



# Participatory Video with Children

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## Facilitators Manual





War Child Holland's goal is to empower children and young people in war affected areas. Children have the right to grow up in peace and War Child advocates for the realization of their rights. Our programs strengthen psychosocial development, educational opportunities and support the development of a protective environment. Using the transformative power of creative arts and sports is central to our method of work. War Child Holland has programs in Afghanistan, Burundi, Chechnya, Colombia, DR Congo, Israel and the Occupied Palestinian Territories, Lebanon, The Netherlands, Sierra Leone, Sri Lanka, Sudan and Uganda. War Child Holland is an independent and impartial nongovernmental organization. We support all children and young people affected by conflict, irrespective of their religious, social or ethnic backgrounds. War Child Holland is part of War Child International, a network of independent organizations.

## Participatory Video with Children

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### Facilitators Manual

Concept and development, War Child Holland

Frank Velthuisen with input from:

Video Diaries Monitoring Tool- Training of Facilitators Guide (War Child, 2011)

Child Rights Situation Analysis Occupied Palestinian Territories and Israel (War Child, 2011)

Insights into Participatory Video: a Handbook for the Field (InsightShare, 2006)

Rights-based Approach to Participatory Video: Toolkit (InsightShare, 2011)

Travelling Together: How to Include Disabled People on the Main Road of Development (World Vision, 2010)

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# Introduction to the manual

## Participatory Video with Children

This manual has been developed to serve as a qualitative data collection tool as part of a case study research on the situation of children with a disability in one community in Kosti, Sudan. It thus was developed for a specific purpose in a specific location. However it could serve as framework for similar activities in any other setting.

The method Participatory Video (PV) has been chosen for various reasons. Firstly to explore if children using PV could possibly identify often invisible peers with a disability; secondly to explore if children using PV can portrait the challenges children with a disability face in accessing education and thirdly, assuming the first and second steps are successful, to explore if this tool can encourage communities to find solutions on the barriers towards inclusion into education and/or society in general.

Using Video with Children and Youth within War Child is not new, however it might be one of the first times that children have been targeted who just started their education. The participating children recently completed six months of education in a Safe Learning Space, majority had very basic to minimal reading skills and even less writing skills. Therefore their expression skills are limited. While the main goal of the research is to get an insight on children with a disability, the empowering impact on the children who participated in the PV process shouldn't be underestimated. The method provides the participants' an opportunity to engage with ICT, expand their communication skills, and enhance their self-esteem and become aware that their opinion matters.

*Quote from co-facilitator after first glance on footage taken by children "I will never underestimate anyone anymore "*

The manual has only considered the very basics on film techniques and has minimized use of reading and writing skills. While the manual and process has made an attempt to respect full participation of the children, the topic of the video has been determined by the facilitators. Especially session 2 can be re-written to create a session in which children can identify an issue, preferably Child Rights related, which they want to share with the community.

Within the manual some comments has been given on experience during the first use of the manual. For more background and analyses on the training, the findings can be requested for by contacting [frankvie@dds.nl](mailto:frankvie@dds.nl). Some of the annexes and forms & tools are also on request available in Arabic.

# Using the Manual

## For who is the manual?





This manual is for facilitators (*annex 1*) of a participatory video training for children with very basic reading and writing skills from the ages 10 to 14. It is assumed that facilitators using this manual have prior experience working with children.

## What's in it and what not?

The manual describes step by step how to facilitate PV training for children. The manual does not describe in detail how to train the facilitators in using the manual. The manual is largely self-explanatory. As preparation for this training, the 2 co-facilitators have been introduced to flip cameras (*annex 2*) and were asked to film some of their existing activities. After they were briefly introduced to an Apple computer with iMovie '11 (a tutorial can be found here: <http://www.bgsu.edu/downloads/cio/file85783.pdf>) and assigned to edit short clips of their footage. This preparation proved to be sufficient for training and guiding the children in the PV process.

## Symbols

*Throughout this guide, you will find recurring symbols and sections. They are explained below.*

- **Preparation** This section contains assignments that you need to complete before starting a 'step'. Read it at least a couple of days before you have to do the activity. If you read it last minute, you will be too late!
- **Group Talk** The symbol  stands for group talk. At times you will be asked to explain something, but more often, you are expected to *facilitate* a discussion. Try to let the participants talk as much as possible and ensure that every that everyone is part of the discussion.
- **Exercises** The symbol  stands for an exercise. Don't forget to read what goal the exercise serves!
- **Assignment for Next Time** The symbol  stands for an assignment for the next time you meet your participants. This may be setting a date for the meeting, but it can also be something that you would like your participants to think about before you see each other again.
- **Attention!** The symbol  stands for something that you should not forget.

# Participatory Video & Rights-based approach

## What is a rights-based approach?

Every child is entitled to his/her rights prescribed in the Convention of the Rights of the Child (CRC). These rights include the right to participation, freedom of expression and respect for the views of the child. Every child with a disability is also entitled to his/her rights as prescribed in the Convention of People with a Disability (CRPD). These rights will be used as a starting point in this participatory video process. The children who are engaged in this process will be able to fully participate in each stage of the process. Participatory video enables children to express their feelings and share experiences.

The emphasis of participatory video practice is placed on *process* rather than *product*. The process that has emerged and evolved over more than forty years is today widely recognized as a dynamic and effective method of working with marginalized, disadvantaged or otherwise vulnerable children.

The process aims to:

- Build confidence of participating children
- Increase participation of marginalized children
- Increase capacity for advocacy
- Foster understanding and awareness within participating communities
- Enable participating children to clearly communicate with its target audience(s)
- Challenge injustice and inequity

Common side effects for participating children may include:

- Uncontrollable bouts of fun!
- Sudden growths in self-esteem and confidence
- Increased appetite for positive change
- Development of strong relationships & sense of solidarity

## Cornerstones of participatory video

The following can be considered as 'cornerstones' of the participatory video process, without any of which everything else may collapse:

### Participation

It is possible at each stage in the participatory video process for everyone to participate equally.

### Reflection

Reflection is central to the experiential learning process within participatory video. Individual participants learn about themselves and their abilities through the introspection and reflection built into the process.

### Empowerment

Participatory video helps to release hidden resources, potential and passions within the children taking part.

It values the knowledge and perspectives of its participants and places these as paramount in the participatory video process amongst all others.

### Positive action

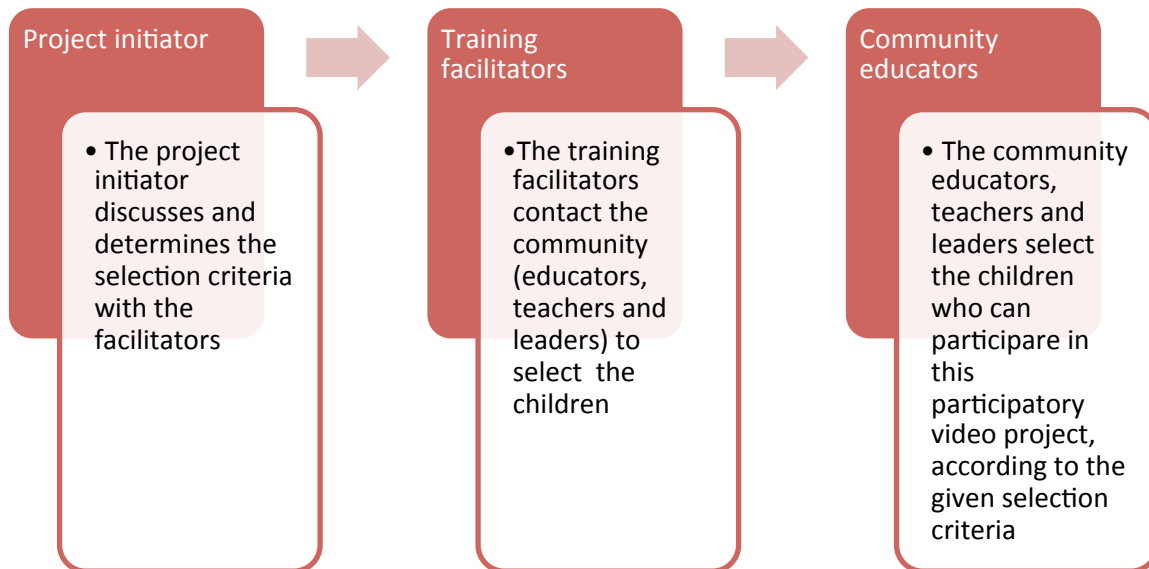
The process of participatory video can open channels of communication, create powerful messages through a constructive, positive and peaceful process.

## RESOURCES

What do you need to run a successful Participatory Video cycle? Find a list of items below.

- Flipcharts
- A3 paper
- Post-its
- Masking Tape
- Markers
- Color pencils
- Copies of all forms
- Bags, 1 per child
- Beamer
- Projection screen
- Speakers
- Flip camera's
  - 1 per pair,
  - 1 facilitator
  - 1 spare
- Headphones
- USB stick
- External hard disk
- Curtains to cover incoming light
- Apple laptops
- CD-roms, 1 per child
- 1 Parachute
- 1 Ball
- Scarves
- (Self-made) medals

## SELECTION OF PARTICIPANTS



## INFORMED CONSENT

Few days before the training a meeting needs to be held with the proposed participants and their parents/caregivers as to explain the PV process and seek informed consent (*Forms & tools 1*).

## TIMELINE PARTICIPATORY VIDEO PROCESS

The following time schedule has been followed for the participatory video project, in order to have an insight in the available time for each phase.

Period	Activity	Place & duration (WC= War Child Office Kosti; C= Community)	Participants
<b>Week 1</b>	Preparation meetings with project initiator and facilitators. Training facilitators in use of Flip Camera and Editing	WC: 3 x 2 hours sessions divided over 3 days. Facilitators continue practicing in their own (office) time.	Project initiator and facilitators
<b>Week 2</b>	Selection of participating children in the community  Informed consent session with children and parents	C: 1 x 1 hour session for explanation & 1 hour session after community has selected children  C: 2 hours	Facilitators and community educators/teachers/elders  Selected children, parents/caregivers and facilitators
<b>Week 3</b>	Training 1: Filming with a flip-camera Training 2: Introducing disability Training 3: Creating a story Training 4: Communication & consent Training 5: Let's start!  Filming by children	WC: 2,5 hours WC: 2,5 hours WC: 2 hours WC: 2,5 hours  WC: 2,5 hours  C: 2 days	Facilitators, children Facilitators, children Facilitators, children Facilitators, children  Facilitators, children, 1 contact person per community Children
<b>Week 4</b>	Filming by children Training 6: Final editing Final editing Preparing community screening	C: 1 day WC: 2,5 hours C: 2 hours per pair WC:	Children Facilitators, children Facilitators, children Facilitators, children
<b>Week 5</b>	Consent pilot screening Community screening	C: 2 hours C: 2 hours	Facilitators, all participating children, Facilitators, all participating children, community
<b>Week 6</b>	Training 7: Evaluation	WC: 2 hours	Facilitators, children



# Session 1 **Filming with a flip-camera**

**Goal** Participants are able to use a flip camera and know the basic techniques to make good footage.

**Resources**

- Fully charged flip cameras (one for each couple)
- Printed copies of the flip tips sheets (hand-out)
- Flipcharts
- Marker
- Adhesive tape
- Laptop
- Small loudspeakers
- Beamer

**Duration** 2,5 hours

**Warming up** Picture time! (10 minutes)

**Exercise 1** Filming around the circle (30 minutes)

**Exercise 2** Flip tips (60 minutes)

**Exercise 3** Share and listen (30 minutes)



## **Welcome and introduction (10 minutes)**

Wish the children a warm welcome. Introduce yourself, ask the names of the children and ask them to write their names on a piece of painter's tape, which they can place on their shirt. As children are class mates, no extensive intros will be made. Explain the children about the participatory video training program (*during the prior consent meetings the training has as well been explained*) and today's schedule. Emphasize that you are happy that they are willing to participate, a very important task! Their efforts are very essential, so you hope and trust that they will be motivated and eager to learn more. However if a child does not want to participate any longer, he/she is free to inform the facilitator and be excused. Ask the children who has ever heard about, seen or used a flip camera before. This gives you a clear picture of the 'starting point' of the children regarding the use of the flip-camera.



Source: Unicef.org



## Warming Up: Picture time! (10 minutes)

**Goal:** After this energizer the children are warmed-up for today's session

**Step 1.** Ask the children to put aside the tables and chairs, to create some space.

**Step 2.** Explain the children that they will all be part of a special 'real life photo'. Explain to them that you will give the title of a 'photo shoot' and then it is up to the children to represent this shoot as soon as possible. For example: the facilitator says 'driver' or 'chicken' and straight after that the children have to position themselves as the example mentioned. They have to stand completely still, so it really looks like a photo! Once the facilitator has taken an imaginary photo, the children can move again. Children are not allowed to speak during the photo shoot.

**Step 3.** You can decide to ask the children for input for a next 'photo scene'.

**Step 4.** After three 'photo scenes', ask the children if they are completely warmed-up to continue with the session. If not, you can do one last one. If yes, ask the children to put the chairs in a circle and sit down.



## Exercise 1: Filming around the circle (30 minutes)

**Goal:** After this exercise the children are able to make simple recordings with the flip camera

**Preparation:** Make sure you have a fully charged flip camera at hand



Before you start this session, ensure you have connected the laptop to the beamer and speakers. Further information about the use of the flip camera can be found in Annex 2: Quick Start Flip Guide

**Step 1** All children and the facilitator sit in a circle.

**Step 2** Show the children the flip camera and explain the purpose of it. Tell the children that in this exercise they will start learning how to use the camera. Hand over the camera to the child sitting next to you.

**Step 3** Instruct child A (whoever is sitting next to you) how to: hold the camera by bracing their elbow; switch the camera on/off; start and stop filming; find out how many seconds they have filmed. Do NOT hold the camera, but give it to the child. It is important that children do this themselves. Even if they are shy, they will pick up on your enthusiasm and belief that they can do it. Keep looking around the group to make sure everyone is attentive.

**Step 4** Ask child A to try zooming in and out - ask them to frame the head and shoulders of the person sitting opposite them. Then, making eye contact, they should ask the person opposite if they are ready. Note that giving instructions should not take long – get quickly to the filming part!

**Step 5** Ask child A to film the person opposite him/her and ask that person 2 questions, namely: "What is your name"? "What do you love doing?" Explain that the filmed messages should not be longer than 30 seconds. Show how they can see how much time has passed

**Step 6** After filming, child A hands the camera to the person sitting next to him/her.

**Step 7** After handing over the camera, the child (not the facilitator) explains to the child sitting next to him/her what he/she has just learnt from the facilitator. *In the pilot training this was hard for the children, the facilitator had to assist.*

**Step 8** The process is repeated until everyone in the circle has had a chance to both film and talk, including the facilitator. When everyone has filmed (including the facilitator) you can connect the Flip Camera to the computer. *This process does take at least 10 minutes, it is advisable that the co-facilitator entertains the children meanwhile, or that 1 facilitator proceeds with step 10, while 1 facilitator prepares few clips for screening*

**Step 9** Delete all the ‘practice’ videos, those in which you just showed how to start and stop filming. You can identify these videos easily by checking their length (a 2 second video obviously was not an interview!).

**Step 10** Ask the children if they felt comfortable talking in front of the camera. What did they (not) like about it? If there are children who did not enjoy it and who feel really uncomfortable, discuss this. Make sure that you do not force anyone to be in front of the camera if they do not feel comfortable.

**Step 11** Play the first 3 videos back on the beamer. Ensure that everybody can see it well! Tell the children that in the next exercise we will watch clips from others



## **Exercise 2: Flip tips (60 minutes)**

**Goal:** After this exercise the children are able to recognize and explain the flip tips

**Preparation:** Make sure you have copied enough ‘flip tip’ sheets for the children (see: Forms & Tools 2)

Explain to the children that they are requested to create a short film about a child with a disability in his/her community. Eventually the film should make clear which barriers the children with a disability experience regarding ‘going to school’. In the next session we will talk more about disability. The quality of the film determines whether these barriers are recognized by the audience watching the film, so it is important that the children understand the basic techniques of filming. Provide a short introduction by:

**Step 1.** Ask the children what they consider as important things to keep it mind while filming. Try to ask questions why they think it is important.

**Step 2.** Hand-out the sheets with ‘flip tips’ and go through them together. Ask the children what the different images mean according to them and why they could be essential for the quality of the film. Refer to the flip chart in the previous exercise

**Step 3.** Emphasize that during the sessions the children will have the opportunity to learn how to put these ‘flip tips’ into practice, starting right now

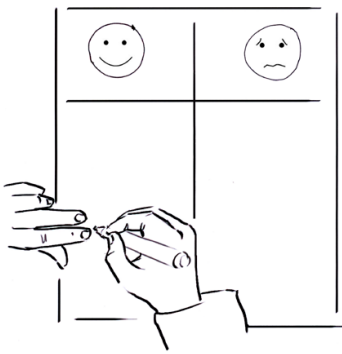
**Step 4.** Now the children know how the flips work, they will make their first shot. Give the children 15 minutes to go outside (but within the training compound) and film something they like. Ask them to make a long shot, a close up shot and a mid-range shot.

**Step 5.** Be available outside when children have questions. Call them back to the training-room after 15 minutes. Ask them briefly their first expressions before showing the clips.

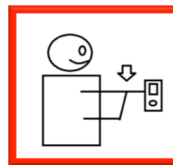
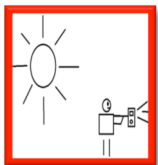
**Step 6.** Show the clips one by one, if time allows from all children. Tell them to think off the Flip Tips while watching.

**Step 7** Make one flip chart with a smiling face, and one with a sad face. Ask the children what they liked about the movies and what could be improved. If it remains quiet, ask an example question to get things going. For example: what about the light? Try and ensure that the flip chart is filled with at least some of the 8 Flip Tips. If time allows, consider the possibility of first quickly showing all clips – so all can see themselves on the screen at least once. )

**Step 8.** Conclude this exercise by asking the children what they have learned from watching the different videos and what new 'inspiration' it has given them regarding to the film they are going to make.



**!** Keep things visual and interactive. In this training, children will learn by *seeing, doing and thinking*, not by *reading and listening*. Instead of lecturing, ask as many questions as you can and let children come up with the answer themselves. Always keep this Chinese proverb in mind: *“Tell me and I’ll forget, show me and I may remember, involve me and I’ll learn.”*





### Exercise 3: Listen and share (30 minutes)

Goal: After this exercise the children are able to listen to and film a conversation, applying the mentioned flip tips.

Preparation: Make sure you have a fully charged flip camera ready for each pair. Ask the children to keep the hand-out (flip tips) at hand for consultation.

**Step 1.** Ask the children to make pairs

**Step 2.** Hand out a flip camera to each pair and ask them to find a space away from other children where they can sit and talk quietly

**Step 3.** Explain that each child will take it in turns to speak and listen. You can introduce a simple subject/question, like: 'what you like about school' or 'what activities you do after school' in case children don't know their own topic. When the first child is speaking, their partner records it with the flip camera. Emphasize that the child who's filming should simply listen without responding or even make affirmative noises!

**Step 4.** Before filming the children should go through the flip tips and discuss what they have to take into account. If desired, you can support the children by asking questions about background noises, light, zoom, steadiness of the camera etc...

**Step 5.** The children take turns in speaking and listening/filming, maximum 2 minutes per child.

**Step 6.** When the children have taken their turns, they can both watch their recorded videos together on their flip camera. Make sure you walk around in order to offer help and support. *It is advised that the facilitators show each couple* If desired and time allows, you can decide to evaluate some videos with the whole group (using the laptop and beamer).

**Step 7.** Give a clear sign when you want to close the exercise by asking the children to hand over the flip cameras to you and to sit in a circle for the evaluation



### Evaluation and Feedback (10 minutes)

Goal: The children are able to reflect on the experiences and learning outcomes of today's session

**Step 1.** After you have finished the last exercise, sit down with the children to evaluate the session.

**Step 2.** Ask the children what they have learned and what they would still like to learn after today. Discuss what the children liked about the today's session and what could be improved. Make sure that the children feel comfortable to also share negative experiences!



### Preparation for next session

Set a time and date for the next session and explain briefly what the children can expect. Don't forget to compliment the children on their efforts!

## Session 2: Introducing Disability

**Goal** Participants understand what disability is and what possible barriers towards inclusion in society are.

**Resources**

- Flipcharts
- Markers
- Small pieces of paper (or post-its)
- Adhesive & painters tape
- 8 scarves
- Laptop
- The downloaded video-clip
- Small loudspeakers
- Beamer

**Duration** 2,5 hours

**Exercise 1** Show me the way! (15 minutes)

**Discussion** Let's talk about disabilities (15 minutes)

**Exercise 2** Body map (40 minutes)

**Video** Young Voices Botswana Video (10 minutes)

**Exercise 3** The Wall (40 minutes)



Study Annex 3 - Child-friendly explanation of the Rights for People with a Disability as preparation for this sessions



### Welcome and introduction (10 minutes)

Wish the children a warm welcome. Ask the children to briefly summarize last session, to refresh their memories. Start the session by explaining today's schedule, so the children know what to expect.



### Exercise 1: Show me the way! (15 minutes)

Goal: After this exercise the children are able to reflect on teamwork and their experience of being 'visually impaired' as introduction to explaining disability. Besides that they will be warmed-up for today's session.

Preparation: Make sure you have enough scarves at hand that can serve as blindfolds.

**Step 1.** Ask the children to pair up and to find a place in the room

**Step 2.** Tell the children that one child (child A) out of each pair will be blindfolded and shown the way by the other child (child B). They should really make sure that child A is not able to see anything so he/she is completely depending on the guidance of child B. First child B can lead the way to child A by holding hands, once that goes well the hand can be released and verbal instructions to guide the way can be given.

**Step 3.** Either determine the final 'destination of the journey' yourself or let the children decide where they want to guide the other child too.

**Step 4.** After all the blindfolded children have reached the 'destination', the children take turns. So child B will be blindfolded and child A will be guiding him/her. Choose a new 'destination' or let the children choose for themselves.

**Step 5.** After they have all reached their destinations, ask one of the children to collect all blindfolds and return to sitting in a circle.



### **Let's talk about disabilities (15 minutes)**

While reflecting on the first exercise, reflect with children on disability and introduce the next exercise. Ask the children how they have experienced this exercise: what did you feel when you were blindfolded? Did you find it difficult to trust the other child who was guiding you? Do you know blind children in your community? How do they move around? Are they going to school? Do you help them? When you were guiding, what did you do to make the other child understand and feel at ease? Inform that blindness is an impairment and that blind children are commonly called disabled children. In the next exercise more disabilities will be explored.



*Source: Unicef.org*

### **Exercise 2: Body Map (40 minutes)**

**Goal:** After this exercise the children are able to recognize and explain different types of disabilities

**Preparation:** Stick 6 flipcharts together (with adhesive tape) before the training sessions starts.



**Step 1.** Ask the children to make groups of 3. Depending on the group dynamics you could decide whether the children can do it themselves or whether you form the groups.

**Step 2.** Ask 1 child per group to pick up three flipcharts and three markers or color pencils. In the meantime the other 2 children can create some space where they want to work. Tell them they need at least 2 by 2 meters of surface. They should lie the flipcharts down on the floor.



**Step 3.** Tell the children that 1 person from the group can lie down on the flipchart, on his/her back. The other 2 children draw the outlines of the body of the child lying on the paper.

**Step 4.** After the 'body' is drawn, all children can sit around it and discuss what kind of impairments they know or have seen in their communities. At the same time they mark these impairments on the drawn body. As example you can draw closed eyes or covered eyes on the flipchart. The aim is to let the children orientate themselves on the different types of disabilities and eventually recognize these in their own communities.

**Step 5.** Ask the children to put the different body maps next to each other and ask them to compare them. What do they notice? What have they learned? What is their conclusion?

**Step 6.** Ensure the following categories of impairments are covered: Physical impairments, hearing impairments, visual impairments, Mental & Psychosocial disorders or multiple impairments.

- ! Pay attention to a safe and respectful (learning) environment in order for the children to
- develop a respectful and equal view on people with a disability.



### **Short video: School experiences of children with a disability (10 minutes)**

**Goal:** After this film the children understand what end product they are going to produce. Secondly they understand what barriers towards inclusion are.

**Preparation:** Make sure the laptop is connected to the speakers and beamer. In case of unreliable internet connection, it is better to download the film beforehand.

**Step 1.** Give a short introduction on the video, so the children know what to expect.

**Step 2.** Show the following participatory short film about barriers of youth with a disability in Botswana <http://youngvoices.lcdisability.org/botswana>. In case children do not speak English, the facilitator can give some translations while watching.



**Step 3.** Ask the children if they have any questions about the video they have just watched. Explain to them that this video serves as an introduction for the next exercise and an example of their final product.

### **Exercise 3: The Wall (40 minutes)**

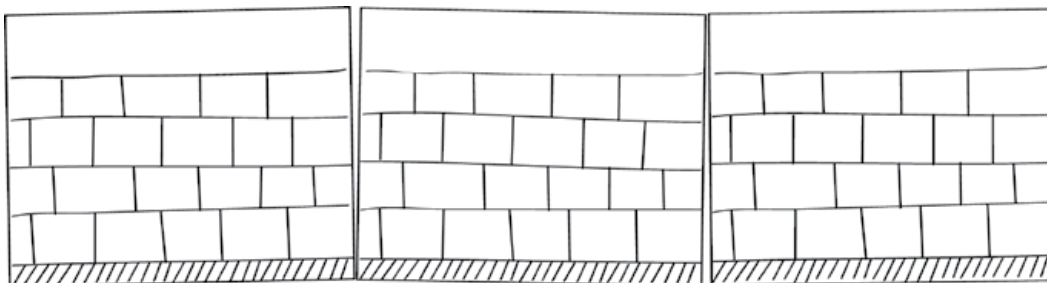
**Goal:** After this exercise the children are able to identify the possible barriers for children with a disability

**Preparation:** Make sure you have flip charts with bricks drawn, small post-it papers and markers at hand.

**Step 1.** Ask the children to take a few moments to think about their daily life (school, home, friends, sports etc.). Ask them to imagine what obstacles and difficulties might exist if they were disabled. Refer to the various impairments identified on the body map.

**Step 2.** Ask the children to write or draw in pairs the different obstacles down on a small piece of paper. Use a different piece paper for each obstacle. Ask the children to think of at least 3 barriers. This could be 'not being able to walk to the bus', 'being laughed at by people on the street', 'not being able to read books' etc..

**Step 3.** Ask all the children to, one by one, stick their papers on the wall and to give an explanation. Eventually each 'brick' of the wall contains one paper.



**Step 4.** Explain that this wall symbolizes the wall of obstacles for children with a disability.

**Step 5.** Ask them if they can divide the different obstacles in different 'sections' (for example: 'school' 'friends', 'sports', 'public transport'). See whether the children are able to do it by themselves; if not, then you can step in and help them.

**Step 6.** Ask the children if they know who or how some of the obstacles have been created and what could be the solution to remove them

**Step 7.** Conclude by explaining that children with a disability face many barriers ("bricks") in their daily life to participate. This project aims at identifying these bricks from the children with a disability themselves and consult with the community through the video clips on possible solutions. Refer to the video which they have just seen.



## Evaluation and Feedback (10 minutes)

Goal: The children are able to reflect on the experiences and learning outcomes of today's session

**Step 1.** After you have finished the last exercise, sit down with the children to evaluate the session.

**Step 2.** Ask the children what they have learned and what they would still like to learn after today. Discuss what the children liked about the today's session and what could be improved. Make sure that the children feel comfortable to also share negative experiences!



## Preparation for next session

Set a time and date for the next session and explain briefly what the children can expect. Don't forget to compliment the children on their efforts!

## Session 3: Creating a story

**Goal** Participants are able to create a story line using a story board  
Participants can film footage based on the story board

**Resources**

- Football
- 1 “parachute”
- Flipcharts
- A3 papers
- Fully charged flip cameras (one for each couple)
- Markers

**Duration** 2 hours

**Warming Up** Parachute (15 minutes)

**Exercise 1** How to create a story (20 minutes)

**Exercise 2** The Story Board (50 minutes)

**Exercise 3** Filming of the Story Board? (30 minutes)



### Welcome and introduction (10 minutes)

Wish the children a warm welcome, have a chat with them, e.g. as they are in process of becoming “newsmakers” is there any news from their home. Ask the children to briefly summarize last session, to refresh their memories. Do they remember the flip tips? Start the session by explaining today’s schedule, so the children know what to expect.



### Warming Up: Parachute game (15 minutes)

**Goal:** To warm up today’s session and encourage children to cooperate

**Preparation:** prepare a place big enough to roll out the parachute and a ball

**Step 1.** Divide the children around the parachute

**Step 2.** Move simultaneously the parachute up and down, count to 3, on 3 all take hands of the parachute

**Step 3.** As next exercise, place the ball on the parachute and have it roll over the parachute without falling in the hole in the middle

**Step 4.** If step 3 goes well, divide the group in 2, while group A tries to get the ball in the hole, group B tries to avoid it. After some attempts change to roles of the groups

**Step 5.** Get the materials together and go with all participants back to the training room



### **Exercise 1: How to create a story? (20 minutes)**

Making your own video is a fun and exciting process! Good teamwork and planning of this filming process are essential. As the very first flip tip (see: [Forms and Tools 2](#)) already shows, it is good to first *think*, before you start filming. Go through the following ‘things to keep in mind’ together with the children and create space for them to ask as many questions as they want.



#### **Things to keep in mind:**

- ✓ The duration of the actual video will be 3-5 minutes
- ✓ Make the message of the story as short and powerful as possible
- ✓ The main question of the video will be: “What are the barriers for children with a disability to go to school?”
- ✓ There should be a logical build-up of the video: introduction-> core-> conclusion
- ✓ To plan and prepare your story, make a story board beforehand
- ✓ Try to offer the audience some variation in scenes (close-up/ long-shot)
- ✓ The child with the disability will be featuring in the film
- ✓ You (the children) will be the filmmakers behind the scenes, so you won’t be in the video yourselves.
- ✓ Include the child with a disability in the filming process as much as possible!

The following exercises allow the children to practice their skills in ‘making a storyboard’ and ‘filming an introduction’.



## Exercise 2: The story board (50 minutes)

**Goal:** After this exercise the children are able to create a storyboard as a planning tool for their video

**Preparation:** Make sure there are enough markers and A3 papers for all the pairs. It is recommended to create a storyboard yourself (beforehand), to show as an example for the children. (2 or 3 examples is recommended in case children have developed a story board which cannot be filmed at the training venue)

During this exercise the children will be practicing their skills regarding the making of a storyboard. They can eventually use this story board method for the video they are going to make. Emphasize that the children should include the child (with a disability), who will be featuring in the video, in the story board process.

**Step 1.** Ask the children to sit together in pairs. Make sure that the children choose a place where they can sit and write/draw.

*You can use this moment to ask children to work together with the filming partner they want to make the final footage with. Decide in advance how the different 'pairs' will be formed. Ideally, ask the children to democratically decide upon it themselves. Do ensure you remind them to think of practicalities, like living close to each other.*

**Step 2.** Explain to them that they will have the opportunity to practice making a story board, which could help them visualizing and planning the story-line of the video beforehand.

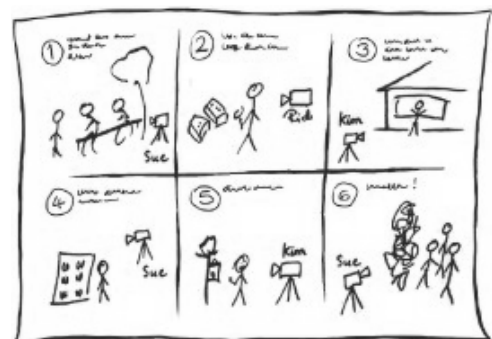
**Step 3.** Hand out a flipchart for each pair and ask them to draw four equally sized boxes on their flipchart (see: image below) that will represent four scenes of the video. (Those who need more scenes can make six boxes)

**Step 4.** For this exercise they can use an imaginary story-line. In the next exercise they have to film the developed story board, so ensure the story-line can be filmed within the training area.

**Step 5.** Ensure you explain the children that they are filming for an audience, so while preparing the story board, they must think to who they want to tell their story!

**Step 6.** Walk around and support the children when needed or desired

**Step 7.** When all children have finished, ask each pair to put their story-board on the floor and ask the children to sit around them and try to 'read' them. Depending on the size of the group you can also ask the children to hold it up and present it.



Source: Lunch & Lunch (2006)

**Step 8.** Allow the children to point out what they like about each storyboard and whether the position of the camera has been included in the drawings. Conclude by asking if and why making a storyboard could be useful for them regarding the video they will be developing.



### **Exercise 3: Filming a story board (30 minutes)**

**Goal:** After this exercise the children are able to film footage according to a story board

**Preparation:** Make sure you have enough charged flip cameras. Inform in advance the people around the training location that the participants will be filming on the venue and might request for an interview.

**Step 1.** Explain the children that they are going to film their story board at/around the training venue. Inform the children to seek permission once they want to film and/or interview persons.

**Step 2.** Hand-out the flip camera's and ask the children to film their story board. They should return in 25 minutes.

**Step 3.** As the children make recordings, walk around to give assistance where required

**Step 4.** Once the children are back in the training room request for the flip camera's and story boards. Ask children if the exercise went well as to give them an opportunity to express first impressions.

**Step 5.** Inform the children that in the next session they will watch their recorded storyboards and make your closing remarks for this exercise.



### **Evaluation and Feedback (10 minutes)**

**Goal:** The children are able to reflect on the experiences and learning outcomes of today's session

**Step 1.** After you have finished the last exercise, sit down with the children to evaluate the session.

**Step 2.** Ask the children what they have learned and what they would still like to learn after today. Discuss what the children liked about the today's session and what could be improved. Make sure that the children feel comfortable to also share negative experiences!



### **Preparation for next session**

Set a time and date for the next session and explain briefly what the children can expect. Don't forget to compliment the children on their efforts!

## Session 4: Communication and consent

**Goal** Participants have improved filming skills, know how to seek consent and understand basic interview techniques.

**Resources**

- Flipcharts
- Volleyball
- Fully charged flip cameras (one for each couple)
- Markers (at least 1 per participant & 1 per facilitator)
- Laptop
- Small loudspeakers
- Beamer
- Copies of form and tools 1 & 3

**Duration** 2,5 hours

**Warming Up** Ask and guess! (15 minutes)

**Exercise 1** Learning through watching and reflection (45 minutes)

**Exercise 2** Energizer – Elephant football (15 minutes)

**Exercise 3** How to ask for consent? (45 minutes)



### Welcome and introduction (10 minutes)

Wish the children a warm welcome. Ask the children to briefly summarize last session, to refresh their memories. Start the session by explaining today's schedule, so the children know what to expect.



### Warming Up: Ask and guess! (15 minutes)

**Goal:** After this exercise the children will be warmed-up for today's session.

**Preparation:** Depending on the size of the group you can decide to do this energizer in two smaller groups. Instead of guessing an animal, you can also decide to choose 'a famous person', 'an object' or 'a country'.

**Step 1.** Ask all children to stand in a circle and ask them to keep an animal in mind.

**Step 2.** Explain that the other children can ask questions to guess which animal the other child has in mind. You start with child A; the other children can ask as many questions as possible. But...child A is only allowed to answer with 'yes or 'no'.



**Step 3.** After having asked their questions, the children can only guess 3 times. If the animal of child A has been guessed or guessed wrong after 3 times, the turn goes to child B. He/she again will be asked questions by the other children.



### **Exercise 1: Learning through watching and reflection (45 minutes)**

Goal: After this exercise the children are able

- to reflect on their own footage in order to improve next footages
- to understand practically the difference between different forms of questions.

Preparation: Before the session you must have edited the footage of last session from the children into short clips from each pair. Use different techniques and lay outs during the editing as to give children an impression of the possibilities. Ensure the laptop, beamer & speakers are installed and ready for use.

Ensure as facilitator that you have read and understood below tips on questions.

#### ***Background info for the facilitators***

Every child is different and that requires some flexibility from the child video-makers. Some children will talk freely about their lives and don't need any encouragement to speak in front of the camera. Some other children might find it more difficult to do so. Asking the right questions might help them to speak more freely. Asking the right questions will also give you the desired answers to the question: "What barriers do children with disabilities experience regarding going to school?"

Go through the following 'things to keep in mind' together with the children and create space for them to ask as many questions as they want.

#### **Things to keep in mind:**

- ✓ Ask as many open questions as possible; they give you more information!
- ✓ *Open* questions are questions that require an explaining answer. For example: "What would you like to do in the future?"- "I would like to become a nurse and work in a hospital"
- ✓ *Closed* questions are questions that can only be answered with 'yes' or 'no'. For example: "Do you like going to school?"- "Yes"
- ✓ Don't be prejudiced or suggestive!
- ✓ *Suggestive* questions are questions where you show your own opinion in a suggestive way. For example: "The teacher is not very kind, don't you think?"- "Yes"
- ✓ Listen very well to the answer that is given; try to ask new questions relating to the answer that has been given.



**Step 1.** Inform the children that they are going to watch the edited footage from each pair, recorded in the previous session. Explain briefly that the facilitators have edited the footage, but that editing will be further explained and practiced in future sessions.

**Step 2.** Ask the children to observe their work consciously while watching. Explain that improvement of filming can only be learnt through practice and trying to learn from previous footage.

**Step 3.** Start the first clip for viewing and ensure you do not pause the clip at any stage.

**Step 4.** Ask the children of the first clip on their observations. You can lead the discussion by asking what they liked, what they not liked and what they would do different next time. After their comments, you can ask other children for additional comments.

**Step 5.** Start the second clip, stop the clip once you observe a closed question where an open question would have been better. Explain the difference between open and closed questions. Ask the children how the question could have been phrased as open question. Continue the clip till the end. Ask the children who filmed on their comments.

**Step 6.** Start the third clip, stop the clip once you observe a suggestive question. Explain what a suggestive question is. Ask the children how the question could have been phrased as open question. Continue the clip till the end. Ask the children who filmed on their comments.

**Step 7.** Repeat the process till all clips have been shown.

**Step 8.** Ask children if they have any more comment or question on the clips. Once all questions/comments have concluded, you can finalize the exercise.

## **Exercise 2: Elephant football (15 minutes)**

**Goal:** After this exercise the children are energized and fresh for the next exercise

**Preparation:** ensure you have one volleyball present and one fully charged flip camera

**Step 1.** Create enough space in the room and make a circle. All children spread their legs and put their feet against the feet of their neighbor.

**Step 2.** Ask all children to stretch their arms, close their hands to one fist and bend forward. The arms represent a trunk of an elephant, their spread legs is a football goal.

**Step 3.** Explain to the children that with their trunk they have to stop a ball from passing through their legs and try to hit the ball through the legs of another “elephant”.

**Step 4.** Once the ball has gone through the legs of an “elephant” the participants is out and the circle has to be re-adjusted so all legs are connected again.



**Step 5.** An “elephant” who is out could make footage of the game with a flip camera

**Step 6.** Once there is only one “elephant” left, the game is over.



### **Exercise 3: How to ask for consent? (45 minutes)**

**Goal:** After this exercise the children can apply different methods for informed consent

**Preparation:** Fully charged flip camera’s for all pairs and make sure you have enough copies of the handout of informed consent forms (forms & tools 1) and the handout on which the informed consent is visualized (forms & tools 3)

To start explaining on informed consent, you can refer back to the planning session you had with the participants where they had to give consent. This exercise is to explain that when the children film other individual children they also have to seek consent.



The principles of **informed** consent- honesty, transparency, accountability, reliability, care, consideration- are all central to participatory video. There are two broadly recognized and widely acceptable forms for recording a contributor’s consent:

1. Written consent
2. Video or on-camera consent

#### **On-camera consent can include the answers to the following questions<sup>1</sup>:**

- Please state the name and date of this interview
- Do you understand what we are doing? Please, in your own words, explain.
- Do you consent to your interview being included in this project?
- Do you know who may see the final video and for what purpose?
- Do you know **you** may see the final video and then decide whether you want it to be shown to others or not
- Are you aware you can stop the filming process at any time, in order to ask questions or have a time-out?

**Step 1.** Explain the idea and importance of asking the people you will feature in your video for permission to film and use footage. Ask the children why this would be important according to them? What could happen if you don’t ask for the informed consent?

**Step 2.** Go through the forms for written consent for the different ages and ask the children if everything on the form is clear to them. Emphasize that it is important that the forms will be

<sup>1</sup> Adapted from InsightShare (2011)

filled in before filming and after editing. There is also the possibility to organize a 'video consent' where the consent is captured on video. Let's practice that!

*The below part proved very hard for the participants, facilitators have to give extra instructions while moving around to each group.*

**Step 3.** Ask the children to make groups of three and find a quiet place to sit and practice filming the on-camera consent. Give each group a copy of the video consent form and a flip camera.

**Step 4.** Let each group identify one camera man, one interviewer and one interviewee. Each group will then practice to record an informed consent video. The children can view their own recordings on their flip camera and evaluate the filmed consent. Are they happy with the quality of the sound? Is everything audible? Are the questions clear for the interviewee? Should it be recorded again?

**Step 5.** Give a clear sign when you want to close the exercise by asking the children to hand over the flip cameras to you and to sit in a circle for the evaluation

Based on how well the exercise is performed, a decision can be made to use written or video-consent. Alternatively the choice can be made by the children once they go out for recording in their community. *In the pilot training all children chose the written consent form.*



### **Evaluation and Feedback (10 minutes)**

**Goal:** The children are able to reflect on the experiences and learning outcomes of today's session

**Step 1.** After you have finished the last exercise, sit down with the children to evaluate the session.

**Step 2.** Ask the children what they have learned and what they would still like to learn after today. Discuss what the children liked about the today's session and what could be improved. Make sure that the children feel comfortable to also share negative experiences!



### **Preparation for next session**

Set a time and date for the next session and explain briefly what the children can expect. Don't forget to compliment the children on their efforts!

## Session 5: Let's start!

**Goal** Participants are prepared for field work.

**Resources**

- Flipcharts
- Fully charged flip cameras (one for each couple)
- Markers (at least 1 per participant & 1 per facilitator)
- Plain papers
- field work bag with consent forms, A3 papers, pens, pencils, emergency sheet with contact numbers and brief explanation

**Duration** 2,5 hours

**Exercise 1** My back against your back! (10 minutes)

**Discussion** Let's start (25 minutes)

**Exercise 2** Team agreements (30 minutes)

**Exercise 3** The knotty problem (15 minutes)

**Exercise 4** Interview questions (30 minutes)

### Welcome and introduction (10 minutes)



Wish the children a warm welcome. Start the session by explaining today's schedule, so the children know what to expect. Today will be the last day to meet before the children start with their 'film project', so it's important that all children know what to do after today's session.

*The Kosti training invited for this session a community volunteer who serves as community coordinator for this project to be aware what the arrangements with the children are and can be the first contact in case the children need support or face problems*

### Exercise 1: My back against your back (10 minutes)

**Goal:** After this exercise the children will be warmed-up for today's session.

**Step 1.** Ask the children to pair up with their filming partner and find a place in the room where they can move freely.

**Step 2.** Ask the children to sit on the floor with their backs against each other. The children can 'hook on' to each other arms to provide some stability.

**Step 3.** Ask the children to try to stand up together with their back against each other and their arms 'hooked'. They are allowed to talk while doing this exercise.



**Step 4.** Walk around to coach and support the children.

**Step 5.** After all children have attempted (or succeeded) to stand up together, ask them how they experienced it. Conclude by stating that it is important to work together in a constructive way in order to get things done!



### **Introduction: Let's start! (25 minutes)**

**Goal:** After this exercise the children are able to explain the procedure of the filming project and prepared to go out for making recordings.

**Preparation:** Make sure you are fully aware of the purpose, procedure and agreements of the project

**Step 1.** Explain what steps the children have to take of concerning their filming project.

#### **Things to keep in mind:**

- ✓ The main question of the video will be: "What are the barriers for children with a disability to go to school?"
- ✓ Identify a child with a disability in your community who you want to interview
- ✓ Seek consent of the child and depending on the age of the parents
- ✓ Discuss the project with the identified child and jointly make a story board, this should include an interview with the child and recordings of barriers.
- ✓ Ensure you have prepared key questions before the interview
- ✓ The duration of the actual video will be 3-5 minutes
- ✓ Make the message of the story as short and powerful as possible
- ✓ There should be a logical build-up of the video: introduction-> core-> conclusion
- ✓ To plan and prepare your story, make a story board beforehand
- ✓ Try to offer the audience some variation in scenes (close-up/ long-shot)
- ✓ The child with the disability will be featuring in the film
- ✓ You (the children) will be the filmmakers behind the scenes, so you won't be in the video yourselves. *Experience of Kosti training learned that some children wanted to interview in front of the camera, which worked well.*
- ✓ Include the child with a disability in the filming process as much as possible!
- ✓ Agree who keeps the flip camera and where to keep it.
- ✓ Ensure you use the flip camera for the real filming, too much playing with the camera leads to empty batteries!

**Step 2.** Provide space for the children to ask questions about the procedure. Through the next exercise the children can make their own team agreements, based on the introduction they have just heard.



**Exercise 2: Team agreements (20 minutes)** *The Kosti training skipped this part as it was clear this roles developed naturally during the training.*

Goal: The children are able to list their own team rules and agreements

Preparation: Make sure you have enough pens and paper for each pair

**Step 1.** Ask the children to sit together in pairs and take a paper and pen with them

**Step 2.** Ask the children to list their team rules and agreements; based on the given introduction, so you can provide few examples from there if needed. Walk around to support the children when needed of desired.

**Step 3.** After all pairs have finished their team list, ask them to briefly give a short explanation to the rest of the group.



**Exercise 3: The knotty problem (15 minutes)**

Goal: The children are able to reflect on their team building and problem solving skills

Preparation: Make sure there is enough space to conduct this energizing exercise. You can choose to conduct this exercise outside.

**Step 1.** Form a circle, and ask all the children to lift up their hands.

**Step 2.** Ask the group to come forward so that everyone stands very close to one another.

**Step 3.** Ask the children to close their eyes and search for 2 hands to hold.



*Try to avoid them taking the hands of the person next to them, because then we will not end up in a human knot!*

**Step 4.** Once all of them have found two hands, let them open their eyes. Hold tight! The group is now a human knot.

**Step 5.** Do the exercise again, but before starting select one 'repair person'. He or she will not be part of the human knot, but will be the one to try and untie it. The repair person gives directions to the knot, like 'move here' or 'step over this arm'. The group has to follow the directions exactly. If this doesn't work (which is likely) ask the group to try, without letting go of the hands they are holding, to untie the knot and end up in a circle again.

**Step 6.** Briefly ask the children about their experiences. This exercise shows that even problems that appear to be very difficult can still be solved by working together. Maybe you cannot completely untie the 'knot'. But even if you only manage to do half, the problem will appear much clearer. That is what we have to do with problems in life: look at them, cooperate to untie the knot and then look at them again.





### Exercise 4: Interview questions (30 minutes)

Goal: To prepare key questions for the interview.

Preparation: Make sure you have paper and pens for the children.

**Step 1.** Explain to the children that in this exercise they will prepare key questions in pairs as guidance for their interview.

**Step 2.** Remind the children of the topics.

**Step 3.** Give children 20 minutes to prepare their key questions.

**Step 4.** Let the children present their questions to each other and give feedback. Remember these are the questions children find important, so give them their freedom. Do check if questions are appropriate, open etc.

*In Kosti training this was done in two groups with each one facilitator as most children didn't know how to write and needed guidance in similar exercises. Ensure the facilitators leave the phrasing of the questions to the children*



### Exercise 5: How to create a safe and pleasant environment? (25 minutes)

Goal: After this exercise the children are able to explain what they can do to create a safe and pleasant environment for the child that will feature in the video

Preparation: Make sure you have flip chart and markers at hand.

**Step 1.** Explain the children that it is important that the children they will film and interview will feel comfortable. When you feel comfortable, you feel freer to share your story with others.

**Step 2.** Ask the children to give an example of a situation with other people where they didn't feel comfortable. What did they do? Write down the input of the children on the flip chart.

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"> <li>- Asking what he/she wants and what kind of ideas he/she has</li> <li>- Being respectful and helpful</li> <li>- make sure its fun for all</li> <li>- .....</li> </ul>	<ul style="list-style-type: none"> <li>- Intervening while the other is talking</li> <li>- Forcing the other child to do what I want</li> <li>- Forcing the child to do the interview at all</li> <li>- Joking about the child's disability</li> <li>- .....</li> </ul>

**Step 3.** Explain that through this exercise the children will be more aware and able to create a safe and pleasant environment for themselves and others when making the video. Do emphasize also the security of the children themselves. If they sense the environment they are filming is not happy with their presence, they should stop filming and not be worried that they don't have footage.

**Step 4.** Evaluate the flipchart plenary and ask the children for elaboration when desired.

You can now ask if the children are ready to go and film in their communities. Hand out the flip camera and field bags and wish the children well.



**Evaluation and Feedback (10 minutes)** *The Kosti training skipped this as the whole session was a kind of evaluation*

**Goal:** The children are able to reflect on the experiences and learning outcomes of today's session

**Step 1.** After you have finished the last exercise, sit down with the children to evaluate the session.

**Step 2.** Ask the children what they have learned and what they would still like to learn after today. Discuss what the children liked about the today's session and what could be improved. Make sure that the children feel comfortable to also share negative experiences!



**Preparation for next session**

Set a time and date for the next session and explain briefly what the children can expect. Don't forget to compliment the children on their efforts! The children can take their flip-camera with them to start filming. Tell the children to bring the flip cameras, consent forms and story boards along with them for the next session: Editing your film



Source: Unicef.org



## Session 6: Editing & community screening

**Goal** Participants understand what editing and community screening means and are involved in the preparations

**Resources**

- Fully charged flip cameras
- Small Speakers
- Beamer
- Laptop with iMovie'11 software installed
- Printed pictures of the previous sessions

**Duration** 2.15 hours

**Exercise 1** Energizer (10 minutes)

**Discussion** How to edit (25 minutes)

**Exercise 2** May I introduce? (30 minutes)

**Exercise 3** Community screening (30 minutes)

**Exercise 4** Energizer (10 minutes)



### **Welcome and introduction (5 minutes)**

Wish the children a warm welcome. Start the session by explaining today's schedule, so the children know what to expect.



### **Exercise 1: sharing filming experiences..? (30 minutes)**

**Goal:** To give the children the chance to share their first experiences of filming.

**Step 1.** Take the time to invite the children to share their filming experiences. How did it go? What has surprised them? What did they find difficult? Don't forget to write down a few key-words for your own administration.

**Step 2.** Ask the children if all were able to complete what they had planned or if they need more time. In case they need more time, agree to discuss with the relevant pair(s) separately.

**Step 3.** Ask the children to return the Flip cameras, story boards and consent forms in case the consent has not been recorded.

**Step 4.** Explain to the children that they will be informed after the energizers what the next steps are for editing their footages.



### **Energizer: choice of children (15 minutes)**

Goal: After this exercise the children will be warmed-up for today's session.

Preparations: Ensure all materials used in previous energizers are available.

**Step 1.** Ask the children which energizer of the past sessions they would like to play again.

**Step 2.** Play the choice of the children!



*There are different options to organize the editing phase in the Participatory Video process:*

- 1. The editing of the footage will be fully done by the children themselves*
- 2. The editing of the footage will be partly done by the children, and partly by the facilitator*
- 3. The editing of the footage will be fully done by the facilitators*

*For all above mentioned option, it is essential that all children involved, have given consent on the final product.*

*For this training we have taken the second mentioned editing option as a starting point. In case you choose to organize it differently, you might need to adjust the session schedule.*



### **Introduction: How to edit? (25 minutes)**

Goal: After this introduction, the children are able to understand editing and give direction to the editor.

Preparation: Make sure you have printed a number of pictures of the previous training session. Make sure you have footage available to show editing on a projected screen.

**Step 1.** Explain to children what editing means and inform them you will show them later on the computer how it is done, but first you will show them the “logic” of editing.

**Step 2.** Show a flip camera and an envelope which holds various pictures of the training session and few pictures not related to the training.

**Step 3.** Remove the pictures from the envelope and place them randomly in lines in the middle of the circle. Explain that the flip camera holds an envelope with pictures which can be transferred to the computer. Use your imaginations to explain how the two are similar.

**Step 4.** Create a second line with pictures in the right sequence of the training. Select the pictures with the children. Delete irrelevant or low quality pictures by placing them in a dustbin.

**Step 5.** Show some more editing tricks, like writing on A4 paper and place it between 2 pictures or get a scissor and cut a picture in half.

**Step 6.** Invite the children to ask questions. Explain that in this training children will not edit alone on the computer, but will edit together with the facilitator

**Step 7.** Show on the computer in iMovie the similar process as done with the printed pictures as to give children a glance of editing

**Step 8.** Make an appointment which each pair when editing can take place with that pair. The facilitator will sit with the children behind the laptop in individual sessions and edit their footage based on the directions of the children. Agree with the children what the most convenient place is.



## **Exercise 2: May I introduce..? (30 minutes)**

**Goal:** After this exercise the children are able to present and film a video introduction according to the given directives

**Preparation:** Make sure you have enough fully charged flip cameras and pens & paper for each pair.

**Step 1.** Ask the children to sit together in pairs and discuss/write/draw what a 'perfect introduction' of their video would look like.

**Step 2.** After the children have discussed the key-elements of their introduction, they can start filming their introduction. This will introduction will be the start of their edited footage.

**Step 3.** Remind the children of the flip tips and ask them to keep the handed-out sheet (see: prior session) at hand for consultation.

**Step 4.** Walk around and offer support when needed or desired

**Step 5.** Ask the children to evaluate their recordings together in pairs to see if they are satisfied with it. What do they think of it? Do they think it is clear for the audience to understand the context of the video? Have the flip tips been applied, according to them? If time is over and children haven't completed, you can then inform them that they can have a second attempt of the editing day.

*Some children will have done their introductions while making footage in their community. You can choose to cancel this exercise and do it if required while editing with the pairs.*



### Exercise 3: Community screening (30 minutes)

Goal: To inform children on community screenings and get their input on invited guests

Preparation: ensure you have read annex 4 on community screenings

**Step 1.** Remind the children that after editing there will be a screening with them and the interviewed children. After this screening there will be a discussion with the children on the footages and all children will be asked if they agree with the short movies to be shown to a wider audience. The written consent forms will be used for this.

**Step 2.** Explain to the children that after their approval, a community screening will be arranged for. The movies will be shown to community members for a discussion on solutions for the identified barriers.

**Step 3.** Divide the participants in 2 groups and ask each group to write on post its which people from their community they want to invite and what they would like to discuss with them. Emphasize to the children that at this screening we only focus on community members & agencies to think along on possible solutions towards inclusion. Children will otherwise come up already with solutions, e.g. inviting the district official or even the President

**Step 4.** Return to the circle and ask the children to fix their post it's on the flip chart on the wall. Compare the post its and decide which children and which adults will be invited.

**Step 5.** Discuss logistics of the screening. Ensure that there is agreement on when the screening will be, where it will be held, who will invite people, who will make the preparatory arrangements etc. (see annex community screening)



### Energizer: TBD (10 minutes)

Goal: To have fun together one more last time

**Step 1.** Ask the children which energizer of the past sessions they would like to play again.

**Step 2.** Play the choice of the children!



### Preparation for editing and next screening

Remind the children on the dates for editing and the screening with the children. Don't forget to compliment them on their efforts!

## Session 7 Evaluation of the training, filming and community screening

**Goal** To seek children's views and recommendations of the training, filming and community screening.

**Resources**

- Fully charged flip cameras
- Flipchart
- Markers
- Pen and paper

**Duration** 2 hours

**Schedule**

- Introduction (10 minutes)
- Energizer: What do you think? (20 minutes)
- Exercise 1: Interviews (60 minutes)
- Talk: You deserve a medal! (30 minutes)
- The way forward



### Welcome and introduction (10 minutes)

Wish the children a very warm welcome! Good to see you again! A lot of things have happened over the past few weeks: training, filming, community screening. So it is high time to evaluate everything that everyone has done and learned. Feel free to already share some of your personal experiences with the children, concerning this participatory video project. This might set an example for them for the following evaluating exercises. Don't forget to explain the children about today's schedule, so they know what to expect (except for the medal ceremony!).



### Energizer: What do you think? (20 minutes)

Goal: After this energizer the children are warmed-up for today's session

Preparation: Make sure the chairs and tables are put aside, to create some space for this exercise.

**Step 1.** Ask the children to stand in the middle of the room and stand in front of them.

**Step 2.** Explain that you will be asking them a few evaluating questions with regards to the participatory video process. After each question the children can go either to the left side

(answer=yes) or the right side of the room (answer= no). Indicate the left and right side with your hands, so the children know exactly where to go to.

**Step 3.** Ask the first question. You could make up your own (relevant) questions or you could use the following examples:

- Did you have fun?
- Have you experienced difficulties?
- Have you learned new things?
- Do you think about children with disabilities differently now?
- Have you made new friends?

**Step 4.** After the children have chosen 'yes' or 'no' after each question, you can briefly talk with them to find out why they have given that specific answer.

**Step 5.** Depending on the time you can announce the children to do the last question, so they know the exercise is about to end. If desired, you can give a short summary of the answers at the end of the exercise.

### **Exercise 1: Interviews (60 minutes)**

**Goal:** After this exercise the children have freely shared their views and opinions on the training, filming and community screening

**Preparation:** Make sure there are enough fully charged flip cameras at hand (one for each trio). Prepare five interview questions beforehand (or use the given examples) and write them on a flip-over or blackboard, so the children can read them.

**Step 1** Ask the children to make groups of 3 children per group.

**Step 2** Explain to the children that it is important to know how they have experienced participating in this participatory video project. They will have the chance to interview each other to find out more about the positive and negative experiences. Each interview will be filmed by another child from the group and all filmed information will only be used for the evaluation of the project. Five questions will be provided (see: the flipchart) and three questions can be made up by the children themselves. Encourage them to speak freely and to share their honest views and opinions. Each interview should take about maximum 15 minutes.

**Step 3** Read the five provided interview questions out loud and point them out on the flip-over or blackboard. 1).... 2) ....3).... 4).... 5).....

**Step 4** Ask each group to find a quiet comfortable place to sit and to divide tasks: child A (asking questions), child B (interviewee) and child C (filming). Remind them of the flip tips, especially to ensure a good quality of sound!

**Step 5** Walk around and provide support when needed or desired. Try to keep an eye on the time: after 15 minutes the children should swop roles.



**Step 6** Give a signal when the children need to wrap up their interviews and hand-over the flip cameras. Check the footage briefly to make sure everything has been recorded correctly. Ask the children to sit in a circle for the final exercise.

*This exercise in Kosti has not been conducted, but instead a plenary discussion was held. Despite the children being very confident with the flip camera's, the facilitators felt that interviewing skills still needed more training and preparations.*



### **You deserve a medal!! (30 minutes)**

**Goal:** To empower the children and show appreciation for their efforts

**Preparation:** Make sure you have your (self made) medals ready in a box or bag, so the children can't see them yet. Prepare some words for each child that you can use as a short 'speech'.

**Step 1.** Ask everyone to sit in a circle, including the facilitators. Make sure you have the bag or box with the medals (and your note with 'speeches') right next to you.

**Step 2.** Ask the children one by one to come forward to receive a medal for his/her efforts in this participatory video project. Say a few words to explain and symbolize the positive input of each child. Don't forget to ask for a big clap of applause after each medal ceremony.

**Step 3.** After handing out the final medal thank everyone for participating and wish them all the best in the future!

*In the Kosti training each child was given a DVD with compilation of pictures taken during the training and the clips recorded and edited by each pair. As energizers in between, children selected their favorite games of the training-week.*



### **The way forward**

Offer the children the chance to ask any questions they might have. Explain them about the follow-up procedures concerning the project.

# Annex 1: Facilitation Skills

## Time management

A facilitator should respect the time allocated for the session and for each activity.

## Creation of a safe space

- The facilitator should organize participants in a circle or semi circle in order to be always able to see them and intervene whenever it's necessary. Every participant wants and needs to be seen and deserves special attention.
- The facilitator should create a pleasant atmosphere in the group, an environment in which the participants feel equally important and part of the group, as well as free and confident to participate and express themselves. If the facilitator finds out that a participant looks uncomfortable about getting involved, he should never push him/her to do something.
- The facilitator should define some ground rules, in collaboration with the group, and agree with them on actions to be taken in case rules are being broken. Participants will have shared ownership and a shared responsibility to ensure that they are respected.

## Communication skills

- Session's content and objectives, as well as activities, need to be communicated clearly to the participants at the beginning of the session to receive their commitment to participate to activities. Therefore, the facilitator needs to master the plan perfectly.
- The facilitator should be able to give clear instructions to participants. He/she should explain games and exercises step by step and use demonstrations/practical examples if necessary.
- The facilitator should speak slowly, clearly and loudly.
- The facilitator should adapt his/her language to the one of the target group and avoid using technical terms (e.g. psychosocial well being, resilience, risk/protective factors..).

## Listening skills

- The facilitator should provide opportunities for everyone to share and express their ideas, views or concerns.
- The facilitator is responsible for equal involvement and participation of the whole group. He/she should take the contributions of everyone seriously and respond to them without judgment. Stimulating all participants in the same way will show them that their opinions are valued and will give them a sense of belonging to the group. When participants are ignored or discouraged they will not continue to involve in discussions.

## Capacity to observe and respond to the situation

- The facilitator needs to pay attention to what happens within the group of participants.
  - He/she should observe the behavior and attitude of the group to understand whether:



- the activities are appropriate;
- the group participates, understands and enjoys the activity;
- Participants feel comfortable within the group.
- It is important for the facilitator to be aware of what is going on in order to respond to it appropriately. If the facilitator finds out that participation is low, people look bored or don't seem to be enjoying themselves, he/she should respond immediately by explaining the activity again and more clearly, by adjusting the activity in such a way people enjoy participating in it or the activity should be stopped for another activity to start.
- It is important to work in pairs when facilitating a session so that one facilitator will follow the planned activities while the co-facilitator will observe the group and suggest changes in the plan if the situation requires this.

### **Capacity to stimulate a debate**

- The facilitator should resist to the temptation to take control of a discussion, but rather encourage further discussion within the group. He/she should listen carefully to group's ideas and make use of them to stimulate a rich debate.

### **Capacity to achieve the objective of the session**

- The facilitator is able to achieve the objective of the session.
- The facilitator should ensure that activities are appropriate to target group's needs and characteristics (age, gender, level of education...).
- The facilitator is able to clarify the relationship between activities and their underlying goal.
- At the end of a session, the facilitator should recap, together with participants, the main session's learning points.

### **Capacity to evaluate the session**

- At the end of the session the facilitator should be able to evaluate:
- His/her performance as a facilitator
- The progress in knowledge, behavior and skills of the participants
- The content/activities of every modules

Are you a teacher or a facilitator? Check it in the table on the next page.

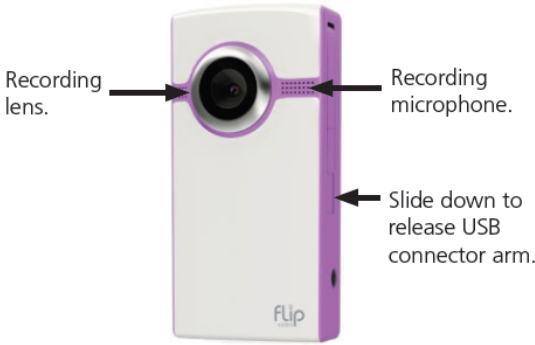
TEACHER	FACILITATOR
Teacher starts from their own knowledge	Facilitator starts from the knowledge of the group
Teacher follows a pre-set curriculum	Facilitator addresses issues identified by the group or their community and adapts new ideas to the needs and culture of the group
Teacher presents new information from the front	Facilitator uses practical, participatory methods, e.g.: group discussion and activities in which all members of the group participate
Information flows in just one direction, from teacher to students	Information flows in many different directions between the facilitator and individual group members – a genuine exchange of ideas
Teacher brings extensive knowledge of the subject	Facilitator draws out and builds on the knowledge of the group, and knows where to find further information on the subject
Teacher is concerned with students understanding the right answer	Facilitator encourages and values different views
Teacher works for the community and may come from outside the community	Facilitator works with the community and may come from within the community
Teacher has a formal relationship with the students, based on their status as a teacher	Facilitator is considered as an equal, and has relationships based on trust, respect and a desire to serve

# Annex 2: Quick start flip guide

More information on: [www.theflip.com](http://www.theflip.com)

### Flip Camera Features

**Front**

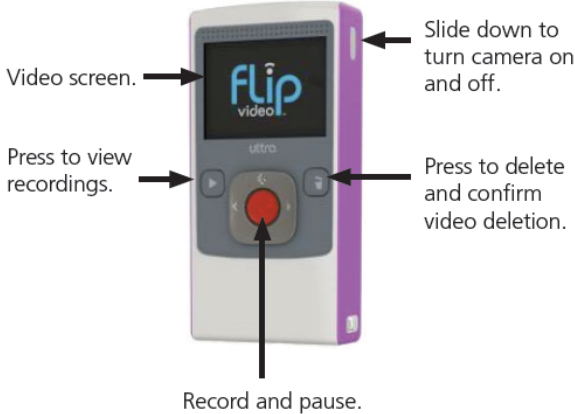


Recording lens.

Recording microphone.

Slide down to release USB connector arm.

**Back**



Video screen.

Press to view recordings.


Record and pause.

Slide down to turn camera on and off.

Press to delete and confirm video deletion.

#### Connecting to a Computer

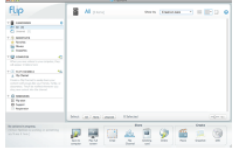
1. Make sure the Flip is off.
2. On the side of the Flip (left side when viewed from the back, right side when viewed from the front), slide the latch down to release the USB connector arm.
3. Insert the connector into a USB port on your computer.



*Note:* It is recommended you use a USB extension cable if there is not enough space for your camera.

#### Starting the Flip Video Program

1. Follow the instructions under "Connecting to a Computer."
2. To start the program:  
*Mac:* Double click the **FLIPVIDEO** icon on your desktop, and double click **Start Flipshare**.  
*PC:* Click **View your Flip Camcorder Videos using the program on device** in the pop-up dialog box, and click **OK**.
3. The Flip Video Program will appear with your recorded videos previewed in the right screen.

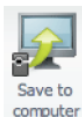


*Note:* The program runs directly from your Flip camera, it can only be used when the Flip is connected to your computer.

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## Transferring/Saving Videos

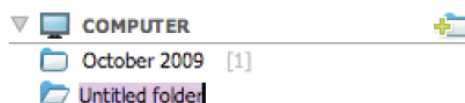
1. With the Flip connected and the Flip Video Program running, click on the video you want to save.
2. Click the **Save to Computer** icon, or **File > Save to computer**.
3. A dialog box will appear showing where the video will be saved, and asking if you want to delete it from the Flip. Select your options and click **Yes**.
4. The saved video will appear in the left window under "Computer."



Note: All videos will also be stored on your Flip video camera until you delete them.

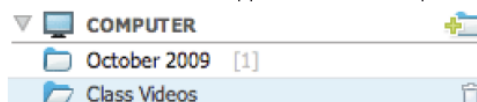
## Organizing Your Flip Video Library

1. Make sure your Flip is connected to the computer and the Flip Video Program is running.
2. In the left window area under "Computer," click the **Add New File** icon, or click **File > Add New Folder** at the top of the screen.
3. An **Untitled Folder** will appear under "Computer."



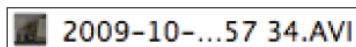
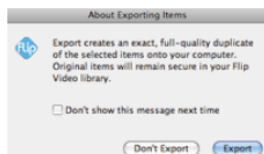
4. Double click this folder (Mac) or right click and select "rename"(PC) to highlight the text, type in a new name for the folder and hit enter on the keyboard.

The new folder name will appear under "Computer."



## Sharing Your Videos

1. Make sure your Flip is connected to the computer and the Flip Video Program is running.
2. Click on the video you would like to share.
3. At the top of the screen, click on **File > Export to...**, and click **Export**.
4. In the finder window that appears, select the **Desktop** on your computer, and click **Choose**.
5. A copy of your video will be saved on your Desktop as a .AVI file.



You can then email your video or upload it to the web on a site such as YouTube or TeacherTube.

## Disconnecting the Flip

1. Quit the Flip Video Program by clicking on **Flipshare > Quit Flipshare** at the top of the screen.
2. To safely eject the Flip video camera:

**Mac:** In the finder window, click the eject button icon or drag the FLIPVIDEO icon on your desktop to the trash.



**PC:** Click the **Safely Remove Hardware** icon at the bottom right of the Windows taskbar, and in the pop-up box that appears click **Safely remove USB Mass Storage Device**.



A pop-up window will appear confirming it is safe to remove the device.

3. You can now remove the Flip video camera from your computer.

## Flip Video Information and Support

To learn more about how to use the Flip camera and its additional features, visit the Flip Video Support page at [http://www.theflip.com/support\\_home.shtml](http://www.theflip.com/support_home.shtml), where you can search through their online knowledgebase, submit a question to their technical support group, and get updates for your Flip camera software.

Additional help and resources can be found at:

- Information on the Flipshare Program: [http://www.theflip.com/products\\_flip\\_flipshare.shtml](http://www.theflip.com/products_flip_flipshare.shtml).
- Specifications for the Flip camera: <http://www.theflip.com/products.shtml>.
- Flip Video Q & A section: [http://www.theflip.com/support\\_video.shtml](http://www.theflip.com/support_video.shtml).

Source: <http://www.theflip.com>

# Annex 3: Child-friendly explanation of the Rights for People with a Disability

## About the Convention

The Convention on the Rights of Persons with Disabilities is an agreement by countries around the world to make sure that people with disabilities and people without disabilities are treated equally. Conventions, sometimes called treaties, covenants, international agreements or legal instruments, tell your government what to do to make sure you can enjoy your rights. All adults and children with disabilities, girls and boys alike, are included.

The Convention on the Rights of Persons with Disabilities was adopted on 13 December 2006. By 2 April 2008, 20 countries had ratified the Convention, which means that it will enter into force on 3 May 2008 (see the rules of the Convention at <[www.un.org/disabilities](http://www.un.org/disabilities)>).

Although the Convention is for all persons with disabilities, regardless of age, this book looks at what the rights mean in the lives of children, because you are important!

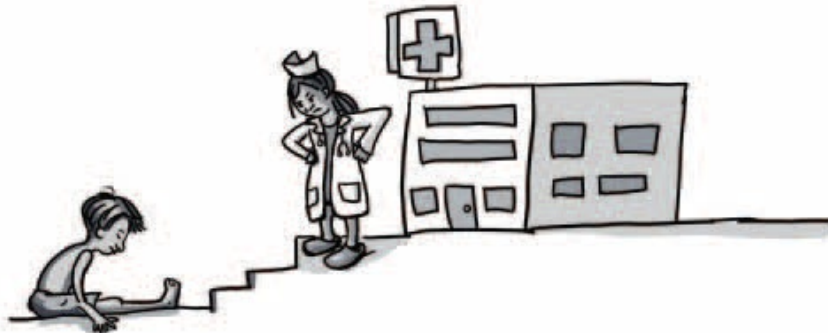
### Why care about the Convention?

If you, your parents or others in your family have a disability, this Convention offers useful information and encouragement. It guides you and your family—and friends who want to help you—in exercising your rights. It also defines the actions governments must take to help all people with disabilities realize their rights.

People with different disabilities from many different countries worked together with their governments to develop this Convention. They got ideas by looking at good actions and laws that were helping people with disabilities go to school, get a job, have fun and live happily in their communities.

Many existing rules, attitudes and even buildings need to be changed to make sure a child with a disability can go to school, play and take part in things every child wants to do. If your government ratified the Convention, it agreed to make these changes happen.

It is important to remember that the rights in this Convention are not new rights. They are the same human rights recognized in the Universal Declaration of Human Rights, the Convention on the Rights of the Child and other international human rights treaties. The Convention on the Rights of Persons with Disabilities guarantees that these rights are respected for people with disabilities.



Source: Unicef.org

*Optimism is our motto in life  
Listen my friend, my friends  
Let your motto be love and faith  
Life is a gift from our merciful Lord  
To all creatures in heaven as on earth  
If you have friends with disability  
Stay close to them to help them feel secure  
Urge them to be optimistic and to love life  
Tell them that despair is cowardice  
And that perseverance and determination are signs  
of courage  
Hope is our aim in life  
A gentle smile brings us together  
There is no despair in life and no life in despair*

—Jwan Jihad Medhat, 13, Iraq

## The Convention on the Rights of Persons with Disabilities in brief

The Convention makes many promises. Its 50 articles clearly explain what these promises are. Where we say 'government' in the following pages, we mean the governments that have ratified the Convention (also called 'States parties').



### What are laws

Laws are rules that everyone has to follow so that people respect each other and live together safely.

### What does it mean to ratify

Governments that ratify a Convention agree to do their best to enforce its articles. Check to see if your country has ratified the Convention. If it has, then you can remind your government representatives of their responsibilities. The United Nations publishes a list of States parties that have signed and agreed to the Convention. To see online if your country has ratified the Convention, look at the United Nations website: <[www.un.org/disabilities](http://www.un.org/disabilities)>.



#### Article 1: Purpose

This article summarizes the Convention's main objective, which is to promote, protect and ensure the full and equal enjoyment of all human rights and freedoms by all people with disabilities, including children.

#### Article 2: Definitions

This article lists words that have a particular definition in this Convention. For example, "language" includes spoken words and also signed or other non-spoken languages. "Communication" includes languages, text displays, Braille (which uses raised dots for letters and numbers), communication through touch, large print and accessible multimedia (such as websites or audio).

#### Article 3: General principles

The principles (main beliefs) of this Convention are:

- (a) Respect for everyone's inherent dignity, freedom to make their own choices and independence.
- (b) Non-discrimination (treating everyone fairly).
- (c) Full participation and inclusion in society (being included in your community).
- (d) Respect for differences and accepting people with disabilities as part of human diversity.
- (e) Equal opportunity.
- (f) Accessibility (having access to transportation, places and information, and not being refused access because you have a disability).
- (g) Equality between men and women (having the same opportunities whether you are a girl or a boy).
- (h) Respect for the evolving capacity of children with disabilities and their right to preserve their identity (being respected for your abilities and proud of who you are).

#### Article 4: General obligations

There should be no laws that discriminate against people with disabilities. If necessary, governments should create new laws to protect the rights of persons with disabilities and put these laws into action. If old laws or traditions discriminate against people with disabilities, governments should find ways to change them.



If there are laws or practices that prevent children with disabilities from doing the same things as other children, they must be changed. Your government should consult with organizations of children with disabilities as it changes such laws and policies.

To develop new laws and policies, governments should seek advice from people with disabilities, including children.

**Article 5: Equality and non-discrimination**

Governments recognize that all people have the right to be protected by the law, and that the laws of a country apply to everyone who lives there.

**Article 6: Women with disabilities**

Governments know that women and girls with disabilities face many different types of discrimination. They agree to protect their human rights and freedoms.

**Article 7: Children with disabilities**

Governments agree to take every possible action so that children with disabilities can enjoy all human rights and freedoms equally with other children. They also agree to make sure that children with disabilities can express their views freely on all things that affect them. What is best for each child should always be considered first.

Boys and girls with disabilities have the same rights as all children. For example, every child has the right to go to school, to play and be protected from violence, and to be involved in decisions that affect him or her. Governments must provide the information and support necessary for children with disabilities to realize this right.

**Article 8: Awareness raising**

Governments should educate everyone about the rights and dignity of persons with disabilities and their achievements and skills. They agree to combat stereotypes, prejudice and activities that might harm people with disabilities. Your school, for example, should promote an attitude of respect towards people with disabilities, even among very young children.

The media should report on unfairness towards children and adults with disabilities.



**Article 9: Accessibility**

Governments agree to make it possible for people with disabilities to live independently and participate in their communities. Any place that is open to the public, including buildings, roads, schools and hospitals, must be accessible by persons with disabilities, including children. If you are in a public building and need help, a guide, reader or professional sign language interpreter should be there to assist you.



**Article 10: Right to life**

Every human being is born with the right to life. Governments guarantee that this is equally true for people with and without disabilities.

**Article 11: Situations of risk and emergencies**

People with disabilities have the same right as everyone else to be protected and safe during a war, an emergency or a natural disaster, such as a storm. You cannot legally be excluded from a shelter or left alone while others are rescued because you have a disability.

**Article 12: Equal recognition before the law**

People with disabilities have the right to enjoy 'legal capacity' in the same way as other people. This means that, when you grow up, whether or not you have a disability, you can do things like get a loan to study or sign a lease to rent your own apartment. And you can own or inherit property.

**Article 13: Access to justice**

If you are harmed by a crime, have seen others harmed or are accused of doing something wrong, you have the right to be treated fairly when your case is being investigated and dealt with. You must be given help to express yourself in all legal processes.

**Article 14: Liberty and security of the person**

Governments should make sure that people with disabilities have their freedom protected by law, the same as all other people.

**Article 15: Freedom from torture or cruel, inhuman or degrading treatment or punishment**

No one should be tortured or humiliated or treated cruelly. And everyone has the right to refuse medical or scientific experiments.

**Article 16: Freedom from violence and abuse**

Children with disabilities should be protected from violence and abuse. They should not be mistreated or harmed in their home or outside. If you have faced violence or maltreatment, you have the right to get help to stop the abuse and recover.

**Article 17: Protecting the person**

No one can treat you as less of a person because of your physical and mental abilities. You have the right to be respected by others just as you are!

You have the right to life. It is your gift, and no one, by law, can take it from you.



**Article 18: Liberty of movement and nationality**

Every child has the right to a legally registered name, a nationality and, as far as possible, the right to know and be cared for by his or her parents. And people cannot be stopped from entering or leaving a country because they have disabilities.

**Article 19: Living independently and being included in the community**

People have the right to make choices about where they live, whether or not they have a disability. When you grow up, you will have the right to live independently if you prefer and to be included in your community. You must also have access to support services if you need help to live in the community, such as care in your home and personal assistance.

**Article 20: Personal mobility**

Children with disabilities have the right to move about and be independent. Governments must help them do so.

**Article 21: Freedom of expression and opinion, and access to information**

People have the right to express their opinions, to seek, receive and share information and to receive information in forms that they can understand and use.

**Article 22: Respect for privacy**

Nobody can interfere in people's private affairs, whether they have disabilities or not. People who know information about others, such as their health status, should keep this information private.

**Article 23: Respect for home and the family**

People have the right to live with their families. If you have a disability, your government should support your family with disability-related expenses, information and services. You should not be separated from your parents because you have a disability! If you cannot live with your immediate family, the government should help provide care within the wider family or community. Young people with disabilities have the same rights as other young people to reproductive health information and the same rights as others to marry and start a family.



Children with disabilities have the right to move about and be independent.



"Daily life in my community," Pedro José Rivera, 14, Nicaragua

**Article 24: Education**

People have the right to go to school. If you have a disability, you cannot be excluded from education because of it. You should not be educated in segregated schools. You have the right to the same education and curriculum as other children, and your government must give you the help you need to make this happen. For example, it must provide suitable ways for you to communicate so that your teachers understand how to respond to your needs.

**Articles 25 and 26: Health and rehabilitation**

People with disabilities have the right to the same range and quality of free or affordable health care as provided to other people. If you have a disability, you also have the right to health and rehabilitation services.

**Article 27: Work and employment**

People with disabilities have an equal right to work at a freely chosen job without discrimination.

**Article 28: Adequate standard of living and social protection**

People with disabilities have a right to food, clean water, clothing and access to housing, without discrimination. The government should help children with disabilities who live in poverty.

**Article 29: Participation in political and public life**

People with disabilities have the right to take part in politics and public life. Once you reach the age set by the laws of your country, you have the right to form a group, serve the public, access voting booths, vote and be elected to a government position, whether you have a disability or not.

**Article 30: Participation in cultural life, recreation, leisure and sport**

People with disabilities have the same right as others to participate in and enjoy the arts, sports, games, films and other fun activities. So, theatres, museums, playgrounds and libraries should be accessible by everyone, including children with disabilities.

**Article 31: Statistics and data collection**

Countries must collect data about disabilities to develop better programmes and services. Persons with disabilities who contribute to research on disability have the right to be treated in a respectful and humane way. Any private information they share must be kept confidential. The statistics collected must be made accessible to persons with disabilities and others.

**Article 32: International cooperation**

Countries should help each other fulfil the articles of this convention. This includes countries with more resources (such as scientific information, useful technology) sharing with other countries, so that more people in the world can enjoy the rights of the convention.

**Articles 33 to 50: Rules on cooperation, monitoring and implementation of the Convention**

The Convention on the Rights of Persons with Disabilities has 50 articles in all. Articles 33 to 50 are about how adults, especially people with disabilities and their organizations, and governments should work together to make sure all persons with disabilities get all their rights. See the text of these articles at [www.un.org/disabilities](http://www.un.org/disabilities).



Source: United Nations Children's Fund (2008), *It's all about ability. An explanation of the Convention on the Rights of Persons with a Disability*. New York: Unicef

## Annex 4: Community Screening

The community screening forms an essential part in the participatory video process. The aim of the community screening is three-folded: it enables

- a) To show the capabilities of the participating children from the community
- b) To give children a voice in the community
- c) To provide an opportunity to discuss issues within the community

### **TAKING THE SCREENING TO THE COMMUNITY**

Experience has learnt that expecting people to come to a screening held in an unfamiliar or inconvenient location often results in low levels of attendance and/or a feeling of discomfort and alienation of those attending. Take the screening to the community and make it happen wherever and whenever you can. Try to organise screenings from an early stage in the process so community members and contributors can plan to attend and spread the word.

### **INVOLVE THE PARTICIPATING CHILDREN IN ALL ASPECTS**

Encourage and support participants to organise the community screening and to take part in all other aspects of the process including setting up the equipment, introducing the project, presenting videos, facilitating discussions and recording feedback. It can be really powerful for the wider community to see the participants (their peers, friends, neighbours, parents, etc.) fully engaged and valued in the process, as well as noticing their proficiency with the equipment and understanding of the issues. The willingness and confidence of the facilitator to handover responsibility is also likely to be noticed and appreciated. Plan the structure and content of the screening carefully, giving consideration to each participant's role in the process and planning some key questions to stimulate feedback and discussion.

#### **TIPS ON FACILITATION A COMMUNITY SCREENING:**

##### Set the scene

Explain to the audience the structure of the screening and roughly how much time is available.

##### Manage discussions

Consider using a 'talking stick' to help order discussions. A 'talking stick' can be any object that is handed out by the facilitator to the person whose turn it is to speak. It is returned to the facilitator after each speaker has finished.

##### Increase participation

Try to involve a wide cross-section of the community and encourage participation from everyone.

##### Welcome and record feedback

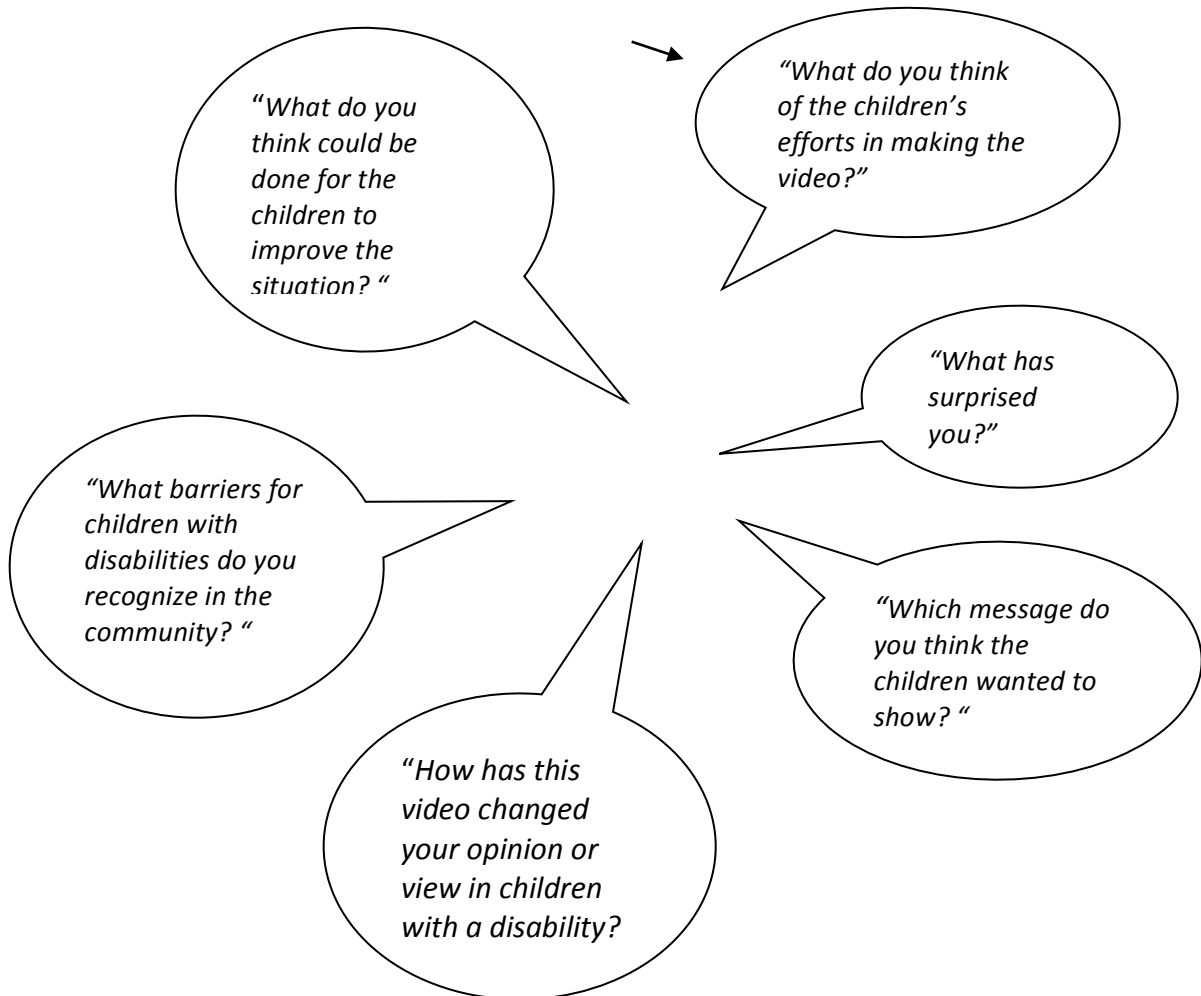
Listen and be open to any comments, criticisms or advice from the wider community and be prepared to respond to them. Community screenings are about consultation and participation so the feedback must to be valued and acted upon. Visibly record all feedback provided and be sure to thank people for their participation. Communicate exactly how the group intends to respond to the feedback received and consider inviting individuals from the audience to take a more active role in the process such as being interviewed or even becoming a participant.

More focused feedback usually occurs when you are working with smaller groups so larger groups can be divided into smaller teams with one facilitator or participant helping to guide the discussions and responding to specific questions.

## ORGANISE GOOD SOUND

Sound is so often overlooked when organising a screening but it is as important as the visual content. It is essential to have good quality sound at an audible level for any kind of screenings. Low sound levels can lead to easily distracted and increasingly noisy audiences. Don't damage the audiences hearing but make sure the level is sufficient to drown out persistent commentators! Always test all the equipment before starting the screening.

## POSSIBLE QUESTIONS TO ASK





# Forms & Tools 1: **Consent Forms**

## **1a: Informed Consent Form for Parents or Legal Guardians of Children aged less than 12 years being video recorded.**

I give permission for my child (name) \_\_\_\_\_ to take part in this video recording being carried out by (name organization) \_\_\_\_\_.

I have received a full explanation from the organization about the aims of this video recording and what my child may be expected to do during the video recording and how the information will be used.

I understand that the video of my child will be recorded and the story will be recorded using a voice recorder / video camera.

I understand that my child will not receive any money directly as a result of taking part in the video recording. I understand that neither I nor my child will be identified in any way in any publications or publicity connected to the video diaries.

I also understand that if at any time I am not happy with my child taking part in the video recording, I am able to withdraw my child from the video recording process.

I certify that I am the parent or legal guardian of the child named above.

\_\_\_\_\_  
**Signature of parent/legal guardian**

\_\_\_\_\_  
**Date**

I believe the information given to be correct and the parent/guardian consent genuine to the best of my knowledge.

\_\_\_\_\_  
**Signature of the interviewer**

\_\_\_\_\_  
**Date**

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***The following is necessary if the consent form has to be read to the parent/legal guardian:***

I certify that I have read this consent form in full to the parent/guardian whose signature appears above.

\_\_\_\_\_  
**Signature of the interviewer**

\_\_\_\_\_  
**Date**



## **1b: Informed Consent Form for Video Recording of Children Aged Between 12 and 18 Years**

My name is \_\_\_\_\_. I am willing to participate in talking to a person or a group of people from an organization called \_\_\_\_\_. They may ask me about my experiences and feelings about my life and I am willing to answer their questions if I feel comfortable to.

I know that this person/group of people will record my video using a voice recorder / video camera. I am happy for them to do this but I can change my mind and stop the recording when I feel uncomfortable at any time. I understand that I will not be identified in any way in reports or publicity.

I know that this information may be used for public purposes such as in local and international newspapers, books, web sites and/or radio and television stations. I am ok with this, but I might change my mind after the talk if I think I do not want many people to know me. I can also tell this person/group of people to give me a copy of recordings they make and give copies of my stories in newspapers, books, radio or television.

I also know that I can tell this person/group of people not to use my real name or even show my face when telling my story to other people. This means that no one will be able to identify me as telling this story afterwards.

I know that there is no promise of any money or reward to be given to me. I am the one who has decided to allow or not to allow this person/group of people to talk to me.

\_\_\_\_\_  
**Signature of the child**

\_\_\_\_\_  
**Date**

I believe the information given to be correct and the child consent genuine to the best of my knowledge.

\_\_\_\_\_  
**Signature of the interviewer**

\_\_\_\_\_  
**Date**

---

***The following is necessary if the consent form has to be read to the child:***

I certify that I have read this consent form in full to the child whose signature appears above.

\_\_\_\_\_  
**Signature of the interviewer**

\_\_\_\_\_  
**Date**





## **1c: Informed Consent Form for Video recording Young People aged 18 and above**

My name is \_\_\_\_\_. I am willing to participate in talking to a person or a group of people from an organization called \_\_\_\_\_. They may ask me about my experiences and feelings about my life and I am willing to answer their questions if I feel comfortable to.

I know that this person/group of people will record my video using a voice recorder / video camera. I am happy for them to do this but I can change my mind and stop the recording when I feel uncomfortable at any time. I understand that I will not be identified in any way in reports or publicity.

I know that this information may be used for public purposes such as in local and international newspapers, books, web sites and/or radio and television stations. I am ok with this, but I might change my mind after the talk if I think I do not want many people to know me. I can also tell this person/group of people to give me a copy of recordings they make and give copies of my stories in newspapers, books, radio or television.

I also know that I can tell this person/group of people not to use my real name or even show my face when telling my story to other people. This means that no one will be able to identify me as telling this story afterwards.

I know that there is no promise of any money or reward to be given to me. I am the one who has decided to allow or not to allow this person/group of people to talk to me.

\_\_\_\_\_  
**Signature of the beneficiary**

\_\_\_\_\_  
**Date**

I believe the information given to be correct and the beneficiary consent genuine to the best of my knowledge.

\_\_\_\_\_  
**Signature of the interviewer**

\_\_\_\_\_  
**Date**

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***The following is necessary if the consent form has to be read to the beneficiary:***

I certify that I have read this consent form in full to the beneficiary whose signature appears above.

\_\_\_\_\_  
**Signature of the interviewer**

\_\_\_\_\_  
**Date**



## 1d: Informed Consent Form for Community Legal Leaders to allow Visits to Children and Members within the Community

"I, as the representative of the community \_\_\_\_\_, am providing the information that key members of the community will allow visitors from \_\_\_\_\_ to visit children in the community and/or at the school.

I grant permission to \_\_\_\_\_ to record information, conduct interviews and take photographs / videos of relevant community members, including children. I and the community know that this information will be used for the purpose of organizational reports, books and publicity. The community feels comfortable about being seen in those materials.

I understand that the community will not receive any money directly as a result of allowing this activity to take place.

I also understand that if at any time the community member and/or children do not feel happy with this activity and story about the community appearing in public materials, it may withdraw its appearance on those materials after taking a consensus decision to revoke its permission.

I certify that I am the legal representative of the community named above."

\_\_\_\_\_  
\_\_\_\_\_

**Signature of the community legal representative**

**Date**

I believe the information given to be correct and the community legal representative consent genuine to the best of my knowledge.

\_\_\_\_\_  
\_\_\_\_\_

**Signature of Visitor**

**Date**

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***The following is necessary if the consent form has to be read to the community legal representative:***

I certify that I have read this consent form in full to the community legal representative whose signature appears above.

\_\_\_\_\_  
\_\_\_\_\_

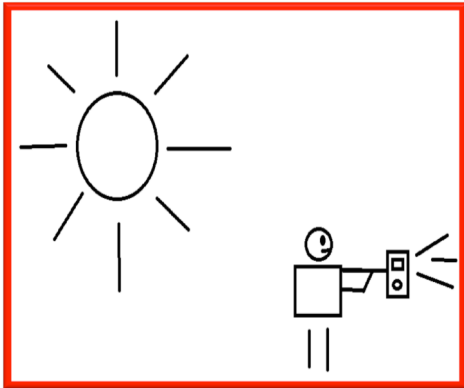
**Signature of Visitor**

**Date**

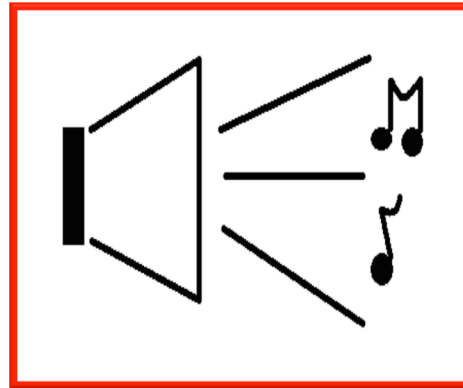
## Forms & Tools 2: Flip tips



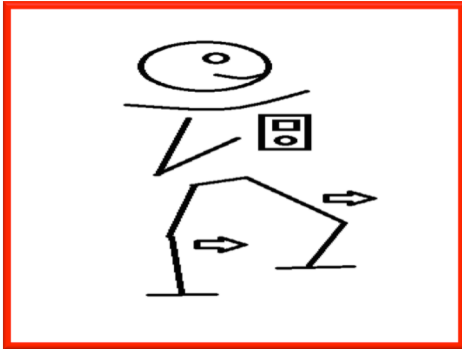
When you are going to record a video with a flip camera, always keep 1 very important rule in mind: **THINK before you start filming!** There are eight things that you need to think of to get a great video. They are explained below.



**WHERE IS THE LIGHT?** Make sure that the Sun (or source of light) is behind you, not in front of you.



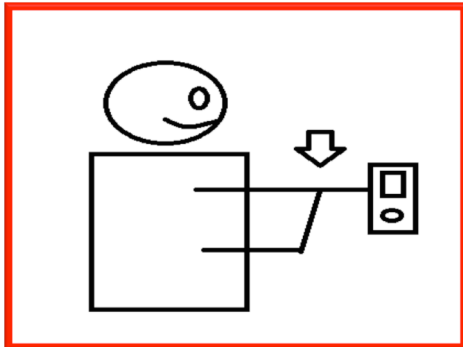
**LISTEN!** If there is a lot of background noise, find a quieter place to film so that you can hear the beneficiary clearly on the video.



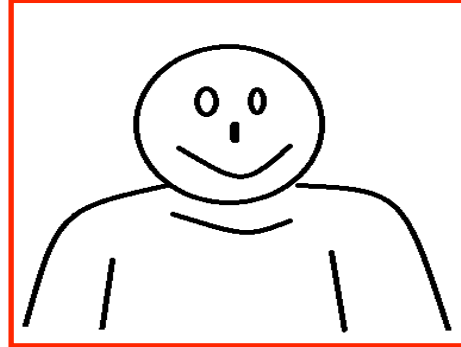
**DON'T WALK!** Walking will make your video shaky. Try and find a good 'angle' that captures what you want to record *before* you start filming!



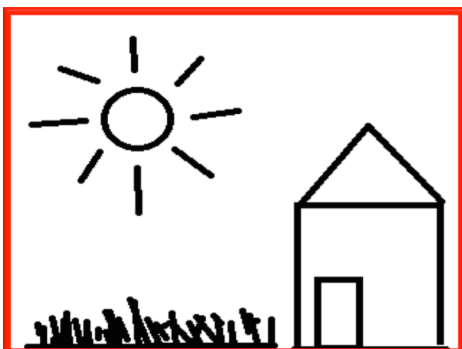
**DON'T SPEAK!** The 'director' should be invisible. Even though you may want to make noises to encourage the beneficiary to keep speaking, don't! Sssshh...



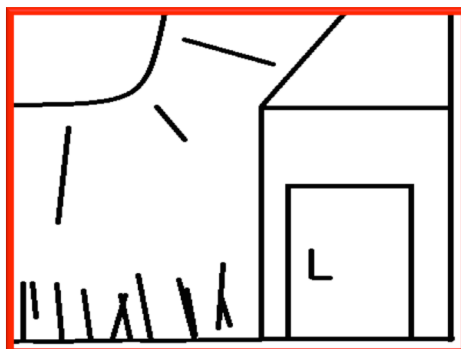
**KEEP IT STEADY** Bracing your elbow with your non-shooting hand, or keeping your "shooting elbow" close to your body, can help steady the camera.



**FRAME IT RIGHT** Leave a bit of space above the head and cut your frame at the chest. In this way you ensure that the subtitles do not reach up to someones nose while the interviewee is still clearly audible!



**LONG SHOT** Make your video more entertaining by showing your surroundings. Decide carefully on a spot where you can capture your surroundings without walking!



**CLOSE UP** Include close ups to capture details. Do not zoom, but get close to what you want to film.

## Forms & Tools 3 Tips for Video Consent

Tips for video consent	
	<p><b>Step 1:</b></p> <p>Tell the time, place and location while you are filming</p> <p>اذكر الزمن المكان والموقع عند التصوير.</p>
	<p><b>Step 2:</b></p> <p>Ask: "Do you know what this project is about? Can you explain?"</p> <p>! If the child doesn't know, then explain the project to him/her &amp; ask again</p> <p>اسأل: هل لديك معرفة عن هذا المشروع؟ إذا كان الأطفال لا يعرفون عن المشروع الترحيب لهم فكرة المشروع ثم اسألهم مرة أخرى.</p>
	<p><b>Step 3:</b></p> <p>Ask: "Do you agree with me interviewing you?"</p> <p>اسأل: هل توافق بأجراني مقابلة معك؟</p>
	<p><b>Step 4:</b></p> <p>Ask: "Do you agree with us showing the film to other people?"</p> <p>اسأل: هل توافق على ان نعرض الفلم على اناش اآرين؟</p>
	<p><b>Step 5:</b></p> <p>Ask: "Do you know you can stop the filming at any time, if you are not comfortable or happy?"</p> <p>اسأل: اذا شعرت بعدم الارتياح فى اى زمن خلال التصوير يمكنك ايقافه.</p>
	<p><b>Step 6:</b></p> <p>Shake hands</p> <p>الشكر والختام.</p>