod

This list is a guideline. You can run the VoY workshop without some of this equipment. Children, adolescents and youth should use their own smartphones as much as possible to build lasting skills and take advantage of equipment with which they are already familiar and use every day. Smartphones can be shared in small groups if resources are limited. Microphones and other accessories are not essential (the manual provides alternatives).



## Editing applications

*Editing software for Windows and Apple computers can also be used.*

**Android  
& iPhone:**

- WeVideo (tutorials: [wevideo.com](http://wevideo.com))
- Adobe Premiere Clip (tutorial: <https://www.youtube.com/watch?v=zzH1p8x5BEs>)

**Android only:**

- VideoPad (tutorial: <https://www.youtube.com/watch?v=r-TqPbD1Alw>)
- AndroVid (tutorial: <https://www.youtube.com/watch?v=R7hCcQXq7bc>)

**iPhone only:**

- iMovie (tutorial: <https://www.youtube.com/watch?v=ZZKEEh0Zrpg>)

# Sample schedules



Schedules presented include break times, lunch and flexibility around activity times (please find advised completion times on instruction sheets. Edit-free video workshops are also possible (see page 30).

**OPTIONS 1 and 2:** 5 FULL DAYS from 09.30 to 16.30 or 10 HALF DAYS from 09.30 to 12.30 or from 13.30 to 16.30.

**OPTION 3:** Fast track / 3 FULL DAYS from 09.30 to 16.30.

OPTIONS 1 and 2	DAY 1 - Plan it!	DAY 2 - Film it!	DAY 3 - Film it! + On location	DAY 4 - Cut it! + Share it!	DAY 5 - Share it!
09.30 – 10.30	Welcome/ Icebreaker Group rules p.7 1.a Selfie circle	1.a Skills challenge My Skills factsheets #1 and 2	3.a Storyboarding Location risk assessment	Cut it: Editing instructions using chosen editing application or software	2.a Spider map
10.30 – 11.00	Break	Break	Transport	Break	Break
11.00 – 12.30	1.b Film quiz	My Voice factsheet #3 2.a Story writing	On Location	Edit	2.b Safe scenarios 3.a My Film Poster
12.30 – 13.30	Lunch	Lunch	Lunch	Lunch	Lunch
13.30 – 15.00	2. a Story mapping	2.b Test it	On location Transport	Finalise edit with support Screening preparation	My Voice for Action take home sheets  3.b Screening ceremony
15.00 – 15.30	Energizer/ break	Energizer/ break	Transport	Energizer/ break	
15.30 – 16.30	2. b Story of change 3.a Safety score 3.b Safety match	3.a Pitching (story presentation)	Return to venue to recap and check equipment.	1.a Audience match 1.b Audience plan	

OPTION 3	DAY 1 - Plan it!	DAY 2 - Film it!	DAY 3- Film it! + On location
09.30 – 10.45	Welcome/ icebreaker/ group rules 1.a Selfie circle + 1.b Film quiz	3.a Pitching (story presentation)	Cut it: Editing instructions
10.45 – 11.00	Break	Break	Break
11.00 – 12.30	2.a Story mapping	3.b Storyboarding + risk assessment	Edit
12.30 – 13.30	Lunch	Transport + lunch + On location + Transport + Return to venue to recap / equipment	Lunch
13.30 – 14.45	2.b Story of Change + 3.a Safety score + 3.b Safety match		1.a Audience match + 1.b Audience plan + 2.a Spider map
14.45 – 15.00	Break		Break
15.00 – 16.30	1.a Skills challenge + 2.a Story writing + 2.b Test it		2.b Safe scenarios + 3.a My Film Poster + 3.b Screening ceremony

# 10 Group Rules

**I will...**

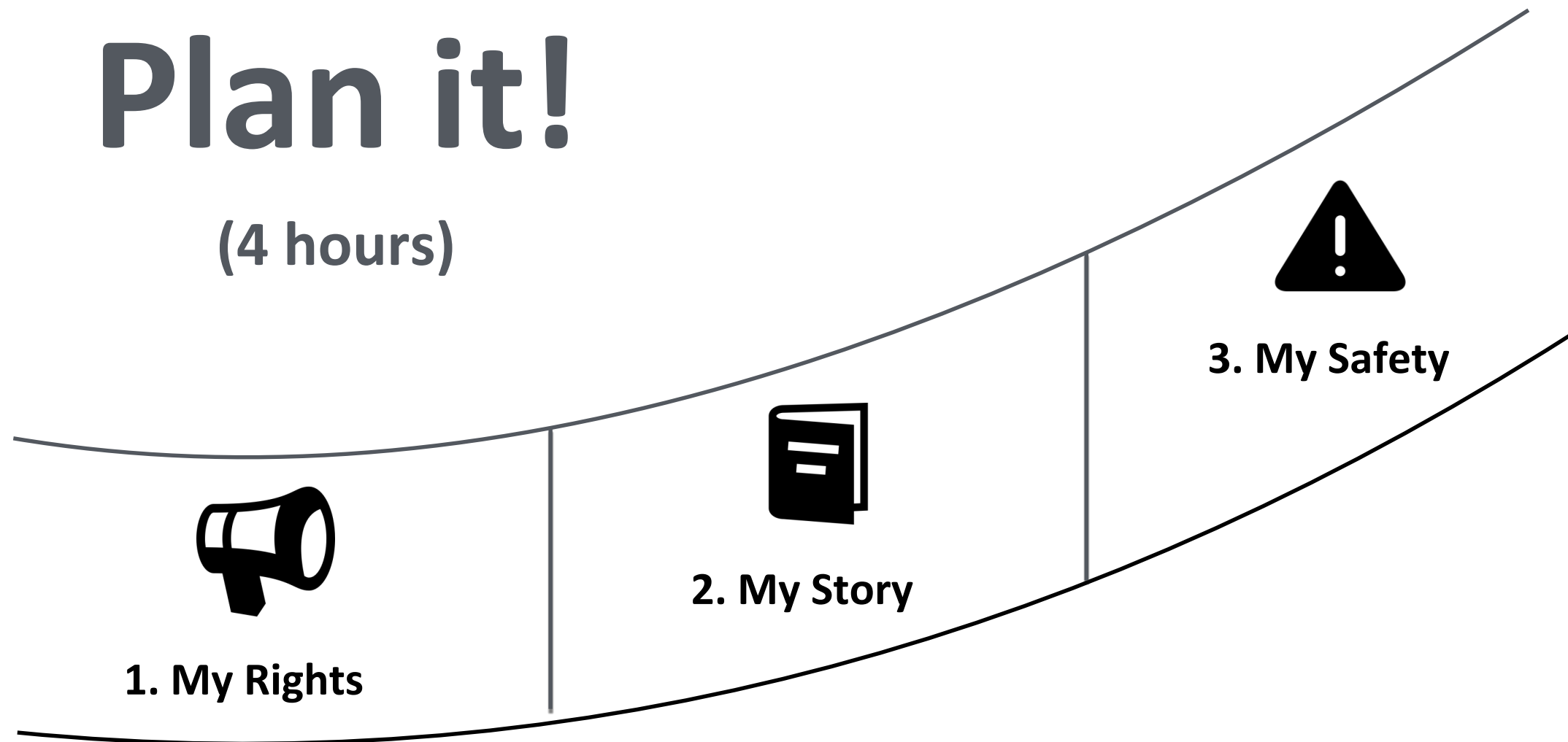
- 1** Respect other people's ideas and treat everyone equally
- 2** Be on time
- 3** Support others and work as a team
- 4** Not interrupt or disrupt when someone else is talking
- 5** Ask if I have a question or if I need help
- 6** Not raise my voice or use rude words, even if I disagree
- 7** Look after the equipment, follow instructions and share if needed
- 8** Not play games on my phone
- 9** Not feel under pressure to talk if I am not comfortable
- 10** Talk to an adult if I feel upset, unsafe or if I am worried about anything or another member of the group.





# Plan it!

(4 hours)



1.a. Selfie circle  
(30 minutes)



1.b. Film quiz  
(1 hour)



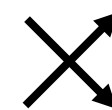
2.a. Story mapping  
(1.5 hours)



2.b. Story of change  
(30 minutes)



3.a. Safety score  
(15 minutes)



3.b. Safety match  
(15 minutes)




Plan it!

# 1. My Rights

## Instructions

Individual activity 

Work in pairs 

Group activity 



### 1.a. Selfie circle (30 minutes)

**Breakdown:** 5 mins introduction + 20 mins circle + 5 mins recap.

**Outcomes:** To familiarize participants with using a smartphone; to practice and encourage use of the selfie format; to reflect on what it means to be listened to and how to know you have been heard; to introduce the right to be heard.

#### **Materials:**

- Workbook page 7
- One smartphone (be sure it is fully charged).

#### **Session:**

- As an instructor, ensure you practice using the smartphone
- Introduce activity
- Get the whole group to sit down in a circle
- Demonstrate how to start and stop recording on the smartphone
- Follow instructions on workbook page 7.

**Look out for:** Group dynamics and challenging behaviour; remind participants of group rules: to be quiet while others are talking/ filming; if participants struggle with examples at first, they can pass their turn and pick up on the next round of the selfie circle.



### 2.b. Film quiz (1 hour)

**Breakdown:** 5 mins introduction + approx. 15 mins per video.

**Outcomes:** For participants to understand the purpose of the workshop (making powerful advocacy videos); to encourage participants to think of stories that promote children's rights; to connect issues from the videos with issues in their own countries/ cities.

#### **Materials:**

- Paper/ card; marker pens
- a TV screen or projector
- Three videos from [www.theoneminutesjr.org](http://www.theoneminutesjr.org); or other short advocacy videos: select your own country/a same language-speaking country/subtitled videos. Videos should be powerful and look at issues that are relevant and contemporary to your country and/or social and cultural context, and to your group, their needs and interests.

#### **Session:**

- Write themes on cards: education, health, equality, safety and keep some blank
- Introduce activity
- Make teams of three to five
- Give each team a set of theme cards + two to three blank cards
- After each video, teams to answer the questions on workbook page 10.

**Look out for:** Participants' sensitivities and reactions to the videos; warning participants if videos are upsetting; offer participants who are upset some time out and check on them one-to-one at the break or end of the day; group dynamics and respecting each other's opinions in the discussion.

Plan it!

# 1. My Rights



## 1.a. Selfie circle

Sit in a circle and pass the smartphone around after answering each question; then read out the right to be heard.

### 1. Think of an example for each question.

When was the last time you:

- Felt angry or upset by something?
- Disagreed about something with someone?
- Shared what you think with others?
- How did it make you feel?

### 2. The right to be heard: United Nations Convention on the Rights of the Child (CRC):

You have the right to give your opinion, and for adults to listen and take it seriously (CRC Article 12).

AND the right to share what you think with others, by talking, drawing, writing or in any other way, as long as it doesn't harm or offend other people (CRC Article 13).

We are here for you to learn to use your smartphone to make videos about issues that matters to you. You will:

- Think about the change you want to make and plan your story so that you are safe and ready for filming.
- Learn the basic skills to make films on your smartphone and make sure you are ready to go out on location.
- Learn how to share your film safely and to reach the people who can help you make a change.

It is your right to be heard so start using it now.

Plan it!

# 1. My Rights



## 1.b. Film quiz

After each film, answer the following questions.

1. What is the theme in this video? (raise one card)

2. Think of one extra theme and write it on your blank card:



Education



Health



Equality



Safety

Other

3. What is the change they are trying to make and some of the solutions?

4. Can you think of similar issues in your city or country? Discuss in your team for a few minutes and share with the group.  
Make a note of your ideas to use in the next activity.

Plan it!

## 2. My Story

### Instructions



#### 2.a. Story mapping (1.5 hours)

**Breakdown:** 5 mins introduction + 1 hour mapping  
+ 25 mins team presentations.

**Outcomes:** To enable participants to identify locations and stories; to provide participants with a number of locations and stories to choose from; to recognise the connection between everyday locations and themes/human rights; to introduce different types of video advocacy story telling: a. an unfair situation; b. a success story to inspire others; c. a personal story or a story the participant feels strongly about.

#### **Materials:**

- Workbook page 9
- Large sheets of paper
- Marker pens (red, green and blue)
- Sets of post its featuring themes: education, health, equality, safety, plus blank ones for extra themes.

#### **Session:**

- Introduce activity and time breakdown
- Make teams of three to five
- Give teams one large sheet of paper + three marker pens + one set of Post-its
- Follow story of change questions on page 13
- Each team will present answers to the group.

**Look out for:** If a participant is unfamiliar with the area, support them to choose a story that can be filmed in any location; ensure participants are equally involved in the map making (personal story in blue); behavioural issues and ensuring participants complete the task.



#### 2.b. Story of change (30 minutes)

**Breakdown:** 5 mins introduction + 20 mins writing + 5 mins group recap.


**Outcomes:** For participants to identify and write up their chosen story; to identify and plan the location for their story; to describe the change they want to make through their video; to identify a plan B or secondary story in case the first is not possible; to understand the importance of planning when going out to film a story.

#### **Materials:**

- Ensure you have the correct number of worksheets printed
- Workbook page 10: My Story to complete
- Pens.

#### **Session:**

- Introduce activity
- Announce time available for activity
- Ensure everyone completes the workbook in view of the next activity
- If some participants finish early, encourage them to help others.

**Look out for:**  **Story check:** instructors must monitor closely whether chosen stories are appropriate, non-stigmatizing and do not perpetuate negative images or stereotypes about sensitive issues. Instructors should guide participants to a different story if they feel it is unsafe, inappropriate or if the chosen location is too dangerous.

Plan it!

## 2. My Story



### 2.a. Story mapping

#### 1. Draw a map of your town highlighting different places:



at least one place per group where you saw something you feel was unfair **in red** + short description



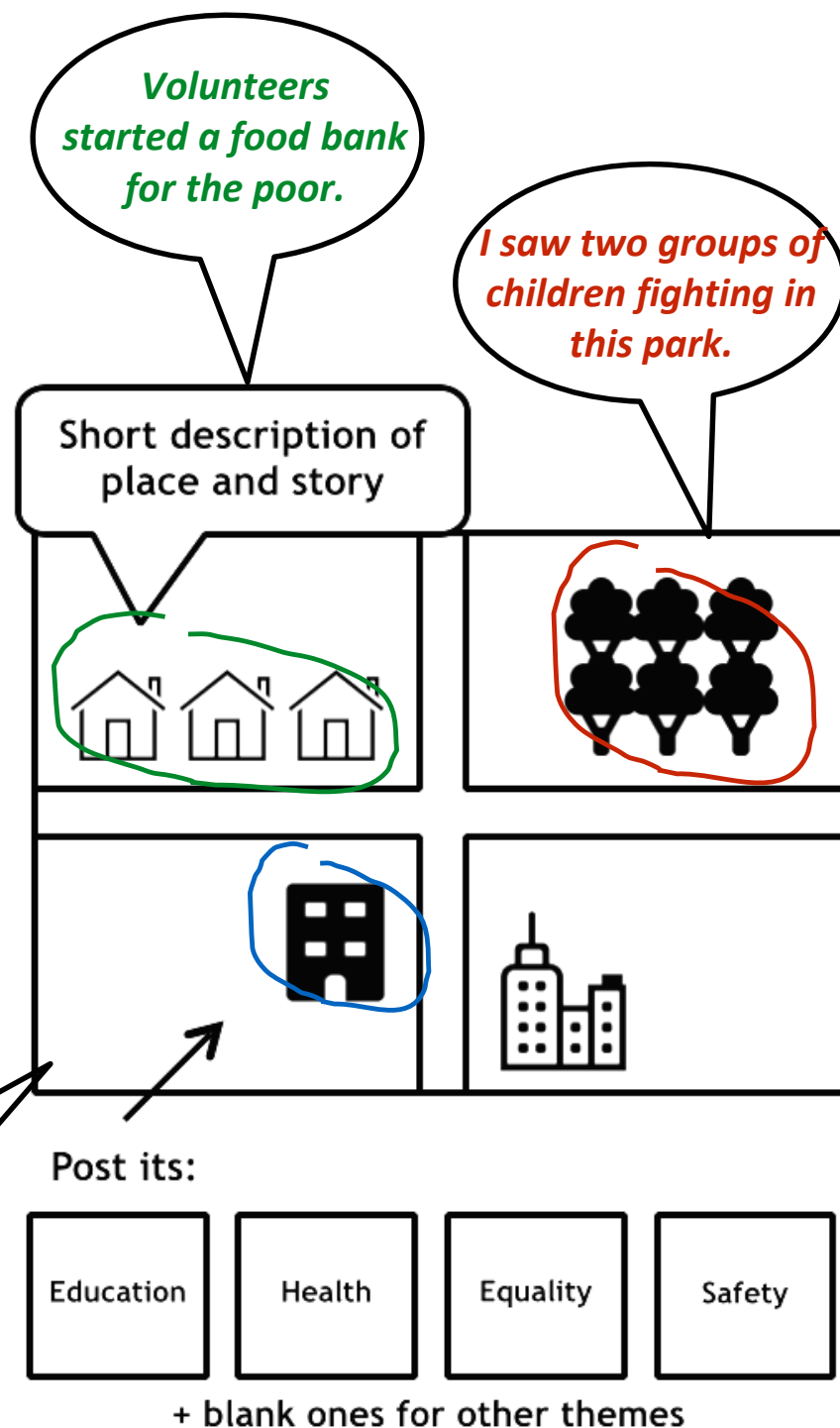
at least one place per group where you saw an example of success, happiness or kindness **in green** + short description



at least one place each that inspires you or the place where you will film your story **in blue** + short description

#### 2. Match each place with a theme using the post its.

#### 3. Present your map to the other groups.



Plan it!

## 2. My Story



### 2.b. Story of change

Using the maps you've made, choose a story  
and the change you want to make.



**Describe it in one sentence:** *Example: my story is about homeless children and the dangers and problems they face.*

.....



**Where is it?** *Example: the park near the main square in town.*

.....



**The change I want to make:** *Example: I would like all children to be safe, to have a home and be able to go to school.*

*I would like other parents and the government to help them to find a home.*

.....

.....



**My Plan B:** *Example: my Plan B is to talk about a special school for children with disabilities.*

.....



**Where is it?** *Example: the school is 20 minutes from the centre of town, to the east.*

.....



Plan it!

## 3. My Safety

### Instructions



1  
2 3

#### 3.a. Safety score (15 minutes)

**Breakdown:** 2 mins introduction + 8 mins scoring + 5 mins sharing scores.


**Outcomes:** To enable participants to understand the damage they can cause by stigmatizing individuals or groups; to understand consent and privacy; to foresee and assess the potential risks and challenges in filming in their stories.

#### Materials:

- Ensure you have the correct number of worksheets printed
- My Safety, workbook page 11
- Pens.

#### Session:

- Introduce activity
- Announce time available for activity
- Follow questions in workbook
- Ensure everyone completes this worksheet
- Suggest peer support to participants who finish early.

**Look out for:**  Story check: instructors must monitor closely whether chosen stories are appropriate, including whether or not the safety score shows a high risk for the participant and which risks are at play. Instructors should guide participants to a different story if they feel it is unsafe, inappropriate or if the chosen location is too dangerous.



#### 3.b. Safety match (15 minutes)

**Breakdown:** 2 mins introduction + 7 mins matching + 7 mins group sharing.

**Outcomes:** To appreciate ways to stay safe when filming their story; to identify solutions to the risks they have identified; to be prepared for location filming; to have the confidence and ability to deal with risks and challenges on location.

#### Materials:

- My Safety, workbook page 12
- Pens.

#### Session:

- Introduce activity
- Announce time available for activity
- Ensure everyone completes this worksheet
- Check and discuss the correct solutions as a group and find new solutions where you can.

**Look out for:** Participants underestimating a risk or not taking a risk seriously; participants wanting to film their story regardless of a high risk; if participants are minors under 18, instructors must not take any risk and must support them to find a different story.



Plan it!

# 3. My Safety

## 1 23 3.a. Safety score

Count one point for each box you tick to find out how much risk you are taking.

### 1. Will you share personal information about yourself or others:



Full name



Address



Health



Personal history



Other

### 2. Will you talk about:



Religion



Origin



Gender



Disability



Other

### 3. Will you film people and places:



Without permission



On private property



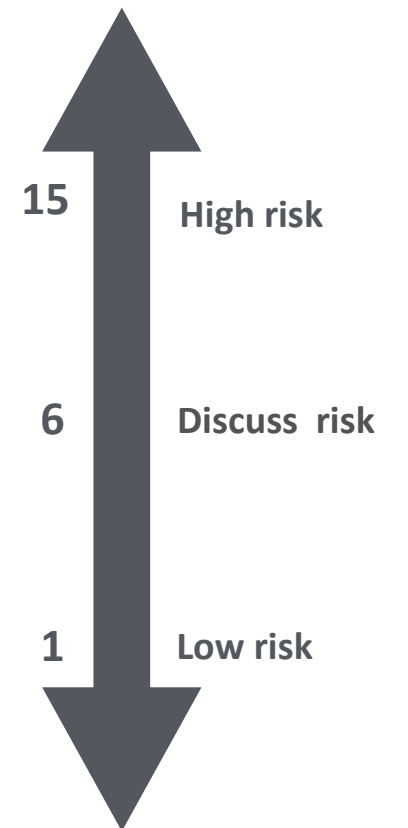
Where there is natural danger\*



Where there is danger from people\*\*



Other



Total:

6

\*For example, weather hazards, and places that are isolated or difficult to access.

\*\*For example, places where violence, conflict or crime can happen.



Plan it!


### 3. My Safety

#### 3.b. Safety match

Match each risk to a solution and discuss.



# Film it!

  
+ Cut it!

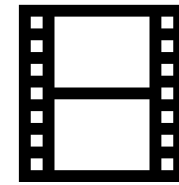
(7 hours)



1. My Skills



2. My Voice



3. My Film



On location



1.a. Skills challenge  
(30 minutes)



2. a. Story writing  
(30 minutes)



2. b. Test it  
(1 hour)



3.b. Pitching  
(1 hour)



3.a. Story boarding  
(1 hour)



Location  
risk assessment

+



On location  
(3 hours)

+ invite a special guest on  
the pitching panel  
(optional)

Plan it!

# 1. My Skills

## Instructions



### a. Skills challenge (30 minutes)

**Breakdown:** 5 mins introduction + 15 mins team work  
+ 10 mins challenge demonstration.

**Outcomes:** To enable participants to practice basic video skills; to understand basic skills through problem solving and peer learning; to encourage creative thinking when filming.

#### **Materials:**

- Skills challenge, workbook page 15
- Spare paper
- Pens.

#### **Session:**

- Talk through the technical checklist with the group before starting
- Don't share My Skills factsheets 1 and 2 (workbook pages 16-17) until after the activity
- Introduce activity
- Announce time available for activity
- Make teams of two to five
- Allocate each team with a challenge
- Each team will present their challenge to the rest of the group.
- Go through My Skills factsheets 1 and 2 after the activity for some answers.

**Look out for:** Ensure good group dynamics and that all participants can contribute equally to their team's challenge; behavioural issues; completing the task with time to share it with the wider group.

For extra solutions, use My Skills: factsheets # 1 and 2

### 1. Steadiness and light

Ways to keep your smartphone steady:

A tripod, a selfie stick, balancing on your feet, propping your phone on your arm or on an object.

Ways to achieve good light in a shot: standing with your back to a window, using artificial light.

### 2. Background

The challenge for participants is to explore the training space for two different backgrounds and to improvise a short story matching the background. The background could be anything from people, a window overlooking buildings, a carpark, a world map, a poster, etc.

### 3. Framing

Participants will practice three different situations (action, person talking, object) using three types of shot (close up, medium shot, wide shot). For example: a close-up of a face or an object, a medium shot of two people talking and a wide shot of the group working.

### 4. Sound

Bad sound recording situations include: background noise such as cars, people or weather; placing yourself too far from the person you are filming and not using the correct equipment.

Film it!

# 1. My Skills

## Technical checklist

Keep your checklist with you on location.



Watch your shot:

☐

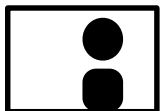
Light

☐

Background

☐

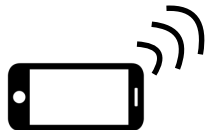
Framing

☐

Duration

☐

Steadiness



Record good sound:

☐

Noise

☐

Distance

☐

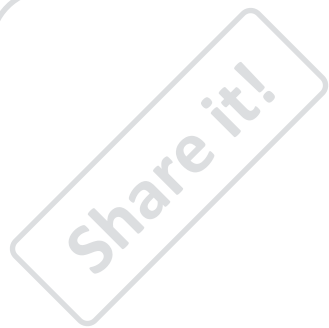
Equipment



Notes: .....

.....

.....



# 1. My Skills



## 1.a. Skills challenge

1. In teams, take 15 minutes to solve one of the challenges and present back to the group.  
(team 1 = challenge 1; team 2 = challenge 2 and so on).

1

### Steadiness and light

Show the group three ways you can keep your smartphone phone steady to avoid shaky shots.

+

two ways to get good light in your shot.

2

### Background

Film two different backgrounds with your partner telling a short story that fits each background.

For example, standing by the window and telling a story about the weather.

3

### Framing

Film three situations (action, person talking and object) using three types of shots (close-up, medium and wide shots).

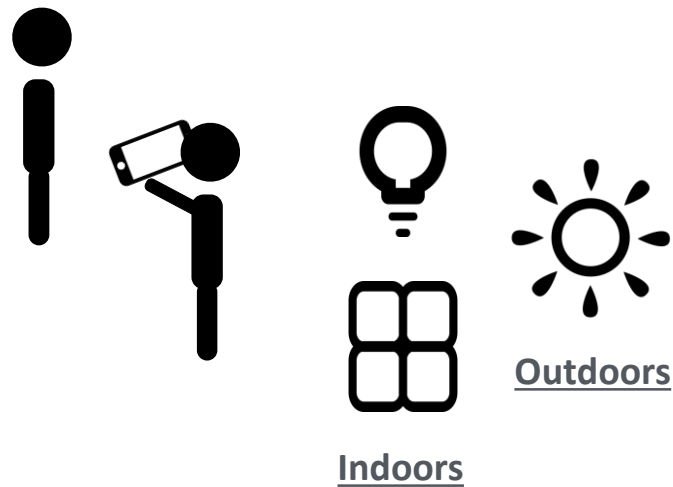
4

### Sound

Act out and film three situations where you will not be able to record good sound.



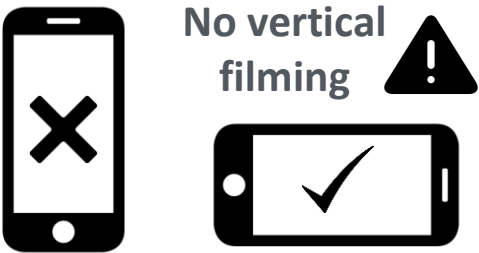
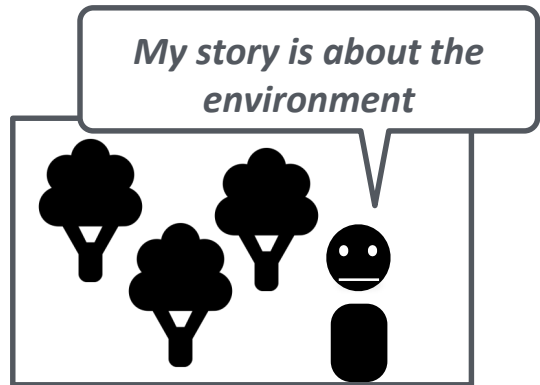
Stand with your back to the light to make sure the person or action can be seen.



My Skills:  
Factsheets # 1 and # 2



Choose a background to fit the story you want to tell.

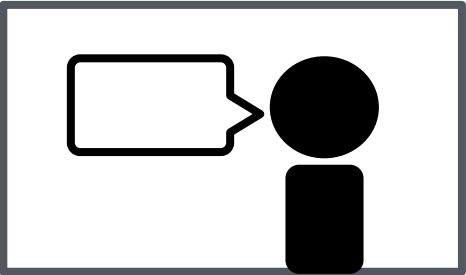


Your shots can convey emotions as well as information.

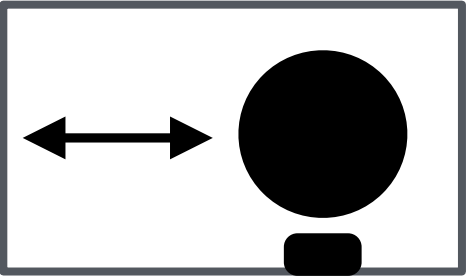
Wide shot



Medium shot



Close-up



Make sure the person you film is not in the middle of the frame.



Count to 10 seconds for shots.



If you are filming an action or interviewing someone, wait five seconds after they have finished before you stop the recording.



It is very important to keep steady when filming videos.

To help, use:

- ✓ A tripod
- ✓ A selfie stick
- ✓ Balance on your feet
- ✓ Prop your phone on your arm or on an object





Background noise

Pay attention to background noise when you film, especially for vox pops (short interviews taken in public places) and interviews.

Outdoors:



Traffic and cars



Bad weather and wind

Indoors:



Electrical equipment, TV, radio

People:

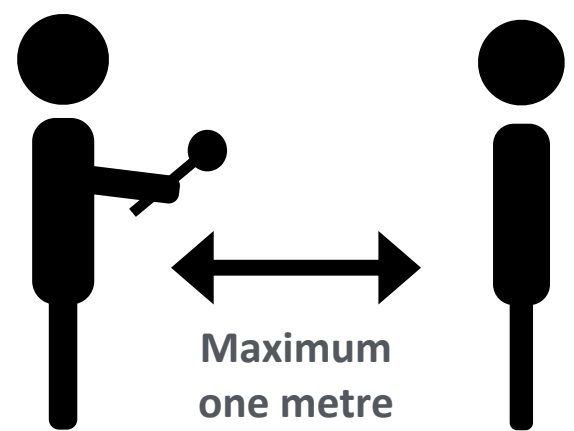


Crowds and people talking



Distance

Stand close to the person you are filming.



Equipment

Check your microphone is working before you start.

Use earphones.



What if I don't have a microphone?

Pay extra attention to background noise and find a quiet space for interviews.

Stand closer so the sound is recorded clearly on your phone.

Film it!

## 2. My Voice

### Instructions



#### a. Story writing (30 minutes)

**Breakdown:** 10 mins factsheet + 20 mins writing


**Outline:** For participants to understand different story formats (interview, selfie, report); to select a format or combination of formats suitable for their story; to write up interview questions, a voice-over or commentary for their story.

**Materials:**

- Ensure you have the correct number of worksheets printed
- My Voice, workbook page 18 to complete
- My Voice Factsheet # 3 (workbook, page 19)
- Pens.

**Session:**

- Explain different formats using Factsheet # 3
- Announce time available for activity
- Make pairs to keep working together on activity 2.b Test it
- Ensure everyone completes this worksheet as it is necessary for the next activity.

**Look out for:**  Story check: instructors must monitor closely whether stories are safe and appropriate; participants needing extra help with instructions and writing skills; ensuring pairs test their stories and interview questions with each other; participants completing their worksheet.



#### b. Test it (1 hour)

**Breakdown:** 5 mins introduction + 40 mins filming + 15 mins group recap.

**Outline:** To enable participants to test their interview questions; to rehearse their voice over/ commentary and talking to camera; to practice using the smartphone, in selfie mode or filming each other; to identify the challenges in filming their story (content/ technical skills); to work together to improve their stories.

**Materials:**

- One smartphone per group
- My Voice, workbook page 20
- My Voice Factsheet # 3.

**Session:**

- Make pairs
- Announce time available for activity
- Distribute one smartphone per group
- Follow instructions.

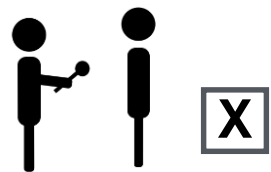
**Look out for:** Ensuring participants are equally involved and all take a turn at filming and testing their story; behavioural issues and ensuring participants are completing the task in time; ensuring group discussion is about sharing ideas and working together to improve their stories.



# 2. My Voice

## 2.a. Story writing

How will you tell your story?



Interview/vox pop  
using my questions



Selfie (to camera)  
using my commentary



Report (voice-over)  
using my commentary

Write three interview questions:

1 Example: Tell me about yourself, your name and the  
work that you do.

2 Example: How many children do you work with  
every year?

3 Example: Can you tell me about some of the work  
you are most proud of?

And a short video commentary:

Example: This is the children's centre in town. It helps  
the poorest children to get a better life. This is Sacha,  
she has worked there for 10 years and helps children  
by finding them new homes and giving them classes  
so they can go back to school.





## Interviews/vox pops




### Write your questions:

Don't ask closed questions that can be answered by yes or no. These usually start with 'Do you?' or 'Have you?'.

Ask open questions to get people talking about their story, opinion or feelings. These usually start with *what, why, how, describe*.

- ✗ Do you like where you live?
- ✓ Describe to me where you live.

### Ask your questions:

-  Don't interrupt or make noise when interviewing.
-  Be friendly, smile and show you are listening.
-  Wait five seconds after they finish talking before you stop the recording.

### What is the difference between an interview and a vox pop?

An interview is with someone you choose (e.g. an expert); it can be short or long.


A vox pop is a short interview you take on the street to record a range of opinions (men and women, different ages, etc.).

## My Voice: Factsheet # 3






## Commentary

### Write your commentary:

- % Research facts and statistics to add to your story.
- ABC** Use simple and clear language.
-  Time your commentary so it fits the length of your film.






### Record your commentary:

-  Practice saying your commentary before recording.
-  Get the tone of your voice right: is this a happy story or a serious one?
-  Find a quiet space to record.



## Selfies

### Speaking to camera:

-  Practice saying your commentary.
-  Take your time to speak.
-  You can use prompt cards with key words on them.
-  Look at the camera.
-  Re-record if you don't get it right the first time.



## Talking to people on the street

-  Introduce yourself and tell people what you are doing.
-  When talking to strangers, stay in a public area or ask a friend to come with you.
-  If you feel unsafe, leave immediately. You are more important than a video!

Film it!

## 2. My Voice



### 2.b. Test it

Test your questions, commentary or script.

1. Working in pairs, practice and improve the commentary or questions you have just written:



- Practice a test interview with your partner to see if your questions work.
- Or ask your partner to listen to your commentary and give you ideas to improve it.

2. Film your commentary/ questions:



Record an interview or commentary within one single shot lasting no more than 60 seconds.

3. Select your best video:



Give your video to your instructor for the next activity (3.a Pitching).

4. Write up your final interview/script/voice-over:

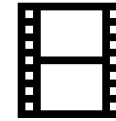


Now you have tested and practiced, change or write up your final text.



Film it!

# 3. My Film



## Instructions



### a. Pitching (1 hour)

**Breakdown:** 5 mins introduction + each pitch: 2 mins talking + 3 mins feedback.


**Outline:** For participants to receive feedback from the panel on their story, interview questions/commentary and visual ideas; for instructors to do a final story check on practicality, appropriateness and location.

#### **Materials:**

- A timer (3 minutes each)
- Test videos from prior activity
- Pitching, workbook page 21
- Pens.

#### **Session:**

- Choose three people for the panel:
  - One instructor or workshop assistant +
  - One special guest (local activist, film-maker, blogger, journalist) +
  - One participant (every participant should take a turn on the panel)
- Each participant to present their story + test video to the panel
- The panel must take notes and ask questions/give feedback to help participants to improve their stories before filming
- Sit the group in a semi-circle around the panel
- Respect timings and take a break half-way through.

**Look out for:**  Story check: instructors must monitor closely whether chosen stories are safe and appropriate; group dynamics and participants paying attention to each other's presentations; behavioural issues; ensuring questions and feedback are constructive.



### b. Storyboarding (1 hour)

**Breakdown:** 5 mins introduction + 45 mins storyboarding + 10 mins recap.

**Outline:** For participants to make a detailed visual plan of their story; to understand the importance of planning a story; to create powerful visuals to illustrate their story and message; to learn how to story board and use story boarding in future.

#### **Materials:**

- Print extra storyboard worksheets (workbook pages 24-25)
- My Voice, workbook page 20
- My Film, workbook pages 21-26 (storyboard x two)
- Pens.

#### **Session:**

- Explain story boarding using instruction page
- Announce time available for activity
- Ensure everyone completes their storyboard
- If some participants finish early, encourage them to help others.

#### **Look out for:**



Story check: instructors must monitor closely whether chosen stories are safe and appropriate; participants needing extra support with writing skills; participants needing extra support to think of visuals for their story; participants completing their storyboard in time.

Film it!



## 3. My Film

### 3.a. Pitching (story presentation)

- Introduce your story to the panel using your worksheet Plan it/ 2.b Story of change.
- Explain what format you will use and show your test video.
- Tell the panel what type of shots you are thinking of using.
- Answer the panel's questions and listen to their advice on your story.

### My Story

#### Story of change

##### Describe:



My Story in one sentence



My location



The change I want to make



My plan B

### My Voice

#### The format you will use



Interview/vox pop,



Selfie



Report



Mixed formats

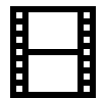
#### Show your test video

### My Film

#### What type of shots and visuals are you thinking of using?







## One take – edit-free videos

1

You can make a video without editing if you:

- Record a single shot
- Record shots one after the other using your storyboard
- Use the pause function on your phone.



### Dynamic shots:

- Action shot (where someone does something)
- Still shot (e.g. a close-up of someone can add emotion)
- Panoramic or travelling shot (moving shot)
- Journey (e.g. still shot of someone travelling on train)
- Walking shot (filming yourself or someone else)
- Written cards (leave enough time for viewers to read)
- Speaking to camera (selfie) + background
- Drawing (stills or in action)
- Photographs
- You can use cards for title and credits.



### Sound:

- Prepare and rehearse your script carefully
- Record your interview, commentary or voice-over at once with accompanying visuals
- Music can be played in the background.

## My Film: Factsheet # 4

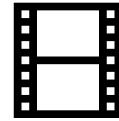


## Anonymous videos

- Do not include names, addresses or personal information that could identify you or the person in your film
- If your story describes an event or people, leave out detailed information that would make you or your subject identifiable
- Film parts of the body such as hands, back of the head, feet
- Film objects that illustrate the story
- Film attractive landscapes for a poetic effect
- Use written cards with or without a voice
- Use shadows
- Film your shot out of focus for a blurry effect
- Use animation or drawings
- Ask someone to act out the story (but it may put that person at risk)
- Modify the voice or ask someone else to read the script.

Film it!


### 3. My Film

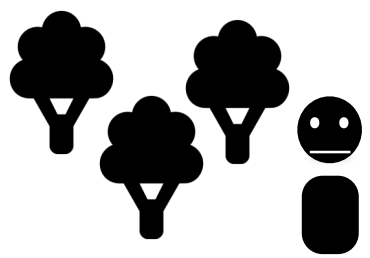


#### 3.b. Storyboarding

Complete the storyboard on the next pages (up to six shots)  
to plan what your story will look like.

Draw your shot in the box

 Duration



Tick the box for the type of  
shot you will use:

☐

LS:  
Long  
shot

☐

MS:  
Medium  
shot

☐

CU:  
Close-up

#### What?

*What action will take place?*

*Will someone be talking?*

#### Where?

*Where will you film this shot?*

#### Interview question/commentary:

*Which question or part of your*

*commentary will you use for each shot?*



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:

Film it!

# 3. My Film

## Instructions



### On location risk assessment and filming (3 hours)

**Breakdown:** 30 mins preparation and writing risk assessment + 30 mins travelling to location and back + 2 hours filming

**Outline:** For participants to prepare a risk assessment (equipment/safety/contacts); to make arrangements and plans to go out on location; to go out on location and film their story safely and effectively; to deal with issues and obstacles on location; to film their story within the time allocated; to have enough video footage for their story and return safely to the group.

**Materials:**

- Location risk assessment, workbook page 26 (with contact numbers)
- One smartphone per participant + available equipment
- My Skills, technical checklist, page 20
- Storyboard x two pages
- A telephone or money in case of an emergency.

**Preparation:**

- Go through the risk-assessment worksheet and ensure all participants complete it before leaving
- Ensure all participants are prepared. Is their story ready for filming? Is their location safe and appropriate?
- Ensure all participants have prepared their equipment and charged their smartphones or cameras
- Ensure all participants can travel safely to their location by public transport, taxi or walking
- Ensure young people travel in teams and accompanied by an adult
- Review participants risk assessments and make copies or make a note of contact numbers including emergency contacts
- Announce available time and ensure all participants return to the group in time.

**Look out for:** Participants not completing their task on location or not finishing in time; participants not being able to film the story they had planned; ensuring participants have their plan B ready; ensuring that all participants return safely; if participants are using their own equipment, encourage them to finish the story that day in their own time.

### 3. My Film



Fill in your location risk assessment



#### My equipment

- ☒ Smartphone
- ☐ Microphone
- ☐ Selfie stick-tripod
- ☒ Charged batteries
- ☒ My Film Storyboard
- ☒ My Skills checklist



#### My transport

Filming location: Example. Main Square.

Time of departure: 2 pm

Time of return: 4pm

Mode of transport: Bus

Meeting point: Youth centre.



#### My safety

##### Risks:

- People could get upset if I film them without asking
- My equipment could get stolen.
- I could miss my bus back to the centre.

##### Solutions:

- I will ask people before I film them.
- I will be careful with the equipment and won't leave it unattended.
- I will check the time. If I miss the bus, I will text my instructor.



#### My contacts

I will be filming on location:

- ☐ By myself
- ☒ With: My friend Sergei.

Their contact number:

01 23 45 67 89...

My contact number:

01 23 45 76 98

My instructor's number:

01 23 45 67 98...

#### Emergency contact in my family:



Name and contact number:

My mother Ana: 01 23 45 67 89



Find editing tutorials on the  
Tools and video equipment page.

# CUT IT!

## Starting up

**ABC**

Create and name a new project.



Import videos to your project: choose your clips now or import all and select on your timeline.



Save your project regularly.



Start work on your timeline where you will find video and audio tracks.

## Video



Before cutting your interview, watch it all once and take notes.



Choose shots that are stable and well lit.



Select which parts of your interview/report to use.



Cut your clips choosing a start and an end point.



Move clips by dragging them across the timeline or using cut and paste.



Let your clip roll for a few extra seconds after the end of an action or of someone talking.



Add transitions to make your video look smooth.

## Audio



Record or add a voice over, for example to give extra information about your story.



Add music, making sure it is copyright free.



Adjust your sound levels, making sure the music isn't too loud when interviews are playing.

## Text

**ABC**

Add a title at the beginning of your film.



Make sure your audience has time to read the text (usually long enough for people to read twice).



You can also add your name or the names of people who helped you at the end.

## Finishing your project



Check the format and file size of your video to make sure it is easy to upload online.

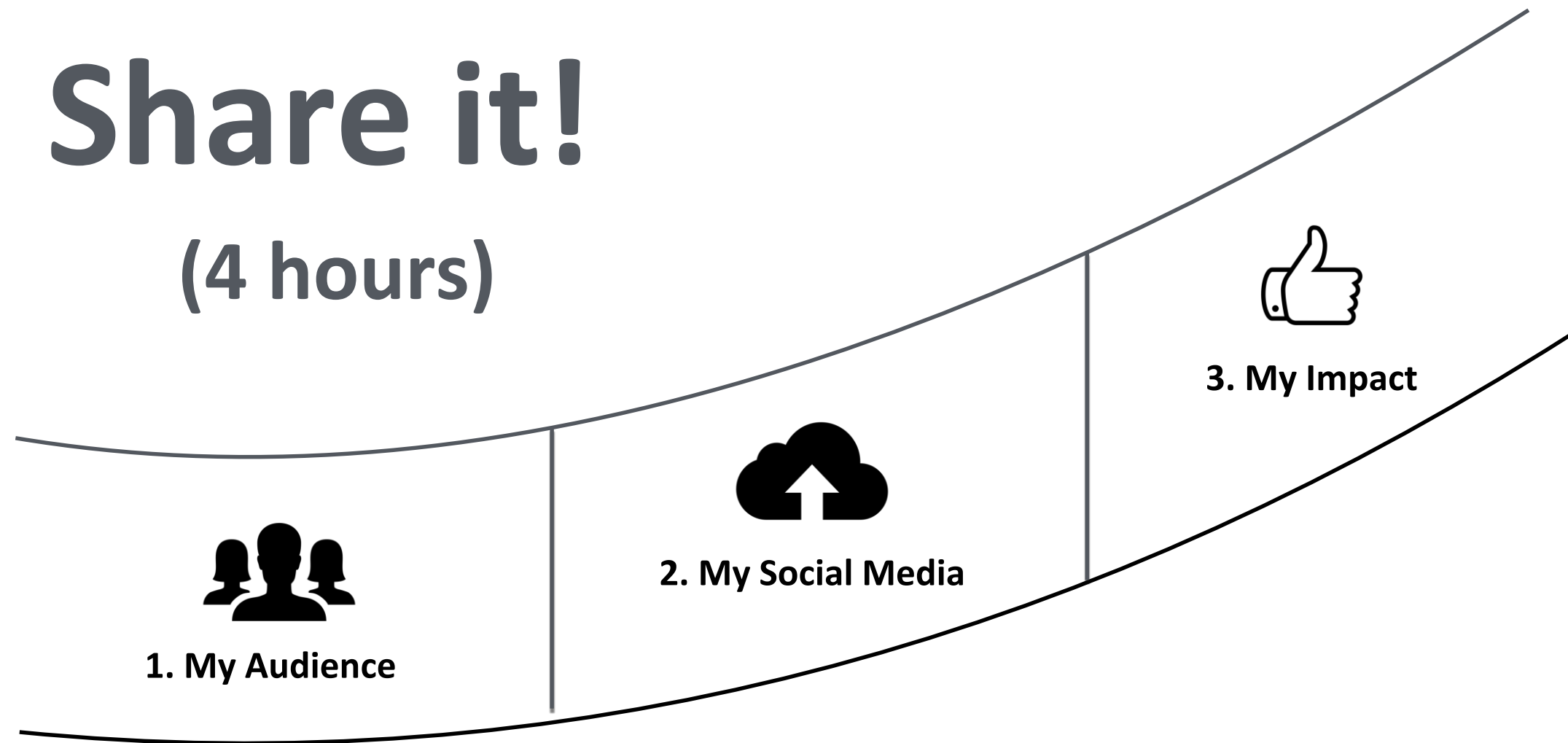


Remember to check the website is safe and check your privacy and security settings (see My Impact factsheet #5 page 47).



# Share it!

(4 hours)



**1.a. Audience match**  
(30 minutes)



**1.b. Audience plan**  
(30 minutes)



**2.a. Spider map**  
(45 minutes)



**2.b. Safe scenarios**  
(45 minutes)



**3.a. My film poster**  
(30 minutes)



**3.b. Film screening**  
(1 hour)

# 1. My Audience

## Instructions



### 1.a. Audience match (30 minutes)

**Breakdown:** 5 mins introduction + 10 mins matching + 15 mins group sharing.

**Outline:** To enable participants to make the connection between issues/human rights themes and people/organizations who can help to make a change; to start thinking of who can help the change they want to make with their video; to understand the importance of reaching the right audience; to promote the possibility of change.

#### **Materials:**

- Ensure you have the correct number of worksheets printed
- Audience match, workbook page 29
- Pens.

#### **Session:**

- Go through the worksheet with participants
- Announce time available for activity
- Make pairs
- Ensure everyone completes the worksheet
- Discuss correct solutions and examples as a group.

**Look out for:** Participants completing the example section of the worksheet; ensuring all participants work in pairs and contribute to the group discussion; encouraging participants to take notes of examples from the group for the next activity ([1.b Audience plan](#)).



### 1.b. Audience plan (30 minutes)

**Breakdown:** 5 mins introduction + 15 mins writing + 10 mins sharing plans.

**Outline:** For participants to identify who they would like to share their stories with; for participants to produce a plan and strategy for sharing their videos at local, national and international level: in their communities, with individuals and organizations, online.

#### **Materials:**

- Audience plan, workbook page 30
- Pens.

#### **Session:**

- Go through the worksheet with participants
- Announce time available for activity
- Ensure everyone completes the worksheet individually
- Check and discuss participants' audience plans as a group
- Check participants invite two to three guests each for the film screening on the last day of the workshop.

**Look out for:** Ensuring participants work on their audience plans individually before sharing with the group; encourage participants to review their list after the group discussion; ensuring participants use their audience plan as a strategy for sharing their video.

Share it!

# 1. My Audience



## 1.a. Audience match

In pairs, match the issue...

to the audience that can help make a change...

and provide examples:

1. Pollution and trash in my city

International organizations

*UNICEF, Greenpeace*

2. Stray dogs on the street

Bloggers

*Bloggers on a youth Youtube channel*

3. No wheelchair access to the shops

Friends and families

*My uncle and his friend Goran*

4. Parks in my city are not safe

Teachers

*My science teacher*

5. Violence against children in my country

News channels

*The local news channel*

6. People living on the street

Politicians

*The Minister for Health*

7. My village needs better health care

National organizations

*The national child protection centre*

8. People's differences are not always accepted

Journalists

*The local newspaper*

Local government

*The Mayor*

Celebrities

*Singers and actors*

Community activists

*Local campaigns, NGOs and charities.*

Share it!

# 1. My Audience



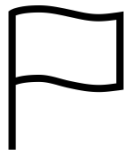
## 1.b. Audience plan

Write down the names of people and organizations who can help you make a change + your guest list for the screening.



### People I know in my community:

- 1 *My teacher*
- 2 *My doctor*
- 3 *Customers at the local shop*



### People in my country:

- 1 *People from children’s charities*
- 2 *The mayor of my town*
- 3



### People worldwide:

- 1 *International journalists*
- 2 *International actors and singers.*
- 3



### My guest list for the screening this week:

- 1 *My mother*
- 2 *My brother*
- 3 *My friend Aybek*

## 2. My Social Media



### Instructions



#### 2.a. Spider map (45 minutes)

**Breakdown:** 5 mins introduction + 30 mins mapping  
+ 10 mins completing worksheet.

**Outline:** For participants to learn about the range of social media platforms they can use for sharing their films; to identify the best ways to share their films and reach their audiences.

#### **Materials:**

- Ensure you have the correct number of worksheets printed
- My Audience plan, workbook page 30 for help
- Spider map worksheet, page 41
- Pens.

#### **Session:**

- Introduce activity
- Announce time available for activity
- Discuss worksheet and answers as a group
- Participants to complete their worksheets individually at the end.

**Look out for:** Participants equally taking part in mapping session; participants needing extra support for knowledge of social media and writing skills; participants completing their individual spider maps to use as a strategy for sharing their video.



#### 2.b. Safe scenarios (45 minutes)

**Breakdown:** 5 mins introduction + 25 mins team work + 15 mins group sharing.

**Outline:** To enable participants to use social media safely; to become aware of the risks and consequences of using social media and sharing videos online; to provide them with knowledge and tools to protect their privacy; to enable them to identify online abuse or bullying and respond to it where necessary.

#### **Materials:**

- Safe scenarios, workbook page 32
- Cut out individual scenarios to distribute to each team
- Pens
- Answer guide for Safe scenarios, workbook page 33.

#### **Session:**

- Introduce activity
- Announce time available for activity
- Make teams of three to five
- Allocate each team with one scenario
- Each team to work on their scenario and present their solutions to the group.

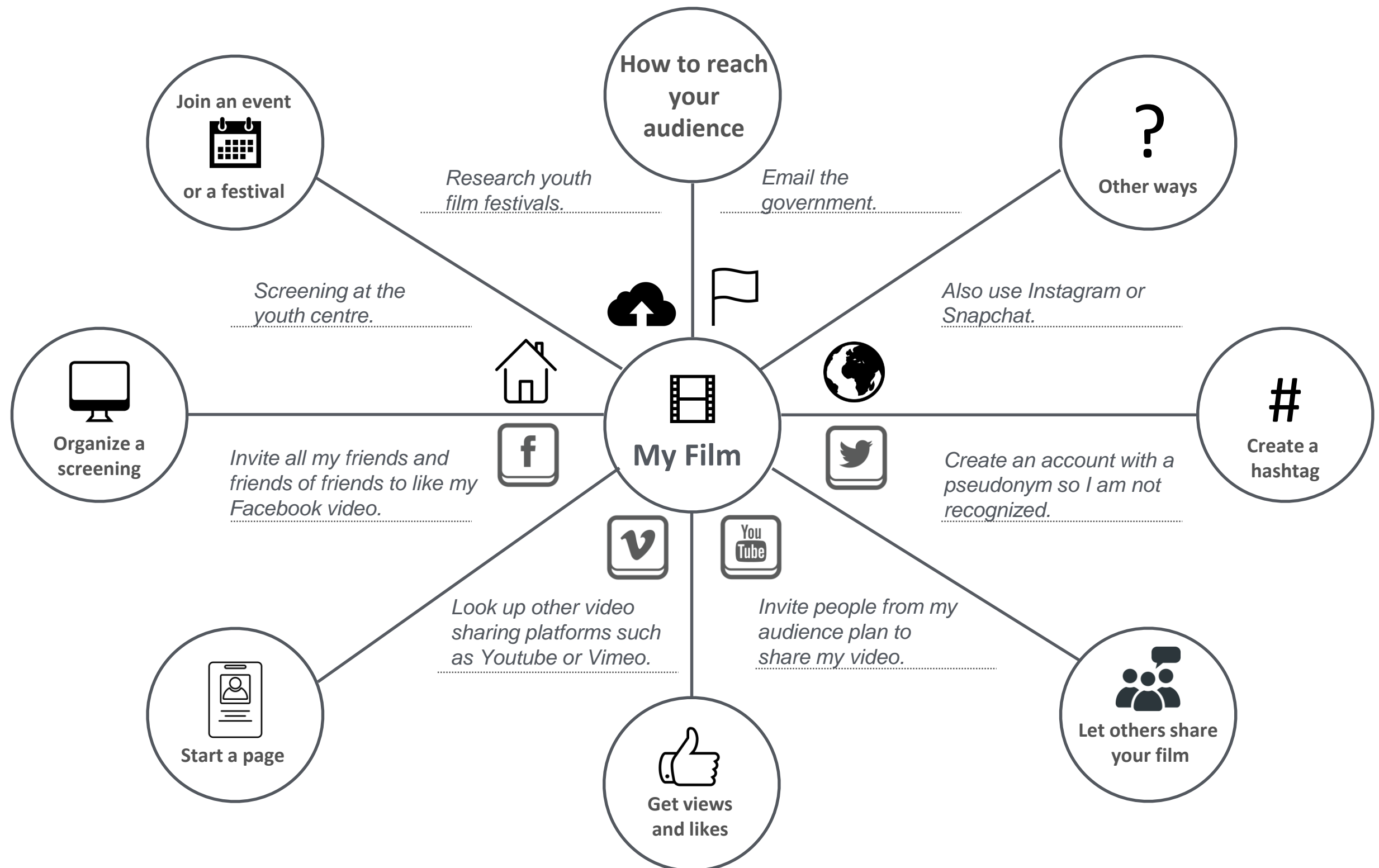
**Look out for:** Participants not taking the scenarios seriously; if participants are under 18, instructors must strongly encourage them to protect their privacy and avoid the risk of online abuse or bullying.

Share it!

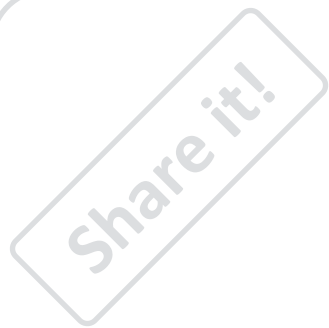
## 2. My Social Media



### 2.a. Spider map



Share it!



# 2. My Social Media

## 2.b. Safe scenarios

- 1. In teams, discuss one of the scenarios and answer the question.  
(team 1 = scenario 1; team 2 = scenario 2 and so on).
- 2. Each team will then read out their scenario and explain their answer to the rest of the group.

1

Alina accepted a Facebook friend request from a friend of a friend a while ago. They’ve been talking online and exchanged photos. He looked nice and now he wants to meet her in person.

- 1. Should Alina go?
- 2. Why?
- 3. How can this scenario be avoided?

2

Krzysztof just received a call from his friend: she complained that his Facebook posts were very mean and rude. But when Krzysztof tried to log on to his profile, he wasn’t able to.

- 1. How did this happen?
- 2. What can Krzysztof do?
- 3. How can this scenario be avoided?

3

Umar received a job offer from a company; at the last minute, they cancelled it. The company had found pictures of Umar on an inappropriate website. Strangely, Umar had never heard of this website.

- 1. How did this happen?
- 2. What can Umar do?
- 3. How can this scenario be avoided?

4

Vera has joined a social media group where she gets advice on healthy food and dieting. But her mother is worried Vera is losing too much weight.

- 1. How did this happen?
- 2. What can Vera do?
- 3. How can this scenario be avoided?



Think carefully before sharing a message or video online.

Once uploaded, people may share it and download it - it’s not only yours anymore.



Share it!

## 2. My Social Media



### Instructor's sheet

#### Answer guide for 2. b. Safe scenarios

1

1. It is not safe for Alina to go.
2. The friend might have lied about his age, what he wants, or used someone else's photographs and identity.

If Alina really wants to go, she must meet this friend in a public place and be accompanied by a friend or an adult.

If the friend turns out to be an adult who lied about his age, Alina should report him to the police immediately and report their profile to the social media platform she met him on.

3. In future, Alina should not befriend people she does not know. If she does she must check with a mutual friend that the person is safe and is who they say they are.

2

1. Krzysztof's details were stolen by someone who changed the password and used his profile to share offensive messages.

2. Krzysztof should report this to Facebook so the profile can be deleted. In some countries, he could report this to the police as identity theft.

Krzysztof can create a new profile and explain the situation to his friends.

3. Next time he will look after his password carefully.

There are also duplicate profiles when someone creates a profile using your name. If this happens, warn your friends and report the profile so it can be deleted.

3

1. Umar shared pictures with a friend using private messages but these were found, downloaded and then shared on an inappropriate website.

2. Umar should contact the website directly and ask them to take the photograph down because he did not give them consent.

If the website does not respond he should seek legal aid or contact the police.

3. In future, Umar will not share sensitive photographs with anyone online and he will protect all his other photos using advanced security settings.

4

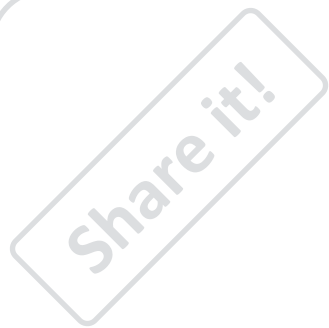
1. Vera has joined an unofficial group about extreme dieting. She has received dangerous advice and is putting her health at risk.

2. She needs to leave the group immediately and seek professional help.

3. Always sign up or get advice from official sites and professional organizations.

There are many online groups, pages and forums that give out unsafe advice and messages disguised as help.





# 3. My Impact

## Instructions



### a. My film poster (30 minutes)

**Breakdown:** 5 mins introduction + 15 mins poster making + 10 mins sharing.

**Outcomes:** To understand the importance of titles and teasers in reaching your audience and making an impact; to identify key words to make their stories attractive and enable better tagging; to create a powerful title and teaser for their story.

#### Materials:

- My Film poster, workbook page 34
- My Impact, factsheet #5, page 46
- Large sheets of paper
- Pens.

#### Preparation:

- Distribute paper and pen to each participant
- Explain worksheet
- Announce time available
- Each participant will present their poster and teaser to the rest of the group and receive feedback and support where necessary
- If some participants finish early, encourage them to help others.

**Look out for:** Participants needing extra support with writing skills; providing feedback and support on posters and teasers so the information is ready to use when uploading videos online.



### b. Screening ceremony (1 hour)

**Breakdown:** Room preparation 10 mins + introduction + approx. 5 mins for each video and feedback.

**Outcomes:** To measure the impact of their stories before uploading the videos; to think of changes they want to make to their videos before uploading; to receive positive comments from their guests and people around them; to encourage them to share their videos; to complete the workshop with a positive event.

#### Materials:

- TV screen/ projector
- Participants' videos
- My Impact, workbook page 34
- My Voice for Action take home worksheets, pages 48-49
- Pens.

#### Preparation:

- Check participants are all happy to screen their videos
- Check screen/ projector / videos are all ready and working
- Check participants have invited guests and number of guests
- Announce time available
- Ensure participants complete worksheet
- Present My Voice for Action worksheets #1 and 2 to take home.

**Look out for:** participants not wanting to show their videos: talking one-to-one (finding out why and encouraging them); participants not wanting to share their videos online: what changes can be made to their videos.

# 3. My Impact



## a. My film poster

### 1. Make your own film poster using the example on the right.

- ✓ Which language do you want to use? Think of your audience.
- ✓ Keep your title short (up to five words if you can).
- ✓ Make it catchy so it's easy to remember.
- ✓ Use clear language and key words.
- ✓ Always check your spelling.

### 2. Write your teaser (short description of your video):

*There are 50,000 children at risk of violence and homelessness in  
our country. This video is about how we can help them to get a  
better life. Please get involved today.*

### 3. Share your poster with the rest of the group.

**Story's title**

**Draw what your  
thumbnail photo will  
look like**

An image that looks nice  
An image that shows your story

Your hashtags or keywords: the rights/themes  
in your video.

For example:

X Education

X Health

# My Impact: Factsheet # 5



## Titles and teasers

Get people to watch your video and let them know what it's about.

### Your title:



Ask your audience a direct question  
e.g. *how would you feel without a home?*

or



The change you want to make/ a call for action  
e.g. *stop polluting my city*

or



Talk to the people who can help the change  
e.g. *dear parents...*

### Your teaser (a short description):

This video is about...

*...describe your story in one sentence...*

I want to inspire people to...

*...the change I want to make...*



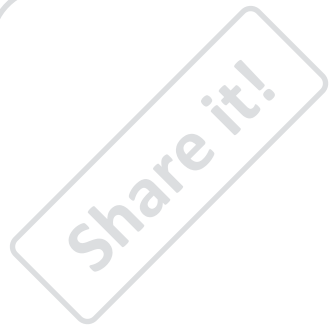
## 10 rules to safety

### How can I stay safe online?

1. Check your security settings or ask for help to do this.
2. Don't share personal information: address, email, phone number.
3. Learn how to post or share publicly or with friends only or privately.
4. Learn how to disable comments.
5. Don't post rude comments yourself.
6. Don't tell others your password.
7. Don't befriend people you don't know or meet up with people you've met online.

### What if someone upsets me?

8. Don't reply to the abuse.
9. Learn to unfriend, unfollow, block or report someone.
10. Ask for help from your friends, family or the police if it is serious.



# 3. My Impact



## 3.b. Screening ceremony

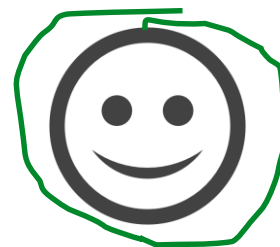
Are you ready to share your video?

My total audience today:    25

How did you feel about your video?



How did it feel sharing your video?



Are you ready to upload your video?



Top comments from your guests:

*My mother said that she was proud of me and my brother wants to us to make a film together now.*

*My teacher said the really enjoyed it said that we could show my video to my class.*

If you are not happy with your video, what changes would you like to make to it?

*I would like to change the music and add some text to it to give extra information about my story.*

# My Voice for Action

## My Film Tracker



Date of film upload online: ..... / ..... / .....



Number of views:

After 1 week: .....

After 1 month: .....

After 6 months: .....



Number of likes:

After 1 week: .....

After 1 month: .....

After 6 months: .....



Top comments: .....

.....

.....

.....

.....

.....



How many people did you show your film to?



Number of views:

After 1 week: .....

After 1 month: .....

After 6 months: .....



Who did you show your film to?

.....

.....

.....

.....



Top comments: .....

.....





.....

.....

.....

# My Voice for Action

## My Future Stories

 MY STORY IDEA	 CHANGE TO MAKE	 MY AUDIENCE	 SOCIAL MEDIA
<div>#1</div> <div><div></div><div></div><div></div></div> <div>Where is it?</div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div>#2</div> <div><div></div><div></div><div></div></div> <div>Where is it?</div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>
<div>#3</div> <div><div></div><div></div><div></div></div> <div>Where is it?</div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>	<div></div> <div></div> <div></div>



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:



LS



MS



CU

What?

Where?

Interview question or commentary:

# Appendix

For instructors

## Principles:

Safety  
Accessibility  
Equality  
Participation  
Confidentiality

## Skills:

Prepared  
Confident  
Approachable  
Empathetic  
Observant

Group rules to maintain discipline

Equipment to keep active

Team work/peer support for good dynamics

Workbook for good structure

Screenings for a motivating goal

## Content

Icebreakers and energisers

Participation

Sensitive stories:  
Breaking the silence

Working with vulnerable children,  
adolescents and youth

Positive approaches

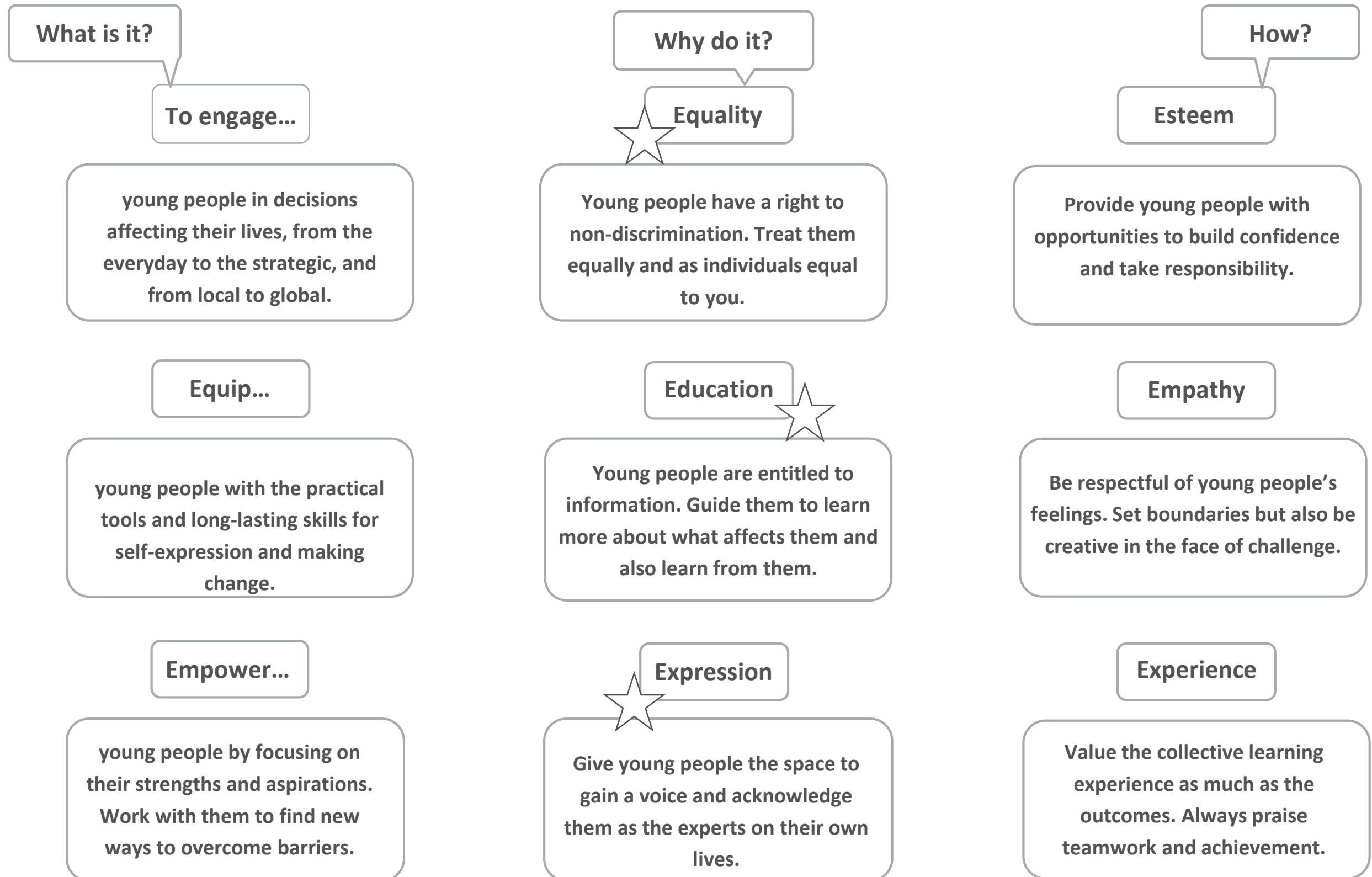
Accessibility:  
breaking down barriers

Special learning needs

Special emotional & psychological  
needs



# Participation



# Icebreakers and energisers

Create a positive and trusting atmosphere. Always encourage participants to mix together rather than stay with those they already know; this will also prevent others feeling isolated.

## Icebreakers



10-20 mins

### What animal are you?

Take a sheet of paper and draw the animal you share most personality characteristics with.

Present your drawing to the group, explain your choice and place it on the wall.

### Knowing me, knowing you

In pairs, have a conversation with the person sitting next to you: find out their name, one thing they like, one thing they dislike.

Then share what you found out about that person with the group.

### Match point

Each introduce yourself: tell your name and talk about your hobby/ what you enjoy doing most when out of school.

If anyone else has the same hobby, they should raise their hand and it will be their turn to talk.

## Energisers



10-15 mins

### Truth or lie

Standing up as a group, each participant must come up with two truths and one lie.

The first person in the group to guess the lie talks next.

### Who am I?

The instructor must write down names of celebrities and pin them to participant's backs so they cannot see it.

Participants must then walk around the room, asking each other questions about the identity of the person. The questions can only be answered by Yes or No.

### I'll be your mirror

Get participants into pairs with someone they don't know.

Each takes a turn at being the mirror, copying their partner's actions. Give the group a signal when it is time to swap around.

# Sensitive stories: breaking the silence

The trainer's mission is to ensure participants can tell the stories they want to tell.  
The trainer must assess a story and guide participants to tell it in a safe and appropriate way.



## Safe space

Create a safe environment for sharing experiences and discussing sensitive issues. The manual provides prompts and opportunities for participants to identify issues that matter to them.



## Confidence and resilience

Work collaboratively with participants to choose themes and support them to lead discussions. Explore success stories and awareness raising messages: reducing stigma, equal rights, positive coping etc.



## Disclosure

If a participant discloses personal information to the group (status, traumatic event) thank the person and keep the discussion brief. Have a one to one conversation to find out how they want the issue to be looked after.



## Confidentiality

Personal information and experiences shared within the workshop space cannot be shared outside (unless a safeguarding issue); participants must all agree to respect confidentiality.



## Emotions

If a participant is emotional, offer them a break and follow up with a one to one conversation. Avoid discussing the issue as a group as the young person could feel attacked or put in the spotlight.



## Silence

It's someone's right not to speak. It may take a long time to break the silence around an issue. Part of the process is for participants to build their own understanding of issues affecting them.

When you see this icon in the manual, ask yourself the following questions:



Story check

1. How sensitive is the story/ theme in the country where you are training?
2. Does the story put the participant or anyone else involved at risk?
3. Does the story reveal a safeguarding issue?
4. Does the story promote human rights?
5. Does the story carry any stereotypes or negative messages?

# Working with vulnerable children, adolescents and youth

The Voices of Youth workshop aims to enable children, adolescents and youth to express their opinions about what matters to them.

Your participants are likely to discuss sensitive issues and should be encouraged to do so within a safe framework.

Voices of Youth also aims to provide vulnerable and isolated children and youth with a space to share their opinions.



## Vulnerable children, adolescents and youth

- Special physical needs: physical disabilities, mobility issues or limitations.
- Special learning needs: moderate to severe intellectual disabilities that affect your ability to learn and communicate. This includes autism (high functioning to non verbal) which affects your perception of the world, and your ability to communicate and interact.
- Special emotional/psychological needs: children and youth having experienced social, medical or psychological difficulties. For example, victims of trauma, violence and abuse, children living with or affected by HIV, and LGBTQ young people.
- Visible and invisible differences: while some disabilities are easy to identify and 'see', keep in mind that many other difficulties and special needs can only be recognized when closely observing behaviour, communication and interaction.



## Protection and safeguarding of the child

- Protection: ensure the physical and mental well-being of the child, regardless of gender, ethnicity, disability, sexuality or beliefs.
- Equality: ensure children are treated equally, this includes equal access for those with special physical and/or learning needs.
- Information: ensure children and youth are informed about the issues that affect them and the resources in place to protect them.
- Safeguarding: ensure you are aware of procedures and protocols in place to protect the safety of the child. This includes:
  - identifying and assessing the risks to the child's physical and mental well-being at a given time;
  - respecting good practice standards such as person-centredness, positive behaviour support and participation;
  - ensuring adequate support when identifying abuse and neglect of a child or when a young person discloses a personal situation;
  - respecting confidentiality, protecting personal information and the identity of children and youth;
  - creating a safe space where children and youth respect and treat each other equally, following a code of conduct.

# Positive approaches

When working with vulnerable children, adolescents and youth, we must never underestimate the impact of past events, but our role is to build a positive and forward-looking learning environment.



## Person-centred approach

The person-centred approach focuses on the individual's strengths and aspirations, rather than their condition or situation (disability, life-long illness, mental health, trauma). Adopting a person-centred approach in youth work means making information accessible to all, identifying the support needed by a young person and adapting your practice from individual to individual, group to group. Methods include individual profiling, communication charts (preferred means of communication of a young person), and confidence building exercises using participatory techniques.



## Positive behaviour support (PBS)

Developed for individuals with learning disabilities, PBS can be used with all vulnerable children and youth. PBS stands against punishing and restricting challenging behaviour (verbal or physical) and instead looks at the triggers and meaning of a behaviour. Challenging behaviour is understood as a learned form of communication that can be 'unlearned'. Methods include anticipating risks using positive behaviour plans (triggers/ behaviour/ strategies), de-escalation of conflict, and preventing and supporting behaviour change through good planning and communication.



## Differentiation

Differentiation is about planning strategies to respond to different learning needs (ability, age, language) and levels of motivation within one group. Methods include adapting your teaching style, activities or the pace of a workshop, grouping participants according to learning needs, modifying expected outcomes and learning objectives, and providing different levels of support. When preparing for a workshop, plan ahead for differentiation techniques, especially if you already have information about your participants' needs.



## Systematic instruction (SI)

Systematic instruction or sequencing is the breaking down of a task step by step and in a simplified manner. SI was developed to challenge the 'learned helplessness' of youth with special physical or learning needs who can often become too dependent on support from family and professionals. Systematic instruction requires visual prompts and keeping language (written and spoken) to a minimum to avoid confusion. A good way to practice this is to break down the steps for everyday tasks, such as making a cup of tea or tying your shoelaces.

# Accessibility: overcoming barriers

## Medical and social models of disability

- The medical model of disability focuses on the health and medical aspect of disability and on the individual's limitations.
- The social model of disability, developed by disability rights campaigners, challenges the notion of being defined by medical labels and focuses on removing the barriers created by society. We talk of barriers to doing: physical, economic, material challenges (for example, unadapted housing, difficulties accessing public spaces and public transport, inability to obtain and perform certain professions); and barriers to being: events affecting an individual's sense of self and confidence (such as social isolation, difficulties accessing education and learning, difficulties having relationships).

## Special physical needs



### Access to space

- Prepare a safe space that is free from hazards (electrics, sharp objects).
- Ensure your workshop space is accessible: noting entry into and movement within the building (ramps, lifts), transport, obstacles in the room, tables and chairs.
- Find out about the young person's mobility aids and if they need any additional equipment or support (wheelchair, walkers).



### Access to resources

- Ensure your resources are user-friendly by researching and purchasing new items or adapting equipment you already own.
- Ensure any necessary assistive equipment such as remote switches, tripods and clamps that can be fixed to wheelchairs, camera harnesses and straps.
- Technology such as tablets (phones can be too small for those with dexterity issues), adapted keyboards and softwares.



### Confidence

- Prepare so participants with special physical needs do not need to face barriers during your workshop.
- Offer the right level of support or peer support. Monitor whether they are performing tasks themselves or being 'over-helped'.
- Build trust and encourage them to try new methods and activities they have not tried before.
- Ensure they feel safe and free from physical risk at all times.

Note that individuals with special physical needs may also have special learning needs.



## Special learning needs



### Communication

Some young people may have speech impediments or find it difficult to express themselves.

- Take time to interact. If you do not understand, don't feel uneasy. Ask them to repeat and ask for help around you.
- Speak clearly and use simple language, avoiding words that are too technical.
- Repeat instructions.

### Tools

- Use visual aids and prompts as much as possible: photographs, icons or videos to illustrate your activities and instructions.
- Make an emotional key ring or chart: print cards with faces and words associated to different emotions and ask the child or young person to point at the card they identify with.
- Use social stories: visual stories used to illustrate the schedule for the day. Young people with autism, in particular, are very keen to know the structure of a day.



### Understanding

Some young people may struggle to understand or remember instructions and maintain focus.

- Repeat and breakdown instructions with systematic instruction and communication tools.
- Encourage them to ask for help and involve them as much as possible.
- Rather than ask open questions, offer options to choose from to encourage decision-making.



### Confidence

Some young people may have very low confidence and self-esteem as a result of social and learning barriers.

- Give them roles and responsibilities.
- Offer the right level of support or peer support and monitor whether they are performing tasks themselves or being 'over-helped'.
- Encourage and praise.
- Never belittle or patronize.



### Behaviour

Some young people may show behavioural difficulties, become upset or show physical aggression.

- Triggers include unexpected change, specific words, body language, behaviour or provocation from other young people.
- Request and share information from professional to professional and draw up a behaviour plan: triggers/behaviour/action strategies.
- In case of crisis, remain calm and take the young person out. Ask them what they would like to happen.



### Personal space

Some young people may struggle with personal space, either by getting too close or not being able to deal with physical contact at all.

- Always keep at a safe distance from children and young people, avoiding direct physical contact. If a child initiates contact, respond to it while reaffirming physical boundaries.



## Special emotional and psychological needs

It is your role as an instructor to assess the level, manifestations and impact of stigma around a particular issue depending on the country and context you are working in.

### Stigma

- The notion of stigma as social ‘barrier’ is very important to keep in mind when working with vulnerable children and youth.
- Stigma corresponds to a negative set of beliefs a society holds against an individual or group of people; stigma varies cross culturally.
- Stigma is very strong for people living with HIV (especially because of the fear of transmission of the virus) but also applies to victims of violence, those living with mental health issues or those who identify as LGBTQ.
- Consequences on the individual: psycho-social impact, isolation, mental health issues, communication issues.
- Disclosure: stigma makes the disclosure of an event or condition very difficult and frightening and must be promoted within a safe framework.

### Victims of violence, exploitation and abuse

- Children and youth who are victim of violence may suffer trauma or delayed trauma, which can manifest physically through aggression or even selective mutism.
- Behaviour triggers may be important because specific words or sounds could remind the young person of violent events.
- Victims of violence could still be at risk of violence, or may have been taken into care or institutionalized.
- Messages to be explored include the right to family, promoting information and services for children.

### Living with or being affected by HIV

- HIV is a journey to acceptance starting at the time of diagnosis: what were the conditions and level of support received?
- The impact of diagnosis on the individual include mental health issues such as post-traumatic stress disorder, depression, anxiety; negative coping mechanisms (i.e. drugs/alcohol); feelings of shame, guilt; fear of loss and bereavement for family members who were or are living with HIV.
- Messages to be explored include equal rights, access to health, stigma reduction, disclosure, positive coping mechanisms (healthy living), adherence (taking your medication as required).

### Other special emotional/psychological needs

- Children and youth living with mental health issues, whether these are severe or moderate, need particular support and supervision. Messages to be explored include access to health, stigma reduction, positive coping mechanisms.
- Youth identifying as LGBTQ may suffer the consequences of stigma and fear disclosure to family and friends. Messages to be explored include equal rights, promoting role models and messages of tolerance, challenging stereotypes and myths.





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