Storytelling to Develop Civic Competences in Young People
O2- StoryDeC Educational paths template

O2- **StoryDeC Educational paths** - The definition of new educational paths through autobiographical writing and Digital Storytelling, to develop social and civic competences of young people and foster their active participation in society through non-formal education.

Organization: ……Real Time Video…………………………………………………….
Storytelling methods used: Participatory video

Complexity	Materials	Age	Number	Time	Preparation	Civic Social Competences
Requires workers with participatory video skills.	Video camera, tripod, microphone, playback facilities, chairs for every person (preferably moveable).	12 + to adults	5 to 10	45 – 60 minutes	No previous knowledge but all participants must be prepared to be videod. Place chairs and equipment in semi circle as shown in image.	Active participation, interacting with other people, understanding how media is used.

Title	*Participatory Video Introduction*
Description of the exercise	Methodology to introduce participatory video techniques and asking questions
Theme	General theme: Enhance Social and Civic Competences in Young People This process introduces the underlying concepts of participatory video in simple steps including building team work, expressing ideas, finding out about other people, sharing and exploring concepts.

	It provides training in media literacy and digital competence, helping with the use of communication technology and how to process and produce information (critically). Game can be adapted to introduce and discuss themes and produce dialogue on particular subjects e.g. attitudes to democracy or cultural differences.
Objectives	Create an experiential approach to introducing the use of video technology as a way of exploring ideas and themes in a group environment. **Personal Expression** Participants say something about themselves on camera **Building an inquisitive approach** Participants learn to ask questions and listen to each other, build team work and technical skills
Materials	Video camera, batteries, external microphone with cables (preferably hand held or directional microphone on boom or clip microphone) headphones, tripod, TV monitor for playback with cables to connect to camera. Tables, chairs that can be moved easily. *Image shows typical set up for name game and questions in a row.*
Preparation	Taking turns is a key part of participatory video methodology. Everyone will undertake all tasks, therefore everyone in the group must be prepared to appear on camera. If they refuse to appear on camera they cannot take part in the exercise. This should be made clear before the work starts. (Workers and other people present should also take part and appear on camera). The worker should have practiced with the equipment before the start. Check playback is working, particularly the sound. The room should be laid out before participants arrive to ensure they sit in a semi circle.
Instructions	**Name game** • The person seated at one end of the row of chairs holds the hand microphone, the camera operator lines up a mid shot of this person. The tripod should be left loose so it can follow along the line (pan). • Begin recording, the first person says their name and something about

themselves e.g. "My name's Anne and I'm wearing jeans". They pass the microphone on.

- The camera follows to the next person who says their name, something about themselves, as well as stating what the first person said.

- Repeat along the line: everyone introduces themselves and repeats what everyone has said. It's OK to assist people in remembering what was said before.

- Workers should also take part.

- Watch it all back.

Questions in a row

- Ask all participants to think of a question.

- A new camera operator sets up '2 shot' to see interviewer and interviewee.

- Start recording. Person 1 asks questions, person 2 answers.

- Person 2 asks person 3, person 3 answers and so on.

- Last person asks worker a question.

- Watch back. Discuss information that was learned. By now everyone including both workers will have seen themselves.

Chat show

- Divide the group into smaller groups of 3 or 4 people.

- Group selects a topic (offer some examples e.g. hobbies, food etc.) and plans 2 or 3 questions on the topic (give them time to discuss the topic and plan who is asking questions and where they want to sit), 5-15 minutes depending on the group.

	• The first group to be recorded sets up their chairs in the location they choose, one of the other groups is the "crew" record the show. Other groups can act as the studio audience. • Groups swap around until everyone has been recorded and been part of a crew. Record some black between each chat show to form a break between them when playing back. • Play all the shows back. Even with just 2 or 3 questions the shows can be quite long but its important to play everything.
Debriefing and evaluation	Workers should have the room set up and ready to go and start immediately, the name game is a warm up exercise to get everyone involved from the very start. These introductory elements provide specific tasks and clear structure, making it easier to speak on camera (particularly for those that haven't seen themselves or don't like the experience) - the memory game elements help distract everyone from the camera's presence. Its important after this first game to talk about how people felt seeing themselves. Maybe ask "Who likes the experience?", typically most people don't like watching themselves or listening to their voices. The name game introduces participants to expressing themselves on camera, questions in a row introduces simply how to find out something about somebody else. Follow up the name game by asking how difficult people found it to ask questions. When viewing the chat show be careful not to make comparisons between the shows, instead invite discussion about the format, "Was it easy to think of a topic?". This exercise can be used to introduce thematic discussions later on but is really suitable for inclusion in a finished video. It should be used as a way of investigating themes. Video production skills are learnt collectively and experientially. Workers should be encouraging and not overcritical, these are simple exercises not a filmmaking activity. That comes later. Generally the content should only be shared with the group but sometimes they may want to show it to others. Make sure everyone in the group gives permission if this is to happen (every participant has a veto on their shot being seen). Workers should also appear on camera as it produces a more relaxed atmosphere where the workers can say they are willing to undertake an exercise which can be embarrassing.
Tips, considerations and safety	**Name game** One worker helps the person on the camera. Initially they are shown how to focus, set up the shot, move the camera on the tripod and how to switch the camera on and off. If working as a sole worker, with some groups, it's possible to get the person who has just done the camera for the name game to show the person for the edited

questions what to do.

For some groups, remembering all that's been said beforehand is too difficult, in which case participants can just introduce themselves and say something about themselves. This game, in this form, can be used at the start of sessions as a way of getting everyone back quickly into video mode. For instance get everyone to make a statement about what they think on a particular topic as a way of starting a discussion

Questions in a row
Formulating questions is an essential communication skill but it's something a lot of people find difficult. Questioning is an important part of video work. Learning how to question is fundamental to a participatory methodology. Depending on the group, it is good to introduce the concepts of 'open' and 'closed' questions. Closed questions being those that only illicit a one word answer (e.g. "Do you like chocolate?"). Questions are used in video to discover information so open questions should always be used (e.g. "Tell me why you like chocolate?, Tell me about your favourite animals?").

Chat show
The technical roles for the chat show introduce more what making a video would be like. The essential roles are as follows:

Chat show Technical crew: Group of 3

Camera operator - carries the camera to next shot, sets it up and records shot.
Sound recordist - sets audio levels, monitors sound with headphones.
Floor manager - coordinates the action in front following directors instructions, acts as communication between crew and presenters, counts in to start filming when everyone is ready.

(If a group of 4) Add:
Sound assistant - holds directional microphone (with boom) or helps wire up the presenters with the clip microphone.

It's useful to create a black frame (by recording 3 or 4 seconds with the lens cap at both the beginning and end of the film), this helps create the sense of a completed film on playback.

Not everyone will have used the camera, it can be useful to do a quick exercise to ensure that everyone has used the equipment. Get everyone to think of a statement to make to camera on a particular subject, taking turns to use the equipment to record it. Play all the statements back.

Author(s) - Sources	**Shaw J and C Robertson** (1997) *Participatory Video: A practical guide to using video creatively in group development work*, London, Routledge 287 pages. 80,000 words **Shaw J** (2016) Emergent ethics in participatory video: negotiating the inherent tensions as group processes evolve in Special Section: Critiquing participatory video: experiences from around the world (ed E J Milne) *Area* Volume 48, Issue 4 pp. 419-426 doi: 10.1111/area.12167

	See also: www.real-time.org.uk

Other categories

Group size	Works best with groups of up to 10 but can work with larger groups if they are prepared to spend more time waiting.
Age range	Works for all age groups, young children may need to add some movement exercises in between games to break up the sitting around.
Complexity	Complexity level 2. This methodology needs 2 workers particularly for more challenging groups. All participatory video should ideally be delivered by 2 workers as there are two distinct areas to deal with. One organising the people in front of the camera, helping them in coming up with ideas and supporting them in delivering them on screen. The other worker is needed to support the technical roles and ensure it gets recorded. There is nothing more disappointing than poor sound, badly framed visuals, or the camera being switched on or off at the wrong times.
Time	Larger groups will take longer, typical guide time for group of 8 is 45 minutes.