



# ClimaTubers

## influencers for change

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## What you will find in this document

This document presents the **10 online learning modules** that were produced during WP5 of Climatubers project as part of a Participatory Video course accessible to teachers, educators, social workers, NGOs, and other interested parties.

The list presents the modules in numerical order, as this is the order intended for the course to be followed. For each module, we have included its table of contents, the number of slides, the link to access the module (available through the Climatubers’ website) and some images of the slides of the module are shown as example.

To ensure the accessibility of the course to the target profiles in the countries where the Climatubers’ PV pilots have been developed, all the modules have been translated from English to the following languages: Spanish, Catalan, German, French and Italian.

### Summary table of the online modules

Module	Topic covered
Module 0	Introduction to the course: What is Climatubers about?
Module 1	Climate Change: What it is and how can it be explained to inspire action?
Module 2	Participatory Video and the reasons why Climatubers chose this methodology
Module 3	Project coordination for participatory video
Module 4	Relation to participants
Module 5	Diagnosis and scriptwriting
Module 6	Filmmaking: Planning and training on digital tools
Module 7	Production
Module 8	Editing: Learning how to edit a participatory video
Module 9	Sharing of the videos: make your videos have an impact



## Online learning modules objective

The Climatubers online learning modules were designed to build a course intended for individuals or members of any organization or entity that want to learn how to use the participatory video experience to tackle climate change and social inequalities.

The course was created to provide all the conceptual and technical information and useful resources to help organize a participatory video activities and programs to engage local communities, including vulnerable groups at risk of exclusion, in learning about climate change and its impacts and contributing to:

- The social integration of the participants by fomenting values such as teamwork and collaboration between the different groups that form the community.
- The mitigation and adaptation to climate change by raising awareness on the issue and opening a platform for creating useful knowledge exchange in the community for adaptive measures.

Therefore, the course specially targets entities searching innovative methods to tackle the topic of active participation for climate and social action and/or searching for new activities and programs to promote social inclusion and increase climate change awareness and adaptation capacity, including:

- Schools, colleges, universities, and other learning institutions.
- Integration centres, nonprofit organizations, third-sector enterprises, public administrations, and other private and public organizations that work on social and environmental issues.
- Neighbourhood assemblies and other self-governed local associations.

## Online learning modules content

This course is comprised of 10 online modules that cover the following topics:

- Module 0 - Introduction: An introduction to the modules, its objective, its content and the Climatubers project.
- Module 1 - What is climate change and how can it be explained to inspire action: It presents accessible explanations about the causes and consequences of Climate Change and provides insights and techniques on effectively explaining and working with Climate Change in group settings.
- Module 2 - What is participatory video: It introduces the world of the Participatory Video and provides with context on the origins of Participatory Video and explains its objectives, its uses, and the values that are applied to the process.
- Module 3 - Coordinating a participatory video project: It teaches how to set up a Participatory Video project, including the logistics, management, and recommendations for teaming up with experienced partners that can help make the project a reality.
- Module 4 - Relation to participants: It teaches how to engage and motivate the participation of the individuals of the community, how to identify your target groups and which engagement strategies to use to overcome the barriers found in this crucial step of the process.
- Module 5 – Diagnosis: It teaches how to assess the needs and profiles of the participants to guide them in choosing the topic (or several topics) that will be covered in the subsequent



filming. Includes recommendations and guidelines to channel the ideas the participants into a subject.

- Module 6 – Filmmaking: It provides the necessary knowledge to guide the participants in the Participatory Video process through the practicalities of filming to express their realities in the face of climate change.
- Module 7 – Production process: It teaches how to effectively organize and lead the filming and recording sessions for the participatory videos.
- Module 8 – Editing process: It teaches how to coordinate the edition process and how to guide the participants through it. It provides editing resources, basics editing learnings and how to support participants in editing the films.
- Module 9 – Sharing and dissemination: It teaches communication strategies and how to organize communication campaigns in order to guide the participants in reaching a wider audience for their videos.

## Online learning modules dissemination

The online modules were disseminated among teachers, educators, social workers, NGOs, and other interested parties through various communication channels. To properly perform the communication actions required to reach and engage these targets into enrolling to the course and downloading the modules, a communication and dissemination campaign was created. The communication and dissemination campaign defined communication objectives, targets, channels, and key messages.

The channels used for dissemination included:

- The Climatubers' social media
- The partners' social media
- Mailing lists and newsletters from the partners
- A mailing campaign specifically targeted to the designated groups
- Press media
- The partners' websites
- The Climatubers website

The modules were hosted for downloading on the Climatubers' website in August 2024 and will be hosted there for the next 5 years. The modules were also shared on a e-learning platform that included the possibility to receive a certificate of completion of the course through registration. The platform was active from August 2023 to January 2024.

## Online learning modules list

### Module 0 – Introduction to the course

Content:

- Climatubers' Participatory Video course presentation
- What is Climatubers?



- Why are you enrolling to this course?
- What are you going to learn in this course?
- Resources needed and key aspects

Number of slides: 30

Access link:

[https://drive.google.com/file/d/1c0WHyBXqin6SBParNCvvyNoLAnxFyL7IS/view?usp=drive\\_link](https://drive.google.com/file/d/1c0WHyBXqin6SBParNCvvyNoLAnxFyL7IS/view?usp=drive_link)

Slide examples:

**Module 0**  
**Introduction to the course**  
What is Climatubers about?

**CLIMATUBERS**  
AN ERASMUS + PROJECT  
Influencers for change

CLIMATUBERS is a project co-financed by the European Union. The learnings from this project are accessible in this online course, allowing the methodology to be further used and applied.

The aim of the project is to build experiences with Participatory Video (PV) in European vulnerable communities to bring attention to the effects of climate change on socially excluded groups.

The method works with local communities to identify how environmental issues and climate change effects can lead to deeper inequalities and increased vulnerability for some social groups.

**WHAT DO YOU NEED TO ENROLL THE COURSE?**

**MAKE SURE YOU HAVE EVERYTHING YOU NEED TO GET STARTED!**

Most of the resources required to enroll in this course relate to the participatory video training and its technical material requirements:

- A video camera or a phone.
- A hand microphone or a tie-back microphone.
- A computer with some video editing software installed (if not, an app for editing).
- Access to the internet.

You can always rely on paper and a pencil to note down concepts and ideas to aid in knowledge integration!

During the course, activities will be proposed and extra resources will be provided, which could require acquiring extra material or printing the proposed templates.

**HOW DO I NAVIGATE THROUGH?**

The modules have been created to form a cohesive and comprehensive course that allows acquiring basic notions on participatory video and climate change. It is a course open to everyone, regardless of their background or profile, meaning that it has been made to be adapted to the different needs and contexts of the organizations and individuals who enroll.

Depending on your organization's nature or your individual expertise, you may already possess knowledge or expertise in some of the topics covered in this course. As a result, we encourage you to skip or navigate through the chapters within the modules based on your specific needs and existing knowledge.

This approach ensures that you can focus on the areas that are most relevant and beneficial to you, maximizing the value you gain from the course.

For example:

- If you already have participants available for the PV activities, you could consider skipping the chapters of Module 4 covering participant engagement and recruitment.

## Module 1 – Climate Change

Content:

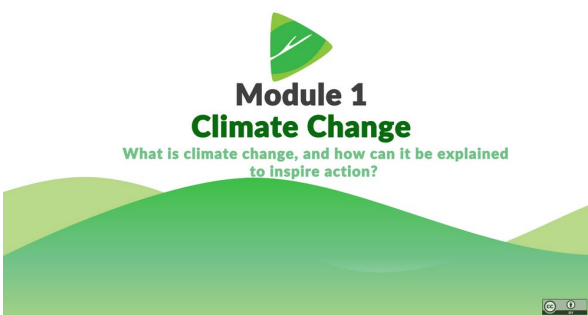
- About this module
- What is Climate Change?
- What are the causes of Climate Change?
- What are the impacts of Climate Change?
- Climate vulnerability
- Obstacles to action
- How is climate change perceived?
- How to communicate Climate Change
- Climate Justice
- What can we do?
- More resources



Number of slides: 40

Access link:  
[https://drive.google.com/file/d/1hfXBaollGadapyvxcMBDqmcm0Sng7Yp1/view?usp=drive\\_link](https://drive.google.com/file/d/1hfXBaollGadapyvxcMBDqmcm0Sng7Yp1/view?usp=drive_link)

Slide examples:



**Module 1  
Climate Change**  
What is climate change, and how can it be explained to inspire action?



Greenhouse gases trap heat in the atmosphere, producing the greenhouse effect.

Greenhouse gases include mainly carbon dioxide (CO<sub>2</sub>) and methane (CH<sub>4</sub>), as well as others like nitrous oxide (N<sub>2</sub>O), water and fluorinated gases.

**The Greenhouse Effect:** When sun radiation hits the Earth, part of it travels through the atmosphere, some of it is reflected back into space, and some of it is absorbed by atmospheric gases like CO<sub>2</sub>, trapping it in the form of heat like a greenhouse's glass roof. The temperature of the Earth's atmosphere rises since the heat cannot fully escape back into space.

**Activity 1: For educators**  
How to explain the Greenhouse Effect?

The greenhouse chocolate melting experiment

**Material needed:**

- A glass or a salad bowl
- Chocolate
- A black cardboard
- Additional: Two thermometers

For a more visual and detailed method and explanation of the experiment check the following:  
<https://www.youtube.com/watch?v=8pLAt10mm4>

**Tips to help the participants overcome their psychological barriers towards climate change action**

Individual perception	Counter Approach
Climate change takes place too far away from me	Climate change has impacts on every community at a local level, including social, economic, and environmental effects. <b>Show examples of impacts on the participant's community</b> like migrations, droughts, fires, floods, storms, loss of jobs, etc.
Climate change is too big of a problem	Every small action contributes and has a positive impact, even at a local and individual level. <b>Show examples of successful local "community heroes" and local good practices.</b>
CO <sub>2</sub> mitigation is the responsibility of the powerful	Organized citizens can make a difference. <b>Show examples of successful local, national, and/or international citizen movements</b> that had their demands successfully implemented by the administration or big corporations.
My actions are insignificant	<b>The worst action is no action.</b>

## Module 2 – Participatory Video

Content:

- What you will learn in this module
- Project Evaluation
- Partnerships
- Organizing time
- Preparing the workshops
- Summary and annexes

Number of slides: 37

Access link:  
[https://drive.google.com/file/d/1WllywWJV0bqa0DQoo7CkGSIjUih4r7Q6/view?usp=drive\\_link](https://drive.google.com/file/d/1WllywWJV0bqa0DQoo7CkGSIjUih4r7Q6/view?usp=drive_link)

Slide examples:



## Module 2

### Participatory video

& the reasons why Climatubers chose this methodology

*"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."*  
- Margaret Mead, anthropologist

#### A 5 steps process

PARTICIPATORY VIDEO IN A NUTSHELL

### The origins and why we have chosen participatory video for Climatubers

#### VALUES

- Decide on the objectives together
- Develop mutual trust
- Share information, develop networks
- Create transparency
- Be humble and acknowledge everyone

#### WHAT

- A film creation
- A tool for development and expression
- A methodology
- Based on local needs
- To explore issues, voice concerns and tell stories
- To empower a community
- To communicate

#### WHEN

- 1969: first experiment in Canada by Don Snowden
- 1970 - 1984: international experiments by Snowden
- Today: many uses in various contexts, especially by NGOs in Global South countries

#### CLIMATUBERS

- 6 partners
- 19 videos and groups
- To give voice to their local concerns about climate change
- Try, evaluate and share stories and experience
- Online course

#### WHO AND HOW

- A community
- A group of 5 to 15
- Facilitators with skills:
  - Neutral
  - Leader
  - Expert
  - Insightful
- Values and narratives come before technical perfection

## Module 3 – Project coordination for participatory video

**Content:**

- What you will learn in this module
- Project Evaluation
- Partnerships
- Organizing time
- Preparing the workshops
- Summary and annexes

Number of slides: 71

Access link: [https://drive.google.com/file/d/1Rqmf9aCHjXZAIT-3vwcUjic-4yyzBhx8/view?usp=drive\\_link](https://drive.google.com/file/d/1Rqmf9aCHjXZAIT-3vwcUjic-4yyzBhx8/view?usp=drive_link)

## Module 3

### Project coordination for participatory video

*"Project managers are the most creative people in the world. We have to figure out everything that could go wrong before it does."*  
- Fredrik Haren, specialist of the creative process, keynote speaker, author

#### Principles of Project Evaluation

**Goals of Project Evaluation**

- Aims to measure the success of a project
  - Were its goals met?
  - What was difficult?
  - What went well?
  - What could be improved?
- By using scientific methods to gather data and information, interpret those, and develop conclusions



Evaluation Methods

### Facilitator Questionnaire

Two examples

2. How did you perceive participants? Please try to give an overall assessment of the group. Please rate from 1 to 5 (1 = Not at all, 5 = Very much) or N/A.

During the workshop, ...

- ... participants were interested in learning about climate change and its effects.

1   2   3   4   5   Not applicable

**Evaluation and thoughts in terms of CONTENT and DIDACTICS** (was the content clear and easy to understand? How was the "learning experience" for the participants? Could everybody follow and participate? How did the competence of participants and content provided match? etc.).

Table 3. "positive" lessons learned - what worked out (especially) well? Please describe individual "items".

	Lessons learned - description (success)	Impact	Recommendation for future (items to add or remove)
Nx1			
Nx2			
...			

Image Credits

### Intellectual content is protected

In the video-making process, you may want to add pictures, infographics, audios, music or videos from external sources. This is also very regulated :

- > Follow the **license conditions**. Generally, on a website, this may appear under «licenses», «copyright», «terms and conditions», «intellectual property rights»... Sharing may be allowed but not modification, for example, or images may be sold to you.
- > «All rights reserved» basically means «do not use».
- > If the license allows use of the content, **then mentioning the source** is still necessary and appreciated.
- > Here is the [example of WWF UK](#) (part 8), quite restrictive.

## Module 4 – Relation to participants

**Content:**

- About this module
- Identification of target groups
- “Harder to reach” groups
- The Group of Referents as role models
- Engagement strategies
- Barriers to the engagement
- The role of a facilitator
- References
- Summary

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Number of slides: 30

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Access link: [https://drive.google.com/file/d/1Z-2Jmuvb4QfhR9bF-Ki-PqsyahiQiEoM/view?usp=drive\\_link](https://drive.google.com/file/d/1Z-2Jmuvb4QfhR9bF-Ki-PqsyahiQiEoM/view?usp=drive_link)

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Slide examples:





## Module 4

### Relation to participants

### 2. Identification of target groups

- Climatubers intends to showcase the **social inclusion** dimension of the climate crisis at the European level.
- **Communities at risk of social vulnerability** are likely to suffer from climate crisis effects, and they usually have more difficulty having their voice represented. Therefore, they become the main target group of the project.
- Nonetheless, the participatory video can involve many other groups. It is important to **get to know your target audience and adapt the content to them!**

### Target groups template

Identify your target group and **get to know them better!**  
Use this table to define the profile, motivations, best tools, and messages to reach participants. 📌

	Target group 1	Target group 2	Target group 3
Brief profile			
Potential incentives/motivations			
Main communication message			
Main communication channels			
Events/activities to reach them			
Multipliers/enable stakeholders			
Potential role within the Climatubers' group			
Timing milestones			

*Elderly and other digitally excluded  
Young people, including youth from vulnerable groups  
Migrants  
Vulnerable community neighbours*

\* Download the Target groups template available in the Resources section, at the end of the online course, for more content details

### 7. The role of a facilitator

#### Power relations

Participatory Video is different from traditional filming: the process reaches a point where the facilitator becomes another member of the team, with the difference that the facilitator will always be the one that needs to ensure that the process is inclusive.

It is important to be flexible: the facilitator should try to adapt the time and teaching to the participant's reality, ensuring that all PV roles have the place and time to be developed.

## Module 5 – Diagnosis and scriptwriting

**Content:**

- About this module
- Getting to know each other
- Investigation of the issues for the video creation
- Storytelling
- Scriptwriting
- Storyboard creation
- Summary
- Additional content

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**Number of slides:** 40

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**Access link:** [https://drive.google.com/file/d/1zqgOu--5d-0CaW7oeSrZSU3D\\_2s6UIVR/view?usp=drive\\_link](https://drive.google.com/file/d/1zqgOu--5d-0CaW7oeSrZSU3D_2s6UIVR/view?usp=drive_link)

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**Slide examples:**





## Module 5

### Diagnosis & Scriptwriting



**ClimaTubers**

**Activity for educator**  
**Connecting climate change**  
 Identifying local impacts and vulnerabilities

**Material needed:**

- News clippings (digital or physical newspapers)
- Paper, pen and scissors
- A computer



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#### 4. Storytelling

**TIPS**

- The educator must **stimulate a creative** and assertive approach in the learners in order to encourage a greater predisposition to storytelling through video.
- It is essential that those who participate in the course **free themselves from foreclosures, prejudices, or self-imposed limits** due to which they feel unable to communicate. Recall the concept that it is not necessary to be an athlete to run, it is not necessary to be an artist to act creatively, it is not necessary to be a **video maker to make a video**.
- The predisposition to communication, alongside a work of persuasion on a psychological and aptitude level, can also be stimulated through exercises that bring it out in those who take part.

#### 6. Storyboard creation

**What is a storyboard?**

The storyboard is the tool that contains the sequence of a film, video, or short film through the collection of **images, sequences, notes, dialogue, or other details**. It is a graphic planner that contains the entire visual structure of the sequence that will later be transposed into a video.

It **resembles a comic book** in that it contains, through notes and drawings, the scenes and characters that make up each scene in the video and can be created through specific software or through templates (Adobe, Canva, Storyboard that, etc.) that are easily found on the Web.



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## Module 6 – Filmmaking

**Content:**

- About this module
- Image
- Light and colours
- Sound
- Planning
- Equipment
- Summary and final activity
- Additional content

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**Number of slides:** 49

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**Access link:**  
[https://drive.google.com/file/d/1Nk1rvSi1IHkCimmjzrJmhSHaoYYAoHGj/view?usp=drive\\_link](https://drive.google.com/file/d/1Nk1rvSi1IHkCimmjzrJmhSHaoYYAoHGj/view?usp=drive_link)

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**Slide examples:**



## Module 6

### Film-making

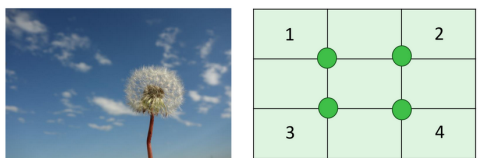
Planning and training on digital tools



#### Composition

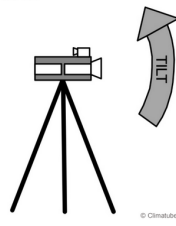
2. Image

The way Europeans generally read an image always follows the "rule of thirds": from left to right, and from top to bottom. In the image, **the green spots represent the parts of the image that will catch our attention first**. Also, the brightest parts of the image will produce the same effect. Therefore, place the objects or subjects in the areas according to your intentions.



#### Camera movement: why and how to do it?

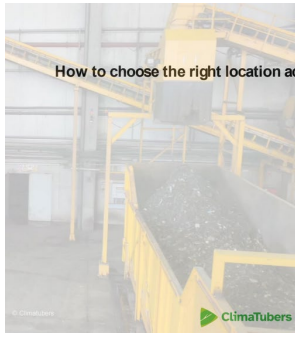
**TILT UP or DOWN:**  
The movement is used in camera corrections, to describe or discover elements in the picture. It can be achieved handheld or with a tripod. E.g., a high building, when we want the viewer to pay attention to it or fix the attention at a certain point.



#### How to choose the right location according to sound?

4. Sound

Before recording, take some time to **pay attention to the ambient sound**: be careful with soft but persistent humming or noises coming from some appliances such as fridges, air conditioning, elevators, etc. and try to avoid them.



## Module 7 – Production

**Content:**


- About this module
- Introduction to Video Production
- Production design
- Division of roles for the video-making
- The role of the facilitator during the shooting
- Summary
- Additional content

Number of slides: 23

Access link: [https://drive.google.com/file/d/1-ZexPiDqu-Bxu2g-RyQ5\\_Qw3VtMBKHLH/view?usp=drive\\_link](https://drive.google.com/file/d/1-ZexPiDqu-Bxu2g-RyQ5_Qw3VtMBKHLH/view?usp=drive_link)

Slide examples:





## Module 7

### Production

*"The best way to learn how to make a film is to make a film"*  
- Stanley Kubrick

#### 4. Video making division of roles

The table summarizes the main roles and responsibilities for the realization of videos. You can use this to assign the roles in the groups.

Role	Definition	Number of people	Before/during/after filming?	Who
1. Atrezzo, lighting	The one who takes care of cloths, accessories and materials appearing in the scene. Takes care of quality and location of lights	1	Before and during filming	
2. Technical material and DIT	Takes care of camera, batteries (always charged), tripod, lights... (doesn't mean that they should carry it). Save all the shots in the same place or ensure people does it.	1	Before/during/after filming	
3. Camera, sound and lights	The one who films and records sound (same device in smartphones and others). Takes care of quality of lights. Dialogues with director about possibilities.	1	During filming	

#### 3. Production Design

What is video production in simple words?  
It's the filming process (or the process of making animations) based on your storyboard when you prepare all the footage, voice-overs, and other materials necessary to complete your project.  
To successfully complete this phase, you can make a checklist and follow the steps. This way you won't miss any important things.


- ▶ Step 1: Plan the deadlines and the locations where the scenes will be filmed
- ▶ Step 2: Organize the instruments and materials that will be needed in each scene
- ▶ Step 3: Data protection and permits (public places...)
- ▶ Step 4: Film and save the shots
- ▶ Step 5: Edit the materials and create the final video

Your main Output: video shots/ clips


#### 5. The role of a facilitator during the shooting

As a facilitator, you must ensure:


- ▶ Everyone's ideas and skills matter
- ▶ That participants respect the roles defined with empathy
- ▶ Participants always remember to say thanks to the people that have accepted to be filmed/ interviewed or that have provided a location for filming.
- ▶ Be flexible and respect the availabilities of the people collaborating
- ▶ Everyone has a moment and a place to develop his/her creativity and innovation




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


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## Module 8 – Editing

### Content:

- Editing a video
- Five Practical Approaches to Editing
- Tips and Tricks
- Participants' Main Take-Aways
- Summary and Resources

Number of slides: 39

Access link:


[https://drive.google.com/file/d/1AS557nu\\_yG2xjczPggDeSyz\\_ECjrx6m\\_/view?usp=drive\\_link](https://drive.google.com/file/d/1AS557nu_yG2xjczPggDeSyz_ECjrx6m_/view?usp=drive_link)

Slide examples:



## Module 8 Editing


Learn how to edit a participatory video!




### The EDITING Phase

5 Approaches (used in Climatubers)


- > Editing cooperatively with the whole group
- > Division of work during editing
- > Low-tech editing
- > Setting up a „task force“ for editing
- > „Unsupervised“ editing process




#### Advantages of Approach 5:



Participants edit their videos in their own time, whenever they and their teammates are available.



Participants are more autonomous in the editing decisions and techniques they implement.



However, good technical and organisational skills by participants are required.

#### Video Editing Software

There are several programs to edit video. Here are some of the most relevant:

Program	OS	Paid/Free
Movie Maker	Windows	Free
iMovie	Mac	Free
OpenShot	Windows, macOS, Linux	Free
CapCut	Windows, macOS	Free
Adobe premiere	Windows, macOS	Paid
Sony Vegas	Windows	Paid (free trial)
Pinnacle Studio	iPad - Windows	Paid (free trial)
PITVI	Linux	Free (open source)
Final Cut Pro	macOS	Paid - professional
Davinci	Windows, macOS, Linux	Free + paid version

## Module 9 – Sharing of the videos

**Content:**


- About this module
- Planning the Campaign strategy
- Online Campaign
- Public events
- Public debate
- Checklist
- Additional content

Number of slides: 22

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## Module 9 Sharing of the videos

Make your videos have an impact!



### 2. Planning the Campaign strategy

Which are the main steps to support you in designing your strategy?

STEP 1

Plan the strategy for sharing your videos

STEP 2

Launch and implement the online communication campaign


STEP 3

Showcase the videos at public events

STEP 4

Stimulate the debate between citizens and policy makers

TIP: Do a SWOT help you identify your principal targets to reach, strengths, and weaknesses related to the campaign strategy.





### 3. Online Campaign

#### TIPS ON HOW TO CREATE DIGITAL CONTENT

Creating digital content can seem daunting at first, but with a little practice and some helpful tips, everyone can create great content in a short time.

1. **Keep the audience in mind.** Knowing the audience will help create content that is appealing, and provides value.
2. **Make sure the content is well-written and free of errors.** Typos and grammatical errors can make the content look unprofessional and can turn off readers.
3. **Use strong visuals.** People are visual creatures, so incorporating images, videos, or infographics into the content can help capture attention and make the point more effective.
4. **Be creative.** Don't be afraid to experiment. A fresh perspective is appealing and create a strong online presence.



### 6. Checklist

At the end of the planning work for the strategy of sharing your videos, consult the checklist to make sure that you have executed the main tasks.

\* Download the Checklist from the Resources section at the end of the online course, and edit according to your needs.

