



HURISTO
HUMAN RIGHTS
STORYTELLING

MANUAL

for the educators



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Introduction

Digital Storytelling is a very easy technique with a low threshold. Participants can tell personal stories or give their personal point of view on different subjects, by creating a short film made of photos and still images, some sounds and music, titles on the screen and their own narrative voice.

Especially that last element is very important. The voice of the narrator is the voice of the maker of the film. Since the format that is used is so simple, all attention can go to the creation of the story and the **personal expression of the maker**.

This audio-visual technique is **very suited for groups that are less literate or have difficulties in reading**. The aim of digital storytelling is not to write literary texts for the narrative voice, but to use language to express feelings and describe personal experiences. The story can be supported by the use of keywords on the screen. In this way digital storytelling can be used as a **language learning activity**.

The result of this process is a short film, in general between 1 and 3 minutes long, that can **easily be shared online**, for instance on YouTube or Vimeo. These platforms have easy-to-use software to create subtitles too, so the films can be shared between groups of people who don't have the same maternal language!

And finally: digital storytelling is a wonderful **group activity**! The first sharing of the stories happens within the group itself and this creates great emancipatory and sometimes even therapeutic effects! Especially when the stories deal with sensitive subjects or even taboos.

Since the makers use still images or photos from found on internet, they do not have to appear in their films themselves: digital storytelling is a technique in which you can share very personal stories in an **anonymous** way (if you want).

While working on the films, **participants help each other and learn together**. That makes it a wonderful activity for peer learning. By making the films – and using their smartphones, tablets or computers in a new and creative way – the participants acquire a series of **21st century skills**, linked to new technologies, solving problems, social skills... but also to the concept of 'learning to learn'.

For all of these reasons we chose to work with the technique of Digital Storytelling within the HURISTO project: participants in Spain, Italy and Belgium who have less skills on the level of reading, writing and digital competences, can use this technique to express themselves on topics linked to the European Human Rights Charter and the stories in their lives that can be linked to these topics.

In the past we have already used Digital Storytelling in very different contexts:

- ▶ In the project 'Vrouwentongen' ('Women's tongues') groups of women created stories on violence against women, mainly within their families, violence committed by their husbands or boyfriends...
- ▶ Within prisons, male prisoners (convicts, but also people in custody) could express what it's like to be deprived of your liberty...
- ▶ Youngsters used the technique to create stories on racism and hate crimes...
- ▶ But also: adults who are learning Dutch as their second language (in Brussels) created short stories to tell about their 'perfect day'. A nice way of self-expression in their newly acquired language...

You can think of many possibilities more...

In the United Kingdom digital storytelling is used by patients who tell their personal experiences to doctors: stories that are often not discussed during the consultations. Doctors can this way learn about how their patients feel and offer a better service afterwards.

Digital Storytelling is a technique that combines deep sharing (of feelings and stories) to deep learning (in working on projects with groups of people).

The huristo project

Human Rights Storytelling, that is the aim of the HURISTO project. In 2000 the European Parliament, the European Council and the European Commission proclaimed the '**Charter of fundamental rights of the European Union**'.

The full text of the charter can be found here: https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en

The charter contains of **50 articles** in 6 chapters:

1. Dignity
2. Freedoms
3. Equality
4. Solidarity
5. Citizen's Rights
6. Justice

Some of these articles are quite general or maybe even somewhat abstract:

- ▶ Human Dignity, Equality before the law...

Others seem far away from the daily life of many citizens, especially marginalized groups:

- ▶ Right of access to documents, Right to petition...

So, what does this text mean in the everyday life of the citizens of the Union? Should every citizen know this text by heart? And what about citizens that do not have the facility to read these kind of texts?

In the HURISTO project we start with the stories of the participants. Afterwards we can link these stories to articles of the Charter.

To do so we have chosen to work with 2 concepts:

- 1. PHOTOLANGUAGE SET:** a set of 30 flashcards with photos that illustrate different situations that can be linked to human rights within the EU. Participants can choose one of the photos and link it to a personal story that they can share with the group
- 2. STORY CIRCLES:** in different rounds the participants share their stories with the group and develop them together into short stories for their films

So for the storytelling, we want to start with images first. The images on the flashcards can stimulate the imagination of the group or remind them of stories or situations they have experienced or heard of.

First they will share these stories in the privacy of the group. The storycircles and the interaction within the group will lead to story ideas, that each participant will develop into a short movie: a digital story.

These short films are the final result of the project. They can be shared in an even wider circle of people, outside the group (via internet).

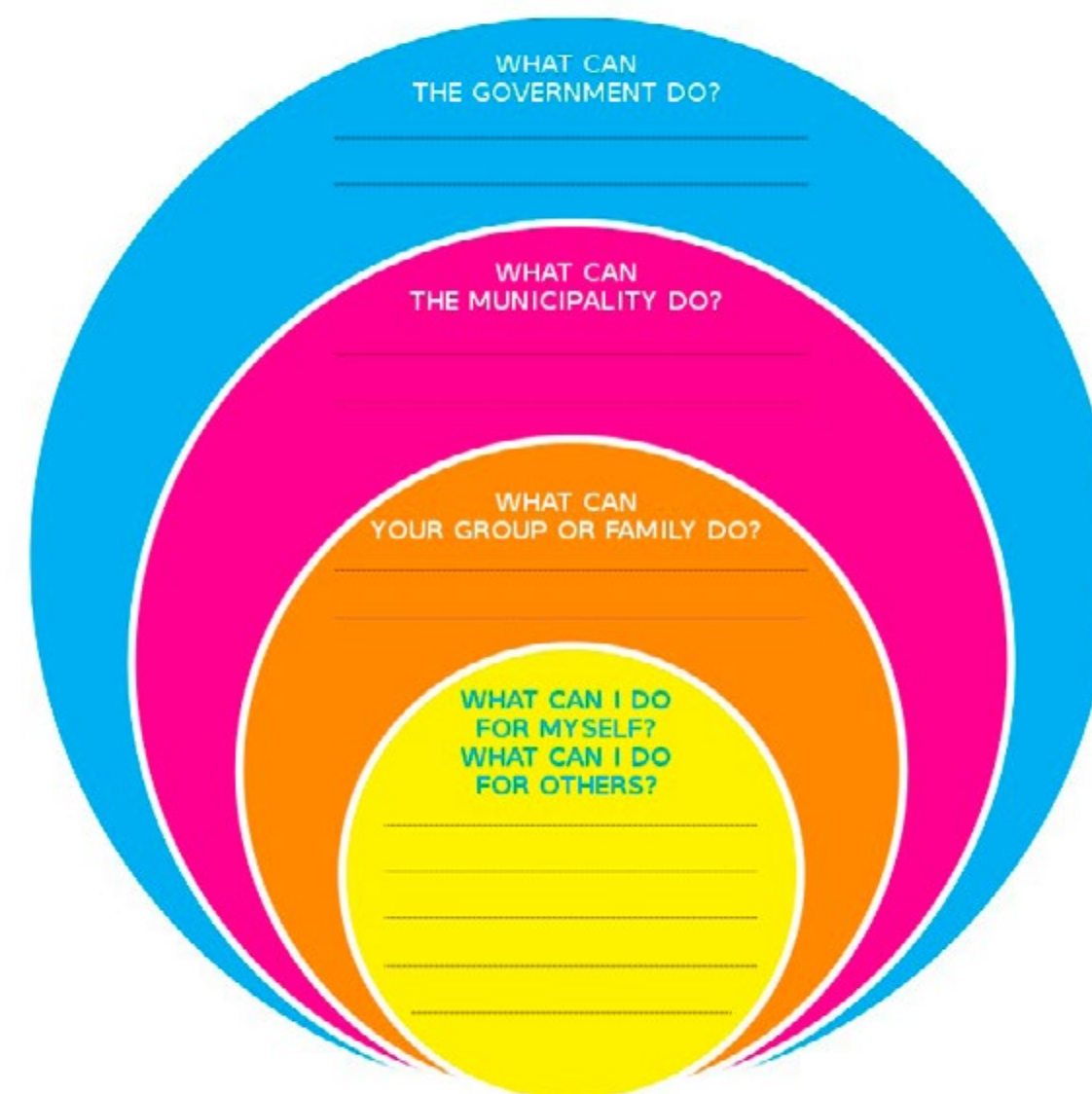
For the participants these films are very important: they are the tangible result of their work and often a true conquest for them: the first time they produced their own a film! The final result makes them very proud.

But the group process is even more important! In an interactive way, by creating the films, the participants learn about their (human) rights and learn to analyse their own situation and problems.

They can also analyse who could create solutions to their problems: they themselves, people around them...? Or do they need help from the government?

human rights

THE 'WHO CAN DO WHAT?' CIRCLES



source: <https://www.unicef.be/content/uploads/2015/09/LR-werkblaadje-5-SDG-NL.pdf>

Further on in this manual we will explain a bit more how to integrate these reflections in the project. To end, just two short testimonials of the effect these kind of projects can have on participants.

In 2016 we created digital stories with an intergenerational group. The youngest member of the group was

16 years old, the oldest 82. In general, when young people are around, the seniors let them do the editing. “We are too old to learn these kind of things”, they say. “And these youngsters are so handy with computers”. But in this project we made every participant create a digital story, from A to Z, from the first story idea to the final editing of the film.

One of the older ladies told the story of her youth: about how she had to work as a child and didn't have a happy childhood. On the soundtrack of her film, she plays the harmonica herself. Every time she looked back at her film afterwards, tears would roll down her cheeks. Not only because she became emotional listening to her own life story, but also because she was able to share it with the group and because she had edited her own video! She had never imagined doing something like that at the age of 76. The film can be seen here: <https://vimeo.com/194728181>

In the first group of ‘Vrouwentongen’ (‘Women’s tongues’) was Karima. Her story was quite heavy. She was very badly treated by her husband and one day decided to run away, leaving her children behind with her mother. But the man came after her and at one moment attacked her with an acid. She fled to Belgium, dreaming of one day being able to make her children come over. When she participated in the project, she was quite isolated and depressed and didn't really know what to do next. But the possibility of sharing her story with the other women in the group and the great solidarity she felt from them, helped her a lot. For her, it was a turning point. She climbed out of the dip, got renewed self-confidence and even found a job shortly after the project!

Karima's film - “BECAUSE I AM A WOMAN” - can be seen here: <https://vimeo.com/86624516>

It's wonderful to see that such a simple concept – creating digital stories in group – can have such deep impact on the participants.

The concept of digital storytelling

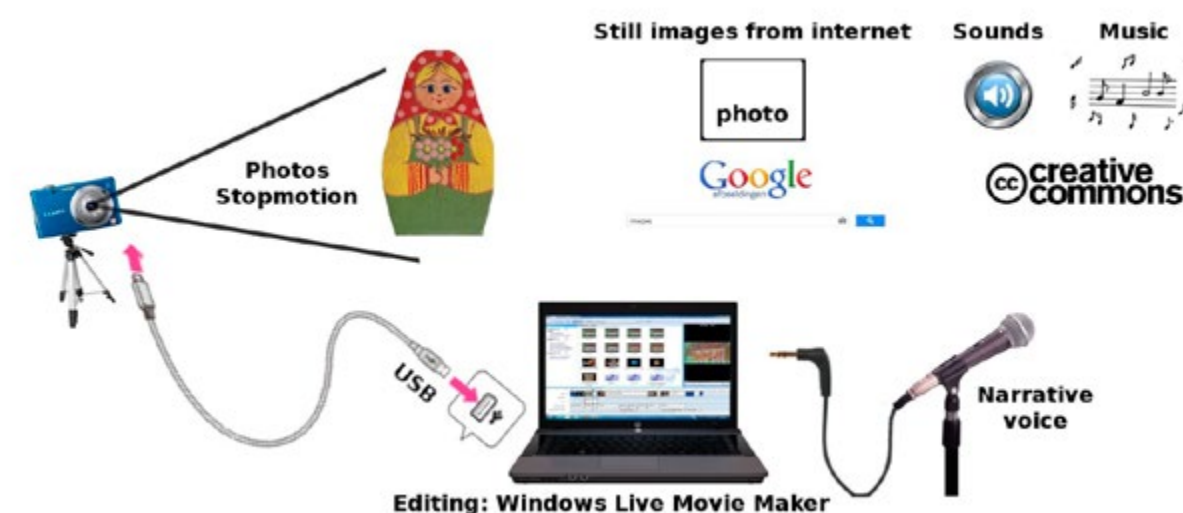
In general, a digital story is a story told with sound and images. So that can be a wide variety of short films, animated films, short fiction...

But when we talk about ‘Digital Stories’ and the technique of ‘Digital Storytelling’, we refer to a more precise concept:

In a DIGITAL STORY the maker tells a personal story, composed of a mix of still images (photos, drawings), sounds, music, titles on the screen and their own narrative voice.

These elements are edited in a simple video editing software, preferably free (so participants can install it on their own devices too and continue making digital stories at home!)

To create digital stories, you don't need sophisticated equipments: you can do it with a normal laptop computer, a photocamera or even your smartphone, a microphone, an internet connection... things most people have access to nowadays.



We edit the movies with **Windows Live Movie Maker**, that is free to install for everybody with a Windows 7 or 8 operating system.

(see further for more information, and for alternative software for Windows 10 and other operating systems)

If you have a **tablet or iPad**: you can create your entire digital story with it, since it is camera and microphone and editing machine in one! On the iPad we use **iMovie** to edit the movies, a very easy to use and creative app, that is free!

It's important to emphasize that **digital storytelling is a simple and accessible way to tell your story through a movie, without the need for extensive technical knowledge or skills.**

These can be all kinds of stories:

- ▶ Your life story or a personal experience...
- ▶ A story you have heard about or that one of your friends or family members has experienced...
- ▶ Your opinion on a certain subject or injustice...
- ▶ A question you would like to pose to the public...
- ▶ our personal report of a book you have read or a movie you have seen...
- ▶ ...

In addition to examples already mentioned above, here some more examples of digital stories, that show a variety of themes and visual techniques used:

- ▶ **MY FUTURE IN QUARANTINE** – film made by Yahaya
Yahaya tells what it's like to live in Belgium without documents, and what happened to him when he was hospitalized. A story made with (royalty free) images from internet, some video animations and a strong use of music. You can watch the film here: <https://vimeo.com/107569681>
- ▶ **NOR WHITE, NOR BLACK!** – film made by Yannick
Yannick tells what it's like to be the son of a black African mother and a white European father. Is he white, or black, or métis, or what is he? A digital story made with animated photos. You can watch the film here: <https://vimeo.com/71095477>
- ▶ **THE BACKPACK** – film made by Faris, Marwan and Mohamed
This digital story was made by 3 youngsters shortly after the terrorist attacks in Brussels (22 of March 2016). As youngsters of Moroccan origin, they feel looked at when they enter the metro with their backpack to go to school. A very short and strong outcry.
You can watch the film here: <https://vimeo.com/168442557>

- ▶ **TIC TAC** – film made by Jihad
The story of a single mother and how she manages to organise her life with a job and a small child. A digital story on the rhythm of a ticking clock, with a combination of photos and video.
You can watch the film here: <https://vimeo.com/107569682>
- ▶ **WHO HAS THE WISDOM?** – film by ADRIE:
This story was made by a 82-year old former teacher. She tells about a little girl in her class, whose mother had died. The girl is very fond of her stepmother, but then all of a sudden the father gets a new girlfriend... a very good example of how you can tell a moving story with just a couple of photos.
You can watch the film here: <https://vimeo.com/194722513>
- ▶ **MON RÊVE BLANC (MY WHITE DREAM)** – film made by Lydie
Before she came to Belgium, Lydie had never seen snow. One day she sees white flakes falling from the sky... is that snow? She starts to call her friends to have them confirm it really is! A nice example to show how a digital story can be personal and funny at the same time.
You can watch the film here: <https://vimeo.com/101395566>

During the Train the Trainer week of this HURISTO project, we asked the educators who participated to give their definition of what a digital story could be, according to them.

Here are some of their answers:

- ▶ Digital stories can help people to understand different points of views, because sometimes it's easier to get deeper into a situation with a visual concept of it. And, also, for those who are making the video, it can be the best way to express feelings and emotions, because we know that there is a strong lack of language when we need to express contrasting and complementary feelings.
- ▶ Each student translates specific experiences from his life into a simple sequence of images seasoned by sounds, music and his own voice.
- ▶ The expression of feelings and strong personal experiences through digital devices and direct involvement.
- ▶ A strong emotion, memory or hope brought to life and visualised by yourself through a collection of chosen images and shortly commented by your own voice.
- ▶ Personal production using technological devices which combines sounds and pictures. The 'director' could be in. A very personal impressive way to tell a story and express feelings.
- ▶ A digital story is a story with photos of your or someone's life which includes emotions or life experiences and has a message for others/to help others.
- ▶ I like digital stories that give me the feeling I get to know a little bit the person who made it, what is important to her or him: the story but also how he or she tells it, the creative choices of the maker...

How to organize a project

A Digital Storytelling project is a process of several sessions. You can choose to do a whole project within one week, but also to spread it slightly more in time, with weekly sessions.

You can do a short and quick project, or take your time and add more activities concerning the European

Charter of Fundamental Rights.

All depends on the time you have available for the project and the frequency in which you can bring your group together.

Roughly, we count on a schedule of **30 hours**:

| Digital Storytelling Project – 10 sessions | | |
|--|----------------------|---|
| Sessions 1-5 | Creating the stories | Acquaintance – working with Photolangauge Set – EU Charter – immersion games – Storycircles – Story idea |
| Sessions 6-10 | Creating the film | Creation of images – Collecting resources online – Royalty free material – Editing the films – Exporting and publishing the films |

But as said: you can adapt this schedule to the needs of your target group, the available time...

| Advantages of a one-week project | Advantages of a project spread in time |
|--|--|
| <ul style="list-style-type: none">▶ Intense group dynamic, the group becomes a ‘family’▶ Everybody concentrated on their film, less other activities or obligations to distract themt▶ Everybody together on one big flow of creativity▶ During the week they get a routine to work with the digital tools▶ You can collect ICT equipment for one week▶ and leave it on the spot, less dragging around with equipment | <ul style="list-style-type: none">▶ Participants have some time in between sessions to think their stories over▶ More time to create or collect the images▶ Easier to combine with other activities of your organisation or agenda’s of the participants▶ Time to deve op parallel activities with the same group (excursions, alphabetisation classes or other lessons...) |

For one session we count a block of **3 hours**: this is the ideal length of a session.

Again: this might depend on the rest of your agenda. But we have experienced that 1 or 2 hours is very short: just when everybody is at ‘cruising speed’, the time is already up. More than 3 hours can be too long.

The structure of a 3 hour sessions should always be:

| | | |
|--------|---|------------|
| Start | ENERGIZER or WARMING UP activity | 30 minutes |
| Middle | ACTIVITY or ACTIVITIES of the day/session | 2 hours |
| End | EVALUATION or ACTIVE REVIEWING activity | 30 minutes |

It’s important not to spend too much time in front of the computerscreen. Also towards the end of the project – when everybody is deep into editing their film – you shouldn’t forget to take breaks and do some energizer activities. These are very good also to create a real team spirit and to have some variety in the program.

At the end of this manual you will find a long list of possible **ENERGIZERS** and **EVALUATION** activities, including some **immersion activities** linked to the topics of Human Rights.

And finally: it’s important to end the project with a **SCREENING** of the digital stories. This can be a public event, or a small event with some invitees. Or you can have a private screening with the group. But the screening is very important! It’s a moment to close the project and look back at what has been realized. You can have a small drink and some snacks. And certainly: a projection on a big screen with a good sound system!

For the participants this wil be the first time they will see their (first) film on the big screen and they will experience watching it with public. That can be a bit frightening, but also exciting and the reason to feel very proud. It’s very important for every participant to have this success experience!

Creating the stories

The first step towards the development of their stories is the activity with the **PHOTOLANGUAGE SET**:

you can find the flashcards of this set in the **appendix to this manual**.

These flashcards have been created as a **tool** for the HURISTO-project to start up conversations about human rights in Europe and the situations in which these rights may be at risk.

They can be used in **group conversations** and **circle discussions**, to make the participants express themselves on the feelings and stories these photos evoke in them. They can make links to situations they experienced in their own lives or heard about from people they know.

By sharing these stories in the group, the group as a whole can analyze the causes and possible solutions for these situations.

Based on these discussions and the sharing of stories, the aim of the HURISTO project is that each participant chooses one photo out of the flashcards, as a starting point for a **Digital Story**.

Inspired by the photo they write their own story based on a personal experience or personal opinion, which they transform into a short film made out of photos and still images, sounds, music, text on the screen and their own narrative voice.

The partner organisations of the project – from Spain, Italy and Belgium – work with very different target groups, with people from very diverse backgrounds and origins. But they have in common that they are all low-skilled or less literate groups, who have special needs on the level of digital literacy.

This project wants to provide a methodology that is engaging, fun, offers opportunities for deep learning and has a low threshold. Digital storytelling is a wonderful tool to combine the sharing of stories with the development of social and digital skills within the group, through a process of creative and peer learning.

How can you use these flashcards?

This photolanguage set consists of 30 flashcards.

On the front side of each of them, there is a photo of a situation that can be linked to one or several articles of the European Human Rights Charter.

On the backside, there is a short title referring to these articles. There is also room left for the group to add their own title to the photo (see further).

Every flashcard has an annex, meant for the educator or workshop leader. It contains more information on the specific articles of the charter and how it may be linked to everyday situations in our lives.

It contains some keywords, background information or tips on how to discuss this with the group.

These flashcards are used to evoke storytelling and the sharing of stories within the group. To do so, we use another tool, which is called the concept of **storycircles**.

According to the number of participants in your group and the time you have available for this project, you can organise 2, 3, 4 or more storycircles.

Basic rules of storycircles

Before you start, the group has to agree on some rules for the sharing of stories in the storycircle:

1. Everything that is being said, stays within the group
2. Only the storyteller can decide to share his or her story outside the group
3. If the group is big or there are many stories, we can have a coffeebreak in between
4. The storyteller may not be interrupted: only when he or she has finished, group members can ask questions or give their comments
5. These rules are to be repeated at the start of every storycircle

First storycircle

Put all the photos out on some tables, so that participants can walk around and look at them. Ask them to choose one photo:

That can be a photo that they like... Or a photo that reminds them of something that happened in their lives... Or a story they heard of from a friend or heard about in the media... Or a situation they see as an injustice... it's up to them to choose one photo that for a reason appeals to them.

Afterwards the group sits down in a circle and every participant starts to present his or her photo and explains why he has chosen it. If it reminds him of a story, he can tell this story briefly to the group. The storyteller is not interrupted, but when he has finished, the others can ask questions or give short comments. Then it's up to the next person, until everybody had his turn.

- ▶ If the group is small, you could ask everybody to choose two photos, which could give an even richer range of stories
- ▶ If the group is large, you might have to take a break or two between the stories
- ▶ You can put out the complete selection of photos, but of course you can make your own selection too: but be aware that, in this way, you limit the choices of your participants and you may exclude some wonderful stories

Second storycircle

We want to make a link with the European Human Rights Charter. But this can be a very abstract concept to your group.

Therefore we propose – before presenting the charter itself – to ask the group **to give titles to the photos** they have chosen: one word or a short phrase.

If they want, they can write it on the backside. They will notice that on each photo, there is already a short text:

eg: 'Human Dignity' on the photo of a homeless family (photo that refers to Article 1 of the Charter). The person who chose the photo might give it as a title: 'Living on the streets' or 'Without a house but still a family'.

Follow the circle until everybody had his turn again.

If you have time, you can do this exercise with ALL the flashcards. But that depends on the total amount of hours you can invest in the project. You have to make a choice on what is most important to you:

- ▶ covering all the articles of the Charter or concentrating on the ones your group has chosen and the stories they come up with
- ▶ focus on the human rights education or focus on the aspect of storytelling (self-expression, creativity), according to the needs and characteristics of your group

Third storycircle

The next step is to start choosing which story each participant wants to tell. The photo can be the first image of their film (they are free to use in the films, CC-BY-NC-SA license, see colofon), but it can also be just an inspiration that leads the participants to a totally different story.

In this third storycircle every participant tells his story to the group. When he has finished, the group can ask questions or give suggestions to make the story clearer. As result of this round, he will feel ready to start developing the story into a story idea or a script for the film.

If you want (and you have time) you can add a fourth or fifth storycircle to develop the stories more (and also: for the fun of sharing stories and sharing ideas within the group)

How to link to the articles of the Charter of Fundamental Rights?

When somebody has chosen a certain photo, and given a title to it, on the backside there will be a link to one or to several articles of the Charter. These can be read aloud and the group can discuss whether this article is clear to them.

If needed, the educator can read aloud the whole article or ask some questions to the group concerning this right. **The complete articles and additional information can be found on the annex card that accompanies each flashcard.** Here you will find 5 **keywords** too for every article, plus an inspiring **quote** related to it.

If you want you can add an extra activity with the group: they could formulate their own list of fundamental rights. Probably they will not come up with concepts like 'human dignity' or 'the right to petition'.

But they will come up with concepts like: 'food', 'work', 'a house', 'school', 'love'...

These words can be linked to the articles of the Charter and its 6 main chapters: 'Dignity', 'Freedoms', 'Equality', 'Solidarity', 'Citizen's Rights' and 'Justice'.

If this is still a too big of a leap for your group, you could use the following drawings, that are developed by UNICEF Belgium. They are made to talk about children's rights, but apply very well to adults too: the images are very clear and can be cut out to make it a game. The group can organise these different concepts into categories.

The UNICEF material can be found here:

- ▶ <https://www.unicef.be/content/uploads/2016/05/KR-1opA4-Volledige-Tekeningen.pdf>
- ▶ <https://www.unicef.be/content/uploads/2016/05/KR-1opA4-Centrale-Tekeningen.pdf>
- ▶ <https://www.unicef.be/content/uploads/2016/05/KR-opA4-Kleine-tekeningen.pdf>

> these drawings are without text, so can be used in any language group. The 12 main drawings represent 12 categories of human rights:



Right to be treated equally



Right to a good life



Right to your own opinion and to participation



Right to be somebody (identity)



Right to privacy



Right to play, rest, cultural activities



Right to good education and information



Right to have a family



Right to healthcare



Right to safety and protection



Right to meet others (assembly)



Responsibility of parents and governments

Final story idea – write it on a postcard

After having organised a series of storycircles, all participants should have more or less an idea for a digital story.

As an exercise, you can have them write it down on a postcard of 10 x 15 cm. They can 'send' it to somebody else in the group, who will read it aloud. Is the story clear? Are all elements there so it can be understood by somebody else?

Create a scenario or a storyboard

When you have chosen a story you can move on to create your scenario with a **beginning**, a **middle part** and an **ending**.

A fun little video to show how a story is normally structured is this sketch from

Sesamestreet: https://www.youtube.com/watch?v=_xr9TtWgcbo

Sometimes the story is already complete: somebody who tells his life story or a story about a journey from point A to point B, they can just chronologically follow the events and facts.

But it can also be of some help to ask the www-questions:

- ▶ Who?
- ▶ What?
- ▶ Where?
- ▶ Why?
- ▶ When?

In the **beginning** of the movie, you have to give your audience some information: where does the story take place? Who is the main character? Who are the other important characters?

In a traditional story, there is always some kind of **problem or question that needs to be solved**. This is why the audience keeps watching: how will this story end? Will the main character succeed in solving the problem or reaching his goals? Where this question or problem appears, we speak of the first turning point of the story.

In the **middle** of the story, the main character tries to solve the problem: he faces difficulties, opposition, ... Sometimes the character gets closer to solving the problem, but then experiences some recoil. This is the development of the **plot**, where suspense will arise. But bit by bit the story will move on to the **climax**. This is the **second turning point** of the story.

At the **end** of the story the **climax** is reached: a **solution** for the problem. The main character succeeds in reaching his goals. There is a '**happy ending**' like in most Hollywood movies. But a story can also have a **sad or unhappy ending**, or the story can have an **open ending**.

This structure is a traditional structure of a story. With this you create some tension to capture the attention of the viewer. You are free to deviate from this structure. For example: when you don't want to tell a story about characters, but you rather want to give your opinion about a certain subject.

In all cases, a movie has a beginning (introduction, information), a middle part (the storyline or plot, or the expression of your arguments) and an ending (conclusion).

When everybody knows more or less which story he or she wants to tell, you have to make some decisions:

- ▶ Do you write out your whole story in a **scenario or script**? > depending on the writing skills of your group this might be more or less difficult
- ▶ An alternative can be: to make a **storyboard**, like a comic strip: you make a (basic) drawing for every image that is needed in your film. This can help you to create or search these images afterwards
- ▶ Finally each participant has to decide weather he or she wants to **start of with the narrative voice** (write the text and record it) or **start of by searching or creating images** Some people have a more visual talent: for them first images will pop up in their imagination, before the words. They might better start with their images. Other people have a more **verbal** talent: with them it's the words that pop up first. They might better start to work on their story and narrative voice first.

Creating the films

Now that the idea for each film is ready and every participant has a rough storyline (put on the 10x15 cm postcard), the creation of the films can begin.

Depending on the equipment you have available, they will work on an iPad/tablet or on a laptop/desktop computer.

In this manual we elaborate 2 options:

| | Device | operation system | Editing software / Application | Extra option |
|---|----------------|------------------|--------------------------------|--|
| 1 | iPad | iOS | iMovie | Stop Motion Studio (on iPad) |
| 2 | Laptop/Desktop | Windows 7 or 8* | Windows Live Movie Maker WLMM | Stop Motion Studio (on Android smartphone) |

* WLMM is no longer supported by Microsoft for Windows 10. It is possible to use the older version of Movie Maker in Windows 10 (Movie Maker 2.6), but you won't be able to export a Full HD movie. See further for technical information.

For all other devices, operating systems or applications: see the appendix after the parts on iMovie and WLMM.

Sometimes participants are a bit anxious to edit their own film: they think it will be very technical and difficult They will soon discover that iMovie and Movie Maker as quite easy and intuitive to use. But it can be a good idea too, to make a short movie as an exercise:

Fairy poem – a poem of 11 words

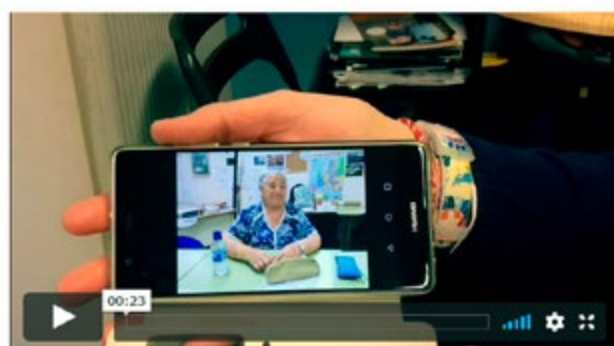
This exercise can be made in duo's: two people who work together on one device and learn together. First they write a short poem, with the following structure: **11 words in 5 lines**. The word on the last line has to express a feeling or an emotion.

FAIRY POEM

- ▶ One
- ▶ Two Three
- ▶ Four Five Six
- ▶ Seven Eight Nine Ten
- ▶ Elevev

Afterwards this poem will be illustrated with **5 photos**: one photo for every line of the poem. Some titles, music and sounds can be added too. This will be a very basic digital story, to discover the editing software.

Here you can watch an example, made by two of the participants of the HURISTO Train the Trainer week in february 2018: <https://vimeo.com/256480616>



Old?
Low skills?
Eager to learn!
Catching up with youth!
Excitement!

This simple technique of a 5-photo digital story with voice, some titles and music, can help your participants to overcome their fear of creating a movie themselves.

It can also be a very nice teaser during the first session of your project: participants will already have an idea of what they can expect to learn and will be more motivated.

Collecting material for the digital stories

After the storycircles, when the storyideas have been elaborated, it's time to start making the films. But before we start collecting images and other resources for the films, we first have to look at some technical issues concerning these images: what **technical requirements** of the images you have to pay attention to in advance?

APPENDIX 1: RESOLUTION / PIXELS / PPI / FULL HD / 0dB / mp4 / PNG and other technical terms related to video and audio

When you make a digital story, you have to make sure that your sound and images are technically OK. What does that mean? They have to have the right **FORMAT** and **DIMENSIONS**. The sound has to have a certain **LEVEL**, to be loud enough (and not too loud either!)

IMAGES

In general you can use all kind of **DIGITAL IMAGES**, but depending on the app or software you work with, some formats will not be supported.

The most common formats will always be OK:

- ▶ **PG or JPEG**
- ▶ **PNG** > these can contain transparency too!
- ▶ **GIF** > these can contain transparency too!
- ▶ Make sure they are big enough. Nowadays the standard is **Full HD**, which are images of **1920 x 1080 PIXELS**. That means:
 - ▶ 1920 pixels / points in the **width**
 - ▶ 1080 pixels / points in **height**

Make sure to set up your camera at the correct image size.

Or search images of 1920 x 1080 pixels online (royalty free images!). You can find the information on the image size (width X height in pixels) directly in the search engine.

These pictures have to be 75 ppi in **RESOLUTION**: this means 75 pixels per inch (or: 75 points in every inch of your image).

1 INCH = 2,54 cm = 25,4 mm

75 ppi is enough for video, because that's the resolution of your computerscreen. You only need higher resolution images for **PRINT** (like 300 dpi/dots per inch or higher).

MEGAPIXELS

You don't need a super-megapixel camera to create/make these pictures. Just calculate:

1920 x 1080 pixels = 2.073.600 pixels = **2.1 Megapixels**

You can use (for example) 3872 x 2592 photos in your video – which are 10 Megapixel images – but: that will ask more Random Access Memory (RAM) of your PC or tablet and in the end these images will be exported as 1920 x 1080 anyway!

EXPORT VIDEO

Again: choose the current standard and export a FULL HD (High Definition) movie. Normally that will give you a **MP4-file (.mp4)**, which you can put on a USB-stick or publish on YouTube, Vimeo or your own website.

Some programs and apps let you export directly to YouTube or Vimeo: the proper output-settings are already pre-selected.

SOUND

Good sound (and especially: spoken word, voice and dialogue) should be loud enough to understand it.

- ▶ The **VOLUME** should be loud enough
- ▶ Other sounds (noises, music) should be more silent

Just increasing the volume of your boxes is NOT the solution. The music and background noise will only get louder too!

To **AMPLIFY** your sound (narration voice) while your editing can be a solution, but the best thing is to record the sound at the right volume.

There is a technical standard for that:

SOUND VOLUME is on a scale of DECIBEL (dB)

- ▶ Your loudest sound (narration voice) should reach the level of **0 dB**
- ▶ All the other sounds should be more silent, like **-12 dB** (so: **under** 0 dB)
- ▶ Sounds that are over 0 dB will be **DISTORTED!**

So make sure that the recording level is 0dB. Don't verify this by putting the volume of your headphone (output) louder – you will just be fooling yourself – but by checking the recording level (**input**) of the microphone.

APPENDIX 2: Tips and tricks for better films

Digital Storytelling is not about professional filmmaking. The aim is not to create the 'HURISTO Film

Production House', nor to train professional filmmakers.

If some participants consider becoming a filmmaker or journalist or audiovisual artist... all the better!

But our main aim is that the participants **express themselves on the things they care about**, on their own lives and living circumstances. That they **tell and share their stories and discover their talents to do so along the way**.

We use basic equipment (a simple laptop, free editing software, a smartphone...) and a simple technique

(Digital Storytelling, based on photos with a narrative voice)

Having said this, **with some basic guidelines**, we can make the films technically better, and therefore: more pleasant to watch!

Because: if everything is technically perfect, the viewers don't see it. But if there are technical errors, the viewers get distracted from your story.

SOME DO'S AND DON'TS

1. **GOOD SOUND RECORDING** is essential: the narrative voice is the backbone of your story. Avoid background noise, music that is too loud or your voice that has been recorded too soft
2. **GOOD QUALITY PICTURES**: use or make photos that are big enough (1920 x 1080 pixels, 75 ppi) and sharp. Don't use images that are pixelated or with watermarks on them (which shows you didn't use royalty free images)
3. **USE PANORAMIC (HORIZONTAL) PHOTOS**: because the final result will be a 16:9 video. If you use vertical photos, you will have black borders on the side (**image to illustrate this?**)
> although this is changing! Today we have square videos (Instagram!) and vertical videos are hip too (on Facebook etc)
4. **DON'T BE SCARED TO APPROACH YOUR SUBJECT**: often, people make images from a great distance, and sometimes they zoom in. But the viewer will feel the distance to your subject. Come closer and we (the viewers) will feel closer.
> and if you are filming instead of making photos: it's better for the sound too!
5. **USE THE GOLDEN RATIO**: when we look at an image, our eyes are attracted at first to some very specific points on the screen.



Photo: Creative Commons License Oxfam East Africa, taken from Wikimedia Commons

Use the golden ratio to create well composed images. If you photograph people, try to do so at their eye-level (so if you photograph a child: kneel) and don't leave too much 'headroom' (eyes at 1/3 of the image)

> but of course: don't hesitate to break this rule also! (all rules are meant to be broken, if you do it for a

good reason). So: sometimes it can be nice to have a colourful element on the edge of your photo, or a slanting horizon...

- 6. MAKE SURE THE LIGHTING IS OK:** This often is easier when you work outside, with daylight. Avoid heavy sun (too much contrast and shadows), don't photograph people in front of a window or with the sun behind them (they will be in silhouette or backlight)
- 7. FEEL THE RHYTHM:** make sure the viewers have time to see your images, but don't get bored either. If you show an image for less than 1 or 2 seconds, they won't have time to see what's on it. If you show a still image for more than 5 seconds, for a 21st century public that feels like 'an eternity'!
- 8. DON'T USE TOO MANY TRANSITIONS AND EFFECTS:** that might make viewers seasick too. And it distracts them from your content and story. Using a mix of all the different transitions looks very messy too, it's better to choose one and use it several times
- 9. KILL YOUR DARLINGS (HITCHCOCK):** it's not because you personally like a photo (because of the memory of making it or somebody you like who is on it...), that you should use it in your film. Only use images that help you tell the story and pass your message
- 10. USE BACKGROUND MUSIC:** a digital story is not a videoclip. Use music that supports the story but doesn't dominate it. Sometimes it is even nicer to enrich your story with background sounds than with music!
- 11. SHORT BUT SWEET:** getting the viewers attention isn't easy, keeping their attention is even more difficult! It's better to make a short and interesting film, than making a feature film that's boring. So that means: be brief and to the point.
> the advantage of working with still images is, that the final films become naturally shorter! You would need too many photos to make a feature film :-)

12. SHARE YOUR FILM: put it on YouTube or Vimeo, publish it on Facebook... Making a film is a wonderful activity, but it really starts to exist as soon as it has a public.
> and you will get feedback too, which is always nice!

And if you want to use VIDEO instead of Photos/Still images:

13. MAKE SURE YOUR IMAGE IS STEADY: a shaky camera makes people seasick! You don't notice this as long as your camera is moving, especially when you are filming in wide angle. But: if you stay on one spot, why not use a tripod?

Now we have talked about the technical tips and tricks for a digital story, you can start producing or collecting your resources.

Creating still images

The nicest thing is, when you create your own images. Make your own photos, stop motion sequences or create your own titles. It will make your film unique and: you don't depend on what you can find online. You don't have to worry about royalties and copyrights either, because you are the author of the images yourself!

Some other advantages:

- ▶ You can create your images in front of your camera and simply photograph them > very easy for beginners in filmmaking
- ▶ That also gives a lot of possibilities of co-creation: different participants working together (and helping each other) in creating the images

But all depends on your story idea: if you want to make a digital story on the situation on the ground in Syria, you might want to work with real newsphotos, taken from internet. This will give your film a more realistic character, closer to a news report.

To create your own images, you have several options:

1. Using **photos** you already have in your private album or in your smartphone
2. **Taking new photos** especially for this story
3. Making **drawings** and photograph them
4. **Creating your own characters or objects** with paper, plasticine, other craft materials
5. **Creating stopmotion sequences** with these objects or with cut out pictures from magazines
6. ...

A **stop motion** sequence is a short animated video: it's created image by image, with small differences between the consecutive still images.

How to make these stop motion sequences is described in the appendix on Imovie (see further). We use the **free app 'Stop Motion Studio'** for it, available for iPad (iOS) and tablet (Android).

In Camilla's film – that we use as an example on how to create a digital story in iMovie – are a lot of stopmotion sequences: when the characters (birds) travel around the world, or the 'to be continued'- sequence:

HOW COULD WE MEET AGAIN? – a film by Camilla: <https://vimeo.com/256481434>

Another example is this film:

IL ETAIT UNE FOIS (ONCE UPON A TIME...) – a film by Dalphine:

<https://vimeo.com/144104666>

A digital story on the tragic destiny of Dalphine's grandmother, who was maltreated by her husband and tried to refugee at her sister's house.

Searching for images online

Searching for the right images online can be a good media literacy lesson too! How to search (and find!)

what you are looking for. And how to be sure the images you have found are free to use?

Whenever you use an image (or sound, or music, or font...) created by somebody else, you have to:

- ▶ **ask this person's permission** to use their work in your film
- ▶ **mention the name of this person** at the end of your film

and in general: **pay** this person for his or her work > these are the royalties you have to pay.

It's not because a photo or piece of music is online – and you know how to download it to your computer –

that is free and you can use it in your film!!!

In general: it's free to look at, to listen to... but as soon as you use it in a film, and you publish this film afterwards, you have to ask these permissions and pay the copyrights or royalties.

Sometimes this is very complex, because beside the maker/artist, there are also (in the case of music for instance) the record companies and distributors who own copyrights.

Therefore: in the HURISTO project we will only:

- ▶ create our own images, sounds, music and titles
- ▶ or: use **royalty free** images, sounds and music

These royalty free resources don't have copyright, but have a **CREATIVE COMMONS LICENSE**:



You can use creative commons images for free, provided you follow some rules:

There are **4 different license conditions**:



Attribution (BY): All CC licenses require that others who use your work in any way must give you credit the way you request, but not in a way that suggests you endorse them or their use. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.



ShareAlike (SA): You let others copy, distribute, display, perform, and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.

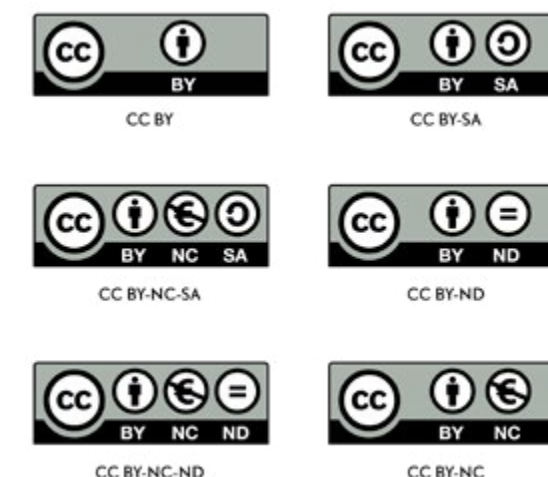


NonCommercial (NC): You let others copy, distribute, display, perform, and (unless you have chosen NoDerivatives) modify and use your work for any purpose other than commercially unless they get your permission first.



NoDerivatives (ND): You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.

These 4 conditions can be combined (the choice is made by the maker) > which gives us **6 different categories of creative commons licenses**:



If you want to use the photo or music in your digital story (film), that means:

| | | |
|-------------|---|--|
| CC BY | Attribution alone | Give credit to the maker (at the end of your film), for the rest: you are free to use and remix it |
| CC BY-SA | Attribution + Share Alike | Give credit to the maker, you can use and remix it, but you should publish your film under the same terms (same CC license) |
| CC BY-NC-SA | Attribution + Non Commercial + Share Alike | As above, with extra restriction that you cannot commercialise your film |
| CC BY-ND | Attribution + No Derivates | Give credit to the maker, but: you have to use it as it is, you cannot remix it (which is difficult if you want to intergrate it in your film) |
| CC BY-NC-ND | Attribution + Non Commercial + No Derivates | As above, with extra restriction that you cannot commercialise your film |
| CC BY-NC | Attribution + Non Commercial | Give credit to the maker, you can use and remix it, with extra restriction that you cannot commercialise your film |

Which license applies to the image, sound or music you have found, should normally be mentioned on the webpage where you have found the resource.

For more information on Creative Commons Licenses: <https://creativecommons.org/licenses/?lang=en> and https://en.wikipedia.org/wiki/Creative_Commons_license

Here is a short list of some of the website where you can find **royalty FREE resources**:

| | | |
|-------------------|-------------------------|---|
| General search | Creative Commons Search | https://creativecommons.org/ |
| Images | Google Images | Via www.google.com > Tools > Usage rights > 'Labeled for noncommercial reuse with modification' |
| Sounds | Freesound | https://freesound.org/ (free, but with login) |
| Sounds | Sounddogs | https://www.sounddogs.com/ |
| Music | Electrobel | https://be.electrobel.org/muzik.ebel |
| Music | Incompetech | https://incompetech.com/music/royalty-free/music.html |
| Music | CC Mixer | http://www.ccmixer.org/find-music |
| Music | Jamendo | https://www.jamendo.com/start |
| Drawings/Clip art | Open Clip Art | https://openclipart.org/ |
| Vector icons | Flaticon | https://www.flaticon.com/ |
| Fonts | Dafont | https://www.dafont.com/ |

For all of these websites applies:

- ▶ You get more search results when you put search terms in English
- ▶ On some of these websites are also resources that are NOT royalty free, so check it carefully

And you always have to mention the maker at the end titles of your digital story!

As soon as the participants start creating their films, the do not have to follow the same path! While one person is creating stopmotion sequences with some playmobil figures, another one can search the internet for news pictures on a specific conflict somewhere in the world. And a third person might create a personal story with photos from the private family album...

This will make that in the end you will have a series of very different and unique films, all with a personal touch of the makers!

But: since all of your participants will be working on parallel projects, you won't be able to help them all at the same time. And maybe they will encounter problems that are new to you too.

No worries, that's what this project is about. Because the participants cannot depend on you – the educator

– all the time, they will have to search for solutions themselves. And they will have to help eachother. Your role is the role of a **coach: you can help them search for solutions**, you don't give them the solutions!

This little rule can help you to stay in your role as a coach:

THE COACH NEVER TOUCHES THE MOUSE, THE TABLET OR COMPUTER OF A PARTICIPANT

Why not?

The aim is that the participants learn to use the equipment themselves and learn to solve their (technical) problems.

If you want someone to learn to write, you don't take over their pen either! That would be considered humiliating. So: why take over someone's mouse or tablet?

People learn by doing things themselves, with trial and error. The educator or coach is there to support and motivate them.

If for any reason you feel you have to take over someone's mouse or device anyway, never do so without asking: "May I...?" It shows that the device is theirs, that you ask their permission first to take it out of their hands. After having shown how to do something on the computer or tablet, you can ask the person to do it again themselves, so they will know how to do it next time.

Every project and every group is different. Sometimes you will encounter specific problems due to the circumstances you have to work in, the composition of your group...

Here are 4 examples of projects we did in the past, which can inspire you in searching for solutions. Because: **every problem has a solution!**

1.

Once we did a Digital Storytelling project and in our group there was a man who couldn't read nor write. But he insisted on writing a text for his narrative voice. He thought that just talking in front of the microphone – out of the blank – wasn't serious. His text should be prepared. The solution he found with someone in the group was this one: he told his story and the other person wrote it down. When recording his voice, the other person would read the text sentence per sentence, and he would repeat the sentences. During editing, which he did himself, he cut out all the sentences where the other person was talking and kept his own narrative voice. He felt very proud of the final result.

2.

We did several Digital Storytelling projects in the Prison of Sint Gillis in Brussels. They have a classroom with 10 computers, but no internet connection. The prisoners were not allowed to visit websites and search for photos online. They were not allowed to make photographs of each other and within the prison either. At the start of the project we brought all the equipment into the prison and it had to stay there during the whole project. The only object that was allowed to enter and leave the prison every session, was one USB memory stick. So what did we do? The prisoners told the two educators which images they needed or would like to have in their film. The educators would search for these images and take them along the next week on the USB stick. If images were missing or someone needed an extra image, the same procedure was followed the next week. It was a very nice example of co-creation too, out of necessity!

3.

In one digital storytelling project – on violence against women – we decided to use Playmobil figures to create stopmotion sequences for some of the scenes. But many of the participants were of black African origin and our Playmobil figures were all white! We found 2 solutions: Someone still had his Playmobil at home from when he was a child. He had a Playmobil circus and all the acrobats of the circus were black! Maybe a bit stereotypical, but here it came in handy. Another group started to paint the Playmobil figures to have more diversity in the characters. That was their way to 'hack' the problem.

4.

In general a Digital Storytelling workshop takes about 30 hours, but one day a school wanted to create the films in only 2 afternoons! And because there was no classroom available, we had to work in the cafeteria of the school, with people passing all the time. But somehow it created a special atmosphere and the youngsters (14-15 years old) became very creative. They created stopmotion stories with personal objects, to tell – via these objects – who they are. A simple concept that allowed some creativity and was possible to realize in only two afternoons. And when you impose restrictions on people, they become even more creative to go beyond those 'rules': one of the girls told her whole life story in her film, from her birth until the day she grows old with the man of her dreams!

Save files on the device

When you have found (or made) your photos and other resources, you should save them well on your computer or iPad/tablet. Therefore you can create a special folder with your own name in which you can collect all your resources:

- ▶ On Windows PC: create a folder in My Documents, in this folder you will save all images, sound and music you want to use in your film. You can also save the recording of your narrative voice here and your Windows Live Movie Maker project. Keep everything saved here until the end of the project. Do not delete any files and don't change the names of the files during the process of editing (because WLMM will not be able to link the file to your film project anymore!)

On iPad: your files will be saved in the Media Folders, the photos in images, the sounds and music in audio... make sure you recognize well all of your files by its name (because they will be in the same folders as previously saved files of other people).

Your iMovie project will be saved within the app itself.

But again in this case: do not delete any files and don't change the names of the files during the process of editing (because iMovie will not be able to link the file to your film project anymore!)

You are ready to start editing now!

APPENDIX 3 – Editing the film in iMovie (iPad)

Creating a Digital Story in iMovie (iPad) – step-by-step

Introduction

iMovie is a very creative and easy to use application that is free and can be downloaded on an iPad. We have searched for an equally creative, easy to use and free alternative for Android, but haven't really found one.

They had more limited features... or watermarks on the screen... But anyhow: a list of alternative applications you can find after this chapter.

For more information on iMovie for iOS: <https://www.apple.com/imovie/>

You can work with iMovie on an iPhone too (but of course: you will have to work on a very small screen) or on a MacBook (with MacOS). The nice thing is also: you can start a project on an iPad and finish it on a MacBook.

To exchange files you will have to use iCloud Drive or Airdrop, both services of Apple.

Starting of

You have created your story, thought about the form in which you want to create your images, photos, sounds and music? Then you are ready to start creating a project in iMovie.

In this manual we will show you step-by-step how to start, edit, finish and export your project. We illustrate this manual with screenshots of the iMovie-project of one of the participants in the Huristo 'Train the trainer' workshop from february 2018 in Turin, Italy. It's the digital story 'HOW COULD WE MEET AGAIN?' made by Camilla.

Her film is a very colourful story on the romance between a girl from Morocco and a guy from India. Camilla used photos, sounds and music, like in every other digital story. And of course: there is her own voice as the narrator. But she also added some stopmotion sequences, little animated scenes that she created in front of the iPad. To do so, she used another free application: Stop Motion Studio. At the end of this chapter is explained how to make these sequences. When finished, you can add them as a video clip to iMovie.

The finished film can be watched here: <https://vimeo.com/256481434>

The wonderful thing with the iPad is, that you can create the complete film with it, without having to use other equipments: because it is a hard disk and camera and microphone and editing machine in one! This makes it a very suitable device to create films with people who have no experience in filmmaking and editing and maybe are not even very digitally skilled. iPads (and Android tablets) are very low-threshold and intuitive to use.

Working with iMovie is very creative and not so technical. The only thing that is a bit more technical, is to get resources into the iPad or your film out of it afterwards. That could frighten beginners a bit.

The nicest way to avoid these technical obstacles, is to create all the images in front of the iPad itself (like Camilla did): by making drawings, folding objects of coloured paper, photographing an atlas...

But of course: for other films you might want to use photos out of your own smartphone, or from internet.

Getting resources into the iPad

If you don't want to start creating iCloud accounts for your participants (too confusing for them), you have 2 options:

1. by e-mail

Make them send their photos, sounds, music to their own e-mailadres. They can open their mail in Safari (it doesn't work in Chrome on the iPad!) and download the attachments to the iPad

2. via iCloud

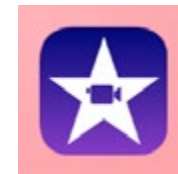
You create one iCloud-account for the whole group. You can setup a laptop with internet connection somewhere in the room. On this laptop they can search for (royalty free, of course!) photos, music and sounds. Or they can download their own pictures from a USB-stick. From the laptop they can put their documents on the iCloud Drive via <https://www.icloud.com/>

On the iCloud Drive you create a folder called 'iMovie'. Within this folder, every participant creates his or her own folder and slides their documents in.

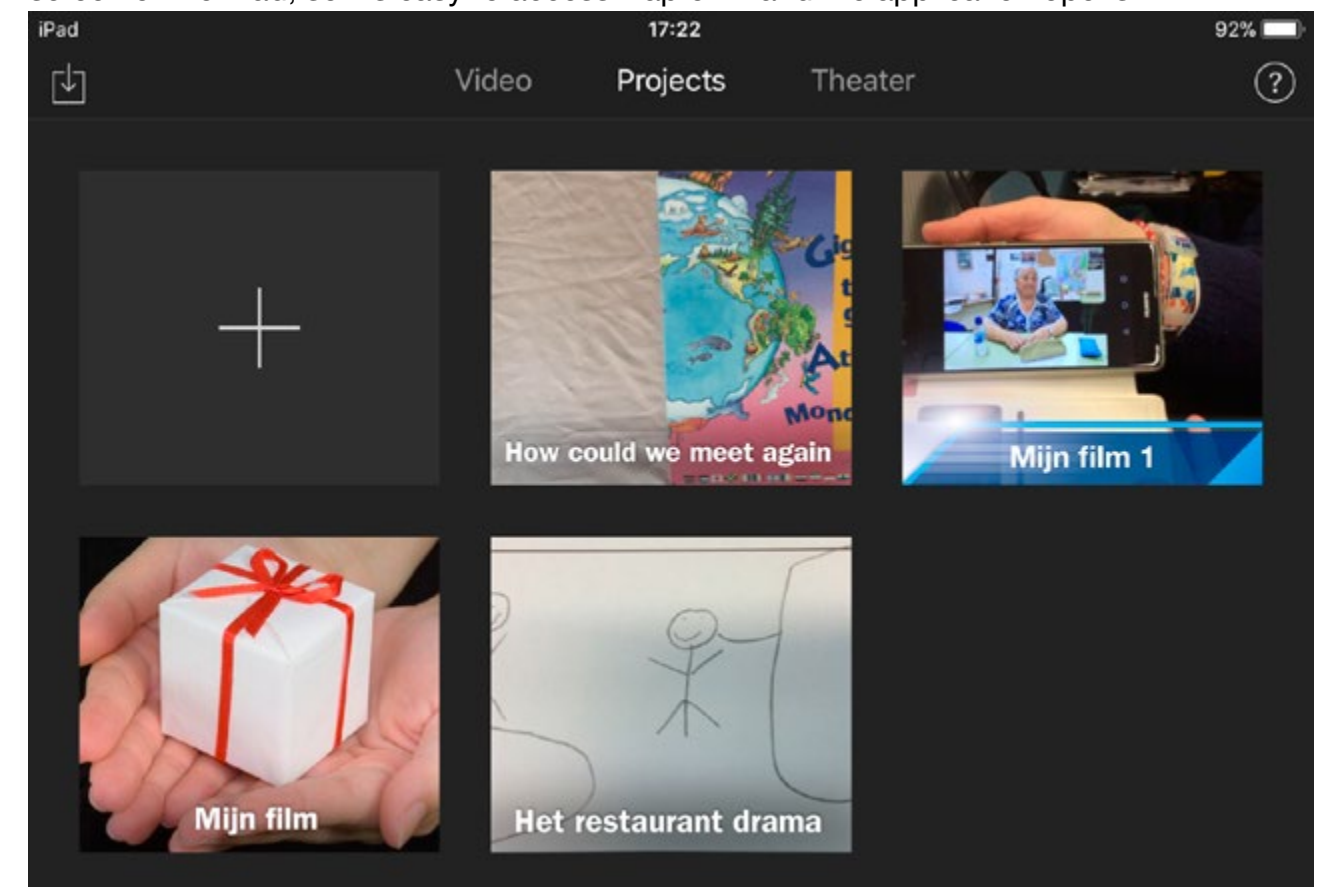
Afterwards they will have access to this folder directly from iMovie! Just make sure all the iPads are connected to the iCloud with your iCloud-account.

Now you are really ready to start:

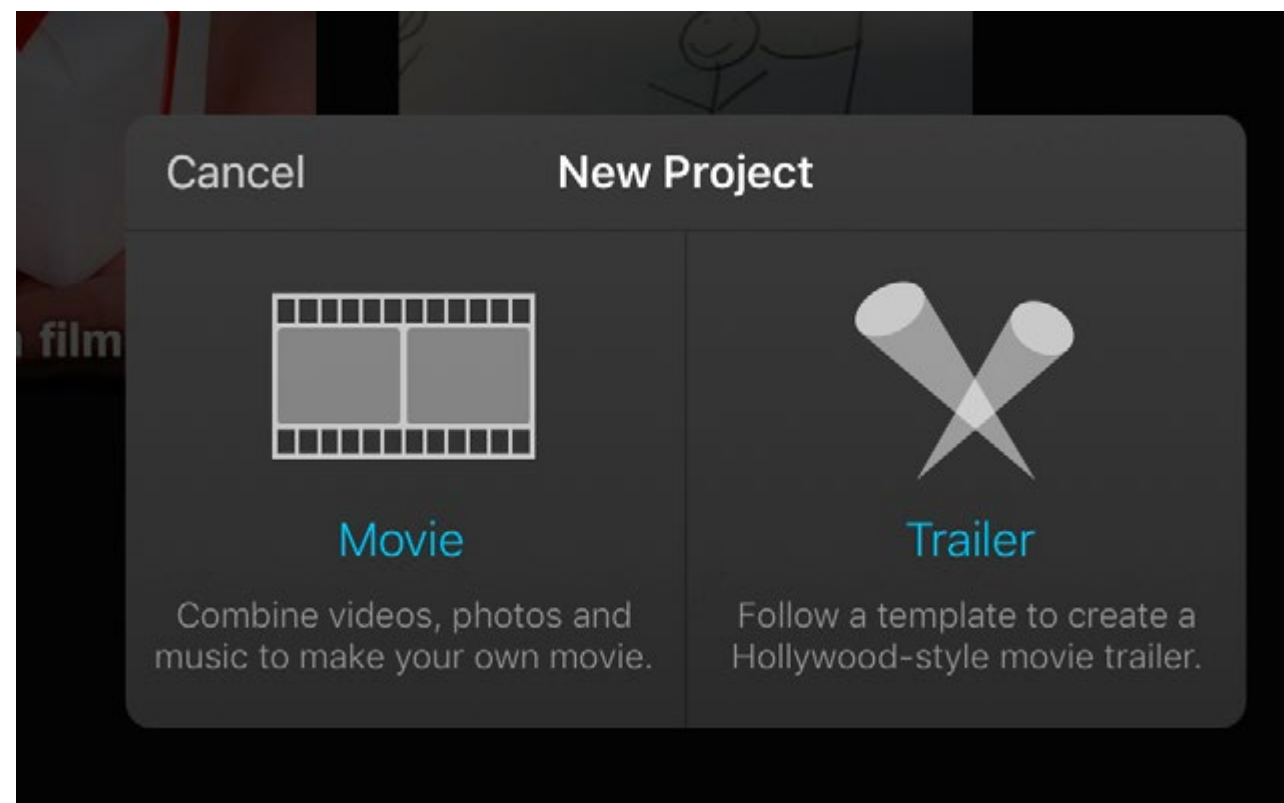
Step 1 – Open iMovie



This is what the icon of the application looks like. It can be useful to put it on the main screen of the iPad, so it's easy to access. Tap on it and the application opens.



Step 2 – Create a new project



If you tap on the + (plus) on the left upper side, a small window will open:

Choose 'Movie'.

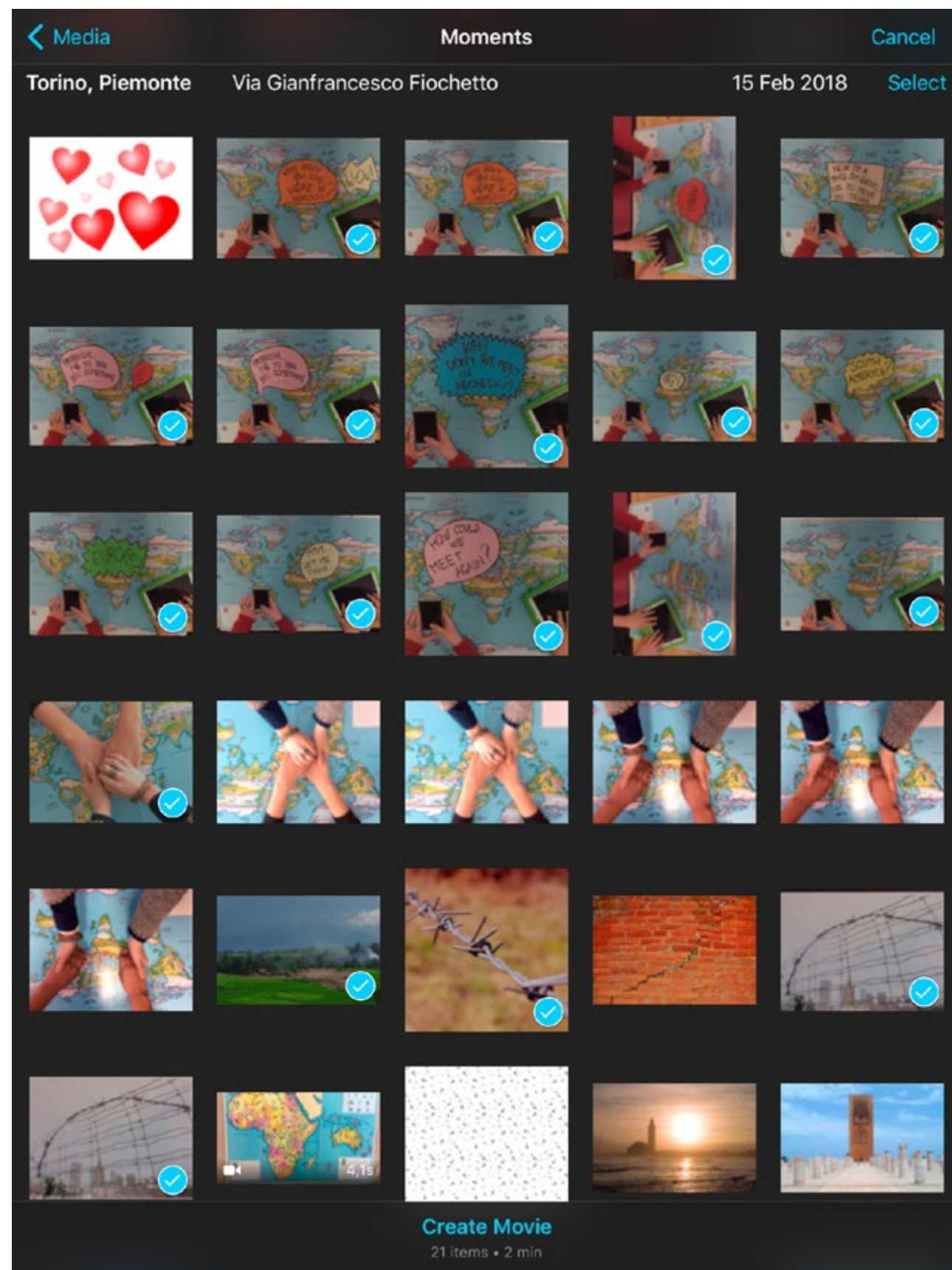
Why not choose 'Trailer'? > try them once: these are prepared template projects. Funny for once, but not so creative: the aim of the Huristo project is that participants create their own films and style. So let them start 'from scratch', which is the case in the option 'Movie'.

Step 3 – Select media

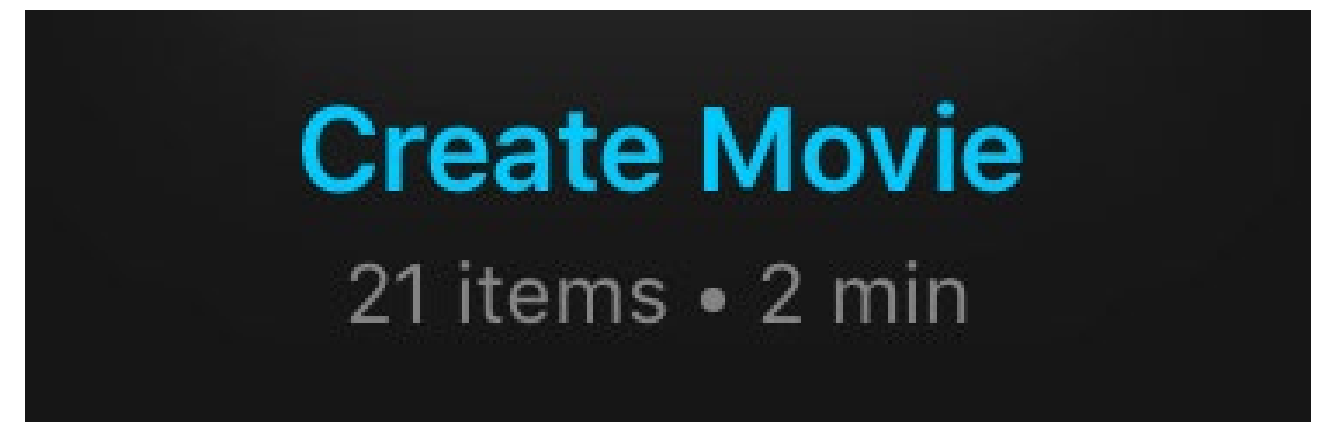
Assuming that the media (photos and images, to begin with) are already in the Media folder on the iPad.



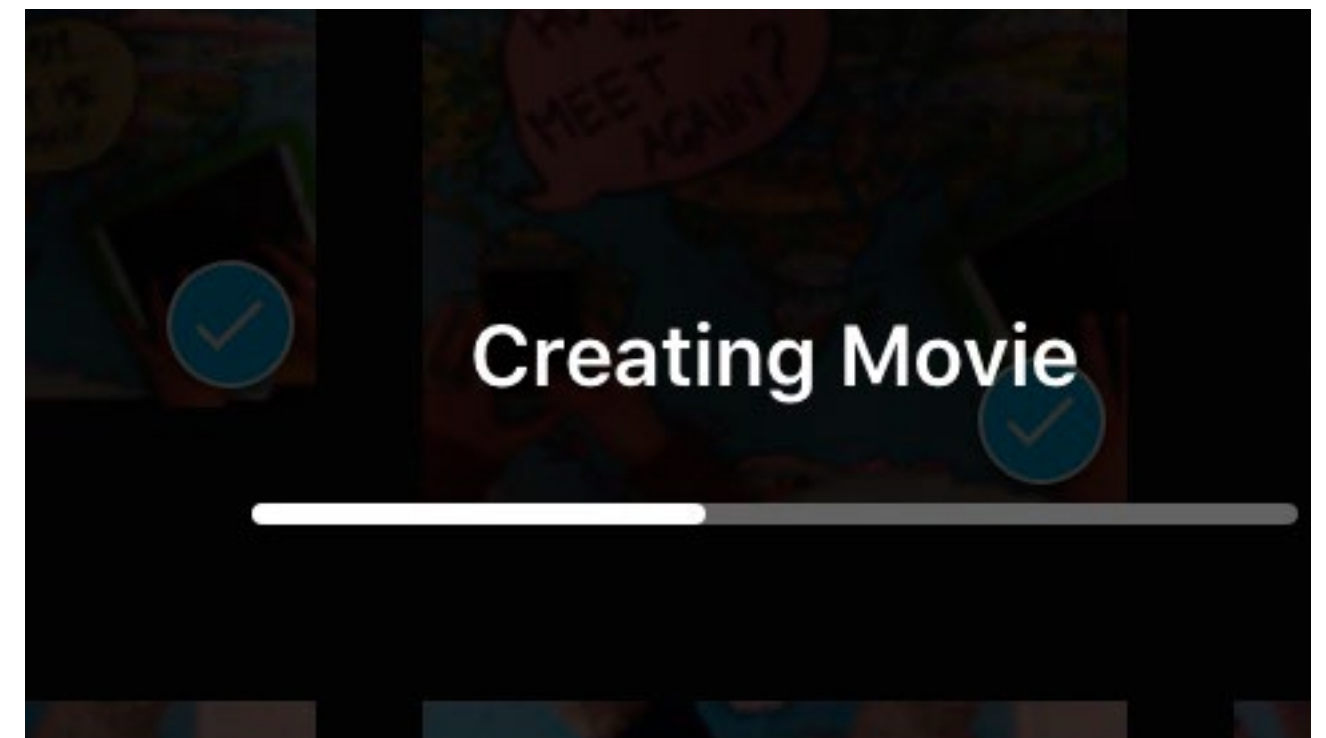
Tap on 'Select' (above, right) and start selecting the images you want to use in your film... just by tapping on them once. They will get a blue mark.



The images do not have to be in the exact order of the story yet! When you have selected all, you tap on '**Cre**at Movie':



The project is being created:



The project will open. Standard it's called 'My Movie' (you can change that later). If you want you can already press on the PLAY-button and watch your film.

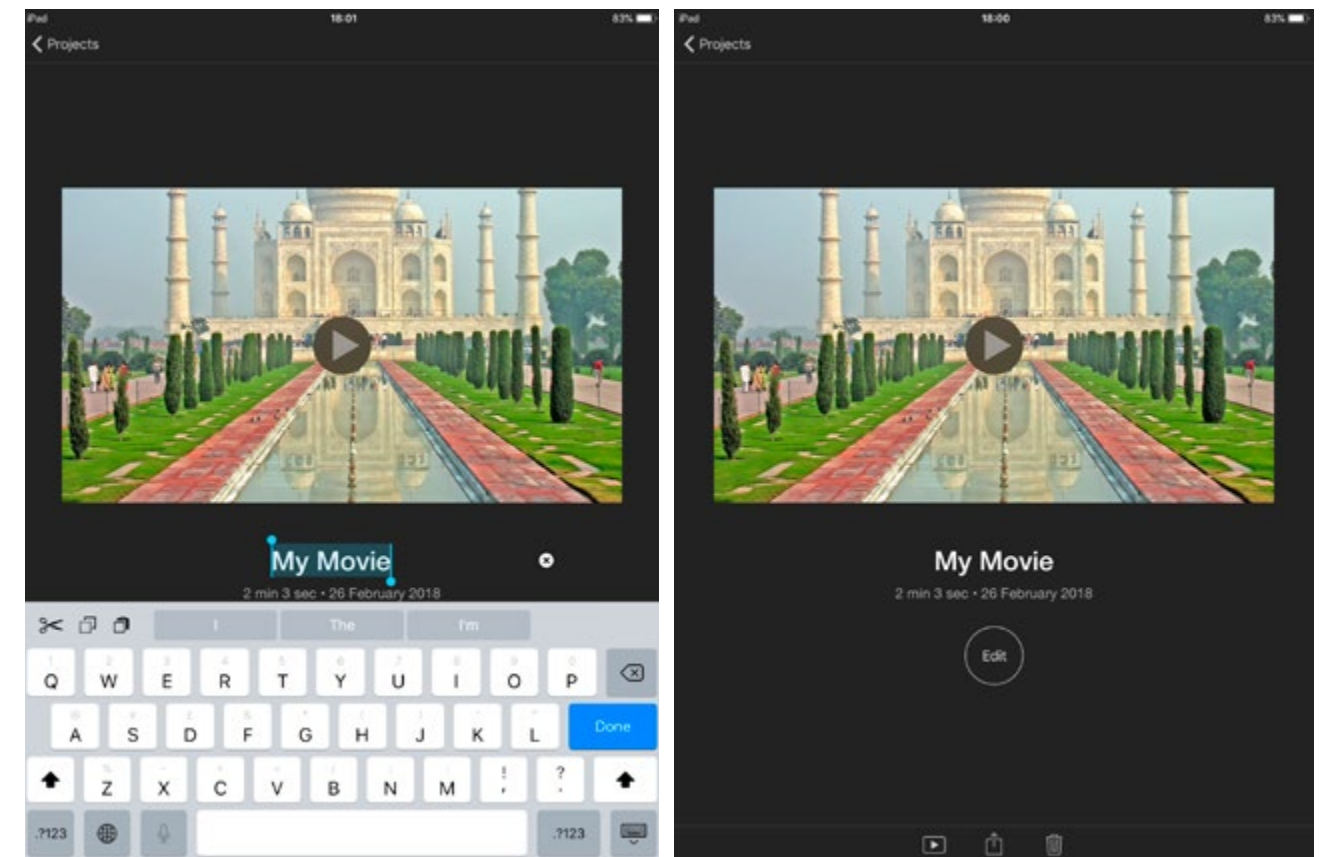
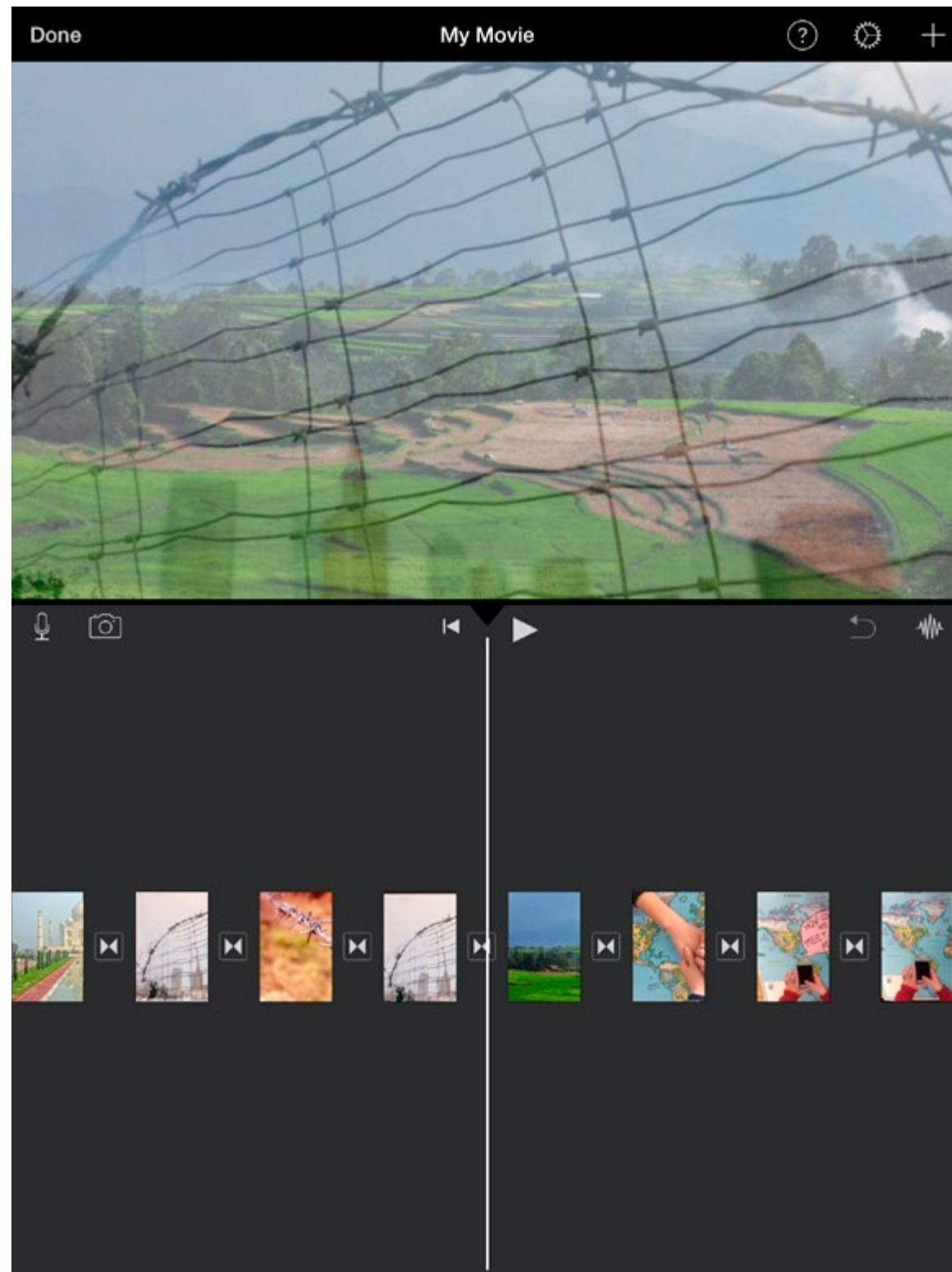
But of course: the order of the images is not correct, there is no sound, all images are too long... it's time to start editing.

But before we start editing: let's save the project and change the project name.

Step 4 – Intermediate saving – Change project name

In the left above corner you see 'Done'. Tap on it and the project will automatically be saved. To re-open your project, just tap on 'Edit'.

To change the name of the project, you can tap on the text 'My Movie' and change it by the name you want.



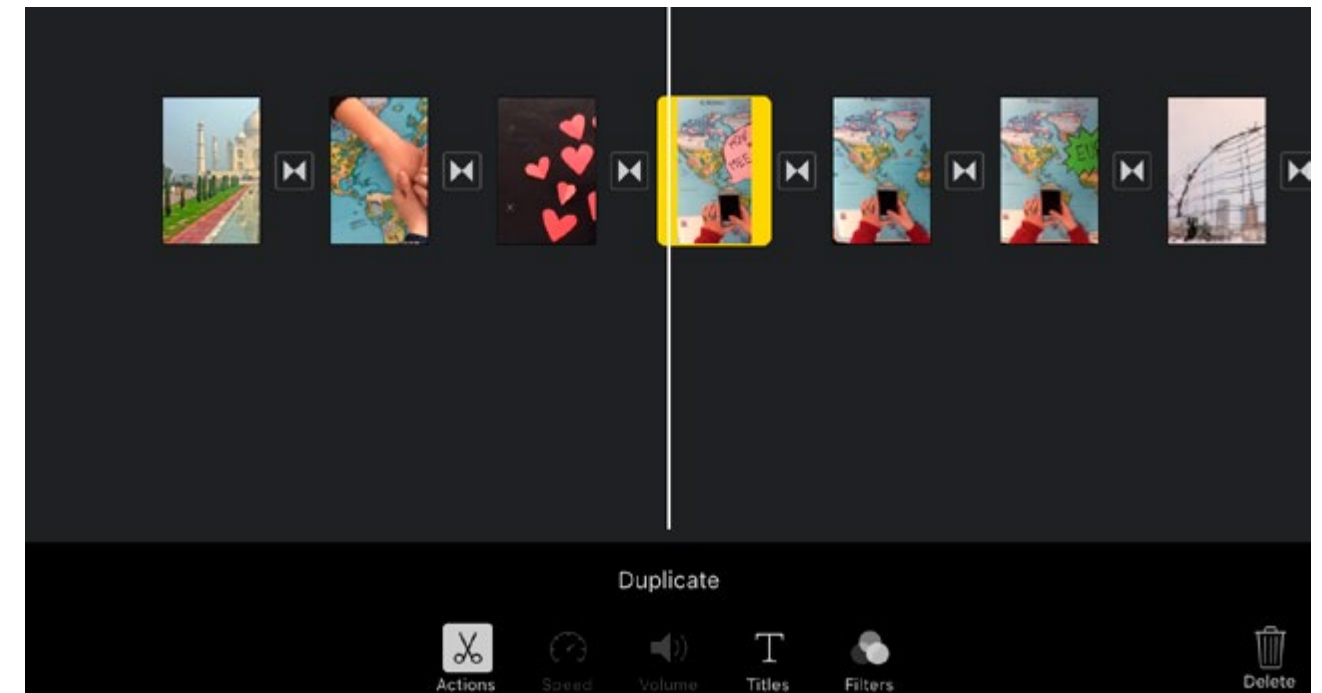
Step 5 – Organise your timeline

Before starting to change the duration of each photo, you have to put them in the right order. That's very easy in iMovie: put your finger on the image you want to move and hold it. It will come 'loose' from the timeline and you can slide it between the two images where you want it to be.

Image by image you can repeat this, until all images are in the order you want them to be.



Sometimes you might want to use the same image two or three times. It's easy to make a copy. Tap once on the photo on the timeline: it will be highlighted with a yellow frame. Underneath appears the option **'Duplicate'**. Tap on it and you will have 2!



Continue organising the order of your images until the framework of your story is more or less there.

Step 6 – Add stopmotion sequences (see end of this chapter)

This is of course specific for the example of this tutorial. But how can you add these video clips to your timeline?

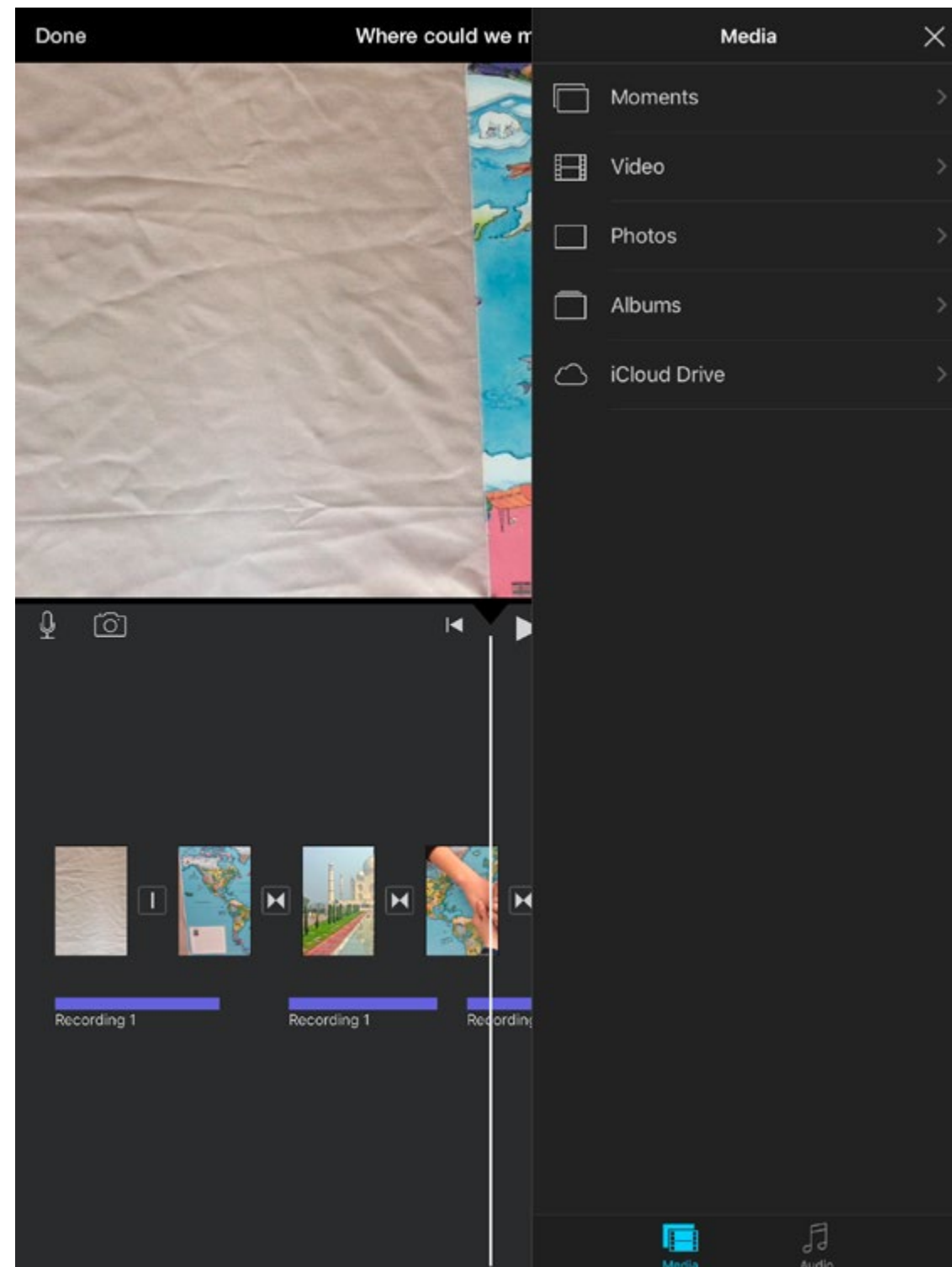
On the right above side of your screen you see a 'plus' (+). Tap on it.



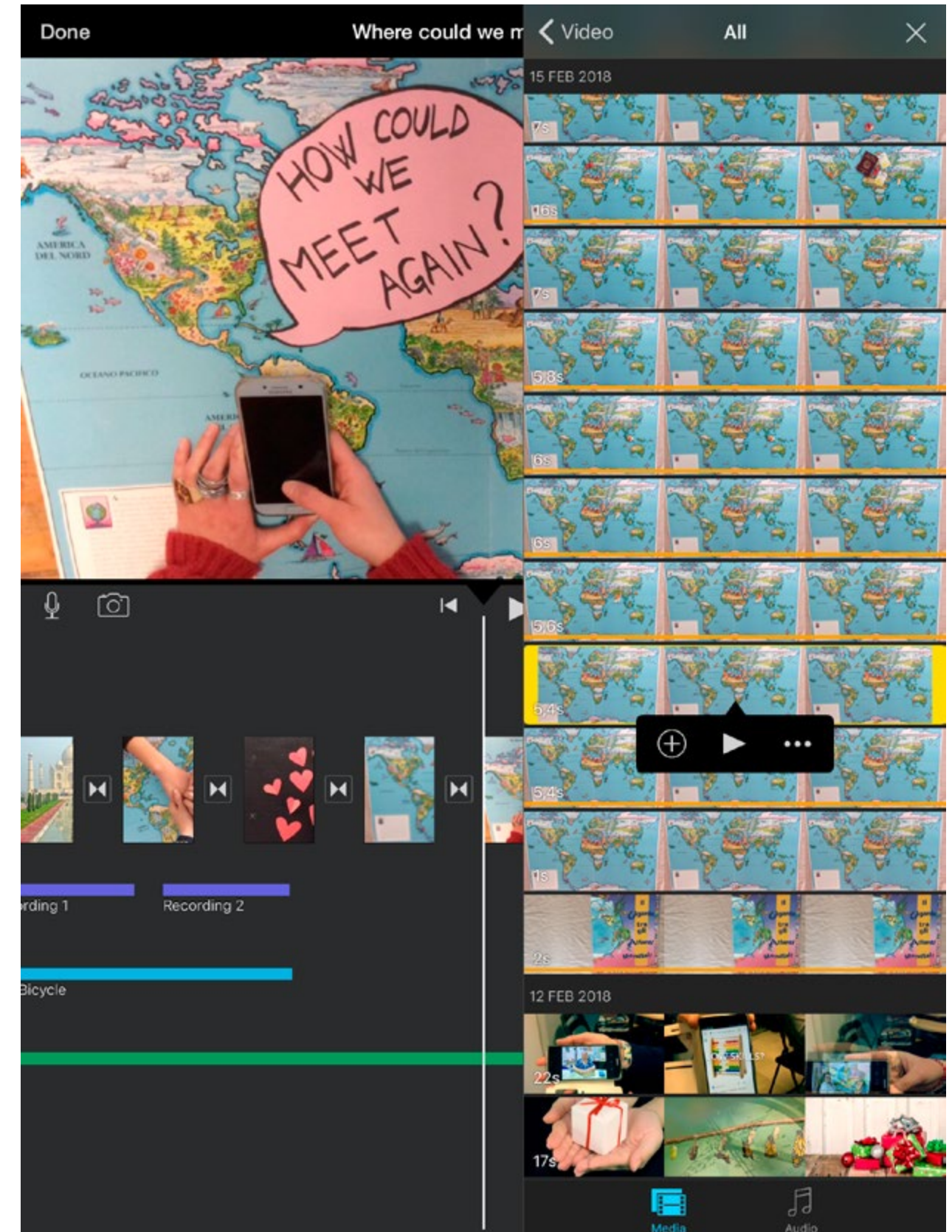
Your media window will open, where you can add:

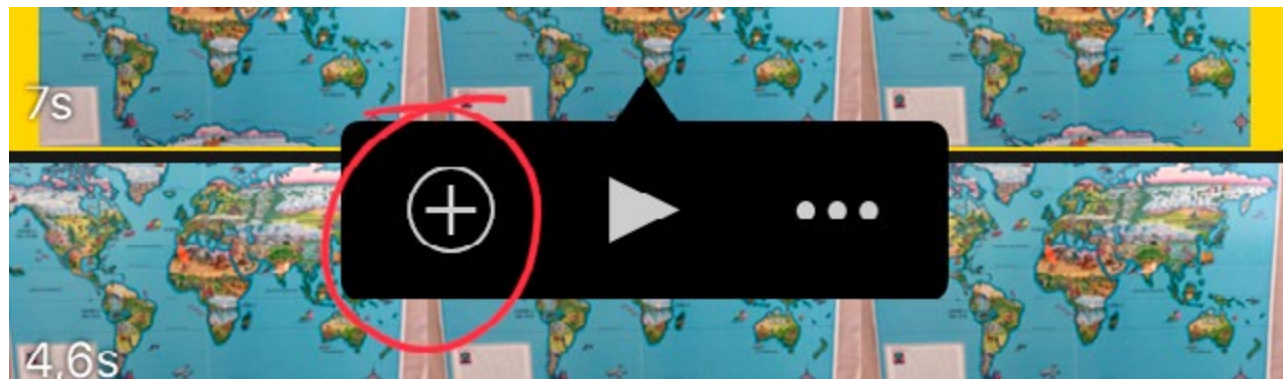
- ▶ VIDEO
- ▶ PHOTOS > maybe a photo that you forgot in the selection you made at the start of the project
- ▶ resources from your iCloud DRIVE

(later on you can also add sounds and music via this media library)



First make sure the white timeline is at the exact place where you want to insert your stopmotion sequence (or videoclip, or photo...). Then select the sequence in the Media Library. It will be highlighted with a yellow frame. When you tap on the 'plus' (+), it will be added at your timeline on the spot of the white line.





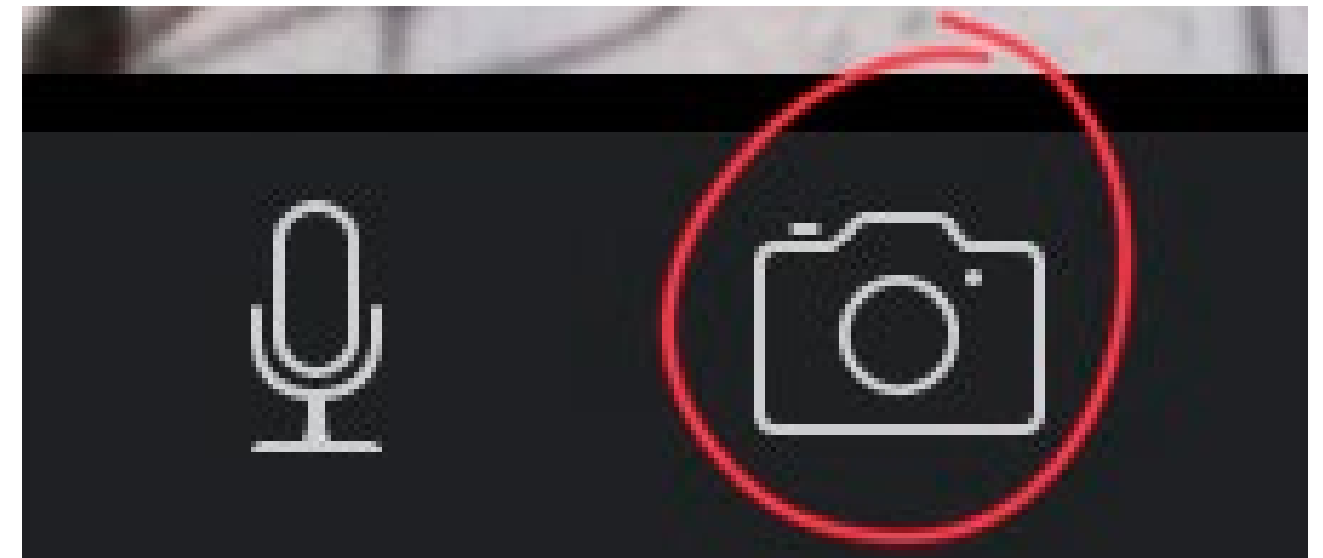
Clip by clip you can insert the stopmotion sequences at their correct spot on the timeline. After having done that, your whole timeline is complete, from the start to the end of your story.



Maybe you notice an image is missing, that you haven't created yet? No worries, you can create it on the spot and insert it directly to your timeline:

Step 7 – Add an extra image via the camera

Tap on the camera on the left upper side of the timeline.



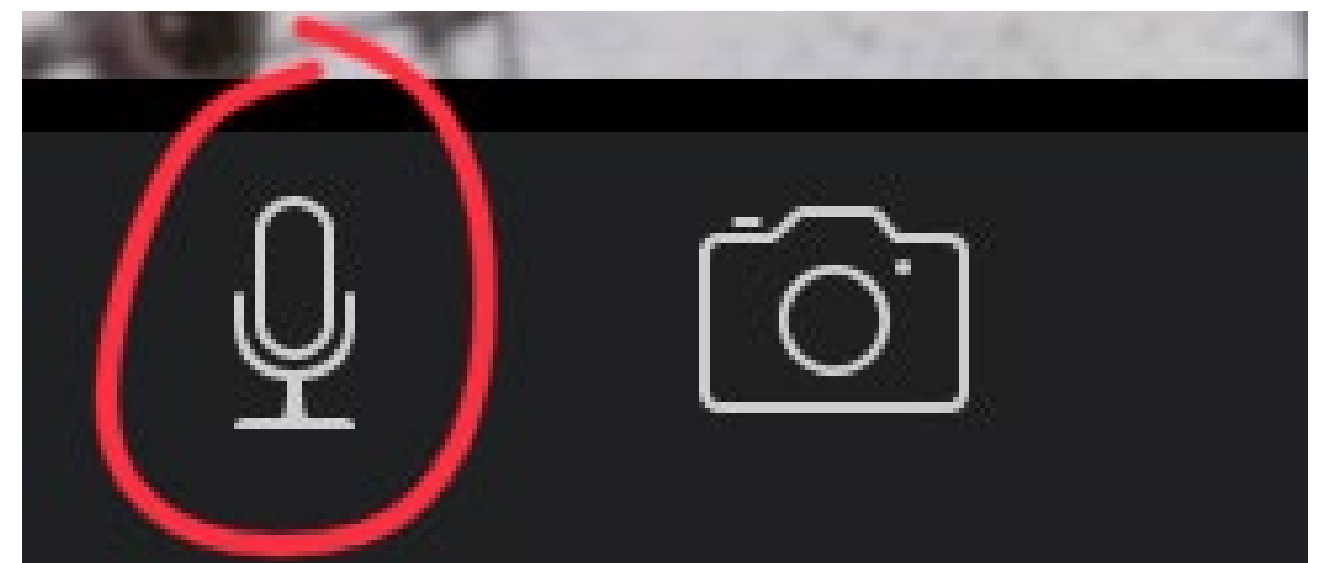
Your camera will open and you can make an extra photo. If you are satisfied with the photo, tap on 'Use Photo' and it will be inserted directly into your project!

Before you can start working on the timing (duration) of your images, one more element is missing on your timeline: the **narrative voice**.

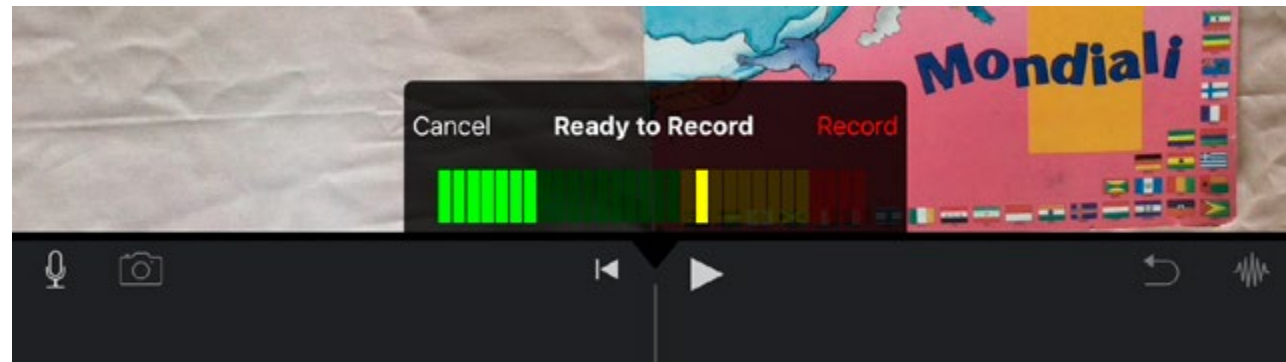
Step 8 – Add Narrative Voice

The Narrative voice is the backbone of your film. It's the voice that will determine the rhythm of the images.

To record your voice, you can use the microphone-option on the left upper side of the timeline.



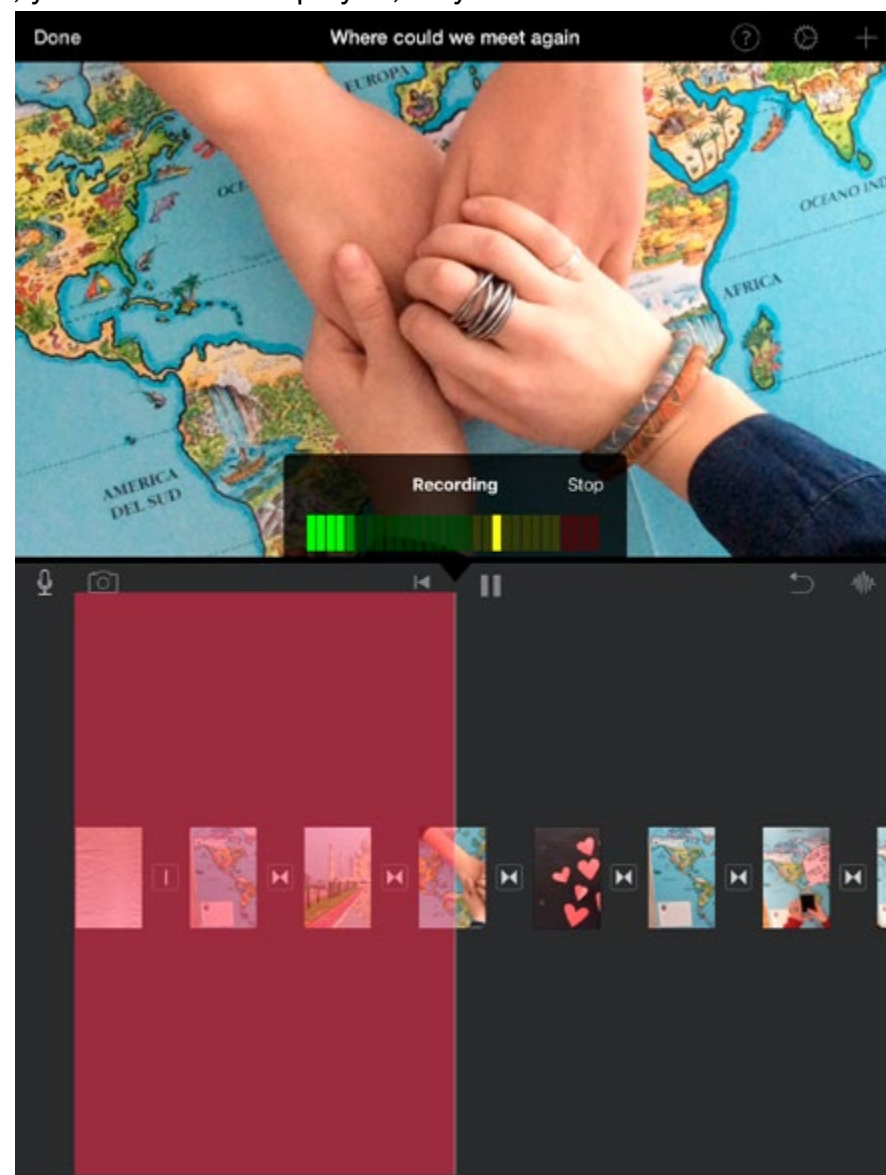
A small window opens in which you can check the recording level.



As soon as you tap on 'Record', a countdown starts: 3, 2, 1 and you can start to speak.

Make sure the white cursor-line is at the beginning of your film (or at the point where you want to start recording voice).

On the screen, your movie will be played, so you have references to the images.

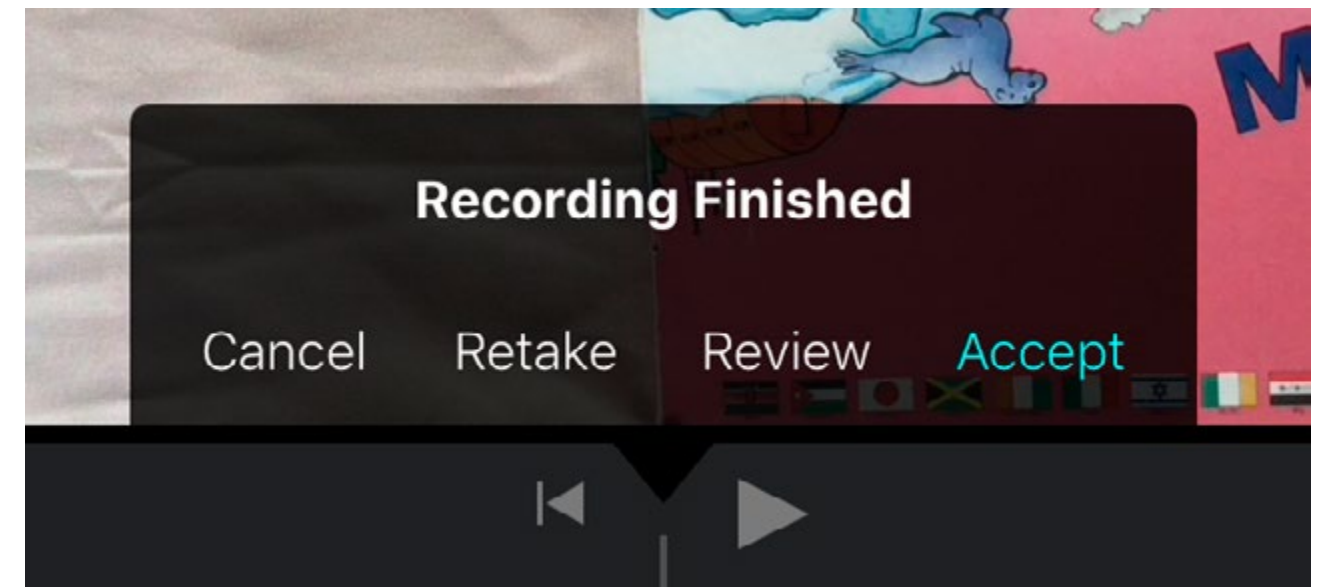


When you have finished talking, just tap on 'Stop'.

If you are not satisfied you can 'Cancel' or do a 'Retake'

If you are not sure, you can listen to your recording ('Review')

But if your recording is OK, you can insert it on the timeline by tapping on 'Accept'

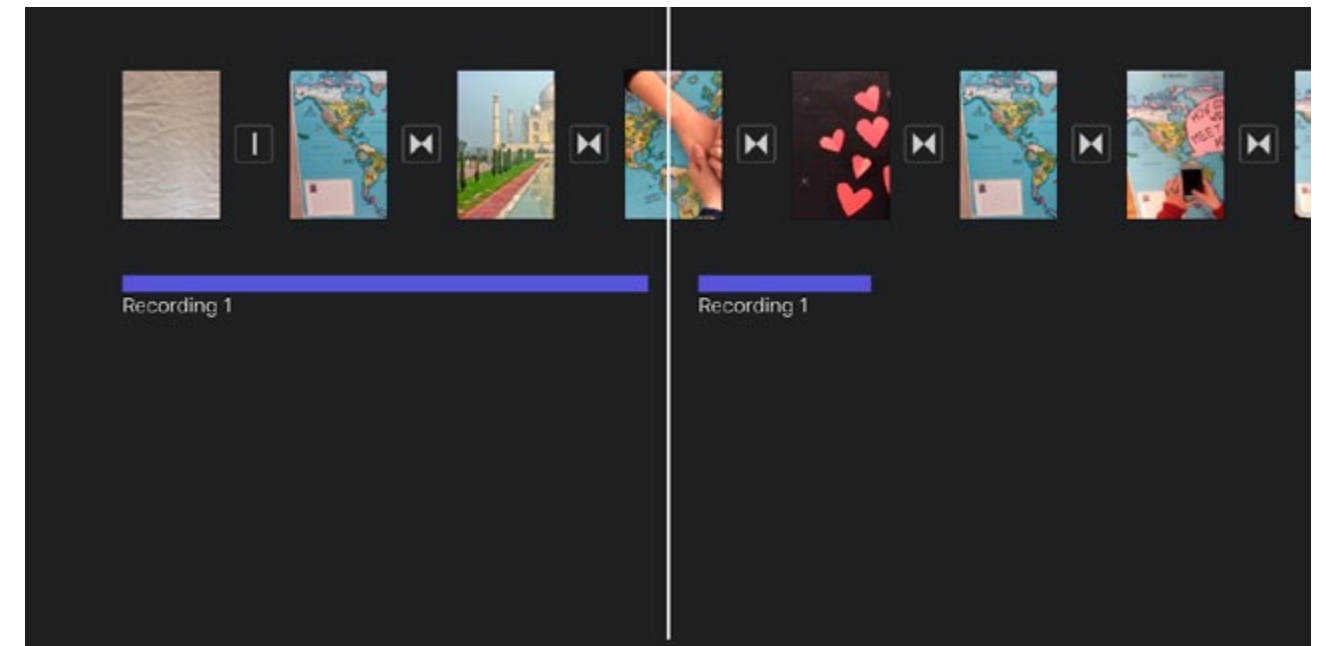
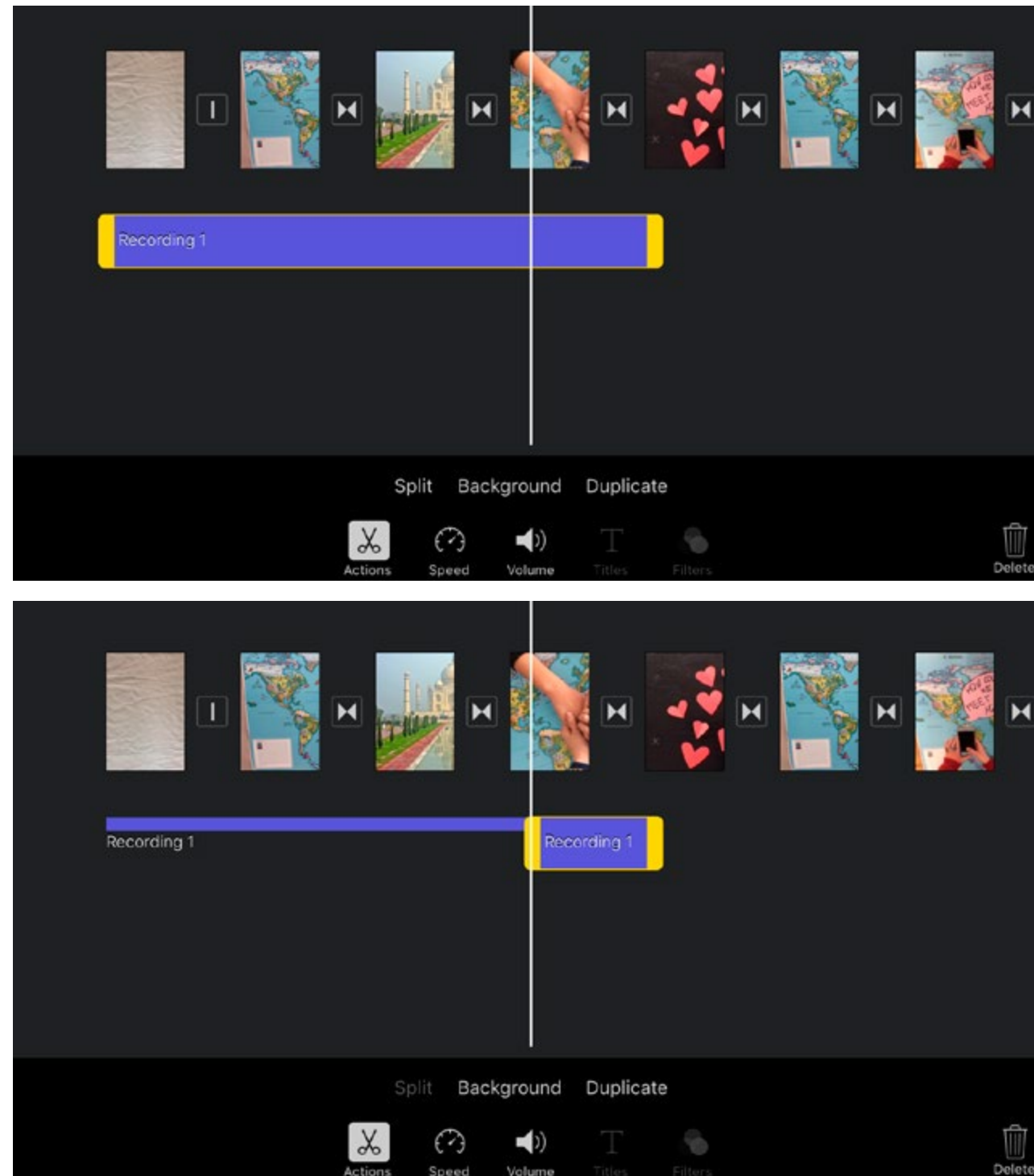


You can record your narrative voice in one take, or in several takes: as you wish.

When you have made one take, you can cut it in loose phrases afterwards, and place each line exactly there where you want it on the timeline.

Step 9 – Edit narrative voice

When you tap on the sounclip you want to edit, it will be highlighted with a yellow shape. In the options for 'Actions' you will see: 'Split'. Tap on it and the clip will be split in two:



Now you can start adjusting the timing of your photos: adapted to the duration of the lines of the narrative voice.

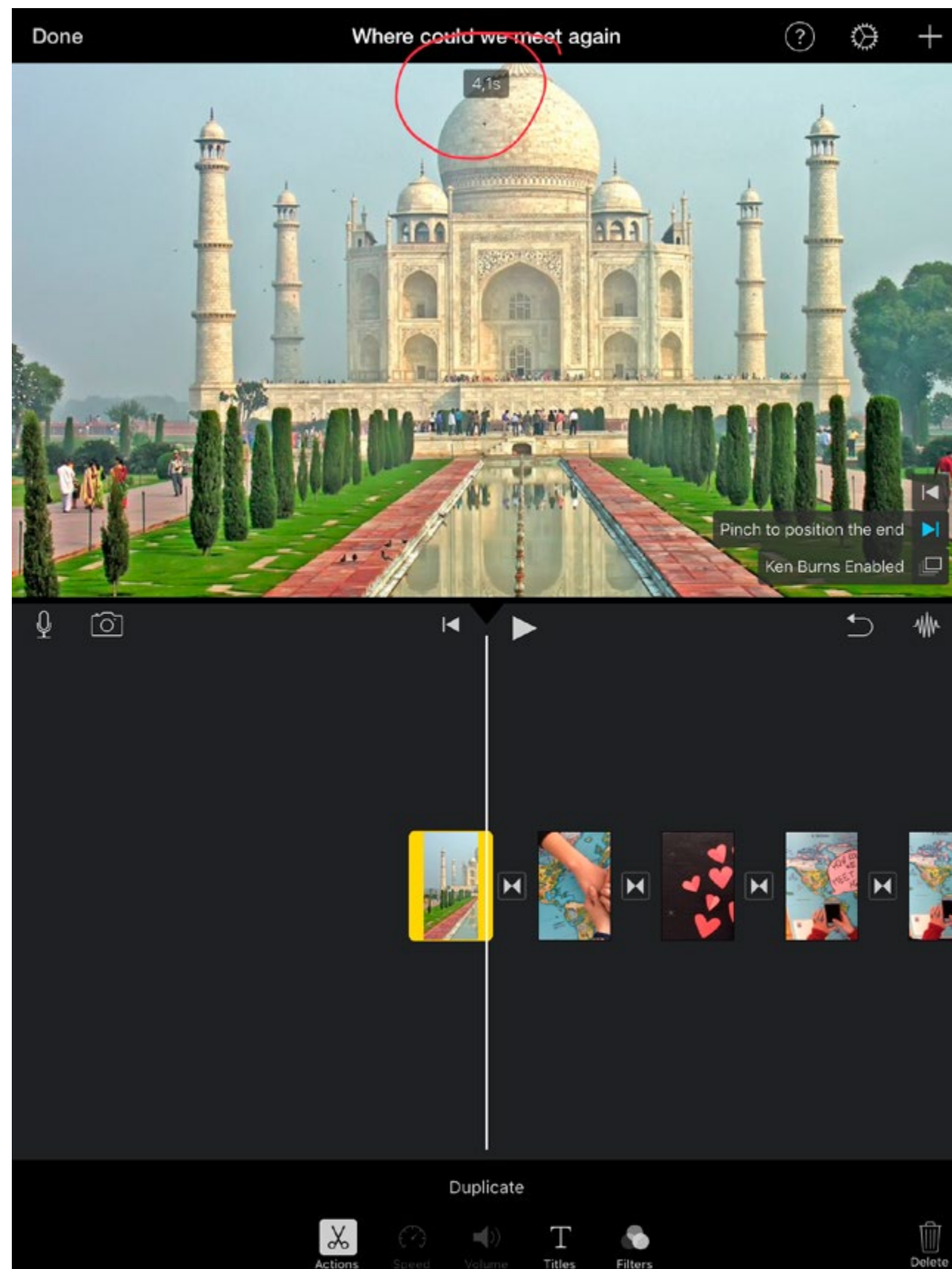
Step 10 – Adjust timing of images

To make the duration of a photo longer or shorter, just tap on the photo on the timeline. It will be highlighted in yellow:

Now you can slide the right side of this frame to the left (to make it shorter) or to the right (to make it longer).

iMovie is not a precision-tool. You cannot make all photos exactly 4 seconds for example. If you want to edit a videoclip on the exact rhythm of the music: you'd better search for a more exact editing program. But for our digital stories, this will do.

The duration of your photo you can check at the top of the videoscreen:

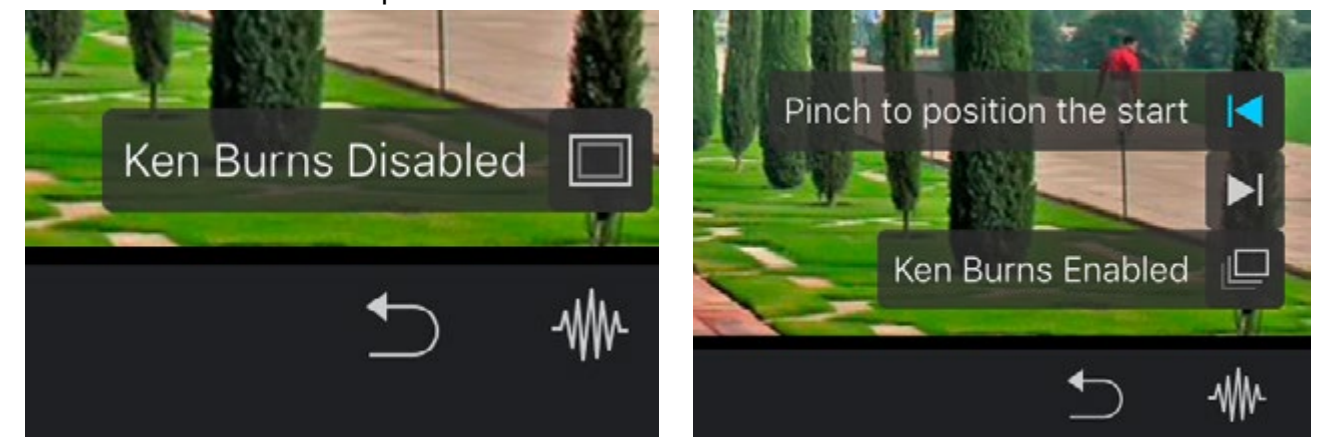


Your film really starts to get shape now! It can be a nice moment to show it to somebody else in the group and see if the story is clear to him or her.

Maybe you have noticed that iMovie automatically adds an effect to your still images: it makes the move slowly over the screen. This effect is called the 'Ken Burns effect'. Maybe you like it, maybe not. Luckily, you can switch it off if you want.

Step 11 – Disable Ken Burns effect

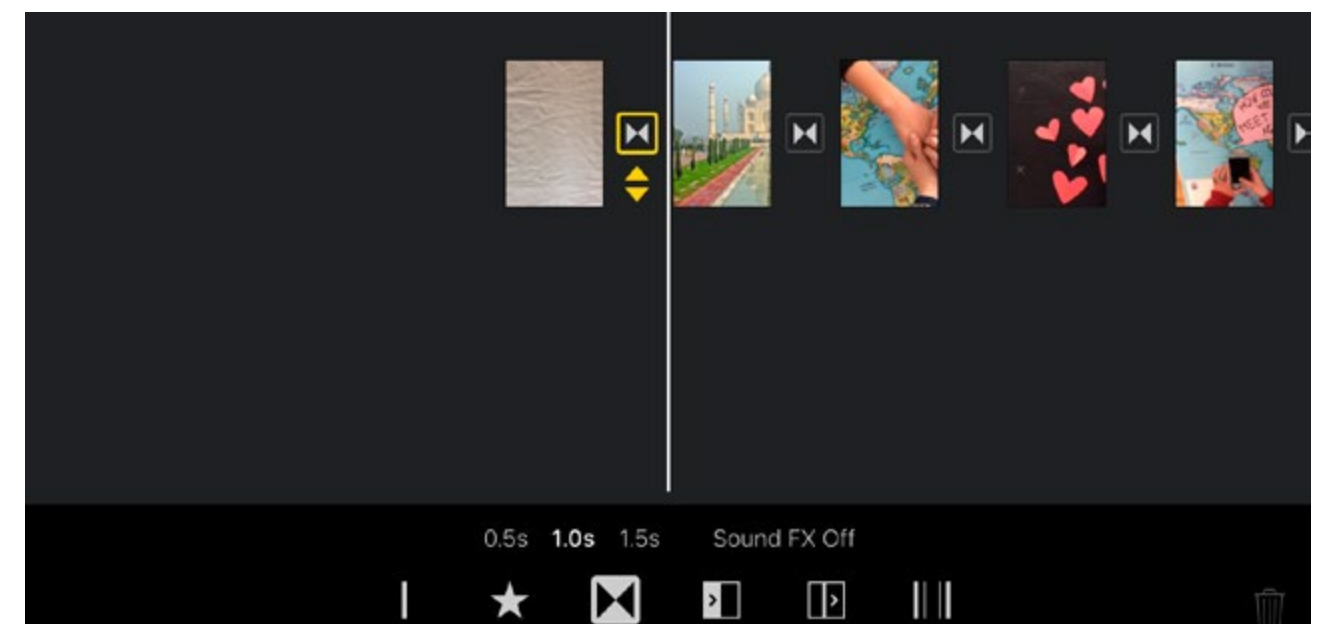
When your still image is selected, on the right lower side of the videoscreen, you will see '**Ken Burns Enabled**': tap on it and it will be '**Disabled**'.



You will also have noticed that iMovie as a standard makes a 'dissolve' between all the images. These you can adapt or delete too!

Step 12 – Edit transitions between images

You should tap on the little dissolve-sign between two images on your timeline to go to the options.



You can change the **'dissolve'** into a **'slide'**, a **'wipe'**, a **'fade'**... just experiment a bit with them to get to know these different types of transitions.

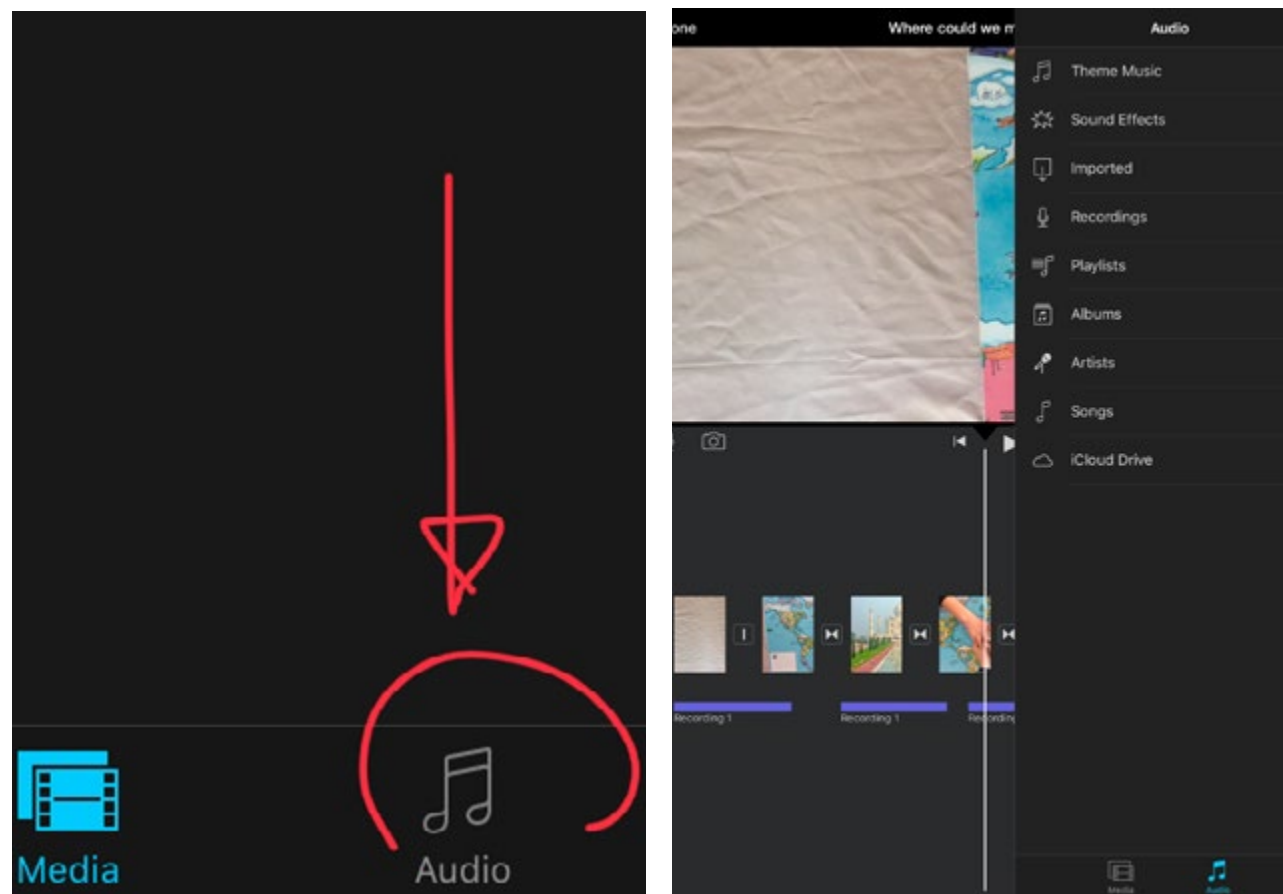
You can also adjust the duration of the transition, from 0.5 to 2.0 seconds (but if your image itself takes less than 2 seconds, that won't be possible).

If you don't want a transition between the images, just choose **'None'**

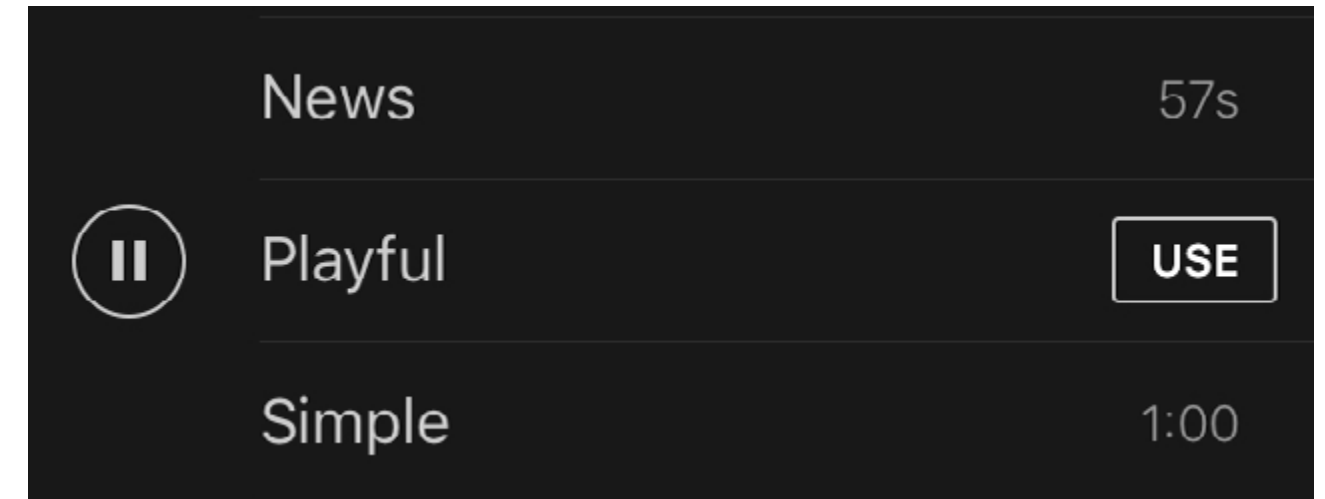
The story is completed now: all the images are there and the narrative voice guides you through the story. But a finishing touch is missing: music and some sounds can make the story richer. As you can see in Camilla's film: the music comes back every once in a while (to emphasize the movement of traveling) and every time her characters visit a new country, she adds some sounds (a bicycle sound, some seagulls...) to give some local atmosphere. Or she even uses some sounds to create suspense!

Step 13 – Add music

Within iMovie you already have 7 musical themes. To have access to them, go to the media library again (the '+' on the upper right side). On the bottom of the library you see 'Audio'. Tap on it and the musical themes are at the top of the list.



Camilla chose: Playful. To add it to the timeline, just tap on 'Use'.



The music will be added at the start of your film, you have no other choice. In contrast to the sound channels in iMovie, the music channel cannot have gaps. If you want the music to start later on in your movie or you want to have parts without music, you have to adapt a TRIC:

Like the narrative voice, you can split the music in different parts. And some of these parts you can make silent (at a volume of 0%)!

Step 14 – Add sound effects

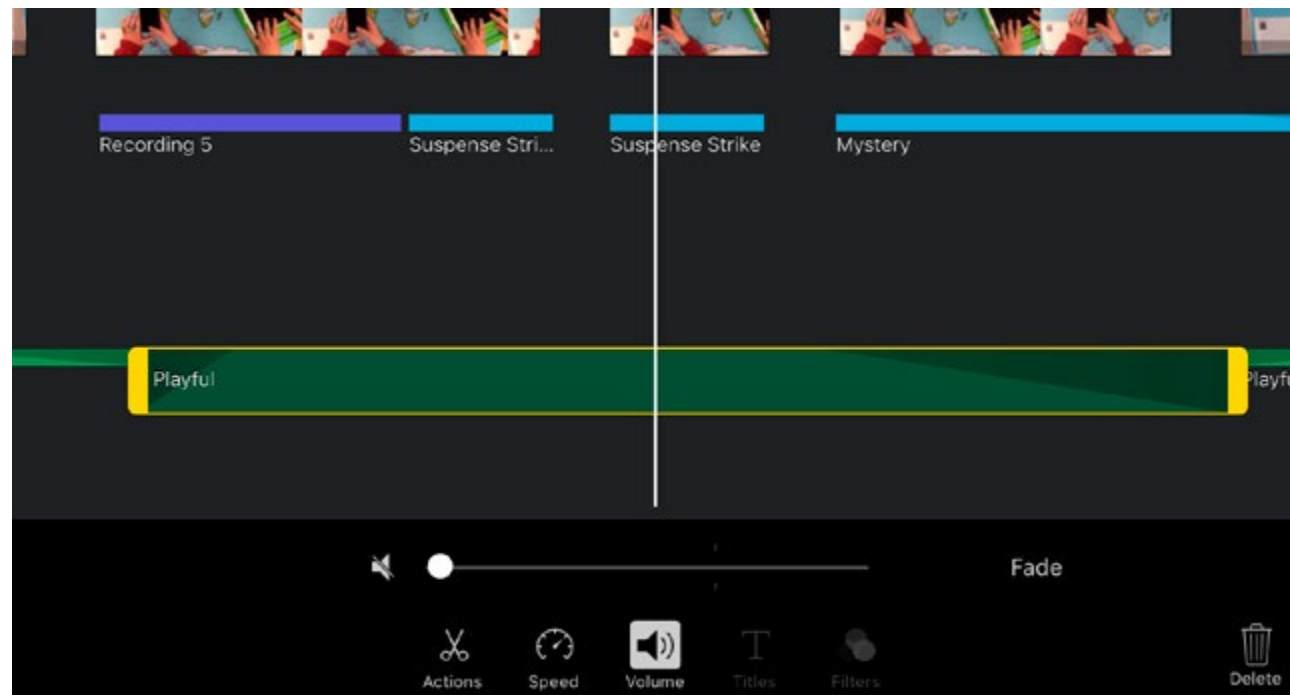
In the same way, you can add sound effects from the Audio library. Like the bicycle and the seagulls, or the little magical sounds that Camilla added at the start of her film (called 'Arpeggio' in the sound library).

You can move them around to the left or right (to place them wherever you want on the timeline).

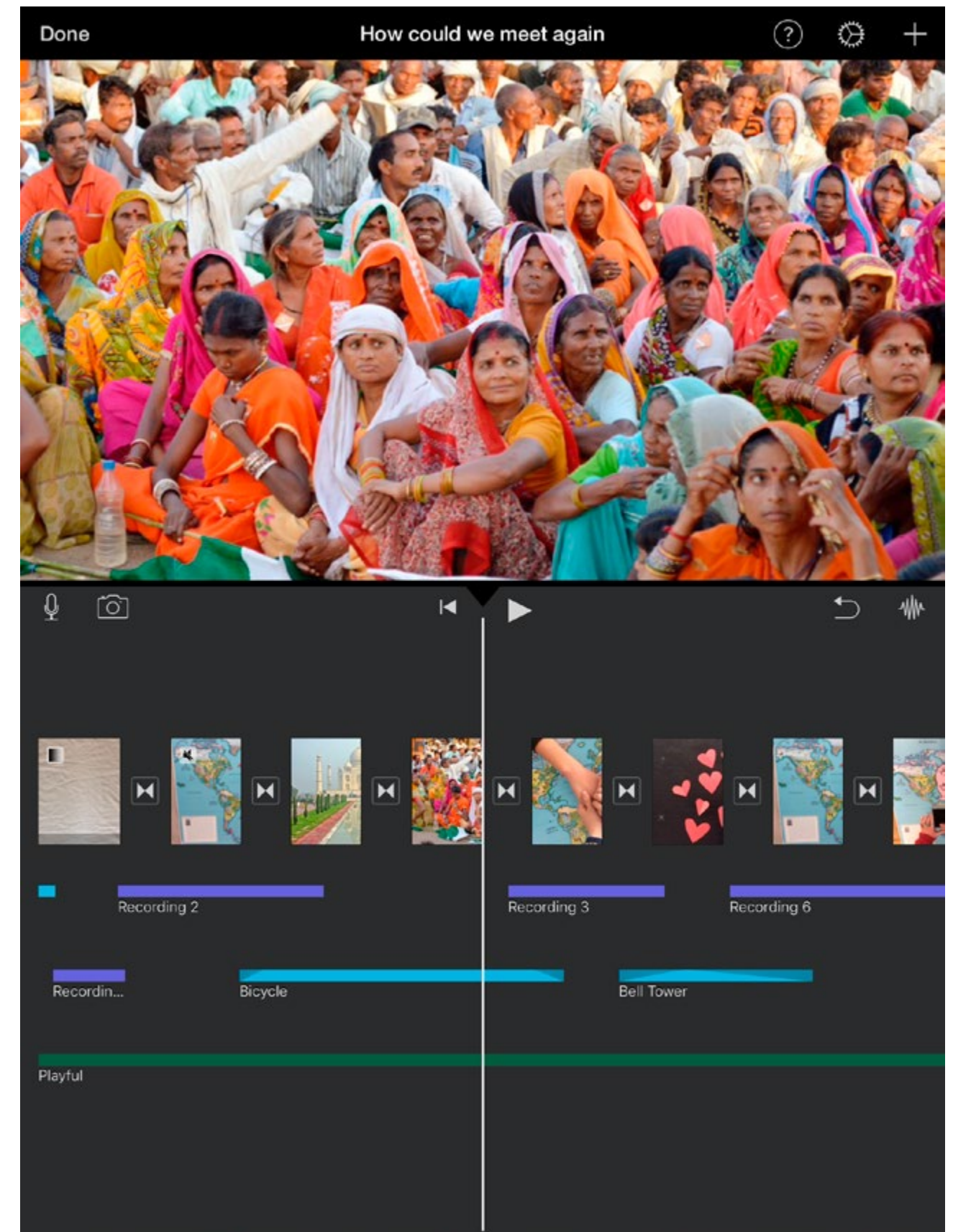
You can also move them 'down' to put them under another sound. You will create an extra sound channel this way!

Just play with it and try things out: in the end you will have your own personal mix of voice, sounds and music! You can also play with the volumes of each sound.

Eg: at the climax moment of her movie, Camilla wanted the music to stop and she added three 'suspense'-sounds. For the duration of these sounds, she has 'silenced' her music, by first splitting of a tiny bit of that music and then putting the sound volume of that split-off at 0%:



The final result could look like this:



Step 15 – Adjust sound levels (Mixing)

At this point you should take a step back and watch the whole of your movie again. Is everything clear? And most of all: is the sounds understandable?

The narrative voice must be the loudest and should normally be – if well recorded – at the level of 100%. All other sounds and music must be at lower levels (<100%).

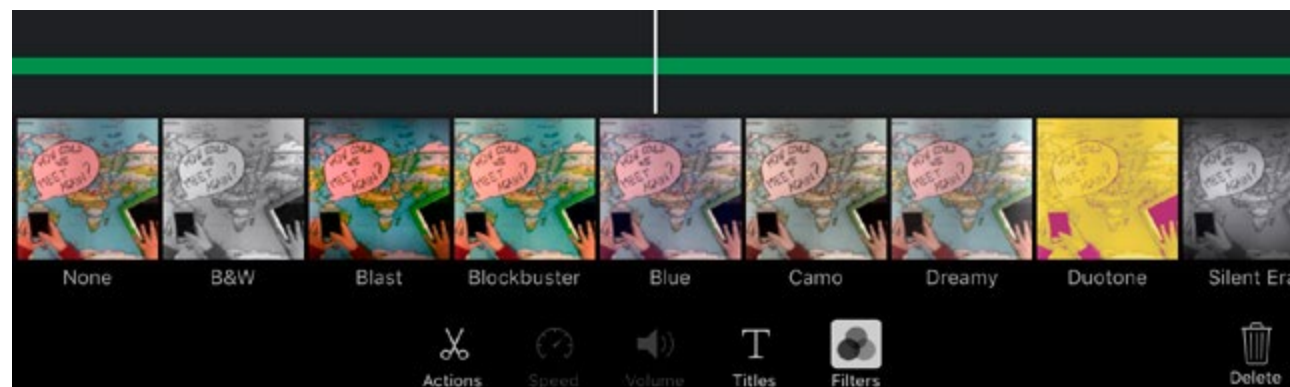
- ▶ If the recording of your voice is a bit too soft, you can increase the sound volume (eg: to 150%, or even more), but: be aware of distortion of the sound. Distorted sound is too loud and not pleasant to listen to. If you put the volume of your speakers or headphone lower, the sounds stays distorted, somewhat 'cut off'.
- ▶ Some sounds you want to emphasize can be put at more than 100% volume too, but beware they don't override the narrative voice.
- ▶ The music should always be supportive, not too dominant: a digital story is not a videoclip.

What else iMovie has to offer?

There are some options, Camilla didn't use in her digital story. Because she has created and drawn all her colourful images and titles herself. But within iMovie you can also:

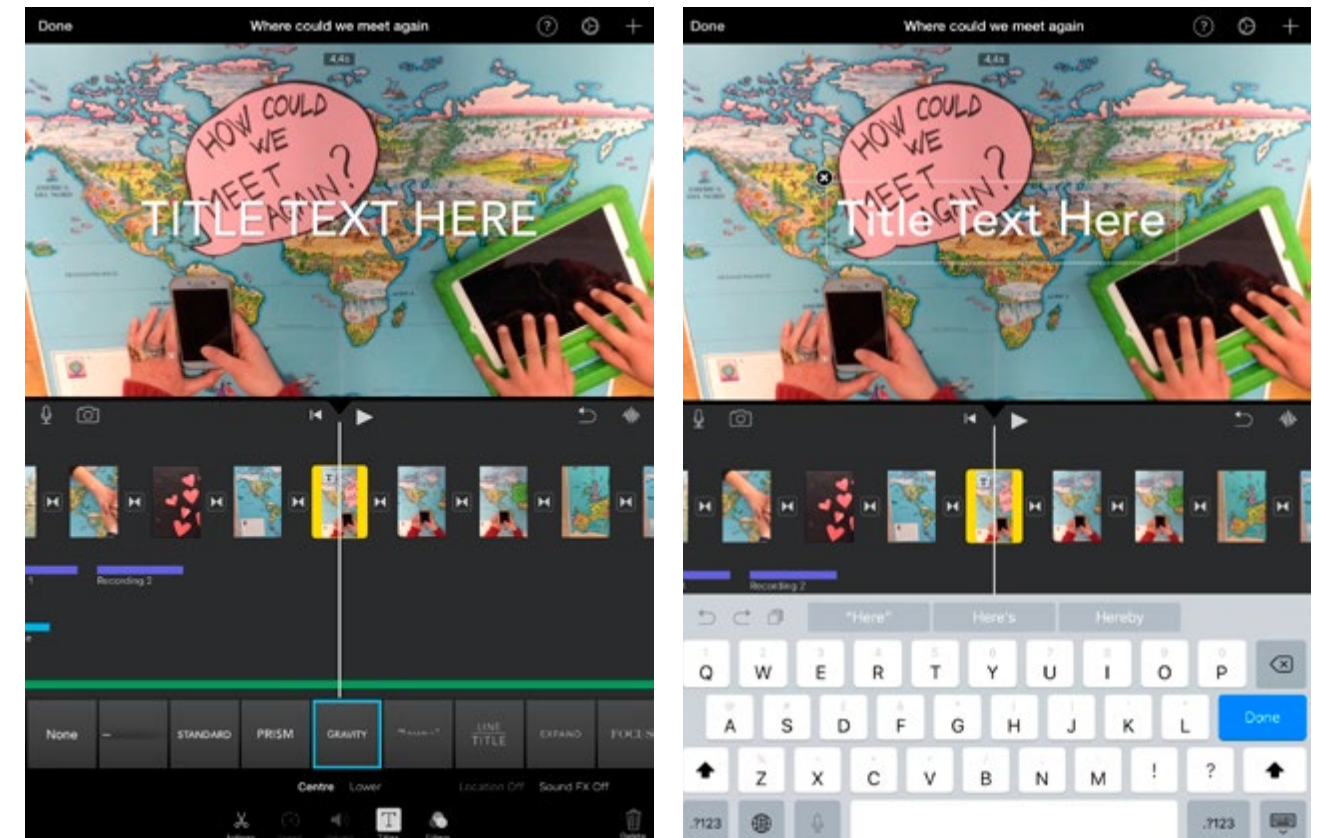
Step 16 – Add Filters

A whole set of prepared colourfilters and effects to apply to an image. If you want to change a filter, just select another one or choose '**None**' to deselect all.



Step 17 – Add Titles

Here you can write titles directly on the screen. You have the choice of 9 different styles.



As soon as you select one of the 9 title options, it appears on your screen. Tap on it and you can start adding the text. It's not a very elaborate title generator: you cannot change fonts or fonts sizes, the letters are always white...

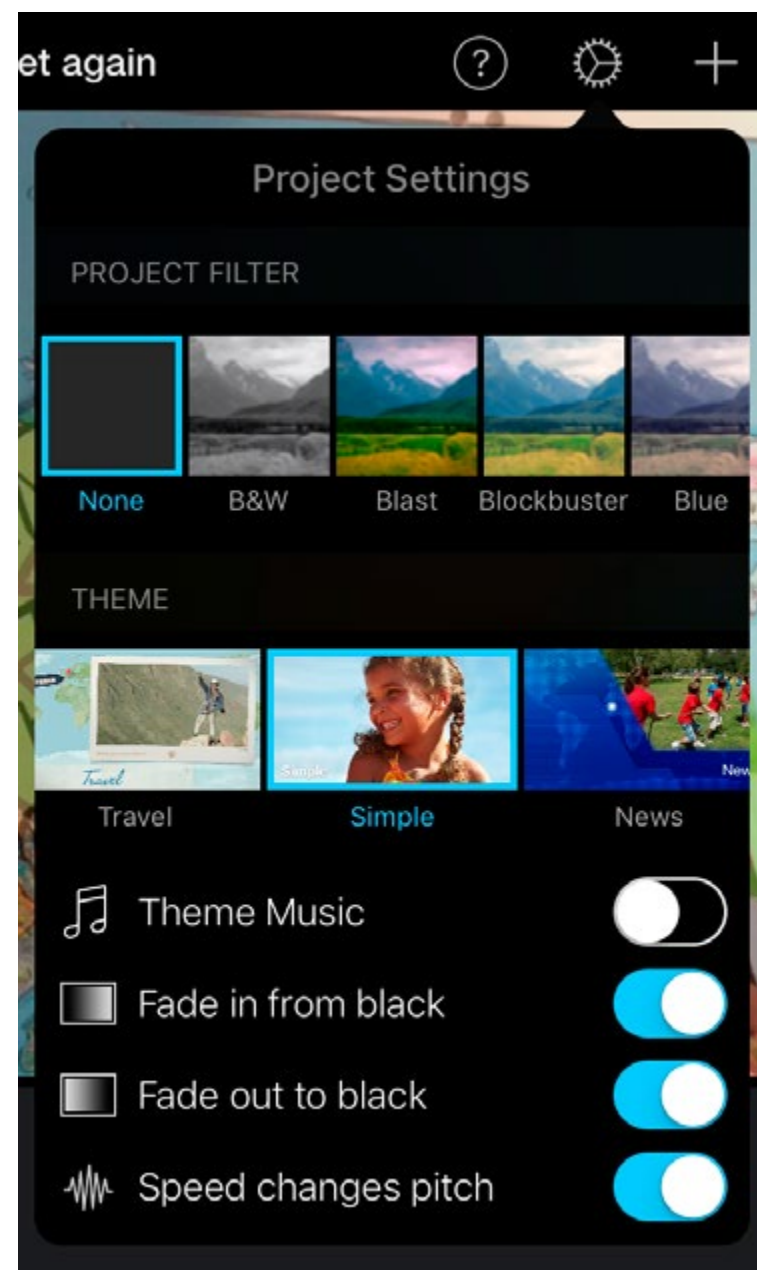
And you have two options:

- ▶ **Centre:** a (big) title will appear in the exact center of your screen
- ▶ **Lower:** a (smaller) title will appear in the bottom left corner of your image

If you want to delete a title, do not just delete the text: the title effect is still there! Select '**None**' and the whole title will be deleted.

Step 18 – Project settings

Here you can choose the options '**Fade in from black**' and '**Fade out to black**'. This concerns only the very start and end of your film, so it starts and ends smoothly.



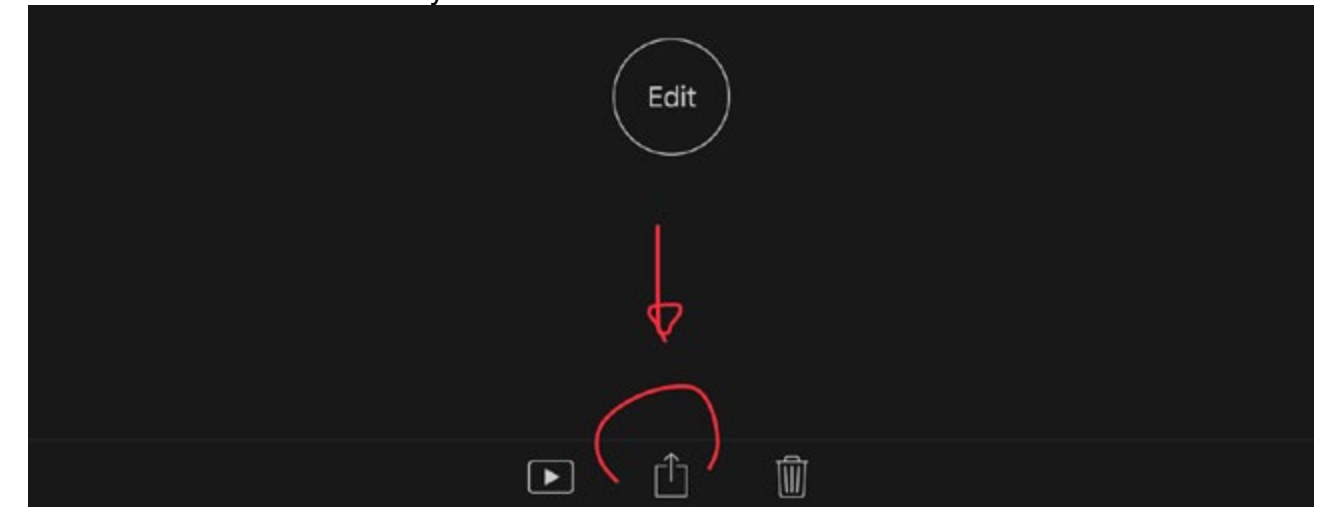
Step 19 – Export your film

Your film is now completely finished. Time to export your digital story and share it with the world!

Before you do so, watch it once again (even if it's the 1000th time). Often you discover some small errors that you can quickly 'repair' before exporting the movie. If everything is OK, you're ready for export.

First, save your project a last time: tap on '**Done**' in the upper left corner of the screen.

At the bottom of the screen you now see the 'share' icon:

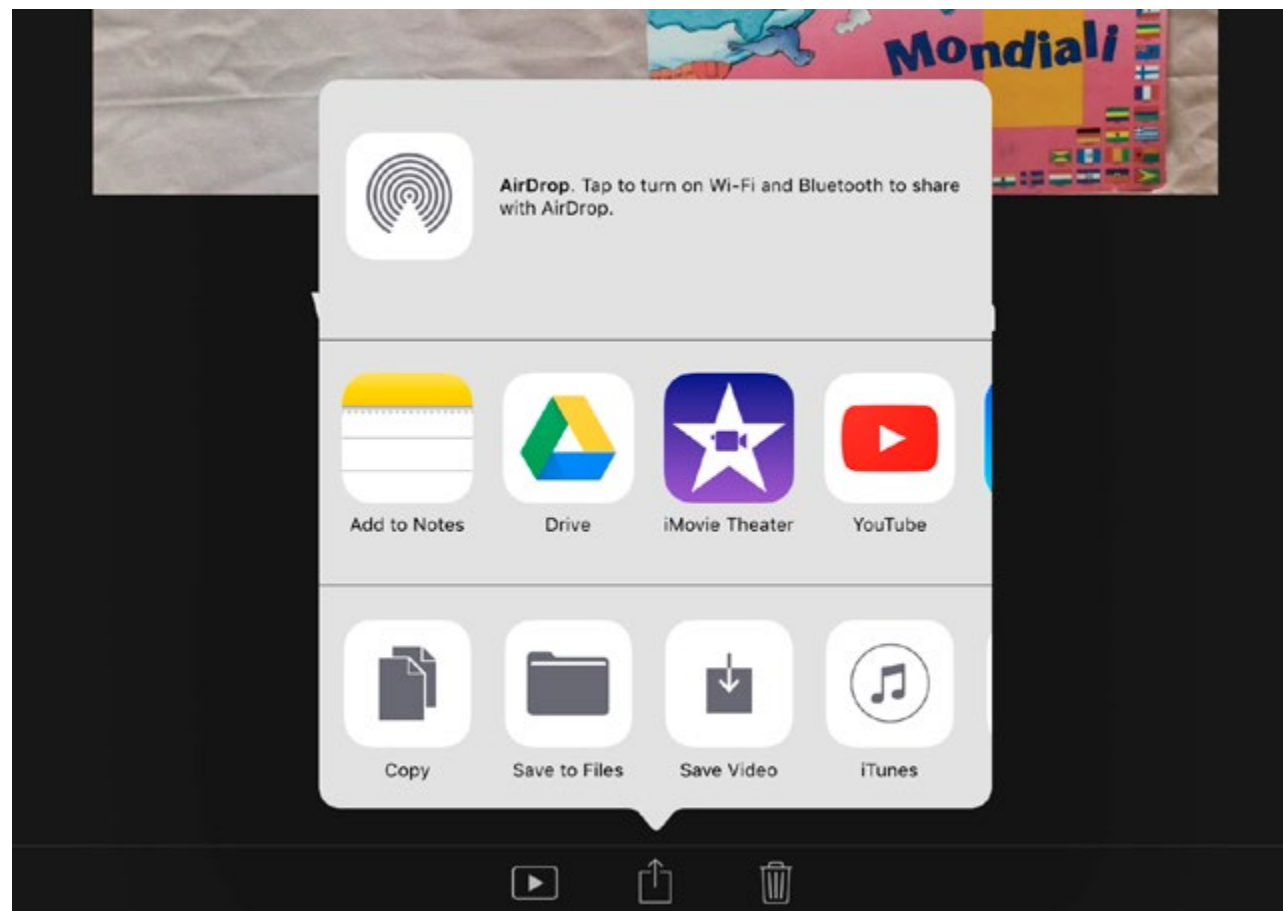


Tap on it and you will see a range of options:

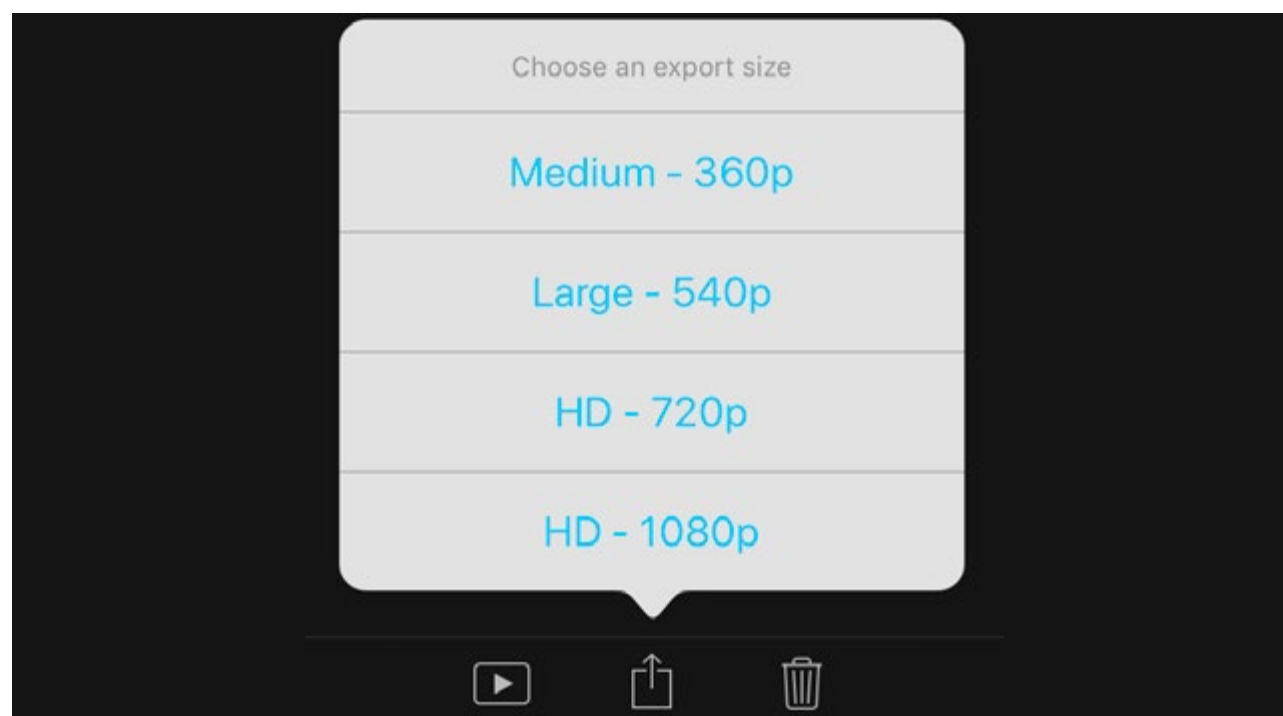
You can publish your film straight to YouTube, for instance. That is very practical, but but realize that iMovie will then export your film at a lower quality (1280 x 720 pixels, in .mp4) than Full HD (1920 x 1080 pixels, in .mov)

It's always best to choose first: 'Save Video': a copy of your film will be saved in your Media folder called '**Albums**'. From there you can put it on a Drive, publish it online, etcetera.

Or show it on a big screen when you connect your iPad to a beamer.

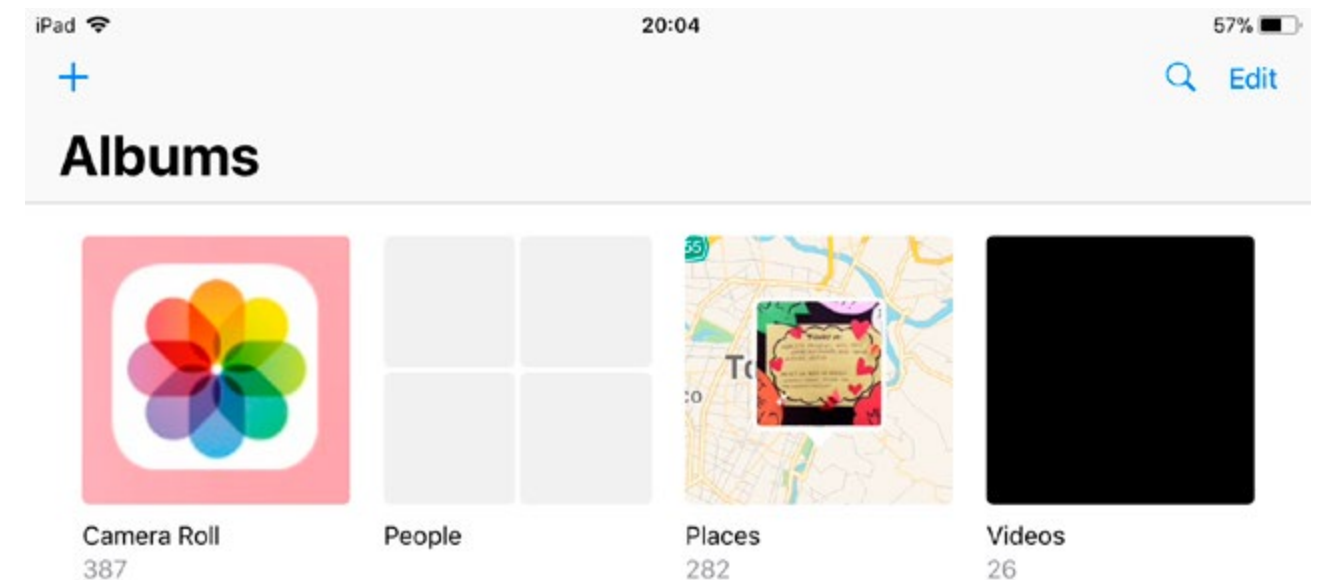


iMovie will ask you to choose an export size. Always choose the best possible quality, you never know what you want to use your film for later. So choose '**HD – 1080p**':



The film will be exported now, which can take some time.

When finished, you can go to 'Albums' and you will find your film in the folders '**Videos**'



Step 20 – Share your film online (on YouTube, Vimeo...)

If you choose to publish your film directly to YouTube, you will have to have a YouTube (Google)-account.

It's possible to publish your film 'Public' (it can be seen by everybody, all over the world) or 'Private' (and you can decide on who can watch it, by sending people a password or a hidden link).

If you want to share your film online, it can be nice to have **subtitles**, so that people in other countries can understand your story too.

You can of course create subtitles within iMovie, with the lower case titles. But: that is quite some work and the titles will be integrated in your video-image: you cannot take them off anymore (from the exported movie).

If you want to add several languages for instance, or have the possibility to show your film also without the subtitles, it's better to subtitle your film afterwards on YouTube or Vimeo. Both websites have a very quick and easy to use subtitling system (which is explained further on in the Huristo manual).

Creating a stopmotion sequence in Stop Motion Studio (iPad) – step-by-step

Introduction

Stop Motion Studio is a free application that exists for iOS (iPad and iPhone) and Android (tablets and smartphones). You can download it in the Apple Store (or via iTunes) or Google Play Store.

For more information on Stop Motion Studio:

- ▶ website of the creators: <http://www.cateater.com/>
- ▶ iOS: <https://itunes.apple.com/nl/app/stop-motion-studio/id441651297?mt=8>
- ▶ Android: <https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio>

Starting of

Stopmotion is an animation technique in which you put a series of photographed frames one after another, to create the impression of movement. For every next photo (frame), you move the objects within the frame slightly, so the objects start to move over the screen.

You can use the same technique to make words write themselves or drawings appear from nothing (without seeing the hand who writes or draws them).

This technique is the basis of all animation films. So let yourself inspire by cartoons as much as you want. Other materials that are often used to make stopmotion films (and you can find millions of examples online):

- ▶ paper
- ▶ plasticine
- ▶ Lego
- ▶ Playmobil figures
- ▶ other toys and objects
- ▶ ...

For more info: https://en.wikipedia.org/wiki/Stop_motion

To make a stopmotion sequences you have to pay attention to some simple rules:

- ▶ **Your frame has to be fix or stable:** if you make the photos out of the hand, every frame will change slightly and your final result will be very shaky
 > you can put your iPad on a tripod or fix it in another way
- ▶ Make sure that you don't move the iPad when you touch it to make the photos!

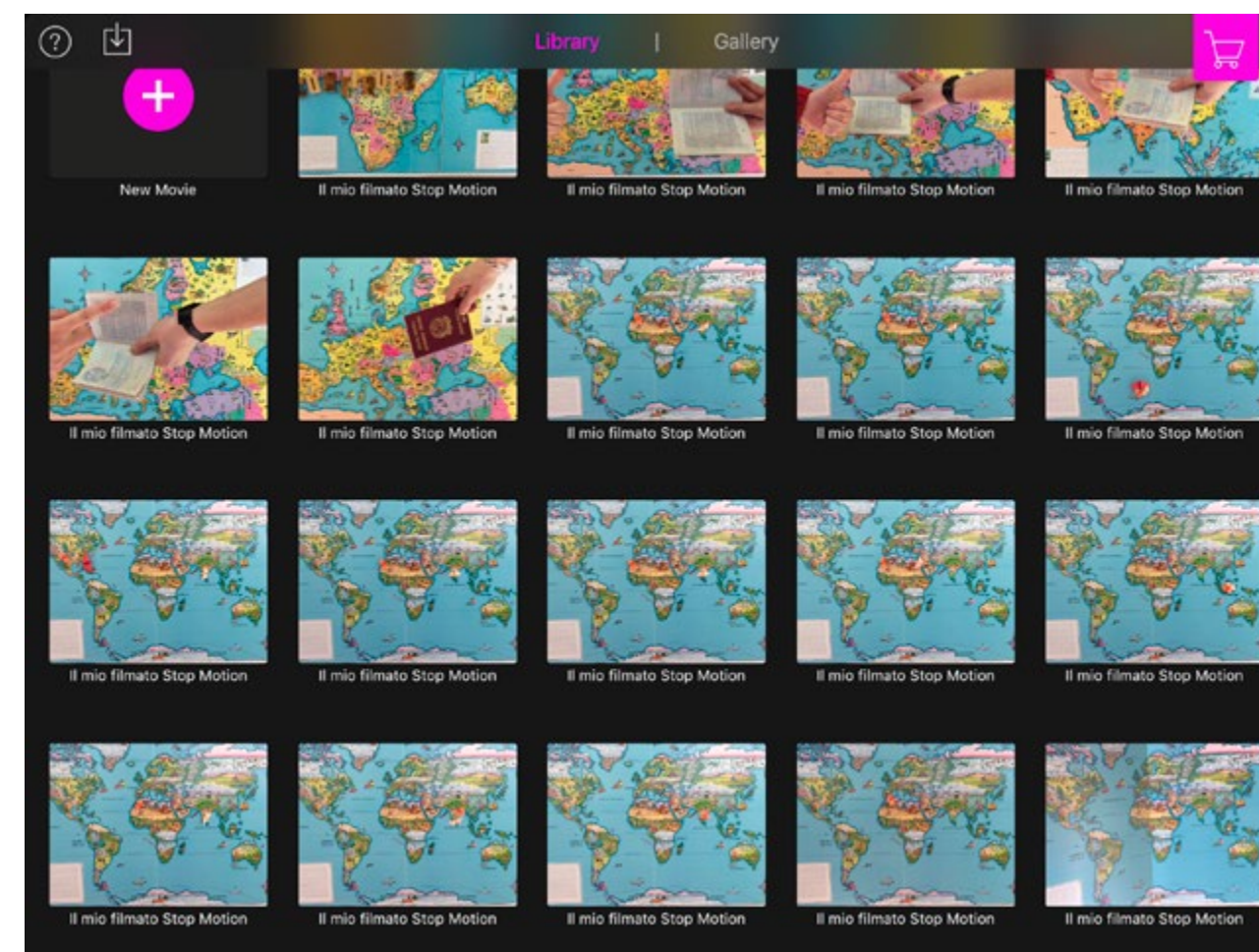
- ▶ When you make 25 frames per second of film, the succession of the images passes so quickly before our eyes (or actually: our brains) that we see it as one movement: it looks like film! We no longer distinguish the individual images. But 25 frames for 1 second of video is a lot of work! Try to make at least 8 or 12 frames per second.
- ▶ Always make some (at least 3 or 4) frames of the first image and do the same at the end of the sequence (of the last image), otherwise the first and final frame pass too fast

Good luck and have fun!!!

Step 1 – Open the Stop Motion Studio app

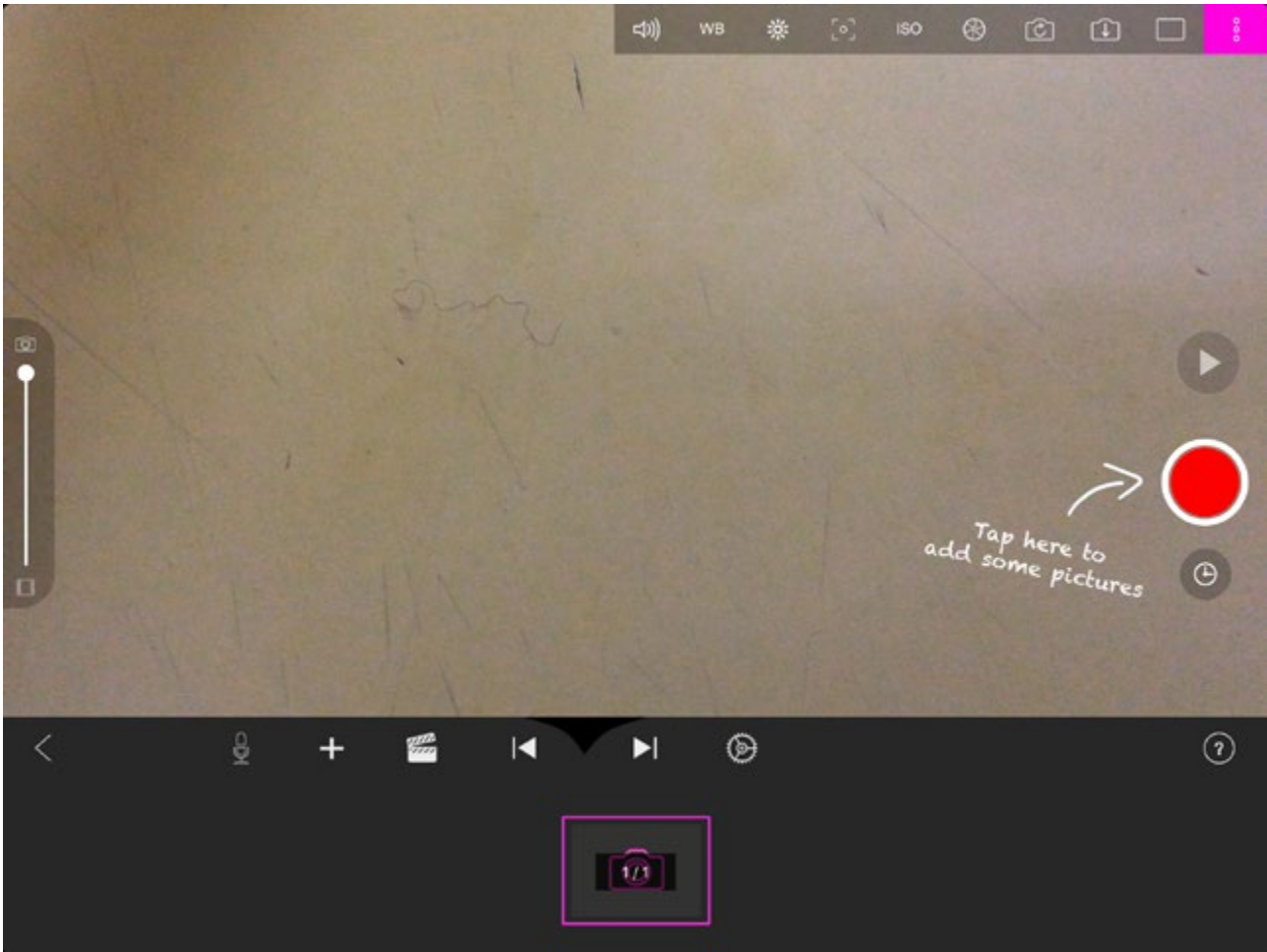
This is what the icon of the app looks like:

Tap on it and the application starts. Start a new project by tapping on the pink 'plus' (+) in the upper left side of the screen: **New Movie**

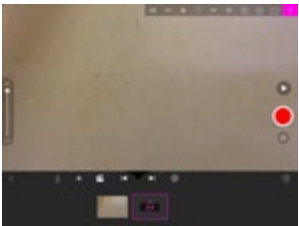


Step 2 – Start photographing a sequence

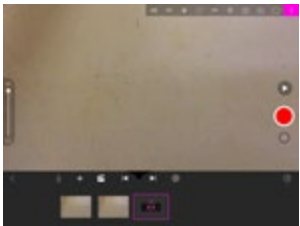
This is what your home screen looks like:



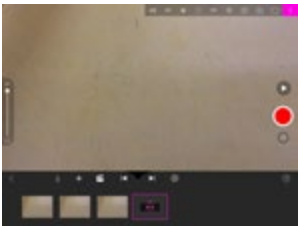
And the app explains itself: “Tap here to add some pictures”. Every time you tap on the red button, the program will add a frame to your timeline.



First frame



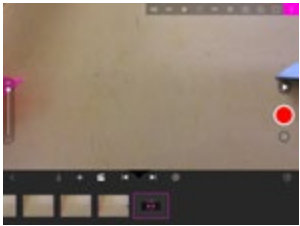
Second frame



Third frame



Fourth frame

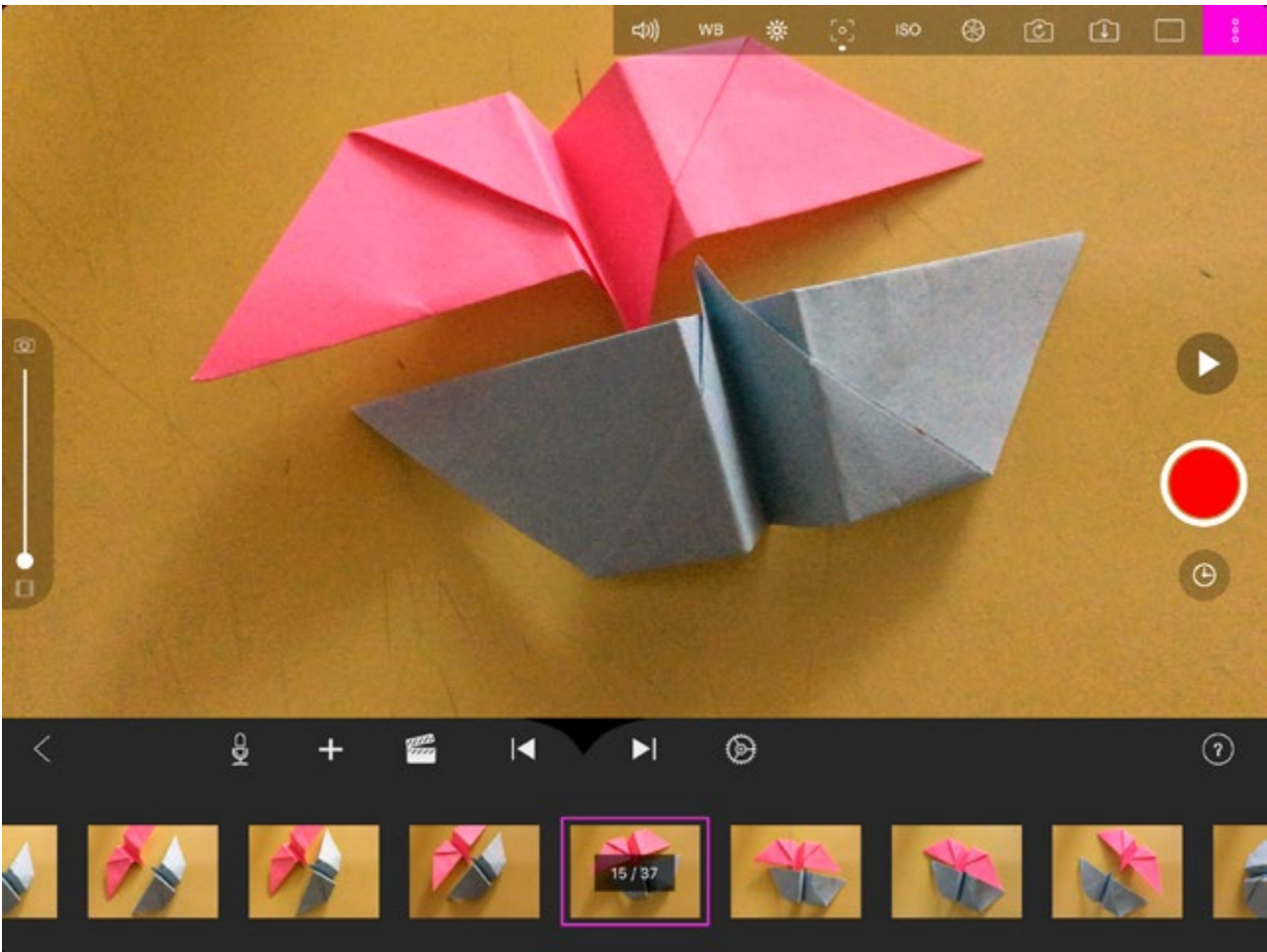


Fifth frame



Sixth frame... etcetera

And so you go on, creating your story:



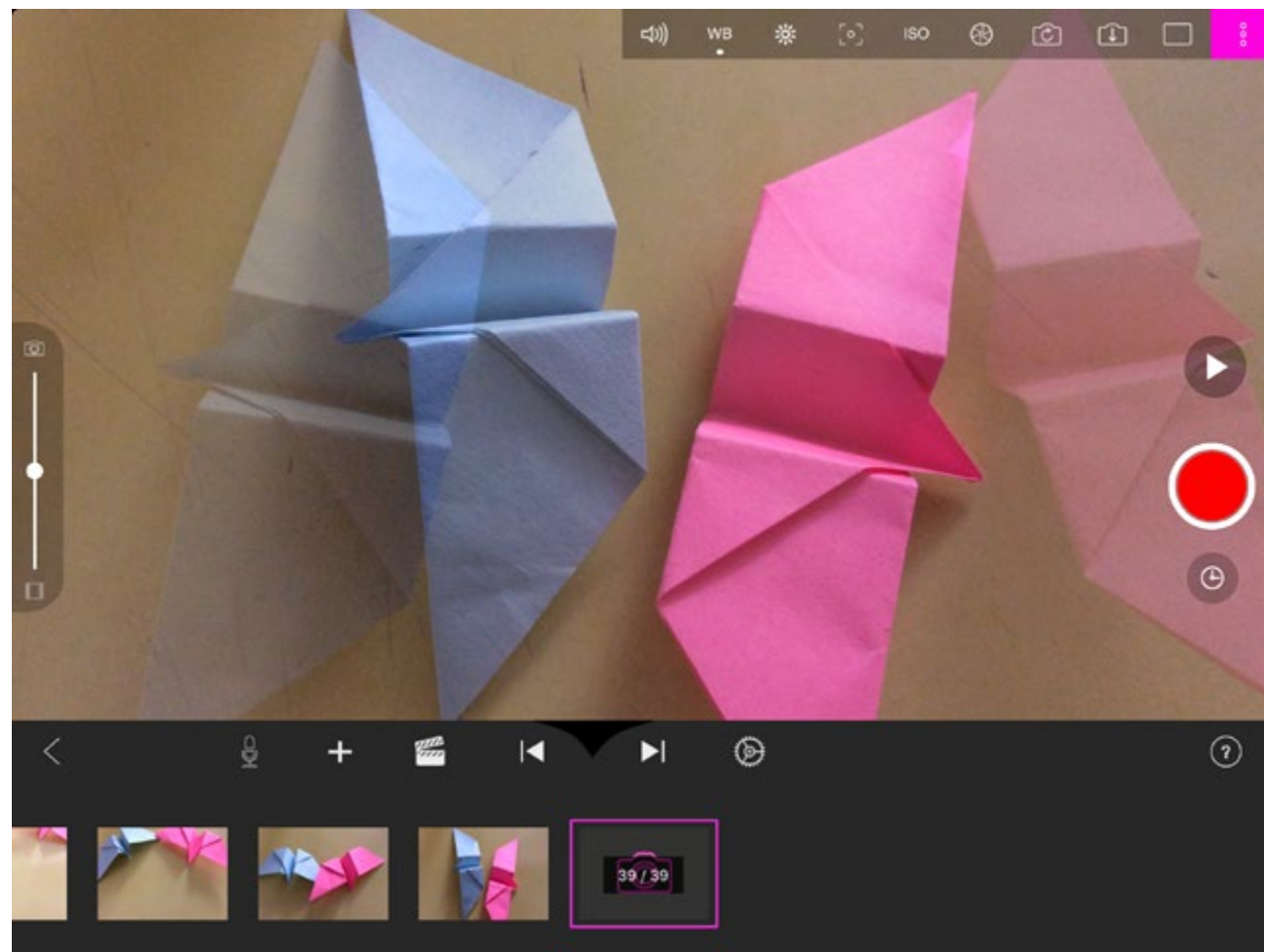
Stop motion studio has one wonderful and very helpful feature: the ‘Overlay’ or ‘Onion Skin setting’. It’s the slider you see on the left of the screen:

when you put it halfway, you will always see a double image:

▶ You will see the still image of **the last frame you have just made**

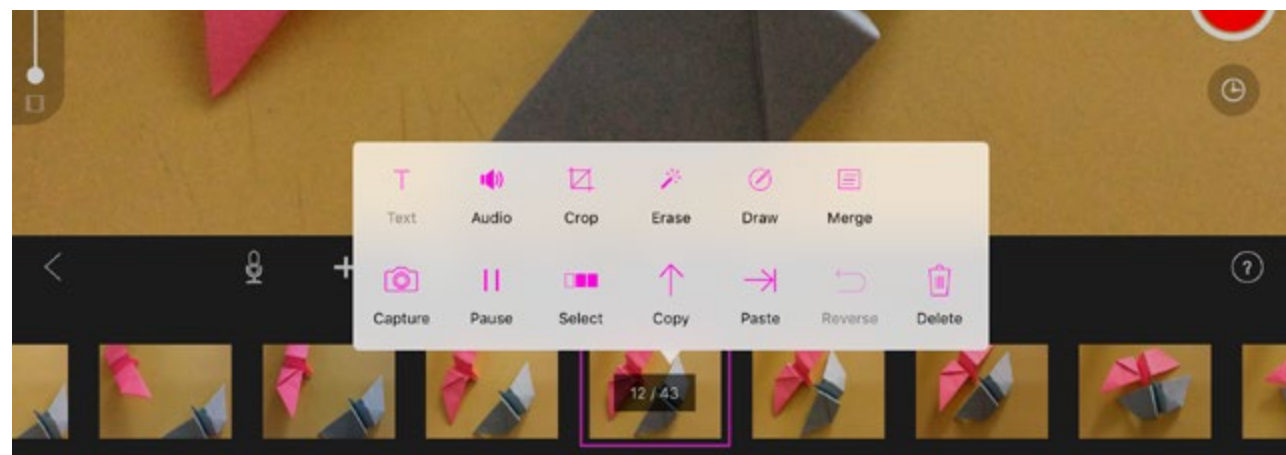
▶ And in **overlay the image you are about to make**

This can help you to make your animation in a very precise way, for instance: with equal steps all the time.

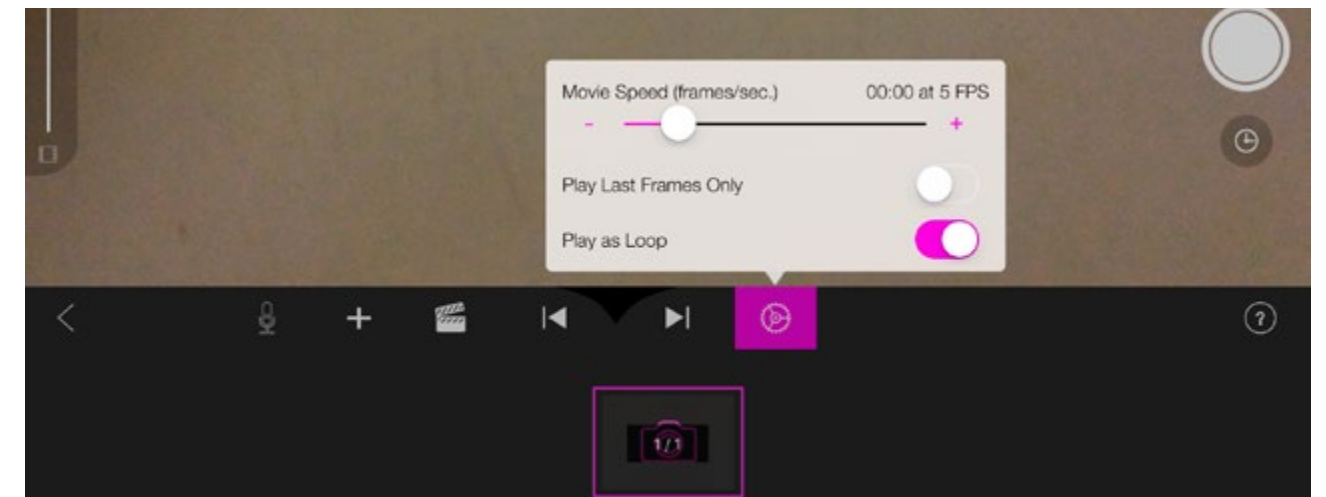


You can always look back to what you already have done by tapping on the PLAY button on the right side, just above the red button. Your sequence will playback in loop.

If you made a frame you do not like, or you want to edit: tap on the frame in question (on the timeline) and this menu of Frame Edit options will open:



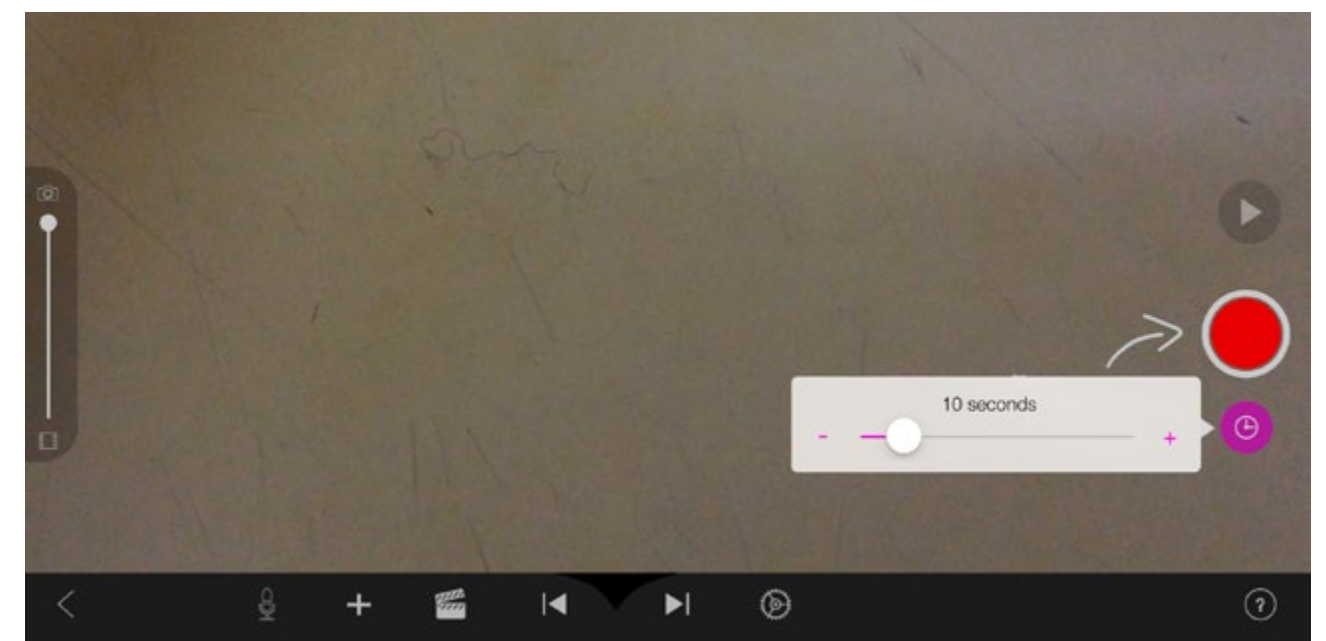
If you want to see your sequence in a higher or lower speed, you can change that here, in the project settings:



If you want to work with a timer, that's also possible: on the right side, just under the red button.

This will make images at a regular interval. You will have time to change your objects, but won't have to touch the iPad anymore.

Make sure your interval is long enough for you to be able to change things without getting rushed and nervous.

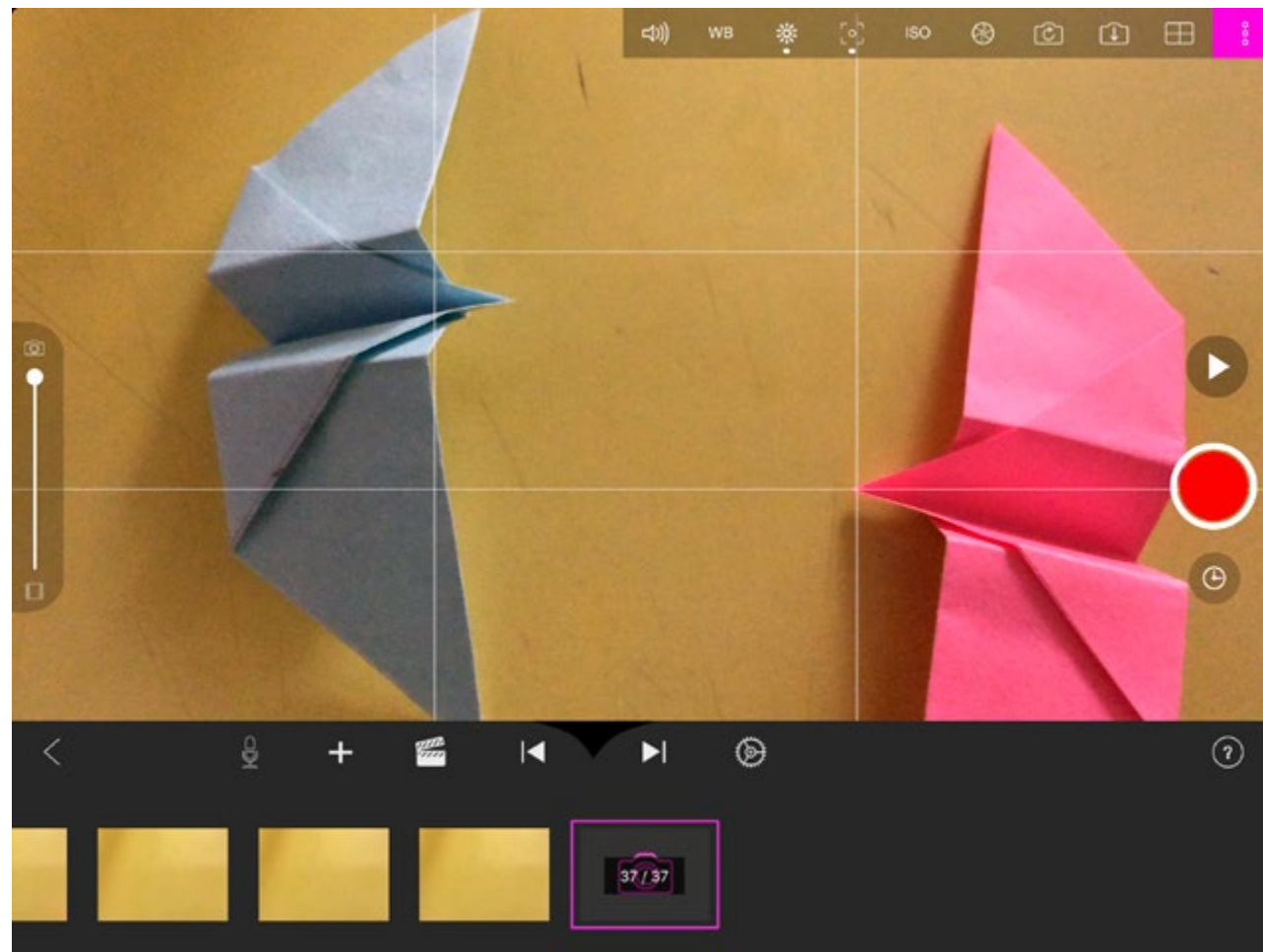


By the way: you can also use another iPhone or iPad as as a **remote** to control your iPad. How to do this, is explained here:

<http://www.cateater.com/inapphelp/wp/en/stopmotion/support.html#Remote%20Camera>

> but you will need a wi-fi connection to be able to use this option.

Finally: in the right above corner you have a menu with **camera settings**. Here you can activate a **grid**, with lines that can help you to compose your frames.



In this menu you will also find ways for the manual settings of:

- ▶ SOUND: to switch it ON or OFF (you can register little bits of sound with your frames too, which can give a funny effect > but might interfere too much with your narrative voice)
- ▶ WB: to set the white balance to the right colour temperature of the light you are working with:
to give you an idea:
 - Candle: 1800 K
 - Light bulb: 2500-2900 K
 - Sunrise/Sunset: 3000-4000 K
 - TL-light: 4000-5000 K
 - Daylight (sun): 5000-6500 K
- ▶ EXPOSURE: make your images lighter or darker
- ▶ FOCUS: play manually with the focus
- ▶ ISO: make your camera more or less sensible for the light
- ▶ SHUTTER SPEED: change the shutter speed manually
- ▶ ...

But of course: you can leave these at **AUTO** (automatic) too.

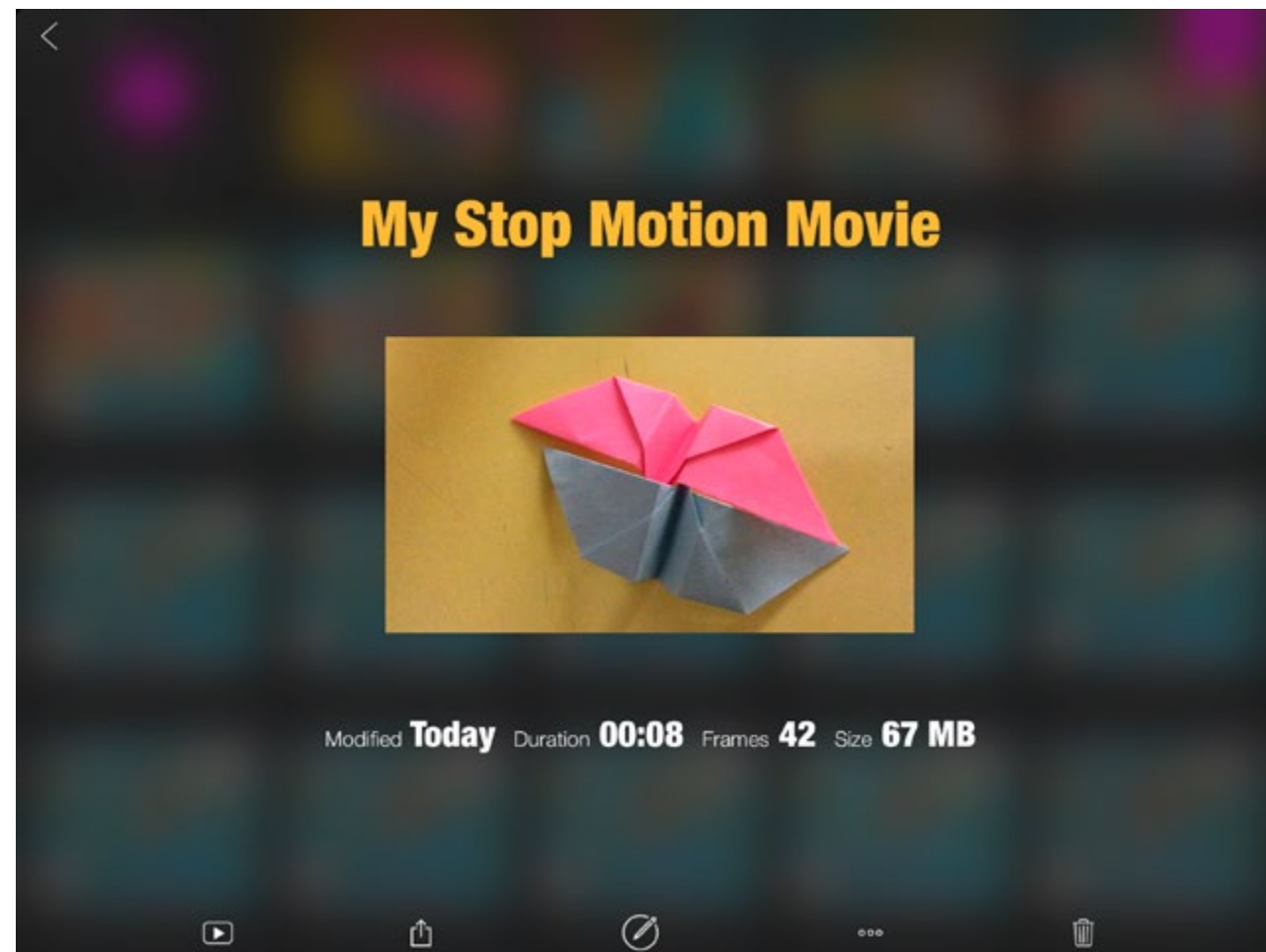
Actually, Stop Motion Studio has some very advanced features and tricks you can apply: if you want to become an expert and know all about it. See the manual on their website:

<http://www.cateater.com/inapphelp/wp/en/stopmotion/support.html>

When you have finished your sequence, you can export it to your iPad and later use it in iMovie!

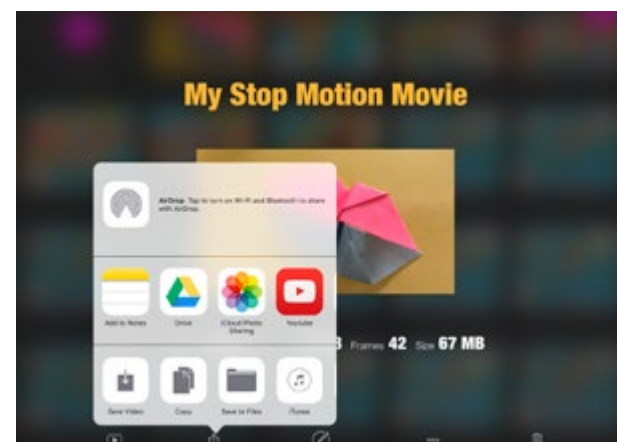
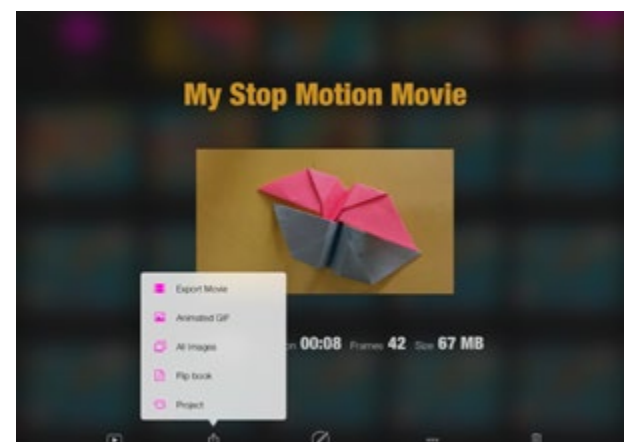
Step 3 – Export your stopmotion movie

Tap on the arrow (<) on the left side of the screen. Your sequence will be saved. You will get to this screen, where you have a **'Share'** button, like in iMovie:



Tap on the 'Share' button and choose: **'Export Movie'**, and next: **'Save video'**

The video will be saved in your Media albums, in the folder Videos. From there, you can import it in iMovie.



APPENDIX 4 – Editing the film in Windows Live Movie Maker WLMM (laptop W7/8)

Creating a Digital Story in PhotoStory 3 – step-by-step

Introduction

Photo Story 3 is an application by Microsoft that is free and very easy to use. You can use it to make basic digital stories with photos or still images: you cannot intergrate video clips in it.

But **the program itself helps you step by step to create a short photo story** with the possibility to add music and your own voice. You can also add **effects** to the photos (e.g.: black and white, sepia, water color...), make the still images move on the screen and add **transitions** between the images.

Even though Photo Story 3 is a bit more limited in it's functions then Windows Live Movie Maker and iMovie, it's **a very good alternative, especially for groups that are less digitally literate.**

The program was originally created for Windows XP, but can be installed too under Windows 7, 8 or 10!

You can download the installer here: <https://microsoft-photo-story.en.softonic.com/>

Or here: <https://www.microsoft.com/en-US/download/details.aspx?id=11132>

After having installed the program on your Windows-computer, you can open it and start creating a photo story. In this manual we will show you step-by-step how to start, edit, finish and export your project.

We illustrate this manual with screenshots of a digital story made by one of the participants in the Huristo 'Train the trainer' workshop from february 2018 in Turin, Italy. It's the digital story **'NAIMA AND ABDELLAH'** made by Ana-Belén. Het original project was made in Windows Live Movie Maker, but here we show how to make a similar movie in Photo Story 3.

The finished film can be watched here: <https://vimeo.com/256483823>

Before you start

Make sure you have all your resources (photos, still images, music) saved in one folder on your computer. The narrative voice you can record within the program itself (see further).

Step 1 – Open Photo Story 3



This is what the logo of the application looks like:



But within the start-up menu it might appear with this icon:

Step 2 – Create a new project

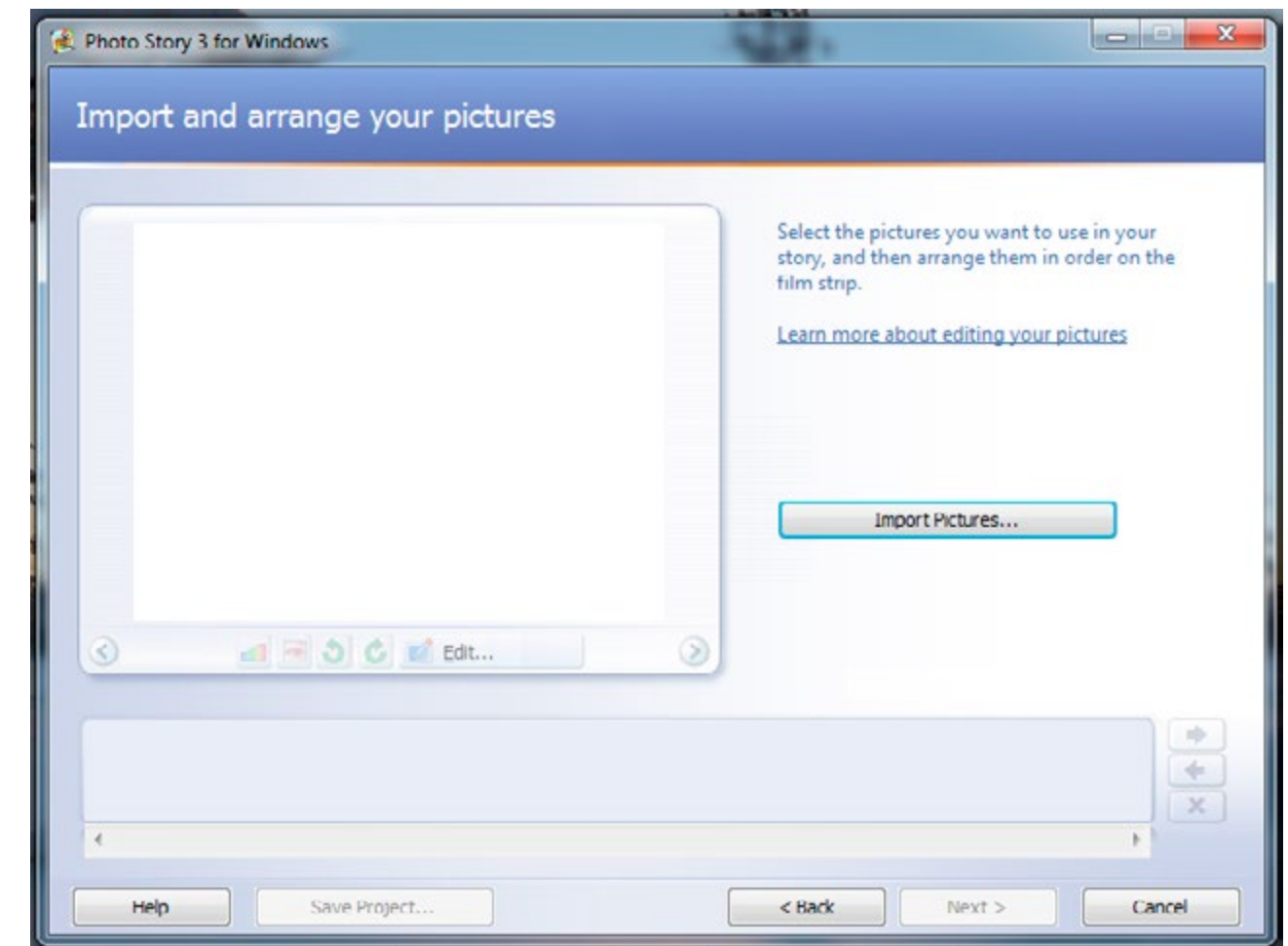
When you click on it, the following window will open:



Select 'Begin a new story' and click Next

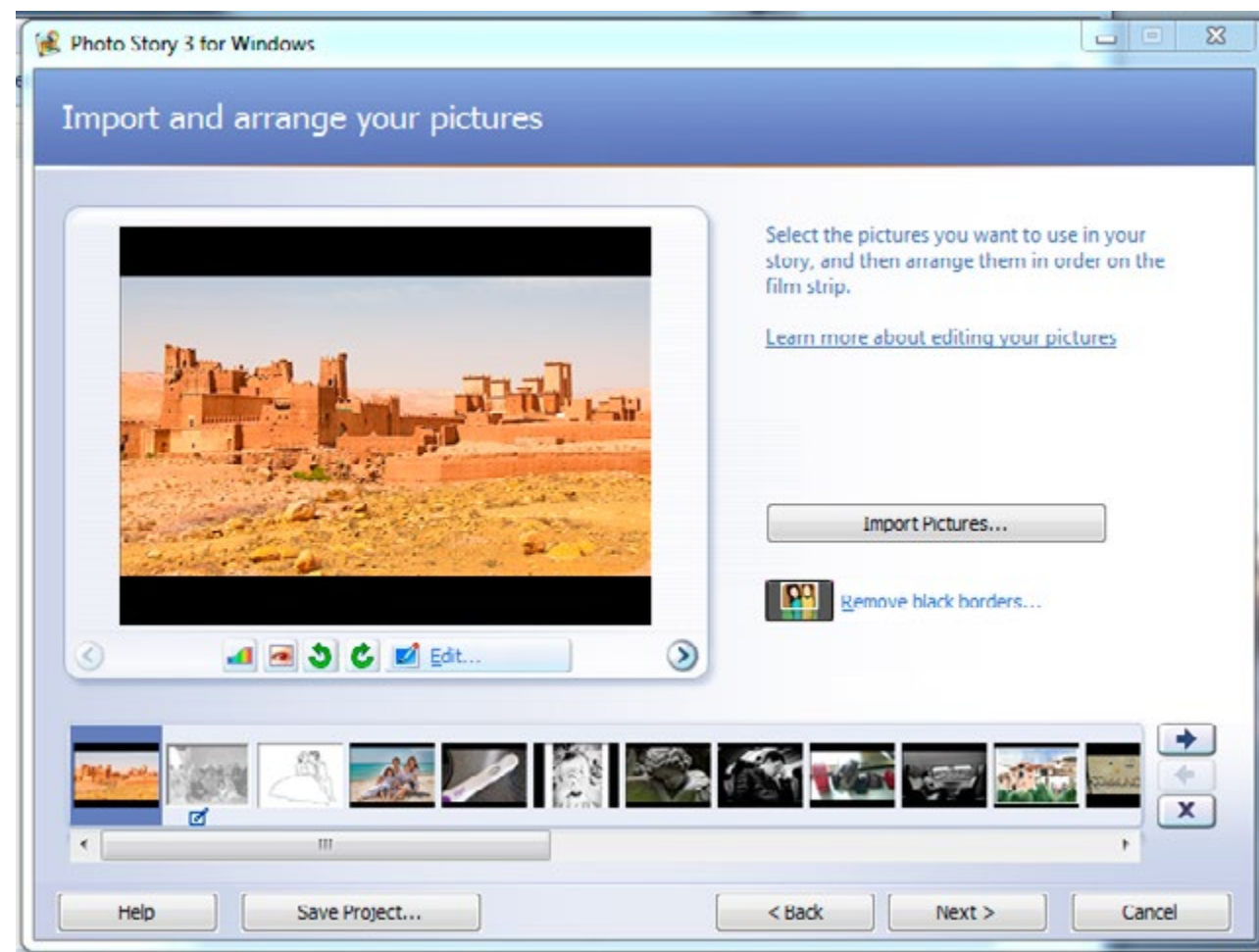
Step 3 – Import and arrange your pictures

Start to select the photos or still images you want to use in your story, and then arrange them in order on the film strip.



Click on 'Import pictures...' > the File Browser will open and you can select the photos:

- ▶ You can select photo by photo (and repeat this action)
- ▶ You select all your photos at once by holding down the Ctrl-key and selecting the images you want by clicking on them with your mouse (left button)



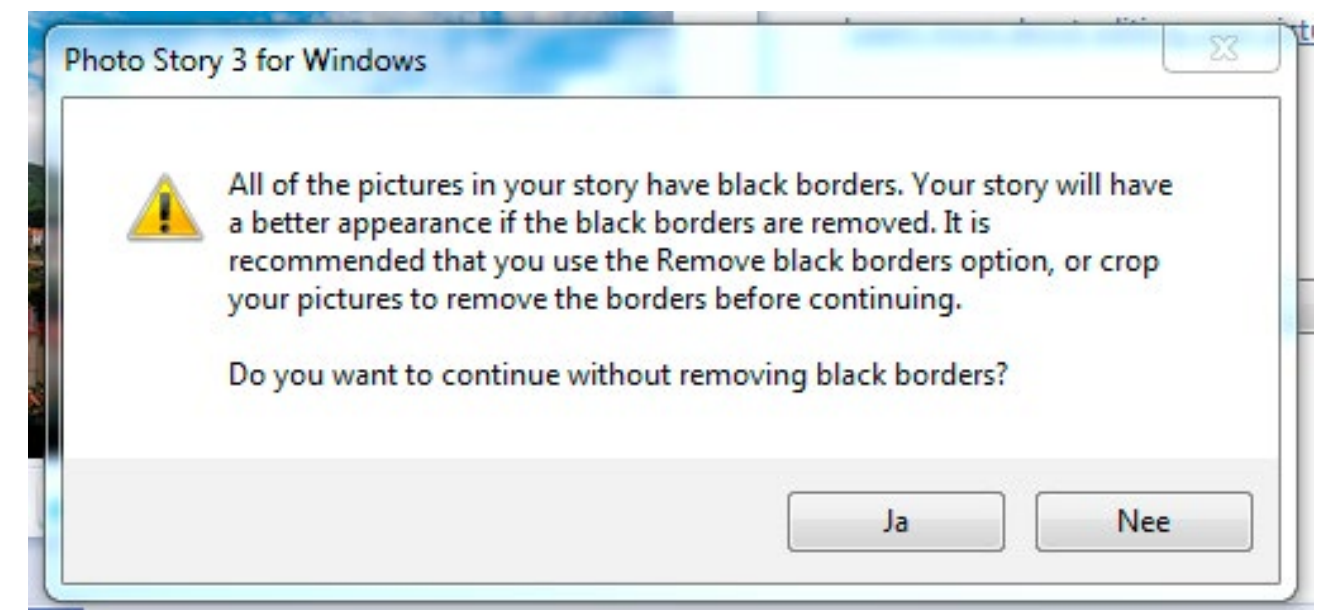
You will have all your images on the filmstrip now. Probably they are not in the right order yet:

You can put them in the right order just by dragging one before or after the other (with your mouse).

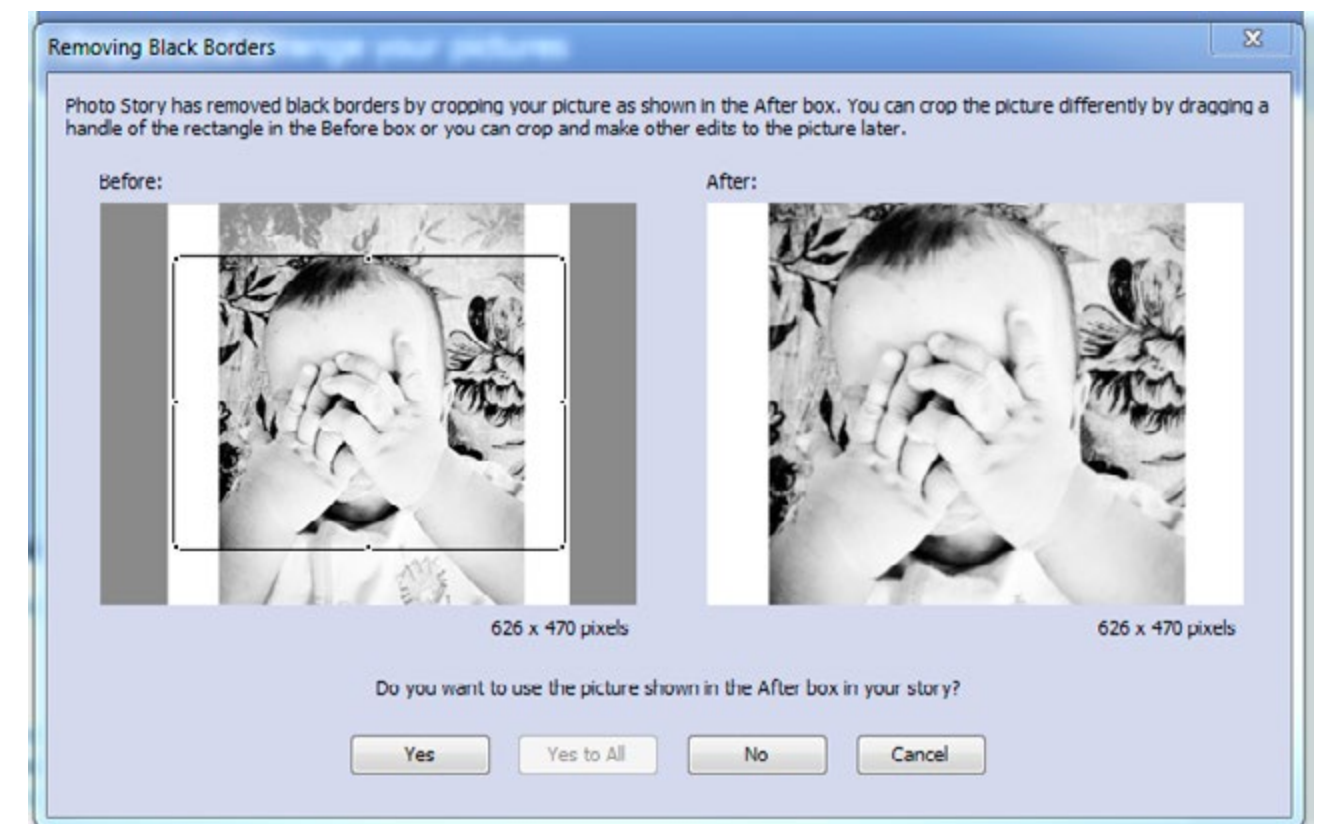
If you want to add another image later, you simply do so by clicking on 'Import pictures...' again.

If you are ready and the photos are in the right order, click on Next.

If your photos haven't got the same size or you have some 'standing' photos (portrait size) in your selection, you might get this message – window:

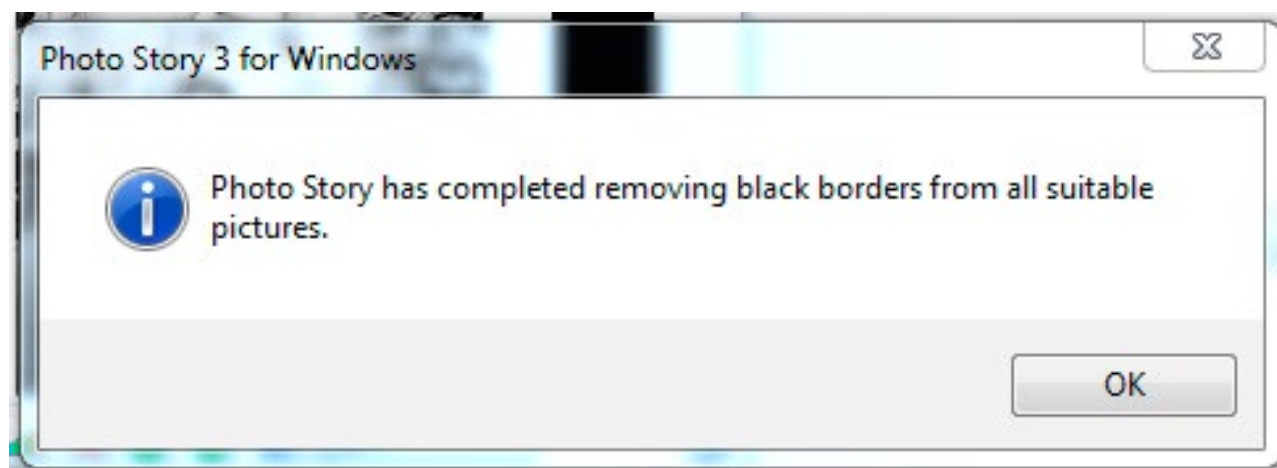


- ▶ If you click on YES, you will continue with the original photos, but with black borders > the easiest option
- ▶ If you click on NO, this window will open and you can crop the images:



You can drag the rectangle on the photo (left) around, to choose the part of the picture you like to keep.

Photo Story will continue asking you this for every photo on your film strip with black borders. As soon as you have finished cropping the photos, this window will appear:



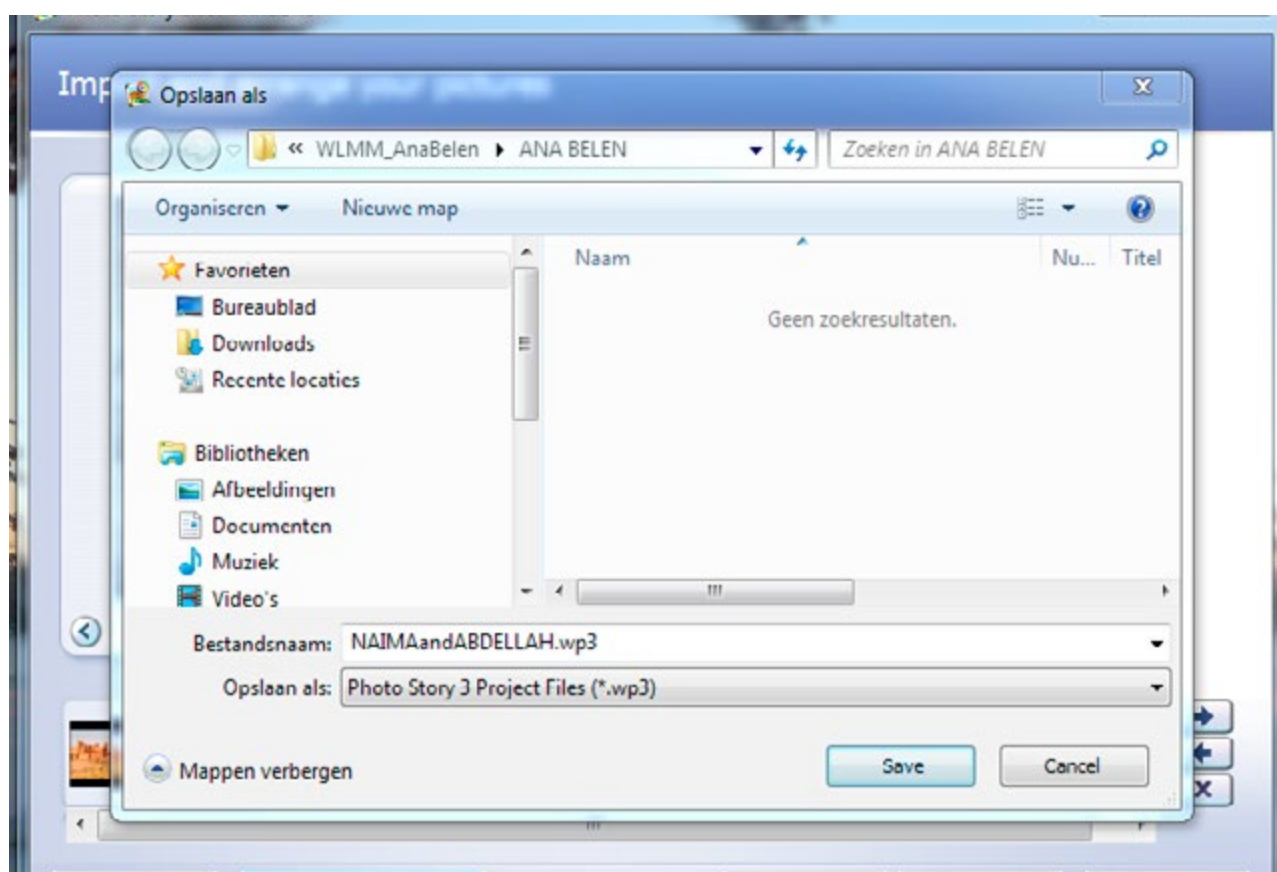
Click OK.

Step 4 – Save the project

Before you continue, it's best to save your project first. Click on 'Save project...'

Give your project a name, with your first name in it or the story title (so don't leave the standard 'Photostory1.wp3' !)

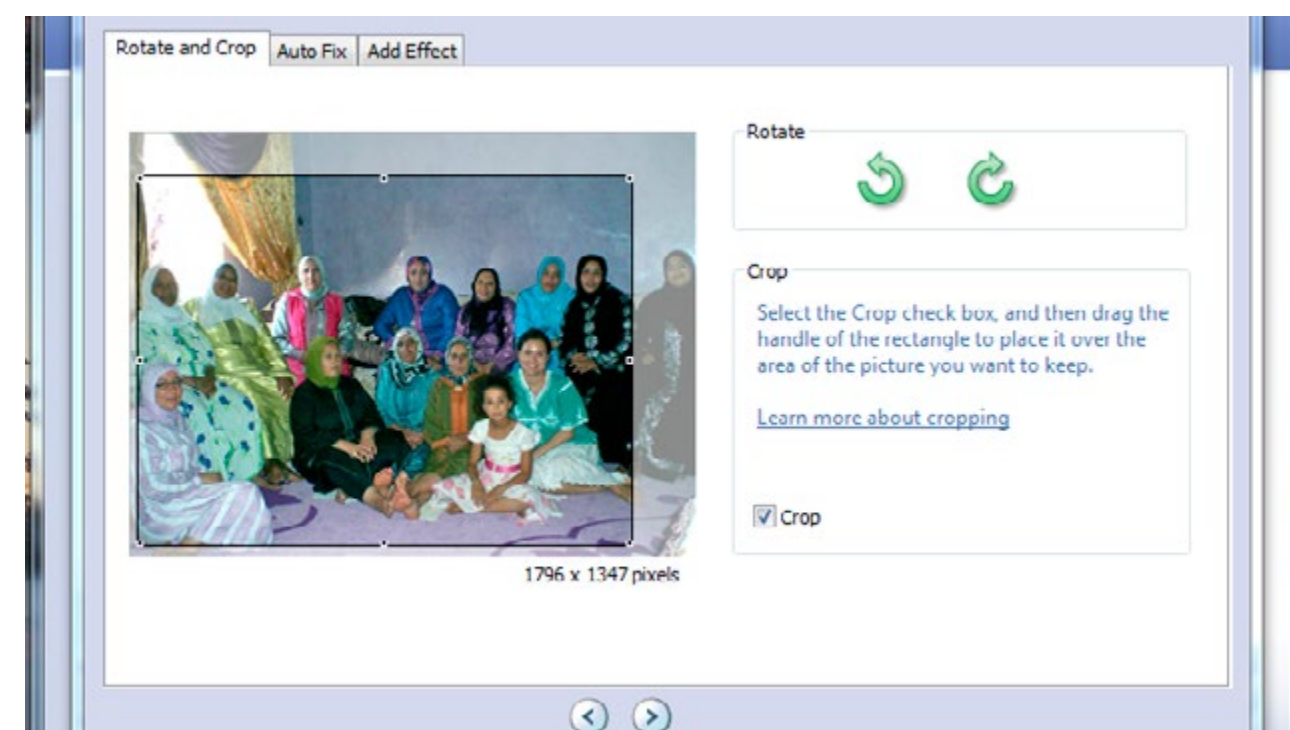
Save the project in the same folder as your resources (photos, music...).



Step 5 – Edit pictures

If you want, you can add effects to your images.:

You can rotate or crop them:



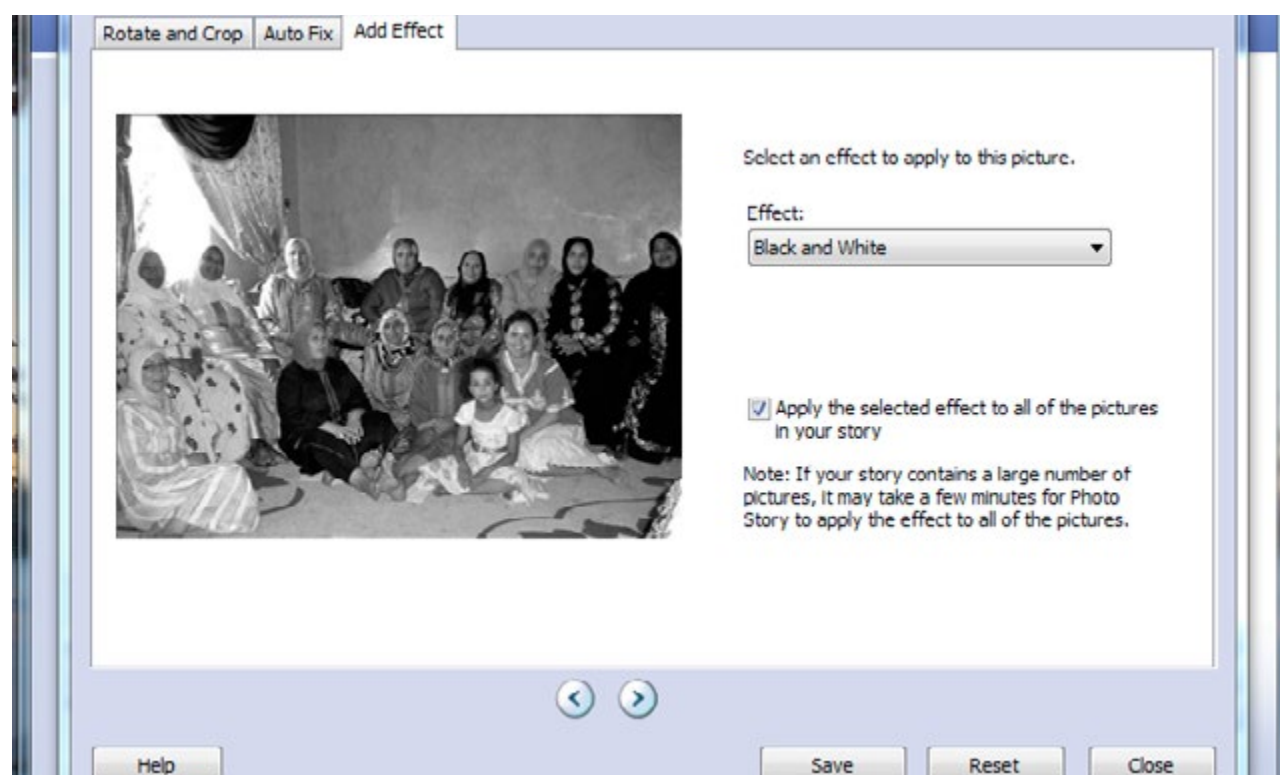
You can 'Auto fix' them: correct contrast, colours or red eye



You can add an effect:



If you want, you can apply the effect to all of your pictures:



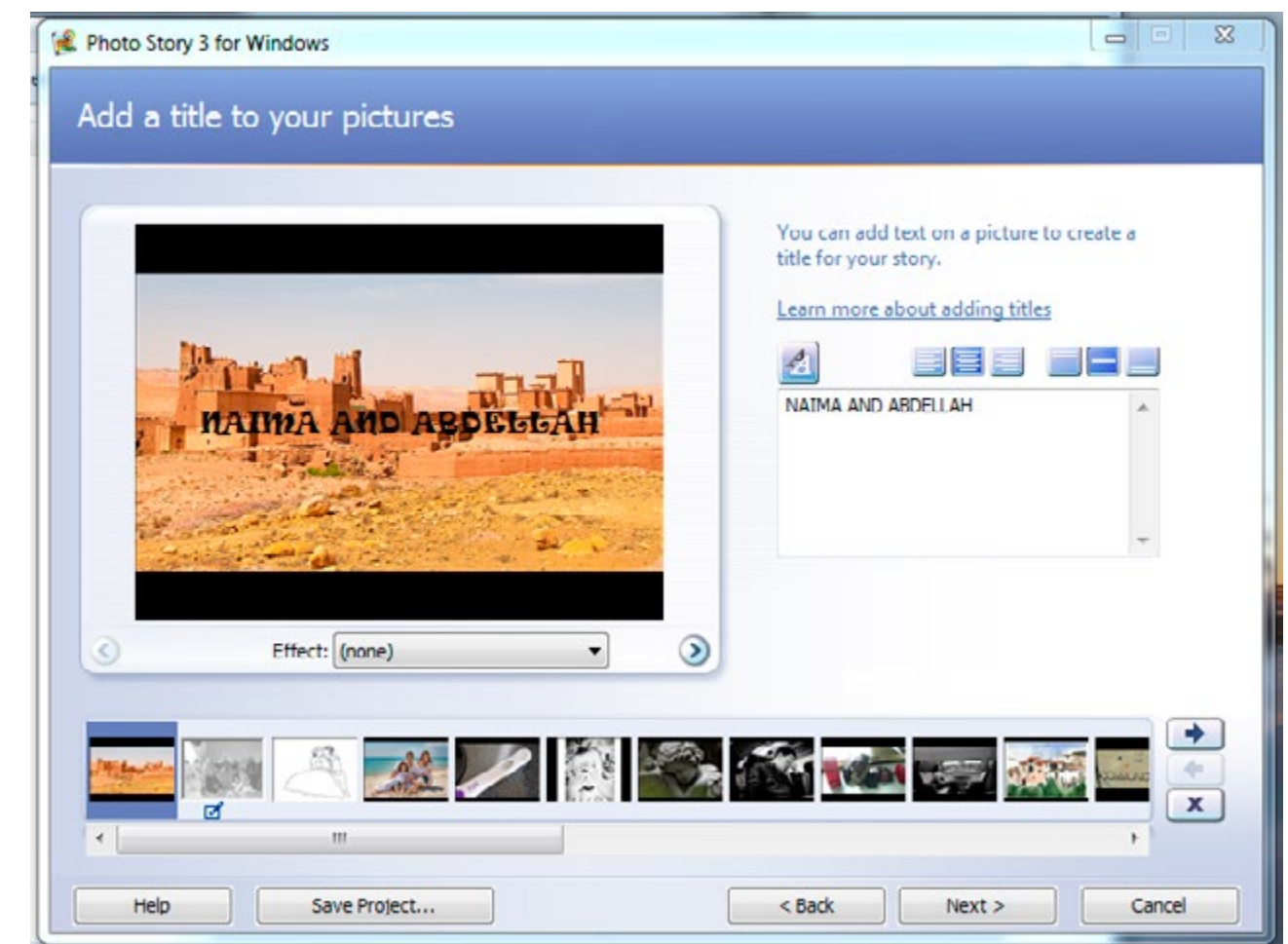
When you have finished with the effects, click on Next.

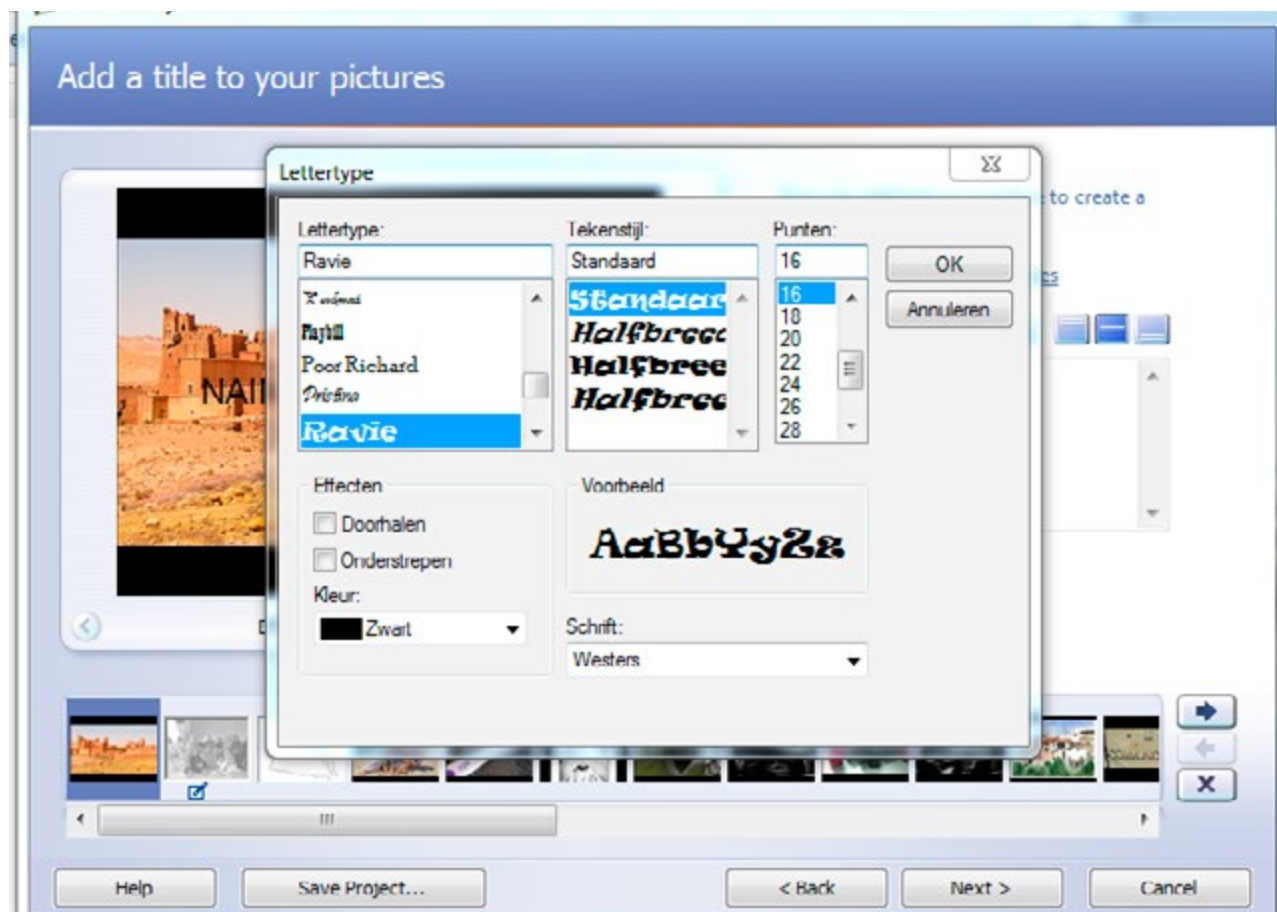
Step 6 – Add a title to your pictures

The next step in the order of the program itself is: adding titles. Maybe you don't want any written titles on your photos, but you can use this function to create at least a title at the beginning of your film.

You cannot make the titles move, but you have some options to:

- ▶ Align your title horizontally: left, center, right
- ▶ Align your title vertically: top, center, bottom
- ▶ Choose font, size and colour of the text





Adding subtitles in Photo Story is too complicated: you can better do this after publishing your film on YouTube or Vimeo: these website have very easy to use subtitles functions (see further).

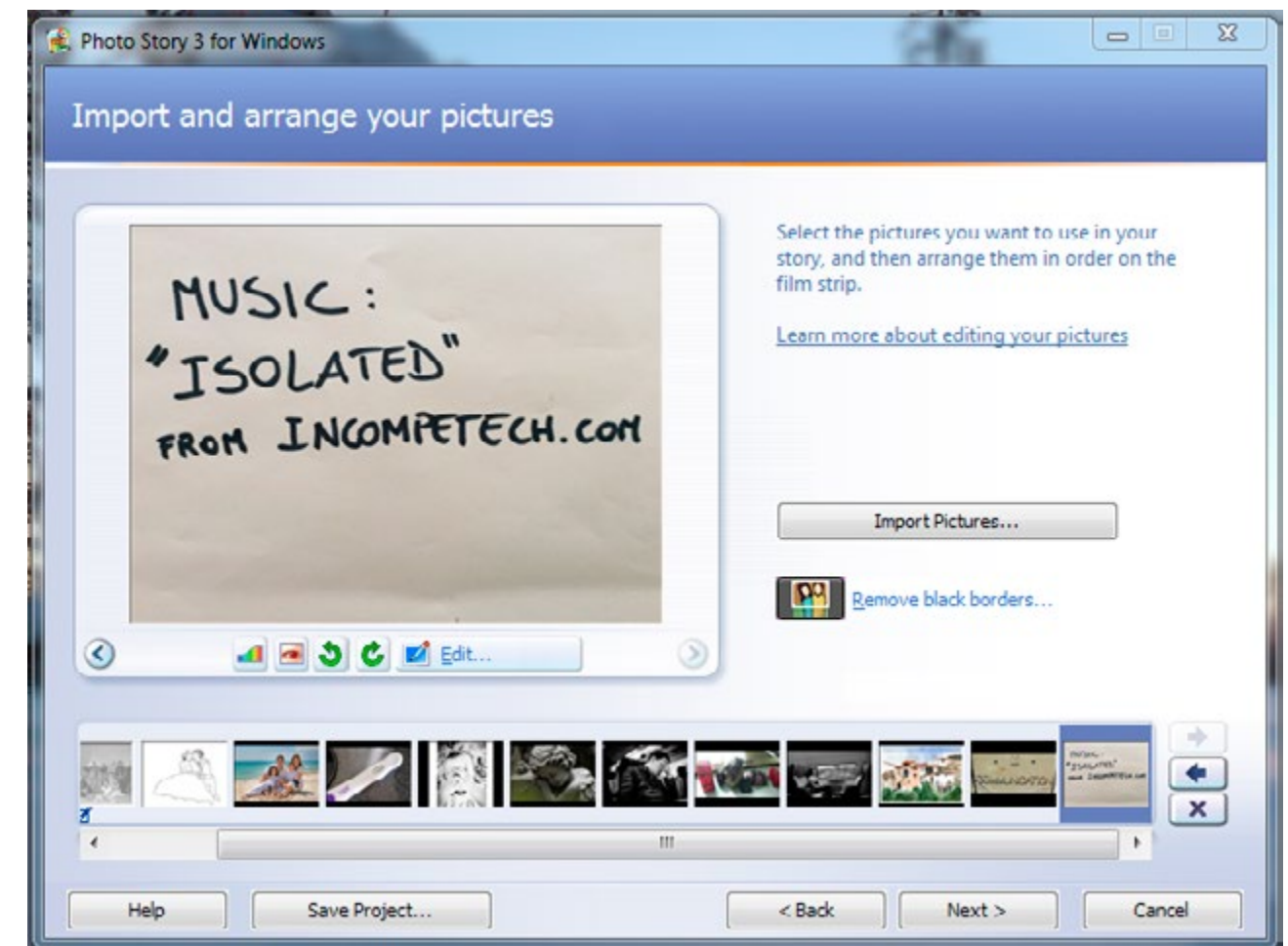
If you think creating these titles within Photo Story is a bit too complicated and not so creative, you can also choose to create titles on paper and photograph them (like Camilla did in her film 'How could we meet again', the example film in the section on iMovie. <https://vimeo.com/256481434>):



You can even write in black on a white paper and put it in negative in Photo Story, to get white titles on a black background!

How to do this:

- ▶ Write or draw your title on paper
- ▶ Make a photo of the title
- ▶ Put this photo in the folder on your computer
- ▶ Return to your Photo Story project
- ▶ Go back the 'Import and arrange your pictures'- page
- ▶ Add the photographed title



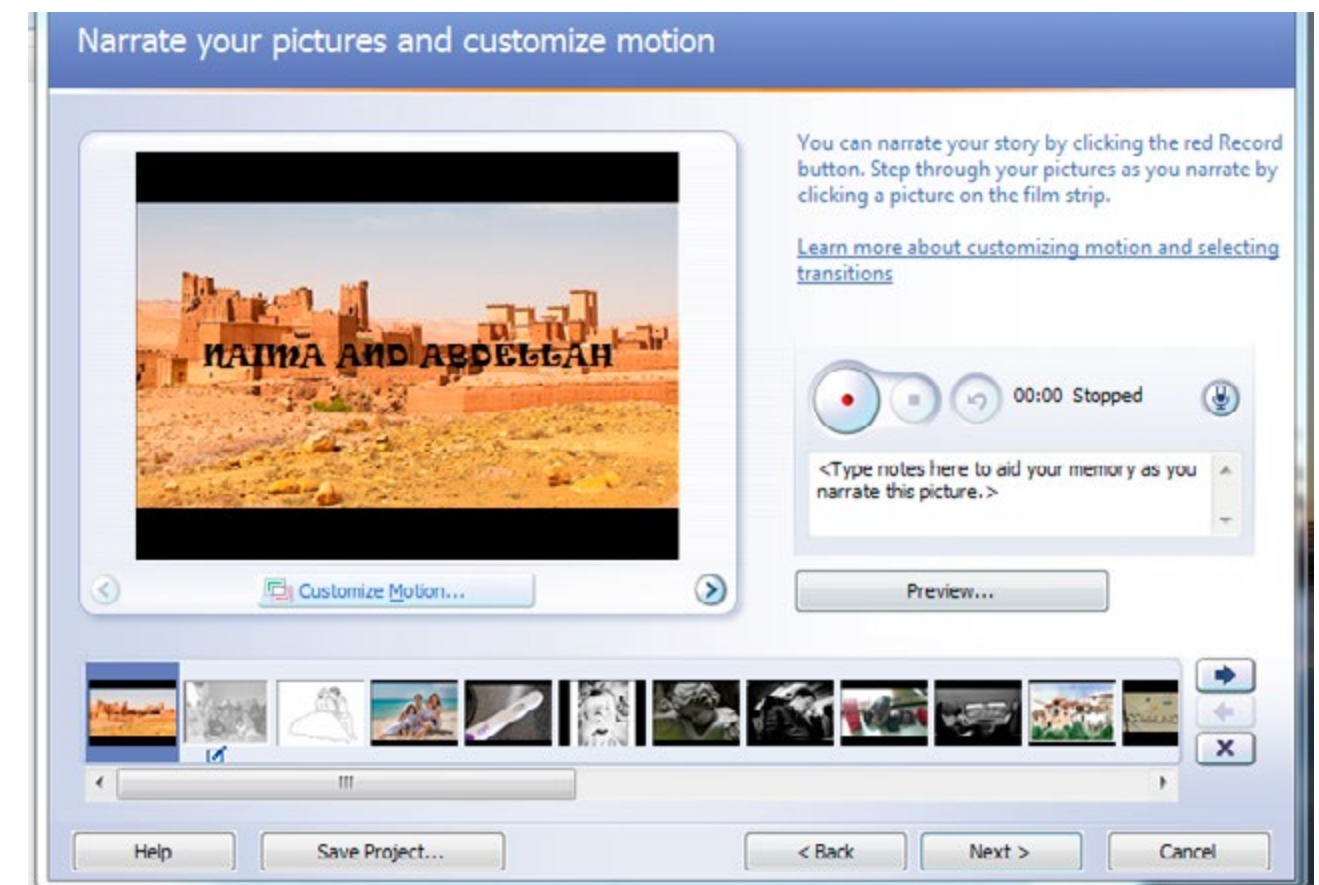
- ▶ Click Next
- ▶ On the 'Add a title to your pictures'-page you can add the Negative effect
> just below the picture:



When you have finished with the titles, click Next.

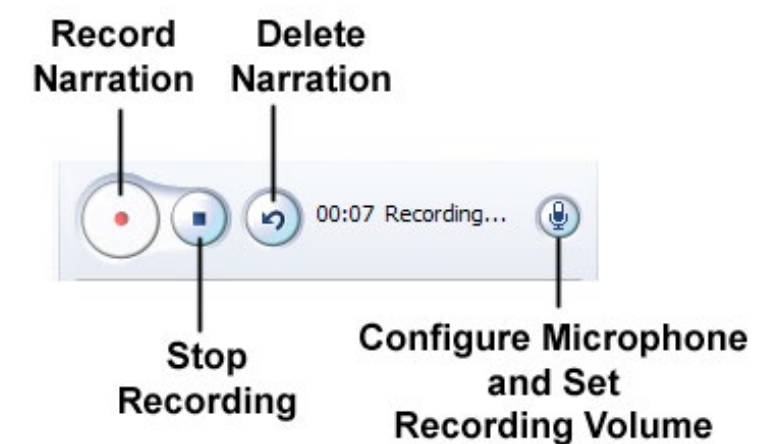
Step 7 – Narrate your pictures and customize motion

In Photo Story you can record your narrative voice **picture by picture** (not all at once). Just select a picture on the film strip below (by clicking on it) and start narrating.



You can **start** the recording by clicking on the red button. You can **stop** by clicking on the black button next to it. Make sure the **recording level** is loud enough!

You can listen to what you have recorded by clicking on **Preview...** If you are not satisfied with the recording, you can **delete** it again:

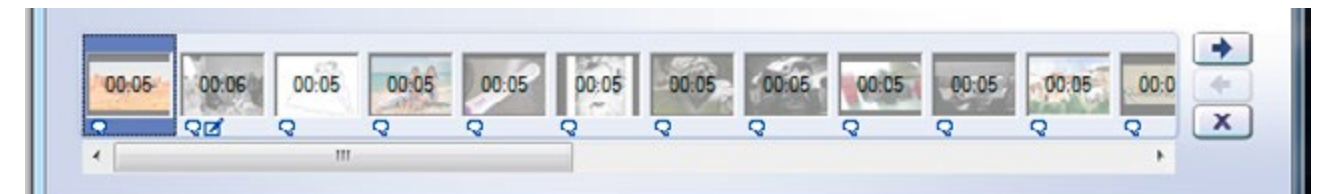


The duration of the picture will automatically be adapted to the duration of your narrative voice.

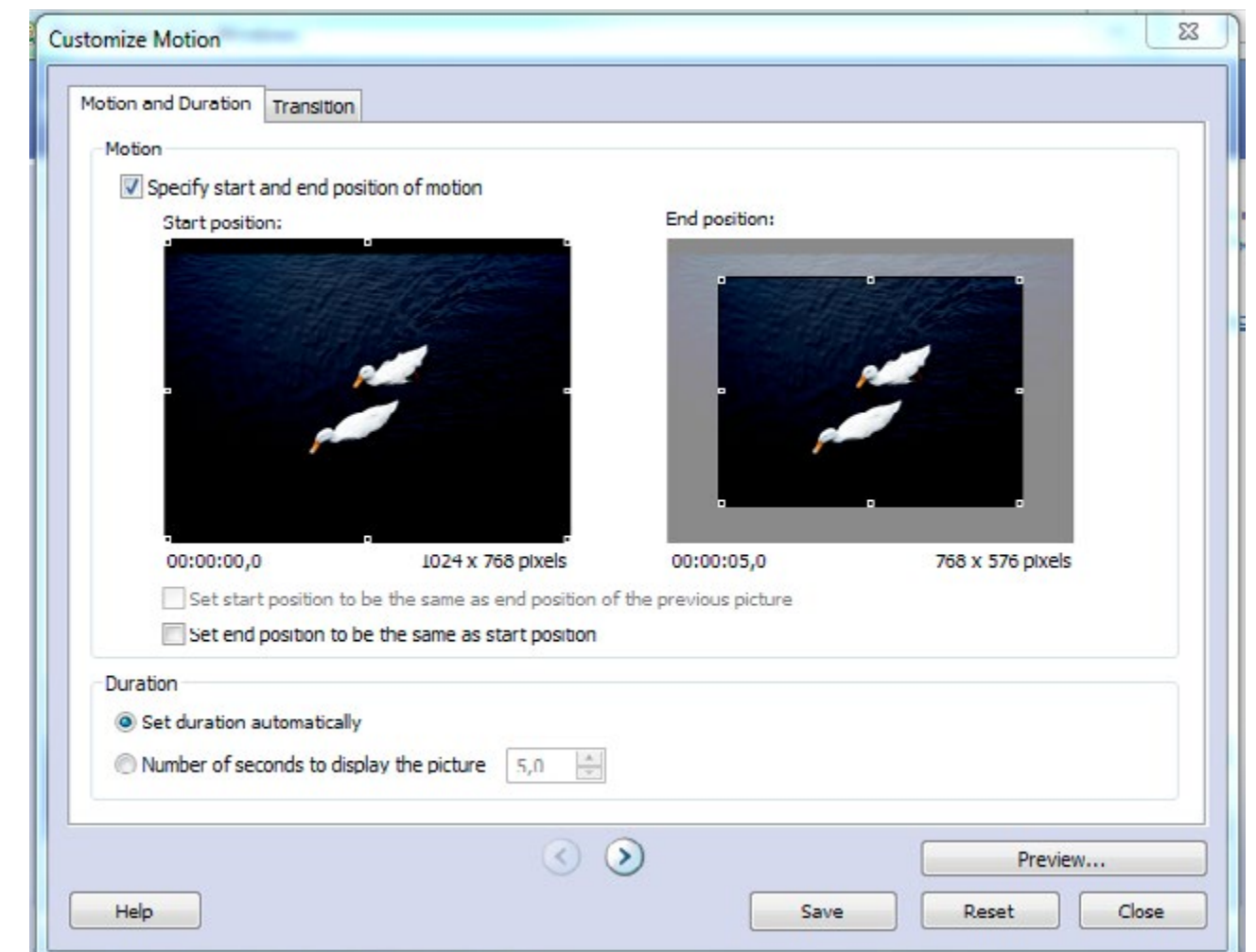
The preview screen looks like this:



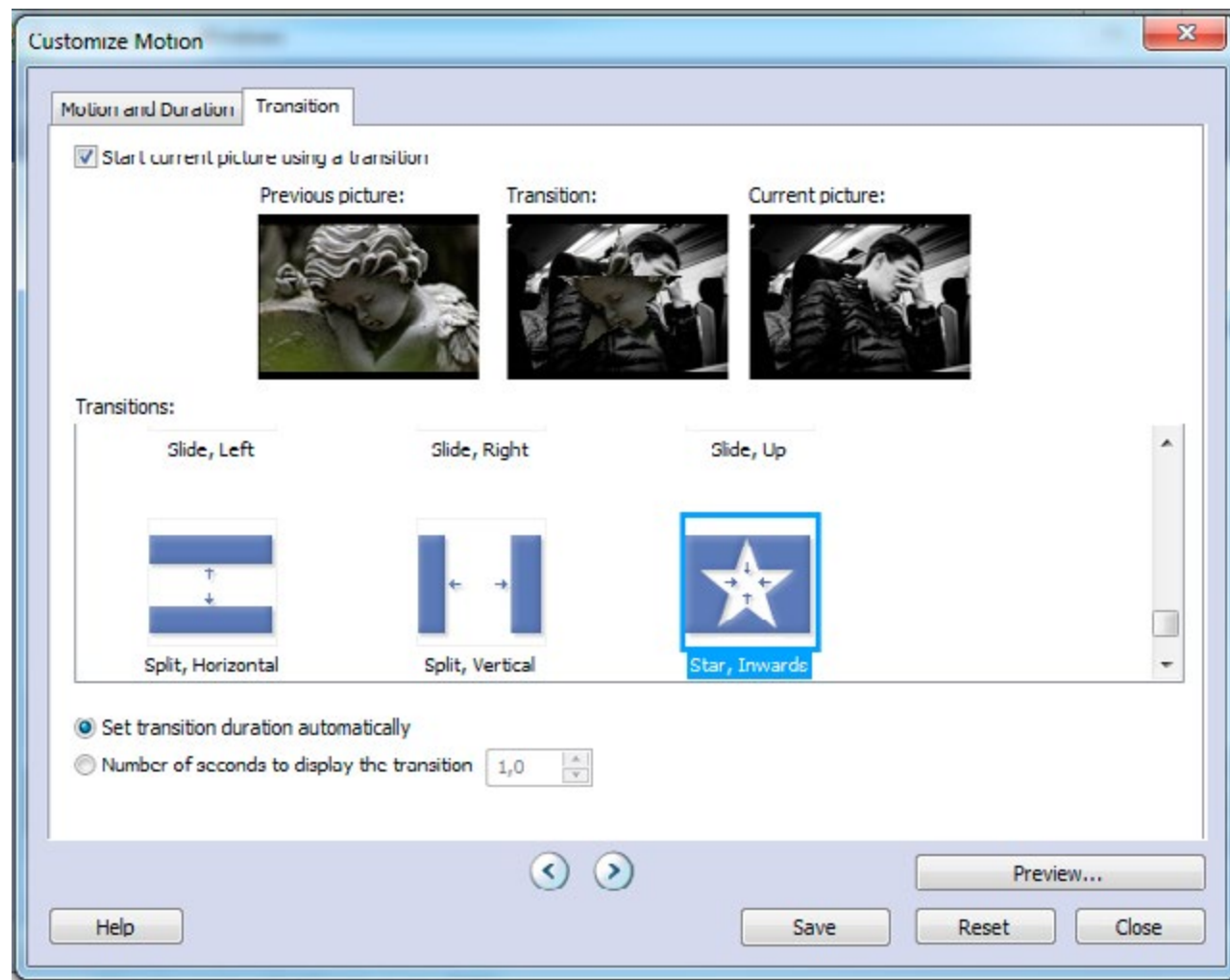
After recording the narrative voice on all of your photos, your film strip will look like this:



For each picture you can also **customize the motion options** and if you want you can add **transitions** between the pictures.



If you don't want your images to move on the screen, choose the option '**Set end position to be the same as start position**'.



You have 48 different transitions to choose from!

When you have finished with the motion and transitions, you are ready to add some music to your film.

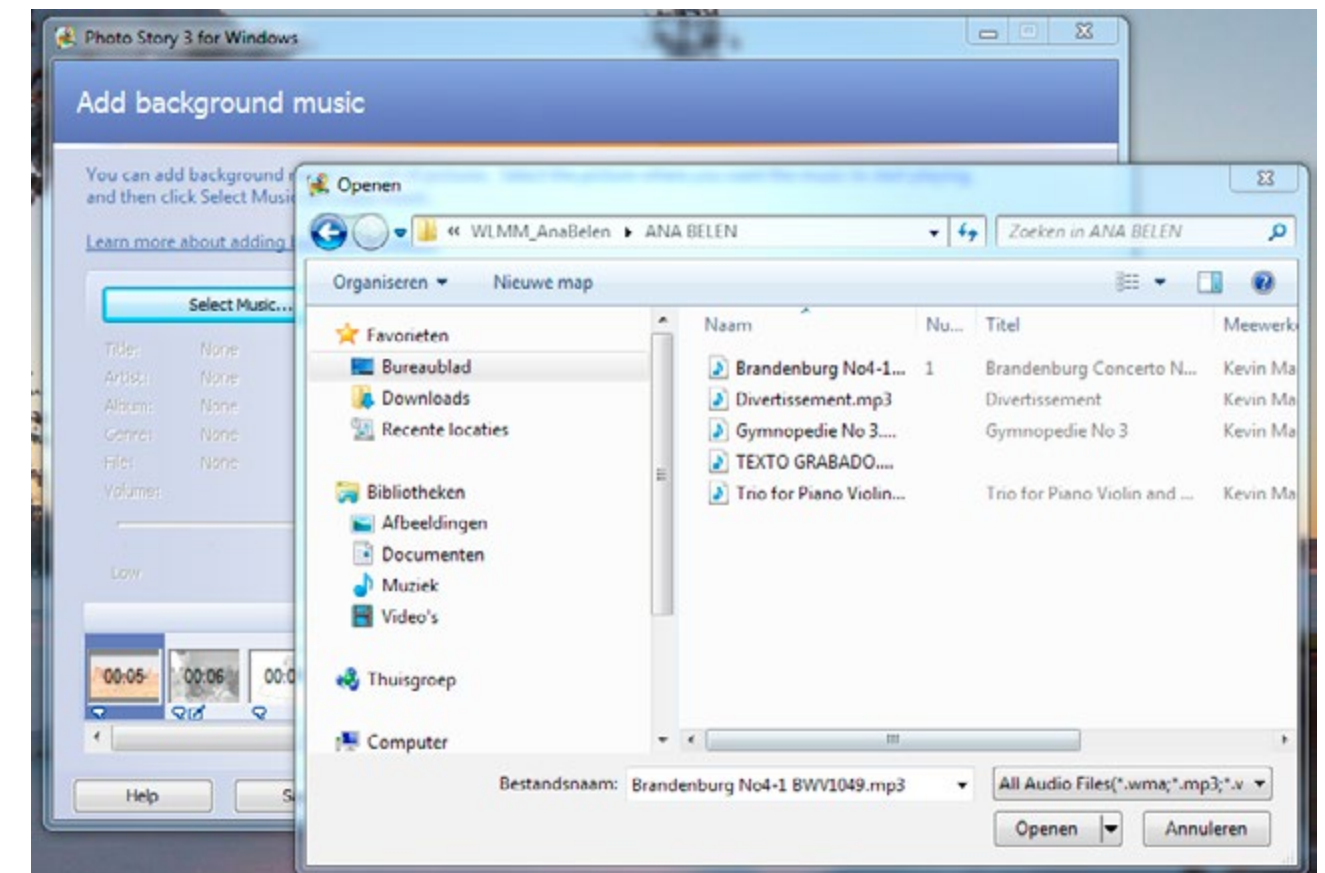
Step 8 – Add background music

You have two options here:

1. **Select Music** > add a piece of music from your computer. This is music you have downloaded from internet (royalty free!) and saved in your resources folder.
2. **Create Music** > customize prerecorded pieces and styles of music (within Photo Story).



Select music

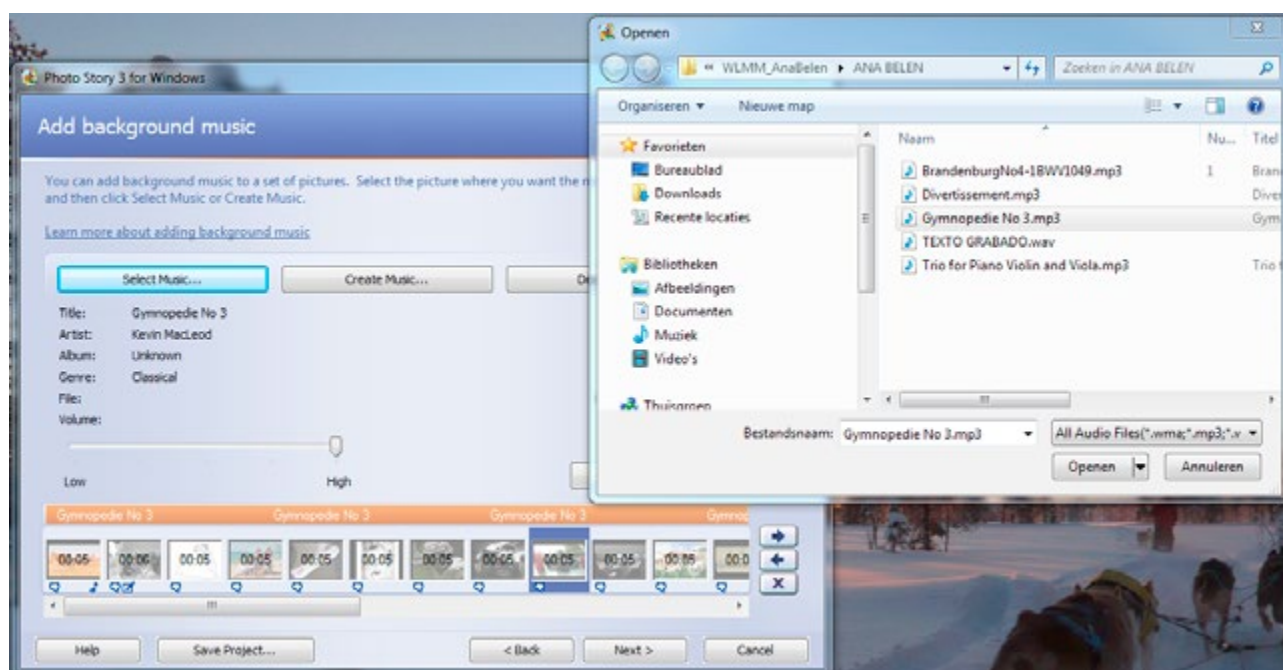


Click on **Select Music...** and choose the music you want from your folder.

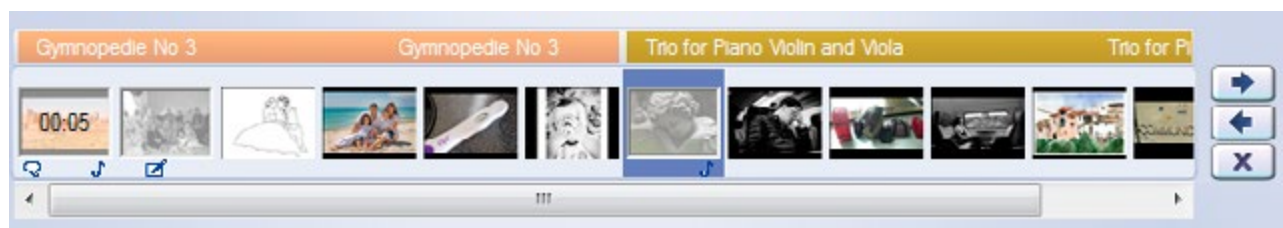
The music will be added to your film strip:



You can add different pieces of music. Select the image on which you want a second music to start, and click on **Select Music...** again.



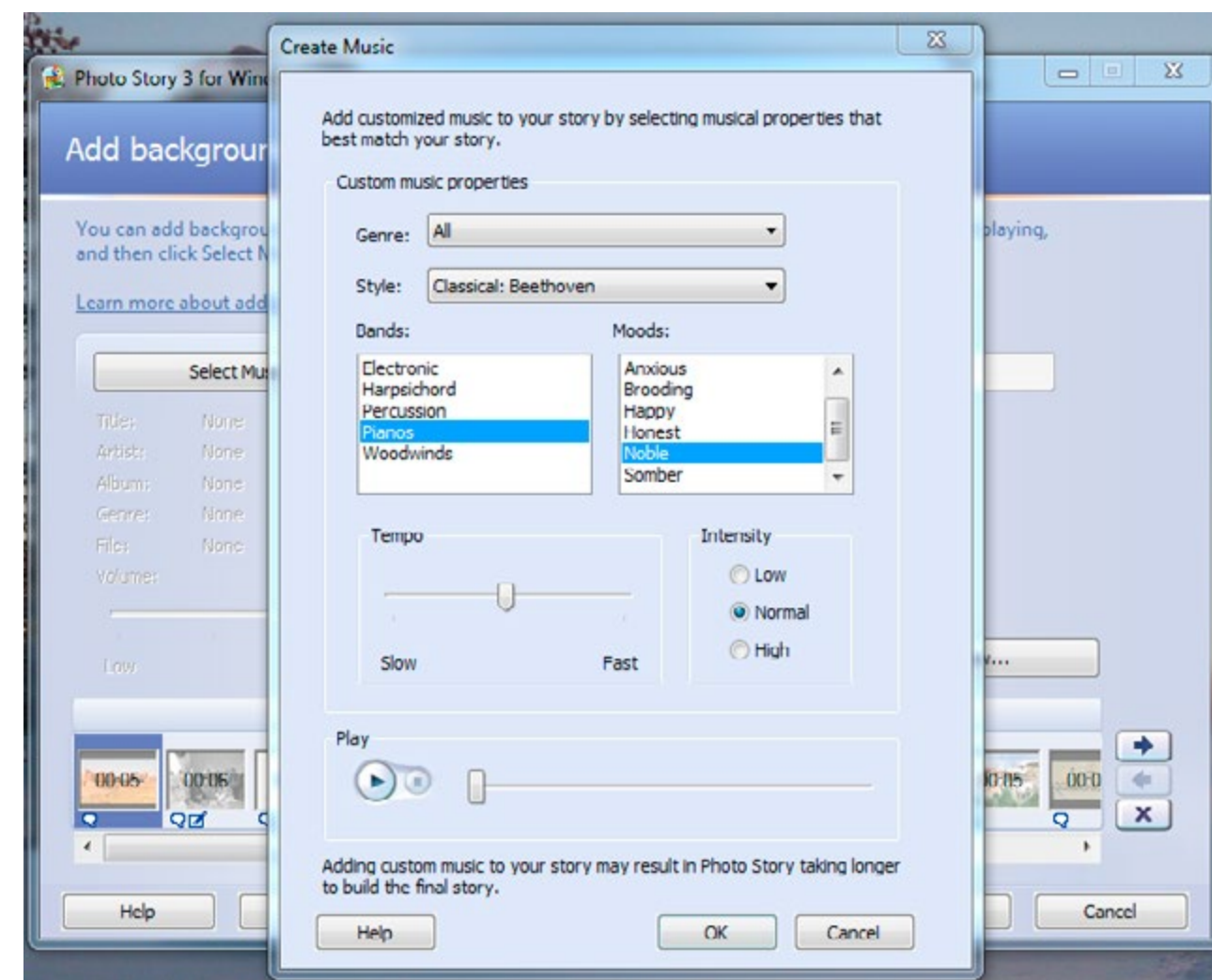
Your film strip will look like this now:



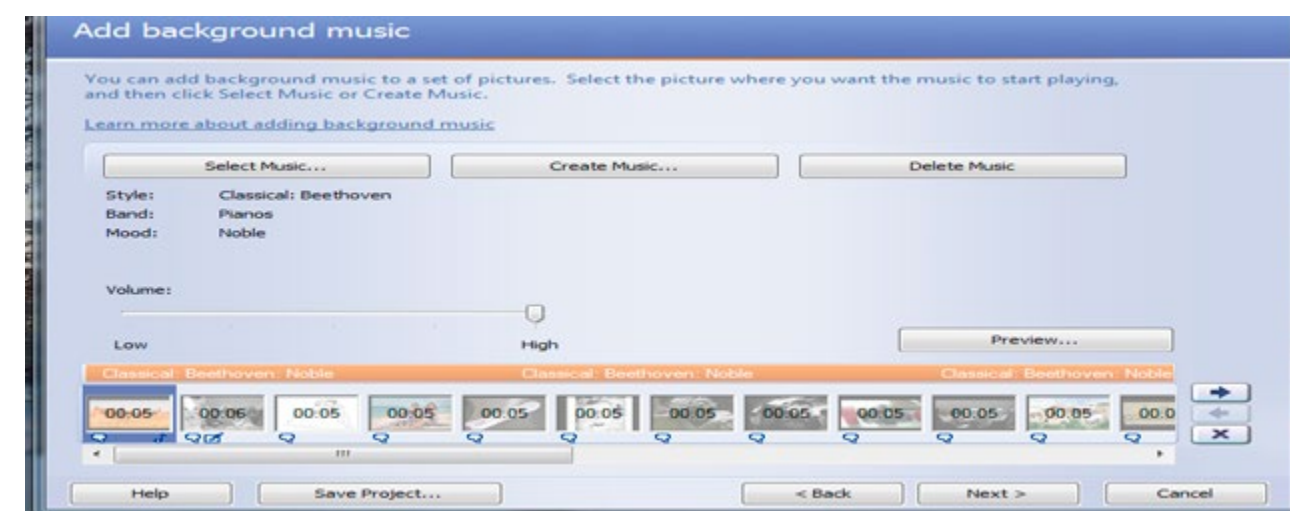
You can continue his way to add music to your film.

Create music

Here you can customize prerecorded pieces and styles of music by selecting the genre, style, bands, mood, tempo, and intensity of the music:



Like in the Select Music-option, your music will be added tot he film strip:



In contrast to iMovie and Movie Maker, you don't have an extra sound channel here to add sound effects. That's a pity, but fort he rest this program is very easy to use, which is a great benefit of it!

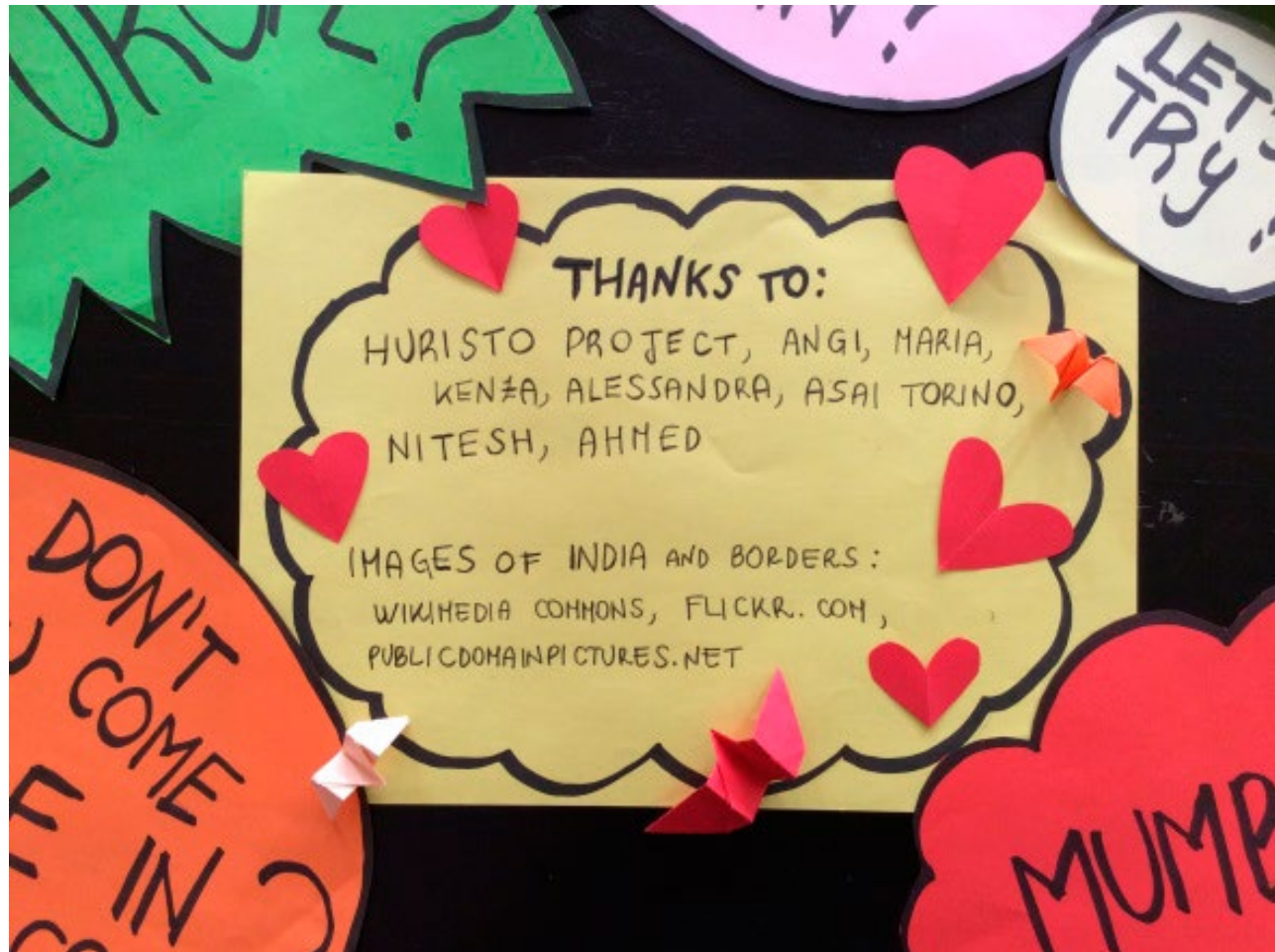
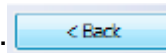
Finished? Click on **Next**.

Step 9 – Add an End Title

Your film is almost finished now!

But: a real film should have end titles! You mention there who has made the film, which music and other resources where used... Maybe you want to thank the people who helped you make the film.

To add this title (or these titels), just use the Back-button:



If you want to add handwritten titles, go back to the '**Import and arrange your pictures**'- page and **repeat step 3**.

If you want you can write in black or blue on a white paper and put the titles in **negative** (white letters on black background) afterwards in Photo Story > see back.

If you want to titles in Photo Story, go back to the '**Add a title to your pictures**'- page and **repeat Step 6**.

Your film is now completely finished. Time to export your digital story and share it with the world!

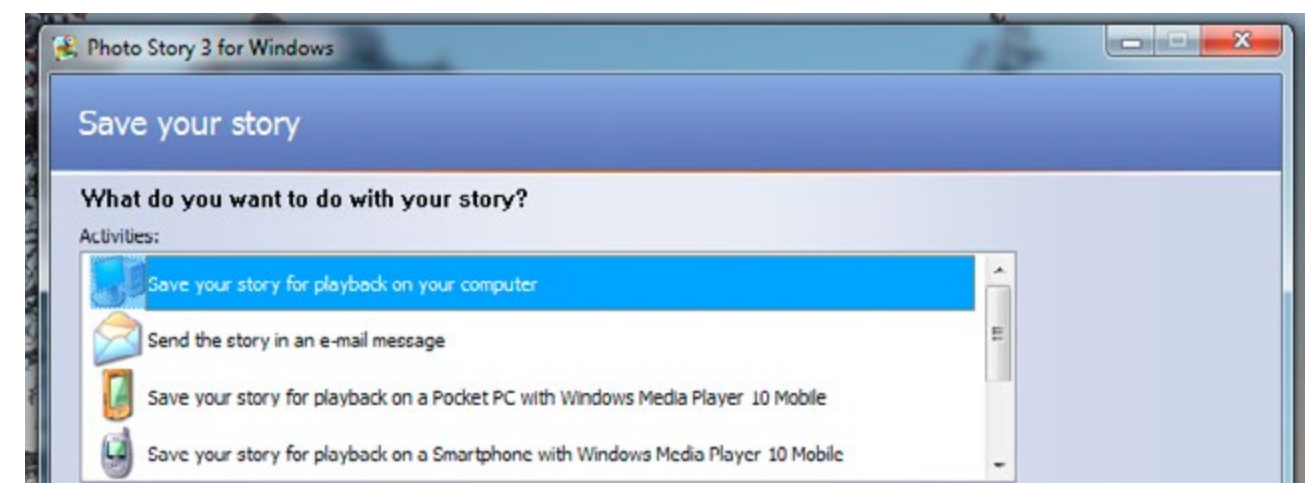
Before you do so, watch it once again (even if it's the 1000th time). Often you discover some small errors that you can quickly 'repair' before exporting the movie. If everything is OK, you're ready for export.

First, save your project a last time: click on **Save Project...** again, click **Save** and **replace** the earlier version (.wp3)

But your film is just a project now within Photo Story 3: you still have to export it as a **videoclip**.

Therefore: click on **Next**.

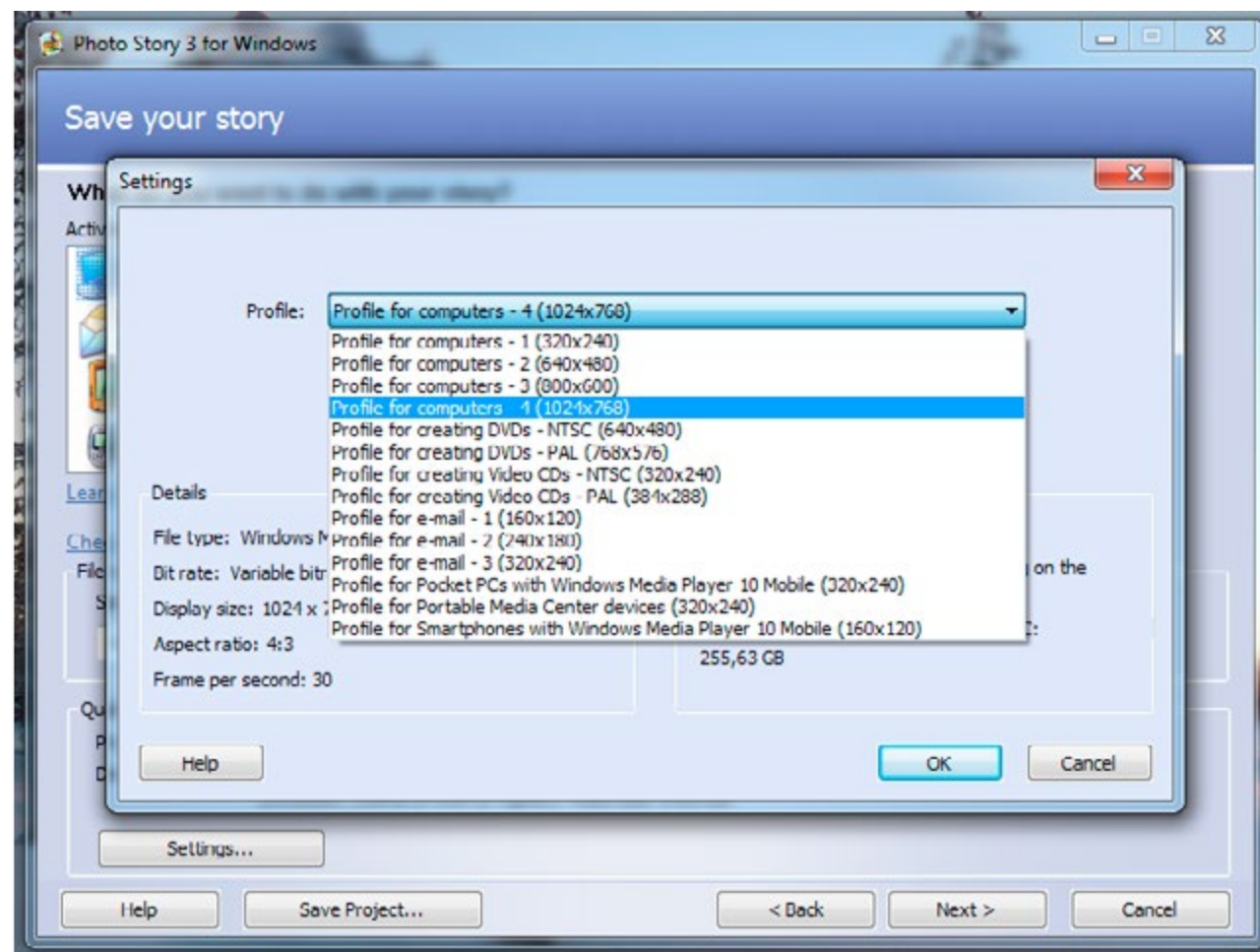
Step 10 – Save your story



Choose the first option in the menu: Save your story for playback on your computer.

You have to define the Quality Settings of your film first. Always choose the best possible quality. In Photo Story 3 this is a Windows Media Video (.wmv) of 1024 x 768 pixels.

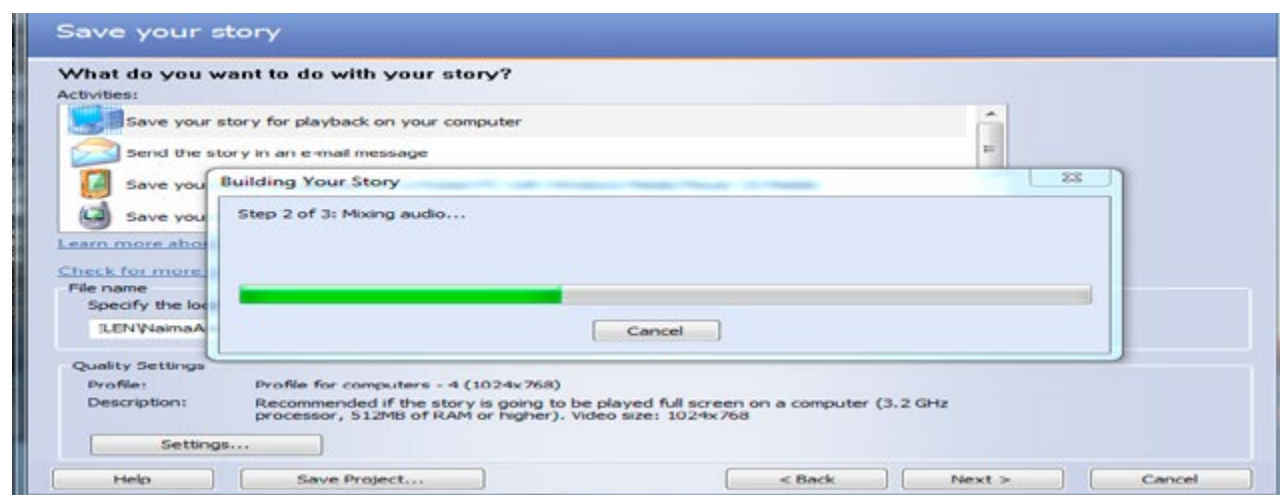




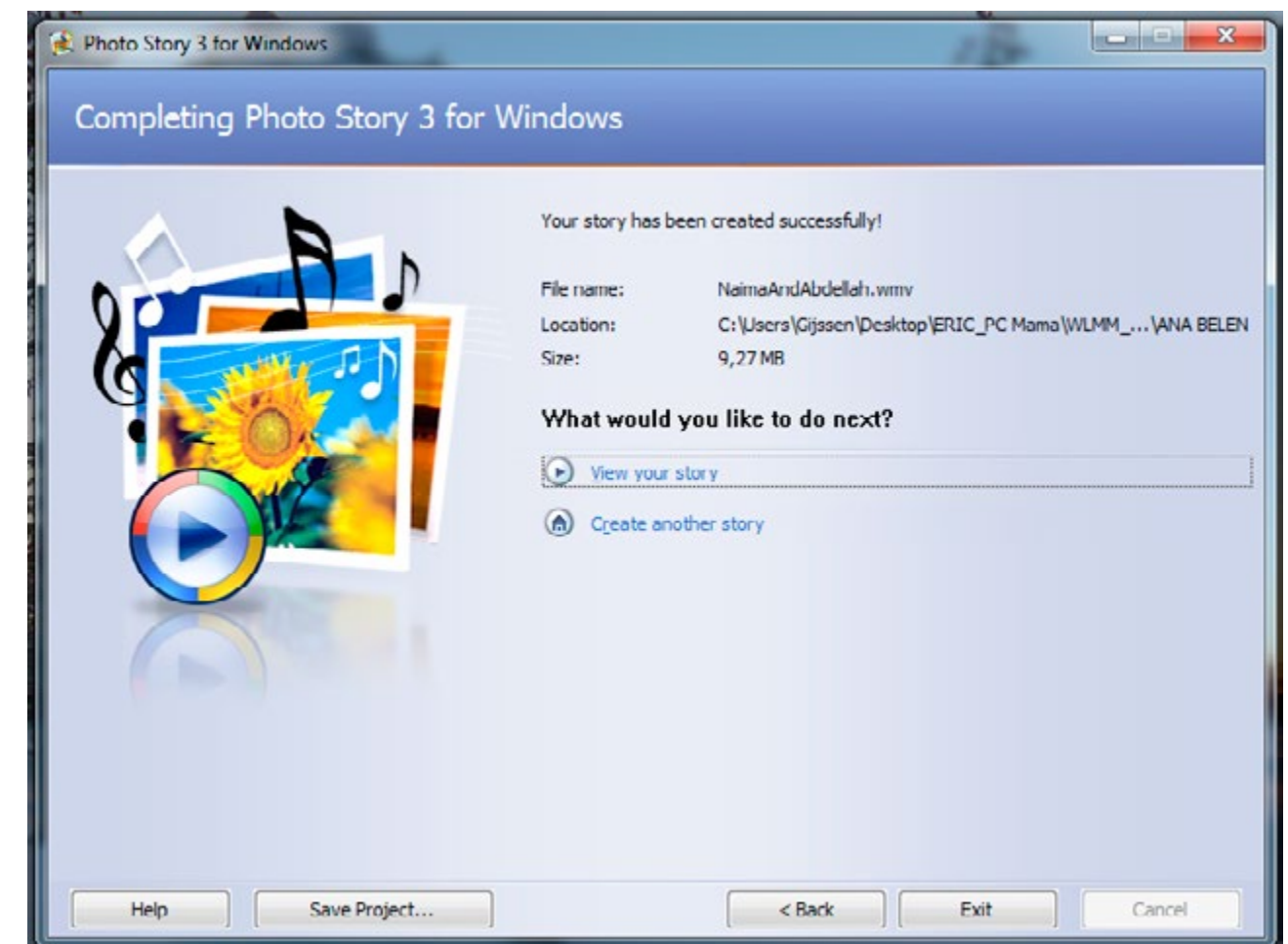
Specify a **File Name** and the **location** where you want your story to be saved. This is: in the same folder as your project and resources!

Click **Next**.

Your film will be exported now:



When finished, you can **View your story** or Exit the program.



Step 11 – Share your film online (on YouTube, Vimeo...)

You can publish your film on YouTube or Vimeo. In both cases, you will have to create an account for these websites.

If you share your film online, it can be nice to have subtitles, so that people in other countries can understand your story too.

You can of course create subtitles within Photo Story, with the lower case titles. But: that is quite some work and not very easy to do. And: the titles will be integrated in your video-image of the exported digital story: you cannot take them off anymore!

If you want to add several languages for instance, or have the possibility to show your film also without the subtitles, it's better to subtitle your film afterwards on YouTube or Vimeo. Both websites have a very quick and easy to use subtitling system.

How to do all this, is described in **Appendix 5 (YouTube)** and **Appendix 6 (Vimeo)** of the HURISTO manual.

Step 12 – Showtime!

Time for the big premiere: show your movie on a big screen for the group or other invited guests. You will get an applause and lots of reactions to your story.

Alternative software and apps – alternatives to iMovie and WLMM

Here is a list of other software and apps you can use, to create stopmotion and digital stories, besides iMovie and Windows Live Movie Maker (WLMM):

Stop Motion Studio

For iPad and Android. To make stopmotion sequences and export them (or import directly into iMovie). You can use a second tablet or smartphone as a remote control!

- ▶ <https://www.cateater.com/>
- ▶ <https://play.google.com/store/apps/details?id=com.cateater.stopmotionstudio>
- ▶ <https://itunes.apple.com/us/app/stop-motion-studio/id441651297?mt=8>

iMOTION

Another app to make stopmotion sequences and export them (or import directly into iMovie). It only exists

for iPad, but there is an extra imotion-remote-app, that also exists for Android phones.

- ▶ <https://itunes.apple.com/us/app/imotion/id421365625?mt=8>

MOVIE MAKER

If you have a computer with Windows 10, you will notice that Microsoft doesn't support Windows Live

Movie Maker anymore! That is really a pity!

But we have found out that you can install the old version of Movie Maker, version 2.6 (which was originaly

made for Windows XP!). The installer can still be found online:

<https://windows-movie-maker.nl.softonic.com/>

It's not as good as the WLMM-version, but it works. Some disadvantages:

- ▶ You don't have the option to export in Full HD 1920x1080 pixels, the best video quality you can export in is AVI 720x576 pixels (.avi)
- ▶ You only have two soundchannels, next to the sound of your video: you can only add music and a narrative voice, no extra sounds (or you have to pull a 'trick' by exporting and re-importing your film)

Video Show

Android alternative for iMovie, to make films on a smartphone, although it has less options to make films

(cutting clips is a bit more difficult). But: you can make horizontal, vertical and square videos with it!

Main problem (and we don't like it): in your final movie you will have a watermark on your screen all the time, with the Video Show logo.

- ▶ <https://play.google.com/store/apps/details?id=com.xvideostudio.videoeditor>

Vid Trim

Another Android alternative for iMovie.

<https://play.google.com/store/apps/details?id=com.goseet.VidTrim>

Microsoft Photo Story 3

Interesting alternative for very basic digital stories, and: free!

- ▶ <https://www.microsoft.com/nl-nl/download/details.aspx?id=11132>
- ▶ <https://microsoft-photo-story.nl.softonic.com/>

Da Vinci Resolve 14

The editing software that Maks vzw has chosen as an alternative for Movie Maker in the European 'Brights'- project (All Digital). There is a free version, and some paid versions with extra functions.

Using it is a bit less intuitive than using iMovie or WLMM, but it's an alternative.

How to use it is described in several tutorial videos in the 4th Module of the Brights-project:

- ▶ Brights Module 4: <https://vimeo.com/album/4856060>

For more info on the software:

- ▶ <https://www.iskysoft.us/lp/filmora-video-editor/bing.html>
- ▶ <https://www.blackmagicdesign.com/products/davinciresolve/> (free)
- ▶ Studio: <https://www.blackmagicdesign.com/products/davinciresolve/howtobuy/> (\$299,00)

Adobe Premiere Elements

Not for free, but very easy to use, even for beginners

- ▶ https://www.adobe.com/be_nl/products/premiere-elements.html (€100,43)

KdenLive

Free, open source software, for people who work with Linux. But a Beta-version exist for Windows and iOS

- ▶ <https://kdenlive.org/>
- ▶ <https://kdenlive.org/download/>

MOVAVI

Since Microsoft has abandoned Windows Live Movie Maker, they present themselves as an alternative for

Movie Maker/WLMM (and for iMovie). But: the program has to be bought it's not free.

- ▶ Video suite: <https://www.movavi.com/nl/suite/> (€109,85)
- ▶ Video Editor: <https://www.movavi.com/nl/videoeditor/> (€29,95)
- ▶ Video Editor Plus: <https://www.movavi.com/nl/video-editor-plus/> (€39,95)
- ▶ Screen Recorder/Screen Capture Studio: <https://www.movavi.com/nl/screen-recorder/> (€29,95 en €39,95)
- ▶ Video Converter: <https://www.movavi.com/nl/videoconverter/> (free, or Premium: €39,95)
- ▶ Split Movie (free) / Media Player (free) / DVD/Blu-ray Burner (free)
- ▶ Powerpoint to Video Converter: <https://www.movavi.com/nl/powerpoint-to-video-converter/> (€22,95)

APPENDIX 7: Ice-breakers – Energizers – Active Reviewing

In this chapter we give you a list of activities from which you can choose to make your sessions more dynamic, to create a nice atmosphere in your group or to reflect together in a playful way on the activities you have done.

These activities are suitable for all ages, but feel free to adjust them to the size or age of your group.

Dixit



Dixit is a card game with beautifully illustrated and imaginative playing cards. It can be used as a nice ice-breaker, to get to know each other or to talk about how we are feeling today. It all depends on which stage of the group-process you use it in: directly the first day or at the beginning of a later session.

Spread out all the cards on the table. Every participant picks out one (1) card.

- ▶ For instance: a card that represents them (in their own eyes) or an element of their character.
- ▶ Or: a card that reflects how they feel today.
- ▶ It can also be used like we use the Photolanguage Set in this projects: to start a storycircle. Every participants picks a card that reminds him of a story.

One by one every participant presents the card to the group and tells why he has picked it. Participants are allowed to pick the same card: their story what they will have to tell, will be different anyway!

| | |
|------------------------|--|
| Type of activity: | Acquaintance – Ice-breaker |
| Duration | 5 min. to pick a card + 1 min/participant to talk about the card |
| What you need: | 1 set of DIXIT cards |
| Educator participates? | Yes |

Adjective Me

The group stands in a circle. One by one every member of the group presents herself or himself with an adjective that starts with the same letter as their first name:

- ▶ eg: ‘Ambitious Angelica’, ‘Maria Mangeona’, ‘Juegista Juan-Francisco’, ‘Intelligent ilaria’...

Everybody can do this in their own maternal language. On top of the adjective, you have to add a gesture or movement.

The aim is to repeat the names and gestures of the rest of the group, to get to know the names. So: before saying your own name and making your own gesture, you repeat the names and gestures of the people before you in the circle.

| | |
|------------------------|---|
| Type of activity: | Acquaintance – Ice-breaker – Energizer |
| Duration | 5-10 min. depending on the size of the group |
| What you need: | space to make a circle with some space between the participants (for the movements) |
| Educator participates? | Yes |

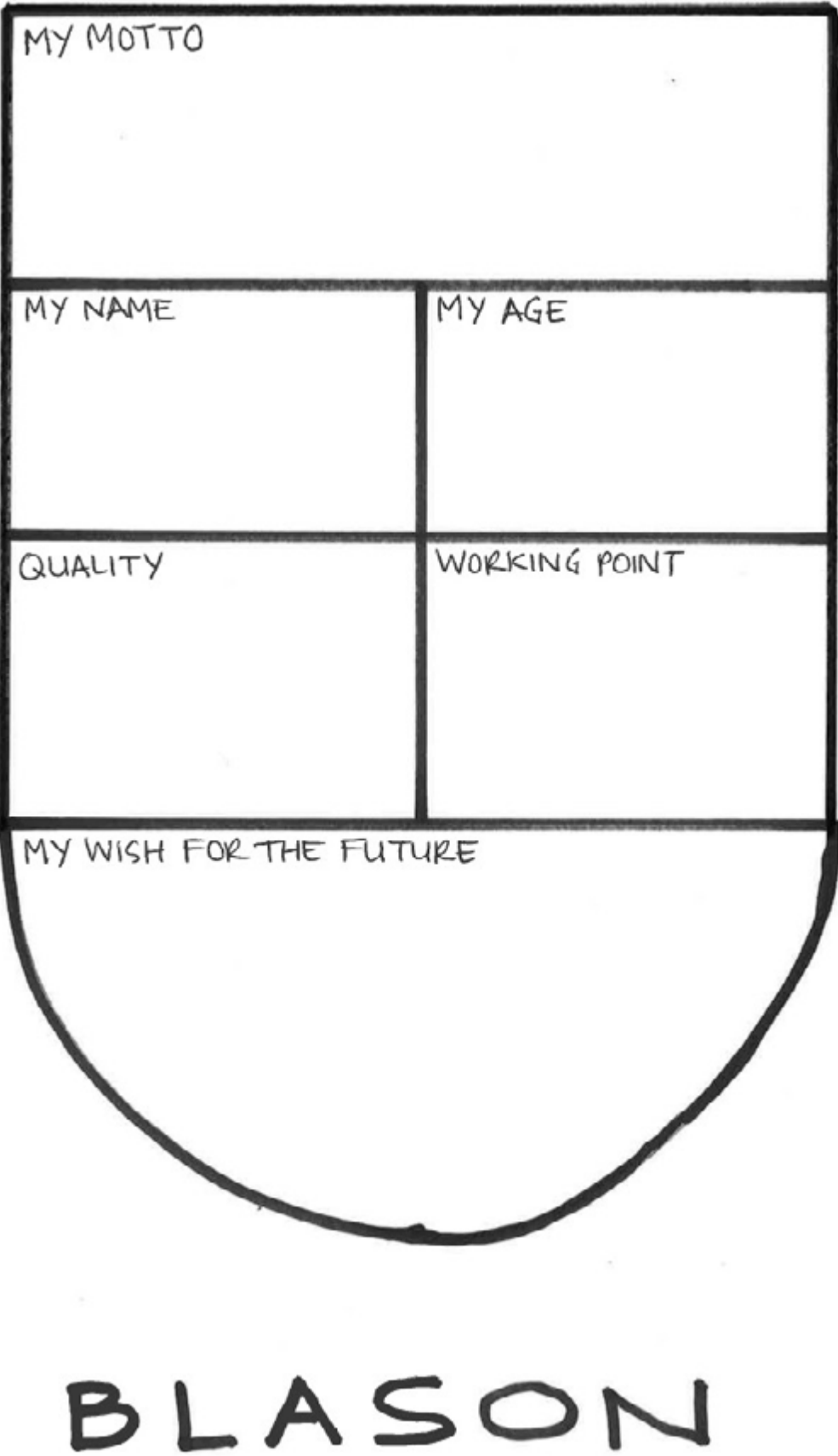
Blason (speeddate)

This activity is done in duo’s: try to form couples who don’t know eachother yet.

Often people will sit next to somebody they know and will want to do this activity with their neighbour. What you can do: go around the circle and start counting 1,2,3,4,5,6, 1,2,3,4,5,6 (in the case you have 12 participants). The numbers 1 are a duo, the numbers 2, etc.

Everyone interviewes the other person, to present him or her afterwards to the whole group. For every person a ‘blason’ is filled in: with a short presentation of themselves, their NAME, their AGE, their QUALITY (or qualities), their WORKING POINT(s), their WISH FOR THE FUTURE and their MOTTO. These blasons can be hung out on the wall afterwards.

| | |
|------------------------|---|
| Type of activity: | Acquaintance – Ice-breaker |
| Duration | 10 min. for interviewing + 20 min. for presentations to group (depending on the size of the group, it might take more time) |
| What you need: | a blanco ‘Blason’ for every participants and enough pens |
| Educator participates? | Yes |



In a row

All participants stand in a row, one after another. The educator asks them to go and stand in a specific order, without talking:

- ▶ according to their name (alphabetically)
- ▶ according to their body length (visually, from short to long)
- ▶ according to their age (from young to old)
- ▶ at what age did they start working? (from young to old)
- ▶ according to their house number (ascending)
- ▶ ... (you can make up your own questions)

They have to arrange their line without talking. Afterwards the educator checks if the line is in the right order (by letting everybody say their name, age, house number...)

To make it more complicated, you can make everybody stand on chairs!

And if you have a big group (>20 participants) you might make a competition of it, with 2 teams. The team that stands in order first, is the winner (so you have a winner per question)

| | |
|------------------------|---|
| Type of activity: | Acquaintance – Ice-breaker – Energizer |
| Duration | 5-10 min. |
| What you need: | enough space, and if you want: solid chairs the participants can stand on |
| Educator participates? | No (you are the game leader and referee) |

Me Too!

This game is to be played in a circle of chairs. It's a bit like musical chairs: you have to have one chair less than the number of participants.

On player stands in the middle of the circle, the others are sitting down. The player tells something about himself. That can be a visible aspect of the person:

- ▶ tl have blond hair
- ▶ tl'm wearing glasses
- ▶ ...

But it’s nicer to tell things we cannot see on the outside:

- ▶ I like to dance
- ▶ I have a dog
- ▶ I was born in Africa
- ▶ ...

(try to stimulate the group to come up with surprising things, so we get to know eachother better. And also things on which many of the participants could say: “Me too!”)

The game is: all the people in the circle who can answer “Me too!” have to get up and change chairs. The player can sit down quickly too. So one person we be left over and becomes the next player.

- ▶ Participants cannot stand up and sit directly down again on the same chair
- ▶ They are not allowed to sit down on the 2 chairs directly left and right of their chair either (in case these are free)

| | |
|------------------------|---|
| Type of activity: | Acquaintance – Ice-breaker – Energizer |
| Duration | 15 min. |
| What you need: | enough space to make a big circle of chairs, enough chairs (one less than number of participants) |
| Educator participates? | Yes |

People’s Bingo

Every participant gets a bingo-sheet. On it, is a series of questions, like:

- ▶ I love dancing
- ▶ I have a sister
- ▶ I speak 3 or more languages
- ▶ ...

Everybody starts to walk around and ask eachother these questions. Aim is to find somebody who confirms the question. If he or she does, you can write down their name on the sheet.

You can only ask a person one question at a time, then you have to go on to somebody else. Try to get everybody’s name somewhere on your sheet!

And like in a bingo game: the first person who has all his questions checked, yells ‘Bingo!’ and wins. If the group doesn’t know eachoter yet, this is a nice way to repeat the names too.

| | |
|------------------------|--|
| Type of activity: | Acquaintance – Ice-breaker – Energizer |
| Duration | ca, 15 min. |
| What you need: | enough space to walk around, one bingosheet plus a pen for every participant |
| Educator participates? | Yes |

| PEOPLE'S BINGO | | |
|---|---|---|
| I have a Twitter profile | I have a dog | I was not born in Belgium |
| | | |
| I love dancing | I play a musical instrument | I have a brother |
| | | |
| I have a cat | I have a tablet at home | I watch Netflix |
| | | |
| I have been to another continent already | I live at walking distance from here | I speak 3 or more languages |
| | | |
| I have already chatted with someone I do not know | I am a member of a sportsclub | I have already downloaded music illegally |
| | | |
| I'm a good singer | I like to read books | I have been in more than 5 countries |
| | | |
| I have a sister | I have been to the cinema in the last 3 months | I am the youngest member of this group |
| | | |
| I have no brothers and sisters | This is the first time I participate in a project at Maks vzw | I have made new friends here |
| | | |
| I don't like shopping | I cycle in the city | I like to eat Brussels sprouts |
| | | |

Majority – Minority

This activity is based on the 'Reflect to Act'-methodology for teachers (UNICEF Belgium): a set of activities to work with children on the UN Convention on the Rights of the Child: <http://leerkrachten.unicef.be/app/uploads/2017/07/werkvorm-21.pdf> > to use it in the HURISTO-project, we might have to ask permission first?

All the members of the group stand in line. They have to close their eyes and can only open them again when the educator tells them to.

The educator places a sticker on the forehead of each participant (if he wants: including himself). Let's say

you have a group of 12 persons.

- ▶ 5 persons: green sticker
- ▶ 4 persons: blue sticker
- ▶ 3 persons: red sticker
- ▶ 1 person: no sticker

You can adapt this to the number of people in your group, but make sure:

- ▶ You have one or two clear majority groups
- ▶ You have one (1) person without a sticker

When they can open their eyes again, asks them to form 4 groups in 4 opposite corners of the room

(without further instructions). They are not allowed to speak!

What happens? Most of the time, people will form groups according to the colours. But what will happen with the person without a sticker? The group can come up with other strategies too.

Afterwards the educator asks them about their feelings and thoughts:

- ▶ How did you feel when you had your eyes closed?
- ▶ What was your first reaction when you opened your eyes?
- ▶ How did the person without a sticker feel?
- ▶ Which were the strategies they thought of?
- ▶ What do they think this 'game'/exercise is about?

| | |
|------------------------|---|
| Type of activity: | Energizer – Immersion game – Reflection |
| Duration | 20 min. |
| What you need: | enough free space to walk around, little stickers in 3 colours (red/green/blue) |
| Educator participates? | Yes/No (you can decide) |

More material of the ‘Reflecht-to-Act’-methodology can be found here (in Dutch):

<http://leerkrachten.unicef.be/nl/>

In English, you might find some similar material here:

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>

Or at the UNICEF-website in your country of origin.

A Right more or less

Another methodology from the website of UNICEF Belgium, developed by Vormen vzw:

<https://www.unicef.be/content/uploads/2016/06/6-Fiche-Een-rechtje-meer-of-minder.pdf>

<https://www.unicef.be/content/uploads/2016/10/Een-rechtje-meer-of-minder-Opdrachten.pdf>

> to use it in the HURISTO-project, we might have to ask permission first?

In this group activity, the participants have to fold butterflies out of paper (origami). 4 duo’s are formed. Each duo gets an envelope with materials and instructions, but these are not equal!

| | 10 sheets of coloured origami-paper (16x16 cm) | Step by step instructions | Folded example of a butterfly | Having to wear mittens | Help by the educator |
|---------|--|--------------------------------------|-------------------------------|------------------------|----------------------|
| Group 1 | Yes | Yes (2x, in English) | Yes | No | Yes |
| Group 2 | Yes | Yes (in Japanese) | No | Yes | No |
| Group 3 | Yes | Yes (in English, but without images) | No | No | No |
| Group 4 | Yes | No | No | No | No |

They all get 4 minutes to fold the butterflies. The group with the most correctly folded butterflies wins!

As educator, you get to play the part of the bad guy: you are very helpful to group 1. You stay close to them, help them, give them tips and maybe even fold one or two butterflies for them. Maybe even give them some extra sheets, so they can fold more than 10 butterflies. The other groups will ask for your help too, but you wimp them off. if they

protest, you put them in their place: “Why don’t you start working instead of complaining? The clock is running!”) When they start walking around (to get help from another group), you ask them firmly to sit down again.

After 4 minutes you start collecting the butterflies. You start with group 4, then group 3, then group 2 and finally group 1 (so group 1 can finish their final butterfly if they need to).

In general, group 1 will have the most and best butterflies, and will win... but you can have surprises! Because the other groups know they had handicaps and were discriminated, so sometimes work even harder to win!

To influence the final count, the educator – as the referee – can (during the counting) also ‘disqualify’ certain butterflies because they are not folded correctly or properly. If he’s clever he can even involve the other groups in this: “What do you think, does this look like a butterfly?” For the groups this can be a moment to lower the score of their opponents, but also: it might be a moment in which the show their solidarity and award points to their opponents (as a protest for the injustices committed by the educator).

After counting the butterflies, you will have a group discussion (with everybody sitting in a circle). What did each group think of the activity?

- ▶ Did they like the assignment? What was difficult? What was easy?
- ▶ Did every group have the same assignment?
- ▶ Did they notice the other groups had more or less instructions?
- ▶ Did they perceive this just as a handicap in the game (like the mittens) or as an injustice?
- ▶ Did they notice you have folded some butterflies or given extra sheets to group 1?
- ▶ Did they like the educator/referee?
- ▶ How did they feel during the assignment?
- ▶ Did they find solutions to overcome their handicaps, or even: ways to cheat?

What is interesting about this activity: often the groups with less instructions and more handicaps, get even more eager to win! It’s a way of resisting against the injustice that is being done to them. But imagine you meet this kind of treatment and discrimination every day: at one point you will stop fighting back and drop out.

Finally, you can show also this cartoon and discuss it with the group: does it represent the situation of the game we just have played?

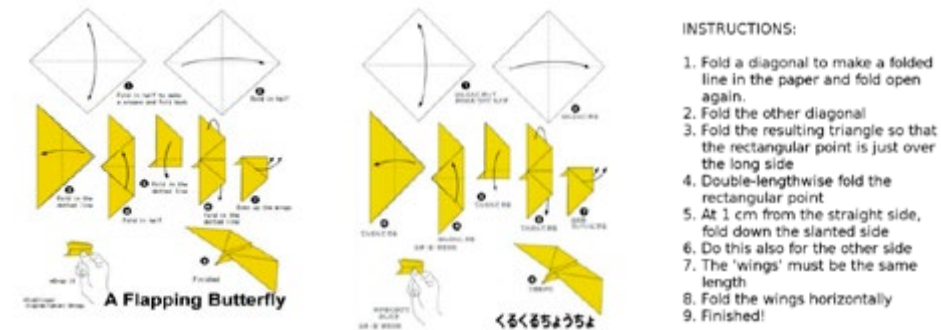
Equal treatment ...



"To keep it fair,
you all get the same assignment:
climb this tree!"

| | |
|------------------------|---|
| Type of activity: | Energizer – Immersion game – Reflection |
| Duration | 30-45 min. |
| What you need: | 4 tables and enough chairs 4 envelopes with materials and instruction Smartphone with a timer |
| Educator participates? | No (you have to play the bad guy!) |

| Envelope 1 | Envelope 1 | Envelope 1 | Envelope 1 |
|----------------------------------|-----------------------------------|--|----------------------------------|
| 10 sheets origami-paper 16x16 cm | 10 sheets origami-paper 16x16 cm | 10 sheets origami-paper 16x16 cm | 10 sheets origami-paper 16x16 cm |
| Folded example butterfly | 2 mittens per person in the group | – | – |
| Instructions En with Images: | Instructions En with Images: | Instructions En <u>without</u> Images: | – |



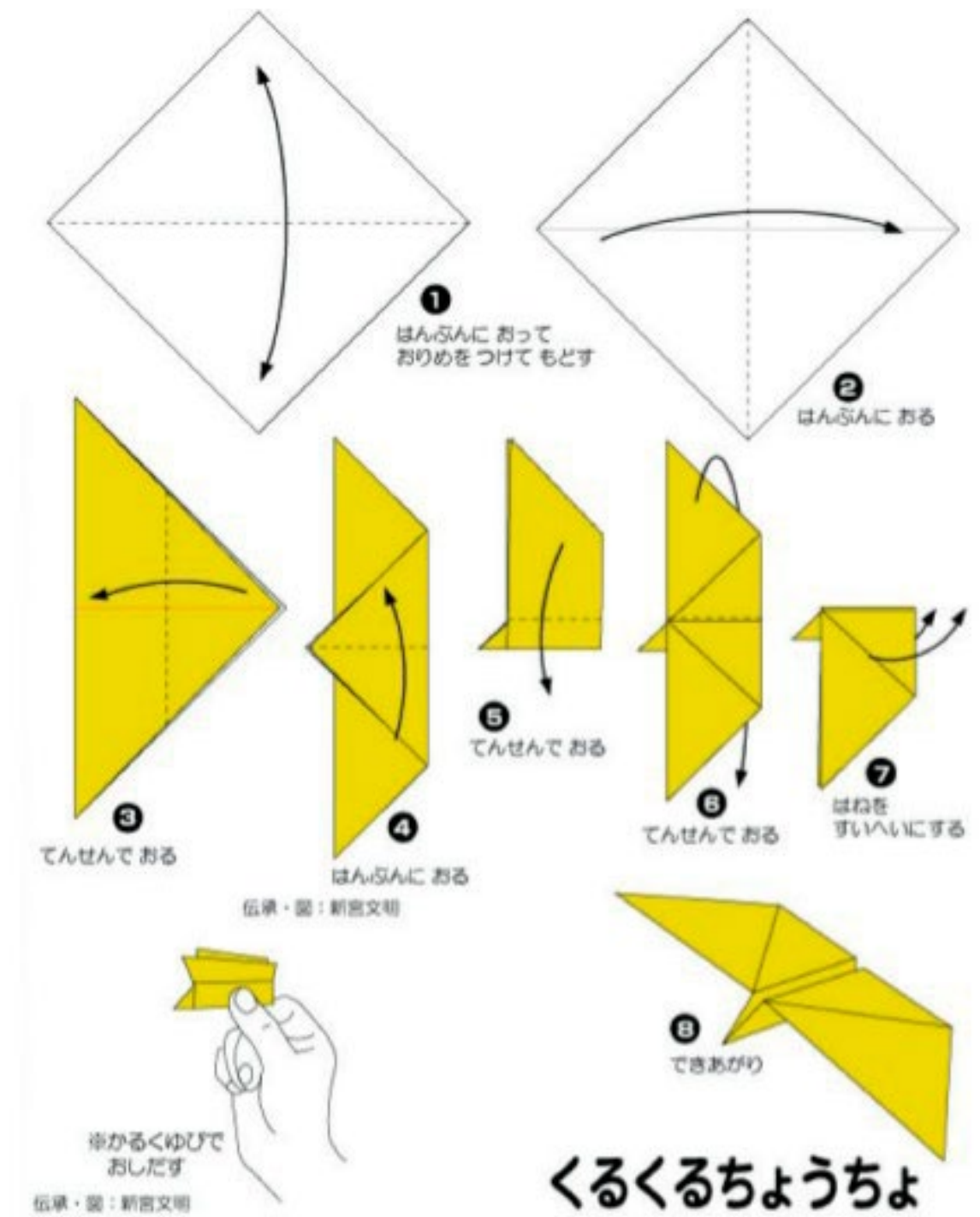
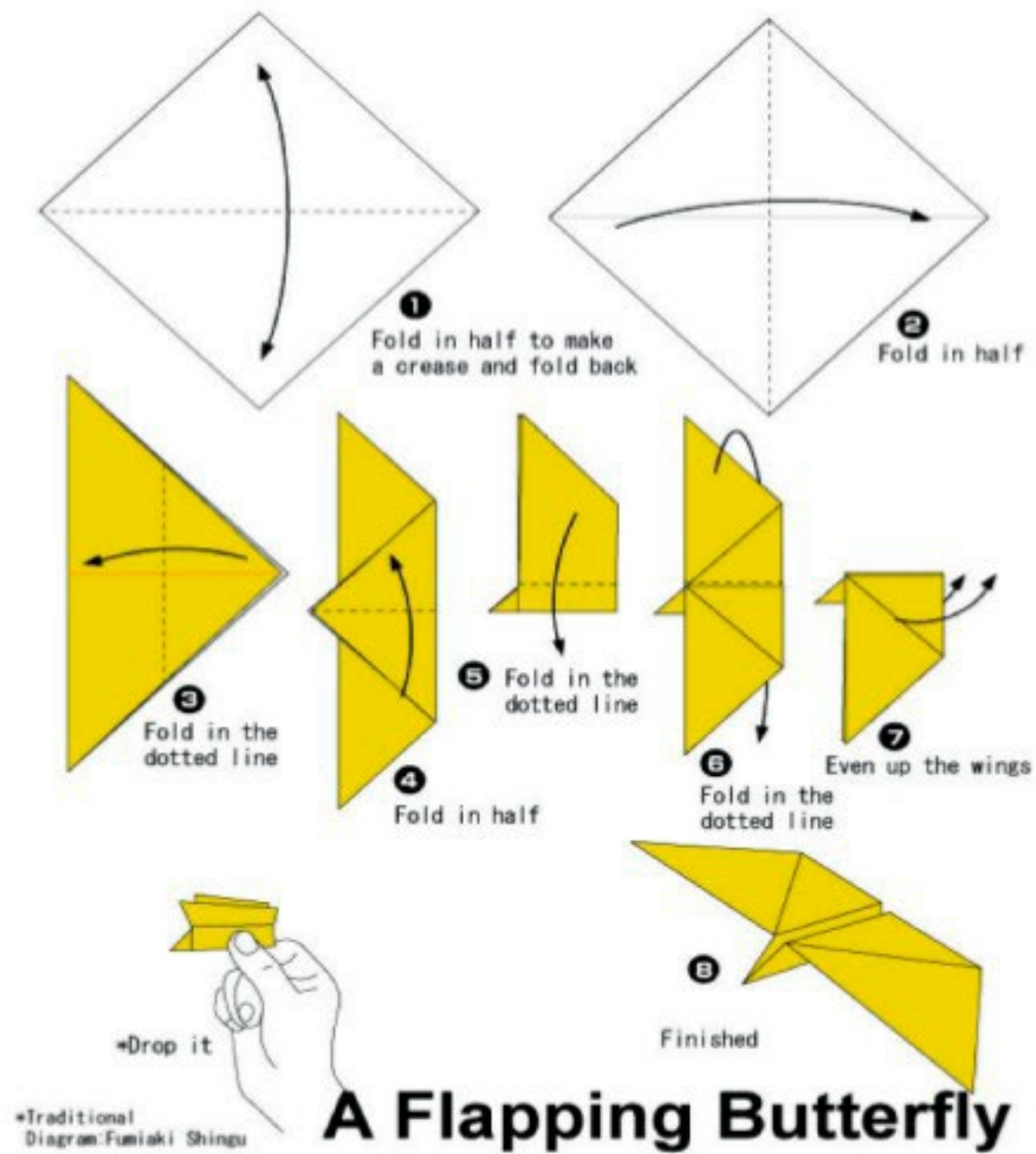
More activities can be found on the website:

<https://www.unicef.be/nl/leerkrachten/bordvolkinderrechten/>

> but everything is in Dutch. We didn't find similar material in English (and free), but you might find something here:

<https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/>

Or at the UNICEF-website in your country of origin.



INSTRUCTIONS:

1. Fold a diagonal to make a folded line in the paper and fold open again.
2. Fold the other diagonal
3. Fold the resulting triangle so that the rectangular point is just over the long side
4. Double-lengthwise fold the rectangular point
5. At 1 cm from the straight side, fold down the slanted side
6. Do this also for the other side
7. The 'wings' must be the same length
8. Fold the wings horizontally
9. Finished!

Theatre of the Oppressed – Transition Images

To create a 'Transition Image', the participants will create a group of 'statues'. They visualise their image of a certain situation:

- ▶ First they create the REAL image: how they think the situation is
- ▶ Second they create their IDEAL image: how they would like the situation to be
- ▶ Finally they show – in slow motion – how the TRANSITION could be from the REAL to the IDEAL image

All the members of the group have to be one of the statues and they can use objects they find in the room. Possible transition images (situations):

- ▶ the IMMIGRANTS
- ▶ the FAMILY

the ELDERLY (senior citizens)

The creation of every image should be followed by a group discussion.

A very clear description of this exercise is given in Augusto Boal's book 'THEATRE OF THE OPPRESSED', plus here:

<https://augustoboal.blogspot.be/2009/12/style-image-theater.html>

| | |
|------------------------|---|
| Type of activity: | Energizer – Visual storytelling – Reflection |
| Duration | 30-45 min. |
| What you need: | enough free space to form the transition images |
| Educator participates? | No (you observe what happens, for the discussion later) |

Command Pinkelen

All participants sit around a big table. They have to be able to see each other. One person is ‘The Commander’.

He can give four different commands:

- ▶ Command Pinkelen: you have to drum with both index fingers on the table
- ▶ Command Flat: you have to put both hands flat on the table (palm down)
- ▶ Command Hollow: you have to put both hands as two bowls on the table (palm up, as if you have water in them)
- ▶ Command Bubble: you have to put both hands down on the table, as to little balls (palm down)

The commander starts to give the command pinkelen: “Command Pinkelen. Command Pinkelen. Command

Pinkelen...” and everybody drums on the table...

Then all of a sudden he gives one of the other commands. For instance: “Command Flat”. then all participants have to put their hands flat on the table (palms down).

After having verified if everybody followed the command well, he goes on again: “Command Pinkelen. Command Pinkelen. Command Pinkelen...” and everybody drums on the table again...

If someone errs, he or she is ‘out’ of the game and stops playing. The commander can also mislead the other players:

- ▶ he says “Command Flat” but puts his hands as two bowls on the table (= Command Hollow) > what he says always has priority. So those who do the command hollow movement, are ‘out’ too
- ▶ he says “Flat” instead of “Command Flat”: but a command without the word ‘command’ is not valid either. So those who still follow this command, are ‘out’ too

The playing goes on until there is only one player left: the winner.

The commander can change several times, so different people can have their turn.

| | |
|------------------------|--|
| Type of activity: | Energizer |
| Duration | 15 min. |
| What you need: | a big table where all players can sit around |
| Educator participates? | Yes |

Take a step forward

This activity is taken from the website of COMPASS: a Manual for Human Rights education with young people (by the Council of Europe).

<https://www.coe.int/en/web/compass/take-a-step-forward>

There are a lot more activities on this website, organised per theme:

<https://www.coe.int/en/web/compass/list-of-activities>

We are all equal, but some are more equal than others. In this activity participants take on roles and move forward depending on their chances and opportunities in life.

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:
 - ▶ What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
 - ▶ What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
 - ▶ What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What do you do in your holidays?
 - ▶ What excites you and what are you afraid of?
5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

Debriefing

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- ▶ How did people feel stepping forward - or not?
- ▶ For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- ▶ Did anyone feel that there were moments when their basic human rights were being ignored?
- ▶ Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)
- ▶ How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- ▶ Does the exercise mirror society in some way? How?
- ▶ Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- ▶ What first steps could be taken to address the inequalities in society?

Take a step forward – Role cards

| | | |
|---|--|--|
| You are an unemployed single mother | You are the president of a party-political youth organisation (whose “mother” party is now in power) | You are the daughter of the local bank manager |
| You study economics at university | You are the son of a Chinese immigrant who runs a successful fast food business | You are an Arab Muslim girl living with your parents who are devoutly religious people |
| You are the daughter of the American ambassador to the country where you are now living | You are a soldier in army, doing compulsory military service | You are the owner of a successful import-export company |
| You are a disabled young man who can only move in a wheelchair | You are a retired worker from a factory that makes shoes | You are a 17-year-old Roma (Gypsy) girl who never finished primary school |
| You are the girlfriend of a young artist who is addicted to heroin | You are an HIV positive, middle-aged prostitute | You are a 22-year-old lesbian |
| You are an unemployed university graduate waiting for the first opportunity to work | You are a fashion model of African origin | You are a 24-year-old refugee from Afghanistan |
| You are a homeless young man, 27 years old | You are an illegal immigrant from Mali | You are the 19-year-old son of a farmer in a remote village in the mountains |

Take a step forward – Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

| |
|---|
| You have never encountered any serious financial difficulty. |
| You have decent housing with a telephone and television. |
| You feel your language, religion and culture are respected in the society where you live. |
| You feel that your opinion on social and political issues matters and your views are listened to. |
| Other people consult you about different issues. |
| You are not afraid of being stopped by the police. |
| You know where to turn for advice and help if you need it. |
| You have never felt discriminated against because of your origin. |
| You have adequate social and medical protection for your needs. |
| You can go away on holiday once a year. |
| You can invite friends for dinner at home. |
| You have an interesting life and you are positive about your future. |
| You feel you can study and follow the profession of your choice. |
| You are not afraid of being harassed or attacked in the streets, or in the media. |
| You can vote in national and local elections. |
| You can celebrate the most important religious festivals with your relatives and close friends. |
| You can participate in an international seminar abroad |
| You can go to the cinema or the theatre at least once a week. |
| You are not afraid for the future of your children. |
| You can buy new clothes at least once every three months. |
| You can fall in love with the person of your choice. |
| You feel that your competence is appreciated and respected in the society where you live. |
| You can use and benefit from the Internet. |
| You are not afraid of the consequences of climate change. |
| You are free to use any site on the Internet without fear of censorship. |

| | |
|------------------------|---|
| Type of activity: | Immersion game – Reflection activity |
| Duration | 60 min. |
| What you need: | a big table where all players can sit around |
| Educator participates? | No (you will have to organise the game and read the situations) |



Take a step forward

The group may like to take more time to consider the stereotypical images they have of the people represented in "Take a step forward". You could use the activity "Euro-rail 'a la carte'" in the All Different – All Equal Education Pack to ask which people they would most like to share a railway carriage with, and which people they would least like to share with.

Ideas for action

Take up the ideas from the follow-up. Follow through how you and young people can help groups and organisations working with cultural or social minorities, and turn the ideas into practice.

Handouts

Role cards

| | |
|---|---|
| You are an unemployed single mother. | You are the president of a party-political youth organisation (whose "mother" party is now in power). |
| You are the daughter of the local bank manager. You study economics at university. | You are the son of a Chinese immigrant who runs a successful fast food business. |
| You are an Arab Muslim girl living with your parents who are devoutly religious people. | You are the daughter of the American ambassador to the country where you are now living. |
| You are a soldier in army, doing compulsory military service. | You are the owner of a successful import-export company. |
| You are a disabled young man who can only move in a wheelchair. | You are a retired worker from a factory that makes shoes. |
| You are a 17-year-old Roma (Gypsy) girl who never finished primary school. | You are the girlfriend of a young artist who is addicted to heroin. |
| You are an HIV positive, middle-aged prostitute. | You are a 22-year-old lesbian. |
| You are an unemployed university graduate waiting for the first opportunity to work. | You are a fashion model of African origin. |
| You are a 24-year-old refugee from Afghanistan. | You are a homeless young man, 27 years old. |
| You are an illegal immigrant from Mali. | You are the 19-year-old son of a farmer in a remote village in the mountains. |

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Take a step forward

COMPASS

Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

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Cadavre exquis

This is a writing exercise made up by André Breton and other surrealists. In English it's called 'Exquisite Corpse'.

Take a blank piece of paper. The first person writes down one sentence, but she/he writes the last word on the next line. Then: fold the paper so you cannot read the sentence anymore, just the last word. The next person writes a second sentence, again with the last word on the next line. Etc. Etc.

When all the participants have written 1 or 2 lines (or: when the paper is full), fold it open and read the text aloud. This should give a very funny and surrealist result! But sometimes you get very poetic meaning!

You can make several papers go around at the same time, so every participant start one sheet, untill that has travelled the whole circle and gets back to them. Then they can read the text that originated on the basis of their first sentence.

The same exercise can be done as a drawing too:
source: https://nl.wikipedia.org/wiki/Cadavre_exquis

| | |
|------------------------|------------------------------|
| Type of activity: | Energizer – Writing exercise |
| Duration | 30 min. |
| What you need: | blanc sheets of paper, pens |
| Educator participates? | Yes |

Ninja

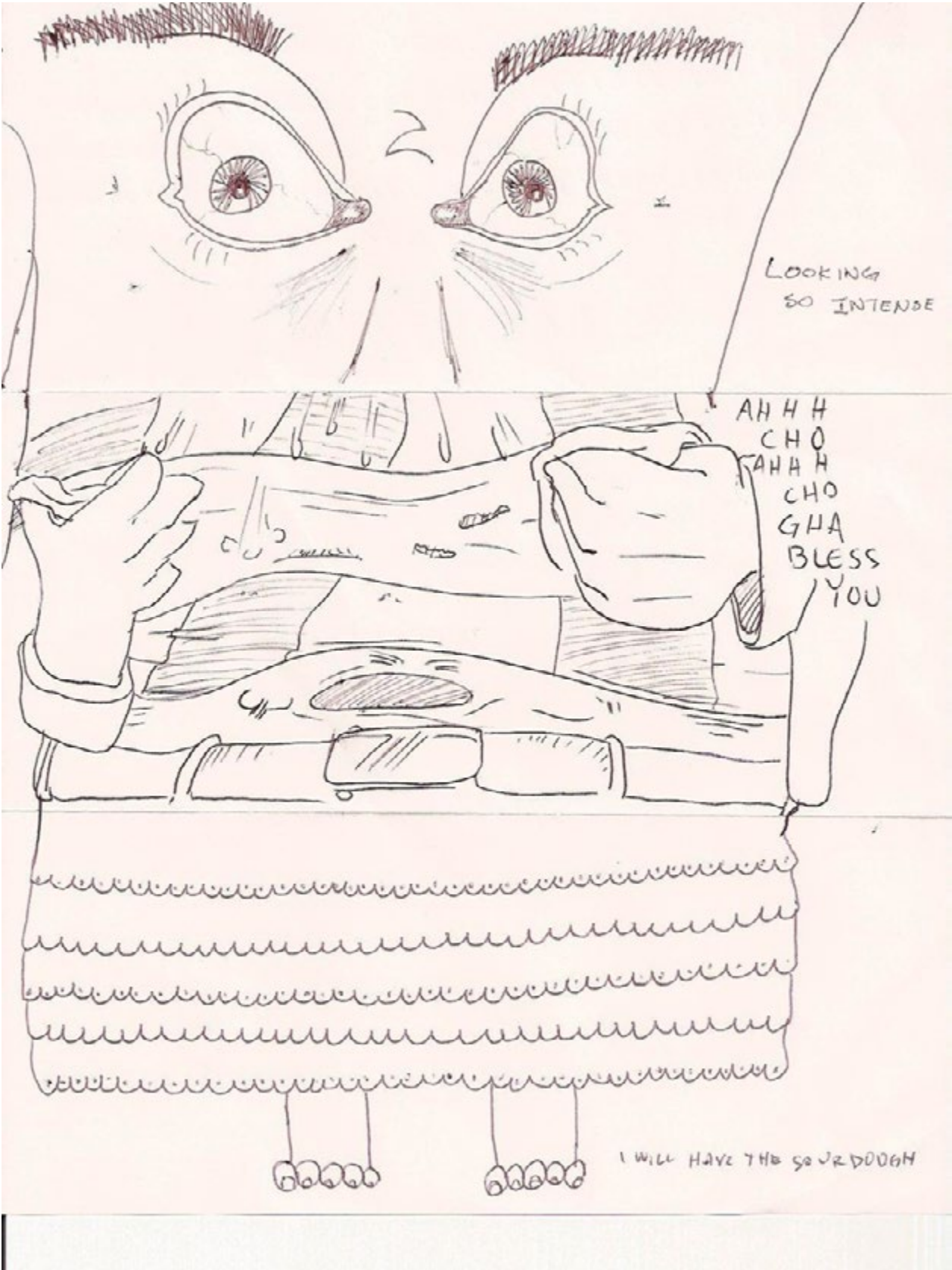
All participants stand in a circle. They have to think of a Ninja-movement they could make. Before doing it, they count together:

- ▶ 1, 2, 3, 4 moving their right hand in the air
- ▶ 1, 2, 3, 4 moving their left hand in the air
- ▶ 1, 2, 3, 4 moving their right foot in the air
- ▶ 1, 2, 3, 4 moving their left foot in the air
- ▶ they continue: 1, 2, 3 right hand... 1, 2, 3 left hand etc.
- ▶ then: 1, 2...
- ▶ finally: 1 right hand, 1 left hand, 1 right foot, 1 left foot
- ▶ after this they immediately make their energetic Ninja-movement

You can repeat this one or twice, so everybody is wide awake to start the day!

I don't know if this text is clear, but maybe we could make a short video to show the Ninja?

| | |
|------------------------|---|
| Type of activity: | Energizer |
| Duration | 10 min. |
| What you need: | enough space to stand in a circle with the group (and to be able to make the ninja movements) |
| Educator participates? | Yes |



Slap the hand

We call this activity ‘Slap the Hand’, but on internet we found out that elsewhere this is called ‘The Ninja!’ (for instance, see here: [https://en.wikipedia.org/wiki/Ninja_\(playground_game\)](https://en.wikipedia.org/wiki/Ninja_(playground_game)))

Everybody stand together in a circle. One person starts to play and tries to slap one of the hands of the person at his right. You can attack this person by swiping at the hands in one single movement, and you must freeze in place once your attack is finished. The defending person may dodge if he thinks his hands will be hit (also: in one movement), and must also freeze once the attack is finished. If the attacker didn’t succeed to slap one of the hands, the game goes on: the defender becomes attacker now and from his freezed possition he tries to slap the hands of the next person, on his right side. Etcetera...

If one of your hands is hit, you have to hold this hand on your back: the hand is ‘out’ of the game. If both of your hands are hit, you are totally ‘out’ and leave the circle.

The last two people remaining play the finale. They will stand close to eachother and the last one to have a remaining hand is the winner.

This game can go on for quite some time, so if it takes too long, you can interrupt it, or continue in the next break.

| | |
|------------------------|---|
| Type of activity: | Energizer |
| Duration | 30 min (maximum) |
| What you need: | enough space to stand in a circle with the group, best played outside |
| Educator participates? | Yes |

Living Knot

All participants exept for one stand in a big circle. They close their eyes and start walking towards the middle of the circle, with their hands in the air. As soon as they feel the hand of somebody else, they take it.

This goes on untill everybody holds two (2) hands. They can open their eyes again.

The group is now a ‘living knot’. The person who is not in the knot, has to give instructions to untie the knot (which should always be possible somehow!).

But: the participants are not allowed to let go of the hands. They should step over arms or pass underneath them to untie the knot.

> maybe we could also make a short video of this Living Knot?

| | |
|------------------------|---|
| Type of activity: | Energizer |
| Duration | 15 min (maximum) |
| What you need: | enough space to move around, can also be played outside |
| Educator participates? | Yes |

EXTRA: Chwazi Finger Chooser

This is not really an activity, but an application that you can install (for free) on your smartphone. It can help to pick (randomly) which person or which group may start an activity.

All players hold one finger on the screens of the smartphone, and the smartphone will pick out one of them as the winner!.




For Android: <https://play.google.com/store/apps/details?id=com.tendadigital.chwaziApp>

For iOS: <https://itunes.apple.com/us/app/chwazi-finger-chooser/id689674978?mt=8>

Likewise you can find all kinds of (free) app to form groups too, often called ‘digital groupmaker’.

Thumbs up

This is the simplest and quickest evaluation activity we can think of. You ask what everyone thought of a specific activity.

- ▶ If you liked it: “Thumbs up” 
- ▶ If you didn’t like it: “Thumbs down” 
- ▶ If you thought it was so-so: “Thumbs horizontally” 

To make it more ‘gamified’ you ca ask everybody to close their eyes first and only open them when all thumbs are up in the air.

You can ask some of the participants for a short explanation why they liked it, or not, or thought it was so- so.

| | |
|------------------------|-------------------------------|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 5-10 min. |
| What you need: | no material at all |
| Educator participates? | Yes |

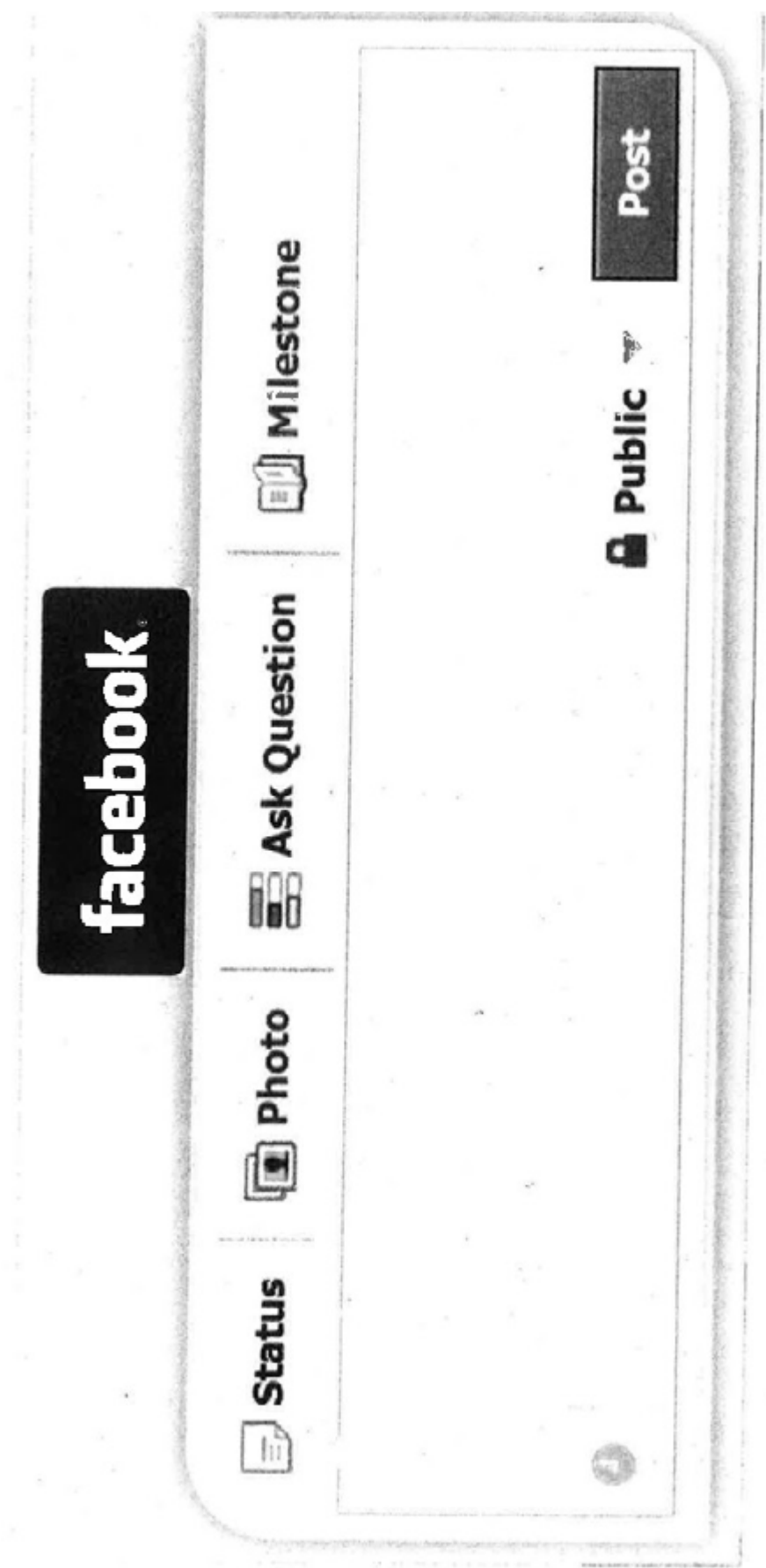
Facebook Status Update



Everybody receives a sheet of paper (A4) with the image of a blank Facebook Status Update: they can - in the style of a Facebook post - describe how they felt today or (if used at the beginning of the project) what their expectations are for the rest of the project.

Afterwards everybody will read aloud his or her Facebook Status update and maybe give some comments. All the status update will be hang up on the wall and can stay there for the time of the project.

| | |
|------------------------|---|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | blanc FacebookStatus Update sheets for all participants, pens |
| Educator participates? | Yes |



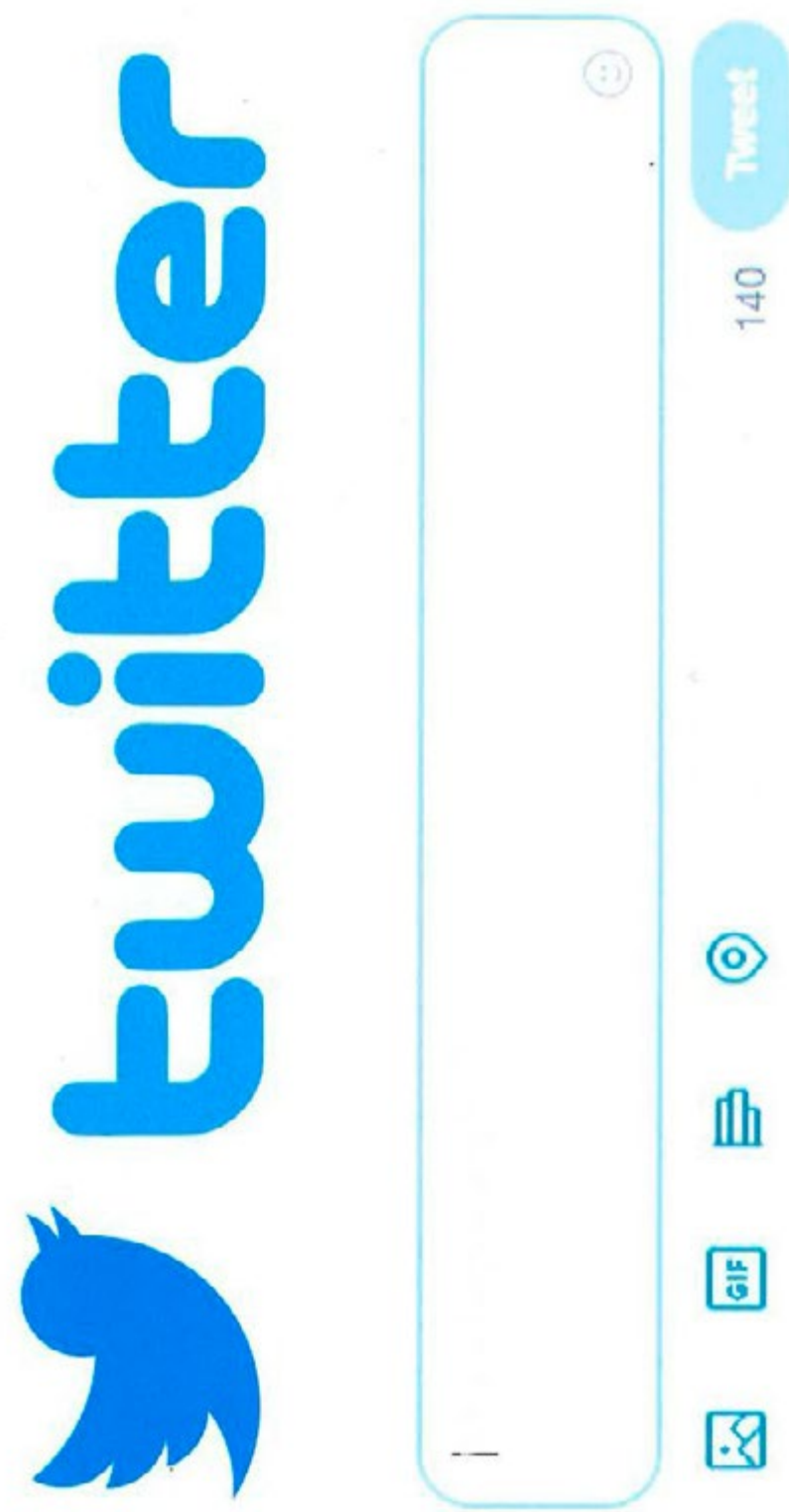
Twitter tweet



As with the Facebook Status Update, every participant receives a sheet with the image of a blank Twitter- field. The aim is to discribe the past training-day in maximum 140 characters, with smileys, #hashtags etc.

Afterwards all participants fold the sheet into a paper plane and throw it in the air. Everybody picks up one plane and reads the tweet aloud. They can be hang up on the wall afterwards and can stay there for the time of the project.

| | |
|------------------------|---|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | blanc Twitter sheets for all participants, pens |
| Educator participates? | Yes |

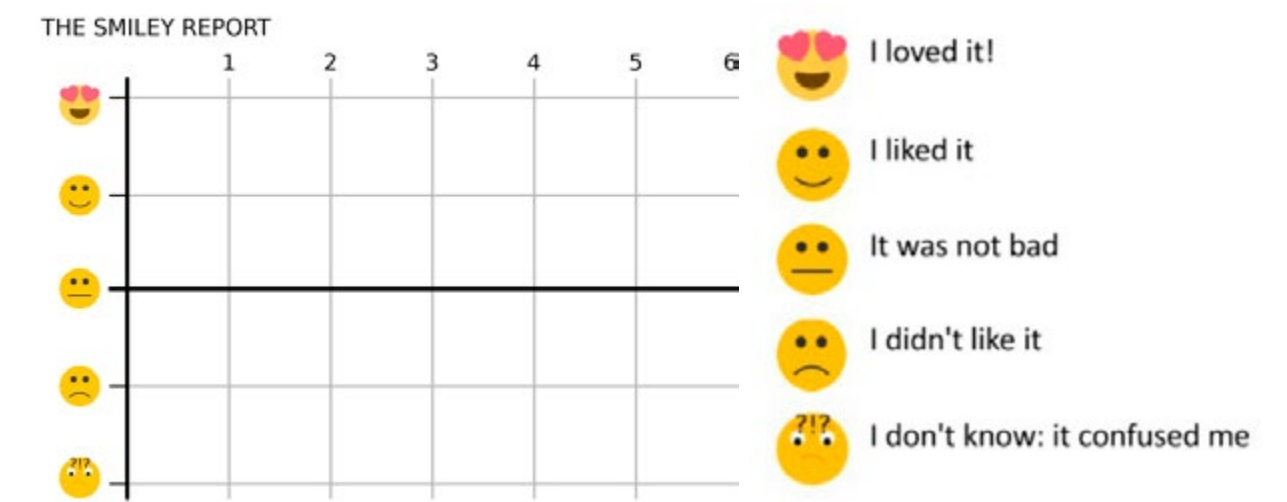


Smiley report

Every participant receives a sheet (A4) with a grid on which he or she can draw his appreciation of every activity of the day/session: by connecting the points, a graph is created which shows the appreciation-curve of the participant.

Afterwards, everybody can comment shortly on their own graph.

This concept is very visual and shows in one view how the activities of the day were appreciated, and if there are big differences between the participants.



| | |
|------------------------|---|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | blanc Smiley report sheets for all the participants, pens |
| Educator participates? | Yes |

The Blob

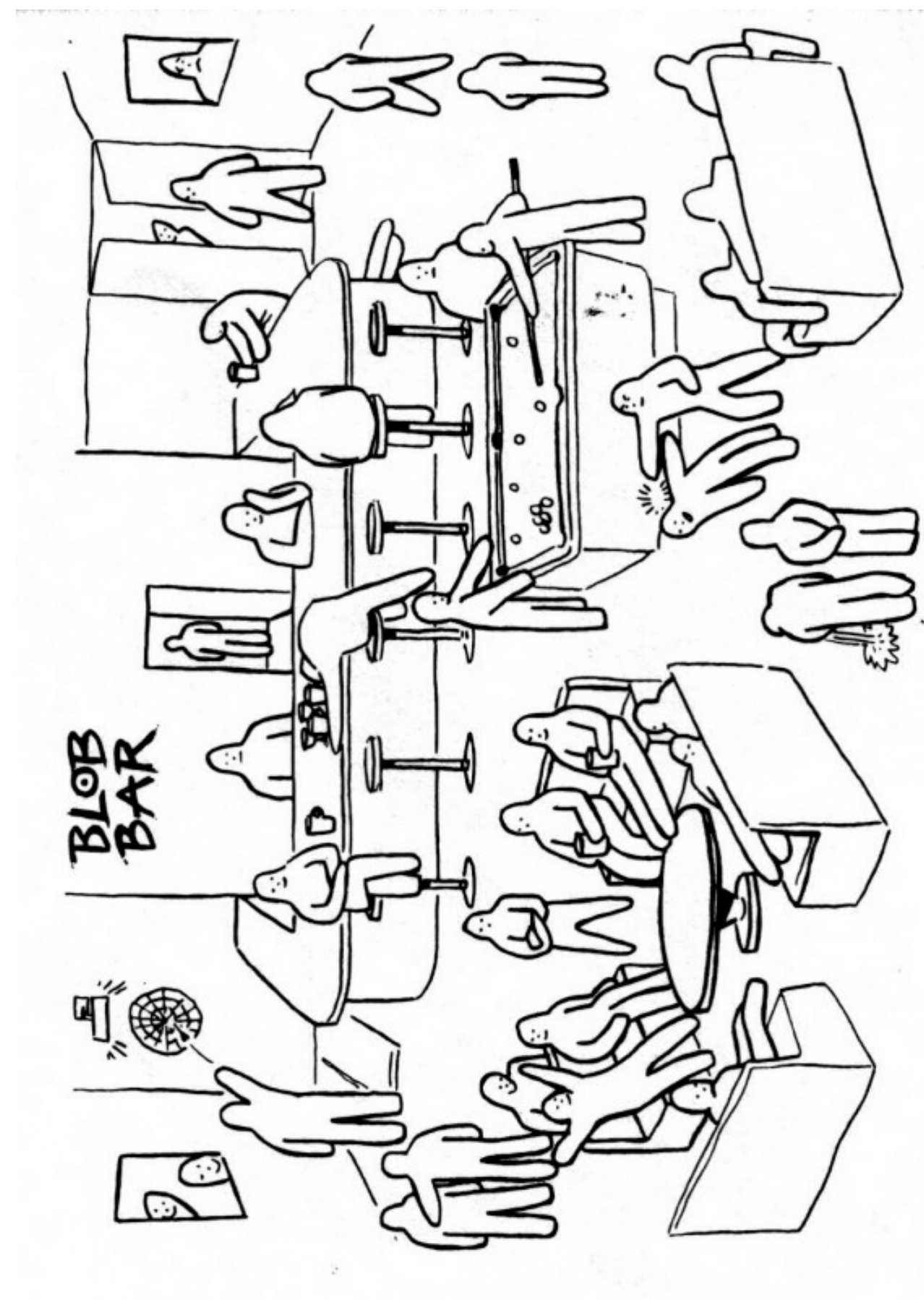
This is a visual way of reviewing the day. Participants can choose one of the three (3) BLOB-drawings and choose one or two of the characters that express best how they felt today: did they feel 'King of the world'? (in the top of the tree) Or did they feel like someone who needed some comforting (with a figure that puts a hand on their shoulder)...

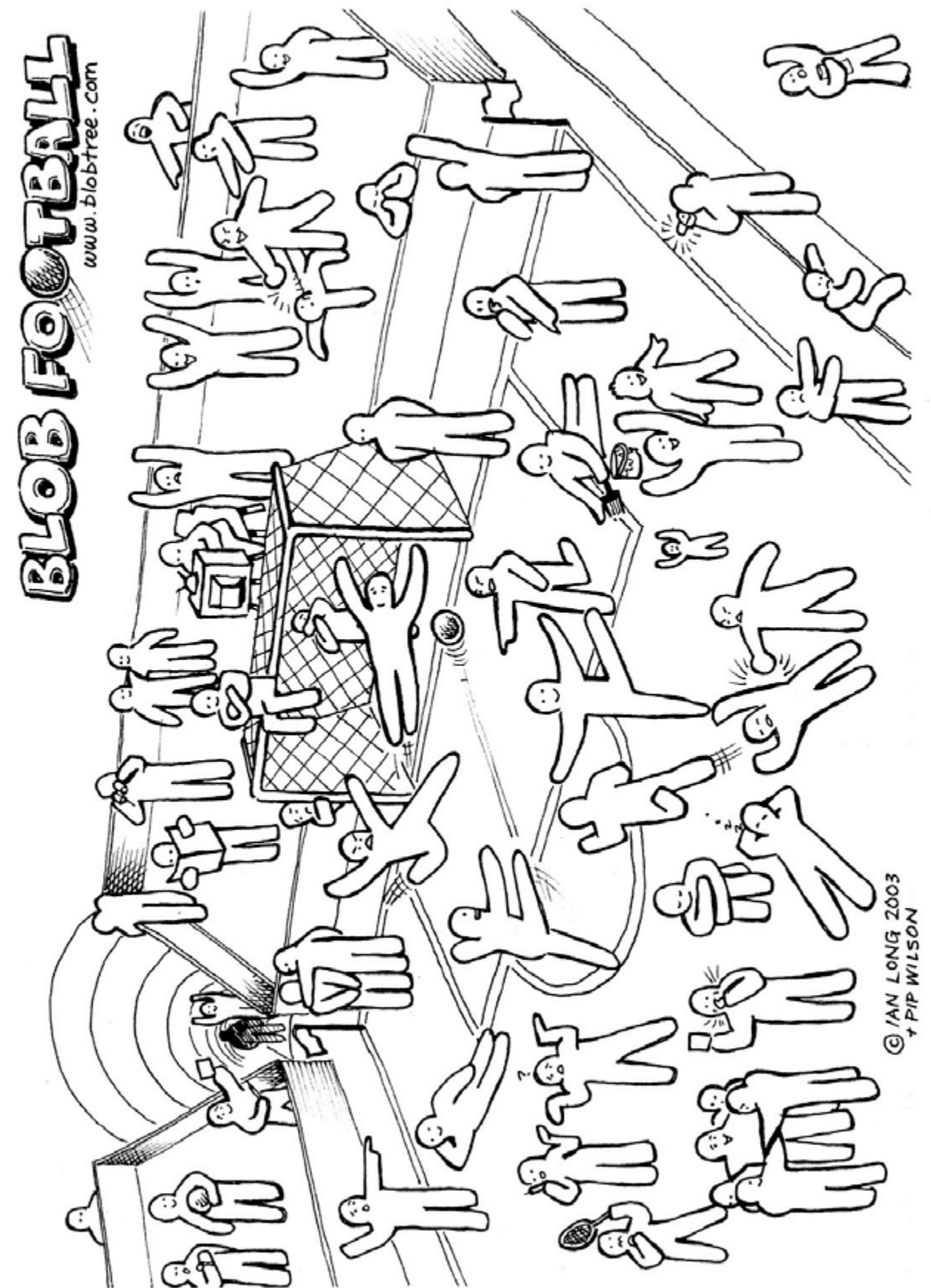
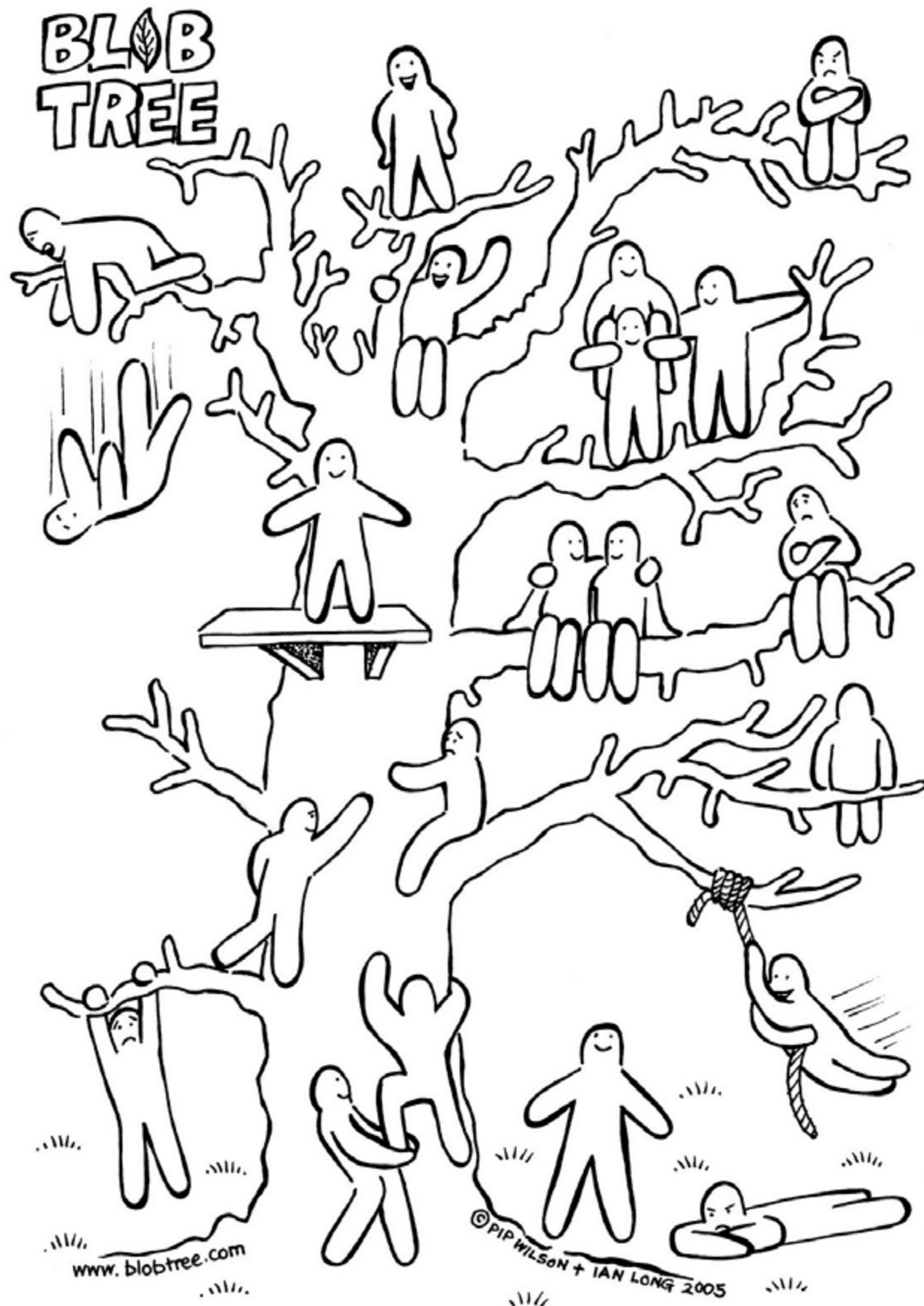
They can colorize one or two figures on their drawing and afterwards show it to the group and explain briefly why they picked this character.



The drawings can be hang up on the wall and can stay there for the time of the project.

| | |
|------------------------|---|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | enough copies of the 3 BLOB drawings for the participants to choose from, pens, crayons, markers... |
| Educator participates? | Yes |





Dixit Again

All the DIXIT cards are laid out on the table again. Everybody picks one card. The reason to pick a card is:

which card expresses the best how you felt today?

We sit down in a circle. Every participant shows the card he has chosen and explains on the basis of the card how he or she felt today.

| | |
|------------------------|-------------------------------|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | 1 set of DIXIT cards |
| Educator participates? | Yes |

The Hand

Everyone draws the outline of their left or right hand on a sheet of paper. In the fingers they write the following things:

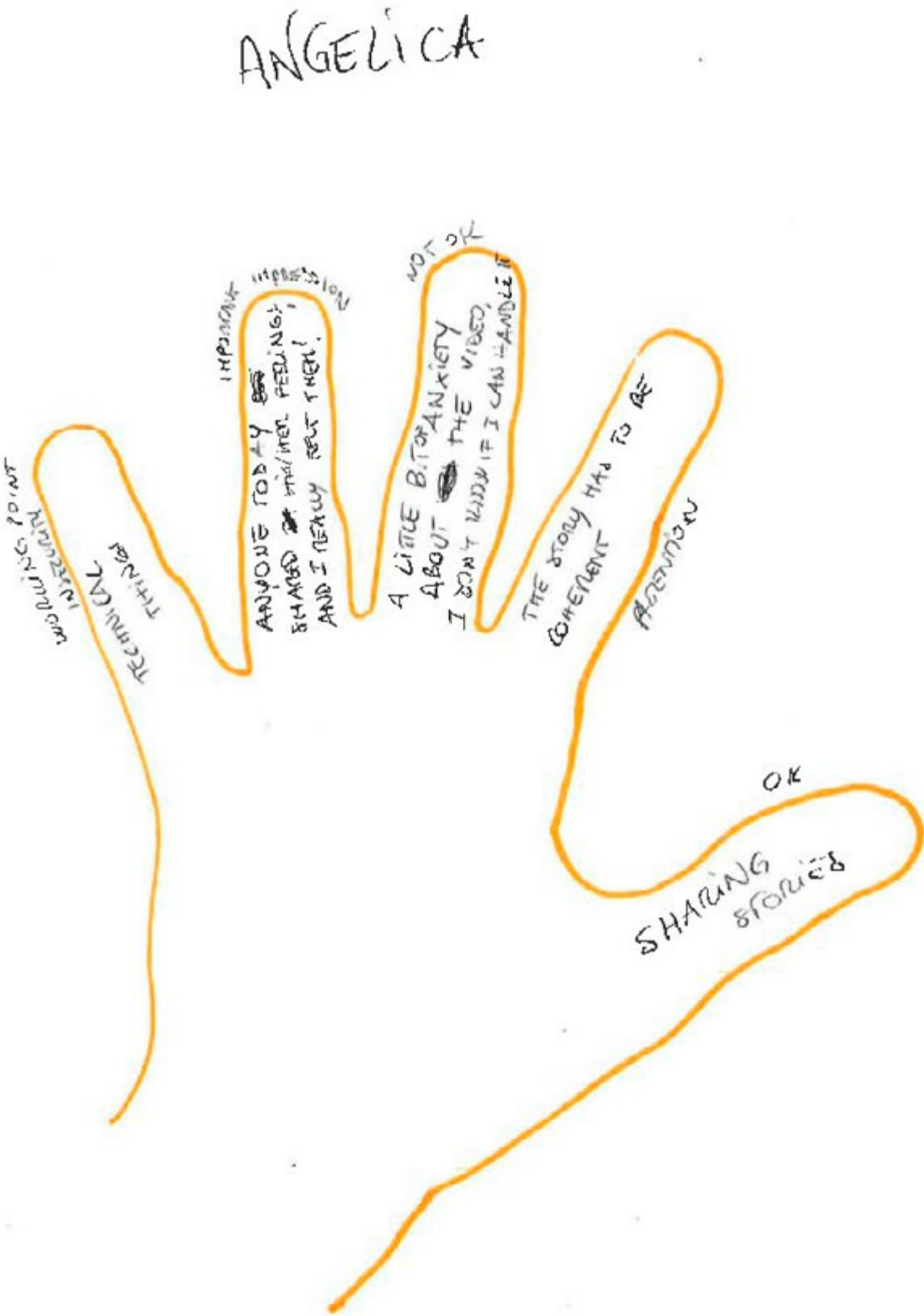
- ▶ Thumb: what you liked best today
- ▶ Index finger: something you have to pay more attention to or keep in mind
- ▶ Middle finger: what you didn't like today
- ▶ Ring finger: something that is important to you, a value or something you have learned
- ▶ Little finger: something you feel unsecure about, you want to practice more...

Finally, everybody reads aloud what she or he has written on the fingers.

These sheets can be hang up afterwards in the workshop room.



| | |
|------------------------|---|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | blanc sheets of paper for all the participants, pens, crayons, markers... |
| Educator participates? | Yes |



The Rose

Type of activity: evaluation – active reviewing

This is a variant of ‘The hand’. You only need one (1) rose for it, but make sure it’s a rose with thorns! And you could do it without the participants preparing their answers on paper first.

The first person takes the rose and starts to talk:

- ▶ The Flower: all the petals stand for the things you loved most, or all the things you have learned today
- ▶ The Thorns: these stand for the things you didn’t like or found difficult
- ▶ The bud (bottom of the rose): stands for an opportunity, what will you do now with all the knowledge you gained?

When the person has finished talking, he or she gives the rose to somebody else in the circle and explains briefly WHY he gives the rose to this person: because the person has worked very hard, has surprised him, or simply because he feels that he has to make up something to the person due to something that happened today.

The activity continues until everybody has had his turn to talk. You cannot pass the rose on to someone who has received it already. So: the choice of persons is getting smaller each turn, but there is always a reason to give the rose to any member of the group.

| | |
|------------------------|-------------------------------|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | 1 rose with thorns |
| Educator participates? | Yes |

Backpack/Fridge/Garbage Bin

In four corners of the room a big paper (at least A3, if possible bigger) is stuck to the wall.

Ask the participants to write their feelings, impressions and evaluations on post-its and stick them underneath of one of the four categories:

- ▶ **BACKPACK:** What did you like this week? What did you learn? What have you got as an experience in your backpack to use later in activities or later in life?
- ▶ **FRIDGE:** Which things are important to you, but you would like to practice more? Learn more about it or use it somewhere in the future? (untill then: you put them in the fridge)
- ▶ **GARBAGE BIN:** Which were the things you did not like, found too difficult or not even useful?
- ▶ **SHOPPING LIST:** Which were the things that were lacking, according to you? That should have been part of this project or workshop?

After 15 minutes, the educator starts to read them aloud and – if needed – can ask for a short commentary.

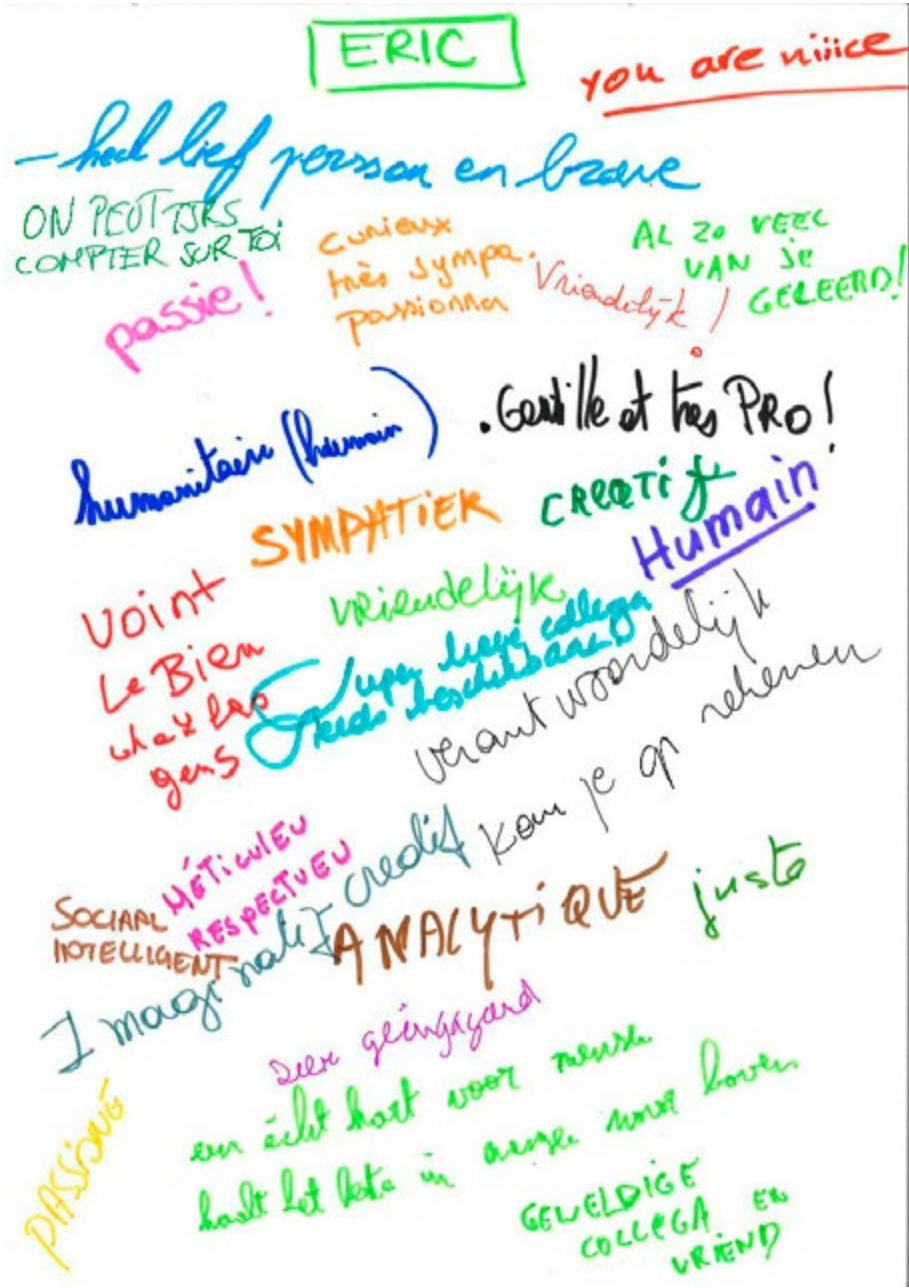
| | |
|------------------------|--|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | 4 big blanc sheets of paper with the 4 categories written on it, a big stack of post its, pens |
| Educator participates? | Yes |

Compliments time!

This could be the final activity on the last day: to thank eachother.

Every participant gets a sheet of strong white paper (light cardboard) taped on the back. Everybody walks around and starts to write – in all different colours – compliments, nice remarks and thank-you-words on the back of each person. You are allowed to write as much as you want, but write at least one thing on the back of every other person! (a word, some words or a phrase)

These sheets will not be read aloud for the group: it's really ment to be a private gift for everybody (but any participant can decide to have the others read their sheet afterwards)



| | |
|------------------------|---|
| Type of activity: | Active reviewing – Evaluation |
| Duration | 30 min. |
| What you need: | blanc sheets of light cardboard paper (one for every participant), tape or safety pins, crayons, markers... |
| Educator participates? | Yes |



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