



digital PATHWAYS PROGRAMME



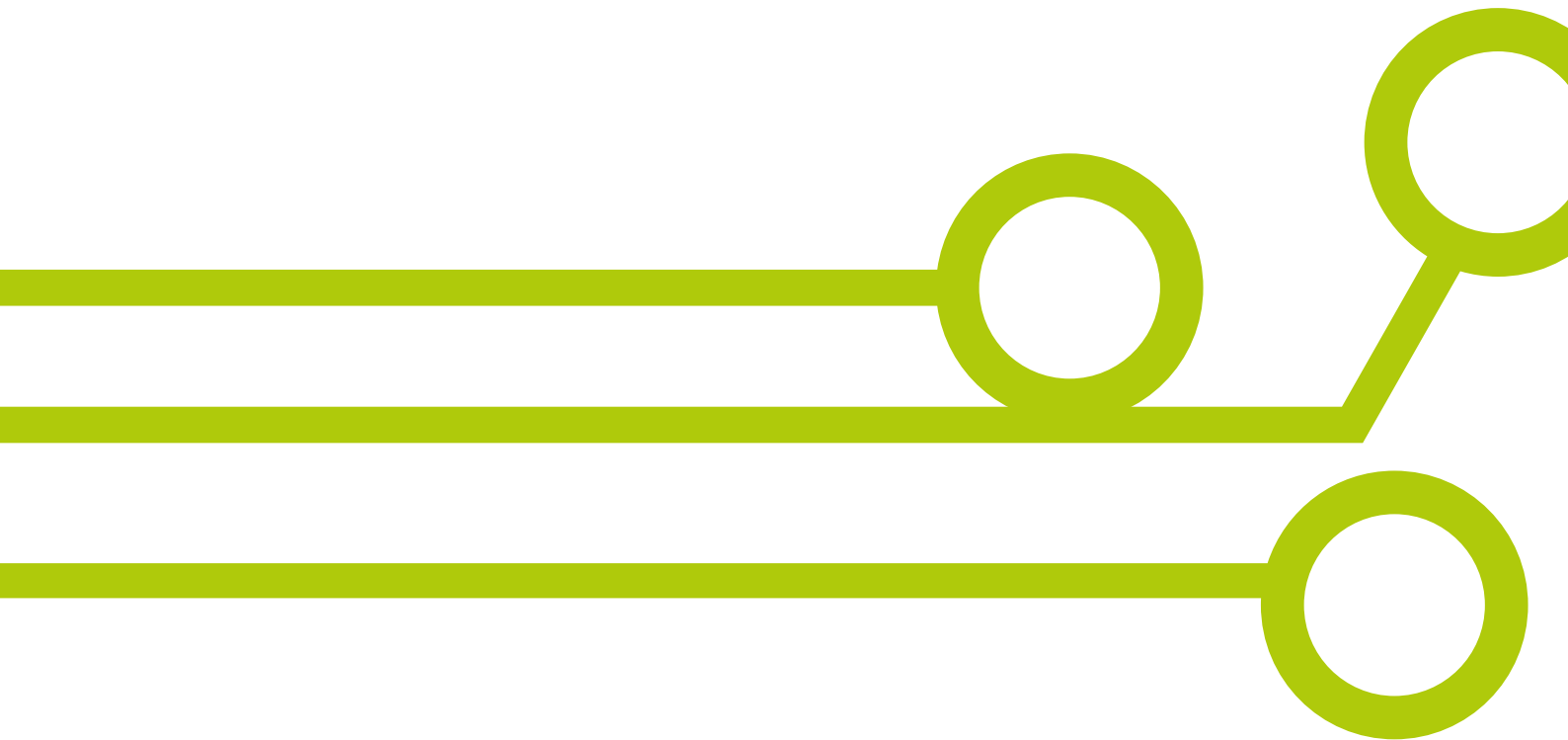
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MFG Medien- und Filmgesellschaft
Baden-Württemberg

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Digital Pathways Programme



Contents

Programme Description	1
Story of the Programme	3
The Young People Involved	4
Workshop Activities	4

MODULE PLANS

Introduction and Team building Module	9
Film Module	10
Digital Image Editing Module	13
Stop Motion Animation Module	14
2D Animation Module	16
Sound Module	18
Social Media Module	20
Game Making Module	21

SESSION PLANS

Introduction and Teambuilding - Session 1	25
Film Session Plan 1	28
Film Session Plan 2	29
Film Session Plan 3	30
Film Session Plan 4	32
Digital Image Editing Session Plan 1	34
Stop Motion Animation Session Plan 1	36
Stop Motion Animation Session Plan 2	38
2D Animation Session Plan 1	40
2D Animation Session Plan 2	42
Sound Session Plan 1	44
Sound Session Plan 2	46
Social Media Session Plan 1	48
Game Making Session Plan 1	53

Programme Description

The Digital Pathways for Youth across Europe (called Digital Pathways in short) is a project funded by Léargas¹, the Irish National Agency for the Erasmus + Programme. The programme focuses on developing young people's digital literacy skills in an out-of-school context by providing them with a series of structured learning activities.

The inspiration for the Digital Pathways project came from an existing programme called The Future Creators which was established by the Digital Hub Development Agency (DHDA)² and delivered by the National College of Art and Design (NCAD)³ and H2 Learning⁴. The Future Creators programme aims to equip young people with digital skills, such as coding, app development, digital photography, filmmaking, and website development. The project has run successfully in the Dublin 8 area since 2011.

Digital Pathways has involved partners from Ireland, Germany and Poland. In Ireland, the project has been coordinated by H2 Learning and involved the Digital Hub Development Agency (DHDA) and the National College of Art and Design (NCAD). In Germany, the project has involved MFG Baden-Württemberg mbH, Public Innovation Agency for IT and Media. MFG is a public innovation agency for ICT and Media. While in Poland the project partner was the Krzyzowa Foundation, which consists of the International Youth Meeting Centre and Teacher Training Centre which implement various projects, including artistic, educational, civic and sports and training for the youth, teachers and youth leaders. All the partners are active in the field of digital education and in supporting young people to develop the necessary digital literacy skills needed for today's ever-changing 21st century society.

Digital Pathways Project has set the following objectives

- ➔ To set up and run a 'Creative Lab' in Ireland, Poland and Germany. This Creative Lab is a space where the learning workshops take place that engages a group of youth learners and their Digital Mentors. Evaluate and assess youths' needs and skills in terms of digital media. Introduce them to a variety of professions that employ digital media by organising meetings between youth learners and industry representatives.
- ➔ Develop a Digital Pathways programme. The programme consists of informal learning activities for youth learners; the activities encourage the development of digital skills.
- ➔ Develop Continuous Professional Development (CPD) materials for Digital Mentors so they can lead and facilitate the learning workshops in the Creative lab.
- ➔ Organise study visits and digital media workshops in partner countries for Digital Mentors.
- ➔ Pilot test the Digital Pathways activities programme with youth learners across all partner countries, placing a strong emphasis on young people creating and sharing their work and ideas online.
- ➔ Provide career information and advice to youth across partner countries by having them engage with industry representatives, schools and parents.

1 Léargas, <http://www.leargas.ie/>

2 The Digital Hub Development Agency Future Creator Programme, <https://www.thedigitalhub.com/projects/the-future-creators-class-of-2016-graduate/>

3 NCAD, <http://www.ncad.ie/>

4 H2 Learning, <http://www.h2learning.ie/>

The following two outputs have been developed over the two years of the project:

1. Digital Pathways Programme

The programme consists of: a set of learning modules, a set of 'taster sessions' and a set of digital artefacts. The structure allows young people to work together and develop digital skills in areas such as film making, game development, animation and social media. During these 'taster sessions' they have a chance to explore some specific areas of digital media, as well as engage with people from across the digital media industry. In this way, young people can link their 'fun' out-of-school activities with the real world of work.

2. CPD materials for Digital Mentors

The project developed a set of CPD materials for Digital Mentors to support them in preparation and delivery of Digital Pathways programme. The CPD materials provide guidance on developing strategies and approaches that have already proven successful in engaging young people with digital media. The materials showcase how Digital Mentors can support young people to learn and develop digital media skills in collaboration with their peers, both in face-to-face settings and online.

Story of the Programme

The programme began with a meeting of all the partners in Dublin during March 2015 and at this meeting partners reviewed the Future Creators model and used it as the basis for a new approach that would be rolled out in the three partner countries. The partners met again in Stuttgart in September 2015 and then in Krzyzowa, Poland during September 2016. The final meeting will take place in Dublin, as part of the final conference, during January 2017.

Each country recruited a team of Digital Mentors to deliver the Digital Pathways Programme. Each country established a Creative Lab, where young people attended workshops so they could engage in a series of digital 'taster sessions'. These sessions were developed by the Irish mentors, and they covered eight topics:

- 1 Introduction and Teambuilding
- 2 Film
- 3 Digital Image Editing
- 4 Stop Motion Animation
- 5 2D Animation
- 6 Sound
- 7 Social Media
- 8 Game Making

These taster sessions were designed to give young people a taste of what they would learn if they embarked on the full programme and were informed by the content of the Future Creators Programme.

Each country successfully ran the taster sessions and from these events they recruited young people to participate in the full programme. The taster sessions were run over a period of five weeks and each country had flexibility and discretion in terms of the programme they offered. For example, in Ireland the young people created a short film at the end of their taster session and it comprised of stop motion animation, film and post-production activities while in Poland they created a range of artefacts and in Germany they did the same.

Though the taster sessions were developed initially by the Irish Mentors the full programme content was developed in partnership, with the Digital Mentors working together to develop and fine-tune the learning programme. This was done during the study visits and project meetings where mentors were allocated time to collaborate and develop resources. Each partner was working in a unique setting and this had to be reflected in how they implemented the programme in their location.

For example, the Polish partner was in a rural setting where the staff had limited digital resources and experience of designing and implementing digital literacy programmes. They were dependent on young people attending the 'taster sessions' and the full programme by bus, so this was quite challenging. While in Stuttgart MFG are based in the city centre and they initially had a challenge in attracting young people to attend the taster sessions, before finally partnering with a school that is very focused on developing digital literacy. In Dublin, NCAD identified several schools and a community based arts organisation they had been working with as part of their Third Level Access Programme. In each setting the Digital Mentors faced unique challenges in terms of the equipment they had to use and the young people who attended the workshops. However, each group found innovative solutions to each of the challenges they faced, so that a cohort of young people could successfully complete the Digital Pathways programme.

The Young People Involved

The young people involved in the Digital Pathways project were recruited from local schools in each of the three regions. The programmes were all run in out-of-school settings and they provided young people in Dublin, Krzyzowa and Stuttgart with an opportunity to engage in structured digital activities over a five-week period. The programme was unique in that young people could attend out of school hours and they were supported in a set of structured activities. This is unlike other drop-in youth digital media projects, where young people can follow their own interests entirely. In this project the Digital Mentors collaborated to create a common set of activities, the programme, and each modified it in their own way.

Workshop Activities

The young people attended a scheduled set of sessions in their own country and these consisted of 8 modules:

- 1 Introduction and Teambuilding
- 2 Film
- 3 Digital Image Editing
- 4 Stop Motion Animation
- 5 2D Animation
- 6 Sound
- 7 Social Media
- 8 Game Making

In addition, the tutors developed a set of session plans to accompany each module. For example, The Film Module consisted of four sessions, while the Stop Motion Animation Module consisted of two sessions. The Module descriptors contain high level overview of how long the module should be and what young people should be able to do at the end of the module.

Introduction and Team building Module

Duration: This module is delivered over one two-hour session.

Goals:

- ➔ To introduce participants and staff.
- ➔ To create a sense of unity within the group.
- ➔ To build confidence among participants.
- ➔ To familiarize participants with teamwork.
- ➔ To engage participants in digital activities.

Session 1

Duration: 120 minutes

Session Objectives: Session Outcomes:

Figure 1, Sample Module text

In addition, the session plans then go into more detail on the topics that can be covered in the modules.

Film Session Plan 2	
<p>Aim of Module</p> <p>To enable participants to create a short film, from conception to post production.</p>	<ul style="list-style-type: none"> ▶ Session 2 of 4 ▶ 20 participants ▶ 13 – 16-year old's ▶ 120 minutes
<p>Session Objectives</p> <ul style="list-style-type: none"> ➔ To understand basic camera shots ➔ To understand how to visualise an idea 	<p>Session Outcomes</p> <ul style="list-style-type: none"> ➔ Participants discuss camera angles ➔ Participants work in teams to storyboard a section of the film.
<p>Keywords</p> <p>Camera angles, low angle, high angle, Dutch angle, shots, framing, close-up, wide shot, zoom, pan, tilt, storyboarding.</p>	
<p>Session Delivery</p> <p>Tutor gives a brief introduction to the session.</p> <p>Duration: 5 minutes</p> <p>Participants look at examples of film storyboards, and the importance of camera angles and framing to visual storytelling.</p> <p>Duration: 10 minutes</p> <p>Participants are put into teams. Each team is allocated a section of the film to storyboard.</p> <p>Participants work in teams to create their storyboard.</p> <p>Duration: 90 minutes (with additional 15-minute break)</p> <p>Each team shows their storyboard to the rest of the group</p>	
<p>Teaching and Learning Resources</p> <ul style="list-style-type: none"> ➔ Computers & Wi Fi: <ul style="list-style-type: none"> ▶ http://flavorwire.com/349534/awesome-storyboards-from-15-of-your-favorite-films ▶ http://www.dummies.com/how-to/content/storyboarding-your-film.html ➔ A1 paper, pencils and markers 	
<p>Personal Evaluation</p> <ul style="list-style-type: none"> ➔ What went well? ➔ What did not go well? ➔ Did all participants engage? ➔ Did people with stronger characters take over? <p>Lessons learned:</p>	

Figure 2, Sample Session Plan for Film

In developing these resources we were mindful that youth workers have varying levels of knowledge and experience of using digital media creatively with young people. Thus, these resources are aimed at sharing practices that worked well within Digital Pathways and to help other organisations implement similar learning experiences.

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Social Media Module	20
Game Making Module	21

Introduction and Team building Module

Duration: This module is delivered over one two-hour session.

Goals:

- ➔ To introduce participants and staff.
- ➔ To create a sense of unity within the group.
- ➔ To build confidence among participants.
- ➔ To familiarize participants with teamwork.
- ➔ To engage participants in digital activities.

Session 1

Duration: 120 minutes

Session Objectives:

- ➔ Develop friendship and trust
- ➔ Create a united group
- ➔ Engage in digital activity

Session Outcomes:

- ➔ Interaction.
- ➔ Bonding.
- ➔ Using the Web for research
- ➔ Establish rules

Delivery Method (Introduction and demonstration procedures):

- ➔ Talking
- ➔ Meal
- ➔ Teambuilding games

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Working in pairs
- ➔ Using the Web

Visual Resources/Support Studies and Materials:

- ➔ Computers & Wi Fi: Google, Google maps, OneDrive/Dropbox
- ➔ Object: e.g. Ball
- ➔ Pencils & paper
- ➔ Food & drink
- ➔ Prize e.g. Chocolate bar
- ➔ Combination padlock
- ➔ Lockable cabinet or box

Evaluation/Assessment Procedures and Differentiation:

- ➔ Discussion among staff and participants

Film Module

Duration: This module is delivered over four two-hour sessions.

Goals: This module aims to enable participants to create a short film from conception to post production.

Session 1

Duration: 120 minutes

Session Objectives:

- ➔ To develop an understanding of film genres
- ➔ To brainstorm ideas

Session Outcomes:

- ➔ Participants discuss film genres and watch relevant examples
- ➔ Participants work in teams to create potential film plots
- ➔ The group arrives at a finished plot idea

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to module
- ➔ Explanation of film genres

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Brainstorming

Visual Resources/Support Studies and Materials:

- ➔ Computers & Wi Fi: YouTube/Netflix

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation of participation
- ➔ Discussion among staff and participants

Session 2

Duration: 120 minutes

Session Objectives:

- ➔ To storyboard the film

Session Outcomes:

- ➔ Participants discuss film genres and watch relevant examples
- ➔ Participants work in teams to create potential film plots
- ➔ The group arrives at a finished plot idea

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to storyboarding
- ➔ Explanation of film storyboarding, the importance of camera angles and framing

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Brainstorming

Visual Resources/Support Studies and Materials:

- ➔ Computers & Wi Fi
- ➔ <http://flavorwire.com/349534/awesome-storyboards-from-15-of-your-favorite-films>
- ➔ <http://www.dummies.com/how-to/content/storyboarding-your-film.html>
- ➔ A1 paper, pencils and markers

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation of participation
- ➔ Discussion among staff and participants

Session 3

Duration: 120 minutes**Session Objectives:**

- ➔ Build on former pre-production work to realise planned visual story.
- ➔ Set appropriate roles within the group.
- ➔ Capture high definition video using best practice procedures.
- ➔ Safely store and back up captured video

Session Outcomes:

- ➔ A cohesive group is formed with well-defined roles.
- ➔ Group follows pre-production through to production.
- ➔ The group captures video and audio, and transfers onto a computer.

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to digital video and sound capture
- ➔ Demonstration of equipment and procedures
- ➔ Supervision of participants

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Review of previous work
- ➔ Supervised camera work
- ➔ Supervised transfer of files from camera to computer

Visual Resources/Support Studies and Materials:

- ➔ Completed storyboards
- ➔ Cameras
- ➔ Tripods
- ➔ Computers
- ➔ USB cables or card readers

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation of participation
- ➔ Review of filmed footage
- ➔ Discussion among staff and participants

Session 4

Duration: 120 minutes

Session Objectives:

- ➔ Build on former pre-production and production work to realise planned visual story.
- ➔ Gain a basic understanding of video post-production software.
- ➔ Gain a basic understanding of exporting video for various formats.

Session Outcomes:

- ➔ Manage basic video editing techniques
- ➔ Export a final video piece for various devices and platforms.

Delivery Method (Introduction and demonstration procedures):

- ➔ Explanation of video editing procedures
- ➔ Demonstration of software
- ➔ Supervision of participants

Activities participants will be engaged in to realise learning outcomes):

- ➔ Discussion
- ➔ Demonstration
- ➔ Practice

Visual Resources/Support Studies and Materials:

- ➔ Computers & Wi Fi
- ➔ <http://www.freesound.org> – source for copyright-free music and sound effects

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation of participation
- ➔ Assessment of finished material
- ➔ Discussion among staff and participants

Digital Image Editing Module

Duration: This module is delivered in one two-hour session.

Goals: This module aims to enable participants to create and modify images and graphic content.

Session 1

Duration: 120 minutes

Session Objectives:

- ➔ To develop an understanding of, and skills in: graphic design/digital image manipulation.
- ➔ Practice teamwork.
- ➔ Reinforce friendship between participants

Session Outcomes:

- ➔ Participants interact with each other.
- ➔ Participants learn digital image manipulation skills.
- ➔ The computer is used to make team logos.
- ➔ Team logos are printed onto mugs.

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to module.
- ➔ Demonstration of relevant editing techniques as they are introduced.

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Downloading
- ➔ Cutting out
- ➔ Compositing
- ➔ Resizing
- ➔ Saving

Visual Resources/Support Studies and Materials:

- ➔ Computers & Wi Fi: Google images, OneDrive/Dropbox
- ➔ Digital image manipulation software (Adobe Photoshop/Adobe Photoshop Elements/Gimp etc.)
- ➔ <http://www.adobe.com/ie/downloads.html>
- ➔ <http://www.gimp.org/>

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished pieces
- ➔ Discussion among staff and participants

Stop Motion Animation Module

Duration: This module is delivered over two two-hour sessions.

Goals: To enable participants to design, storyboard, create, shoot and edit stop motion animation. To practice teamwork.

Session 1

Duration: 60 minutes

Session Objectives:

- ➔ Teach the principles of animation
- ➔ Introduce participants to camera use
- ➔ Introduce participants to film & editing
- ➔ Introduce participants to sound in film

Session Outcomes:

- ➔ Participants set up and shoot animation.
- ➔ Participants view animation being edited

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to module
- ➔ Demonstration of very quick stop motion animation being made.

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Working on making the animation

Visual Resources/Support Studies and Materials:

- ➔ Computers with wi fi & basic film editing software
 - ➔ www.freesound.org (This is an excellent resource for free, downloadable, sound effects)
 - ➔ <https://www.youtube.com/watch?v=jyaJfp2WQE8>
 - ➔ <https://www.youtube.com/watch?v=AJzU3NjDikY>
 - ➔ <https://www.youtube.com/watch?v=Ovk7T8QUIU>
 - ➔ <http://video.mit.edu/watch/history-of-animation-3391/>
 - ➔ Camera
 - ➔ Tripod
 - ➔ Yellow card or paper
 - ➔ Split pin or thumbtack
 - ➔ Pen or pencil
 - ➔ Compass or round object (lid of jar etc)
- Or
- ➔ Printed image of Pacman x 2
 - ➔ Scissors

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation of participation
- ➔ Assessment of finished piece
- ➔ Discussion among staff and participants

Session 2

Duration: 180 minutes

Session Objectives:

- ➔ Understand principles of animation
- ➔ Practice teamwork
- ➔ Brainstorming & storyboarding
- ➔ Introduce participants to photography
- ➔ Introduce participants to editing
- ➔ Introduce participants to sound in film

Session Outcomes:

- ➔ Participants work in teams to create short stop motion animations
- ➔ Participants storyboard an idea
- ➔ Participants set up and shoot animation
- ➔ Participants edit animation
- ➔ Participants add sound to animation
- ➔ Participants post animation online

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction
- ➔ Show film clips
- ➔ Set and manage tasks within a timeframe

Activities participants will be engaged in to realise learning outcomes:

- ➔ Group work
- ➔ Brainstorming
- ➔ Storyboarding
- ➔ Creating characters and set
- ➔ Photography
- ➔ Editing

Visual Resources/Support Studies and Materials:

- ➔ Computers with Wi-Fi and basic film editing software: (Windows Movie Maker 2.6, iMovie etc.)
- ➔ <http://twistedstifter.com/2012/12/storyboards-from-popular-films/>
- ➔ www.freesound.org (This is an excellent resource for free, downloadable, sound effects)
- ➔ http://digitalpathways.eu/resources/video/movie_with_2_sound_tracks.wmv
- ➔ Cameras
- ➔ Tripods
- ➔ Card or paper
- ➔ Markers & pencils
- ➔ Scissors
- ➔ Glue
- ➔ Assorted items for use as characters in animation

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished pieces
- ➔ Discussion among staff and participants

2D Animation Module

Duration: This module is delivered over two 90-minutes sessions.

Goals: To enable participants to understand, design, storyboard, identify one's role, create, edit 2D animation and practice teamwork.

Session 1

Duration: 90 minutes

Session Objectives:

- ➔ Introduce the story and applicability of animation.
- ➔ Introduce participants to roles and responsibilities in animation.
- ➔ Introduce participants to brainstorming methods.
- ➔ Introduce participant to connecting and storyboarding.

Session Outcomes:

- ➔ Participants understand animation and animation roles.
- ➔ Participants brainstorm, concept and storyboard their ideas.

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to module.
- ➔ A brief introduction to history of animation. Demonstration of existing animations. Introduction and explanation of different roles in an animation movie. Assign roles to participants. Introducing methods of brainstorming and applying one.
- ➔ Introducing storyboard designs and methodology

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Identifying oneself with a role for the project.
- ➔ Brainstorming and developing a concept.
- ➔ Writing down that concept.
- ➔ Understanding and applying storyboarding to the concept - creating a storyboard with drawing and descriptions.

Visual Resources/Support Studies and Materials:

- ➔ Computers with Internet connection
- ➔ Paper
- ➔ pencils
- ➔ markers
- ➔ stickies
- ➔ ruler

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished piece
- ➔ Discussion among staff and participants

Session 2

Duration: 90 minutes

Session Objectives:

- ➔ Apply principles of animation.
- ➔ Learn frame-by-frame animation, animation techniques and styles.
- ➔ Learn different tools for creating an animation short.

Session Outcomes:

- ➔ Participants work in teams to create short animations based on their concepts
- ➔ Participants take responsibility for their role in the team.
- ➔ Participants edit animation.
- ➔ Participants add sound to animation.
- ➔ Participants post animation online

Delivery Method (Introduction and demonstration procedures):

- ➔ Concept discussion
- ➔ Explain principles of animation and animation techniques.
- ➔ Introduce frame-by-frame hand drawn techniques and tools.

Activities participants will be engaged in to realise learning outcomes:

- ➔ Group work
- ➔ Brainstorming
- ➔ Applying existing storyboards and concepts to the final animation
- ➔ Editing
- ➔ Creating the animation

Visual Resources/Support Studies and Materials:

- ➔ Computers with Wi-Fi and basic film editing software and drawing software: (Windows Movie Maker 2.6, iMovie, Autodesk SketchUp, Gimp etc.)
- ➔ Graphic tablets or some other tablets with touch pen like iPad or Samsung Galaxy with suitable software installed (like Autodesk SketchUp)

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished piece
- ➔ Discussion among staff and participants

Sound Module

Duration: This module is delivered in one two-hour session.

Goals: This module aims to enable participants to create, search and modify sound and music to integrate into their final project and to practice teamwork.

Session 1

Duration: 60 minutes

Session Objectives:

- ➔ Introduce participants to sound in film.
- ➔ Search for free sounds online.
- ➔ Learn about the different licenses and formats.
- ➔ Practice searching and downloading the sound or music needed.

Session Outcomes:

- ➔ Participants learned how to search for sounds and music.
- ➔ Participants learned the differences between the types of licenses.
- ➔ Participants understand sound formats.
 - ▶ Participants created and reviewed their own music.

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to module
- ➔ Demonstration of available websites, suitable for finding sounds and music
- ➔ Explanation of existing types of licenses
- ➔ Review of music file formats

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion in each group
- ➔ Discussion between the groups
- ➔ Interaction
- ➔ Searching
- ➔ Working on testing the sounds and the music pieces
- ➔ Creating and recording sound, music and voices of the participants.
- ➔ Handling the right file format.

Visual Resources/Support Studies and Materials:

- ➔ Computers with Internet access and basic film and sound editing software: (Windows Movie Maker 2.6, iMovie, Audacity etc.)
- ➔ Free sounds:
 - ▶ www.freesound.org (This is an excellent resource for free, downloadable, sound effects)
 - ▶ www.soundbible.com (*Another good resource for free sounds*)
 - ▶ <http://freemusicarchive.org> (*A suitable free music archive*)
- ➔ Own instruments
- ➔ Microphone or a headset
- ➔ A mobile phone (for recordings)

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished pieces
- ➔ Discussion among staff and participants

Session 2

Duration: 60 minutes

Session Objectives:

- ➔ Understand usage of sound.
- ➔ Importing sound into a sound editing program.
- ➔ Brainstorming about sound adjustment.
- ➔ Introduce participants sound editing.
- ➔ Introduce participants to sound in film.

Session Outcomes:

- ➔ Participants work in teams to create and/or edit own sound and music.
- ➔ Participants edit the audio of their project in an audio program.
- ➔ Participants add the edited sound into their project.

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction
- ➔ Play sound files
- ➔ Introduction to a sound editing program
- ➔ Introduction to audio recording
- ➔ Introduction to adding sound to visual content

Activities participants will be engaged in to realise learning outcomes:

- ➔ Group work
- ➔ Importing sound into a sound editing programs
- ➔ Editing sound
- ➔ Recording sound
- ➔ Discussion among participants
- ➔ Saving sound
- ➔ Importing sound into existing visual content

Visual Resources/Support Studies and Materials:

- ➔ Computers with Internet access and basic film and sound editing software: (Windows Movie Maker 2.6, iMovie, Audacity etc.)

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished pieces
- ➔ Discussion among staff and participants

Social Media Module

Duration: This module is delivered over one two-hour session.

Goals: Participants systematise and consolidate their knowledge in the field of social media and the risks of using social media and how to protect themselves and their data (software, ways of behaviour).

Session 1

Duration: 120 minutes

Session Objectives:

- ➔ Participants know the extent of coverage of the Internet and social media.
- ➔ Participants know the categories of social media and how to post content on various portals.
- ➔ Participants know how to behave safely on the network and can advise others on how to do it.
- ➔ Participants know what cyberbullying is and how to react when they become victims or they are able to offer assistance to a person who experiences the cyberbullying.

Session Outcomes:

- ➔ Participants know the benefits and risks of publishing content on the Internet.
- ➔ To create a "code of a good Internet user".
- ➔ Set up accounts for the group on all relevant social media platforms according to the "code of a good Internet user"
- ➔ Set a rough schedule of publication types/ content for each platform

Delivery Method (Introduction and demonstration procedures):

- ➔ Introduction to module
- ➔ The presentation of statistics in graphs / infographics
- ➔ Presentation and explanation of how social media can be classified;
- ➔ Working in groups and discussion about the benefits and risks associated with social media
- ➔ Presentation of the film about cyberbullying and the rules T.H.I.N.K. ("Think before you send")
- ➔ Technical support when working with a computer and setting up profiles on the selected media

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion in the own group
- ➔ Open discussion
- ➔ Interaction
- ➔ Work in groups
- ➔ Work on the creation of a "code of good Internet user" (drawing, writing on a flip chart)
- ➔ Set up a profile on social media
- ➔ The division of roles, tasks and appointment scheduling in subgroups

Visual Resources/Support Studies and Materials:

- ➔ Computers with Internet access
- ➔ Screen and projector
- ➔ Flipchart and markers
- ➔ A program for image manipulation (e.g. Gimp, Pixlr, Inkscape)
- ➔ Pencils & paper

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished piece
- ➔ Discussion among staff and participants

Game Making Module

Duration: This module is delivered in one two-hour session.

Goals: To enable participants to create a simple computer game using ready-made game assets.

Session 1

Duration: 120 minutes

Session Objectives:

- ➔ Participants know the steps involved in creating a simple game.
- ➔ Participants are familiar with the basic concepts of creating computer games (game genres, manufacturing technologies, types of views).
- ➔ Participants create a simple game using the previously prepared resources.

Session Outcomes:

- ➔ Understanding the basic knowledge and acquire the skills needed to create a simple computer game
- ➔ Team work on a joint project
- ➔ Group integration

Delivery Method (Introduction and demonstration procedures):

- ➔ **Creating computer games – introduction.**
 - ▶ Presentation of game making stages
 - ▶ Discussion about game goals and different game objects
- ➔ **Game genres and manufacturing technologies.**
 - ▶ Presentation of game genres
 - ▶ Presentation of manufacturing technologies and types of view in games
- ➔ **Game idea development**
 - ▶ Brainstorm
- ➔ **Using the game editor environment.**
 - ▶ Presentation of chosen game making software
- ➔ **Making of the game**
 - ▶ Practical exercises

Activities participants will be engaged in to realise learning outcomes:

- ➔ Discussion
- ➔ Interaction
- ➔ Participation in brainstorming
- ➔ Importing of game/kit
- ➔ Creating and editing the scene/level
- ➔ Adding behaviours
- ➔ Adding music
- ➔ Game compiling/testing

Visual Resources/Support Studies and Materials:

- ➔ Computers with Internet access
- ➔ Screen and projector
- ➔ Flipchart and marker;
- ➔ Game making software (eg. Stencyl, Gdevelop, Game Editor)
 - ▶ <http://www.stencyl.com/>
 - ▶ <http://compilgames.net/>
- ➔ Pencils & paper

Evaluation/Assessment Procedures and Differentiation:

- ➔ Observation
- ➔ Assessment of finished piece
- ➔ Discussion among staff and participants

SESSION PLANS

Introduction and Teambuilding - Session 1	25
Film Session Plan 1	28
Film Session Plan 2	29
Film Session Plan 3	30
Film Session Plan 4	32
Digital Image Editing Session Plan 1	34
Stop Motion Animation Session Plan 1	36
Stop Motion Animation Session Plan 2	38
2D Animation Session Plan 1	40
2D Animation Session Plan 2	42
Sound Session Plan 1	44
Sound Session Plan 2	46
Social Media Session Plan 1	48
Game Making Session Plan 1	53

Introduction and Teambuilding - Session 1

Aim of Module

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ➔ To introduce participants and staff. ➔ To create a sense of unity within the group. ➔ To build confidence among participants. ➔ To familiarize participants with teamwork. | <ul style="list-style-type: none"> ▶ Session 1 of 1 ▶ 20 participants ▶ 13 – 16-year old's ▶ 120 minutes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

Session Objectives

- ➔ Develop friendship and trust between participants.
- ➔ Develop friendship and trust between participants and staff.
- ➔ Avoid the group sub-dividing on the basis of schools, gender, social class etc.

Session Outcomes

- ➔ Participants interact with new peers.
- ➔ The group bonds as a unit.
- ➔ Rules are agreed upon and set, regarding respect between participants, appropriate and inappropriate behaviour, etc.

Keywords

Ice-breakers

Introduction:

Duration: approximately 60 min

Participants are brought to their main learning studio.

Participants are welcomed by, and introduced to, teaching staff and representatives of management.

Co-ordinator gives brief talk about the project.

Orientation: Participants are shown the areas/rooms/buildings where their work will take place, and given information regarding access (emergency exits, door codes, toilets, waiting areas, etc.).

Meal: After the introductions participants and staff have an informal meal/snack, where they can talk casually. Cookies/chips/ nuts/pizza/soft drinks/tea/coffee can be served (establish safety rules regarding behaviour around kettles and hot drinks).

After the meal teambuilding exercises begin:

Exercise 1

Duration: approximately 5 min

The whole group (including staff) forms a circle. An object (ball, cuddly-toy, or something funny) is passed from one person to the next and, as each person receives the object, they state their own name, loudly and clearly. This object goes round the circle several times.

The object is then thrown across the circle from one person to another. As the person throws the object they say the name of the person they are throwing it to. This is done several times and speeds up as people become more familiar with each other's names.

The objective is to keep the momentum going without stopping.

Exercise 2

Duration: approximately 5 min.

The whole group (including staff) forms a circle. Everybody states their name loudly and clearly, one after the other.

Then the first person states their name again and the next person has to repeat it, and then state their own name. The third person has to repeat the names of the first and second person, and then state their own name. This continues until the last person – who has to state everyone’s name before their own!

Tip: *It is funny if staff members are at the end of the circle, particularly if they have a bad memory! It is good to let participants see that staff members don’t take themselves too seriously.*

Exercise 3

Duration: approximately 30 min

Ask everyone to take a seat (people who know each other will automatically sit together). Go around the group assigning the number ‘1’ to the first person, ‘2’ to the second and ‘3’ to the third. Then start at ‘1’ again for the fourth person and continue until the whole group has been numbered. All the number 1’s then sit at one table, the 2’s at another and the 3’s at another. This is a useful way of splitting and re-integrating the group.



A prize (E.g. chocolates, funny item etc.) is locked in a cabinet or box, using a combination padlock.

Four cloud accounts (e.g. Dropbox, OneDrive etc.) are set up in advance by staff. Each cloud account contains a document with a question in it. The answer to the question provides the number to the combination lock.

Each cloud account has a multi-word password that the young people have to find (E.g. redhotchillipeppers).

Four word-jumbles are prepared in advance, each containing the words of the password for one of the cloud accounts.

S	F	D	V	F	G	H
D	R	E	D	X	T	L
V	D	R	O	L	L	D
H	F	H	R	I	H	H
C	H	I	L	L	I	E
H	J	C	O	F	W	H
D	R	G	L	Y	F	O
O	V	U	F	B	U	T
D	H	B	U	E	P	R
P	E	P	P	E	R	S

(Note: Green is used for explanation in this example. The word-jumble given to the participants will be single colour.)

Each team is then given a set of coordinates. Each team must go to Google Maps and locate the place in the coordinates. The place in the coordinates provides a clue to the words that they will search for in their word jumble. (E.g. A concert venue where the Red Hot Chilli Peppers are playing).

When a team has found their location, staff will give them their cloud login username, and the word jumble containing the words of their password. They use the clue to help find the words of the password.

When each team has found their password they log in to their cloud account and find the question. They must then Google the answer to the question to find the number of

the combination padlock. (E.g. Question: What year was Einstein born? Answer: 1879)

When they have the combination they can open the lock and claim the prize!

Exercise 4

Discussion and questioning within the class.

Duration: approximately 20 min

Discuss respect between participants, and appropriate/inappropriate behaviour.

Generate a discussion by asking questions:

- ➔ What are your expectations of Digital Pathways?
- ➔ What did you think of the teambuilding games?
- ➔ Did you like the food this evening?
- ➔ What was the objective of this evening?
- ➔ Did it work?
- ➔ Did you discover shared interests among your peers?
- ➔ Did you discover skills/interests among your peers that could be relevant/useful on this project?

Tip: *Note the people who are shy and try to encourage them to participate.*

Teaching and Learning Resources

- ➔ Computers & Wi Fi: Google, Google maps, OneDrive/Dropbox
- ➔ Object: e.g. Ball
- ➔ Pencils & paper
- ➔ Food & drink
- ➔ Prize e.g. Chocolate bar
- ➔ Combination padlock
- ➔ Lockable cabinet or box

After the participants have left, the lead tutor evaluates the evening. Anything that worked well, or didn't work well is noted. Anything that may be of importance relating to individual participants is noted, e.g. excessive shyness, low confidence, a particular interest or skill, etc.

- ➔ What went well?
- ➔ What did not go well?

Lessons learned:

Film Session Plan 1

Aim of Module

To enable participants to create a short film, from conception to post production.

- ▶ Session 1 of 4
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120 minutes

Session Objectives

- ➔ To develop an understanding of film genres
- ➔ To brainstorm ideas

Session Outcomes

- ➔ Participants discuss film genres and watch relevant examples
- ➔ Participants work in teams to create potential film plots

Keywords

Genre, Plot, Creative process, Plot Synopsis, Pitching an idea

Session Delivery

Tutor gives a brief introduction to the session.

Duration: 5 minutes

Participants watch examples of different film genres, with the tutor showing examples from a number of different genres such as comedy, horror and romance. Tutor gives a brief explanation of what each genre is.

Duration: 20 minutes

Participants work in teams to write a film plot synopsis.

Duration 40 Minutes

15-minute break

Each team pitches their idea to the rest of the group. Tutor takes notes on whiteboard.

Duration: 15 minutes

Group discussion of all the ideas that have emerged. The group tries to arrive at a consensus regarding the film plot.

Duration: 25 minutes

Tip: Try to create teams of people that do not normally sit together or socialize with each other.

Tip: Write down some random words on small pieces of paper. Put all the words in a hat and let each team pick three or four words. Each team must build their plot around these words.

Tip: Ensure that each participant is engaging fully in their team's discussion. Try to avoid 'leaders' taking over and forcing their ideas on the others.

Tip: See if any of the ideas 'cross fertilize' the other ideas.

Teaching and Learning Resources

Computers & Wi Fi: YouTube/Netflix to show examples of film genres (shown by tutor) Pens and paper for writing and drawing. Whiteboard and markers for tutor to take down generated ideas

<http://www.wikihow.com/Write-Movie-Scripts>

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Did all participants engage?
- ➔ Did people with stronger characters take over?

Film Session Plan 2

Aim of Module

To enable participants to create a short film, from conception to post production.

- ▶ Session 2 of 4
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120 minutes

Session Objectives

- ➔ To understand basic camera shots
- ➔ To understand how to visualise an idea

Session Outcomes

- ➔ Participants discuss camera angles
- ➔ Participants work in teams to storyboard a section of the film.

Keywords

Camera angles, low angle, high angle, Dutch angle, shots, framing, close-up, wide shot, zoom, pan, tilt, storyboarding.

Session Delivery

Tutor gives a brief introduction to the session.

Duration: 5 minutes

Participants look at examples of film storyboards, and the importance of camera angles and framing to visual storytelling.

Duration: 10 minutes

Participants are put into teams. Each team is allocated a section of the film to storyboard.

Participants work in teams to create their storyboard.

Duration: 90 minutes (with additional 15-minute break)

Each team shows their storyboard to the rest of the group

Teaching and Learning Resources

- ➔ Computers & Wi Fi:
 - ▶ <http://flavorwire.com/349534/awesome-storyboards-from-15-of-your-favorite-films>
 - ▶ <http://www.dummies.com/how-to/content/storyboarding-your-film.html>
- ➔ A1 paper, pencils and markers

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Did all participants engage?
- ➔ Did people with stronger characters take over?

Lessons learned:

Film Session Plan 3

Aim of Module

- ➔ To instruct participants on best practice in video image pre-production, production and post production.
- ➔ To instruct participants on core aspects of visual storytelling.
- ➔ To strengthen team building through production roles.
- ➔ To build skills in project management through production roles.

- ▶ Session 3 of 4
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120 minutes

Session Objectives

- ➔ Build on former pre-production work to realise planned visual story.
- ➔ Set appropriate roles within the group.
- ➔ Capture high definition video using best practice procedures.
- ➔ Safely store and back up captured video.

Session Outcomes

- ➔ Have a cohesive group with well-defined roles
- ➔ Learn how to follow pre-production through to production
- ➔ Capture video and audio, and safely transfer media onto a computer

Keywords

Teamwork, video production, file transfer, shot composition, actor placement, camera movement and framing.

Session Delivery

Introduction and Camera Handling

Duration: Approximately 15 minutes

Facilitator gives brief talk on the subject (reviewing work from 1st session). Each group reviews their storyboards and production notes, and draws up a shot list (if not already done). The facilitator hands out cameras to the designated cameraperson for each group. The cameras should already be set to HD video and best settings.

Exercise 1 – Group Filming

Duration: Approximately 60 minutes

Each group will now leave the classroom and film their piece. Facilitators should be on hand to guide the director and actors. Introduce concepts such as calling in the shot (3..2..1.. action!) and leaving a few seconds with the actors still in place at the end of a take for edits. Encourage capture of multiple takes, from different angles and places, and as different shot types (wide, mid, close up etc.). Ensure the participants review each take as they get it (with sound). Ensure the participants are happy with what they've shot before they stop filming.

15-minute break

Exercise 2 – Copying and Reviewing Files Group discussion

Duration: Approximately 30 minutes

The facilitator talks the participants through making a new folder in an appropriate location on the computer they've been assigned to. Each group then copies all the files from the card to the computer (ensure they do not delete the files from the card – you may want to make a backup of all the participants' work just in case.). While the files are transferring, discuss with the participants as a whole group anything that worked well in the filming section, any problems they may have had, any improvisations they made that were outside of the scheduled shot list or storyboard. Why did they choose these additions?

How did the actors feel? And the director? The camera person? Production assistant? Is there any role they might prefer to take themselves the next time? Is there anything they would not like to do?

When the files have transferred across, have each group review the shots they've captured. If there is time, they might want to take some preliminary notes for editing.

Teaching and Learning Resources

<http://www.mediacollege.com/video/shots/>

Full list of different camera shots, and their meanings

<http://www.mediaknowall.com/camangles.html>

Camera shots, angles, shot lengths etc.

<http://www.elementsofcinema.com/cinematography/composition-and-framing/>

Shot composition, actor placement, camera movement and framing

Personal Evaluation

After the participants have left, the lead tutor evaluates the evening. Anything that worked well, or didn't work well is noted.

- ➔ What went well?
- ➔ What did not go well?
- ➔ Did the groups get what they intended to capture?
- ➔ If not, do you have a clear idea why?
- ➔ Is the captured video/audio of intended technical quality?
- ➔ If not, do you have a clear idea why?

Lessons learned:

Film Session Plan 4

Aim of Module

- ➔ To instruct participants on best practice in video image pre-production, production and post production.
- ➔ To instruct participants on core aspects of visual storytelling.
- ➔ To strengthen team building through production roles.
- ➔ To build skills in project management through production roles.

- ▶ Session 4 of 4
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120 minutes

Session Objectives

- ➔ Build on former pre-production and production work to realise planned visual story
- ➔ Gain a basic understanding of video post-production software
- ➔ Gain a basic understanding of exporting video for various formats

Session Outcomes

- ➔ Manage basic video editing techniques
- ➔ Export a final video piece for various devices and platforms

Keywords

Video post-production, file export, timeline, playhead, keyframes, resolution.

Session Delivery

Introduction

Duration: Approximately 20 minutes

Facilitator gives brief talk on the subject (reviewing work from 1st and 2nd session). The facilitator then takes the class through the different elements of Premiere Pro (or similar) – the windows, importing files, the timeline (including layers, audio layers etc.), the tools palette etc., concentrating on the blade tool primarily. The facilitator demonstrates how to cut footage and move it about the timeline, and the significance of layers, and how to preview footage and audio. Explain about the playhead position in the timeline. Try to keep things basic.

Exercise 1 – Edit planning and rough edit

Duration: Approximately 40 minutes

Each group now reviews their pre-production notes, including storyboard, and reviews the footage they captured in the previous session. Each group should make an edit list – a pen and paper list of the shots they will use, following the storyboard. Each group then imports their footage and makes rough edits and saves the file.

15-minute break

Exercise 2 – Fine edit and export

Duration: Approximately 45 minutes

Each group continues with their edit, ensuring smooth transition from shot to shot. Music and any sound effects needed can be inserted at this point. Opening and closing credits for the film, are added.

Explain exporting the files at different compressions, and how this is accomplished with the software you are using. Each group should start a low to medium quality render for preview, and save it to an appropriate folder on their machine. The facilitator should start a full high quality render and export for archiving the work when time permits.

Teaching and Learning Resources

www.freesound.org – source for copyright-free music and sound effects

Personal Evaluation

After the participants have left, the lead tutor evaluates the evening. Anything that worked well, or didn't work well is noted.

- ➔ What went well?
- ➔ What did not go well?
- ➔ Did the groups get what they intended to produce?
- ➔ If not, do you have a clear idea why?
- ➔ Is the exported video of intended technical quality?
- ➔ If not, do you have a clear idea why?

Lessons learned:

Digital Image Editing Session Plan 1

Aim of Module

To enable participants to create and modify images and graphic content.

- ▶ Session 1 of 1
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120/240 minutes (Dependent on participants' ability levels)

Session Objectives

- ➔ To develop an understanding of, and skills in: graphic design/digital image manipulation.
- ➔ Practice teamwork.
- ➔ Reinforce friendship between participants.

Session Outcomes

- ➔ Participants interact with each other.
- ➔ Participants learn digital image manipulation skills.
- ➔ The computer is used to make team logos.
- ➔ Team logos are printed onto mugs.

Keywords

Discussion, Photoshop, digital image manipulation, Google and compositing.

Session Delivery

Tutor gives a brief introduction to the session.

Duration: 5 minutes

Participants are grouped into teams of 4 and each group spends 5 minutes discussing group members' interests.

Each team is introduced to the text tool in Photoshop (or other digital image editing software).

Demonstration by tutor.

Each team looks at different fonts and creates a document with their team name in the font of their choice. This is saved by every team member to their individual folder within the group cloud storage folder.

Each team is divided into pairs.

Participants download images that represent their partner's interests.

Demonstration of lasso tool by tutor.

Participants open downloaded images in Photoshop and remove them from their background using the lasso, creating transparency around the images. These are saved to their individual cloud folder.

Demonstration of combining images on different layers by tutor.

Team members work in pairs to combine their two images.

Each team combines all the paired images into one image, and adds the team name, which was created earlier. This image is then saved to the group cloud storage folder.

Each individual team member downloads a copy of the team's saved image and adds their own name to it.

Each team member then re-sizes and formats the image to given specifications, for print on mugs.

Images are sent to printers to be printed on mugs and each participant receives their own personalised mug for use at tea break. At the end of the course team members keep their own mug.

Tip: Try to create teams of people that do not normally sit together or socialize with each other.

Tip: If mug printing is not an option, an alternative outcome can be used for this module, e.g. T-shirt printing, poster printing, or simply displaying the finished images online.

Teaching and Learning Resources

- ➔ Computers & Wi Fi: Google images, OneDrive/Dropbox
- ➔ Digital image manipulation software (Adobe Photoshop/Adobe Photoshop Elements/Gimp etc.)
 - ▶ <http://www.adobe.com/ie/downloads.html>
 - ▶ <http://www.gimp.org/>

Tip: A free trial version of Adobe Photoshop is available to use for one month.

Tip: Adobe Photoshop Elements is cheaper to buy than full Photoshop and is perfectly adequate for use at this level.

Tip: Gimp is free digital image editing software that performs at a similar level to Photoshop. However, it's interface is slightly different, and tutors who use Photoshop will not be able to teach Gimp without some training in that software.

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Could participants:
 - ➔ Participate in teamwork?
 - ➔ Digitally remove background from images?
 - ➔ Create and preserve transparency in the image?
 - ➔ Composite portions of one image into another?
 - ➔ Resize documents?
 - ➔ Save documents in appropriate format?

Lessons learned:

Stop Motion Animation Session Plan 1

Aim of Module

To enable participants to design, storyboard, create, shoot and edit stop motion animation.

- ▶ Session 1 of 1
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 60 minutes

Session Objectives

- ➔ To develop an understanding of the principles of animation
- ➔ Introduce participants to camera use
- ➔ Introduce participants to film & editing
- ➔ Introduce participants to sound in film

Session Outcomes

- ➔ Participants set up and shoot animation
- ➔ Participants view animation being edited

Keywords

Animation, Windows Movie Maker, iMovie, sound effects, video editing, camera.

Session Delivery

Introduction to the course

Duration: 2 minutes

Tutor gives a brief introduction to the overall session module.

Introduction to animation

Duration: 10 min

Tutor gives introduction to the principles of animation and talks about the development of animation, from the first simple animation devices to modern 3D cinematic animation. This is accompanied by video clips.

Demonstration: Pacman stop motion

Duration: 30 – 45 min

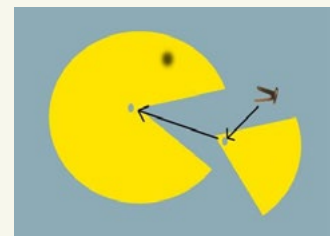
Tutor sets up and shoots a short stop motion animation with the assistance of participants.

A picture of Pacman with an open mouth is downloaded and printed twice.

or

Using a compass or a round object, two identical circles are drawn on yellow paper. A 'V' shape is drawn on one circle to create a Pacman with an open mouth and an eye is drawn on. He is then cut out.

In the second Pacman/circle, a large wedge is cut out, slightly larger than the gap in Pacman's open mouth. A hole is put into the small end of the wedge and a split pin is put through. A hole is then put into the Pacman, just behind the corner of his mouth. The split pin is then put through this and opened out to fix the wedge onto the Pacman. This creates a Pacman with a mouth that easily pivots open and closed.



Using small coins or buttons, and matchsticks, a short Pacman course is set up.

A camera is set up on a tripod, and participants are shown how to frame the shot correctly.

Participants are then appointed to the roles of camera-person, director, Pacman mover and coin mover.

Pacman is placed at the beginning of the course, with open mouth, and on the director's command a photograph is taken. On the director's command Pacman is then moved a few centimetres forward, his mouth closed slightly, and another photo taken. This continues and, as Pacman passes over the coins and 'eats them' they are removed from the course.

When all the coins are eaten the photos are loaded into the computer and opened in a basic film-editing package like Windows Movie Maker 2.6 or iMovie.

Participants are shown how to set frame rate and put pictures into the timeline.

The animation is then run, to show that playing all the photos in quick succession creates the illusion of movement.

Then sound effects are added.

Finally, titles and credits are added and the movie is saved in a common movie clip format such as .mov.

Tip: *If split pins are not available for the Pacman cut-out, a thumbtack can be used. The thumbtack is pushed through the Pacman from underneath and flattened down to avoid any injury to participants.*

Tip: *It is important that the Pacman is not lifted out of position, and that a careful procedure is followed every time Pacman is moved; in order to create a continuous flow of animation.*

Tip: *A phone can be used as the camera.*

Tip: *The technique of camera panning can be introduced, by following Pacman with the camera across the course.*

Tip: *If the Pacman character does not move smoothly, or travels too slowly or quickly, this is an ideal opportunity to discuss technical issues.*

Tip: *Avoid very high resolution photographs as large file sizes can cause computers to run slowly when rendering the animation.*

Teaching and Learning Resources

Computers with basic film editing software:

- ➔ <http://www.microsoft.com/en-IE/download/details.aspx?id=34>
- ➔ <https://www.apple.com/mac/imovie/>
- ➔ www.freesound.org (This is an excellent resource for free, downloadable, sound effects)
- ➔ <https://www.youtube.com/watch?v=jyaJfp2WQE8>
- ➔ <https://www.youtube.com/watch?v=AJzU3NjDikY>
- ➔ <https://www.youtube.com/watch?v=Owk7T8QUIU>
- ➔ <http://video.mit.edu/watch/history-of-animation-3391/>
- ➔ Camera & Tripod
- ➔ Yellow card or paper
- ➔ Split pin or thumbtack
- ➔ Pen or pencil
- ➔ Compass or round object (lid of jar etc.)

Or

- ➔ Printed image of Pacman x 2
- ➔ Scissors

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Can participants describe the principles of animation?
- ➔ Could they take direction on set?
- ➔ Were there faults in the animation, and if so, were they adequately explained?

Lessons learned:

Stop Motion Animation Session Plan 2

Aim of Module

To enable participants to design, storyboard, create, shoot and edit stop motion animation.

- ▶ Session 2 of 2
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 180 minutes

Session Objectives

- ➔ To develop an understanding of the principles of animation
- ➔ Practice teamwork
- ➔ Introduce participants to brainstorming & storyboarding
- ➔ Introduce participants to photography
- ➔ Introduce participants to editing
- ➔ Introduce participants to sound in film

Session Outcomes

- ➔ Participants work in teams to create short stop motion animations
- ➔ Participants storyboard an idea
- ➔ Participants set up and shoot animation
- ➔ Participants edit animation
- ➔ Participants add sound to animation
- ➔ Participants post animation online

Keywords

Brainstorming, teamwork, Windows Movie Maker, iMovie, sound effects, video editing, photography

Session Delivery

Introduction to animation

Duration: 2 min

Tutor gives a brief recap on the overall lesson module.

Tutor gives brief overview of the lesson and a discussion of storyboarding.

Mindmap

Duration: 20 min

Participants are grouped into teams of 4.

Participants create a mind map of ideas for their stop motion animation.

Tutor circulates among the teams, listening and helping if needed, making sure the teams are on task.

After 10 minutes a representative from each team tells the class what idea they have come up with. Discussion takes place around how to make these ideas into animations.

Storyboarding

Duration: 30 min

Brief explanation of storyboarding and camera angles.

Tutor shows examples of storyboards from well-known films or animations.

Teams are given paper and pencils and begin storyboarding their animation, and planning camera angles.

Filming

Duration: 60 min

Participants are given plasticine, paper, markers, card, toy cars, action figures etc. to use as their characters and sets.

When they are finished this task they are given cameras and tripods to begin shooting.

Editing

Duration: 60 mins

Each team loads their photographs into a computer and imports them into movie editing software (Windows Movie Maker 2.6, iMovie etc.). They then import them to the timeline.

Tutor shows clip 'movie_with_2_sound_tracks.wmv' (in the Teaching and Learning Resources below).

Each team then searches for appropriate sound effects (www.freesound.org) and downloads them. They then place them into the appropriate positions on the timeline. Music and dialogue is added if necessary.

Titles and credits are added.

Finished animations are saved in common movie format (.mov, mP4 etc.) to the cloud storage space and also posted online (YouTube, Vimeo etc.).

Finally - animations are viewed by the class.

Tip: Make sure every team member has a specific role when filming.

Tip: Make sure every team is working from their storyboard.

Tip : Avoid very high-resolution photographs, as large file sizes can cause computers to run slowly when rendering the animation.

Tip: Make sure you have appropriate cables or card readers to transfer data from cameras to computer.

Teaching and Learning Resources

- ➔ Computers with Wi-Fi and basic film editing software: (Windows Movie Maker 2.6, iMovie etc.)
- ➔ <http://twistedstifter.com/2012/12/storyboards-from-popular-films/>
- ➔ www.freesound.org (This is an excellent resource for free, downloadable, sound effects)
- ➔ http://digitalpathways.eu/resources/video/movie_with_2_sound_tracks.wmv
- ➔ Pacman video: <http://digitalpathways.eu/resources/video/pacman.wmv>
- ➔ Cameras
- ➔ Tripods
- ➔ Card or paper
- ➔ Markers & pencils
- ➔ Scissors
- ➔ Glue
- ➔ Assorted items for use as characters in animation

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Could participants work in teams?
- ➔ Could they create the illusion of movement in their animations?
- ➔ If not, did they understand what went wrong?
- ➔ Could they source appropriate sounds?
- ➔ Could they place them into their animations?

Lessons learned:

2D Animation Session Plan 1

<p>Aim of Module</p> <p>To enable participants to edit 2D animation</p>	<ul style="list-style-type: none"> ▶ Session 1 of 2 ▶ 20 participants ▶ 13 – 16 year old's ▶ 90 minutes
<p>Session Objectives</p> <ul style="list-style-type: none"> ➔ Introduce the story and applicability of animation ➔ Introduce participants to roles and responsibilities in animation 	<p>Session Outcomes</p> <ul style="list-style-type: none"> ➔ Participants understand animation and animation roles
<p>Keywords</p> <p>Teamwork, animation</p>	
<p>Session Delivery</p> <p>Brief introduction to history of animation (CPD video)</p> <p>Before giving a detailed introduction to the participants on the history of animation the mentor opens a discussion with the participants - what kind of animation do they know? Maybe some famous animation films? Collect this input on a flipchart.</p> <p>Showing the video and add the mentioned animation examples.</p> <p>Mentors give an introduction to the principles of animation. They will show some video clips from the first simple animation to modern 3D animation. Short discussion with the participants on the differences, specificities and what impact does it have on the viewer, users.</p> <p>Introduction into Scratch</p> <p>Scratch is a free animation browser based software. With scratch you can program little interactive stories or animations. It is used by people of all ages, but it's especially very suitable for the work with children and youths. It's available at www.scratch.mit.edu</p> <p>There are some videos, which explains the several steps of Scratch.</p> <p>You may find them here: https://scratch.mit.edu/help/videos/</p> <p>First steps:</p> <p>The youths have to be familiar with the software and the commands for animating the Scratch cat. Here are some instructions, what to do first</p> <ol style="list-style-type: none"> 1. First of all, the youths have to save their project. (File>Save as) 2. All commands, which are usable for coding, are arranged in blocks 3. Every block has different commands. The different commands are in the same colour as the block. 4. It's possible to create your code with drag and drop to the right side. <p>The first task is now moving the cat:</p> <ol style="list-style-type: none"> 1. Drag the feature "move 10 steps" from the motion block to the window on the right side. 2. For starting the movement, you need a start condition. You may find it in the Events block. Choose a start condition and connect it with dragging to the windows with the movement block. 3. If you click on the green flag now, the cat moves. 	

Teaching and Learning Resources

<https://scratch.mit.edu/>

<https://scratch.mit.edu/help/videos/>

Personal Evaluation

After the participants have left, the lead tutor evaluates the evening. Anything that worked well, or didn't work well is noted.

- ➔ What went well?
- ➔ What did not go well?
- ➔ Did the groups understand how Scratch works?
- ➔ Did anybody create a little animation?

Lessons learned:

2D Animation Session Plan 2

<p>Aim of Module</p> <p>To enable participants to create and edit 2D animation</p>	<ul style="list-style-type: none"> ▶ Session 2 of 2 ▶ 20 participants ▶ 13 – 16-year old's ▶ 90 minutes
<p>Session Objectives</p> <ul style="list-style-type: none"> ➔ Introduce the story and applicability of animation ➔ Introduce participants to roles and responsibilities in animation ➔ Introduce participants to brainstorming methods ➔ Introduce participants on how to write/set up a storyboard 	<p>Session Outcomes</p> <ul style="list-style-type: none"> ➔ Participants understand animation and animation roles ➔ Participants brainstorm, concept and storyboard their ideas ➔ Have a cohesive group with well-defined roles.
<p>Keywords</p> <p>Teamwork, animation, brainstorming</p>	
<p>Session Delivery</p> <p>Short repetition of the last session: How does animation work?</p> <p>Discuss with the participants the different roles and jobs in a film production. Building little teams, then introduce brainstorming for generating an idea. Explain to the teams the structure of a storyboard and why it is needed. After that the participants write down their concept in a storyboard and distribute the different roles.</p> <p>Demonstration on how Autodesk Sketchbook or similar graphic apps work.</p> <p>Participants work in teams to create short animations based on their concepts. They will visualize their ideas with Autodesk Sketchbook (the app is available for Android and iOS) or another graphic App. Using a graphic tablet is also possible. For accurate drawing it's useful having a touch pen.</p> <p>The participants open their images in a video editing programme like Windows Movie Maker or iMovie. There they can add sounds and text.</p>	
<p>Teaching and Learning Resources</p> <p>Tablets or Smartphones with Autodesk Sketchbook (available for Android and iOS)</p> <p>Storyboard template (http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc)</p> <p>Windows Movie Maker or iMovie</p> <p>Websites for downloading sounds like freemusicarchive.com or soundbible.com</p>	

Personal Evaluation

After the participants have left, the lead tutor evaluates the evening. Anything that worked well, or didn't work well is noted.

- ➔ What went well?
- ➔ What did not go well?
- ➔ Did the groups get what they intended to capture?
- ➔ If not, do you have a clear idea why?
- ➔ Is the captured video/audio of intended technical quality?
- ➔ If not, do you have a clear idea why?

Lessons learned:

Sound Session Plan 1

Aim of Module

- ➔ To draw participants' attention to different music rights.
- ➔ To explain different music licenses to participants.

- ▶ Session 1 of 2
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 60 minutes

Session Objectives

- ➔ Introduce participants to copyright and Creative Commons.
- ➔ Introduce participants to special regulations in your country (e.g. the GEMA in Germany. If you use music from bands or singers in a video or you play these songs in public areas, you have to pay an amount to the GEMA)

Session Outcomes

- ➔ Participants are aware about the legal aspects when using music and sounds in films
- ➔ Homework: Participants are asked to make a film (max. 2mins) for the second session on sounds without dialogues.

Keywords

Creative Commons, copyrights, licenses

Session Delivery

Introduction

Duration: 2minutes

Tutor gives a brief recap on the overall module.

Tutor gives a brief overview of the session.

YouTube

Duration: 15minutes

Show participants two music videos from YouTube and then start a discussion about the following questions (put the answers on a metaplan board):

If you make a film, what music do you use?

Is it okay, using music e.g. from Rihanna for your video?

Why do you think is this forbidden?

Introduction into the issue of licenses

Duration 20minutes

Give a short introduction into the issue of ownership and copyrights.

Ask them what they would think about if another participant would pretend that the video you produced was made by him/her or if they would even earn money with your product without paying you anything.

Creative Commons Licenses

Explanation to the participants that open licenses offer the user the opportunity to use materials, sounds etc. for free without asking the original author for permission as long as the user respects the licence used by the initial author.

Exercise to discuss Open Licenses with the participants:

Put three coloured papers on the metaplan to explain the different licenses:

Creative Commons Attribution 4.0 (CC BY 4.0)

Creative Commons Attribution 4.0 is one of several Creative Commons Licences. This licence means that the producer of the sound has to be named.

Public Domain Sound

The Public Domain Sound may be used without any restriction.

Royalty Free Sound

Royalty Free Sounds may also be used for commercial purposes.

Ask the participants if they have an idea, what the meaning of these licences is.

Use the answers of the participants to explain the three licences and note the important points on the metaplan board.

You also may give some images to the participants and they have to combine them with your clear guideline considering to the different licences.

Homework

Duration: 2 minutes

Homework: Participants are asked to produce a short film (max. 2mins) without any dialogues.

Little brainstorming with the participants about the topics of the films.

Teaching and Learning Resources

- ➔ Computer with internet access.
- ➔ Pictures for the last task (licences)
- ➔ Metaplan board, flipchart, markers, coloured paper
- ➔ Headphones
- ➔ Creative Commons Licence <https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/>

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Could participants work in teams?
- ➔ If not, did they understand what went wrong?

Lessons learned:

Sound Session Plan 2

Aim of Module

To enable participants to enhance a video with music and sound.

- ▶ Session 2 of 2
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 60 minutes

Session Objectives

- ➔ Introduce participants to sound in film
- ➔ Enable participants to search and download adequate sound and music for their videos respecting the copyrights.

Session Outcomes

- ➔ Participants add sound to animation and films

Keywords

Downloading, Windows Movie Maker, iMovie, sound effects, video editing, copyrights

Session Delivery

Introduction

Duration 2minutes

Tutor gives a brief recap on the overall module.

Tutor gives brief overview of the session.

Searching sounds & respecting copyright issues

Duration 25minutes

Before introducing websites where participants can download sounds and music for free give them a short and comprehensive introduction into the issue of copyrights. Short explanation on Creative Commons Licence: <https://creativecommons.org/about/program-areas/arts-culture/arts-culture-resources/legalmusicforvideos/>

Participants are introduced to different websites, where free sounds are available:

- ➔ [Freesounds.org](https://freesounds.org/)
- ➔ [Soundbible.com](https://soundbible.com/)
- ➔ [Audacity.com](https://audacity.com/)
- ➔ [Freemusicarchive.com](https://freemusicarchive.com/)

Importance of sounds

Duration: 15 minutes

With a metaplan board you can discuss with the participants, why it's important to have sound in a film.

Importing sounds to a video

Each team uploads their videos, which they made at home, to a computer and imports them into a movie editing software (Windows Movie Maker 2.6, iMovie etc.). They then import them to the timeline.

Each team then searches for appropriate sound effects for their video and downloads them. They then place them into the appropriate positions on the timeline.

Finally, the videos are watched with the entire group.

When presenting their videos each group is asked to speak about their experiences and lessons learned when searching for appropriate sound and music and when adding it to the video. What difficulties did they encounter, how does it change the video, what is the best website for searching sound, would they like to record their own sounds and music?

Teaching and Learning Resources

Computers with Wi-Fi and basic film editing software: (Windows Movie Maker 2.6, iMovie etc.)

www.freesound.org (This is an excellent resource for free, downloadable, sound effects)

Personal Evaluation

- ➔ What went well?
- ➔ What did not go well?
- ➔ Could participants work in teams?
- ➔ If not, did they understand what went wrong?
- ➔ Could they source appropriate sounds?
- ➔ Could they place them into their animations?

Lessons learned:

Social Media Session Plan 1

Aim of Module

Participants systematize and consolidate their knowledge in the field of social media and the risks of being in social media and how to protect themselves and their data (software, ways of behaviour).

- ▶ Session 1 of 1
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120 minutes

Session Objectives

- ➔ Raise awareness of the participants about the benefits and risks of publishing content on the Internet.
- ➔ To create a "codex of good Internet user".
- ➔ Set up accounts for the group on all relevant social media platforms according to the "codex of good Internet user"
- ➔ Set a rough schedule of publication types/content for each platform

Session Outcomes

Participants:

- ➔ know the extent of coverage the Internet and social media, as well as understand the impact of social media on our daily lives;
- ➔ know the categories of social media and how to post content on various portals;
- ➔ know that they have to take care of the security of their data, passwords, hardware, through which connect to the Internet, an Internet connection (especially if they send important information or make financial transactions);
- ➔ know how to behave safely on the network and can advise others on how to do it;
- ➔ responsibly publish materials related to themselves or others (with their consent), foreseeing the consequences that may result;
- ➔ know what cyberbullying is and how to react when they become a victim or they are able to offer assistance to a person who experiences the cyberbullying;
- ➔ know how to set up a profile of community or society on a variety of media;
- ➔ know that if they want that profile function in accordance with their expectations, they must prepare a schedule of activities and assign tasks to individual members of the group according to their interests

Keywords

Social Media, discussion, safety, bullying, search engine optimisation, Facebook, Twitter, YouTube and Vimeo.

Session Delivery

Introduction:

Duration: Approximately 5 minutes

Gives brief talk on the subject, covering what will be discussed in the session and what will be achieved by the end.

Exercise 1: The definition of social media

Duration: Approximately 10 minutes

Present participants with question:

- ➔ What, according to them, means social media? cyberbullying, i.e. aggression web site and a code of good Internet user

or

- ➔ What are the social media?

Write down all the answers on a flipchart. On the basis of written answers together create a definition. For example, one of the participants can write it on a whiteboard, in a visible place.

Then compare your definition with generally known definition for example from the Wikipedia.

Exercise 2: Discourse on social media

Duration: Approximately 10 minutes

Present participants with a few question concerning access to social media.

Examples of questions:

- ➔ what do you think, how many people live around the world and how many of them are actively using the Internet?
- ➔ how many of them actively use social media and how many hours per day do we spend on social media?

Participants can work in pairs and write answers on cards or any of the participants can give, in order, the answer to the question. Each answer should be written on a flip chart or whiteboard.

Confront all answers with some statistics, e.g. by presenting a video or infographic.

Then ask the same questions, which concern e.g. only Polish. Replies also confronts with some graph.

The aim of this exercise is to raise participants' awareness of the scale range of the Internet and social media, as well as making them aware of the impact of social media on our daily lives.

Exercise 3: Discussion on the favourite social media

Duration: Approximately 15 minutes

Examples of questions:

- ➔ What social media networks are you on?
- ➔ Which is your favourite social media network?
- ➔ Why is it your favourite?
- ➔ Do you do the same things on each social media network? How are they the same/different?
- ➔ Which content is appropriate for each social media network?
- ➔ Who has the most successful accounts on each platform?
- ➔ How do these successful accounts get more followers/likes/subs on each network? Humour? Pictures? Music?
- ➔ What's the difference between using social media for personal stuff and for something like Future Creators?

This section should show examples of people who depend on carrying their channels / profiles on social media (e.g. PewDiePie).

At the end of this exercise participants should enrich their knowledge about various social media platforms and their subscribers as well as to raise their awareness of how to efficiently use each platform.

Exercise 4: Classification of the social media

Duration: Approximately 10 minutes

Ask participants to list all of them well-known social media. Write down answers on the board.

Additionally, you can find out about:

- ➔ What are the differences between these portals? Do the same steps are performed on them?
- ➔ How do these portals are similar to each other, and how they differ?
- ➔ Determine what content is most suitable for all social media?

All replies confront with, for example Infographics, which introduce the classification and discuss the differences.

Example of classification:

- ➔ Blogs
- ➔ Services of content
- ➔ Microblogs
- ➔ Internet news
- ➔ Services Q & A
- ➔ Social services geolocation
- ➔ Forums
- ➔ Social networks
- ➔ Virtual game worlds
- ➔ Services such as Wiki

As a result of this exercise, participants will know how to classify social media and know the difference between them.

Exercise 5: Social media - the benefits and risks

Duration: Approximately 10 minutes

Participants work in groups, they collect information on the benefits of using social media and the risks that entails too frequent use of the proposed internet content. The results of the work participants write on the board, followed by a discussion.

Expected reply in relation to ADVANTAGES:

- ➔ we get the information to many people;
- ➔ we get feedback quickly and easily;
- ➔ an easy way to maintain contact with each other regardless of the distance between them;
- ➔ diversity can help in being more tolerant to convince other people and in dealing with problems from different angles;
- ➔ enhancing creativity

Expected reply in relation to THREATS:

- ➔ violation of privacy;
- ➔ identity theft;
- ➔ addiction;
- ➔ job loss;
- ➔ infected with malware;
- ➔ reducing employee productivity;
- ➔ impact on the company's reputation;
- ➔ problems with the operation of a computer network;
- ➔ any information posted to the user can be used against them

This exercise aims to raising the awareness of the benefits and risks of being in social media.

Exercise 6: Cyberbullying, i.e. online bullying and a "codex of good Internet user"

Duration: Approximately 20 minutes

This topic can be started, for e.g. by presenting a film about cyberbullying.

Ask the pairs to write down examples of how someone can be bullied online. Start a discussion based on answers – example questions:

- ➔ What are the differences between cyberbullying and other forms of bullying?
- ➔ How can you avoid it? What should you do if it happens to you?

Show a slide about the THINK initiative (a checklist for whether to post or respond to a post)

T.H.I.N.K.	
T	stands for 'is it True?'
H	is for is it 'Honourable.'
I	is it 'illegal.'
N	is for 'is it necessary?'
K	is for "is it 'kind?'

Then show off: slide, graphics, poster, website or video - how to deal with cyberbullying.

Based on the gathered information, participants should form the "codex of good Internet user", which will include best practices in the daily use of social media.

Codex can be written in the form of points on a flip chart or participants can develop it in an interesting graphical form on computers. Code should be suspended permanently in the workshop room, where classes are held.

Through this exercise, participants will know how to safely use social media and what to do if they encounter dangers on the Internet. This exercise is designed to raise awareness of the participants on the online bullying and how to avoid it or how to deal with it.

Exercise 7: Setting up profiles on YouTube, Instagram, Facebook

Duration: Approximately 10 minutes

Once again, discuss with the participants

- ➔ Which social media are their favourites?
- ➔ Which media are best suited to the content of what they want to publish?

Based on answers, the participants themselves should determine the choice of social media platform. Participants are divided into groups according to their choices.

Each group now sets up a social media account from a list built from the brainstorming session. Groups should assign strong yet easy to remember usernames and passwords, with guidance from the tutors. Assign cover images (go over text guidelines for Facebook – no more than 20% of the cover image if using) and profile images. What information should be on the account? Place some basic information and an introductory post on each account. Decide who should have the account information? Have each team start to invite friends/their own accounts. Explain the difference between a page and a profile and an event in Facebook. Explain the differences between Vimeo and YouTube for video content.

The result of this exercise should be properly configured and filled with content profiles on Facebook, Instagram and YouTube.

Exercise 8: Establish groups and content guidelines/schedule

Duration: Approximately 20 minutes

As a group, assign members specific tasks based on their preferences and talents. These sub groups can include: animation, interviews, music, drama, photographs, group blog posts, scheduling, publishing, management of social media. Set leaders in each group, who take on responsibility for coordinating and delivering their group's content/tasks. Agree on a meeting schedule and time, and some very basic project management tasks. How will the social media aspect of the group be evaluated on an ongoing basis throughout the projects? What forms of communication can be used?

All guidelines/schedule should be written on a flip chart, or as a file on computer or with using MindMup.

Teaching and Learning Resources

Computers and Wi-Fi: Google Drive, MindMup

YouTubers:

- ▶ <https://www.youtube.com/channel/UC1w7ZXsQ1d5Tlfxix1regQ>
- ▶ <https://www.youtube.com/user/ZuzannaBorucka>
- ▶ <https://www.youtube.com/user/reZiPlayGamesAgain>
- ▶ <https://www.youtube.com/user/RedLipstickM0nster>

The definition of social media:

- ▶ https://pl.wikipedia.org/wiki/Media_spo%C5%82eczno%C5%9Bciowe
- ▶ <http://edukacjamedialna.edu.pl/lekcje/slowniczek/>

Infographics:

- ▶ <http://www.slideshare.net/wearesocialsg>
- ▶ https://infogr.am/aktualne_dane_na_temat_liczby_uzytkownikow_social_media_w_polsce_q4_2015
- ▶ <https://www.marketing101.pl/marketing-w-social-media>
- ▶ <http://jarekroszkowski.pl/rynek-mediow-spoecznościowych-w-polsce/>
- ▶ <http://networkeddigital.com/2010/05/10/podzial-i-klasyfikacja-social-media/>

Links about cyberbullying:

- ▶ <http://wroclaw.wyborcza.pl/wroclaw/1,35771,19019450,nienawisc-w-internecie-gro-za-smiercia-oldze-tokarczuk.html>
- ▶ <https://www.youtube.com/watch?v=Ju5ruLW8elc>
- ▶ <https://www.youtube.com/watch?v=NHa1nc2wYTg>
- ▶ <http://www.helpline.org.pl/>

MindMup

- ▶ <https://www.mindmup.com/>

Personal Evaluation

After the participants have left, the lead tutor evaluates the session. Anything that worked well, or didn't work well is noted.

- ➔ What went well?
- ➔ What did not go well?

Lessons learned:

Game Making Session Plan 1

Aim of Module

To enable participants to create a simple computer game using ready-made game assets.

- ▶ Session 1 of 1
- ▶ 20 participants
- ▶ 13 – 16-year old's
- ▶ 120 minutes

Session Objectives

- ➔ Participants know the steps involved in creating a simple game.
- ➔ Participants are familiar with the basic concepts of creating computer games (game genres, manufacturing technologies, types of views).
- ➔ Participants create a simple game using the previously prepared resources.

Session Outcomes

- ➔ Understanding the basic knowledge and acquire the skills needed to create a simple computer game.
- ➔ Team work on a joint project.
- ➔ Group integration.

Keywords

discussion, group work, brainstorming, creating games, Stencyl.

Session Delivery

Introduction to the course

Duration: 5 minutes

Introduce participants to the purpose of the classes and skills that will be held after the completion of this module.

Creating computer games - introduction

Duration: 20 minutes

- ➔ Give participants a definition of a computer game.
- ➔ For example, game chosen by the participants, in the joint discussion, try to determine what is the goal of the game, what are the rules of the game, what are the interactions between different characters and between characters and environment.
- ➔ Set aside different types of objects in the game:
 - ▶ Actors (sprites)
 - ▶ Environment (tiles, background images)
 - ▶ Sound effects and music.

Game genres and manufacturing technologies

Duration 10 minutes

Ask participants about their favourite game. Try to determine what genres are those games (platformers, RPGs, adventure, logic, etc.). Determine whether made in 2D or 3D. Try to observe what type of view was used in the game (the view from the top, side, isometric or FPP TPP in 3D games).

Developing idea of the game

Duration 20 minutes

Think about what makes the game. What makes one game better than the other. This task can be performed in groups. Each group writes on a piece of paper what they like most in games that they play. Results can be discussed and presented on the board or flip chart. Using brainstorming try to develop the idea for your perfect game.

Using the game editor environment

Duration 10 minutes

Introduce briefly the chosen environment for creating games. Present a sample game created in this environment. We recommend using the program Stencyl. It's simple to use and does not require programming skills. In the "Links to resources" you will find prepared game kit to create a Breakout / Arkanoid type game. Alternatively, you can use any software (e.g. Game Editor, Gdevelop, Unity, Unreal Engine or a simple tool based on the World Wide Web). But remember to prepare before a game kit or a sample template, so that participants will be able in a short time, on the basis of these resources, to create a working game.

Making of the game.

Duration 50 minutes

Importing game/kit - demonstration by the tutor. Then each participant imports prepared previously kit for their environment.

Scene Editor - demonstration by the tutor. Participants create the first scene/level in the game, put on the actors, tiles, add a new layer and place the background image on it. The finished scene can be compiled to test.

Adding behaviours - demonstration by the tutor. Participants add predefined behaviours to actors (from the library or prepared in advance by the tutor) describing the motion and interaction with other actors and the environment.

Adding music - demonstration by the tutor. Participants add to the scene predefined behaviour which plays music in the background.

At any stage of development you can compile the game, to monitor the progress of work. The game should be also regularly saved.

Testing / modifying the game

Duration 15 minutes

Participants test games to assess the "playability" and the difficulty level. They can swap places in order to express an opinion about the game made by a colleague. At this stage they may make changes/modifications according to their observations or suggestions of colleagues.

