



ClimaTubers

influencers for change

Output Name	03.1: Training materials used for the local workshops
IO	3.1
Type	Presentations and documentation
WP Leader	Hespul
Contributing partners	All partners
Prepared by	Maïté Garnier
Period Covered	September 2021 – May 2022
Country of activity	Spain, France, Italy, Austria, Estonia
Description	This document is a collection of all training materials used in the different pilots. We've added a synthesis at the beginning to comment and highlight the main takeaways of the collection and our experience.
Language(s)	English
Media that will be used (publication on paper, online, other -specify)	Online These materials and experience also serve as a base to feed the e-training modules.
Due date	Month 16 (May 2022)

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Introduction

What you will find in this deliverable

This document gathers the work done by the consortium as a whole and by the partners on their side, to prepare materials for the Participatory Video workshops. You'll find on the first part the **essentials of what we have designed and how we recommend to run these workshops**. The second part collects the whole extent of the **workshop outlines and supporting documents** used by the partners.

How did we proceed?

The first months of Climatubers, partners have built a **common culture** around Participatory Video, digital skills and climate awareness. This is what you find in the deliverable O2.1 Internal Training Materials and constitutes Climatubers cultural DNA.

This basis has then been **adapted by each partner to fit their groups**. Adaptation covers cultural differences from country to country, but also differences related to the type of group addressed, and practical conditions for the workshops (length, number of participants, face-to-face or online delivery,...). Still a **common template** has been set up for the workshops, to be filled in by each partner with their specific contents and activities.

Shortcomings

We want to highlight here the fact that by the time this deliverable is to be published, the work on the field is at very different stages from one country to the other. Granollers is the partner that is most advanced, with 3 published videos already, Enduræe has just finished the workshops and their students are working on the videos, ZSI and TDM have recently started the workshops, and Hespul will run the workshops in June-July. Therefore, this deliverable **does not include all the learnings from the fieldwork**. **What you are finding here is how we have designed the workshops**: all we have prepared to be able to work properly with our participants. However, we can note that Granollers' workshop outline is already an updated version that integrates first learnings.

Follow up

The learnings from the fieldwork on engagement of participants as well as on the actual workshops will of course be collected, included into the materials for the e-learning course and made available.



1. Participatory Video workshops about climate and environment in EU-countries: materials for trainers

Climatubers project aims at **applying the methodology of participatory video on the subject of climate and environment justice in EU-countries**, with publics that may not be knowledgeable in neither one or the other. Doing so in a limited number of workshops is ambitious and can only be attained through being extremely structured and realistic on the expectations.

The following pages present Climatubers' partners work in designing the workshops. All are based on the structure of participatory video methodology, with 5 clear phases:

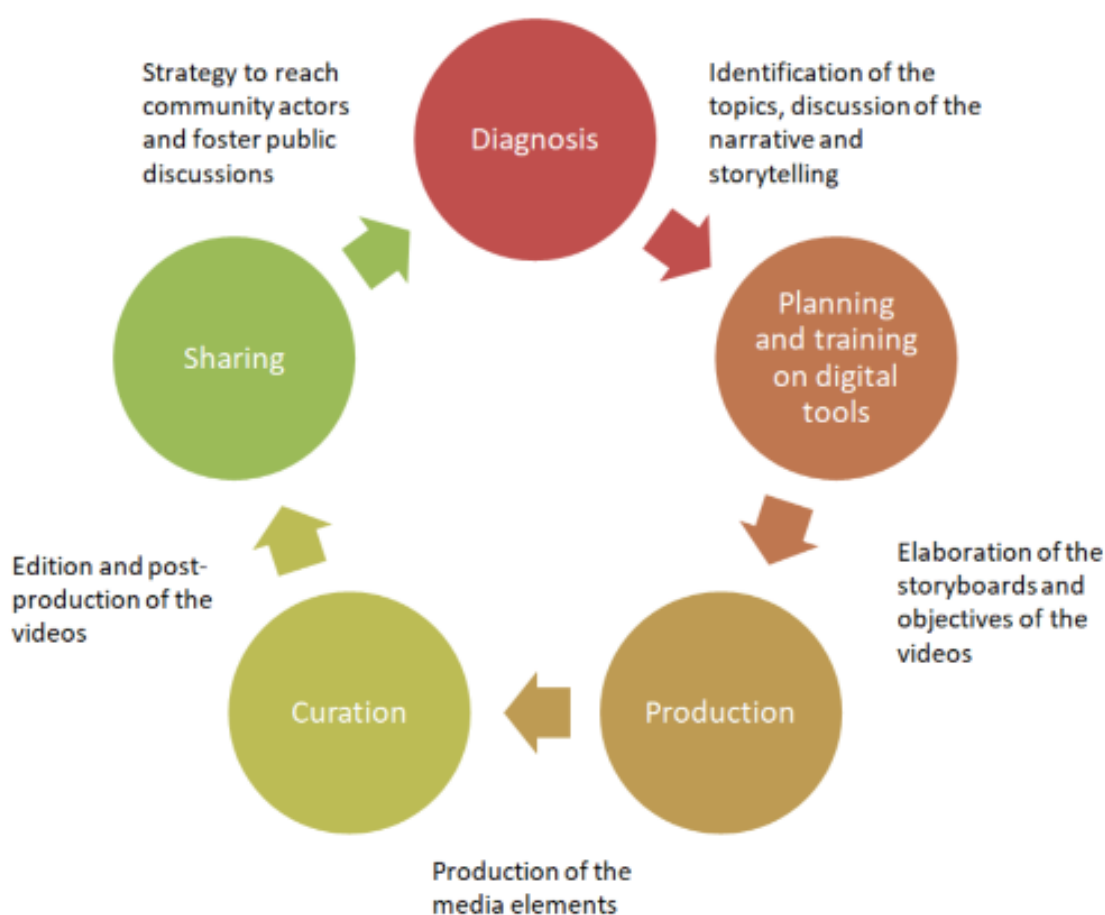


Figure 1- Process of participatory video as described in Climatubers project






1.1. Climatubers workshop basics: key elements and template

The elements of this chapter are the common basis for Climatubers workshops, that are then customized by each partner.

The trainer's "position"¹

When we facilitate a workshop or any activity with a group, we spend our time jumping between positions. It can be useful to be aware of them, to be able to embody them fully and to make it an asset of our workshops.

The expert		<p>The expert delivers knowledge, either information or practical skills. When on an expert posture, you concentrate on the content. You know what you are talking about, and you are legitimate to bring that knowledge to your group.</p> <p><i>keywords: knowledgeable, specialist, expertise</i></p>
The activity leader		<p>The activity leader cares about the atmosphere, the dynamics, the time frame. In this posture you offer experiences, games, activities and also warmth and humor.</p> <p><i>keywords: group energy, dynamics, objectives</i></p>
The facilitator or coach		<p>The facilitator is responsible for a secure space where participants can try, express themselves, and change. In this posture you step back to observe the ongoing process, and offer listening, mirroring and questions. The participants find their own answers.</p> <p><i>keywords: listening, process, trust</i></p>

¹ ref. [Lara Mang-Joubert](#), in French



Secure frame and other key elements

The template aims at giving a common structure for the workshops. Some specific activities are essential in the global running of the workshops, that do not fall in a general template. Here they are:

- **Pre-post questionnaires** have to be filled in at the beginning and in the end of the series of workshops. Either before the workshop, or during its “opening time”, and at the last workshop’s closure time or quickly after. The pre-post questionnaire is our evaluation tool, that compares the participants responses to the same questions before and after the workshops.
- **A secure frame** has to be set up from the beginning. It details the rules for group interaction in the following workshops, it is essential! You can either prepare it in advance, or produce a paperboard with the ideas of the participants, that can be hanged again at each workshop. Co-creating it engages the participants in a stronger way. Recurring elements are: respect each other, listen to each other, speaking in my own name, right to disagree, using the phone only for workshop related activities, there are no stupid questions...
Note that the secure frame also aims at creating a **safe space to express emotions linked to social and climate justice**. Eco-anxiety² is rising in our society and may well be triggered by Climatubers’ workshops. Trainers, in their coach position, should be attentive to this and make sure participants get a chance to express whatever emotions they are going through related to the subject of their video, as they may not be able to do it elsewhere.
- **Expectations** of the participants. You may have discussed it individually when filling in the questionnaires, but sharing expectations is also a way to reinforce the group identity. It can be the activity of the first opening time, with a roundtable about “why am I here?”, supported by either a photo language, a quizz with questions to deepen the responses... You can later on refer to these “original” expectations when introducing a workshop that answers them. And it is a dialogue that you can keep open during the series of workshops, as expectations evolve!
- **Inviting a specialist or witness**...does not have to change the structure of the template. Their talk falls in the “practical activity” step. Their interventions discharge you from being a multi-specialist and bring diversity to the workshops. So think about the skills or expertise you don’t have and may need to look for: digital skills, local climate stakes, citizens’ environmental organization, advocacy group...

² “Eco-anxiety is the distress caused by climate change where people are becoming anxious about their future.” [Understanding Eco-anxiety: A Systematic Scoping Review of Current Literature and Identified Knowledge Gaps](#) Yumiko Coffey, Navjot Bhullar, Joanne Durkin, Md Shahidul Islam, Kim Usher, The Journal of Climate Change and Health, Volume 3, 2021, 100047, ISSN 2667-2782.

And: "Climate anxiety can often be an important resource as well, but this entails that a person finds, along with others, a) enough time and space to deal with their emotions and b) enough constructive activity to help mitigate climate change. (...) The task and challenge of climate grief is daring to feel the grief and, by doing so, unlocking one’s resources (over time). [...] getting rid of a paralysing feeling of inadequacy towards accepting incompleteness and feeling adequate. Social acceptance and peer support are important here"

From: MIELI Mental Health Finland, [Climate Anxiety](#), Panu Pihkala, Summer 2019





Workshop template

The workshop template you'll find in the 2 following pages is meant for trainers / facilitators to prepare, plan and improve their workshop sessions. It does not indicate a precise length, number of participants or precise activities to be able to adapt to the context and the groups we work with. On the other hand, it shows a common structure, and shared training notions. **It is a middle ground between a rigid model where all trainers do exactly the same, and no common basis at all.**

A discussion-evaluation of the template carried out among the Climatubers partners has shown an appreciation of the following:

- The pre-filled template where the trainer can concentrate on describing the activities, not on building the structure of the workshop
- That once filled in, it contains all the information you need to prepare a workshop
- The materials you need for your workshop are listed and easy to check when you prepare
- The template is easy to correct and improve to create new versions of the workshops
- Visualizing the positions helps attaining a balance

Workshop title				length - xx persons
Organisation/Author – Date updated Objectives: knowledge, skills, progress on the video				
Step and intention	Time	Position	Activity description	Materials needed
			Write in a detailed way what you. Of course real life is generally a bit different! NB: Add tips or points of attention for your future self or colleagues, as you gain experience (ex: “this discussion tends to polarize participants, be extra careful to keep the positive perspective” or “make sure xx is clear before starting this activity”)	Documents, materials (tripod, beamer) and practical stuff (glasses and juice)
Opening time	15 to 30 minutes		<ul style="list-style-type: none"> - Introduction (of you, the workshop) - Secure frame (especially first time, then just a reference) - Ice-breaker or energizer, if possible related to the workshop theme or activity <p><i>The intention is to have a starting time to “enter” the workshop, to feel as a group (again) and to have the opportunity for each participant to express whatever questions and doubts they may have about the workshops.</i></p>	Secure frame poster Materials for the ice-breaker ...
Practical activity	45 minutes to 1h15		<ul style="list-style-type: none"> - Core activity of the workshop: learning digital skills, interviewing an expert on climate change, participating in a game or an activity about environmental justice... <p><i>This is where your main intention for the workshop is to be found. Participants get the opportunity to try, exercise, learn new stuff. As you see, even if it is the “main course” of the workshop, it does not eat up all the time. Be careful to reserve time for the following steps as well.</i></p>	



1.2. General overview and take aways: how Climatubers partners have designed their workshops

The 5 partners running workshops have used the above template to design and prepare each of their workshops. All 5 outlines are to be found in next chapter.

Contents: what, how, who?

What: importance of different PV phases

By looking at how the different partners have designed their workshops content wise, we understand to what subjects or skills they have chosen to give importance to.

Number of workshops dedicated to each phase:

	Enduræe	Granollers	Hespul	TDM	ZSI	Total
Diagnosis	1	2	1	1	2	6
Planning and training on digital tools	1	2	2	3	1	9
Production	1	2	3	1	3	11
Curation	1	1,5	1,5	1	0,5	6
Sharing	1	0,5	0,5	1	0,5	3
Total number of workshops	5	8	8	7	7	

The analysis of the 5 workshop outlines shows that **most of the time falls on planning and production phases**. This can easily be explained by the **need to train the participants**, and the **realistic consideration that video production takes time**: preparing the materials, going to places, making different takes, interviewing persons...

The **diagnosis and curation phases are planned in more or less 1 session each**.

Diagnosis is the 1st phase, so the knowledge and exchanges happening during this session are reviewed and discussed further on in next sessions (for example storyboarding requires telling a story that is nourished by the diagnosis). On the other hand, curation cannot be caught up later on, as it is one of the last phases. Editing is yet another skill, that would require much time to train the participants properly. Partners have chosen:

- Either to have the trainer performing the editing under the directions of the participants (more often)
- or to let the participants take on their own time to work on it or more often to

Both options ensure the **editing decisions are taken by the participants to respect the co-creation intention**, and avoid to add more sessions to the workshops (a big number of sessions has been clearly identified as a factor that reduces engagement).

Finally, the **sharing phase is the one given less focus during the workshops**. Several reasons explain this:

- for some groups, the sharing phase of Climatubers project comes long after the groups are done with the workshops.



- The participants are **involved in brainstorming about the stakeholders, targets, ways to reach them, but not necessarily in the production of the articles, posts, invitations**. They also disseminate to their own contacts. Co-creation is more limited in that phase than in the video production phase.
- Depending on the partners for the events such as screenings, it may be complicated to involve the participants in the organization (example of Granollers where the screening is prepared by the townhall teams).

Of course, it is planned to invite the participants to the screenings and when possible to give them a role.

To bring in some subtlety, we can note that :

- We have included in the production phase all workshops about storyboarding, that could actually be split between training and production. As participants actually build the storyboard during these workshops, they fall into production phase.
- ZSI's 1st session is dedicated to the participants getting to know each other
- During ZSI's last session, participants split into 2 groups, one taking care of the editing (curation) and the other one of the dissemination activity (sharing). So participants actually dedicate a full workshop to one or the other activity.
- During Granollers last curation session, some time is dedicated to sharing activities.
- During Enduræ's last session about sharing, participants were involved in hands-on "exercises" to identify their dissemination stakeholders as well as possible online and offline ways to share their videos.



How: type of pedagogical activities

As you have seen in the template, opening and closure times are quite standard and include ice-breakers, energizers and evaluation. Hereafter we are looking at the pedagogical activities proposed at the center of the workshops: practical activities and how to apply them to the project. As they are to be found in all workshops, **PV specific activities are not mentioned: storyboarding, video shooting and editing. The following activities bring knowledge, skills and discussions to the group.**

We clearly see the importance of group discussions, absolutely necessary to a group work.

		Enduræe	Granollers	Hespul	TDM	ZSI	Total
Presentation	Slides presentation	5	2	1	5		18
	Expert input		2		2	1	
Group discussion	Video watching and discussing	2		1	2		21
	Brainstorming and/or rating and/or planning	4	1	2	1	2	
	Open discussion / debate		3	3	1		
Practical activity	Quizz /Test / Experience	1		1	2		6
	Role play or other game			2	1		
Autonomous work	Presenting work in progress internally to the group	5				1	12
	Homework	2		2			
	Use of templates	2			2		



Who : how participative is each phase?

Co-creation and participatory processes imply that participants are at the heart of the project. Still we have seen that time constraints associated to the width of knowledge and skills addressed make it difficult to involve the participants intensely in all phases.

As a synthesis, we can give this overview of how Climatubers suggests to adjust participation phase by phase. NB: all phases can be run in a highly participative way, and other trainers could choose to put the emphasis on the screening organization.

	How participative?	Type of participation
Diagnosis	+	The group discusses ideas, and chooses a subject to address in the video. Trainer brings content and drives discussion.
Planning and training on digital tools	++	The group performs hands-on exercises, produces a storyboard. Trainer trains and energizes the storyboard creation.
Production	+++	The group produces the video from A to Z, the trainer gives advice.
Curation	+ to +++	+ the edition is done by the trainers with little or no elements from the group ++ the edition is done by the trainers under the directions of the group +++ the group is autonomous in their edition process
Sharing	+	The group brainstorms ideas on who and how to share the videos, disseminates to their contacts and is invited to the events.

Format for the workshops

The members of the consortium have been totally independent in the format of their workshops. This freedom allows to better adapt to the context: availability of the participants, size of the group, level of climate or digital literacy.

Workshops have been designed for a total length of between 10 to 23 hours, distributed in 5 to 8 sessions, for groups between 5 to 20 participants. The table below shows the details, partner by partner.

On this aspect of the practical organization of the workshops, some specificities deserve to be mentioned:

- Enduræe has chosen an **online format**, possible with their public of students. The workshops are part of a course; apart from the workshops, students interact with their professors in a face-to-face format, and they regularly meet with the other participants in their groups to work on the participatory videos.
- Granollers, as a municipality, has a specific relation and legitimacy towards the participants
- Hespul has chosen to work with other organizations to find their group of participants, to ensure a link of proximity that they do not have.



- TDM's last workshop finishes with a certificate ceremony. It is a formal way to highlight that the participants have acquired and demonstrated new skills.
- ZSI's first encounter stresses the importance of the time dedicated to building the group, creating a sense of togetherness.

	Enduræe	Granollers	Hespul	TDM	ZSI
Number of workshops	5	8	8	7	7
Length of a workshop	+/- 2h00	1,5h or 2h	2-3h	3-4h	3h
Total length	10h	12h or 16h	20h	23h	20h
Frequency	1/week (1 week gap in the middle)	1/week or 2/week	1/week or intensive week	1/week or 2/week or intensive week	1/week
Timeslot	Wed. 16h-18h	Week days, morning or afternoons (shooting sessions flexible)	To be set with partner organization	Week days or week-ends depending on the group	Weekdays, morning
Size of groups	4-5	8	5-15	18	20
Public	Students, but not all in full-time education	Youth, Seniors, Mixed, hard to reach	Youth, students	Youth, digitally excluded adults	Youth
Other specificities	Online. Students meet between sessions, are autonomous for their video production. Extra webinar possibility offered if they need assistance there. Integrated in a course they must follow.	A whatsapp group is created for each group. Set up by the local authority.	Set up with a partner organization	Certificate ceremony at the last workshop	Shorter first encounter (1,5h) dedicated to building the group Set up with a partner organization : institutional setting

1.1. The 5 sets of workshops

In next pages, you'll find the preparatory work of each partner.




Enduræ, Estonia

Facilitators: Evan Kapros, Maria Koutsombogera

Means of communication, equipment & resources applied to all Estonian workshops:

All workshops will be held online. The facilitators use their computers, a teleconferencing application, an online document sharing facility and sharing screen facility to moderate the workshops and to communicate the various materials to the participants.




Respectively, participants use their computers or mobile phones to join the workshops and make use of all the online shared materials.

Estonian Workshop #1 - Diagnosis				Group1: 5 persons Group2: 5 persons Group3: 4 persons
Ensuring a common knowledge about climate, and engaging the discussion on how it affects the community, to get ideas for the storytelling				Enduræ 09/03/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening Introduction (of you, the workshop) Secure frame (especially first time)	10 minutes		Write in a detailed way what you plan to do. Of course real life is generally a bit different! You may also want to indicate a time for each action. <ul style="list-style-type: none"> - welcome and introduction - what the project is about, what we ask the group to do - present and acknowledge our Estonian confederates - very brief presentation of what PV is - brief overview of the workshops schedule and contents - questions about understanding 	Name clearly the supporting docs to be added to the ANNEX A presentation tailored to the content of the 1st workshop: "Workshop#1.pptx"





<p>Virtual Round Table Get to know each other, talk about climate change, talk about the expectations of participants</p>	<p>5 min. for responding; 15 min. for discussion</p>		<p>The following 3 Questions are presented on an online whiteboard (Google Jamboard): Please share a little bit about you. What does climate change mean to you? What are your expectations from this project? Participants respond to those questions, and then they present their responses to everyone else</p>	<p>Jamboard document: "CLIMATUBERS Jamboard Workshop #1_empty.pdf"</p>
<p>Show the 1st Granollers PV as an example</p>	<p>5 minutes</p>		<p>Go briefly through the video to show an example of the implemented story boarding, e.g. the video starts with the team presenting themselves and then the problem; they interview experts and locals; they express a message at the end. Also technical features, such as the possibility to create subtitles, credits, sound background, etc.</p>	<p>climatubers video: https://www.youtube.com/watch?v=NvuXYRdKrEs</p>
<p>List Climate Challenges Start conceiving the topic of the video and some first details</p>	<p>5 min. challenge listing 5 min. voting 20 min. responses 10 min. discuss & share</p>		<ul style="list-style-type: none"> - ask participants to write about the challenges they would like to talk about/ they would like to make a video about - then, ask participants to vote on the most preferred challenges - Participant then respond to the following questions: <ul style="list-style-type: none"> - What will they talk about - Who will be part of the story - How it is going to be done: filmed... - to whom the film will be addressed to - When is going to be filmed 	<p>Jamboard document: "CLIMATUBERS Jamboard Workshop #1_empty.pdf"</p>







Break	10 min.			
Storyboard explanation and example	5		<ul style="list-style-type: none"> - Explain what a storyboard is by presenting a simple example - Explain to the participants how their storyboard will be structured 	A presentation tailored to the content of the 1st workshop: Workshop#1.pptx
Define the environmental/climate justice story Using storyboarding	25 min. storyboarding 10 min. sharing		<ul style="list-style-type: none"> - participants design a first draft of their storyboard that will reflect their perspective of the narrative to be used 	Jamboard document: "CLIMATUBERS Jamboard Workshop #1_empty.pdf"
Homework/assignment	5 min.		<ul style="list-style-type: none"> - Participants are welcome to continue elaborating their storyboards using either the whiteboard or the "paper" storyboard templates 	Storyboard xls template from Climatubers project
Closing Thanks Making materials accessible	5 min.		<ul style="list-style-type: none"> - Thank participants for their time - Make accessible the list of resources to them, e.g. the online whiteboard, the presentation, the link to Granollers' first PV. 	A presentation tailored to the content of the 1st workshop: Workshop#1.pptx



<h2 style="margin: 0;">Estonian Workshop #2 - Training and Planning</h2> <p style="margin: 0;">Elaborating on storyboarding and ensuring a common knowledge about video-making skills</p>				<p style="margin: 0;">Group1: 5 persons</p> <p style="margin: 0;">Group2: 5 persons</p> <p style="margin: 0;">Group3: 4 persons</p> <p style="margin: 0; font-weight: normal;">Enduræe 16/03/2022</p>
Step and intention	Time	Posture	Activity	Materials needed
<p>Opening Introduction to the 2nd workshop and to the schedule & activities</p>	5 minutes		<ul style="list-style-type: none"> - welcome and introduction - what the present workshop is about 	<p>A presentation tailored to the content of the 2nd workshop: "Workshop#2.pptx"</p>
<p>Storyboarding Elaboration of each group's storyboards</p>	30 min.		<ul style="list-style-type: none"> - link to the previous workshop - discussion of storyboards of each group - the groups had the "homework" to elaborate on their storyboards and describe the story and "scenes" in more detail - each group shares the details and the narrative 	<p>Jamboard document from previous workshop: "CLIMATUBERS Jamboard Workshop #1_filled.pdf"</p>






Presentation of Digital Skills	20 min.		<ul style="list-style-type: none"> - present a slideset about video-making skills 	Use the related Climatubers ppt: WP2/T2.5/02
Break	10 min.			
Video-making skills activity	10 min. for responding; 10 min. for discussion		<ul style="list-style-type: none"> - Participants are asked to record a video with their mobiles - very short video of a few seconds - upload it in a directory created for this purpose, as soon as they finish - share the video with the rest of the participants and say what was their topic/intention, any issues they might have experienced 	Mobile phones; Dedicated Directory where participants upload their videos: "Video Sharing W3"
Homework/assignment	10 min.		<p>As an assignment, participants are asked to:</p> <ul style="list-style-type: none"> - Revisit the storyboards, after the info and tips they received with respect to video-making skills, and the related activity that they performed - Decide about the role that each member of their team will assume, by using a whiteboard template for that purpose 	Jamboard document: "Video-making roles_empty.pdf"
Closing Thanks Making materials accessible	5 min.		<ul style="list-style-type: none"> - Thank participants for their time - Make accessible the list of resources to them, e.g. the online whiteboard, the digital skills presentation. 	<p>A presentation tailored to the content of the 2nd workshop: Workshop#2.pptx</p> <p>Use the related Climatubers ppt: WP2/T2.5/02</p>





Estonian Workshop #3 - Video Production Elaborating on video production elements and ensuring a common knowledge about video-making skills				Group1: 5 persons Group2: 5 persons Group3: 4 persons Enduræ 23/03/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening Introduction to the 3rd workshop and to the schedule & activities	5 minutes		<ul style="list-style-type: none"> - welcome and introduction - what the present workshop is about 	A presentation tailored to the content of the 3rd workshop: Workshop#3.pptx
Progress Update	15 minutes		<ul style="list-style-type: none"> - participants give a rough summary of the progress with in their teams, with respect to the storyboard planning, and to the assignment of responsibilities to team members 	
Presentation Screenwriting	15 minutes		<ul style="list-style-type: none"> - Explain what is a script - Describe how to write a good script - Explain basic elements of production design - provide a template for the organisation/breakdown of scenes 	A presentation tailored to the content of the 3rd workshop: Workshop#3.pptx






				Dedicated xls files: "Production sheet - Group1/2/3.xls"
Activity Script and Video matching	15 minutes		<ul style="list-style-type: none"> - Participants read a script of a video - Then they watch the video - And they discuss whether the video met their expectations with respect to the existing script 	<p>A script example: "Tracey-Ullman-What-Were-You-Wearing.pdf"</p> <p>And the related video: https://www.youtube.com/watch?v=51-hepLP8J4</p>
Activity Video-making skills	20 min.		<ul style="list-style-type: none"> - Participants are asked to record a video with their mobiles, but first, think of a script for their video, write a few notes about it, and then record the video as per their script - upload it in a directory created for this purpose, as soon as they finish 	<p>pen & paper; mobile phone; "Video Sharing W3" (dedicated directory where participants put their videos in)</p>
Break	10 min.			
Activity Video-making skills - Sharing	20 min.		<ul style="list-style-type: none"> - Participants share the video with the rest of the participants and say what was their topic/intention, any issues they might have experienced 	<p>Video Sharing W3 (dedicated directory where participants put their videos in)</p>








<p>Video Production planning</p>			<ul style="list-style-type: none"> - Provide information about some production planning details, and present the participants with the related templates 	<p>Slides from Climatubers ppt: https://docs.google.com/presentation/d/1s9goOucHXVTcl1TOEh6LNoC5EApOz1Sv/edit#slide=id.p24</p> <p>Climatubers review template: "Review_template Group1/2/3.docx"</p> <p>Dedicated xls files: Production sheet - Group3.xls</p>
<p>Closing Thanks Making materials accessible</p>	<p>5 min.</p>		<ul style="list-style-type: none"> - Thank participants for their time - Make accessible the list of resources to them, e.g. the templates and the presentation. 	<p>A presentation tailored to the content of the 3rd workshop: Workshop#3.pptx</p>





Estonian Workshop #4 - Video Editing/Curation Elaborating on video curation elements and ensuring a common knowledge about video-editing skills				Group1: 5 persons Group2: 5 persons Group3: 4 persons Enduræe 06/04/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening Introduction to the 4th workshop, schedule & activities	5 minutes		<ul style="list-style-type: none"> - welcome and introduction - what the present workshop is about 	A presentation tailored to the content of the 4th workshop: Workshop#4.pptx
Progress Update	15 minutes		<ul style="list-style-type: none"> - participants give a rough summary of the progress within their teams, with respect to the activities introduced in the previous workshop about video production, and specifically about the assignment of responsibilities to team members and the process of script writing. 	
Presentation Video editing	15 minutes		<ul style="list-style-type: none"> - Describe basic functionalities in video editing - Explain about existing tools and the fact that all of them cater for basic functionalities 	A presentation tailored to the content of the 4th workshop: Workshop#4.pptx <u>Climatubers slides, section: curation</u>





<p>Presentation Video editing tools and user guides</p>	<p>5 minutes</p>		<ul style="list-style-type: none"> - Resources and guidelines for video editors, such as the document produced within the project, but also the user guides of popular video editors 	<p><u>Guideline for PV</u></p> <p><u>OpenShot user guide</u> <u>iMovie user guide</u></p>
<p>Poll What editor will you use?</p>	<p>5 min.</p>		<ul style="list-style-type: none"> - Ask participants about their editing plans, whether they have selected a specific video editor to use and why, i.e. what their expectations are 	<p>A presentation tailored to the content of the 4th workshop: Workshop#4.pptx</p>
<p>Demo OpenShot</p>	<p>20 min.</p>		<ul style="list-style-type: none"> - Navigate through OpenShot menu and its functionalities - Show most important actions, such as import & export, clipping, adding audio tracks, subtitles & credits; transitions and effects - work with real clips and at the end create an edited video 	<p>Use video materials from our <u>Granollers meeting exercise</u></p>
<p>Break</p>	<p>10 min.</p>			
<p>Demo iMovie</p>	<p>15 min.</p>		<ul style="list-style-type: none"> - Navigate through OpenShot menu and its functionalities - Show that most menu options are similar to OpenShot and other video editor tools. - Show a completed video and explain the steps that have been taken to produce this result 	<p>Use video materials from our <u>Granollers meeting exercise</u></p>
<p>Activity Video-editing skills</p>	<p>20 min.</p>		<ul style="list-style-type: none"> - Participants are asked to edit the videos that they had recorded in the previous sessions. Specifically, they are requested to perform the following tasks: - have a transition between clips, add a soundtrack; add a title and credits - upload it in a directory created for this purpose, as soon as they finish 	<p>Mobile phones; video editor software; Video Sharing W4 (dedicated directory where participants put their videos in)</p>



<p>Discussion Video-editing options</p>	<p>10 min.</p>		<ul style="list-style-type: none"> - Participants discuss about what they have done and why, with respect to video editing; whether they encountered any difficulties, as well as their overall impression. 	
<p>Closing Thanks Making materials accessible</p>	<p>5 min.</p>		<ul style="list-style-type: none"> - Thank participants for their time - Make accessible the list of resources to them, e.g. the guides and the presentation. 	<p>A presentation tailored to the content of the 4th workshop: Workshop#4.pptx</p>




Estonian Workshop #5 - Video Sharing				Group1: 5 persons Group2: 5 persons Group3: 4 persons
Elaborating on the video sharing process				Endurae 13/04/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening Introduction to the 5th workshop, schedule & activities	5 minutes		<ul style="list-style-type: none"> - welcome and introduction - what the present workshop is about 	A presentation tailored to the content of the 5th workshop: Workshop#5.pptx
Progress Update	15 minutes		<ul style="list-style-type: none"> - participants give a summary of the progress within their teams, with respect to the activities introduced in the previous workshops (storyboarding & screenwriting, video production & editing, etc.) and address any questions they may have. 	
Presentation Video sharing	20 minutes		<ul style="list-style-type: none"> - Describe the different phases of the video sharing process - Explain the participants' contribution in each step of the sharing process 	<u>Climatubers slides, section: sharing</u>



Activity Identify your stakeholders	25 min.		<ul style="list-style-type: none"> - Participants make use of a template to identify their direct and indirect stakeholders and the key messages to those - Participants discuss their initial map of stakeholders and explain who they target and why. 	use of a dedicated jamboard template: "stakeholder_template_exercise_empty.pdf"
Break	10 min.			
Activity Sketch your offline campaign	20 min.		<ul style="list-style-type: none"> - Participants are encouraged to draft an initial plan of the offline campaign, and think of occasions where the films could be screen, as well as relevant locations and other organizational details 	use of a dedicated jamboard template: "offline_campaign_exercise_empty.pdf"
Activity Sketch your online campaign	20 min.		<ul style="list-style-type: none"> - Participants are encouraged to draft an initial plan of the online campaign, and think of the communication tools to use, as well as other organizational details 	use of a dedicated jamboard template: "online_campaign_exercise_empty.pdf"
Materials Documentation that participants will use	10 min.		<ul style="list-style-type: none"> - Share and describe the templates that the participants will use to perform the sharing tasks: (a) a sheet about the mapping of stakeholders; (b) a sheet about the timeline of communication and (c) a sheet for logging online and offline tasks related to the campaign (such as date, time, link, etc.) 	Climatubers document: Mapping of Stakeholders Climatubers document: Timeline of



				<p><u>Communication</u></p> <p>Communication log: "Estonia_communicatio n activities log.xlsx"</p>
<p>Closing Thanks Discussion of next steps</p>	<p>10 min.</p>		<ul style="list-style-type: none"> - Thank participants for their time - Share our contacts in case the participants need to ask direct questions related to video production and editing - Discuss the possibility of having additional webinars when they will actually start the task of video editing 	




Ajuntament de Granollers, Spain

CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí




2h - 8 persons

1-Introduction to the Climatubers project: Introducing the project and the climate crisis, participatory video, ensuring a common knowledge about climate, and engaging the discussion on how it affects the community, to get ideas for the storytelling


Granollers
10/1/2022

Step and intention	Time	Posture	Activity	Materials needed
<p>Opening time Introduction (of you, the workshop) Secure frame (especially first time)</p>	30 minutes		<ul style="list-style-type: none"> - Signature of the attendance list - Welcome and introduction to the project (main activities, topics and objectives. The relation between climate crisis and digital tools) - Presentation about Participatory Video - Remember the secure frame (no judgement, there is no stupid question, phones off, leave space for others to talk...) - Questions from the participants 	<p>Hydroalcoholic gel, face masks</p> <p>Pens, paper</p> <p>Presentation about Participatory video (pptx) by Anna Sanmartí + computer</p> <p>List of attendance</p> <p>Image rights to be used in project publications, signed by participants</p>






CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h – 8 persons
2 – Climate change: Ensuring a common knowledge on climate change and rise awareness on how does it affect us at a local level				Granollers 17/1/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day	30 minutes		<ul style="list-style-type: none"> - Signature of the attendance list - Welcome and introduction to the workshop: what is climate change and how does it affect us in our everyday life. Rating concepts on the board (to what extent does it affect us?) 	Hidroalcoholic gel, face masks Pens, paper List of attendance Board
Practical activity: learn from an expert; debate	1h 30 min		<ul style="list-style-type: none"> - Eloi Burriel speech + Q&A: expert on climate change gives a speech about climate change from global to local implications. Then, a round of questions and answers + debate is promoted among participants. 	Presentation on climate crisis on the local level (pptx) by Eloi Burriel + computer
Practical activity: summarize the key points on the audiovisual narrative + brainstorming on climate change topics	15 minutes		<ul style="list-style-type: none"> - Explain the basis of the audio-visual narratives and storyboarding (pptx) and summarize the concepts related to the project objectives. - Brainstorming on the topics of the film using the CLIMATE CARDS: detect 2 or 3 interesting topics for the films. 	Presentation (pptx) on screenplay and audio-visual narratives by Anna Sanmartí + computer





Closure time: doubts and coments	15 minutes		- Time for questions and answers of the participants.	
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CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h – 8 persons
3 – Audio-visual narratives (digital skills related to filming) and first steps to create the films (main topic and storyboards)				Granollers 24/1/2022
Ensuring a common knowledge and practices about image language and how to film. Decide the topics for the films and teams. First storyboarding session.				
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day	20 minutes		<ul style="list-style-type: none"> Welcome and introduction to the workshop: the meaning of the images. Promote awareness on any decision involving filming: how do I frame? Why should I choose a particular colour? Promote debate around successful videos on the internet and on social networks. 	Hydroalcoholic gel, face masks Pens, paper List of attendance
Practical activity: summarize the key points on the audiovisual language + debate	40 minutes		<ul style="list-style-type: none"> Digital skills presentation (based on filming): explain the basis of the audio-visual language (pptx) and summarize the concepts related to the project objectives (what is the meaning behind any photography, sound, colour, sound or editing decision?) Promote debate on the topic. Q&A 	Presentation (pptx) on digital skills by Anna Sanmartí + computer Board
Practical activity: Decide the topic of the film/s and teams	20 minutes		<ul style="list-style-type: none"> Teams and films: decide the topics of the films and the teams. Work on the main structure and language approach: documentary? Animation? Stop motion? Etc. 	Pens, paper Mural (computers)






<p>Practical activity: Storyboard</p>	<p>35 minutes</p>		<ul style="list-style-type: none"> - The participants being to draw the storyboard of the film. They identify the key images and write the questions for the interviews. 	<p>Big paper roll Pens, pencils</p>
<p>Closure time: doubts and comments</p>	<p>5 minutes</p>		<ul style="list-style-type: none"> - Time to questions and answers for the participants. 	






CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h - 8 persons
4 – Audio-visual narratives (digital skills related to editing) and social networks. Storyboarding and planning the shooting				Granollers 31/1/2022
Ensuring a common knowledge about social networks from the point of view of its narratives: how to edit succesful videos for the public. Storyboarding and planning: locations, time, roles and materials.				
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day	15 minutes		<ul style="list-style-type: none"> - Welcome and introduction to the workshop: digital tools for editing and finishing the storyboards. - Planification of the shooting sessions. Remembering about the roles of the participants (director's hat). 	Hydroalcoholic gel, face masks Pens, paper List of attendance
Practical activity: learn from an expert; debate	30 min		<ul style="list-style-type: none"> - Marta Recio speech + Q&A: influencer and expert on marketing and social networks gives a speech about digital language and how to edit successful videos for the net using CAP CUT among other apps. Then, a round of questions and answers + debate is promoted among participants. 	Presentation (pptx) on digital tools (by Marta Recio) + computer CAP CUT (download app on Mobile Phones of the participants) Board





<p>Practical activity: Shooting with the mobile and the microphone + editing it with CAP CUT</p>	<p>30 minutes</p>		<ul style="list-style-type: none"> - The participants film with their mobile phones the presentation of each mate. They practice the language of audio-visual while the feeling of staying in front of / behind the camera. - The participants will edit the videos with CapCut app.using their devices. 	<p>Mobile phones Microphones Computer CapCut or IMove apps downloaded</p>
<p>Practical activity: Storyboarding and planning the shooting</p>	<p>40 minutes</p>		<ul style="list-style-type: none"> - Finish the storyboards - Decide the dates and locations for the film. - Decide the roles of the participants and the “turning” system. - Prepare the materials needed: consent form, interview questions, graphic materials, etc. 	<p>Pens and pencils, big paper roll, colour post-its</p>
<p>Closure time: doubts and coments</p>	<p>5 minutes</p>		<ul style="list-style-type: none"> - Time to questions and answers for the participants. 	




CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h - 8 persons
5 – Shooting				Granollers 7/2/2022
Shooting the film and practicing different roles.				
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day and recall the objectives of the session	10 minutes		<ul style="list-style-type: none"> Welcome and introduction to the workshop: the shooting session. Remembering about the roles of the participants (director's hat) and what do we aim to achieve in this session. 	Hydroalcoholic gel, face masks List of attendance
Practical activity: Shooting	100 minutes		<ul style="list-style-type: none"> The participants film what they planned to. Promote participation and ensure director's hat methodology. Help them to focus on each detail (follow the questions, position of the participants, technical aspects, compliment the image and data consent forms, etc.) Help them not to forget the scheduled timing 	Mobile phones (charged batteries!) Microphones Image and data consent forms
Closure time: evaluation, doubts and comments	10 minutes		<ul style="list-style-type: none"> Time to briefly evaluate the session and suggest improvements for the next shooting day. Time for questions and comments of the participants. Time to promote visualization of the materials at home (homework) 	Pen and paper






CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h - 8 persons
6 – Editing				Granollers 14/2/2022
Visualization and edition of the film.				
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day and recall the objectives of the session	15 minutes		<ul style="list-style-type: none"> - Welcome and introduction to the workshop: editing session. Remembering about the dialog and consensus when choosing the materials for the film (what to add and what to discard) 	Hydroalcoholic gel, face masks List of attendance
Practical activity: Editing	80 minutes		<ul style="list-style-type: none"> - The participants visualize the material and discuss/choose what should go in the film and what should be discarded. - Promote participation and ensure debate. - Help them to organise materials and use the editing program: OpenShot, IMovie, or other. We will work on a basic timeline: the most important thing is to have all the structure and detect what is missing. 	Mobile phones (charged batteries!) Computers with OpenShot or IMovie (or similar open-source programs) Visualisation forms Pen and paper Board






<p>Closure time: evaluation, planification and comments</p>	<p>25 minutes</p>		<ul style="list-style-type: none"> - Time to list the retakes and to plan the last shooting session (including the opening and conclusions of the film) - Promote debate about the conclusions of the film: what should we ask for? What should we suggest as possible solution? What is the best tone for the film? How can we teach without indoctrinating anyone? - Time to briefly evaluate the session. 	<p>Pen and paper</p>
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CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h - 8 persons
7 – Shooting				Granollers 21/2/2022
Shooting the film and practicing different roles.				
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day and recall the objectives of the session	10 minutes		<ul style="list-style-type: none"> - Welcome and introduction to the workshop: the last shooting session. Remembering about the roles of the participants (director's hat) and what do we aim to achieve in this session. - Shooting the retakes + introduction and conclusions of the film. - Some editing can be done also, if time allows it. 	Hydroalcoholic gel, face masks List of attendance
Practical activity: Shooting	100 minutes		<ul style="list-style-type: none"> - The participants film what they planned to and they must finish it (no other day). - Promote participation and ensure director's hat methodology. - Help them to focus on each detail (follow the questions, position of the participants, technical aspects, compliment the image and data consent forms, etc.) - Help them not to forget the scheduled timing. 	Mobile phones (charged batteries!) Microphones Image and data consent forms
Closure time: evaluation, doubts and comments	10 minutes		<ul style="list-style-type: none"> - Time to briefly evaluate the session. - Time for questions and comments of the participants. 	Pen and paper



CLIMATUBERS GRANOLLERS. Facilitator: Anna Sanmartí				2h - 8 persons
8 – Editing + Evaluation				Granollers 28/2/2022
Shooting the film and practicing different roles.				
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introducing the workshop of the day and recall the objectives of the session	15 minutes		<ul style="list-style-type: none"> - Welcome and introduction to the workshop: the last editing session + evaluation of the workshop and project. - Doubts and comments 	Hydroalcoholic gel, face masks List of attendance
Practical activity: Editing	65 minutes		<ul style="list-style-type: none"> - The participants will edit and finish the film. - Promote debate on each editing decision. - Help them not to forget the scheduled timing and assist on technical aspects of the editing program. 	Mobile phones (charged batteries!) Microphones Image and data consent forms
Closure time: evaluation	40 minutes		<ul style="list-style-type: none"> - Time to evaluate the session and the overall Climatubers project: what was most useful/interesting, possible barriers or improvements, etc. - Time for questions and comments of the participants. - Complete the evaluation form - Delivery of certificates of use to participants 	Pen and paper Board Registration tool for the evaluation: computers or mobile phones Certificate of use of each participant



Hespul, France



1- Linking climate change and my community

We'll introduce participative video, ensure a common culture about climate science and justice, and engage the discussion on how it affects the community.



Note: to keep it to 2h, the pre-post questionnaires have to be taken care of before this workshop. We'll also take the opportunity to ask for their phone characteristics, and the image&data consent form.

2-3h - 15 persons


Hespul
10/04/2022

Step and intention	Time	Posture	Activity	Materials needed
Opening time	30 minutes		<ul style="list-style-type: none"> - welcome and introduction: who we are, what is participative video - co-creation of the secure frame (no judgement, there is no stupid question, phones off, leave space for others to talk...) - Ice breaker: name game with a ball. First round participants tell their name and send the ball, second round participants tell the name of the person they send the ball to, third round they tell the name of the person who sent them the ball. And fourth round they tell their expectations for the workshops. 	<p>Drinks</p> <p>Paperboard, felt pen Workshops calendar Ball</p> <p>Computer, beamer</p> <p><u>Supporting docs</u> Ppt about PV</p>
Practical activity : climate change	1h to 1h15		<p>Climate Science</p> <ul style="list-style-type: none"> - set up and show the greenhouse effect experience without explaining what it is – teasing. On a table outside, under the sun, 2 plates contain some chocolate. Over one of them, a glass bowl is turned upside down. A thermometer is laid by each plate. Come back to the experience after 20'. <p>Climate change: from emotions to action</p> <ul style="list-style-type: none"> - participants seat in circle. Facilitator follows the supporting doc 	<p>1 glass bowl, chocolate, 2 plates, 2 thermometers</p> <p>Chairs, Paperboard</p> <p><u>Supporting docs</u> CC: from emotion to action</p>






<p>How to apply this?</p>	<p>30 minutes</p>		<p>Climate link with society CoolLand “string game”, social and environmental justice 15’</p> <ul style="list-style-type: none"> - - Debate “is my community affected by climate change? how? who? Are there things we could do, tell or ask for? Are there things that are being done already? Who do we need to talk with?” <ul style="list-style-type: none"> • Remind the participants it is not a theoretical debate but a way to find what the video could be about • distribute roles: facilitator, time watcher, note / drawings takers • help the facilitator by looking for: examples, arguments, is it always/never the case? (another time, these roles can be distributed too) • Bring in the quizz card to help the discussions - From the notes, define clear next actions to take, for the next workshop or between 2 workshops (persons to contact, information to look for...) <p>In the end, maybe take the expert posture again to bring contacts that can help with the inquiries.</p>	<p>CoolLand in “string game” form</p> <p>Paperboard A4 papers and pencils and colors</p> <p>Supporting docs Quizz card pwer to act</p>
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We’ll use the same model for each workshop, to be able to assess differences between workshops.</p> <p>“have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?”</p> <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>



<h2>2- Video skills training: shooting</h2> <p>All participants get the opportunity to exercise on shooting, defining parameters, uploading videos to a common folder.</p>				<p>2-3h - 15 persons</p> <p>Hespul 10/04/2022</p>
Step and intention	Time	Posture	Activity	Materials needed
<p>Opening time</p>	<p>30 minutes</p>		<ul style="list-style-type: none"> - welcome and introduction (hang workshops calendar + secure frame) - First shootings- being in front and behind a camera, no instructions: photolanguage: my first name + what does “climate change” mean to me? 	<p>Drinks</p> <p>Paperboard Workshops calendar Secure frame</p> <p>Computer + beamer</p> <p>Shooting material Camera (phone), Tripod Microphone, Power cables for the phones Having set a folder where to upload the videos</p> <p>Supporting docs Photo-language “DINAMIC Cards”</p>



<p>Practical activity : video shooting</p>	<p>1h15</p>		<p>The powerpoint presentation will be stopped at different moments:</p> <ul style="list-style-type: none"> - To watch the shootings done in introduction and analyze image composition, light and sound - To exercise by recording with different angles, different shots and camera movements, and test sound quality. - To upload all videos on a common folder - Hopefully, to watch them! 	<p>Supporting docs Granollers ppt on digital skills, translated + printed A4 format</p>
<p>How to apply this?</p>	<p>20 - 30 minutes</p>		<ul style="list-style-type: none"> - Build on the notes from past workshop: any new information, new ideas? - What do we want to be our main subject, theme? Where do we want to film? Who? 	<p>Paperboard A4 papers and pencils and colors Notes from last workshop</p>
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - “have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?” <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>





3- The story we are going to tell



All participants get the opportunity to share ideas and draw their storyboard.

**2-3h - 15
persons**



Hespul
10/04/2022

Step and intention	Time	Posture	Activity	Materials needed
Opening time	30 minutes		<ul style="list-style-type: none"> - welcome and introduction (hang workshops calendar + secure frame) - Ice-breaker: drawing game with climate words 	<p>Drinks</p> <p>Paperboard Workshops calendar, Secure frame, Printed slides from past workshops</p> <p>Felt pens and lots of paper (A3)</p>
Practical activity : storyboard	1h15		<ul style="list-style-type: none"> - Structure of a story (game) : the slides about the structure are all messed up! Participants put the slides into their correct order, we comment them. - We watch an existing Climatubers video and analyze its structure on the paperboard - We choose a theme and an angle among those suggested in past workshops or new ideas - We define the structure of our story on the paperboard - The participants are split into groups of 2 or 3 to work on a portion of the storyboard 	<p>Paperboard with an empty table = the structure of a story</p> <p>Computer + beamer</p> <p>Supporting docs Granollers ppt on audiovisual narratives, adapted and printed A4 format (x3)</p>





<p>How to apply this?</p>	<p>15 minutes</p>		<ul style="list-style-type: none"> - Storyboard is put together and celebrated! - In 2 workshops, we meet an expert for an interview: what questions do we want to ask? Where do we want to shoot? 	<p>Paperboard</p>
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - “have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?” <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>





<h2 style="margin: 0;">4- Get prepared!</h2> <p style="margin: 0;">All practical aspects prior to the shootings are set up, roles are given to each person.</p>				<p style="margin: 0;">2-3h - 15 persons</p> <p style="margin: 0;">Hespul 10/04/2022</p>
Step and intention	Time	Posture	Activity	Materials needed
<p>Opening time</p>	<p>25 minutes</p>		<ul style="list-style-type: none"> - welcome and introduction (hang workshops calendar + secure frame + former slides + storyboard) - Ice-breaker: the infernal machine 	<p>Drinks</p> <p>Paperboard Workshops calendar, Secure frame, Former docs and productions</p> <p>computer, beamer</p> <p><u>Supporting docs</u> Infernal machine description</p>
<p>Practical activity : Review of practical needs for the shootings</p>	<p>1h15</p>		<ul style="list-style-type: none"> - Step by step of the storyboard, by groups (2 or 3 persons), practical needs are identified for each shot: <ul style="list-style-type: none"> • Materials (accessories, cables...) • All documents to report properly the shootings: shoot forms, image rights • Place for the shooting, transportation - A shooting calendar is set up taking into account these needs - Roles are given to each person - If time is left, we test a shooting to exercise before D-Day! 	<p>Shooting material</p>





<p>How to apply this?</p>	<p>20 - 30 minutes</p>		<ul style="list-style-type: none"> - We review the questions to the expert if needed - Dynamics: empathy walk. 	<p>Questions to the expert from last time</p> <p>Supporting docs Empathy walk description</p>
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - “have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?” <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p>



<h2 style="margin: 0;">5- Shooting 1/2</h2> <p style="margin: 0;">D-Day! On one of the 2 shooting days, an expert will be interviewed.</p>				<p style="margin: 0;">2-3h - 15 persons</p> <p style="margin: 0;">Hespul 10/04/2022</p>
Step and intention	Time	Posture	Activity	Materials needed
Opening time	15 minutes		<ul style="list-style-type: none"> - welcome and introduction (if inside hang storyboard) - Ice-breaker: emotion cards - Review if all materials are ready 	<p>Juice, tea, coffee, cakes, cups, glasses</p> <p>storyboard</p> <p><u>Supporting docs</u> Emotion cards</p>
Practical activity Expert's interview	1h15		<ul style="list-style-type: none"> - Shootings as planned on the calendar - Make sure all videos are uploaded to the shared folder 	





<p>How to apply this?</p>	<p>20 -30 minutes</p>		<ul style="list-style-type: none"> - Debriefing: how did it go? What went well? What went not so well? What do we want to do differently next time? - Rushes have to be watched before next workshop 	<p><u>Supporting documents</u> Form to qualify the rushes</p>
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - “have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?” <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>





6- Shooting 2/2 D-Day! On one of the 2 shooting days, an expert will be interviewed.				2-3h - 15 persons Hespul 10/04/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	15 minutes		<ul style="list-style-type: none"> - welcome and introduction (if inside hang storyboard) - Ice-breaker: emotion cards - Review if all materials are ready 	Juice, tea, coffee, cakes, cups, glasses storyboard <u>Supporting docs</u> Emotion cards
Practical activity Other shootings	1h15		<ul style="list-style-type: none"> - Shootings as planned on the calendar + bad takes to retake - Make sure all videos are uploaded to the shared folder 	





<p>How to apply this?</p>	<p>20 -30 minutes</p>		<ul style="list-style-type: none"> - Debriefing (quicker than first time): how did it go? What went well? What went not so well? What do we want to do differently next time? - Rushes have to be watched before next workshop - Brainstorming: ideas for where and who to show the video to, how to invite them. Ideas for the video to be shown in bigger events also. 	<p>Questions to the expert from last time</p> <p>Supporting docs Form to qualify the rushes</p>
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - “have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?” <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>





7- Editing 1/2 Review of the rushes, sorting, and editing.				2-3h - 15 persons Hespul 10/04/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	15 minutes		<ul style="list-style-type: none"> - welcome and introduction (workshop calendar and secure frame, storyboard) - Ice-breaker: the group chooses which of the past ice-breakers they want to do 	Juice, tea, coffee, cakes, cups, glasses Bring all supports for the ice-breaker
Practical activity Editing	1h15		Rushes are shown on a big screen: <ul style="list-style-type: none"> - To choose which takes are kept or not (the ones not kept are only set aside, not erased!). This should go relatively quickly as participants have watched the rushes at home. With the time left, we form groups of 4 persons approximately, to work on the proper edition, 1 st step: no effects whatsoever. Each group is responsible for 1 part of the video. All parts are uploaded to the shared folder.	Computer, beamer





<p>How to apply this?</p>	<p>20 minutes</p>		<p>Starting from the result of the last brainstorm, start to organize the event to show the video:</p> <ul style="list-style-type: none"> - List of invited persons - Logistics: place, practical aspects (seats, catering...) - Design of the invitation - Reaching our public for the event and beyond the event 	
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - “have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?” <p>If time is left, participants are invited to express a “gem” and a “stone” from the workshop, so we can improve!</p>	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>



<h2 style="margin: 0;">8- Editing 2/2</h2> <p style="margin: 0;">Final edition steps, effects, and curation.</p>				<p style="margin: 0;">2-3h - 15 persons</p> <p style="margin: 0;">Hespul 10/04/2022</p>
Step and intention	Time	Posture	Activity	Materials needed
Opening time	15 minutes		<ul style="list-style-type: none"> - welcome and introduction (workshop calendar and secure frame, storyboard) - Ice-breaker: the group chooses which of the past ice-breakers they want to do - As it is the last workshop, make sure we keep contact with all participants for pre-post questionnaire and if future possibilities for showing their video emerge. 	<p>Juice, tea, coffee, cakes, cups, glasses</p> <p>Bring ice-breaker's supports</p>
Practical activity Editing and curation	1h15		<p>We split into 3 groups, each group will in turn participate in the 3 activities:</p> <ul style="list-style-type: none"> - Finishing the edition of the video - Finishing the design of the invitation and sending it or preparing it to be sent - Preparing social media posts to spread the video right after the "première" 	<p>Computer, beamer</p>



<p>How to apply this?</p>	<p>20 minutes</p>		<p>Now we'll start to think about how they can use the skills gained in Climatubers in other aspects of their lives. Moving debate: "participative video is useful after these workshops" Participants spread in space according to their point of view (yes or no), and give their reasons. They can change their minds and place.</p>	
<p>Closure time Evaluation Thanks</p>	<p>5 to 10 minutes</p>		<p>Putting stickers on scales on a paperboard, anonymously (no names on the stickers). We'll use the same model for each workshop, to be able to assess differences between workshops.</p> <ul style="list-style-type: none"> - "have I learnt something? would have I preferred to stay home? Am I going to talk about this around me? Am I motivated to continue? Am I going to change a habit in my daily life?" - If time is left, participants are invited to express a "gem" and a "stone" from the workshop, so we can improve! 	<p>Graphic facilitation paperboard and color stickers</p> <p>Plan 15 minutes debriefing with the partner</p>

List of all supporting documents:

Ppt about PV (GRA), CC: from emotions to action, Cooland in "string game" form, Quizz card power to act, Dinamic Cards (GRA), Ppt on digital skills (GRA), ppt on audiovisual narratives (GRA), ice-breaker descriptions: infernal machine, emotions cards, form to qualify the rushes,



TDM2000 International, Italy


WORKSHOP TITLE: Climate change and my community

Objectives : Ensuring a common knowledge about climate, and engaging the discussion on how affects the community


Faciliator : **Irisa Hasani**

3h - 18 persons






TDM 2000
International
23/02/2022

Step and intention	Time	Posture	Activity	Materials needed
Opening time	45 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Presentation of the participants - Intro to the day and the session - Overview of the project and Participatory Video Methodology - Pre-evaluation questionnaire - Getting to know each other game based on climate change topic 	<p>PPP for the Overview of the project « Climate Change Bingo » copy per participant. Materials: paper and pens</p>
Practical activity:	Approx. 2 h		<ul style="list-style-type: none"> - Understanding climate change by a practical activity : « Understanding Climate change quizz » - PPP climate change theoretical input - Watching short video on climate. - What is your Ecological Footprint? - Discussion on the results of the test, focusing on personal behaviors and - Discussion “is my community affected by climate change? how? who? Are there things we could do, tell or ask for? Are there things that are being done already? are there things we would need to investigate about?” - Resources : Suggestions for book, movies, series, education through social media on the climate change topic 	<p>Computer, projector Menti Quizz PPP- Climate Change Video: Picturing our future https://picturing.climatecentral.org/</p>







Closure time	10 minutes		<ul style="list-style-type: none">- Did you learn something new about other people in the group?- How do you find talking about climate change? Is it easy or difficult?- What other actions can you take on climate change?	Menti.com
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WORKSHOP TITLE: Communication and Storytelling Objective: Introduction to the topic and practical examples Facilitator: Michele Demontis				4h -18 persons TDM 2000 International 25/03/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	20 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Energizer - Intro to the day and the session 	Powerpoint slides
Practical activity	2h minutes	 	<ul style="list-style-type: none"> - Introduction to storytelling and effective communication starting from examples of everyday reality and from historical, artistic and cultural references. - Analysis of the main storytelling techniques applied to online and video communication. In particular, we started from the techniques used by marvel in the construction of their characters. 	Powerpoint slides, videos, websites
How to apply this?	1 h		<ul style="list-style-type: none"> - Workshop: Creation of a storytelling product. - Divided into groups, the participants put into practice the previously acquired concepts by elaborating an experimental script for a hypothetical video based on storytelling techniques. 	Paper
Closure time Evaluation Thanks	10 minutes		<ul style="list-style-type: none"> - Debriefing - Q & A session 	






WORKSHOP TITLE: Videomaking Objective: Introduction to the art of video making Facilitator: Marina Patteri				4h -18 persons TDM 2000 International 02/03/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	20 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Energizer - Intro to the day and the session 	Powerpoint slides
Practical activity	1h 15 minutes	 	<ul style="list-style-type: none"> - Introduction to the art of video making. Starting from the basics of the creation of a video, the basic rules of the creation of a video were explained to the participants, starting from the rules of narration and illustration of visual contents. - Illustration of the basic rules in the design and creation of a video. - Starting from the knowledge of the mobile phone as a photographic video production tool, technical video making skills related to light, location choices, framing and editing in post production were imparted. 	Video and power point slides
How to apply this?	1 h		<ul style="list-style-type: none"> - Workshop : making and editing a video - The last part of the session was dedicated to video shooting and a detailed explanation of the video editing program. Starting from a shared example, it was explained, step by step, how to edit a video. 	Mobiles, computers, tablets




Closure time Evaluation Thanks	10 minutes		<ul style="list-style-type: none">- Debriefing- Q & A session	
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WORKSHOP TITLE: Storyboard and Planning of the shooting Objective: Development of the Storyboard Facilitator: Marina Patteri and Michele Demontis				3h -18 persons TDM 2000 International 04/03/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	20 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Energizer - Intro to the day and the session 	Powerpoint slides
Practical activity	1h		<ul style="list-style-type: none"> - Presentation of the storyboard tool - Devision of the working groups - Definition of the roles within the group - Guidelines for the realization of the video 	Powerpoint slides, StoryBoard tool
How to apply this?	1 h 30 minutes		<ul style="list-style-type: none"> - Workshop: Creation of a storytelling product - Divided into groups, the participants put into practice the previously acquired concepts by elaborating their story. - Prepare and plan for the materials needed: consent form, interviewers, interview questions, materials, etc. 	Paper and pens







Closure time	10 minutes		<ul style="list-style-type: none">- Debriefing- Q & A session- Closing- Discussing the next steps	
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WORKSHOP TITLE: Shooting Objective: Shooting the film Facilitator: Irisa Hasani, Marina Patteri and Michele Demontis				3h -18 persons TDM 2000 International May 2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	20 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Energizer - Intro to the day and the session 	Powerpoint slides
Practical activity	2 h 30 minutes	 	<ul style="list-style-type: none"> - Shoting the various scenes in the decided locations - Check the materials - If needed, re-shot the scenes 	StoryBoard tool, Mobile phones, Paper and pens
Closure time	10 minutes		<ul style="list-style-type: none"> - Debriefing - Q & A session - Closing- Discussing next steps 	



WORKSHOP TITLE: Editing Objective: Editing of the materials Facilitator: Marina Patteri				3h -18 persons TDM 2000 International May 2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	20 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Energizer - Intro to the day and the session 	Powerpoint slides
Practical activity	2 h 20 minutes	 	<ul style="list-style-type: none"> - Editing of the recorded materials - Development of the subtitle - Adding the music - Checking the timeline 	Mobile phones, Computers, Paper and pens
Closure time:	20 minutes		<ul style="list-style-type: none"> - Debriefing - Q & A session - If necessary, plan another session of editing 	



WORKSHOP TITLE: Sharing of the videos Objective: Planning the promotional campaign and local activities for sharing the videos Facilitator: Irisa Hasani and Michele Demontis				3h -18 persons TDM 2000 International May 2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time Introduction	20 minutes		<ul style="list-style-type: none"> - Welcome and introduction - Energizer - Intro to the day and the session 	Powerpoint slides
Practical activity	2 h 10 minutes		<ul style="list-style-type: none"> - Identification and Mapping down the stakeholders - Development of the campaign and timeline of communication 	Powerpoint slides, Excel Templates
Closure time	20 minutes		<ul style="list-style-type: none"> - Debriefing - Q & A session - Post- evaluation questionnaire - Certificate ceremony 	




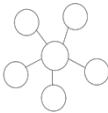
Zentrum für Soziale Innovation, Austria

First Encounter – Getting to know the group

Prior to the workshop participants and ZSI team meet to get a first impression of each other, build trust and jointly ponder expectations.

1,5h - 20 persons

Zukunftshof
03/31/2022

Step and intention	Time	Posture	Activity	Materials needed
<p>Opening time Team work exercises; Set rules for a safe space/brave space; Collect expectations for the project</p>	<p>1,5h</p>		<p>1. Getting to know each other/getting warm with the topic of climate and climate change:</p> <ul style="list-style-type: none"> • Exercise 1 – for making contact & experimentation: standing in a circle, making eye contact – clapping hands simultaneously & say person’s name (3 rounds with different difficulty) • Exercise 2 – identity molecule: each person writes 5 groups that he/she feels being part of on a paper (e.g. group of girls, of unemployed, of computer nerds, smokers, etc.) and the build a identify molecule. Afterwards similarities in the group are found. We see how complex cultural identities in societies are. <p>2. Explain Climatubers (including workshop timeline) & clarify goals, expectations & wishes</p>	<p>Molecule sheets, little cards, pens</p> <p>Bring workshop plan printed for all</p> <p>Drinks & food</p> 





<p>WORKSHOP I – It’s about us! Climate change and my community</p> <p>creating a safe space for learning & exchange; getting to know the group (what do we share?), learn about CC and its global & local effects; decide general topic of the video & collect first ideas for the storyboard.</p>	<p>3h - 20 persons</p> <p>Zukunftshof 04/14/2022</p>
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All workshops will have a rolling agenda, meaning that we take breaks, whenever the group needs them and we are open to adjust the timeframe!

Step and intention	Time	Posture	Activity	Materials needed
<p>Opening time Team work exercises; Set rules for a safe space/brave space; Collect expectations for the project</p>	<p>45min</p>		<ul style="list-style-type: none"> • Welcome and quick name game • Creating a safe space – brave space Together come to a brave space agreement and prepare a poster that stays in the room (argue gracefully; discuss openly; self-defined entry in group exercise; respect; no attacks) • Sociometric exercise or “eco privilege test”: what do they know about climate change? What are their opinions and attitudes about climate change? How do they act in their everyday life? <ul style="list-style-type: none"> ○ This exercise will be used to implement the evaluation questions in a playful way, thus avoiding pressure and the feeling of a test situation. ○ Questions will be for example about their awareness and engagement with their topic of climate change. 	<p>Poster & markers; large cards and tape for drawing a line (for the sociometric exercise)</p> <p>Drinks & food</p>





<p>Expert input:</p> <p>Input by climate expert (Global 2000 – civil society organisation for the environment)</p>	<p>2h</p>		<p>Experts from the environmental NGO <i>Global 2000</i> (see https://www.global2000.at/) will implement a workshop on climate change and the environment to build a knowledge base among the workshop participants and address open questions. Climate social justice will be a particular focus. Based on this workshop, the problems and questions that the workshop participants will address with participatory video will also be discussed.</p>	<p>Beamer, laptop</p>
<p>Closure time</p> <p>Evaluation Thanks</p> <p>Debriefing between facilitators</p>	<p>10 minutes</p>		<ul style="list-style-type: none"> Quick evaluation round: stand in a circle and tell the group 1. What I take along (e.g. I take along new knowledge about climate change), 2. What I leave here (e.g. I leave here my timidity to speak in front of others) 	



WORKSHOP II – Introduction into working with camera and mic				3h - 20 persons
Participants gain basic knowledge on video making, design of videos, different roles and duties in a video project, tips and tricks.				WUK 04/20/2022
Step and intention	Time	Posture	Activity	Materials needed
<p>Opening time Group meets Ernst Tradinik (expert for inclusive media work)</p>	30min		<ul style="list-style-type: none"> • Warm-up exercise with Ernst: Billy Billy Bob (trains error-friendliness) • Reminding ourselves of the safe space (go back to our poster) • Participatory evaluation of the group’s digital, creative, and social skills. <ul style="list-style-type: none"> ○ Each participant receives three large rating cards on which a thumbs up, thumbs down, and unsure emoji are depicted. In the group, participants are asked about their experiences in the different skills (e.g., “Have you ever edited a movie on your smartphone?”) and rate their experiences by holding up one of the cards. Participants who are already knowledgeable in the different skills will be asked to share their experiences with the others. ○ This will also help the media expert to develop an idea of the group’s skill level and to adapt the introduction to video creation accordingly. 	Three rating cards for each participant



<p>Practical activity: try, test, learn</p>	<p><i>2h</i></p>		<ul style="list-style-type: none"> • Introduction to video creation – technical and practical part • Video design options; expert’s tips and tricks. • Getting to know different roles and duties in the video process. Where do I see my interests and strengths? • Prepare consent forms for potential interview partners 	<p>Filming equipment; consent forms</p>
<p>Closure time Evaluation Thanks Debriefing between facilitators</p>	<p><i>5 to 10 minutes</i></p>		<ul style="list-style-type: none"> • Quick evaluation round: evaluate items with body language (eg: bad = sit under table; good = stand on the chair, etc.) 	





WORKSHOP III – The story we want to tell...


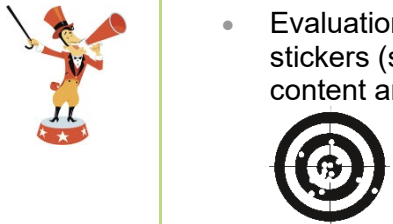
Draw (a) storyboard(s); divide roles and duties; develop an “action plan”.

3h – 20 persons



Zukunftshof
04/28/2022

Step and intention	Time	Posture	Activity	Materials needed
Opening time	30min		<ul style="list-style-type: none"> • Warm-up exercise: “Planenspiel”: we bring a big plastic sheet which represents an island; floor is toxic chemical fluid; participants need to turn over the sheet without falling off and leaving no one behind. • Looking back: what have we found out so far? (go through material/story/key issue that have been developed in WS1) 	Plastic sheet or big blanket
Practical activity : try, test, learn	45		<p>After reviewing the previous discussions on the topic of climate change, we do an activity for idea generation and problem definition:</p> <ul style="list-style-type: none"> • Participants are asked “If you had superpowers, what would you do/change about climate change? How?”, or “If you were John Cena/Chuck Norris/Superman/Superwoman/, what would you do or change about climate change? How?” • Then they individually write their ideas on paper and give it to the facilitators, who shuffle them and then hang them on a board. • Now everyone can get up and rate the ideas on the board with stickers (three different emojis) that represent a rating of how good they think the idea is. • After everyone gave their rating, the ideas with the most positive ratings will be picked up and discussed regarding: 	Pen and paper; tape; small stickers




			<ul style="list-style-type: none"> ○ Do they represent what we think are the issues and what's important to us? ○ Can they be implemented in a video? How could that video look like? ○ Which idea do we want to focus on? <ul style="list-style-type: none"> ● At the end of the exercise, participants should have a clear problem definition or topic for the video and some first ideas on how it could look like. 	
How to apply this?	1h30		<ul style="list-style-type: none"> ● Drawing of the storyboard(s) based on the idea from the previous activity ● Define title, characters in the movie, type of movie (documentary, interview, etc.), target audience, key message. ● Draw/define each scene according to the template: https://drive.google.com/file/d/11e0eoMg8lt3ohxvvSx74T2jUXYF0so5Q/view ● Participants present the storyboard to the rest of the group for a critical friend review and feedback ● We celebrate the product! 	Lots of material for storyboard drawing (posters, pens, post-its, etc)
Closure time Evaluation Thanks Debriefing between facilitators	<i>5 to 10 minutes</i>		<ul style="list-style-type: none"> ● Evaluation of the workshop using a target on a flipchart; participants put stickers (scale inside to outside = good to bad); they can evaluate e.g. group, content and exercises) 	Poster with target; stickers



WORKSHOP I – Production				3h - 20 persons
Shooting the video – take 1				Zukunftshof 05/12/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time	15min		<ul style="list-style-type: none"> Warm-up exercise: walking in different speed (0,1,2, stop, go) – with and without spoken instructions; stop – freeze: what have I noticed in the room (how many lamps? How many persons on blue jeans, etc.); stop – freeze: answer questions with gesture (e.g. How did I come here today?) 	
Practical activity: try, test, learn	2h		<ul style="list-style-type: none"> Go into the field and shoot the video Consider consent forms for interview partners! 	Video equipment




Closure time Evaluation Thanks	5 to 10 minutes		<ul style="list-style-type: none">• Quick evaluation using the target method	
Debriefing between facilitators				





WORKSHOP I – Production				3h - 20 persons
Shooting the video – take 2; production of final video				Zukunftshof 05/16/2022
Step and intention	Time	Posture	Activity	Materials needed
Opening time Team work exercises; Set rules for a save space/brave space; Collect expectations for the project	1h		<ul style="list-style-type: none"> Quick warm up: “onion game”: inner and outer circle: two persons have to have a discussion by only using the words yes/no; names of sweets; nonsense language 	
Practical activity : try, test, learn	45 minutes to 1h15		Go into the field and shoot the video	Video equipment



<p>Closure time Evaluation Thanks</p> <p>Debriefing between facilitators</p>	<p><i>5 to 10 minutes</i></p>		<p>Quick evaluation: write on post-its in two categories: 1. Treasure chest (what was good); 2. Dust bin (what was bad)</p>	
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WORKSHOP I – curation / sharing				3h - 20 persons
We will divide the group in two team according to their interests: Group 1 does the curation of film material; Group 2 plans the dissemination strategy				Zukunftshof/ZSI 05/23/2022
Step and intention	Time	Posture	Activity	Materials needed
Group 1	1h		<ul style="list-style-type: none"> Ernst and 1-3 participants sit together and do the curation of the material under the instructions of Ernst Tradinik, and based on the previous discussion 	
Group 2	45 minutes to 1h15		<ul style="list-style-type: none"> ZSI moderates the discussion on the dissemination strategy: which three events do we choose for the public screening? How can we organize the screenings? What actions do we have to take? Who does what when? Who participates? How do we place our video on social media? What do we have to consider for data security reasons? Etc. 	



2. Conclusion and next steps

Climatubers partners have worked together to build a common culture about Participatory Video and climate justice, then have agreed on practical tools for the trainers ranging from the position of the trainer to a common template for the workshops.

Our basis are the 5 steps for Participatory Video: Diagnosis, Planning and Training on Digital Tools, Production, Curation, Sharing.

The preparatory work for the workshops shows several take aways:

- **A common template** is useful, it is then necessary for each partner to design their own workshops adapted to their context and publics.
- **Concerning contents**, most of the time falls on planning and production phases. This can easily be explained by the need to train the participants, and the realistic consideration that video production takes time.
- **Concerning types of activities**, we clearly see the importance of group discussions, absolutely necessary to a group work. Presentations also represent a big share of the activity types, as there is a certain amount of information and knowledge to be shared with the participants.
- **Concerning participation**, production step is the one most intended for participation.
- **Concerning the format**, workshops have been designed for a total length of between 10 to 23 hours, distributed in 5 to 8 sessions, for groups between 5 to 20 participants.

The main challenge encountered by the partners is the width of knowledge and skills addressed: social skills, climate change and justice, storytelling, video shooting, video edition, sharing contents on social networks or via events! **Addressing all of them in a reduced number of lively and participatory workshops requires to be super-efficient. This means making choices in terms of detail or time spent, expected quality and level of participation.**

The field work in Climatubers' pilots is key for the partners to fine-tune these choices and further improve all this material and general design of the workshops.

The developed resources added to our experiences will be highly valuable for the online course (WP5). Main lessons learnt, best practices and useful templates and documents will be shared for other educators, teachers and trainers to adapt and run their own Climatubers video.



3. Annexes

In the archive annexed to this report are to be found 4 folders with supporting documents used by the different partners. There is no ZSI folder as the sole supporting document used is a presentation provided by an external expert.