

# Intellectual Output 1 Lesson Plan and Activity Sheet – Module 3

# Introduction to the Workshop

This module is about producing your story in a digital format. There will be a focus on both the visual and audio elements. It will cover topics such as digital storytelling, how to film on a smartphone and an introduction to audio production.

## Notes for the Facilitator

* These modules are designed to provide flexibility in planning, conducting and evaluating the training programme.
* This is a flexible curriculum so the units can be used independently of each other and can also be lengthened or shortened depending on the level of experience and expertise of the participants.
* The topics in this face-to-face training are based on the practical elements of using available technologies to produce short videos and audio files. For theoretical content, some of these topics are only touched on in the training and then will be the subject of online learning for individual participants to undertake in their own time.
* Before each session, ask that all phones be turned off during the workshop and ask participants to put a label with their name on their desks/person to facilitate communication between the participants.

**Do’s:**

* Prepare in advance
* Involve participants and encourage participation
* Speak clearly and bridge one topic to the next
* Use logical sequencing of topics
* Encourage questions and provide feedback
* Summarise and recap at the end of each session
* Use good time management
* Be aware of the participants' body language
* Keep the group focused on the task
* Evaluate as you go

**Don’ts:**

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

# IO1 Digital Storytelling Curriculum for Adult Learners

## Face-to-face

| Module Title: Producing your Story in a Digital Format | | |
| --- | --- | --- |
| Aim of the module:  The objective of this Module is to improve the Digital storytelling skills of adult learners. After completing this Module, adult learners will have a greater understanding of how digital storytelling can be used to promote and share stories to a wider audience . They will improve their digital literacy skills and their digital production skills. | | |
| Learning outcomes of the module: Upon completion of this Module learners should be able to understand how to produce their story in a digital format. | | |
| Knowledge | **Skills** | **Attitudes** |
| * Basic knowledge of how digital storytelling can be used to promote and share stories with the wider community * Basic knowledge of how digital storytelling can create emotional connections * Basic knowledge of how stories can be produced as short films, podcasts, animations, interviews, videos, etc. * Factual knowledge of how to produce a short film on your smartphone to share a story | * Discuss the role of digital storytelling in sharing stories * Recognise the importance of digital storytelling in the 21st century * Identify means and methodologies of digital storytelling * Understand how to navigate readily available devices (smartphones, table devices) to produce stories in a digital format * Demonstrate the skills and techniques used in producing digital media on smartphones or tablet devices | * Willingness to use technologies to produce stories in a digital format * Willingness to explore digital literacy as a component in digital storytelling * Awareness of the importance of digital storytelling in today’s modern society * Openness to the use of digital technologies in the role of producing stories |
| Module duration: 7 hrs F2F / Online – Hybrid Course | | |
| Preparation/ Materials/Equipment:   * Projector and screen * PowerPoint slides * Laptop * Internet connection * Pens and note-taking materials for all learners * Copies of handouts for all learners | | |

| LESSON PLAN for F2F / Online (Hybrid) Learning | | | | | |
| --- | --- | --- | --- | --- | --- |
| Introduction to the topic: The aim of this lesson plan is to deliver the session outline for Module 3 – Producing your story in a digital format  This lesson plan will focus on the contents planned for Module 3:  Unit 1. Digital Storytelling  Unit 2. Smartphone filmmaking  Unit 3. Introduction to audio production | | | | |  |
| No | **Topics and Sub-topics/Learning activities** | **Duration (minutes)** | **Training methods** | **Materials/ Equipment Required** | **Handouts and Activity sheets** |
| 1 | **Unit 1 – Activity 1: Introduction**   * The facilitator begins this session by welcoming all participants to the workshop and completing a short group discussion to assess what learning expectations all participants have for this module. * The facilitator can take note of these expectations on a flipchart to refer to later in the session. * The facilitator will ask all participants to sign the attendance list for this workshop. * The facilitator will also invite all participants to introduce themselves (this is only if this is the first module being delivered with this group and depends on the sequence of how the Digital Storytelling Curriculum is presented to participants). | 15 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Sign-in sheet.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
| 2 | **Unit 1 – Activity 2: Storyboarding**   * The Facilitator will introduce Activity 1.1 of storyboarding * that once had a different purpose, footage of modern-day towns and cities that can be contrast in the video with photographs or footage from the past, or images that represent African culture which is linked to the story they will tell, for eThe trainer will discuss how to develop a storyboard for their participants. * While this video project will focus around an interview, a storyboard will help participants to plan where they would like to integrate footage from past events, footage of modern buildings example. * The trainer then divides groups of participants into smaller teams (2-3 participants depending on group size) and distributes copies of storyboard templates to each team. * Working in their teams, the trainer instructs all participants to contribute to developing the storyboards for their storytelling video project, taking time to plan how they would like to shoot their video project, and if they will start with the interviewee or with a scene and a voice-over, etc. * The trainer can move between teams in this activity, overseeing the development of the storyboards | 40 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
| 3 | **Unit 1 – Activity 3: Pre-Production**   * The teams must now make plans and preparations for shooting their project. * They should decide upon such questions as appropriate length of video, locations, equipment, questions, etc. * During this activity, the trainer will share the content of the PowerPoint slides and will then support groups to make decisions about their own video project. | 40 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 4 | **Unit 2 – Activity 1: Introduction**   * The trainer welcomes all participants to the workshop and introduces the production plan for this unit. * The trainer answers any open questions which participants might have from the previous unit. * The trainer can invite all participants to sign the attendance list for this unit. | 15 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 5 | **Unit 2 – Activity 2: Lighting**   * Using the PowerPoint slides, the trainer takes the group through the various rules, tips and methods involved in ensuring that lighting is appropriate for video production. * Within this presentation participants will see natural ‘daylight’ lighting, three-point studio lighting, ‘ring’ lighting – as often used by Youtubers and lighting ‘hacks’ using reflective surfaces to ‘bounce’ available light. * Using online examples, the trainer can demonstrate lighting on social media videos with examples from YouTube. * Using offline examples, the trainer can ask for volunteers to sit in-front of windows, directly under lighting, etc. to show examples of bad lighting. * The trainer will show learners some tips and tricks to replicate this lighting, using cost-effective methods. * Teams will then be given 10-15 minutes to practice filming a short scene, adjusting the lighting as demonstrated. * After this activity, the group can give feedback to the trainer on how they found this activity and if they have any further questions about lighting. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 4 | **Unit 2 – Activity 3: Camera Operation**   * Using PowerPoint slides, the trainer takes the group through the various rules, tips and methods involved in capturing video. * The trainer first explains these aspects for traditional film-making, and then gives examples of how these techniques can be replicated using accessible technologies such as smartphones. * The trainer then gives each team 10-15 minutes to practice using some of these techniques to capture simple footage in the room. * After this activity, the trainer will conduct a short review and feedback session to ascertain how the teams found this activity and if they encountered any difficulties. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 4 | **Unit 2 – Activity 3: Production Practice**   * The trainer will introduce Activity 2.1 on production practice. * The teams will now set-up and practice recording their African story through video. * The role of the trainer in this phase is to provide support from the materials covered thus far. * Groups of participants may use this time in class to arrange and plan their actual video interview, or to set up and record a mock interview just to practice the video production process. * The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account. * Each team is given freedom in terms of location to practice, or to produce, their own video interviews. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 4 | **Unit 3 – Activity 1: Introduction**   * The trainer begins this session by welcoming all participants to the workshop and completing a short group discussion to assess what learning expectations all participants have for this module. * The trainer can take note of these expectations on a flipchart to refer to later in the session. * The trainer can invite all participants to sign the attendance list for this unit. | 15 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 4 | **Unit 3 – Activity 2: Space and sound**   * The trainer allows time in this session to allow participants to practice by taking multiple recordings of the same script from different areas of the room. * Once the participants have captured audio files on their smartphones, they are invited to play the recordings back and listen to the varying quality of each recording.   Groups of participants are invited to try and find them optimum space in the room to record your audio | 50 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |  |  |  |  |  |
| 4 | **Unit 3 – Activity 3: Sound production**   * The trainer will introduce Activity 3.1 on production practice. * The groups of participants will now set-up and practice recording their African story audio project. * Using PowerPoint slides the trainer takes the group through the various rules, tips and methods involved in capturing sound. * Similar to previous activities, the trainer will then demonstrate how sound can be captured using accessible technologies – using a smartphone app and a selfie stick, instead of using a boom. * The teams will each be given 10-15 minutes to practice recording sound using this method and will give feedback to the group on how they found this method and if they experienced any problems. | 60 minutes | PowerPoint presentation & Group Activities / Discussions | Training venue with IT equipment including laptop and projector.  Flipchart and markers.  Pens and note-taking materials for participants | Copy of PowerPoint Presentation: Module 3. |
|  |

IO1 – Digital Storytelling Curriculum   
Activity Sheet

| **Module Title** | Producing your story in a digital format | | |
| --- | --- | --- | --- |
| **Unit Title** | Digital storytelling | | |
| **Activity Title** | Storyboarding | **Activity Code** | A1.1 |
| **Type of resource** | **Activity sheets**  **(AS)** | **Type of learning** | Face-to-face learning |
| **Duration of Activity**  **(in minutes)** | **40** | **Learning Outcome** | Basic knowledge of digital storytelling |
| **Aim of activity** | Learners will reflect about what they understand by “digital storytelling” and will get a better comprehension of the term and its uses. They will be able to create a storyboard and have the ability to implement it digitally. | | |
| **Materials Required for Activity** | Pens and note-taking materials for participants  Flipchart  Markers | | |
| **Step-by-step instructions** | * The trainer will discuss how to develop a storyboard with their participants. * While this video project will focus around an interview, a storyboard will help production teams to plan where they would like to integrate footage from past events, footage of modern buildings that once had a different purpose, footage of modern-day towns and cities that can be contrast in the video with photographs or footage from the past, for example. * The trainer then distributes copies of storyboard templates to each team. * Working in their teams, the trainer instructs all participants to contribute to developing the storyboards for their African story video project, taking time to plan how they would like to shoot their video project, and if they will start with the interviewee or with a scene and a voice-over, etc. * The trainer can move between teams in this activity, overseeing the development of the storyboards | | |

| **Module Title** | Producing your story in a digital format | | |
| --- | --- | --- | --- |
| **Unit Title** | How to film on a smartphone | | |
| **Activity Title** | Camera Operation | **Activity Code** | A2.1 |
| **Type of resource** | **Activity sheets**  **(AS)** | **Type of learning** | Face-to-face learning |
| **Duration of Activity**  **(in minutes)** | **60** | **Learning Outcome** | Basic knowledge of smartphone filmmaking |
| **Aim of activity** | Learners will gain a greater understanding of smartphone filmmaking with tips and tricks to aid their progression. | | |
| **Materials Required for Activity** | Pens and note-taking materials for participants  Flipchart  Markers  Tripod  Smartphone | | |
| **Step-by-step instructions** | * The trainer will introduce Activity 2.1 on production practice. * The teams will now set-up and practice recording their African story video project. * The role of the trainer in this phase is to provide support from the materials covered thus far. * Production teams may use this time in class to arrange and plan their actual video interview, or to set up and record a mock interview just to practice the video production process. * The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account. * Each team is given freedom in terms of location to practice, or to produce, their own video interviews. | | |

| **Module Title** | Producing your story in a digital format | | |
| --- | --- | --- | --- |
| **Unit Title** | Introduction to audio production | | |
| **Activity Title** | Sound production | **Activity Code** | A.3.1 |
| **Type of resource** | **Activity sheets**  **(AS)** | **Type of learning** | Face-to-face learning |
| **Duration of Activity**  **(in minutes)** | **60** | **Learning Outcome** | Basic knowledge of audio production |
| **Aim of activity** | Learners will gain a greater understanding of and appreciation for audio production. By putting the theory they have learned into practice, they will have greater confidence to put this into practice for their own work. | | |
| **Materials Required for Activity** | Pens and note-taking materials for participants  Flipchart  Markers  Smartphone  Laptop  Microphone | | |
| **Step-by-step instructions** | * The trainer will introduce Activity 3.1 on audio production. * The teams will now set up and practice recording their oral history audio project. * The role of the trainer is to provide support from the materials covered thus far. * This time can be used as a mock interview, practice or as the real interview, depending on the adult learner's comfort level. * Each team is allowed the freedom in terms of location to record audio. Multiple locations can be used to help show the difference between recording audio in different places. * The trainer must ensure that all permissions and legal requirements are observed during the creation process and that health and safety is taken into full account. * Using PowerPoint slides the trainer takes the group through the various rules, tips and methods involved in capturing sound. * Similar to previous activities, the trainer will then demonstrate how sound can be captured using accessible technologies – using a smartphone app and a selfie stick, instead of using a boom. * The teams will each be given 10-15 minutes to practice recording sound using this method and will give feedback to the group on how they found this method and if they experienced any problems. | | |

