

# Promotion Mobility

## Documentation

DEVELOPMENT OF A PROMOTIONAL VIDEO FOR MOBILITIES  
IN A JOINT PROCESS WITH YOUNG PEOPLE FROM THREE  
COUNTRIES



LIVE LEARNING



Co-funded by the  
Erasmus+ Programme  
of the European Union



Project



**Co-funded by the  
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Erasmus+, Key Action 2 Strategic partnership

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## **Promotion Mobility**

Documentation

DEVELOPMENT OF A PROMOTIONAL VIDEO FOR MOBILITIES IN A JOINT PROCESS WITH YOUNG PEOPLE FROM THREE COUNTRIES

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Dear Reader,

international mobilities bring undeniably positive experiences for young people. Education and work abroad not only foster personal development and improve professional skills and careers, but also help to understand the cultural differences in Europe and create a sense of unity within these differences.

Therefore, one of the objectives at European level and a priority goal in the Erasmus+ Programme is to make the benefits of mobility available to as many young people as possible - with a special focus on disadvantaged youth and young adults.

To motivate young people and young adults, the LIVE LEARNING project created a promotional video in cooperation with and from their point of view.

The original concept was a trilateral 5-day media workshop in Marseille with young participants from Spain, Sweden and France. Due to travel restrictions and in order to provide the best possible support to the young participants, we decided instead to organise two 2-day workshops as a production framework, one in presence in Spain and one online in France.

The target group of the media workshop were young people between 18 and 30 years old, from different countries and cultures. The expected results were videos to be used to create a short film documenting young people's first experiences abroad, with the aim of motivating NEETs to take this step as well.

The result was surprising, but also the process itself was so exciting and result-filled that we want to make this available to you ourselves. Enclosed you will find (1) **a report on the conceptual approach and the process of the joint production** with the young people based on a very general specification. We present the process and name the decisive key points for a successful production in this form.

In addition, this documentation presents **working aids** for

- (2) for the preparation and self-presentation of the participants,
- (3) for a brief presentation of the situational, pedagogical concept (learning environment),
- (4) an example of the invitation,
- (5) the video production in the context of a trinational workshop, and
- (6) the associated learning objectives.

This should provide helpful information for mentors, tutors, social workers accompanying measures, providers (NGOs) designing or implementing similar measures and also managers supervising and financing mobility and social measures.

The video, the creation of which we document here as part of a participatory process, was produced as part of the project "Live-Learning - A Pathway to Europe for All" and both the creation process and the production were funded by the ERASMUS+ Youth in Action programme.

It is complemented by other offers that were created in the framework of the project "LIVE LEARNING". The aim is to facilitate access to mobility programmes for NEETs and to enable the implementation of mobility measures for NEETs. The video, this documentation; as well as all other products will be updated, further developed and continuously expanded in the



course of the following years, after the project "Live Learning" will be finished in 2021. If you would like to know more about the above products, please visit the website [www.live-learning.eu](http://www.live-learning.eu).

Live Learning was funded by the Erasmus+ Youth in Action programme. Our consortium was based on common experiences with transnational mobilities in the Integration through Exchange (IdA) programme of the Federal Ministry of Labour and Social Affairs.

We are pleased that you are interested in our work, as we are passionate about contributing our knowledge to more successful mobilities for disadvantaged youth (NEET).

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Leader IO 3  
Coordination Europe

*Wolfgang Hillenbrand*  
Project Live Learning leader  
EUCON e.V.



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# THE MEDIA WORKSHOP REPORT

- LIVE LEARNING -

## CONTEXT

The initial media workshop was planned in Marseille with young participants from Spain, Sweden and France during 5 days. Travel was no longer possible in Europe because of the pandemic situation, so we had to adapt the program due to each country's situation. In order to provide the best possible support to the young participants, the partnership decided to organize two 2 days workshops, one in face to face in Spain and one online in France.

The target group of the media workshop was young people between 18 and 30 years old, from different countries and culture. The results expected were videos to be used to make a short film that documents young people's first experience abroad, with the purpose of motivating NEETs to take that step too.

The focus of the learning environment was on the online facilitation methods and how to create a collaborative and friendly online environment with the following topics : video and mobility/intercultural experience.

## THE PREPARATION PHASE

Before designing the media workshop content, we had to define the profile and needs of the participants, and the learning objectives we wanted to achieve.

The participants profiles (recruitment criteria) :

- Interested in making videos
- Curious about travelling and meeting people from other countries.
- A different travel experience for each participant

**In France**, the participants were a group of 6 young people benefiting from an experience of European Solidarity Corps volunteering in Eurocircle organization. The participants came from 3 different countries.

**In Spain**, the participants were a group of 4 young people with diverse backgrounds. They came from 4 different countries and all of them were living abroad at the moment of the workshop. The facilitators were Jordi (specialized in filmmaking) and Pia (specialized in workshop/learning environment design and filmmaking)

It is on the basis of these profiles that we have estimated potential needs :

- Meeting people
- Developing personal and/or professional project
- Developing knowledge about making videos
- Developing artistic skills
- Developing self confidence through being in front of the camera
- Developing the ability to talk about oneself and to put forward one's experiences

From the context and the participants profiles and needs, we set out the learning objectives. This stage is crucial because it allows each stage in the construction of the workshop content to ensure that the suggested activities are in line with the objectives to be achieved. From the 2 mains objectives, we deduced sub-objectives, as follow :

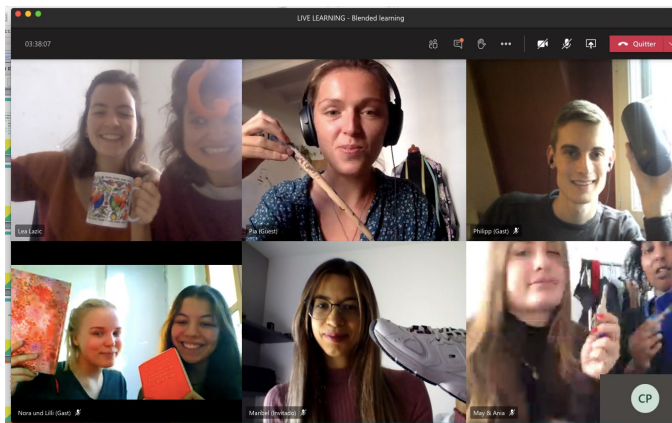
**At the end of the workshop, the participants will be able to...**

Collaborate online with people in an intercultural environment	Use basic skills needed to make videos
<ul style="list-style-type: none"> <li>• To all get to know each other</li> <li>• To introduce themselves</li> <li>• To speak about their own experience of mobility</li> <li>• To share skills and knowledge in an intercultural group</li> <li>• To explore creativity</li> <li>• To respect the rules in a group</li> <li>• To express what they like / what they want to do</li> <li>• To express how they feel</li> </ul>	<ul style="list-style-type: none"> <li>• To know what they enjoy about making videos</li> <li>• To lose the fear of creating films</li> <li>• To try different roles (director, cinematographer, actor/actress, ...) in filmmaking</li> <li>• To recognize and use basic storytelling techniques</li> <li>• To use different angles, shots and camera movements when filming</li> <li>• To use basic editing skills</li> <li>• To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</li> <li>• To speak/act in front of the camera</li> </ul>

## THE ONLINE MEDIA WORKSHOP - FRANCE

The media workshop took place in two sessions: A **half-day online preparation**, and a **two-days online workshop**. The online preparation had three objectives:

- To test the online environment with the participants in a short format
- To collect the needs of the participants in order to adapt the content of the workshop
- To test the equipment (smartphones) and start filming to give participants the confidence to do it. (→ Cf. [Annexe 1 - Power Point Online Sessions](#))



The online preparation session with the French group.

The methodology used during online sessions was based on a balance between artistic freedom (needed to create videos) and structure and guidance (to explore the basic technical skills). The learning by doing principle has been applied through active participation of the participants, by giving learning initiatives to the learners. Collaborative games have been set up in a safe and good atmosphere, with space for open discussions. (→ Cf. [Annexe 2 – Overview of the methodology \(one pager\)](#)).

The first prerequisite for a good online workshop is to be properly set up, with computer equipment that works properly and a good wifi connection. This may seem obvious, but it is important to be online in advance to check that everything is working, and if not, to put in the right technical solutions in place. This aspect is crucial and should not be forgotten. It is necessary to have a good knowledge of the digital tools you have chosen. It is better not to use a tool that you have not had time to test beforehand and always have a plan B in mind in case you or one of the participants has a technical problem (e.g. bad wifi connection for example). It is also important to take into account that following an online training is more demanding than a face-to-face training, and it is more complicated for the facilitator to feel the participants' state of mind. You can make sure that you remind the participants of the agenda and the time for breaks so that everyone feels comfortable.

The agenda must also be adapted to the online session: do not hesitate to overestimate the activity time compared to face-to-face session.



## THE FACE TO FACE WORKSHOP – SPAIN

The media workshop in Spain took place in a two-day session, each day separated into a morning and an afternoon session. The objectives for the 4 sessions can be stated as follows:

### 1st day :

- Create a learning environment
- Participants get to know each other
- Learn theoretical and technical basics for filming
- Participants plan their personal video project, create their storyboard
- and start filming

### 2nd day :

- Filming in the city of Barcelona
- Editing, Post-Production
- Presentation of final outcome

The method used in the two-day workshop was focused on adapting to learners with very different starting points. The first morning was dedicated to finding out what individual needs and expectations participants brought, to then be able to meet those. From that moment on, participants were encouraged to actively participate in creating the agenda they needed to work on their personal goals. It was also encouraged to explore what work-flow worked best for each individual. While some preferred experimenting with the camera directly, others needed a clear written storyboard before they felt ready to proceed with filming. Since there is no general “right” or “wrong” way in a creative process, facilitators did their best to support each learner in their individual exploration.

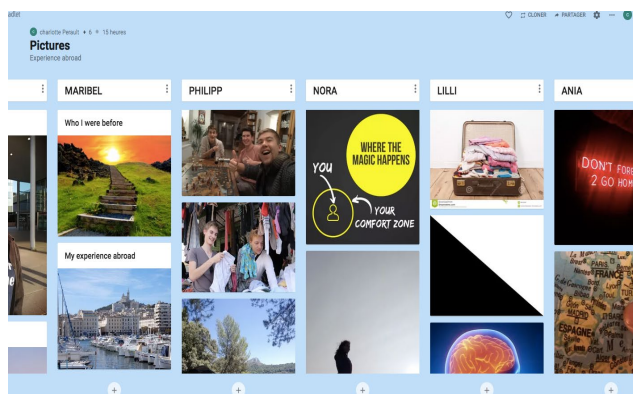
## KEY POINTS AND TIPS

### > The importance of digital tools

The selection and correct use of digital tools is crucial for a good support of online participants. Everything is very visual during online training courses, so it is important to always write down the instructions (e.g. Power Point slide with screen sharing) to make sure that they have been understood and that participants can come back to them at any time if they have any doubts.

The choice of the collaborative platform is also a key aspect (Zoom, Teams, etc.): make sure you choose a platform that will allow, for example, to create conversation groups, or to create an online chat.

Additional tools may be necessary to communicate quickly and individually with participants (phone, whatsapp, etc.). Furthermore, digital tools are essential to ensure the active participation of the participants (padlet, google drive, mural, kahoot, mural, etc..).



Two examples of interactive activities about experiencing abroad made during the online workshop on PADLET.

### > Technical Requirements

Knowing the tools your participants will be using is crucial to be able to support them. This goes for the filming equipment (Phone, tripod, microphones) as well as the editing software.

Workshop facilitators might decide to either choose one software that everyone has to use, or to let everyone use the software that works best for them.

The second option is recommendable, as participants bring different computers (Windows/Apple) and might even have some prior experience with a certain software.

A “One-size-fits-all” approach might make it easier for the facilitators, who then only need to be proficient in one software, but it makes the learning experience less effective for participants.

Therefore facilitators should find out before the workshop what software participants would like to use, to be able to learn the necessary skills to be able to support them.



*The participants checking the video setup and their interview questions.*

#### > Set clear expectations

When working with a very limited time frame, it is important to keep everyone’s expectations reasonable, so that frustration doesn’t impact the possibilities of what can be achieved. Showing the outcomes of a similar workshop in the past might help the participants to know what they’re aiming for.

Throughout the workshop the facilitators need to be aware of the participants’ state of mind and check in regularly, to see what is needed for them to achieve their goals.

Rather than focusing on the idea that by the end of the workshop a perfect movie project needs to be completed, it is recommendable to help participants see that the skills they learned during the two days will enable them to continue working on their project after the workshop.

## Evaluation/Assessment

For the evaluation, it is important to let everyone express their impressions of the workshop. In order to check whether you have achieved your learning objectives, you can set measurable indicators. With these, you will be able to assess the quality of the training.

Examples for the LIVE LEARNING media workshop :

- After 2 days, participants remember all the names of the others participants
- The participants all created short videos : every participant has a short film to present at the end of the workshop
- Every participant has tried at least two different roles (actor/actress, director, ...)

Setting the intentions in the beginning of the workshop helps a lot in the process of evaluating its success. It's possible to have post it's with intention statements posted on a big arrow on one wall in the beginning and have participants move their own papers over the course of the workshop. At the end of the workshop they can then see how far they've come with each intention, and what might have been missing that would've helped them to achieve the ones they didn't. Besides the participants' intentions, the facilitators' intentions can be posted on the same arrow, making the workshop purpose very transparent for everyone involved.



*Working with the editing software / Learning about cinematic techniques.*

## Annex 1: Online Preparation

LIVE LEARNING

Euro circle

Europe direct Provence

# ONLINE PREPARATION

BLENDED LEARNING

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LIVE LEARNING

## PRESENTATION

ACTIVITY

- 1 word to describe how you feel this morning
- Your full name and the story of your name
- Your link to the video
- A quality that relatives usually tell about you

2

LIVE LEARNING

### THE LIVE LEARNING TEAM

6 partners organisations from 5 countries in Europe



Partner meeting in Barcelona, oct.2019, before covid-19 restrictions

3

LIVE LEARNING

### THE LIVE LEARNING PROJECT

- Duration / Type of project
- Aim of the project :  
Valorizing international mobility experiences, particularly with NEETs\*

\*NEET is an acronym that stands for "Not in Education, Employment, or Training": a young person who is no longer in the education system and who is not working or being trained for work.

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LIVE LEARNING

## THE LIVE LEARNING PROJECT

How do you contribute to the project?

- => **Creation of a Documentary film** with a compilation of YOUR VIDEOS (+ videos interviews of professionals working with NEETs, to promote international mobility.
- => **Audience** : organizations working with young people with fewer opportunities but also decision makers, to make them realize the importance of mobility for young people.
- => **3 national workshops**
- => **The film** will be published on the blog and will be **disseminated during different events** in all partners countries.

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LIVE LEARNING

ANY QUESTIONS?

6

LIVE LEARNING

## THE VIRTUAL WORLD CAFE

### ACTIVITY

- **Expectations & Fears** - What would you like the mini-workshop to be like ? What would you like to learn?
- **Fears** – Do you have fears about this mini-workshop? What are you afraid of?
- **Skills** – What do you think you can « bring » to the project? Which special skill/talent/quality do you have?

Link Padlet for the activity :  
<https://padlet.com/charlotte515/i4crmyx3xro93j5p>

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LIVE LEARNING

## OUR EXPECTATIONS FOR THE WORKSHOP :

- To collaborate within a team to create videos
- To speak about your own experience of mobility / about how do you feel about going abroad
- To share skills and knowledge
- To explore creativity
- To acquire basic skills needed to make and edit videos
- To know if and what you enjoy about making videos
- To speak/act in front of the camera
- To lose the fear of creating films

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LIVE LEARNING

ONLINE MEDIA WORKSHOP

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LIVE LEARNING

Which image most represents how you feel now?

Type your number(s) and why in the chat.

1 2 3 4

5 6 7 8

10

LIVE LEARNING

### BEING ABROAD ACTIVITY

You have 15 minutes to come back with 3 pictures :

1. One self-portrait saying something about who you were before your experience abroad.
2. One image of something/someone/anything that represents their experience abroad;
3. One symbol or object representing who you are now.

They you add the pictures/photos on a PADLET wall:  
<https://padlet.com/charlotte515/frrcpji3nh73hkvp>

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### 👍 EVALUATION

😊 😞 😏 What made me smile/feel sad/made me think

👁️ 🎧 One detail that impressed me

🗨️ What could be improved (constructive feedback)

Out of the following what I liked the most was in the movie was:

🎬 editing / 🎥 filming / 🗣️ acting / 🎵 music / 🎧 audio / 📖 story / 🎨 colours

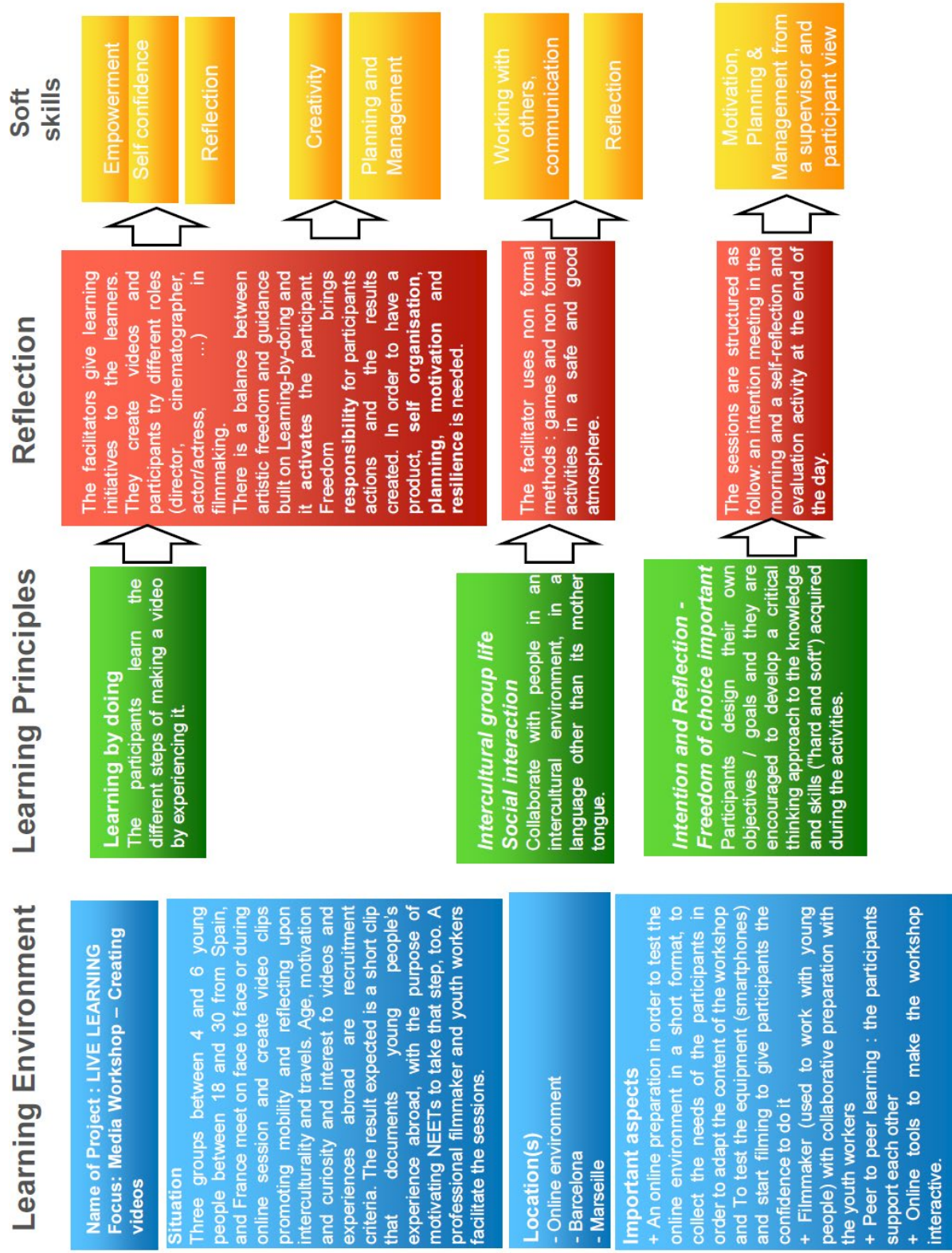
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LIVE LEARNING

FEEDBACK  
CLOSE UP SESSION

- Today I felt ...
- Today I managed to ...
- Tomorrow, I need/I'd like to..... to be able to finish/continue my project

Annex 2: Overview of the methodology (one pager)



Soft skills

non-exhaustive definitions as examples\*

Empowerment



- Ability to take action
- Ability to do something about your needs, beliefs, and feelings
- To increase the autonomy

Self confidence



- Believe in your ability
- Ability to follow its own aspirations
- Learn from experience

Creativity



- Ability to develop ideas
- Ability to experiment new things
- Problem solving
- Open minded (nothing is impossible, open to change, trying new ways ->resilience))
- Marketing strategies (finding customers)

Planning and management



- Ability to define goals
- Ability to plan in order to achieve the goals
- Ability to adapt to changes

Working with others



- Ability to listen actively
- Ability to play different roles in a group
- Cooperation and peer to peer support

Motivation



- Ability to activate yourself
- Ability to turn ideas into actions
- Ability to be resilient and not giving up

\*Based on the user guide to the European Entrepreneurship Entrecomp Framework , 2018  
file:///Users/eurocircle/Downloads/jrc109128\_entrecomp\_into\_action\_-\_final-2.pdf

# Annex 3: Invitation for participants

## INTRODUCE YOURSELF ACTIVITY

Media Workshop

### OBJECTIVES

To introduce oneself to the group, in a free and creative way  
To introduce the prerequisites for the filmmaking workshop in Marseille

We have a blog, let's fill it with our presentations!



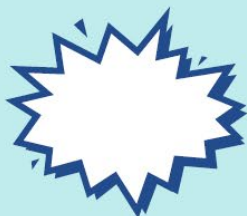
### FRAMEWORK



You can choose a mean to present yourself to the group. It can be a short video (1 minute maximum) or a short description + picture (of yourself or whatever you think represents you), a drawing... whatever you feel the best for your presentation! Introduce yourself answering the following questions : What's your name? Who Are You ? Which country are you from?.

### VIDEO TOOLS

If you decide to make and edit a short video, you can download editing app :  
- If you use an IOS phone: download the app "Viva Video" and find a tutorial on how to use it.  
- If you use an Android phone:download the app "YouCut" and find a tutorial on how to use it.



### LANGUAGE

English

YOU CAN VISIT OUR LIVE LEARNING BLOG :  
[HTTPS://WWW.LIVE-LEARNING.EU/BLOG-PREVIEW](https://www.live-learning.eu/blog-preview)

Made by Eurocircle

## Annex 4: Prerequisites and Introducing Ourselves

*Framework to give to participants after recruitment and before pre-departure training (blended learning) to explain what we expect for introducing themselves individually and introduce the prerequisites for the filmmaking workshop in Marseille. The result will be published with participant's consent in the LIVE LEARNING blog before each pre-departure training in Sweden, Spain and France.*

### **“Introduce yourself”: Presentation of participants**

Objective : To introduce oneself to the group, in a free and creative way.

Framework : We have a blog, let's fill it with our presentations!

Each participant is asked to choose a mean to present him/herself to the group, it can be a short video (1 minute maximum) or a short description + picture (of yourself or whatever you think represents you), a drawing... whatever you feel the best for your presentation!

Introduce yourself answering the following questions :

What's your name?

Who Are You ?

Which country are you from?

Find out who we are!

If you agree, the result will be published on Live Learning blog. This way, the whole group will be able to meet virtually through the blog.

Language : The language of the result has to be in english.

### **Prerequisites for Filmmaking Workshop**

#### **Editing App**

⇒ If you use an Android phone:

- Download the app “YouCut”
- Find a tutorial video for how to use “YouCut”. Here's an [example](#) in English\*.

⇒ If you use an IOS phone:

- Download the app “Viva Video”
- Find a tutorial for how to use “Viva Video”. Here's an [example](#) in English\*.

*\*You can also find tutorials available on youtube in your own language.*

## Annex 5: Filmmaking Program

### **Media Workshop Marseille**

#### Filmmaking Program

#### Learning Objectives:

- To lose the fear of creating films
- To know what they enjoy about making videos
- To create videos in a team
- To try different roles (director, cinematographer, actor/actress, ...) in filmmaking
- To be able to use different angles, shots and camera movements when filming
- To recognize and use basic storytelling techniques
- To use basic editing skills
- To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)
- To try speaking/acting in front of the camera

*\*\*\* Every day starts with an intention setting during which workshop facilitators can share what they're hoping to achieve during the day and participants can share their intentions for the day.*

*\*\*\* Every day ends with a reflection during which we can share how the day went and/or how we feel regarding the intentions we set in the morning.*

*\*\*\* Every day I will invite some participants to film with my camera for some moments. That way there'll be footage of me with the group, they get to experiment with a real camera, and some of the footage of the final promo video is actually taken by the participants.*

#### Day 1 Objectives - Focus on technique:

<p>Ice Breaker Film Activity</p>	<ul style="list-style-type: none"> <li>- Everyone uses their phone in this shared activity</li> <li>- We hear an upbeat song and film something with our phone</li> <li>- Clips are 4 sec. long, participants can take several 4 sec. clips, experiment and have fun</li> <li>- They send me their favorite clip, I put the clips quickly together in "YouCut", they can watch the process live on the projector</li> <li>- We watch the result together, we made our first film!</li> </ul> <p><b>objectives:</b>  → <i>To lose the fear of creating films</i>  → <i>To know what they enjoy about making videos</i>  → <i>To try different roles (director, cinematographer, actor/actress, ...) in filmmaking</i></p> <p><b>method:</b>  all group, walking in the room, discussion</p> <p><b>Time: ~ 25 min.</b></p>
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<p>Shots</p>	<p>Instruction:</p> <ul style="list-style-type: none"> <li>- Overview of the 6 most common shots, looking at examples together</li> <li>- Discussing what impression they create</li> </ul> <p><b>method:</b> all group in round</p> <p><b>Time: ~20 min.</b></p> <hr/> <p>Activity:</p> <ul style="list-style-type: none"> <li>- In groups of three they get the task to film three different shots, they can decide which shots</li> <li>- They decide who takes the role of the cinematographer, the director and the actor/actress</li> <li>- They put the three shots together in YouCut</li> </ul> <p><b>objectives:</b> → To use different shots when filming → To try different roles (director, cinematographer, actor/actress, ...) in filmmaking → To create videos in a team</p> <p><b>method:</b> groups of three, teamwork, presentation, discussion</p> <p><b>Time: ~30min.</b></p>
<p>Angles</p>	<p>Instruction:</p> <ul style="list-style-type: none"> <li>- Overview of the 4 most common angles, looking at examples together</li> <li>- Discussing what impression they create</li> </ul> <p><b>method:</b> all group in round</p> <p><b>Time: ~20 min.</b></p> <hr/> <p>Activity:</p> <ul style="list-style-type: none"> <li>- In groups of three (different groups) they get the task to film three shots using different angles</li> <li>- They decide who takes the role of the cinematographer, the director and the actor</li> <li>- They put the three shots together in YouCut</li> </ul> <p><b>objectives:</b> → To use different angles when filming → To try different roles (director, cinematographer, actor/actress, ...) in filmmaking → To create videos in a team</p>

	<p><b>method:</b> groups of three, teamwork, presentation, discussion</p> <p><b>Time: ~30 min.</b></p>
Movement	<p>Instruction</p> <ul style="list-style-type: none"> <li>- Overview of the 3 most common angles, looking at examples together</li> <li>- Discussing what impression they create</li> </ul> <p><b>method:</b> all group in round</p> <p><b>Time: ~20 min.</b></p>
	<p>Activity:</p> <ul style="list-style-type: none"> <li>- In groups of three they get the task to film three shots using different movements</li> <li>- They decide who takes the role of a the cinematographer, the director and the actor</li> <li>- They put the three shots together in YouCut</li> </ul> <p><b>objectives:</b> → To use different camera movements when filming → To try different roles (director, cinematographer, actor/actress, ...) in filmmaking → To create videos in a team</p> <p><b>method:</b> groups of three, teamwork, presentation, discussion</p> <p><b>Time: ~30 min.</b></p>

Day 2 Objectives - Focus on storytelling:

Filmmaking Recipe	<p>Activity:</p> <ul style="list-style-type: none"> <li>- In groups of 5 they get a filmmaking recipe: E.g.: take 10 shots, three of them moving shots, using 3 different angles and shots, try to tell a story.</li> <li>- They put the 10 clips together in YouCut</li> <li>- We watch all 4 movies together, give each other feedback</li> <li>- Discussion storytelling: How was it to try to create a story? What was difficult? What do we need to tell a story?</li> </ul> <p><b>objectives:</b> → To use different angles, shots and camera movements when filming → To try different roles (director, cinematographer, actor/actress, ...)</p>
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	<p><i>in filmmaking</i>          → <i>To create videos in a team</i>          → <i>explore storytelling</i></p> <p><b>method:</b>          groups of five, teamwork, presentation, discussion</p> <p><b>Time: ~60 min.</b></p>
<p>Storytelling</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- We'll explore different movie genres and their typical plots, the "hero's journey" and character development by looking at famous movies</li> <li>- We'll watch some 1-2 minutes short movies to see how storytelling can work in very short movies (1-minute-horror, 1-minute-documentary, 1-minute comedy, ...)</li> </ul> <p><b>objectives:</b>          → <i>To recognize and use basic storytelling techniques</i>          → <i>To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</i>          → <i>To know what they enjoy about making videos</i></p> <p><b>method:</b>          All group together, discussion</p> <p><b>Time: ~80 min.</b></p>
<p>Starting their movie</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Based on common interest they form groups of 4-5 people and start working on their final project: a two minute short film that could be any genre they like (non-fiction: Promo video, travel video, documentary,... or fiction: horror movie, adventure movie, comedy, ...)</li> <li>- Goal for the end of the day is to have a general idea of the project they want to create</li> </ul> <p><b>objectives:</b>          → <i>To know what they enjoy about making videos</i>          → <i>To create videos in a team</i>          → <i>To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</i></p> <p><b>method:</b>          Small groups, brainstorming</p> <p><b>Time: ~40 min.</b></p>

Day 3 Objectives - Working on Final Project:

<p>Storyboarding</p>	<p>Instruction:</p> <ul style="list-style-type: none"> <li>- We look at the function of a storyboard, using a popular movie and its' storyboard as an example</li> </ul> <p><b>method:</b> all group in round</p> <p><b>Time: ~20 min.</b></p> <hr/> <p>Activity:</p> <ul style="list-style-type: none"> <li>- In their groups they create the storyboard for the short film they want to create</li> </ul> <p><b>objectives:</b>          → <i>To create videos in a team</i>          → <i>To recognize and use basic storytelling techniques</i>          → <i>To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</i></p> <p><b>method:</b> small groups, brainstorming and discussion</p> <p><b>Time: ~40 min.</b></p>
<p>Shooting</p>	<p>Activity:</p> <ul style="list-style-type: none"> <li>- The groups shoot their movie following their storyboard, updating and improving it as they go</li> </ul> <p><b>objectives:</b>          → <i>To create videos in a team</i>          → <i>To recognize and use basic storytelling techniques</i>          → <i>To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</i>          → <i>To use different angles, shots and camera movements when filming</i>          → <i>To try different roles (director, cinematographer, actor/actress, ...) in filmmaking</i></p> <p><b>method:</b> Small groups, team work</p> <p><b>Time: ~120 min.</b></p>

Day 4 - Continuing Final Project:

Shooting	<p>Activity:</p> <ul style="list-style-type: none"> <li>- The groups continue to shoot their movie while we're on an outside adventure</li> </ul> <p><b>objectives:</b></p> <ul style="list-style-type: none"> <li>→ <i>To create videos in a team</i></li> <li>→ <i>To recognize and use basic storytelling techniques</i></li> <li>→ <i>To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</i></li> <li>→ <i>To use different angles, shots and camera movements when filming</i></li> <li>→ <i>To try different roles (director, cinematographer, actor/actress, ...) in filmmaking</i></li> </ul> <p><b>method:</b></p> <p>Small groups, team work</p> <p><b>Time: ~as they need</b></p>
(Optional) Editing	<ul style="list-style-type: none"> <li>- If groups are done shooting their project they can start editing it</li> </ul>

Day 5 - Finalizing and Presenting Project

Editing	<p>Activity:</p> <ul style="list-style-type: none"> <li>- The groups edit their project, they can experiment with filters, music, changing the speed of clips etc.</li> </ul> <p><b>objectives:</b></p> <ul style="list-style-type: none"> <li>→ <i>To create videos in a team</i></li> <li>→ <i>To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</i></li> <li>→ <i>To use basic editing skills</i></li> </ul> <p><b>method:</b></p> <p>Small groups, help from facilitator as needed</p> <p><b>Time: ~90 min.</b></p>
Presenting	<p>Activity:</p> <ul style="list-style-type: none"> <li>- Marseille Film Festival, each group presents their film to the rest of the groups</li> <li>- Watch the "best of Marseille" of clips that I took during the week and funny moments, film fails, etc that they took and sent to me, so that I create a compilation</li> </ul>

	<p><b>objectives:</b> → <i>lose fear of filmmaking</i> → <i>feel teamwork</i> → <i>appreciate and celebrate each other's work</i></p> <p><b>method:</b> All group, presentation</p> <p><b>Time: ~90 min.</b></p>
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## Annex 5: Workshop Marseille Learning objectives

### Workshop in Marseille Learning objectives

The table below is a tool to create a consistent program for the whole week. Each activity we want to include in the agenda, we refer to the objectives + pedagogical method used.

Example :

For the activity "Hello, how are you?", the objectives are :

=> Collaborate with people in an intercultural environment

- o To all get to know each other
- o To speak with people despite the language barrier
- o To introduce themselves

The pedagogical method chosen is : Game

<b>Topic(s)</b>	Video and Mobility (travel)
<b>Target group</b>	Young people between 18 and 25-30 years old, from Sweden, Spain and France.
<b>Participant profiles</b>	<ul style="list-style-type: none"> <li>· Interested in videos.</li> <li>· Curious about travelling and meeting people from other countries.</li> <li>· Some have already traveled before, and there are others for whom this is the first time they travel.</li> <li>· Some participants are preparing for a volunteer service abroad or think about going abroad for a professional or personal project.</li> </ul>
<b>Participant needs</b>	<ul style="list-style-type: none"> <li>· Traveling in a new country/a new city</li> <li>· Meeting people from different countries</li> <li>· Having holidays</li> <li>· Developing their personal/professional project</li> <li>· Developing knowledge about making videos</li> <li>· Developing artistic skills</li> <li>· Developing self confidence through being in front of the video</li> </ul>
<b>Context</b>	<p>Framework Erasmus+ (application form)</p> <ul style="list-style-type: none"> <li>· Create a 2-3 minute clip that documents young people's first experience abroad, with the purpose of motivating other young people to take that step, too.</li> <li>· Testing different "learning environments"</li> <li>· Between 21 and 30 participants minimum</li> <li>· 5 full days of workshop + 2 travel days</li> <li>· Limited budget for travel and food</li> </ul>

<p><b>Learning objective(s)</b></p>	<p>At the end of the week participants will be able to...</p> <ol style="list-style-type: none"> <li><b>1. Collaborate with people in an intercultural environment</b></li> <li><b>2. Use basic skills needed to make videos</b></li> </ol>
<p><b>1. Collaborate with people in an intercultural environment</b></p>	<ul style="list-style-type: none"> <li>○ To speak with people despite the language barrier</li> <li>○ To all get to know each other</li> <li>○ To introduce themselves</li> <li>○ To speak about their own experience of mobility</li> <li>○ To break down stereotypes about Sweden, Spain and France</li> <li>○ To recognize cultural differences</li> <li>○ To share skills and knowledge in an intercultural group</li> <li>○ To explore creativity</li> <li>○ To respect the rules in a group</li> <li>○ To express what they like / what they want to do</li> <li>○ To express how they feel</li> </ul>
<p><b>2. Use basic skills needed to make videos</b></p>	<ul style="list-style-type: none"> <li>- To know what they enjoy about making videos</li> <li>- To create videos in a team</li> <li>- To try different roles (director, cinematographer, actor/actress, ...) in filmmaking</li> <li>- To recognize and use basic storytelling techniques</li> <li>- To use different angles, shots and camera movements when filming</li> <li>- To use basic editing skills</li> <li>- To recognize the 3 phases of filmmaking (script/storyboard + filming + post production)</li> <li>- To speak/act in front of the camera</li> <li>- To lose the fear of creating films</li> </ul>
<p><b>Pedagogical methods and Learning environments</b></p>	<ul style="list-style-type: none"> <li>● Collaborative games in a safe and good atmosphere</li> <li>● Balance between ARTISTIC FREEDOM and STRUCTURE AND GUIDANCE</li> <li>● Open discussions (Freedom of expression)</li> <li>● Active participation of participants (Give learning initiatives to the learners / Peer to peer education / Community teaching the community)</li> <li>● Give space and guidance to explore the basic technical skills + artistic expression needed to create a film</li> <li>● Non formal methods : games, theatre, role playing games</li> <li>● Learning by doing</li> <li>● Being in nature</li> </ul>



**Assessment**

Indicators - Examples:

- After 5 days, participants remember all the names
- The participants all participated to create short videos
- etc..

Indicators - Filmmaking Program

- Every group has a short film to present at the end of the week
- Every participant has tried at least two different roles (actor/actress, director, ...)
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## Project Partners' Bibliography



Coordination Europe (NGO) established in 2013 in Sweden. Aim is to empower young adults individually in real life learning environments, inspire entrepreneurship and to lower the threshold for mobility experiences in Europe. Coordination Europe is operating in the EU and Turkey, active within Erasmus+, ESF projects, programs of the Swedish Ministry of youth and civil society and the German Ministry of Labour and Social Affairs. Expertise in project development & management, organisation of real life learning environments for personal empowerment and inspiring entrepreneurship.



CBLS founded in 2012 in Spain and offers various language courses, internship training programs for students (Erasmus+), mobility's for youth, arrangements for employments and apprenticeships. It promotes social and cultural projects connecting mainly Spain and Germany but also other European countries and Turkey. It is a partner in several social and cultural projects funded by EU programs.



Founded in Germany 2016 as an NGO for international youth exchange, research and models in the digital field. EUCON is active in programmes of the ESF, Erasmus+, European Solidarity Corps and in programs of the German Ministry of Labour and Social Affairs. Active in EU, Western Balkans and Turkey. Expertise also in consultancy, development of innovative models of international cooperation, establishing cooperation among municipalities and companies.



Founded in Berlin in 1993, and based in Marseille, France since 1996. It is a European NGO that develops, carries out and promotes transnational projects in the field of youth international mobility, non-formal education, intercultural dialogue, social and professional inclusion, citizenship and diversity. Expertise are also in fostering of social and professional inclusion of young people with fewer opportunities (NEETs) and people with a migration background through intercultural dialogue and non-formal education. Promotion of EU policies and values are also in the core.



Established in 1999 in Slovenia as a consultancy provider in the field of vocational training, employment, enterprising, youth and capacity development. It operates in EU, Western Balkans and Turkey and provides: non-formal learning environments, research, (quality) assessment, management, publicity, development & coaching.



The "Solidaritätsjugend Deutschlands" – "Solidarity Youth" is an independent youth organization based in Germany. The democratic organized federation was founded 1954 in the tradition of the workers' youth movement and has actively been involved in volunteer youth work for almost 70 years now. The youth led NGO offers to its 25.000 members and all young people the possibility to engage in the non-formal areas of youth culture, youth education, youth politics, European and international youth exchange and youth work.