



MANUAL for the educators

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 DREAMS project: Roma parents as participants in Romania, Bulgaria 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 school segregation and discrimination and to a better communication between them as parents and the schools where their children go 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).

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During a previous storytelling project with Roma job seekers conducted by Meks vzw in Belgium, we highlighted that this methodology was very appropriate for this group of people. The participants evaluated the project as one of the most valuable things in their lives because of the use of the computer/tablet and the fact that they were heard during the storytelling process.

Further on in this manual we will explain a bit more how to integrate these reflections in the project.

The DREAMS project

In the Dreams-project, Digital Storytelling with Roma about schools, we want to tackle the problems of Roma-children at school. Many Roma parents are concerned about the well-being of the children at school and told us that children don't like the school and try often to escape from it due to existing prejudices.

During a digital storytelling project with Roma youngsters in a training center "Foyer" in Molenbeek, youngsters pointed out two problems:

- the fact that they are confronted with a lot of prejudices from other children
- and teachers about Roma and the fact that girls are not always allowed to study and forced to marry young.

The objective is to push parents to tell the problems they have, ask them to try to explain the problem in a digital story.

Afterwards the stories are used to discuss with teachers and direction of schools with the objective of building new bridges and ways to communicate with each other. Teachers and directions have to realize that Roma parents are concerned about the well-being of the children but that they are not always aware about the ways to use to reach schools and teachers, because they barely know the organization of schools, education and the right that parents have to address schools when there have problems.

Roma parents should be aware that a dialogue with teachers and directions is possible because they are partners in an educational

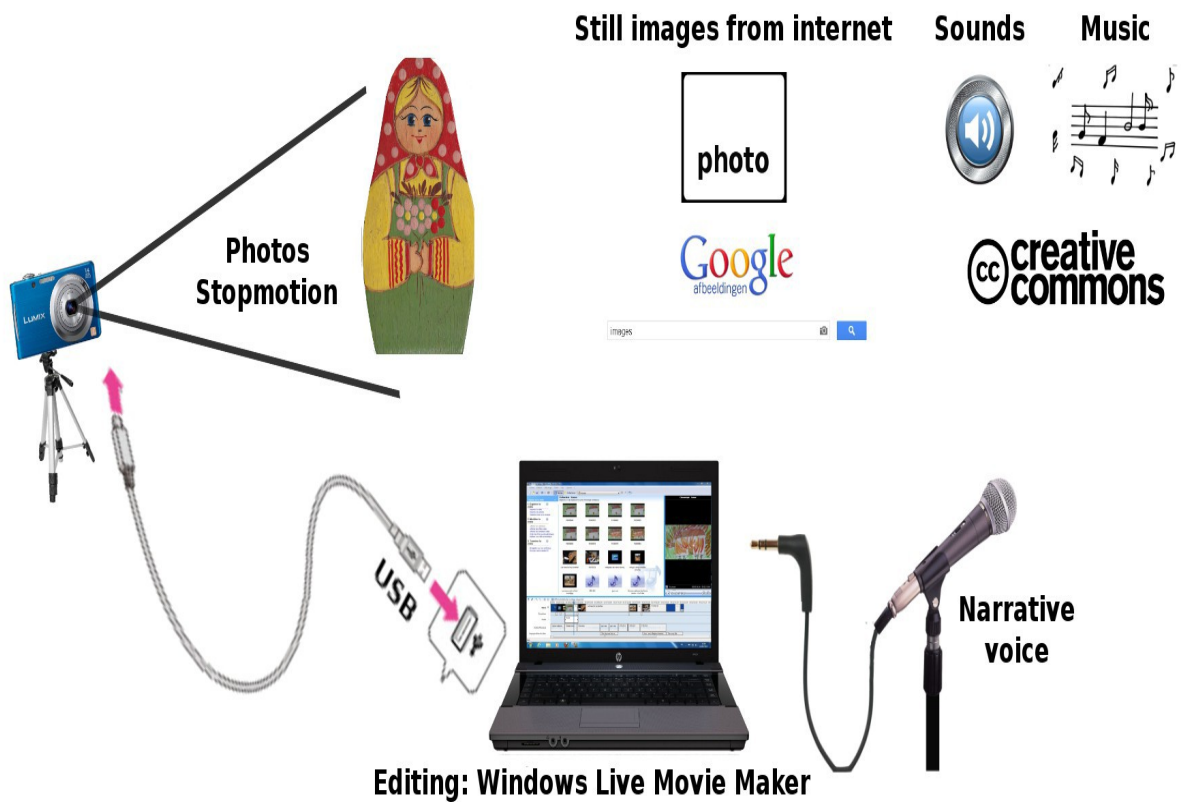
The concept of digital storytelling

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 of even your smartphone, a microphone, an internet connection... things most people have access to nowadays.



We edit the movies with Shotcut, that is free to install for everybody . (Before we used Windows Live Movie Maker, but it is not running anymore with Windows 10)

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. In the appendix of the manual, you find also other alternatives.

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...
- Your personal report of a book you have read or a movie you have seen...
- ...

In addition to examples already mentioned above, here some examples of digital stories, that show a variety of themes:

1.DST-**My little rabbit**, movie made by Despina

This mother talks about her little girl, who is afraid to go to school because she might be punished, like every day.

The mother tries to encourage and motivate her daughter to go to school because she might not be punished anymore and most important to get over the fact that she is Roma because with a good education, her daughter will not be punished anymore.

2.DST-**First day at school**, movie made by Barbu

Father talks about his son's first day at school.

The child cries continuously for 4 hours and the teacher yells at him and kicks him out of the classroom in front of his classmates. He asks for help for his son to find a place at school.

3.DST: **Testimony**, movie made by Ionut

This father talks about his son who every day when he comes home from school cries for 15-20 minutes and he doesn't know why. He talks about the helplessness of not knowing how to help his child.

He has bought everything for him, punished him, had problems with the policy, has been to a psychologist, but the worst thing is that he doesn't know how to help him.

4.DST-**The alarm**, movie made by Adi

This mother talks about her responsibility towards her two children. Because the children's grandparents were ill she had to go to Romania and take them with her. This led to a lot of absences and a police record, so she is now more responsible and every day she sets her alarm to ring to take her children to school.

5.DST- **Gypsy, gypsy**, movie made by Geta

Mother of two little girls, Geta talks about one of her daughters, who comes back from school one day sad with an unknown word, "gypsy". She asks her mother: what does this word mean, gypsy? because a little girl at school called me gypsy. Her mother assures her that it is not a bad word, on the contrary, it is something to be proud of as a gypsy. The next day the mother goes to the school and talks to the teacher and the girl's mother, and now the two girls get along well.

During a Train the Trainer week , 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 point 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 person 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 yours 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 schools and the educational problems regarding Roma population.

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 Dixit or Photosimmersion games – Storycircles – Story idea
Sessions 6-10	Creating the films	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...

<i>Advantages of a one-week project</i>	<i>Advantages of a project spread in time</i>
<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 them • 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 	<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 organization or agendas of the participants • Time to develop parallel activities with the same group (excursions, alphabetization 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
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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 computer screen. 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.

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 will 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 photos. Make sure you have a good set of photos. Spread the photos or drawings on the table and let the participants chose a photo that they like regarding to the question about the school.

Organize a first storytelling session. **In a second** storytelling process, you can ask them about a good school experience or a bad school experience. If the participants don't have a lot of school experience, you can also talk about a nice moment or a bad moment in their lives. Those exercises are exercises to learn to trust each other and install a "storyteller" or "campfire" mood.

The cards 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 Dreams project is that each participant chooses one photo out, 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.

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 cards?

These cards 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 story circles.

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

Basic rules of story circles

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

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

First story circle

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 story circle

We want to make a link with the wellbeing from Roma children in schools. But this can be a very abstract concept to your group.

Follow the circle until everybody had his turn again.

Third story circle

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 colophon), but it can also be just an inspiration that leads the participants to a totally different story.

In this third story circle 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 story circle to develop the stories more (and also: for the fun of sharing stories and sharing ideas within the group)

Final story idea – write it on a postcard

After having organized a series of story circles, 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 out loud. Is the story clear? Are all elements there so it can be understood by somebody.

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 Sesame street: <https://www.youtube.com/watch?v=xr9TtWqcbo>

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 whether he or she wants to start off with the narrative voice (write the text and record it) or start off 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	Shotcut	-

On laptop or desktop we used to work with window live movie maker, but this program is no longer supported by Microsoft. It's no longer possible to install it in Windows and it doesn't work at all in Windows 10. If you have it already installed on your computer with Windows 7 or 8, you can continue working with WLMM. See further in the section on WLMM (between the chapters on iMovie and Shotcut – Appendix 3 and 4).

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

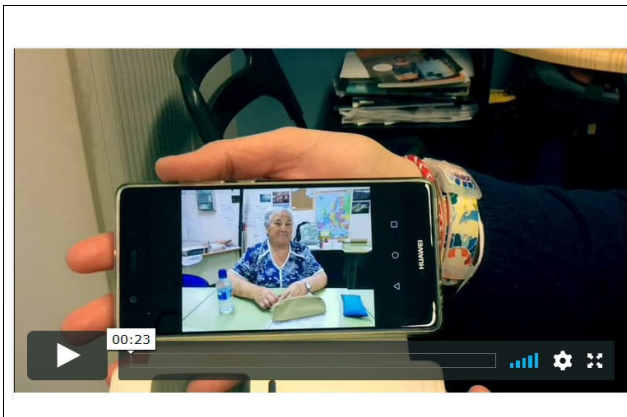
Fairy poem – a poem of 11 words

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
<ul style="list-style-type: none"> ▪ One ▪ Two Three Four Five Six ▪ Seven Eight Nine Ten Eleven

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.



- 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 story circles, when the story ideas 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:

JPG 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 computer screen. 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 0 dB. 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.

DO'S AND DONT'S

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

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)

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 although this is changing! Today we have square videos (Instagram!) and vertical videos are hip too (on Facebook etc)

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!)

USE THE GOLDEN RATIO: when we look at an image, our eyes are attracted at first to some very specific points on the screen.

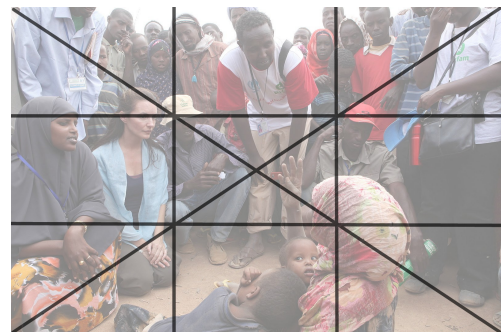


Photo: Creative Commons License Oxfam East Africa, taken from Wikimedia Common

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 colorful element on the edge of your photo, or a slanting horizon...

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)

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'!

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

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

USE BACKGROUND MUSIC: a digital story is not a video clip. 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!

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 :-)

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:

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 news photos, 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:

- Using photos you already have in your private album or in your smartphone
- Taking new photos especially for this story
- Making drawings and photograph them
- Creating your own characters or objects with paper, plasticine, other craft materials
- Creating stop motion sequences with these objects or with cut out pictures from magazines...

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 stop motion 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>

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 DREAMS project we will only:

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

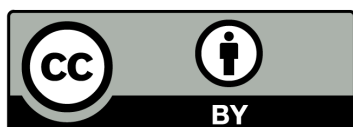
These royalty free resources don't have copyright, but have a CREATIVE COMMONS LICENSE:



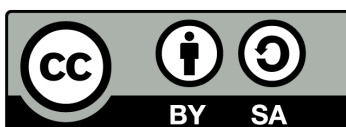
You can use creative commons images for free, provided you follow some rules: There are 4 different license conditions:

	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
<p>Source: https://creativecommons.org/share-your-work/licensing-types-examples/</p>	

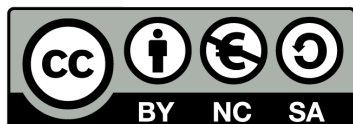
These 4 conditions can be combined (the choice is made by the maker) > which gives us 6 different categories of creative commons licenses:



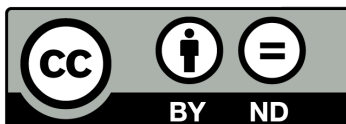
CC BY



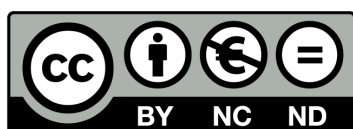
CC BY-SA



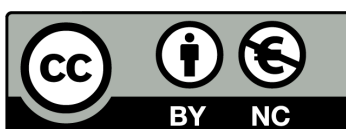
CC BY-NC-SA



CC BY-ND



CC BY-NC-ND



CC BY-NC

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 commercialize 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 integrate it in your film)
CC BY-NC-ND	Attribution + Non Commercial + No Derivates	As above, with extra restriction that you cannot commercialize 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 commercialize 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, they do not have to follow the same path!
 While one person is creating stop motion 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 each other.
Your role is the role of a coach: you can help them search for solutions, you don't give them the solutions!

<p>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.</p>	<p>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!</p>
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<p>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 stereotype, 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.</p>	<p>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!</p>
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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..

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 Shotcut and 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)

INFO: Editing the film in Shotcut

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

As we wrote earlier in this manual, Microsoft stopped to support Windows Live Movie Maker (WLMM) in January 2017. That is really a pity, because it was a very complete, intuitive and low threshold application to create digital stories.

You can still find the installer online, on different websites, but: we tried to install it on computers with Windows 7 and Windows 10: that didn't work.

If you have it already installed on your Windows 7 or 8 computer, you can continue using it. There are various arguments to choose working with WLMM:

The program is easy to use and has all you need to create simple digital stories: combine still images with sounds, music, a narrative voice, animated titles, transitions, image and sound effects...

You can add video clips too (which is not possible in Photo Story 3, which accepts only still images!)

this makes it possible to add stopmotion sequences made in Stop Motion Studio (see at the end of appendix 3 on iMovie)

Like in Photo Story 3 you can add music and a narrative voice, but in WLMM you have an extra sound channel (the sound of the video channel) and you can add sounds on the music or narrative voice channel too! That is not possible in Photo Story 3.

You can export your film in Full HD 1920 x 1080 pixels, which is a better quality than in Photo Story 3 (maximum 1024 x 768 pixels)

If you want to continue working with WLMM, here are some useful links:

Here you can find a WLMM tutorial that is quite complete (in PDF):

<https://www.uwb.edu/it/howdoi/articles/windowslivemoviemaker.pdf>

A basic tutorial in 26 slides you can find here: <https://www.slideshare.net/macloo/windows-live-movie-maker-big>

And of course you can find many video tutorials on YouTube, like this one:

<https://www.youtube.com/watch?v=3ZZij3NNyVg>

In Windows 10 it is possible to install the older version of this program, Movie Maker 2.6 (that was made for Windows XP). We have tested it, it works!

Like in WLMM you can create basic digital stories with it, with still images, video, music, narrative voice, titles, transitions, effects...

If you put the timeline in the storyboard display, it is very easy to use for beginners. But:

The best video quality to export your video is AVI (.avi) of 720 x 576 pixels. Exporting in Full HD is not possible.

You have one sound channel less than in WLMM. You cannot put sounds on the narrative channel. If you have music on the music channel, there is no place left for sound effects there is a trick to get around this: create your film with music and a narrative voice, export the film, import it again in a new Movie Maker project: all the sound (music, voice) is on the video channel now, and your music channel is free again to add sounds there

If you want to work with Movie Maker 2.6 in Windows XP, Vista, 7, 8 or 10, here are some useful links:

You can download the installer here: <https://windows-movie-maker-vista.en.softonic.com/download>

Online you can still find many tutorials, like for instance this PDF:

<https://www.ischool.utexas.edu/technology/tutorials/graphics/moviemaker2/MM2handout.pdf>

APPENDIX 4 – Editing the film in Shotcut (Windows laptop or desktop)

Alternative software and apps – alternatives to iMovie, WLMM and Photo Story 3

Here is a list of other software and apps you can try out and use, to create stop motion and digital stories: some are very basic, others have more extensive functions. It's up to you to judge which software or application you think best for your target group.

Stop Motion Studio

For iPad and Android. To make stop motion sequences and export them (or import directly into iMovie). You can use a second tablet or smartphone as a remote control! You can use the video sequences afterwards in another video editing software, like iMovie, WLMM or others.

<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 stop motion 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. Like with Stop Motion Studio, you can use the video sequences afterwards in another video editing software, like iMovie, WLMM or others.

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

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>

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)

OpenShot Video Editor

Free and open source! Available for Windows, Linux and Mac OS X.

<https://www.openshot.org/>

Avidemux

Also free and open source. Used to exist only for Linux, but now available for Windows and Mac OS X too.

<http://avidemux.sourceforge.net/>

KdenLive

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

<https://kdenlive.org/>

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

Windows Photos

On the vimeo channel of Maks vzw, you will find also 5 tutorials that can be used to edit a digital story using Windows Photos

<https://vimeo.com/386966595>

<https://vimeo.com/386966679>

<https://vimeo.com/386966735>

<https://vimeo.com/386967219>

<https://vimeo.com/386967627>

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 5 – Publish your film on YouTube

APPENDIX 6 – Publish your film on Vimeo

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 this. 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 each other yet.

Often people will sit next to somebody they know and will want to do this activity with their neighbor. 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 interviews 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

MY MOTTO	
MY NAME	MY AGE
QUALITY	WORKING POINT
MY WISH FOR THE FUTURE	

BLASON

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:* 10-15 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.

One 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:

- I have blond hair
- I'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 each other 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 will 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 each other 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 each other 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 free 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> >

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 colors. 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 colors (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/>

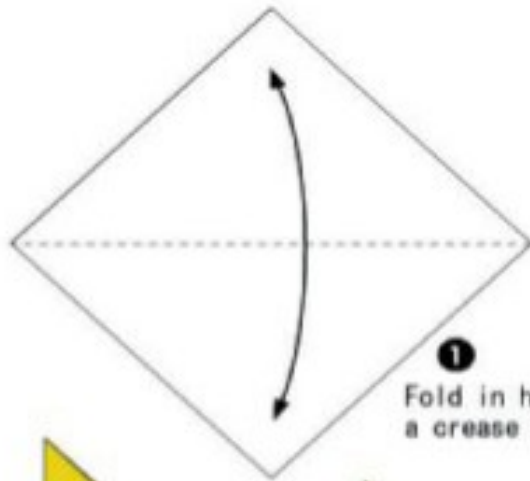
In English, you might find some similar material here: <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/> Or on the UNICEF-website in your country of origin.

Equal treatment ...

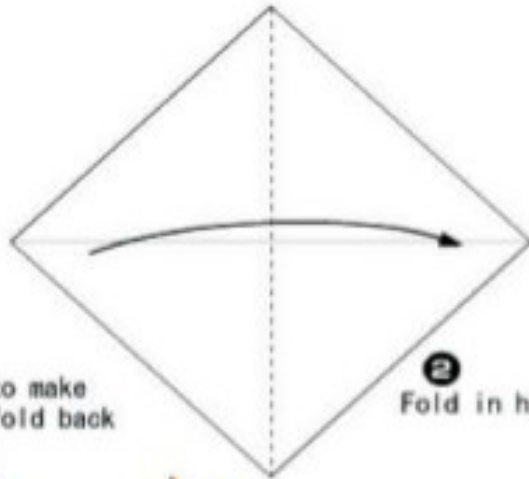


"To keep it fair,
you all get the same assignment:
climb this tree!"

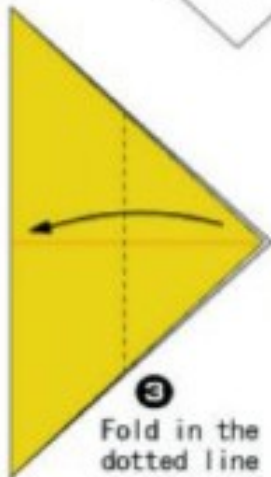
- *Type of activity:* Energizer – Immersion game – Reflection Duration: 30-45 min.
- *What you need:* 4 tables and enough chairs
4 envelopes with materials and instruction Smartphone with a timer
- *Educator participates?* No (you have to play the bad guy!)



1
Fold in half to make
a crease and fold back



2
Fold in half



3
Fold in the
dotted line



4
Fold in half



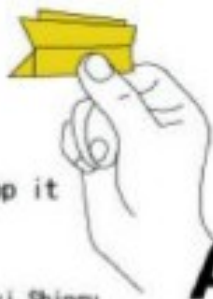
5
Fold in the
dotted line



6
Fold in the
dotted line

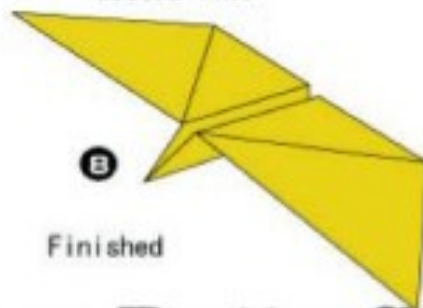


7
Even up the wings



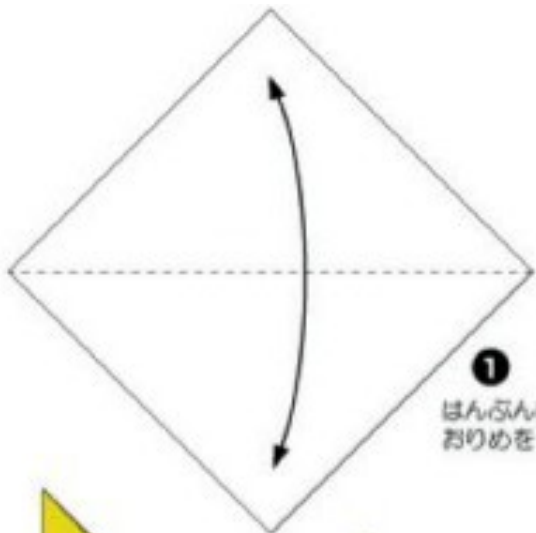
*Drop it

*Traditional
Diagram: Fumiaki Shingu

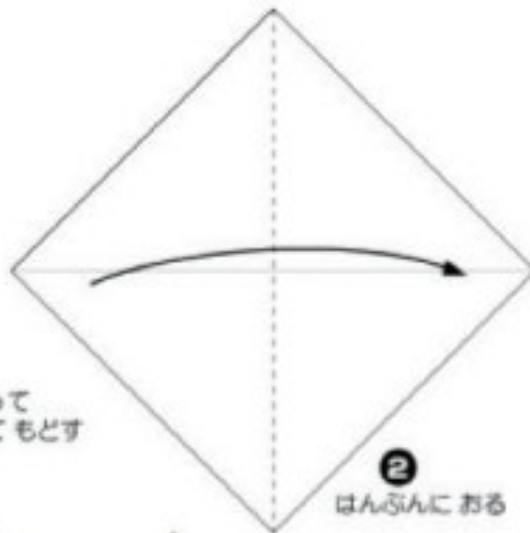


8
Finished

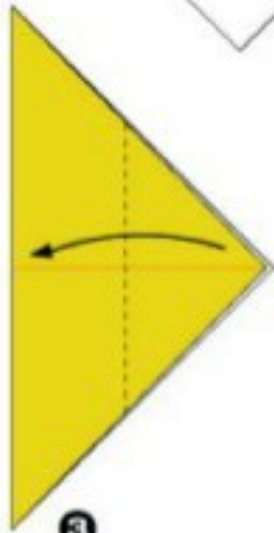
A Flapping Butterfly



①
はんぶんにおいて
おりめをつけてもどす



②
はんぶんにおる



③
てんせんでおる



④
はんぶんにおる

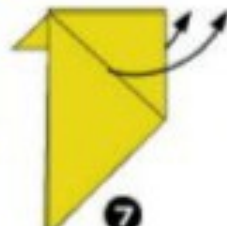
伝承・図：新宮文明



⑤
てんせんでおる



⑥
てんせんでおる



⑦
はねを
すいへいにする



⑧
できあがり

くるくるちょうちよ



※かるくゆびで
おしだす

伝承・図：新宮文明

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.

Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.

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.

Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.

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 socialize?
- 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?

Now ask people to remain absolutely silent as they line up beside each other (like on a starting line).

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.

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. 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)

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.

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.
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- 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.

Cadavre exquis

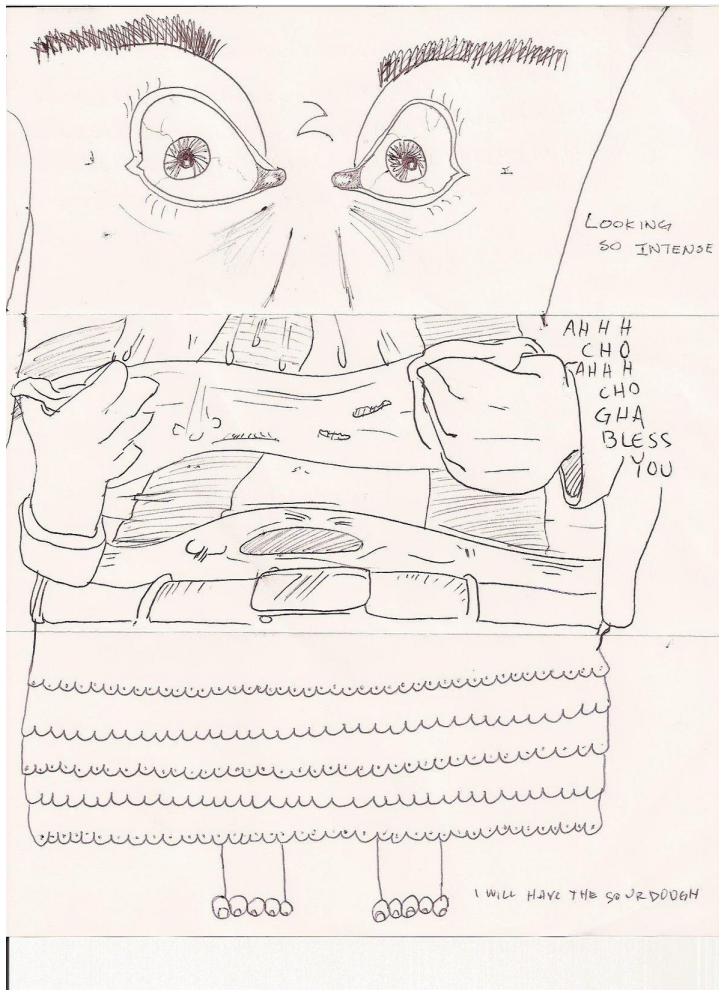
This is a writing exercise made up by André Breton and other surrealists. In English it's called 'Exquisite Corpse'.

- 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, until 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

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 position 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 each other 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

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!.

You can use Chwazi also to form groups: you can choose between 2 and 5 groups and the app will divide the fingers on the screen in these groups.

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) apps 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"

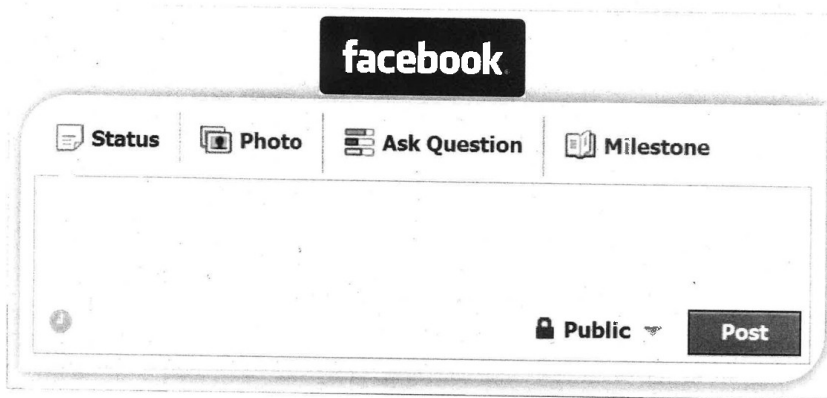


To make it more 'gamified' you can ask everybody to close their eyes first and only open them when all thumbs are up in the air.

You can ask some of the participants for a short comment 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 describe 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.

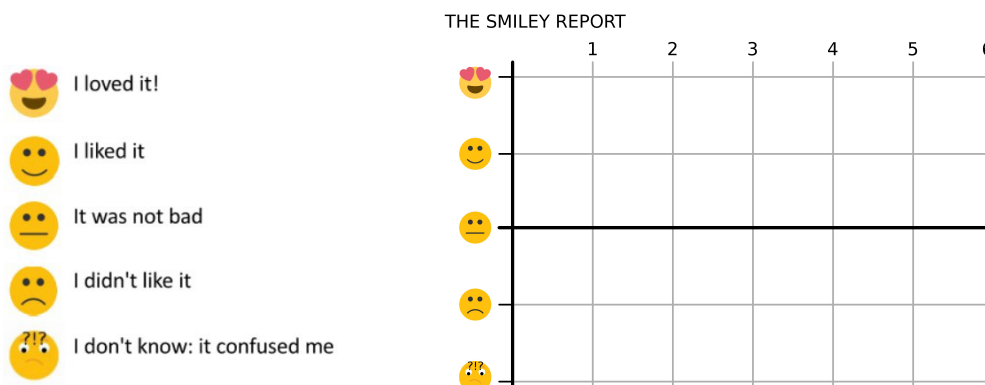
- *Type of activity:* Active reviewing – *Evaluation Duration:* 30 min
- *What you need:* blanc Twitter sheets for all participants, pens
- *Educator participates?* Yes

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

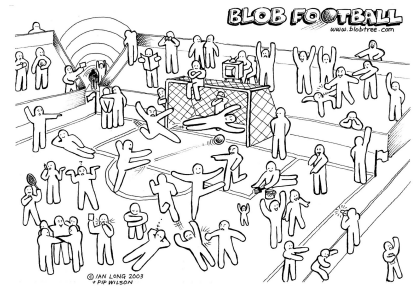
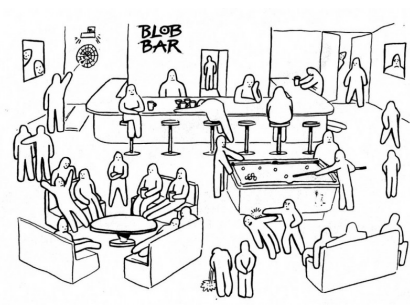


- *Type of activity:* Active reviewing – *Evaluation Duration:* 30 min
- *What you need:* Blanc Smiley report sheets for all the participants, pens
- *Educator participates?* Yes

The Blob

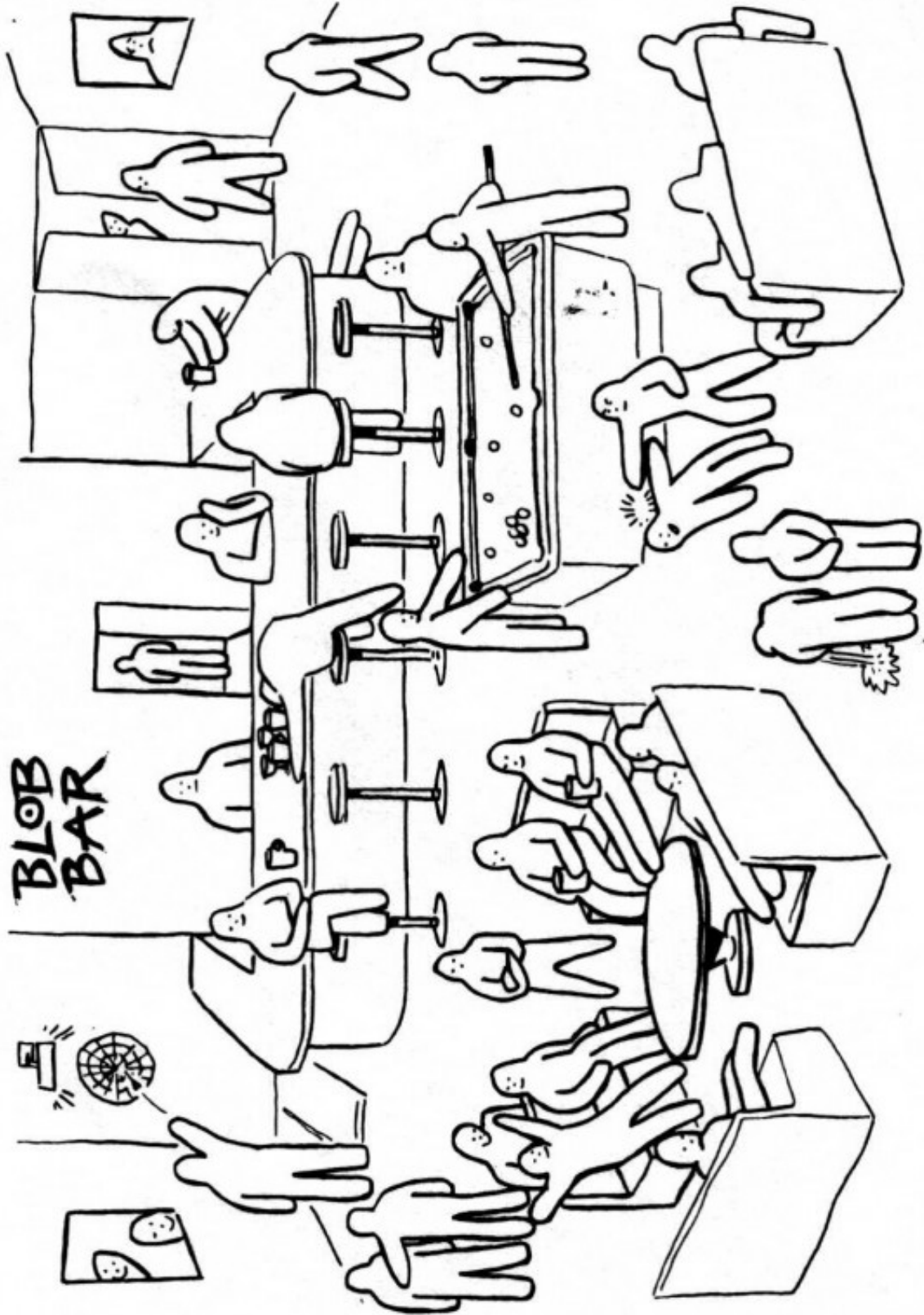
This is a visual way of reviewing the day. Participants can choose one of the three (3) BLOB-drawings and choose one or two of the characters that express best how they felt today: did they feel 'King of the world'? (in the top of the tree) Or did they feel like someone who needed some comforting (with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

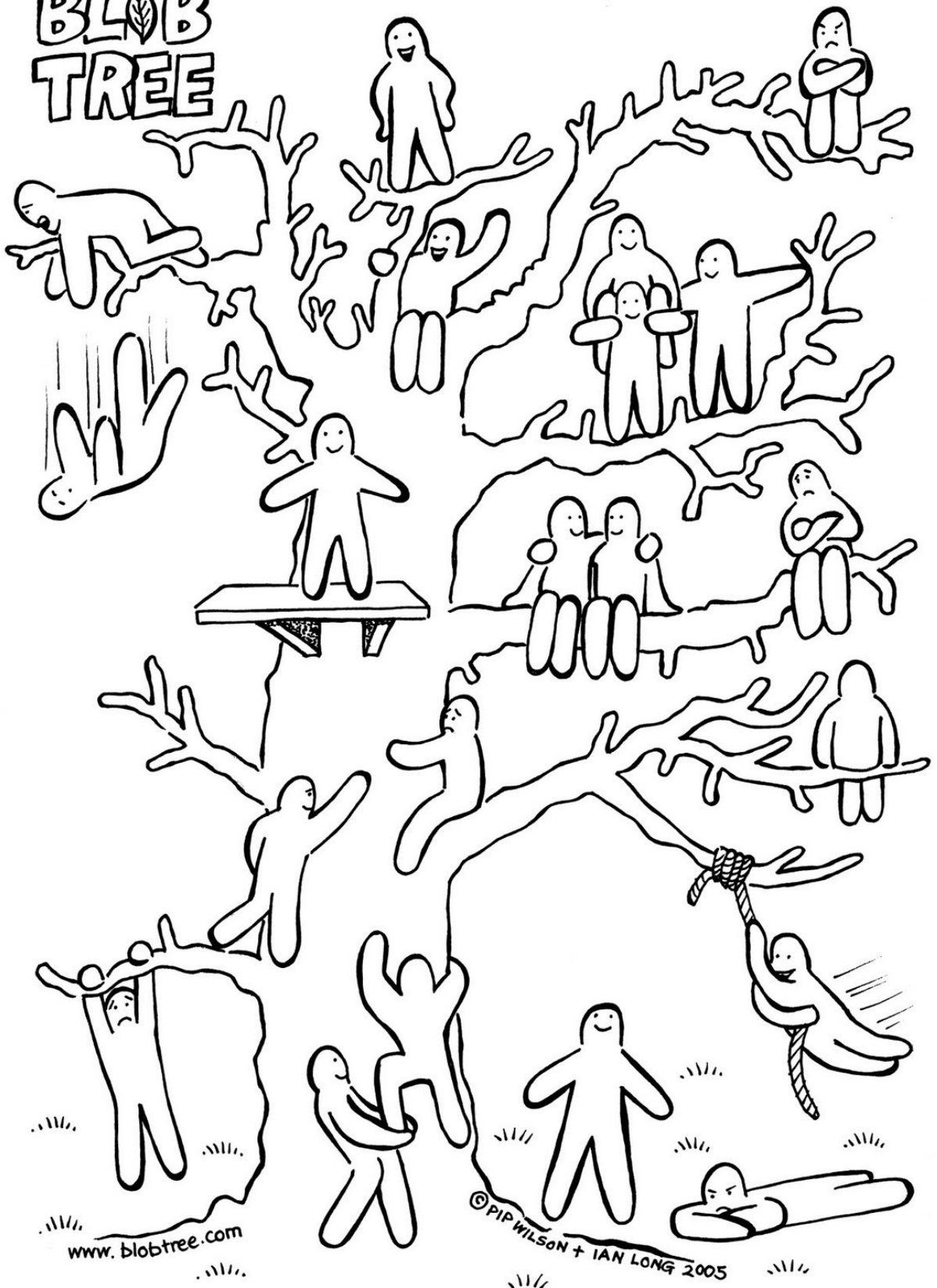


The drawings can be hang up on the wall and can stay there for the time of the project.

- *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

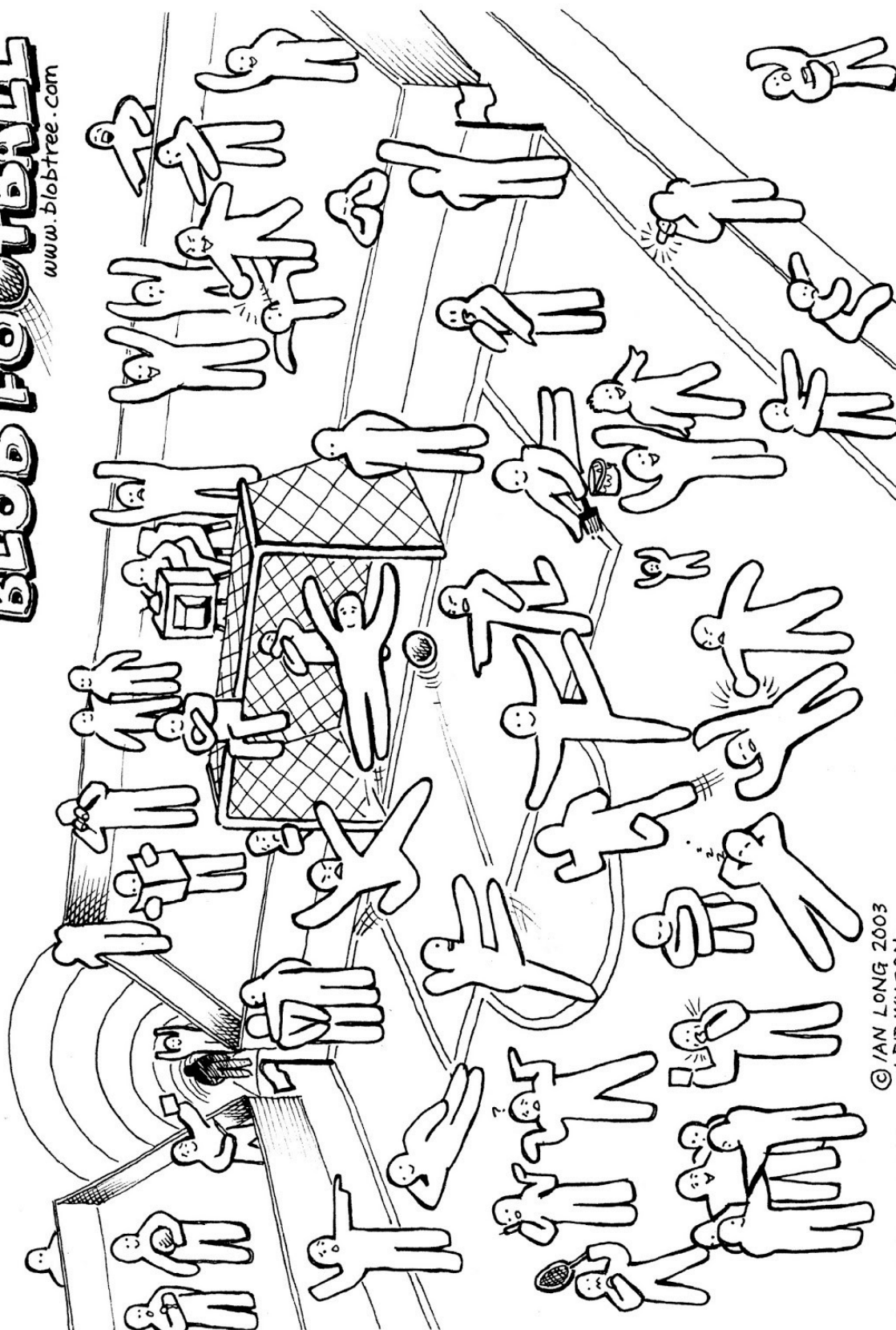


BLOB TREE



BLOB FOOTBALL

www.blobtree.com



© JAN LONG 2003
+ PIP WILSON

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.

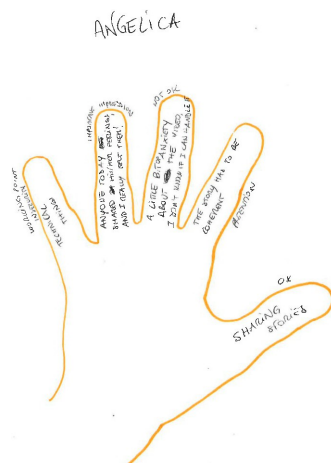
Type of activity: Active reviewing – Evaluation *Duration:* 30 min
What you need: 1 set of DIXIT cards *Educator participates?* Yes

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:

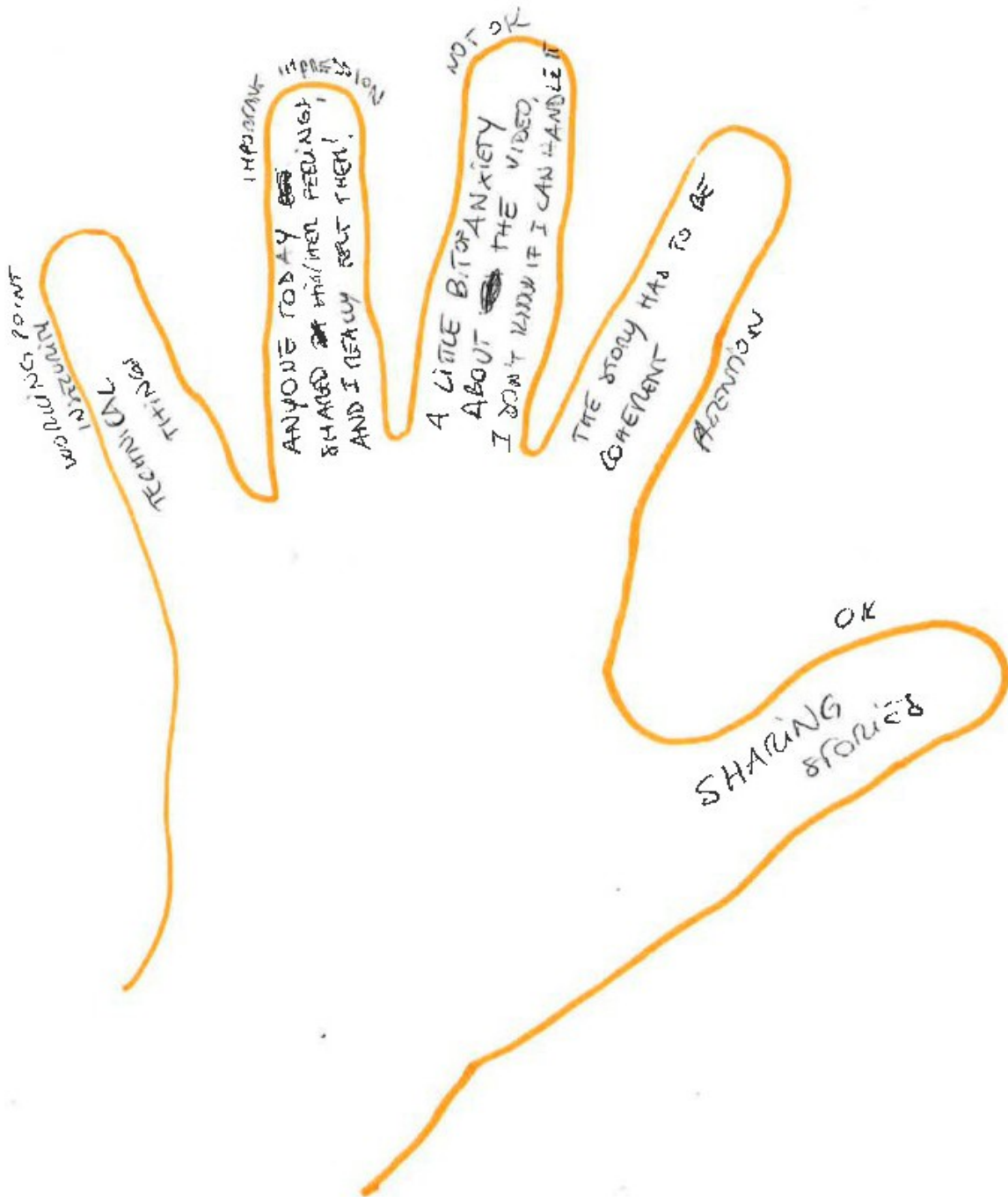
- Thumb: what you liked best today
- Index finger: something you have to pay more attention to or keep in mind
- Middle finger: what you didn't like today
- Ring finger: something that is important to you, a value or something you have learned
- Little finger: something you feel unsecure about, you want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

ANGELICA



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?

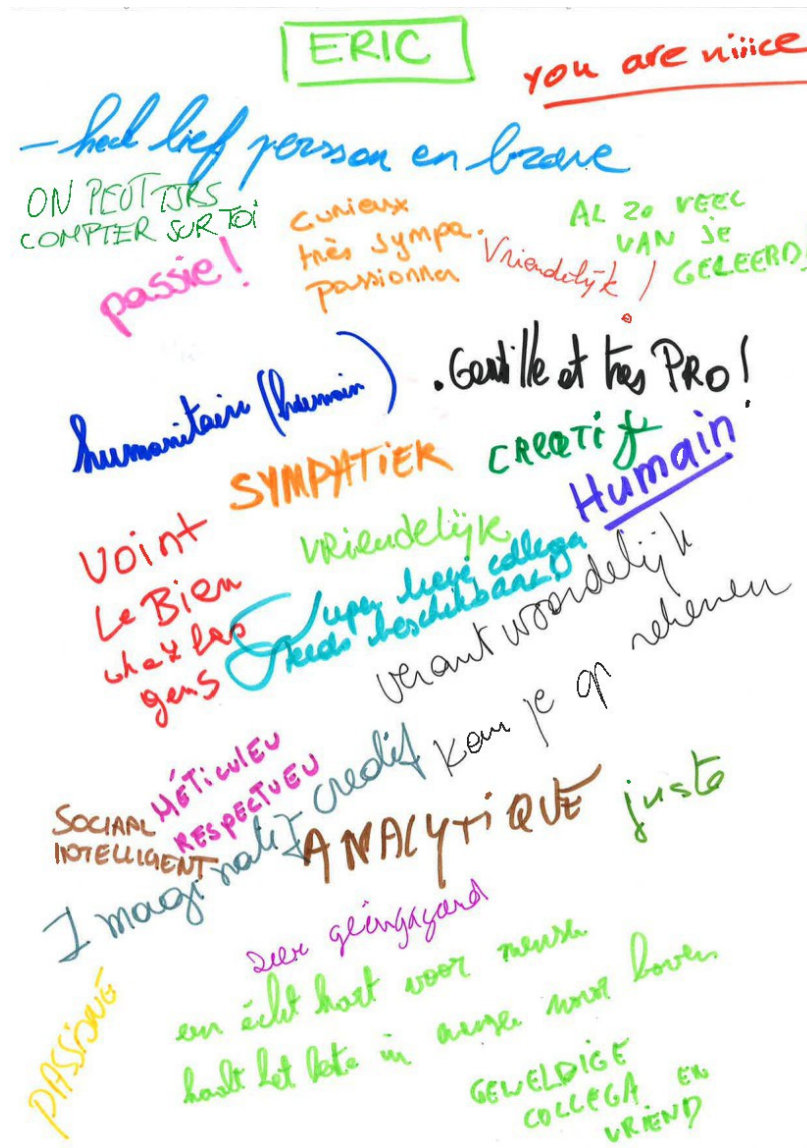
FRIDGE: Which things are important to you, but you would like to practice more? Learn more about it or use it somewhere in the future? (until then: you put them in the fridge)

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



- 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

For the situations where we use Shotcut in order to realize a Digital Storytelling, it is important to know:

What is Shotcut?

- Shotcut is a free, open source, cross-platform video editor.

How to add media to my project?

To import media into Shotcut:

- Open Shotcut
- Drag and drop items into the Playlist

To start creating your video:

- Drag and drop the item into the timeline at the bottom of the window
- Make sure your timeline is enabled by clicking timeline at the top of the screen or View > Timeline

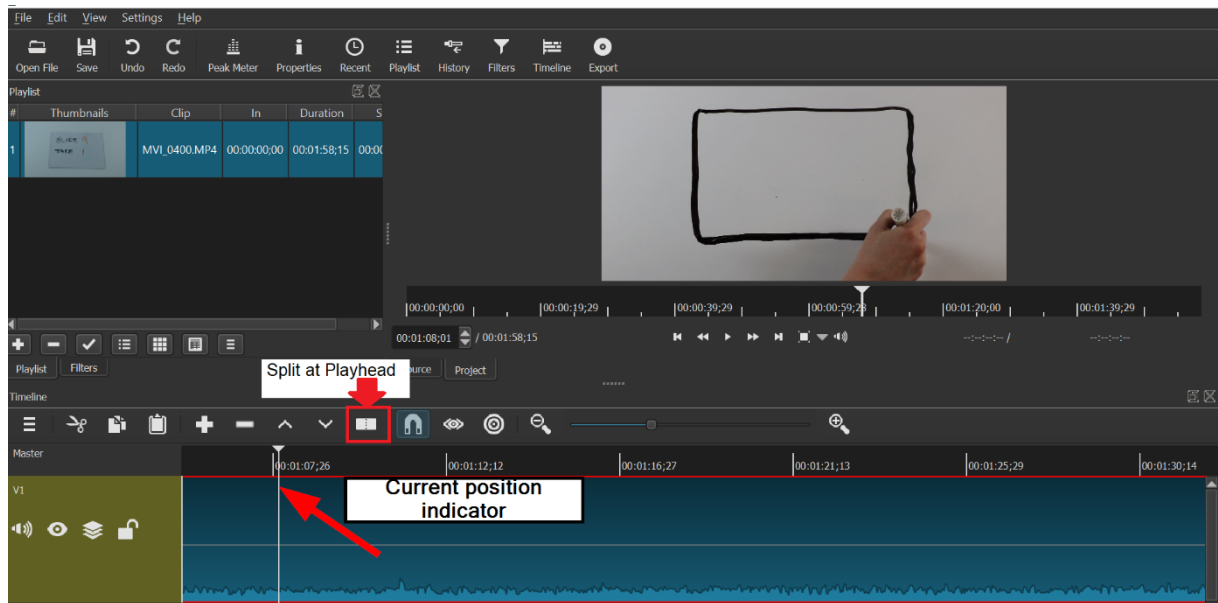
How do I edit clips?

Once the clip has been added to your timeline,

- Click on the clip (highlighted in red)
- And you can drag the edges of the clip to shorten it (to delete content on either end of the clip).

To edit the middle portion of the clip, you will need to split the clip.

- Click on the clip.
- Place the white position indicator to where you want to cut the clip and then click the "Split at playhead" button



How do I add text to my video?

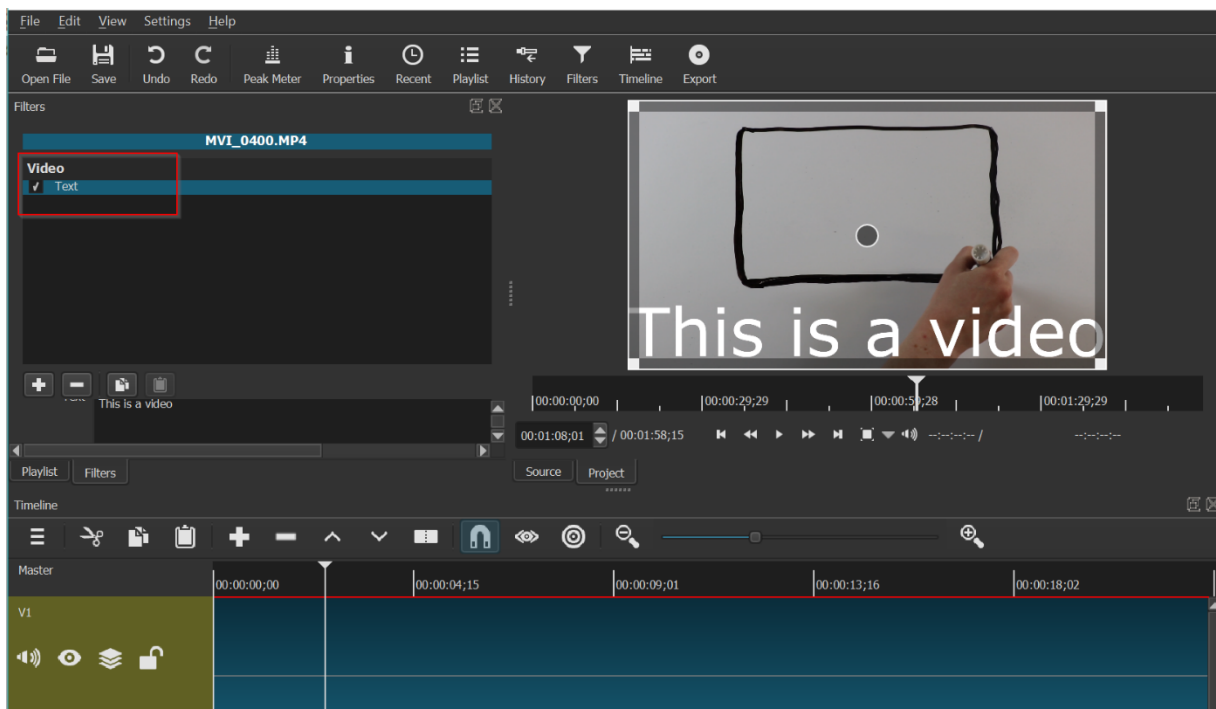
- Select the clip in the timeline you'd like to add text to
- Select filters
- Click the +
- There are four different filter menus. Select the one that looks like a computer screen.
- Scroll down and select text.
- The time code is the default, but scroll down and you can replace the text with whatever you'd like.
- You can also change
 - ✓ size
 - ✓ colour
 - ✓ font
 - ✓ outline + thickness
 - ✓ background
 - ✓ padding
- You can drag it around the screen to find the right placement or use the controls at the bottom of the box to reposition the text.
- When you are finished, click the + again

How do I make the text only appear on some parts of the video

To control when and where text appears in your video, you need to create

multiple clips.

- If you only want intro text for the first 5 second, but your clip is 10 seconds long, you will need to split the clip using the "Split to playhead" button explained above.
- Once you have split the clip, you can go back into the text filter and de-select the text.
- You can add new text using the instructions outlined in the box above.

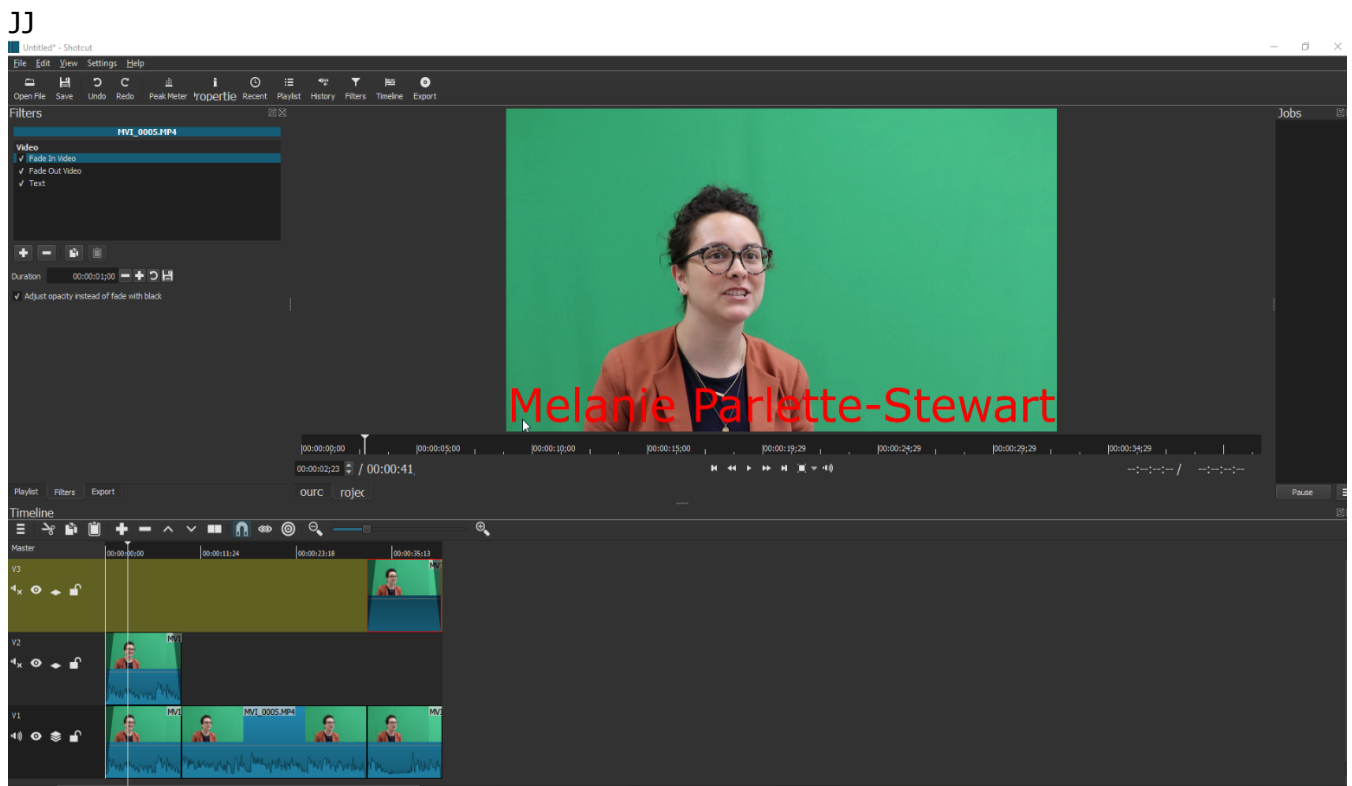


How do I get my text to fade in and out?

To have your text fade in and out on screen, you need to layer your video clips.

1. Place the indicator where you'd like your text to begin.
2. Then split the clip.
3. Add a new video track by clicking the menu icon and selecting "Add new video track". This track will appear above the first track.
4. Paste the clip into the new track, and align the clip over the first clip.
5. Select the clip in Track 2 and add the text filter (see above for instructions on how to add text).
6. You can get the text to fade in and out, but selecting the clip
 - ✓ Click "Filters"
 - ✓ Click the "+" symbol
 - ✓ Select the * tab at the bottom of the filters tab
 - ✓ Select "Fade in Video"

- ✓ Then select "Adjust opacity instead of fade to black"



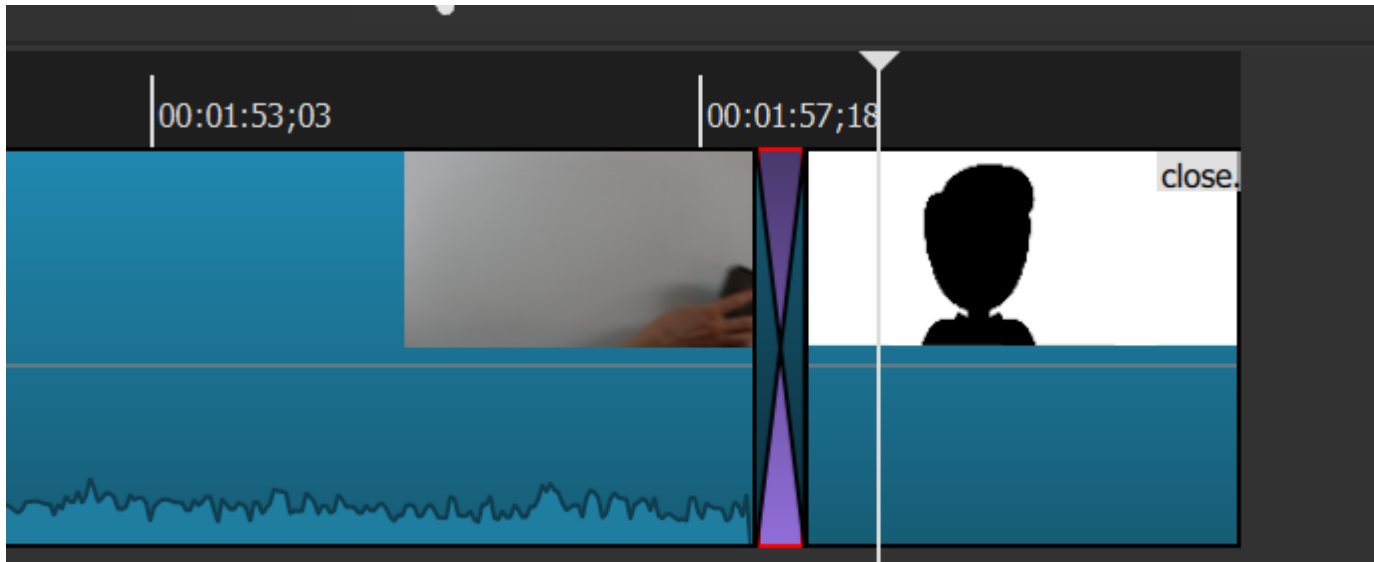
How do I add an audio track to my project?

- You will need to add an audio track to your timeline
- Click on the three horizontal lines on the left (menu) and select "Add Audio Track"
- You can then drag and drop an audio track from your playlist into your timeline.

NOTE: if you are editing your video, this will impact the audio as well. You can save your audio by locking it. Click the lock icon on left side of the audio track so avoid inadvertent deletions.

How do I add transitions?

- Add transitions between clips, by slightly dragging one clip over the other in the timeline.
- The transition looks like an X
- You can change the style of the transition by selecting it on the timeline, clicking filter and then the + and testing the options.



How do I create an intro slide for my video?

To create a title slide or still image for your video, create the image in Powerpoint or other presentation tool. Once you have finished the design:

- Select all the individual objects, right click and select "Group"
- Then right click and select "Save as Picture"
- You can then drag and drop the file into the playlist and add it to your timeline.

How do I export my video?

Once you are finished editing your video,

- Select Export from the menu bar across the top
- Ignore the first column to the left (Custom), and select the file format from the second column (usually mp4).
- Click Export File at the bottom and give your file a name (make sure you keep the .mp4 at the end of the file name)
- Do not close Shotcut right away. It will take a few minutes for the file to export.

