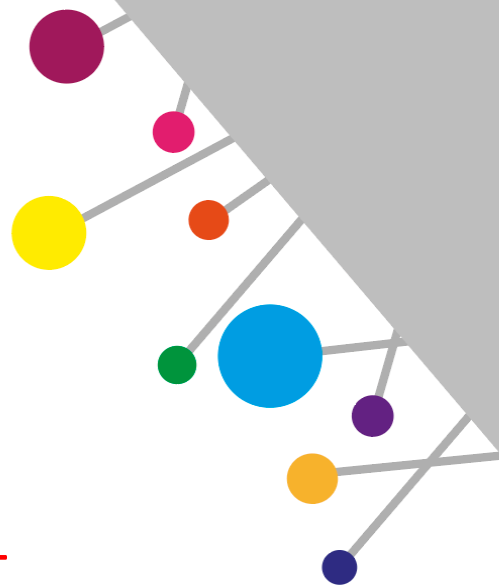


Audio - Visual Training Modules - Lesson Plan



Lesson Plan – Audio Visual Modules – Face to Face Learning Content

Learning Outcomes

On successful completion of this Module, adult educators will be able to:	Knowledge	Skills	Attitudes
Pre-Production	Theoretical knowledge of filmmaking and how it can be used to engage young adult NEET's.	Recognise the foundations of filmmaking and how it can build skills.	Willingness to understand the roles in pre-production to facilitate the learning process for young adult NEET's.
Production	Practical knowledge of the techniques involved in filmmaking on smartphones.	Identify the skills and techniques used in producing digital media on smartphones.	Appreciation of how digital media can encourage the upskilling of young people.
Post-Production	Practical knowledge of software and techniques associated with editing and producing digital media content.	Demonstrate the ability to edit and produce audio-visual content to facilitate the training of young people.	Awareness of the different components involved in audio-visual media production and how to integrate this into the teachings of young adult NEET's.

This lesson plan will facilitate the in-service training programme for adult educators. The lesson plan will be used in conjunction with the tutor handbook. The emphasis of the in-service training programme will be to ensure that adult educators and any other potential intermediaries have the necessary skills:

- a) to provide training in audio-visual digital media production using the most commonly available portable media devices like smart-phones and open-source software such as iMovie and Audacity.
- b) to be comfortable working with the new resources and suitably trained so they can function effectively in an inquiry-based and blended learning model of intervention.
- c) to be fully bought in to the benefits that on-line learning can bring.
- d) to be fully aware of the risks that pertain in on-line environments and able to safeguard against possible negative on-line factors.

Audio-Visual Modules Assessment:

The evaluation for this training will be completed twice by participants; once at the start of the training programme, and again once it is finished - in a *Pre-Assessment Questionnaire* and a *Post-Assessment Questionnaire*. The assessment questionnaires will evaluate the learning outcomes proposed by the audio-visual training modules and will identify if those outcomes were met by adult educators.

Pre-Assessment Questionnaire:

Participants will complete the following assessment after they have completed the training, rating their level of 1-5, based on the *Level of Quality* scale provided.

Rating Level	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
Your knowledge of filmmaking					
Your understanding of how filmmaking can build key skills					
Your ability to edit and produce audio-visual content? Your ability to teach filmmaking to young adult NEET's					

Your knowledge of the techniques involved in filmmaking on smartphones					
Your skill level of the techniques used in producing digital media on smartphones					
Your knowledge of how digital media can encourage young adult NEET's to upskill					
Your understanding of the software and techniques associated with editing and producing digital media content					

Your ability to teach filmmaking to young adult NEET's					
Your comfortability to teach filmmaking on smartphones in your youth group					

Materials Needed for this Training Programme:

The materials you will need for this training programme are:

Materials Needed:
<ul style="list-style-type: none"> • Pens • Paper • Smartphone (or smart device with a camera) • Flipchart • Markers • PC or Laptop Access

- Software – iMovie & Audacity
- Tutor Handbook
- Access to props / costumes
- Activity Sheet Templates

Content- Description	Timing	Handbook Page
<p>Module 1: Pre-Production:</p> <p>The facilitator will introduce the session with a brief introduction. They will explain how a Tutor Handbook will provide the theory behind this In-Service Training Programme. The facilitator will explain how adult educators will use this handbook for their own training sessions, and when delivering this training to young adult NEET's. The facilitator will ask adult educators to complete the pre-assessment questionnaire to get a sense of their skill level regarding filmmaking, audio-visual media content and teaching these skills to young adult NEET's.</p> <p>The facilitator will explain to the group that they will complete the same questionnaire before and after the training session to evaluate if the desired learning outcomes were met.</p> <ul style="list-style-type: none"> • Activity 1.1: Icebreaker – The facilitator will start the training session with an icebreaker activity to promote interaction within the group. <p>During this time, the facilitator will introduce the benefits of filmmaking as a tool to engage young adult NEET's. They will also explain the technical skills that adult educators and young people will achieve through the completion of this In-Service Training Programme.</p>	<p>7 hours</p>	<p>Page XX</p>

- **Introduction to movie making on your smartphone:** The facilitator begins the session by introducing the concept of filmmaking on your smartphone and how participants (adult educators, and later NEETs) will upskill in their filmmaking abilities. The facilitator will refer to the handbook to deliver this sub-topic in detail. The handbook will explain how within their own youth group practice, and through the process of filmmaking, adult educators will encourage young adult NEET's to think about the topic of career planning by exploring the topic of *My Dream Job*.
 - The contribution of the short films produced by young adult NEET's will be implemented into the Short Film Festival for the NEET IDEA project. This can be an encouraging factor for adult educators to remind young people when they are going to shoot their production.

- **Supporting young people to work as part of a film-making team and develop key skills:** The facilitator will outline to adult educators how they can help young adult NEET's to upskill through being part of a film-making team.
 - **Activity 1.2: Mind-map** – Ask participants to complete a mind-map and brainstorm (individually or in pairs) about the different elements that attribute to filmmaking on smartphones and how this approach can facilitate the learning process of young adult NEET's.
 - The facilitator will explain to adult educators that career planning is specific to the NEET IDEA project through the topic of *My Dream Job*. However, that the process of building transversal skills through filmmaking can be applicable to any topic (i.e., mental health, climate change, etc.)

- **Assigning Roles in the team:** In this section, adult educators will learn how to assign roles based on skill sets in their own teams whilst taking on board the knowledge to use within their own youth groups.

<ul style="list-style-type: none"> ○ Activity 1.3: What suits who? – Ask participants to complete the following exercise which assigns roles to production members based on their strengths. This will encourage adult educators to assess how personality types can better suit roles for when they complete this training with their own youth group. ● Planning in Pre-Production: The facilitator will detail the key components that make up the planning of pre-production for adult educators to learn to analyse the skills needed of young people: <ul style="list-style-type: none"> ○ How to film on a smartphone ○ The different types of genre ○ Location ○ Budgets ○ Cast & crew members ○ Securing equipment ○ Costumes & Props ○ Developing a shooting plan ○ Media production & copyright <p>The facilitator will run through all the elements involved in pre-production with adult educators to ensure that they can approach this topic with ease when using it with their own youth groups. It is important to remind them that the <i>Pre-Production</i> phase is theory-based, and that <i>Production</i> and <i>Post-Production</i> are practical and will feature a “hands-on” approach.</p>		
<p>Module 2: Production:</p> <p>As part of this session, participants will be taking part in a group exercise that will oversee them making a short film on their smartphones. The facilitator will welcome adult educators back to the training session and will ask them to refer to the handbook for the beginning of this module. The facilitator will explain that the beginning of the module will focus on the theory behind filmmaking and will then see participants getting involved with the practical elements of this session. The facilitator will encourage group discussion questions in case any participants are unclear of what to do.</p>	7 hours	Page XX

- **Introduction to setting the scene – techniques for filmmaking on smartphones:** The facilitator will detail and demonstrate how to use different techniques in the smartphone filmmaking process. Ask participants to mirror the demonstrations to ensure a clear comprehension of this theory. From the handbook, the facilitator can opt to utilise the provided links and videos.
- **Sound capturing techniques:** The facilitator will repeat the process as listed above.
- **Video recording techniques:** The facilitator will repeat the process as listed above.
- **Hacks, tips, and tricks:** The facilitator will offer participants advice on how they can get the most out of their smartphone when beginning the filmmaking process.
 - **Activity 2.1: Filmmaking fantasising** – The facilitator will ask participants to break into small groups of 2-3 people. These groups will work together for the remainder of the training programme. The facilitator will explain to the groups how they will work together to produce, film, and edit their production on their smartphone. Groups will be asked to brainstorm how they are going to produce, film, and edit their production based on the theory given in Module 1 & Module 2.
 - As stated earlier, for the purpose of using this activity with a youth group, it is recommended that the production be entitled *My Dream Job* to encourage young adult NEET's to reflect on their personal career plan. However, in the case of using this activity with adult educator participants, the title of the production could be substituted by preference.
- **Practical: Shooting video on smartphone:** In this section of the module, participants will step away from the theory behind smartphone filmmaking and get involved. It is now time to ask participants to begin the practical exercise:
 - **Activity 2.2: Lights, camera, action** – The facilitator will divide participants into groups of 3 or 4 and ask each group to make a short film – approximately 3 minutes in length.
- Participants will work with their groups and begin filming their production on their smartphone based on their brainstorm in the previous activity.

<ul style="list-style-type: none"> • Once this activity is complete, the facilitator will conclude this module and ask the following de-briefing sessions to the group: <ul style="list-style-type: none"> ○ <i>What tricks did you use while filming on your smartphone?</i> ○ <i>Did you find it easy to create a short film of 3 minutes?</i> ○ <i>In your groups, did you stick to your roles?</i> ○ <i>What was the most enjoyable part of filming?</i> ○ <i>As a group, have you decided how you will edit your production in tomorrow's session?</i> 		
<p>Module 3: Post-Production: The facilitator will welcome back the group and explain how they will edit and produce the final version of their short film.</p> <ul style="list-style-type: none"> • Introduction to open-source editing software: The facilitator will refer to the handbook and offer instructions and guidance on how participants can edit and produce their short film. In this section, participants will be introduced to the software they will use to produce the final draft of their short film. • Introduction to video-editing techniques: The facilitator will introduce the video-editing software <i>iMovie</i>, that participants will use to edit their video. Participants will learn how to use this software and will have the option to watch video to tutorials to aid with this process. • Introduction to audio-editing techniques (adding music, editing dialogue and live recordings): The facilitator will introduce the audio-editing software <i>Audacity</i>, which participants will use to edit the audio in their film. Participants will learn how to use this software and will have the option to watch video to tutorials to aid with this process. 	7 hours	Page XX

- **Activity 3.1: What now?** – Adult educators will complete the activity in which they will detail how they plan to proceed in editing their audio-visual production. This activity will give them an insight into how their final production will look.
- **Introduction to labelling and storing files:** The facilitator will instruct helpful ways of labelling and storing files to facilitate the editing and production process. This step will aim to eliminate confusion and will encourage the development of organisation skills.
- **Introduction to post-production marketing (supporting young people to promote their audio-visual product):** Adult educators will gain an insight into how young people can use social media to promote their short film. The facilitator will demonstrate different social media platforms and techniques.
 - **Activity 3.2: Social Circles** – In this activity, adult educators will assess the pros and cons of varying social medias and how they can offer guidance to young adult NEET's.
- **Introduction to sharing and distributing content online (through social media and available platforms):** Participants will gain an insight into the need for good digital citizenship and how to credit and copyright the digital media content of others online. Adult educators will utilise this information to reinforce the need for the correct distribution of media content on social media and available platforms when young adult NEET's are sharing their short films online.
 - **Activity 3.3: Copy-right and wrong** – In this activity, adult educators will explore the importance of sharing and distributing media content online in a correct, responsible, and safe manner. On completing this activity, adult educators will have gained a thorough insight into this topic which they can use to teach young adult NEET's in their own youth group.
- **E-Safety & online precautions:** The facilitator will refer to the handbook to emphasise the need for e-safety and the common pitfalls of the internet. It is important that adult educators and young people alike understand the risks that pertain in online environments and are able to safeguard against possible negative online factors.

- **Activity 3.4: Showtime!** – After all of their production efforts, in this activity adult educators will each present their final production to the rest of the group. After each group has shown their production, they will answer the de-briefing questions.

- **Audio-visual module conclusion:** To bring the workshop to a close, the facilitator will conduct a short feedback session.

- The facilitator will explain that in completing these modules, training activities and evaluation exercises that adult educators have learned the necessary skills to be able to teach young adult NEET's through an embedded-learning approach. By conducting the production of short films, young adult NEET's will build their key competences through digital and social media production. The aim is so show adult educators a range of different techniques so that they can gain first-hand experience of what works best in a group-work setting. With this, they can apply these techniques and exercises to their own youth work practice.

- In conclusion of the session, the facilitator will ask the following self-reflection questions to the group members to evaluate their experience during the training sessions:

- *Do you feel that this training programme has been beneficial for you to use in your own youth group work?*
- *Why do you think it is important to engage with young adult NEET's through embedded-learning techniques?*
- *What skills did you learn from this training programme?*
- *What skills do you think young adult NEET's could learn through filmmaking?*
- *Did you enjoy completing the activities by working as a team?*
- *What did you like / dislike about the training programmes?*
- *Do you have any suggestions / queries to ask the facilitator before you continue this topic in your own youth group work?*

<ul style="list-style-type: none"> • The facilitator will ask all participants to complete the post-assessment questionnaire to identify if the desired learning outcomes were met and if their evaluations improved. This will determine if adult educators feel competent to deliver this training to young adult NEET's. • The facilitator will then thank all participants for their active participation throughout the in-service training programme, encourage them to continue their learning with the self-directed learning activities, and conclude the unit. 		
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Activity Sheets –

Module 1: Pre-Production

Module Title	Pre-Production		
Activity Title	Mind-Map	Activity Code	A1.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	15 minutes	Learning Outcome	On completion of this activity, participants will have brainstormed the different elements that attribute to filmmaking on smartphones.

Aim of activity	The aim of this activity is to assess the knowledge of adult educators in producing audio-visual content on smartphones and how it can facilitate young adult learning. This activity will get participants to explore how filmmaking can be used in a youth group setting.
Materials Required for Activity	<ul style="list-style-type: none"> - Pen - Paper
Step-by-step instructions	<p>Step 1: Ask participants to brainstorm.</p> <ul style="list-style-type: none"> • What knowledge they have on audio-visual media content. • How to use filmmaking on smartphones to facilitate learning with young adult NEET's? • What skills can be developed through this type of embedded learning? <p>Step 2: Ask participants to draw their mind-map and the ideas they have come up with on their diagram.</p> <p>Step 3: After 10 minutes, ask participants to share the two most important ideas they have produced on their mind-map with the group.</p> <p>Step 4: Ask participants to write down any additional ideas on their mind-map from group contributions.</p>
Module Title	Pre-Production

Activity Title	What suits who?	Activity Code	A1.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	20 minutes	Learning Outcome	On completion of this activity, participants will assess how personality types can better suit production team roles for when they complete this training with their own youth group.
Aim of activity	The aim of this activity is inviting adult educators to strengthen their skills in assessing how individual personality types can contribute to specific job roles in a film crew. In completing this activity, adult educators will identify the key skills needed for each role and can use this information when guiding the session with young adult NEET's.		
Materials Required for Activity	<ul style="list-style-type: none"> - Pen - Template provided 		
Step-by-step instructions	<p>Step 1: Ask adult educators to look at the following website and consider how personality types contribute to job roles.</p> <p>Step 2: Encourage the group to look at the template below. They will analyse and identify the typical roles of a technical film crew and what key skills are needed for each. They can also look for more information</p>		

online: <https://www.musicgateway.com/blog/how-to/film-crew> - (A blog that explains the roles of a film crew – who does what and why).

Step 3: Ask adult educators to complete the template below after they have assessed their own personality type.

Step 4: Ask adult educators to think about how their strengths and weakness can help them be assigned to a role that suits them.

Template

Job Role	Roles & Responsibilities (who they are and what they are in charge of)	Qualities and Skills Needed
Camera operator	In charge of recording and getting all of the action shots (high angle / low angle shots)	<ul style="list-style-type: none">• A good sense of visual composition, perspective, movement.• Creativity• Technical skills• Attention to detail• Effective communication skills
Director	Giving direct orders to the crew (especially in last minute decisions!)	<ul style="list-style-type: none">• Good sense of vision• Effective communication skills• Attention to detail

	Make up & Hair Artist	The person who works on the actors to make sure they look great in the filming process	<ul style="list-style-type: none"> • Attention to detail • Creativity • Design skills • Verbal communication skills
	Researcher	Responsible for supporting producers by finding relevant information, people, and places for the film.	<ul style="list-style-type: none"> • Organisational skills • Strong IT skills • Communication skills • Technical skills • Ability to generate new ideas • Patient
	Gaffer	The head electrician, responsible for the design and lighting plan for a production.	<ul style="list-style-type: none"> • Technical skills • Organisational skills • Problem solving skills • Assertive leaders • Rapid decision-making skills
	Boom operator	An assistant of the production sound mixer.	<ul style="list-style-type: none"> • Memorisation skills • Troubleshooting skills • Technical skills • Physical strength / Agility

Actor / Reporter / Interviewer

In charge of appearing on screen, acting, and memorising script lines.

- Good state, screen & vocal presence
- Engaging personality
- Ability to memorise lines
- Good understanding of dramatic techniques
- Creative insight
- Understanding of emotions, scenes, and acting techniques.

Source: <https://image.slidesharecdn.com/jobsrolesinthefilmindustry-141111082813-conversion-gate01/95/jobs-roles-in-the-film-industry-1-638.jpg?cb=1415694513>

What skills do you have to work as part of a film crew?

What role do you think is best suited to your skills?

Why do you think this role is best suited to you?

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Module 2: Production

Module Title	Production		
Activity Title	Filmmaking Fantasising	Activity Code	A2.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	50 minutes	Learning Outcome	On completion of this activity, participants will work together to plan their film production.
Aim of activity	The aim of this activity is to get participants to brainstorm through group collaboration. Through this activity, small groups will imagine and plan how their smartphone production will be filmed.		

Materials Required for Activity	<ul style="list-style-type: none">- Pen- Paper
Step-by-step instructions	<p>Step 1: Ask participants to get into groups of 2-3 people.</p> <p>Step 2: As these groups will be working together for the remainder of the training sessions, ask the participants to start a group discussion for 1-2 minutes.</p> <p>Step 3: Participants will work within their groups to brainstorm ideas for their film production that they will film in the following activity. Allow 45 minutes for this step.</p> <p>Ask participants to consider the following elements:</p> <ul style="list-style-type: none">• Topic• Genre• Setting• Budget• Selecting cast and crew members• Equipment• Costumes and props• Developing a shooting plan <p>Step 4: Ask participants to complete the table below to plan out their production plan.</p>

Template	Topic (what are the main ideas for your film?)			
	Genre (what will the style of your film be?)			
	Setting (where will your film take place)			
	Budget (will your film have any expenditure?)			
	Crew roles (which roles are you assigning to your group members?)	Group member 1:	Group member 2:	Group member 3:
	Equipment Needed (what technical equipment will you need to	1. 2.	3. 4.	5. 6.

	shoot your film?			
	Costumes and Props (what costumes or props will feature in your film?)	1. 2.	3. 4.	5. 6.

Module Title	Production		
Activity Title	Lights, camera, action!	Activity Code	A2.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	120 minutes	Learning Outcome	On completion of this activity, participants will have gained the necessary skills to film their

			audio-visual production on their smartphones.
Aim of activity	The aim of this activity is to get participants to use the knowledge and skills they have learned through this training to shoot a film on their smartphone.		
Materials Required for Activity	<ul style="list-style-type: none"> - Smartphone - Props (if required) - Lighting (if required) - Tripod 		
Step-by-step instructions	<p>Step 1: From the brainstorming session in A2.1, ask participants in their groups to go out and produce their film on their smartphone.</p> <p>Step 2: Encourage participants to show off their creative and critical thinking skills when filming their production.</p>		

Module 3: Post-Production

Module Title	Post-Production
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Activity Title	What now?	Activity Code	A3.1
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	30 minutes	Learning Outcome	On completion of this activity, participants will have produced a plan to how they will edit and produce their film production.
Aim of activity	The aim of this activity is to encourage participants to think about what techniques they are going to use to edit their film production and to complete them to produce the final version of their production.		
Materials Required for Activity	<ul style="list-style-type: none"> - Pen - Paper - Smartphone - Pc / Laptop - Programmed Software (iMovie, Audacity) 		
Step-by-step instructions	<p>Step 1: Ask participants to return to their groups from A2.2.</p> <p>Step 2: At this point of the training session, participants will now understand different techniques in how they can edit their filmed production.</p>		

	<p>Step 3: Ask participants to start a group discussion within their group, and facilitate a plan on what techniques, tips and tricks they will make of use of when editing their production in the following activity.</p> <p>Step 4: Ask participants to use their smartphone and the editing software recommended (iMovie, Audacity) to edit their film.</p>
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Module Title	Post-Production		
Activity Title	Social Circles	Activity Code	A3.2
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	10-15 minutes	Learning Outcome	On completion of this activity, participants will understand the benefits and pitfalls of media platforms.
Aim of activity	The aim of this activity is to encourage participants to analyse and identify the pros and cons of social media platforms. Through this activity, they will identify the use, methods, and functionalities of social media for which they can use within their own youth groups.		

Materials Required for Activity	N/A
Step-by-step instructions	<p>Step 1: The facilitator will encourage an open group discussion about the frequent use, functionalities, and risks of social media.</p> <p>Step 2: Encourage participants to contribute to the group discussion and discuss the following attributes:</p> <ul style="list-style-type: none"> • Pros and cons of social media • How young people use social media • How you use social media • Digital citizenship

Module Title	Post-Production		
Activity Title	Copy-Right & Wrong	Activity Code	A3.3
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity	10-15 minutes	Learning Outcome	On completion of this activity, participants will

(in minutes)			know how to correctly share and distribute content online.
Aim of activity	The aim of this activity is to get adult educators to understand the correct way of sharing and distributing content online so that they can relay this information with their youth groups when conducting their filmmaking training session. Through this activity, adult educators will discuss the importance of copyright, credit and referencing online content correctly.		
Materials Required for Activity	<ul style="list-style-type: none"> - Flipchart - Markers 		
Step-by-step instructions	<p>Step 1: Ask participants to openly discuss with the group what they have just learned in the unit <i>Introduction to sharing and distributing content online (through social media and available platforms)</i>.</p> <p>Step 2: Ask participants what they think are the most important components of being a good digital citizen when sharing media content on social media (or other) platforms.</p> <p>Step 3: Record the answers on a flipchart. Adult educators can use this information when conducting their own filmmaking training session with young adult NEET's.</p>		

Module Title	Post-Production		
Activity Title	Showtime!	Activity Code	A3.4
Type of resource	Activity sheets (AS)	Type of learning	Face-to-face
Duration of Activity (in minutes)	45 minutes	Learning Outcome	On completion of this activity, participants will explore the techniques, and ideas of others regarding their audio-visual production.
Aim of activity	The aim of this activity is to allow participants to view the ideas, work, and production of the other groups within the training session. This will allow others to view the hard work that participants themselves contributed and how they used their knowledge and skills to complete their production.		

Materials Required for Activity	<ul style="list-style-type: none">- PC / Laptop- Screen
Step-by-step instructions	<p>Step 1: Ask participants to showcase their final production to the rest of the group.</p> <p>Step 2: Encourage group discussion at the end of each viewing to motivate participants to talk about their audio-visual production.</p>

Post-Assessment Questionnaire:

Participants will complete the following assessment after they have completed the training, rating their level of 1-5, based on the *Level of Quality* scale provided.

Rating Level	1 (Poor)	2 (Fair)	3 (Good)	4 (Very Good)	5 (Excellent)
Your knowledge of filmmaking					
Your understanding of how filmmaking can build key skills					
Your ability to edit and produce audio-visual content					
Your knowledge of the techniques involved in filmmaking on smartphones					
Your skill level of the techniques used in producing digital media on smartphones					
Your knowledge of how digital media can encourage young adult NEET's to upskill					

Your understanding of the software and techniques associated with editing and producing digital media content					
Your ability to teach filmmaking to young adult NEET's					
Your comfortability to teach filmmaking on smartphones in your youth group					