

## Participants' Workbook



Learn to use your smartphone to make  
videos for change



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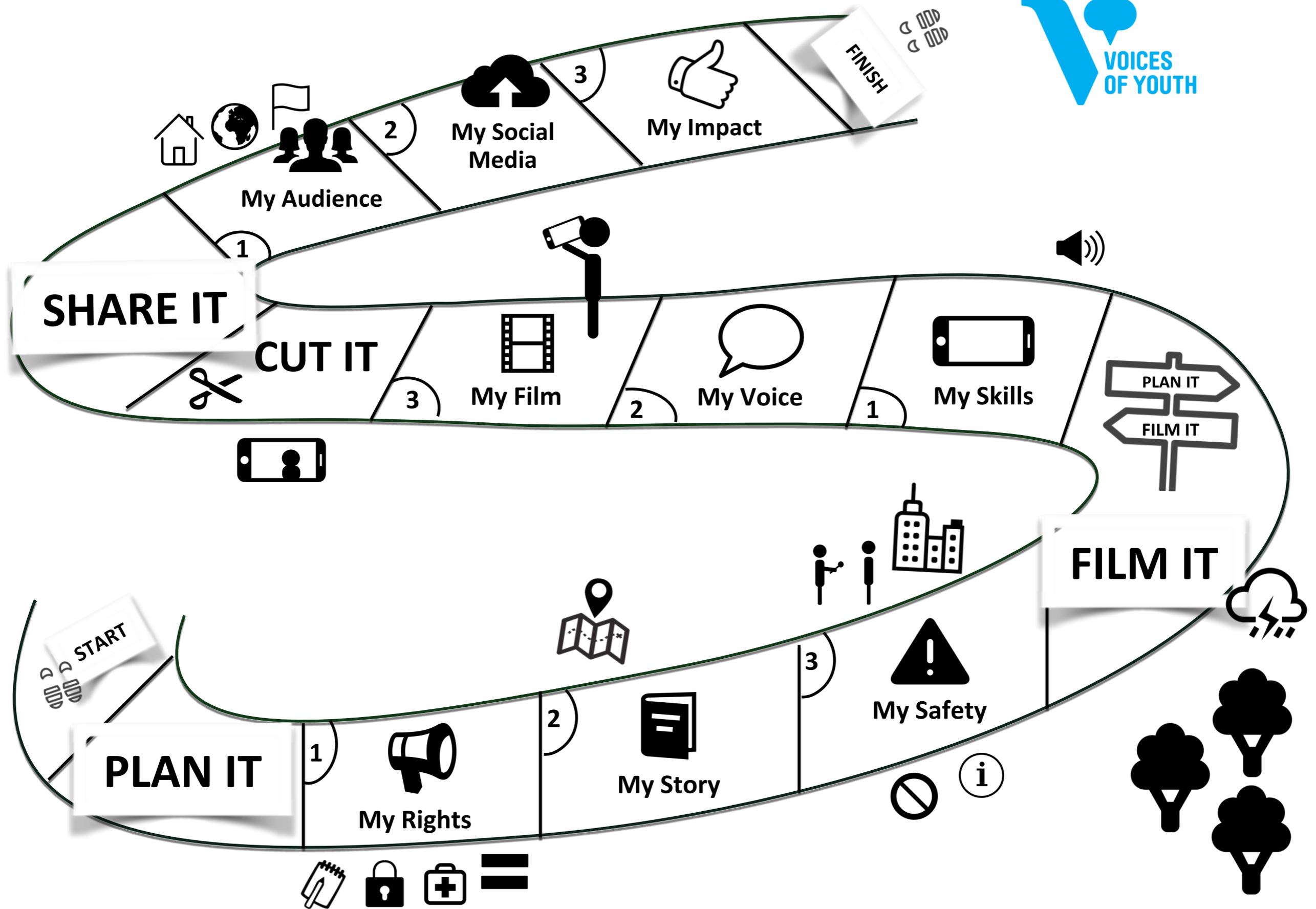
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# Tools and video equipment



## Tools.



### 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.



### Three x video tutorials

- 1 'Plan it' tutorial
- 1 'Film it' tutorial
- 1 'Share it' tutorial
- To use at the beginning of the workshop.



TV/computer to screen videos and display worksheets



Pens



Paper



## Video equipment.



Smartphone



SD-Memory card



Microphone



Battery charger



Headphones



Selfie stick



Tripod

This list is a guideline. Use your own smartphones as much as possible to build lasting skills. Share your smartphone with others if need be. Microphones and other accessories are not essential: the manual provides alternatives.



## Editing applications.

*Editing softwares for PC and Mac 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>)

# 10 Group Rules

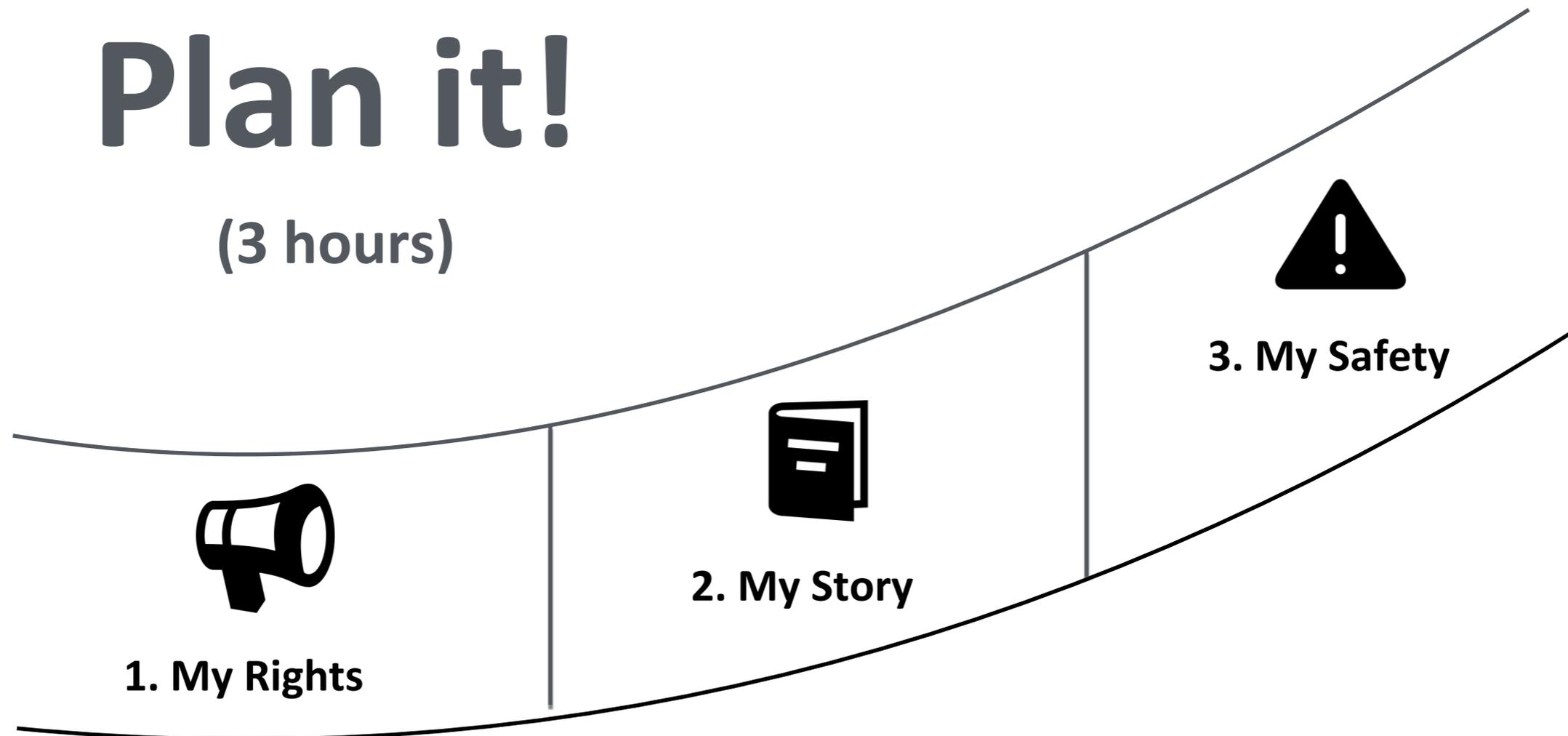
I will...

- 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!

(3 hours)



1.a. Selfie circle  
(20 minutes)



1.b. Film quiz  
(40 minutes)



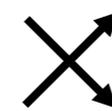
2.a. Story mapping  
(1 hour)



2.b. Story of change  
(30 minutes)



3.a. Safety score  
(15 minutes)



3.b. Safety match  
(15 minutes)

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. Do you know about your 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



## 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



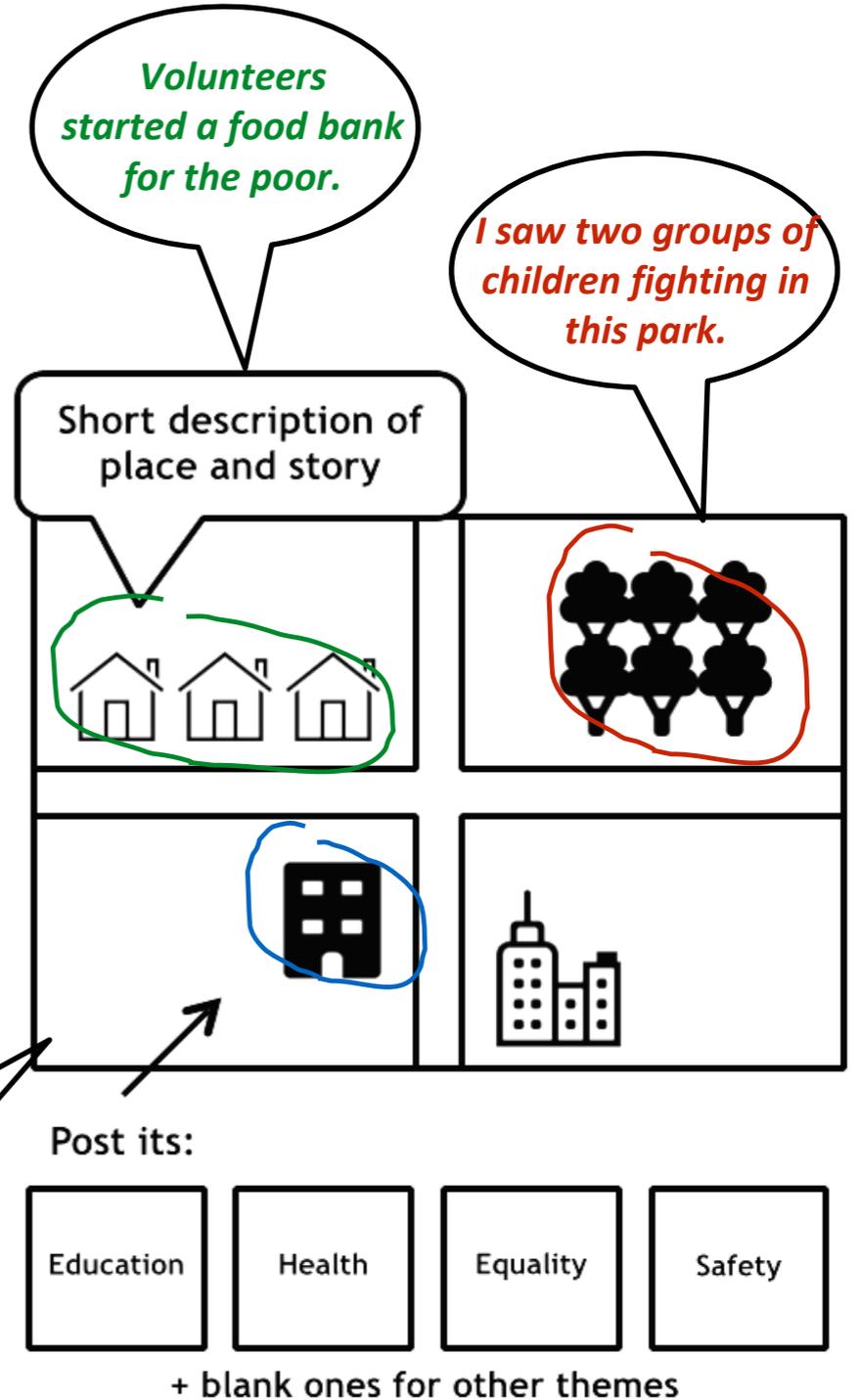
at least one place per group where you saw an example of success, happiness or kindness **in green** + short description



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: .....

.....



Where is it? .....

.....



The change I want to make: .....

.....

.....



My Plan B: .....

.....



Where is it? .....

.....



Plan it!

# 3. My Safety

## <sup>1</sup> <sup>2</sup><sup>3</sup> 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:



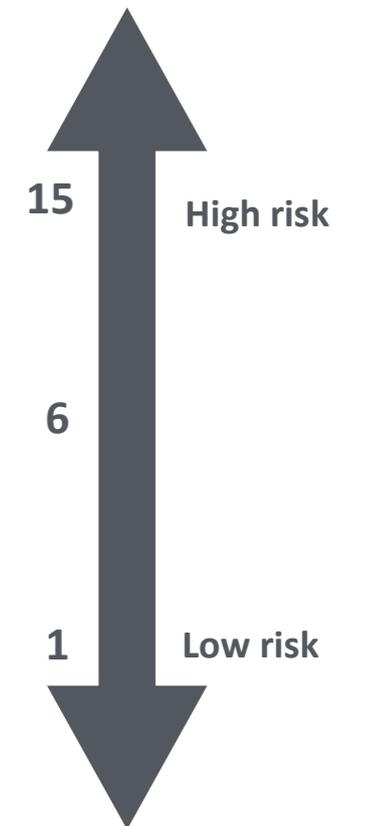
Without permission

On private property

Where there is natural danger\*

Where there is danger from people\*\*

Other



Total:

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

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



Plan it!

## 3. My Safety

### 3.b. Safety match

Match each risk to a solution and discuss.

1. Personal information about myself

2. Personal information about others

3. Talking about religion or origin

4. Filming on a private property

5. Talking about gender or disability

6. Filming people without their consent

7. Filming on sites with nature related risks

8. Filming on sites with human related risks

Ask people before filming them

Tell a story of tolerance

Ask someone to come with me or tell someone where I am when I am out filming

Tell a positive story of success

Not go to places where I might be at risk

Not share any personal information about myself or others

Have a sign up to warn people I'm filming

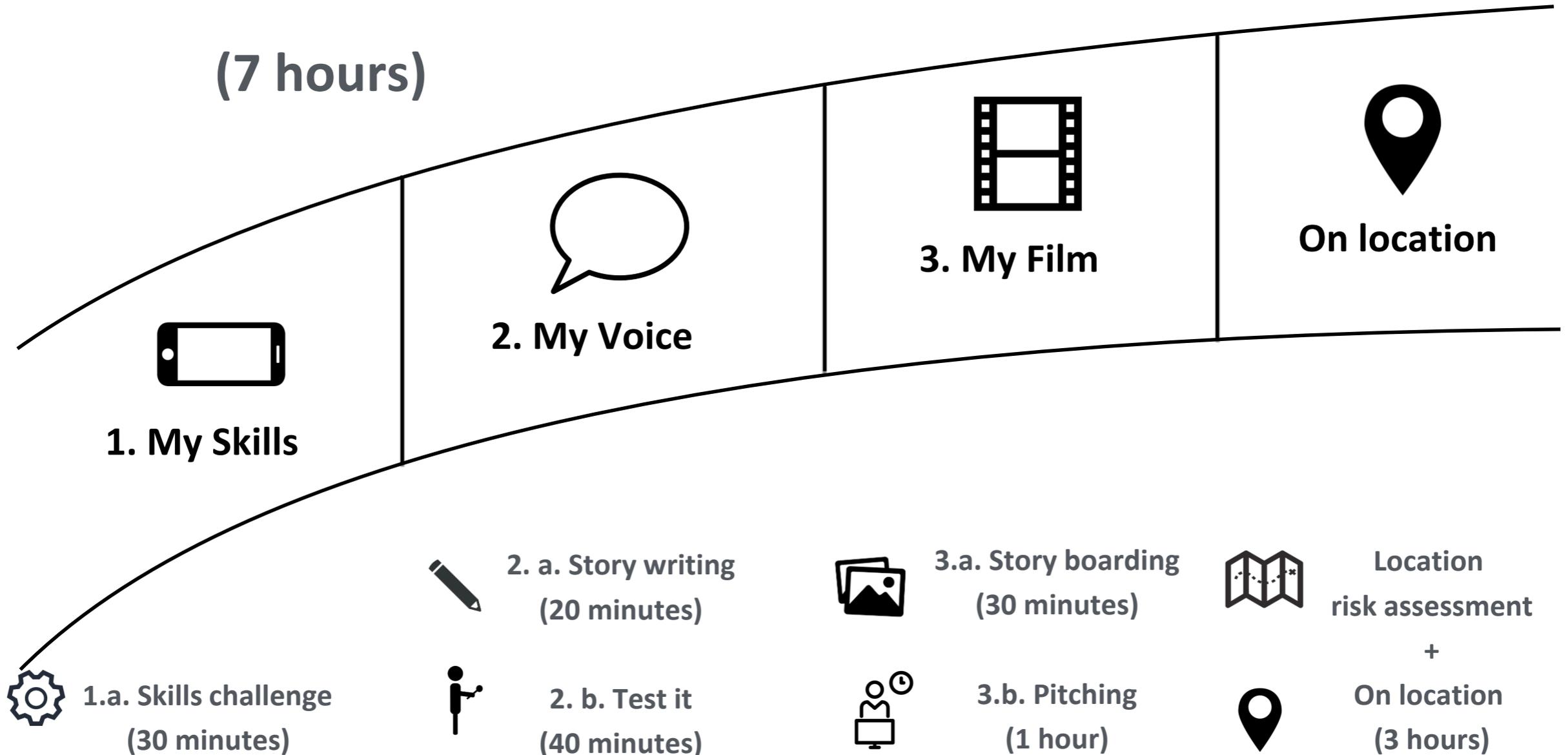
Film my video anonymously:  
hide my face, change my name

Film outside private properties or ask for permission

# Film it!

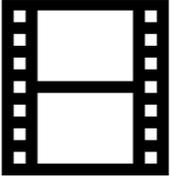
# + Cut it!

(7 hours)



  
**1. My Skills**

  
**2. My Voice**

  
**3. My Film**

  
**On location**

 **1.a. Skills challenge**  
(30 minutes)

 **2. a. Story writing**  
(20 minutes)

 **2. b. Test it**  
(40 minutes)

 **3.a. Story boarding**  
(30 minutes)

 **3.b. Pitching**  
(1 hour)

 **Location risk assessment**  
+  
**On location**  
(3 hours)

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

Film it!

# 1. My Skills

## Technical checklist

Keep your checklist with you on location.



### Watch your shot:

Light



Background



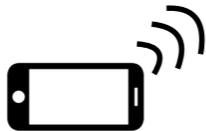
Framing



Duration



Steadiness



### Record good sound:

Noise



Distance



Equipment



Notes: .....

.....

.....

Share it!

# 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 camera 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

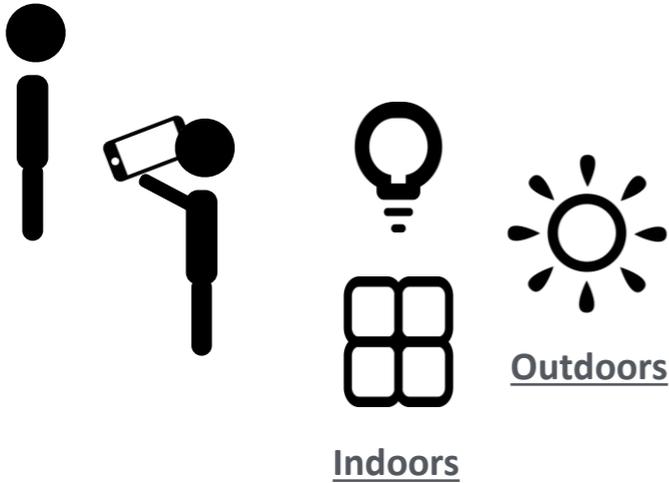
### Sound

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



### Light

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

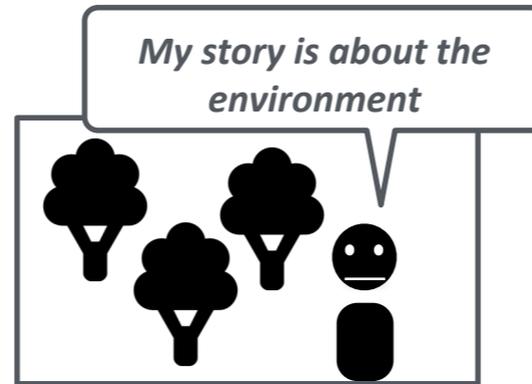


## My Skills: Factsheets # 1 and # 2



### Background

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



### Framing



No vertical filming

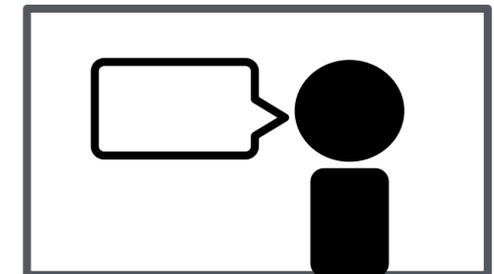


Your shots can convey emotions as well as information.

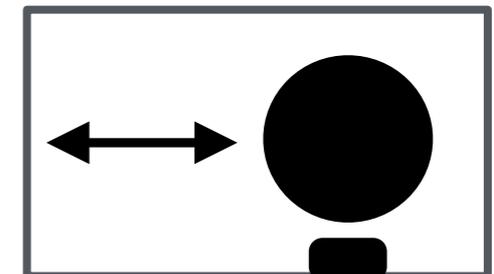
### Wide shot



### Medium shot



### Close-up



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



### Duration

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.



### Steadiness

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:

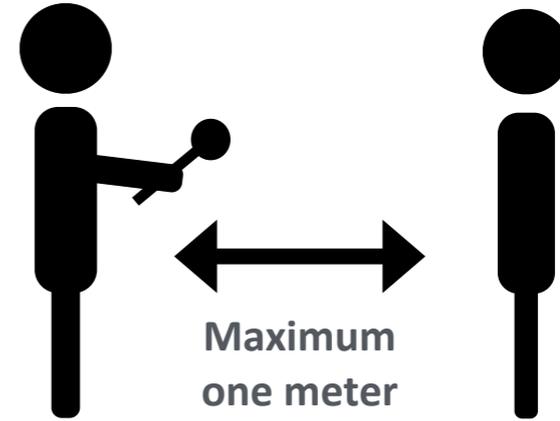


Crowds and people talking



## 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

### 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 .....

.....

2 .....

.....

3 .....

.....

And a short video commentary:

.....

.....

.....

.....

.....

.....

.....

.....





## 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



## 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

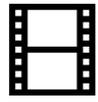
 Mixed formats

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!

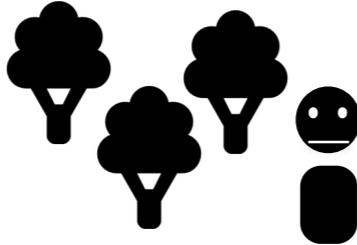
# 3. My Film

## 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?* .....



Large empty rounded rectangular box for notes.



LS



MS



CU

**What?**

Three horizontal dotted lines for notes.

**Where?**

Two horizontal dotted lines for notes.

**Interview question or commentary:**

Four horizontal dotted lines for notes.



Large empty rounded rectangular box for notes.



LS



MS



CU

**What?**

Three horizontal dotted lines for notes.

**Where?**

Two horizontal dotted lines for notes.

**Interview question or commentary:**

Four horizontal dotted lines for notes.



Large empty rounded rectangular box for notes.



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MS



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MS



CU

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Large empty rounded rectangular box for notes.



LS



MS



CU

**What?**

Three horizontal dotted lines for notes.

**Where?**

Two horizontal dotted lines for notes.

**Interview question or commentary:**

Four horizontal dotted lines for notes.

# 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: .....

Time of departure: .....

Time of return: .....

Mode of transport: .....

Meeting point: .....



## My safety

Risks:

.....

.....

.....

.....

.....

Solutions:

.....

.....

.....

.....

.....



## My contacts

I will be filming on location:

- By myself
- With: .....

Their contact number:

.....

My contact number:

.....

My instructor's number:

.....

Emergency contact in my family:



Name and contact number:

.....

.....



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



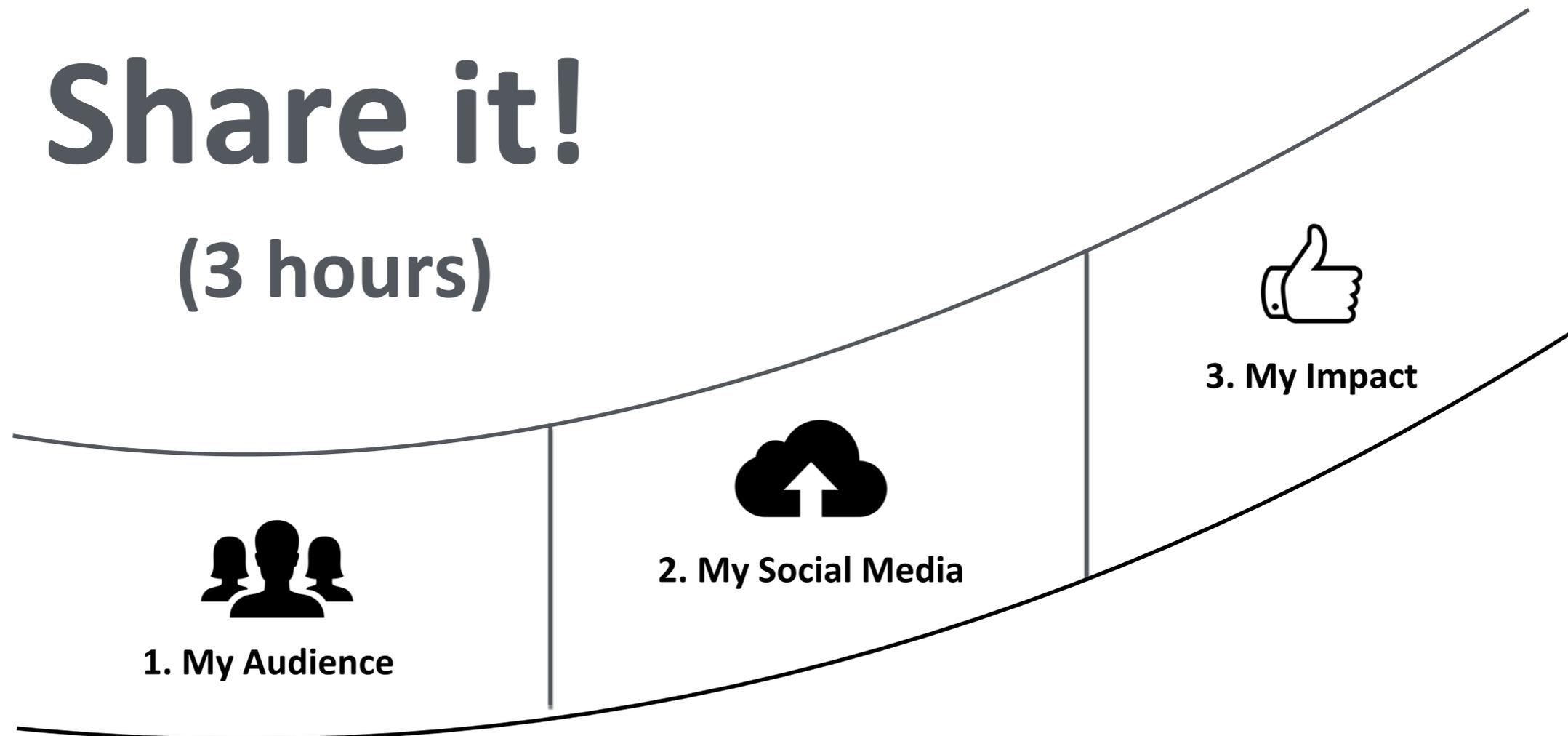
Check the format and file size of your video to make sure it is easy to upload online.



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

# Share it!

(3 hours)



1.a. Audience match  
(15 minutes)



2.a. Spider map  
(20 minutes)



3.a. My film poster  
(30 minutes)



1.b. Audience plan  
(15 minutes)



2.b. Safe scenarios  
(40 minutes)



3.b. Film screening  
(1 hour)

# 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

2. Stray dogs on the street

3. No wheelchair access to the shops

4. Parks in my city are not safe

5. Violence against children in my country

6. People living on the street

7. My village needs better health care

8. People's differences are not always accepted

International organizations

Bloggers

Friends and families

Teachers

News channels

Politicians

National organizations

Journalists

Local government

Celebrities

Community activists

Eg. *UNICEF, Greenpeace* .....

Eg. *Bloggers on a youth Youtube channel.* .....

Eg. *My uncle and his friend Goran.* .....

Eg. *My science teacher.* .....

Eg. *The local news channel.* .....

Eg. *The minister for health.* .....

Eg. *The national child protection centre.* .....

Eg. *At the local newspaper.* .....

Eg. *The mayor.* .....

Eg. *Singers and actors.* .....

Eg. *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.



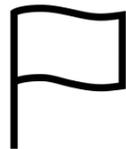
People I know in my community:

- 1 .....
- 2 .....
- 3 .....



People worldwide:

- 1 .....
- 2 .....
- 3 .....



People in my country:

- 1 .....
- 2 .....
- 3 .....



My guest list for the screening this week:

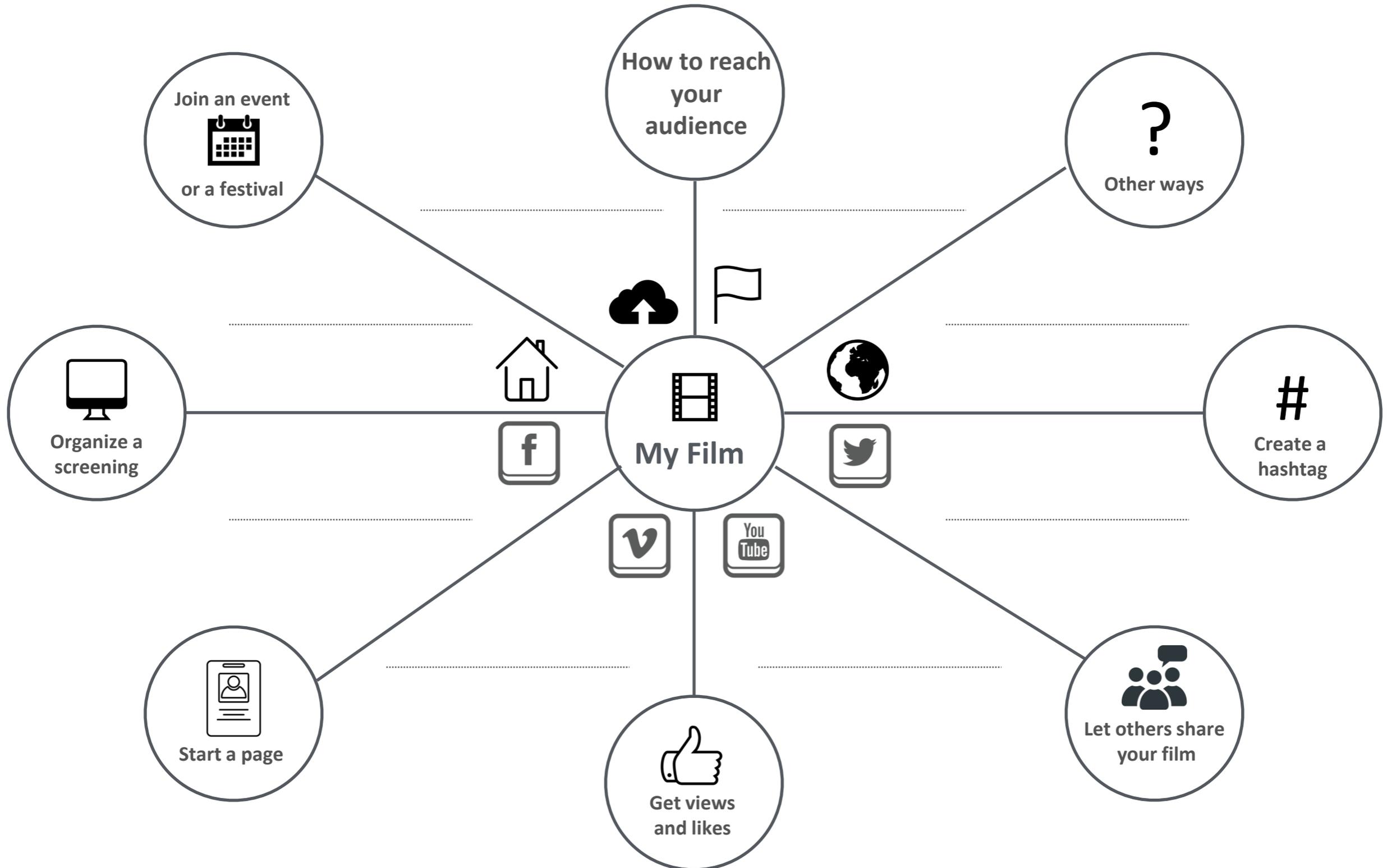
- 1 .....
- 2 .....
- 3 .....

Share it!

# 2. My Social Media



## 2.a. Spider map



Share it!

## 2. My Social Media

### 2.b. Safe scenarios

- In teams, discuss one of the scenarios and answer the question.**  
(team 1 = scenario 1; team 2 = scenario 2 and so on).
- 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.**

# 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**

A nice looking image  
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.

Share it!

# 3. My Impact



## 3.b. Screening ceremony

Are you ready to share your video?

My total audience today: .....

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:

.....  
.....  
.....

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

.....  
.....  
.....

# 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
<p>#1</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><u>Where is it?</u></p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>#2</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><u>Where is it?</u></p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>#3</p> <p>.....</p> <p>.....</p> <p>.....</p> <p><u>Where is it?</u></p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>



Large empty rounded rectangular box for notes.



LS



MS



CU

**What?**

Three horizontal dotted lines for notes.

**Where?**

Two horizontal dotted lines for notes.

**Interview question or commentary:**

Four horizontal dotted lines for notes.



Large empty rounded rectangular box for notes.



LS



MS



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**What?**

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### **Authors and contributors:**

Instructor's manual, Participants' workbook designed and developed by Alexia Dickinson in collaboration with Training4News and the UNICEF Regional Office for Central and Eastern Europe and Central Asia.

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