Promote image education as a tool for the inclusion of children in precarious and migratory situations

IO3 - Capacity building program

1

Dear participants,

Welcome to the "Capacity building program" – Online training course! We would like to thank you for your interest, and we hope you will have a fruitful experience ahead. We are very excited to present you an online training developed by experienced project partners from France, Romania, Portugal and the United Kingdom within the Erasmus+ EduKino project: Promote image education as a tool for the inclusion of children in precarious and migratory situations. To make sure we meet all your learning expectations the online training course has been developed following four (4) different modules:

Module 1: Intersectoral Cooperation | Module 2: Multicultural Pedagogical Skills | Module 3: Introduction to Image Education | Module 4: Image Production

Our only request from you is that you enjoy the training activities and when you are done share your thoughts with us through an online Evaluation Questionnaire (available at the end).

Aim: The Capacity building program is dedicated to education professionals. The main aim of the Capacity building program is to support education professionals to face new challenges appearing today, and in particular when working with youth in precarity or migration situations. Most importantly, this training will give participants a good understanding of image education so that they can support the youth in this domain.

Target audience:

***Education sector:** teachers, mediators, academic counsellors, coordinators

***Socio-medical sector:** social workers, mediators, educators, coordinators

***Cultural sector:** mediators, animators, coordinators, artists

***Other professionals** working directly with children in precarity or migratory situations

***Wider:** to any person who plans to improve his/her personal and professional skills in the experience with vulnerable groups

Topic: EDUKINO | Capacity building program for professionals

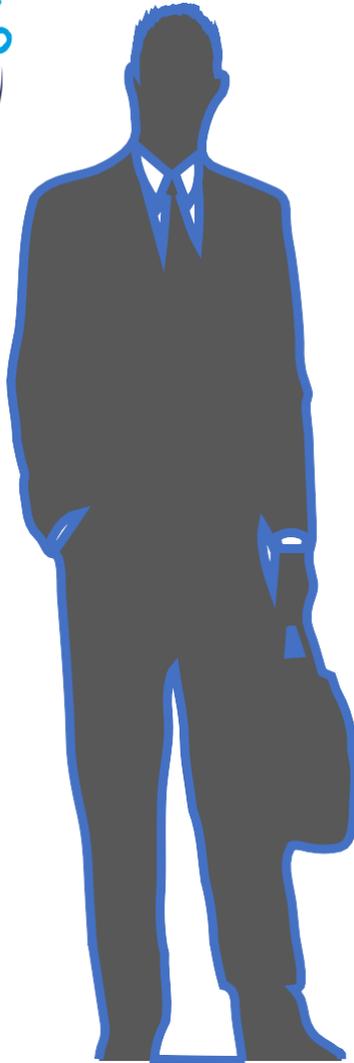**Time:** October 2022 – February 2023

Duration: 2 hours

Delivery: Self-learning/training

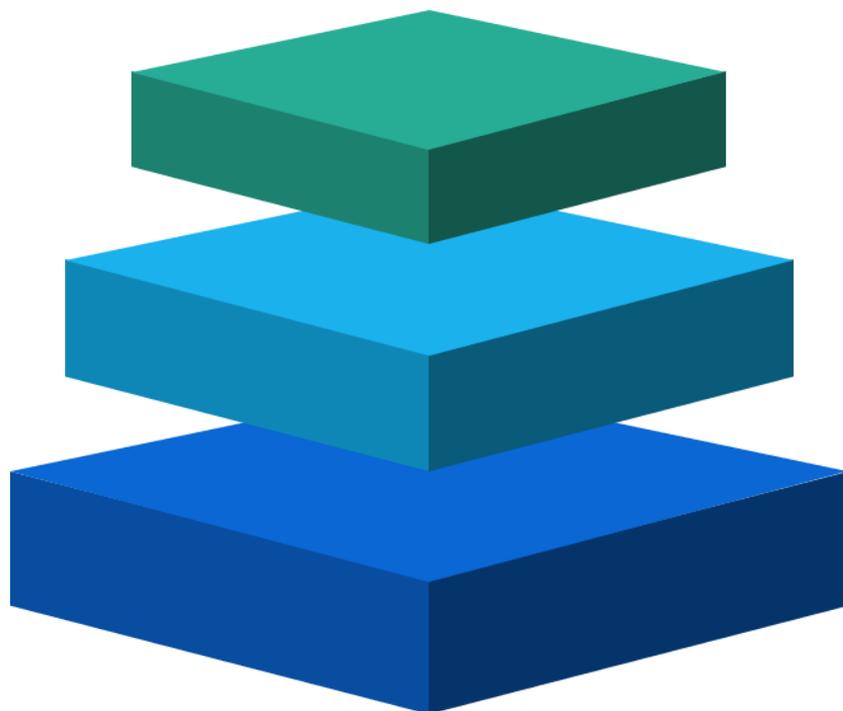**Availability:** Website of the EduKino project https://edukino.assoc.ro/

Cost: For free

Training module 1: Intersectoral Co-operation
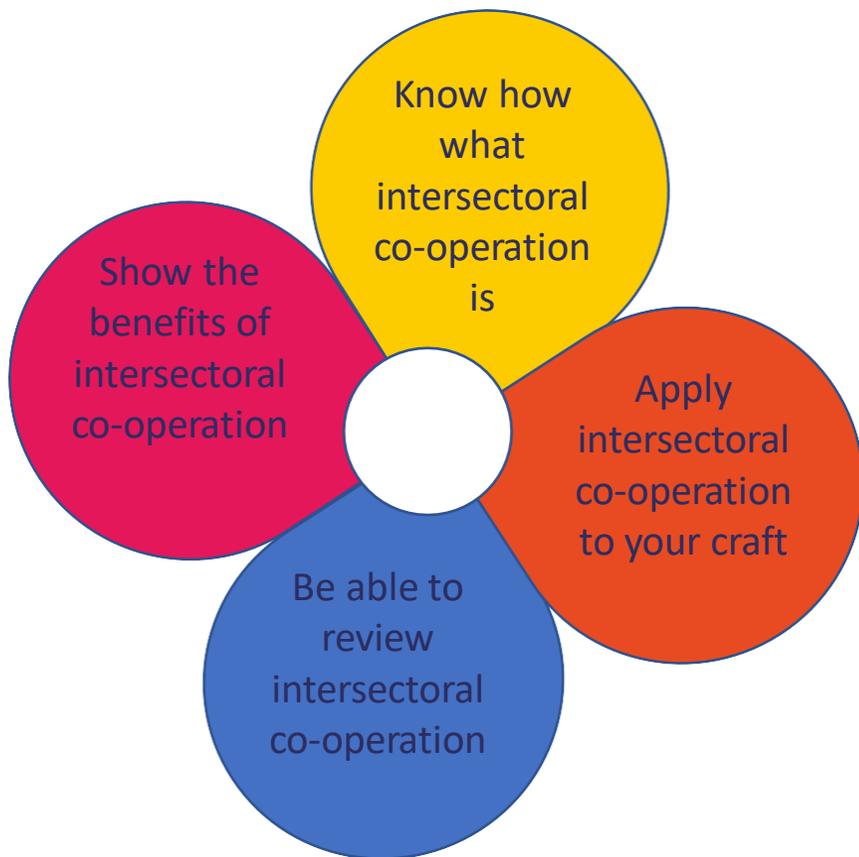
Main aim of the module:

To inform practitioners and to promote:

- Understanding of Intersectoral Co-operation

- Understand the benefits of Intersectoral Co-operation

- Tools needed for intersectoral co-operation

- Information on how to assess and review intersectoral co-operation

Learning objectives:

The learning objectives of this module are:

Know how what intersectoral co-operation is

Show the benefits of intersectoral co-operation

Apply intersectoral co-operation to your craft

Be able to review intersectoral co-operation

By the end of this module, the professionals should be able to:

See the value in working across different fields

Increased understanding of intersectoral co-operation

Understand the main principles of Intersectoral co-operation

Envision including intersectoral co-operation in the future
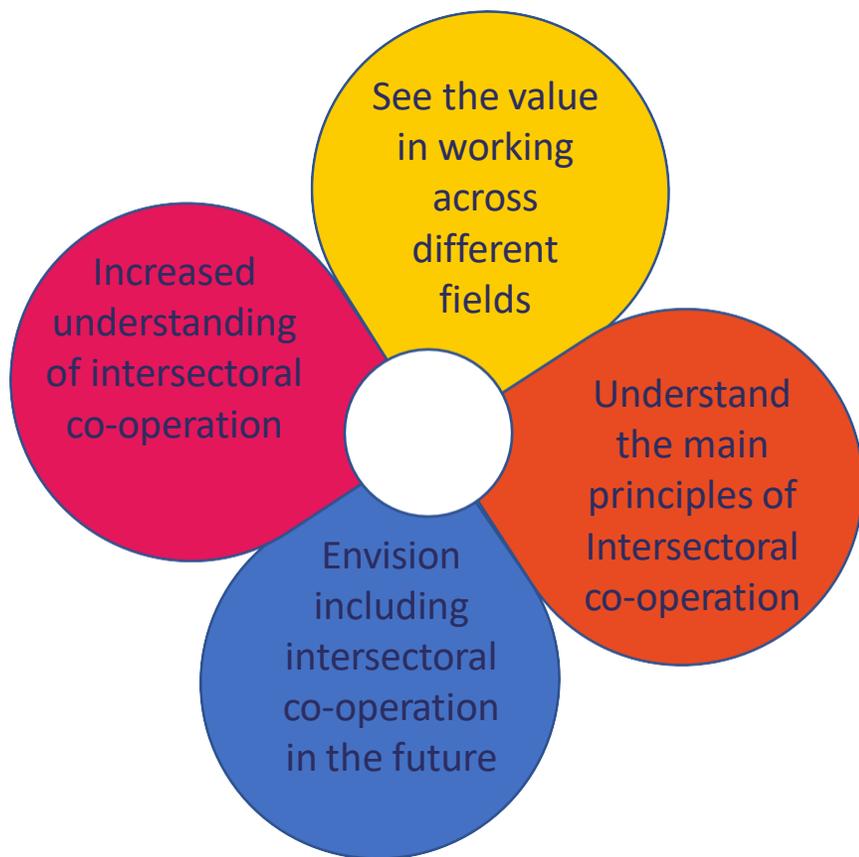
Time: 25 minutes
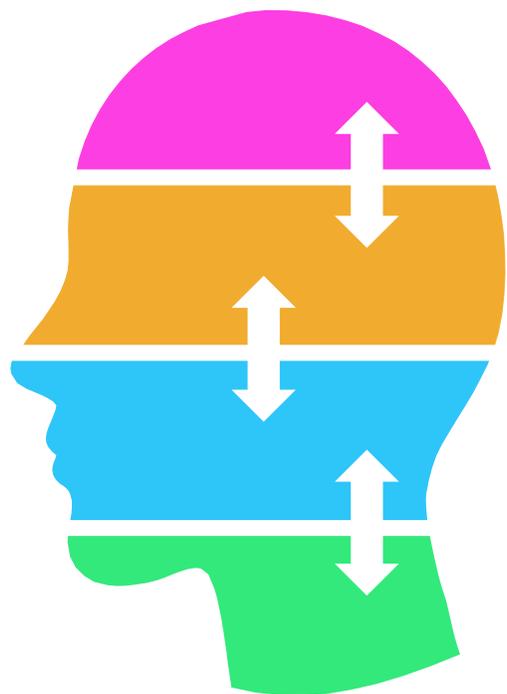
Introduction (2-3 lines):

The module will give a brief over view of what Intersectoral Co-operation is and what it can bring to your craft as an educator or practitioner. The module will focus on the priniples of intersectoral co-operation, what it can over, as well as how to review if it is being done correctly.

Name of activity:
Mao of Experiences

Further reading:

References (source-link):

Intersectoral Co-operation

Interseectoral Co-operation is the collaboration of two or more stakeholders, from different disicplines, in order to generate greater results than working seperately. This can occur in a varity of settings, but for the purpose of this module we will focus on in education.

Benefits of Intersectoral Co-operation

In education Intersectoral Co-operation can bring 3 benefits

1) Practical support

2) Enchancemnt of practice

3) Safe gaurding

Intersectoral Co-operation – Practical Support

Intersectoral Co-operation can bring material support which may not have been avaible before-extra facilities, classroom supplies, methods of commincation, or equipment for a specific project.

Intersectoral Co-operation -Enchancemnt of practice

Working across disiplines and fields allows the opportunity for practictioners to bring in expertise rather different than their own. This can enrich their practice through the inclusion of new methods, as well as specalised information and knowlegde which they could not bring to their audience otherwise.

Intersectoral Co-operation-Safe gaurding

The use of intersectional co-operation in education is very common when it comes to the issue of safe gaurding or supoorting students for the safety or emotional well being. This can take the simple form of calling social services to allowing the educational facilities to double as a foodbank.

Principles of Intersectoral Co-operation

For Intersectoral co-operation to function effectively it needs to follow three priniciples:

-Clear division of labour

-Strong lines of communication

-Review mechanisms in order to ensure the desired results are being met and to see where they may be failing.

Activity-creation

|	
Format	Offline exercise which practitioners will complete to enhance their understanding of the process of Intersectoral co-operation.
Description (2-3 lines)	This exercise has the effect of making practitioners review the experiences they have had in the past of intersectoral co-operation, as well as making them highlight the aspects of those instances which worked well and those that did not.
Step by step instructions	Take a pen and a piece of paper, or open a word document on your computer. Can you think of 3 instances where you have included the expertise or involvement from a organisation in a different sector? If you can only think of one, don't worry. Work with what you have got. Please write these instances down and think about what they brought to your practice. On a separate piece of paper, please write out what was valuable about these experiences. Write a description of what these times of co-operation brought to your practice: Was it practical supported, enhancing your practice, or do help in a safe guarding issue? Now on a separate and final page, please write out what would have improved these interactions. What made the cooperation less effective than you think could have been? How was the communication? Was their a fair and effective division of labour? Was the impact of the collaboration what you or the other partner had intended? When completing this task, think back to the three principles of Intersectoral Co-operation. Now that you have completed the three tasks, take time to review them. You will be able to see a rough map of your previous experiences of intersectoral co-operation. We will now go through how to properly assess and review this process. This map will also allow you to think of methods you would want to include nect time you have to conduct intersectoral co-operation.
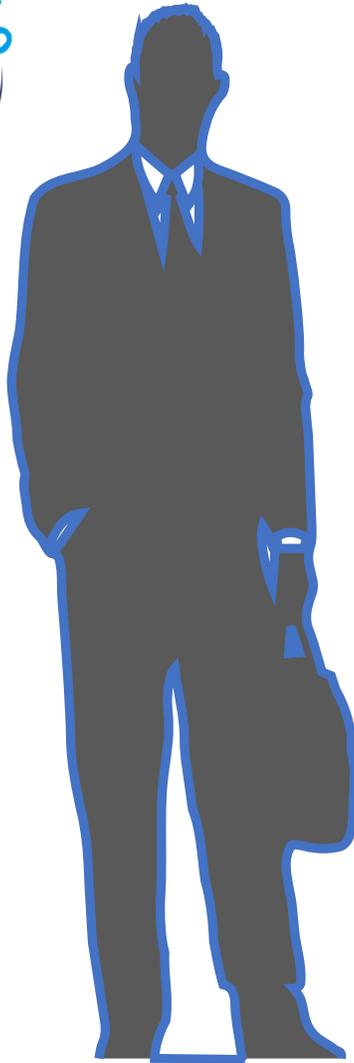
Training module 2: Multicultural Pedagogical Skills
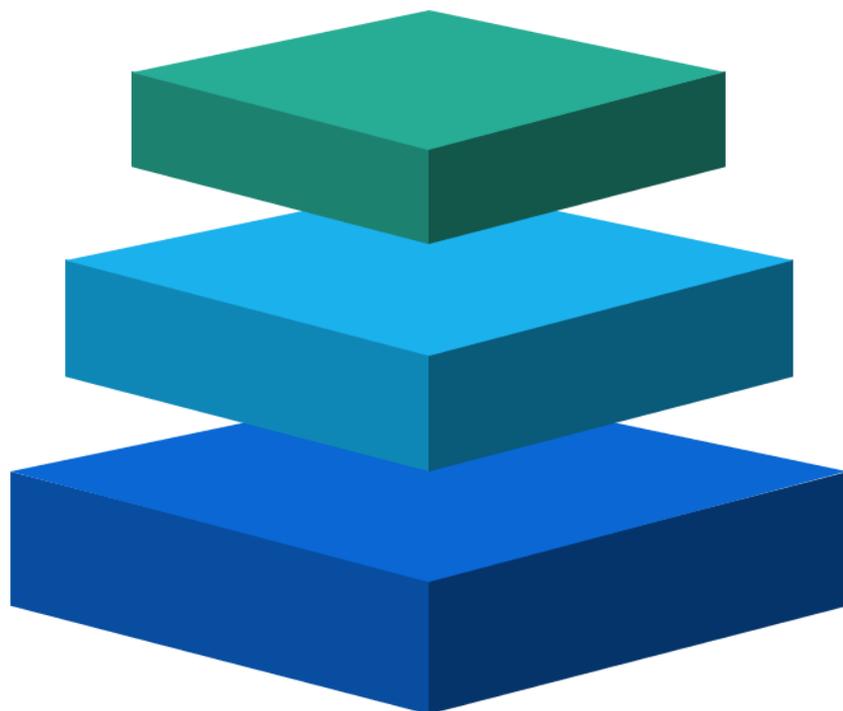
Main aim of the module:

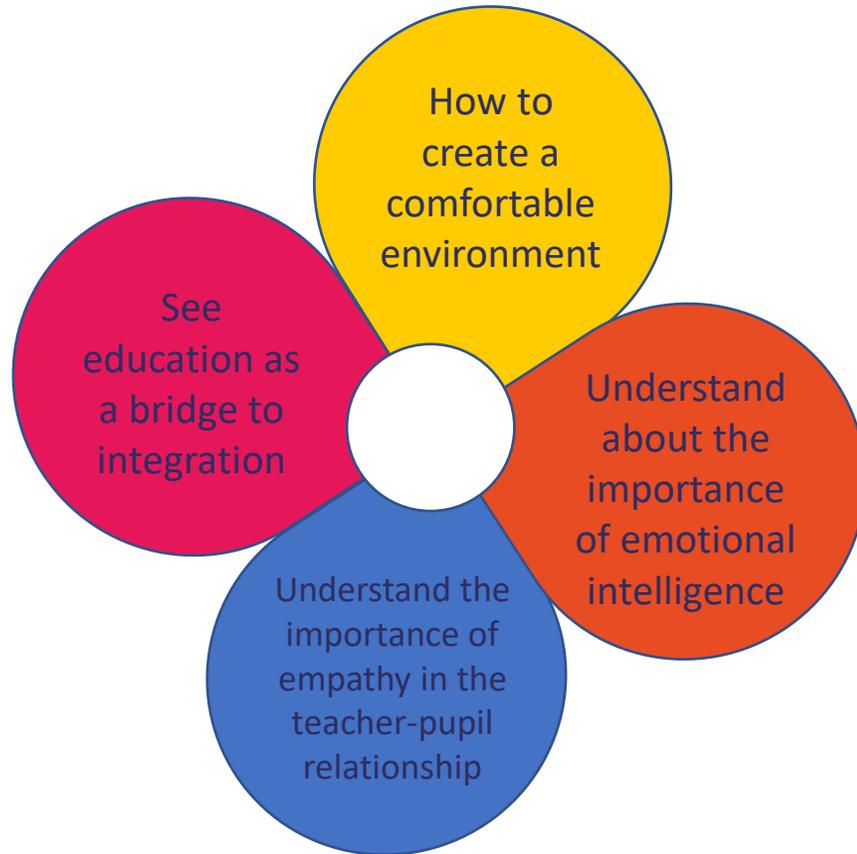Capacitate educators with the skills to promote:
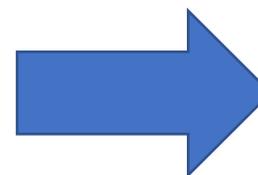
- a more inclusive classroom

- school as a safe place

- intercultural dialogue

- empathy

- multicultural education

The learning objectives of this module are:

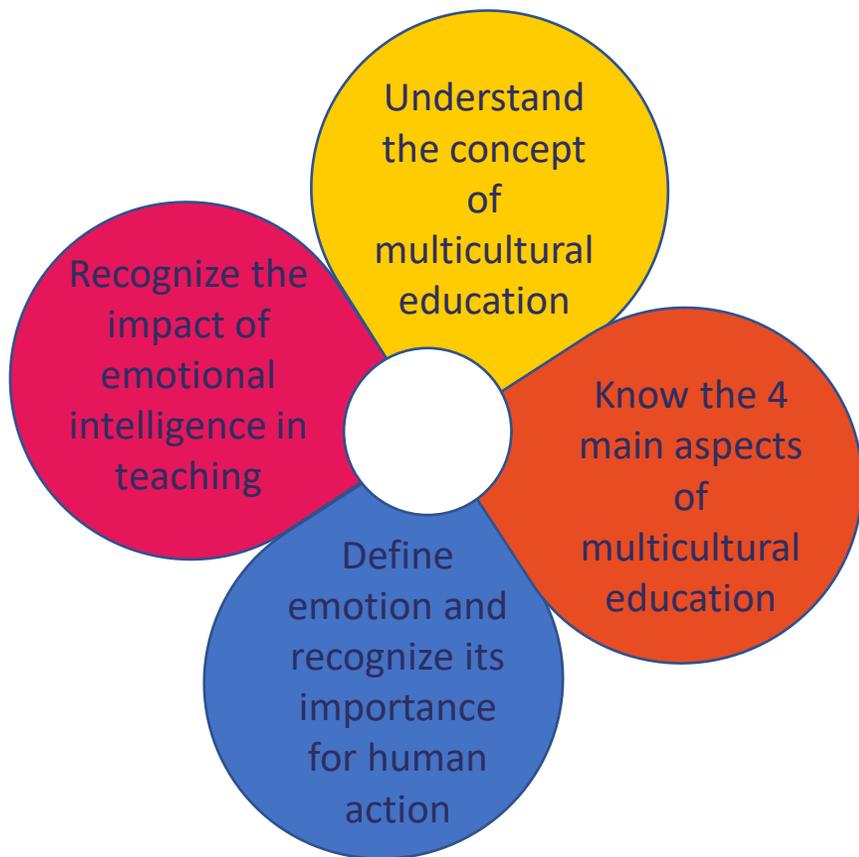- See education as a bridge to integration
- How to create a comfortable environment
- Understand about the importance of emotional intelligence
- Understand the importance of empathy in the teacher-pupil relationship

Learning outcomes:

By the end of this module, the professionals should be able to:

- Understand the concept of multicultural education
- Recognize the impact of emotional intelligence in teaching
- Know the 4 main aspects of multicultural education
- Define emotion and recognize its importance for human action

Introduction (2-3 lines):
In this module, participants will have a general overview of how to promote a multicultural education inside their classroom. By the end of this module, learners should be able to:
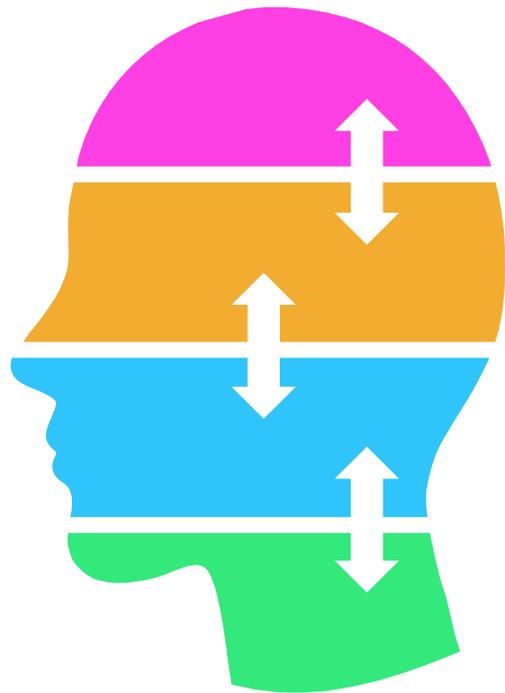Understand the concept of multicultural education
How to exercise this type of education
Grasp the importance of empathy

Name of activity:
Empathy exercise

Content & introduction to the module

Further reading:

Multicultural education course

Concept – Micreate

School EducationGateway

References (source-link):

- Gagnon Feb 8, D., 2019. 10 qualities of a good teacher. *Southern New Hampshire University*. Available at: https://www.snhu.edu/about-us/newsroom/education/qualities-of-a-good-teacher [Accessed July 26, 2022].

- Goleman, D. (1998). Working with emotional intelligence. Bentam Books.

- Goleman, D. (2011). Inteligência Emocional. Rio de Janeiro: Objetiva.

- Gross, J. J. (2002). Emotion regulation: affective, cognitive, and social consequences. *Psychophysiology* 39, 281–291. doi: 10.1017/S0048577201393198

- Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as a standard intelligence.

- Pena-Sarrionandia, A.; Mikolajczak, M & Gross, J. (2016). Integrating emotion regulation and emotional intelligence traditions: a meta-analysis.

- Vaughn, S., Bos, C. S., & Schumm, J. S. (2003). Teaching exceptional, diverse, and at-risk students in the general education classroom (3rd ed.). Boston: Allyn & Bacon.

- Rennebohm-Franz, K. (1996). Toward a critical social consciousness in children: Multicultural peace education in a first grade classroom. Theory into practice, 35(4), 264-270.

- Ricou, M. (2014). *A ética e a deontologia no exercício da Psicologia.* Lisboa: Ordem dos Psicólogos Portugueses

of the European Union

Multicultural Pedagogical Skills

"Multicultural experiences inside a classroom provide a rich learning environment for the children, and with this, children from all ages can gain critical social consciousness with regional and global understandings" (Rennebohm-Franz, 1996).
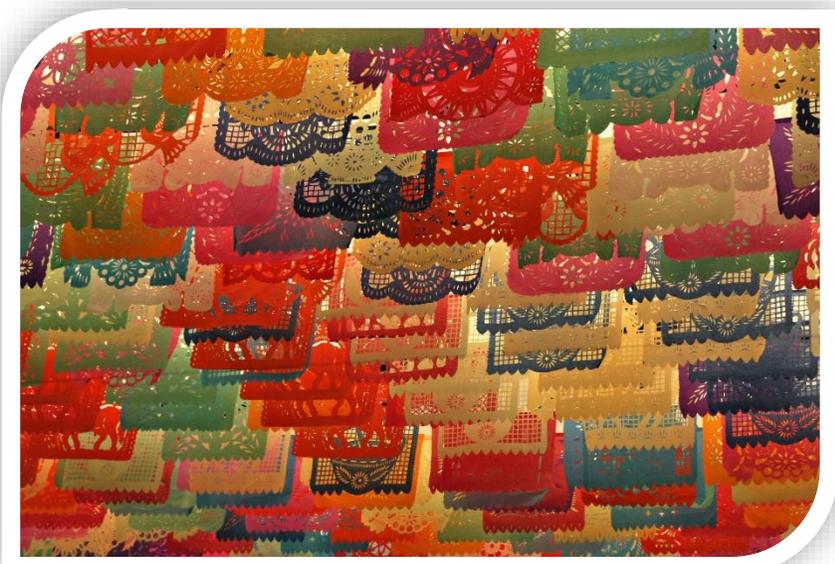
Multicultural Pedagogical Skills

*As an educator, you should promote a **child centred approach** to education, and guide your teaching practice based on four main aspects:*

Listening to Children's Voices

Multiple ways of knowing

Multicultural education includes:

Collaboration

Generative Teaching and Learning

Multicultural Pedagogical Skills

Listening to Children's Voices

A multicultural peace education is developed through **information exchanged by various perspectives**, from different people. This exchange can be done in conversations between children inside a classroom, or even can include the teachers too.

From these conversations emerge topics that can and should be included in the curriculum. This not only gives pupils the perception that they are being **listen to**, but also **creates a learning experience** about topics that they are very involved in (Rennebohm-Franz, 1996).

Multicultural Pedagogical Skills

Multiple ways of knowing

This dimension of Multicultural education is based on the notion that human beings are complex and can share different preferences on learning methods. Therefore, it is important, as a teacher, to understand that there are **numerous ways to teach one subject**, and that there should be a variety of ways to do so.

On the other hand, it is also of value for pupils to understand that multiple versions of a topic exist, and that a **situation can be understood differently by different people** (Rennebohm-Franz, 1996). The knowledge enables them to realize that different versions do not necessarily negate one another but can both be accepted in a peaceful and respectful way.

Multicultural Pedagogical Skills

Generative Teaching and Learning

The notion of generative Teaching and Learning are concepts that are based on the premise that in an ever-evolving world, there is always information to learn and knowledge to be acquired. Parallel to this concept, children should also grasp the sense of the present and connections to the future.

This idea positions learning as an **active task** that requires effort from learner. Knowledge must be **constructed** and built upon, it cannot be downloaded or imparted

Multicultural Pedagogical Skills

Collaboration

In nowadays society, and labour world, **teamwork** and **collaboration** are essential aspects for higher productivity and success.

The **collaboration** of talking and listening together provides an environment where one child's ideas builds on another child's idea, and consequently sets a process for collaborative learning conversations (Rennebohm-Franz, 1996).

Moreover, these learning opportunities can be applied in conflict resolution, where children can seek to solve the problem with the disputant. With this, children build their confidence and trust that a peaceful collaboration can lead to conflict resolution

Multicultural Pedagogical Skills

"What kind of characteristics should a good teacher have?"

- Strong communicator
- Be empathic
- Active listener
- Good teacher
- Induce collaboration
- Be engaging
- Adapt easily

(Gagnon, 2019)

Multicultural Pedagogical Skills

Empathy

Empathy is a key interpersonal skill. It is the ability to **put yourself in someone else's shoes** and see a situation from their perspective. Respecting diversity and inclusion is a crucial aspect of this dimension of EI. Empathy is **the ability to identify** and **understand the situation**, **emotions** and **motivations of others**. In the role of a **teacher**, it is important to be open to seeing things through someone else's eyes. By being empathic with your class, you will build a positive relationship with your pupils.

Time: 15 minutes
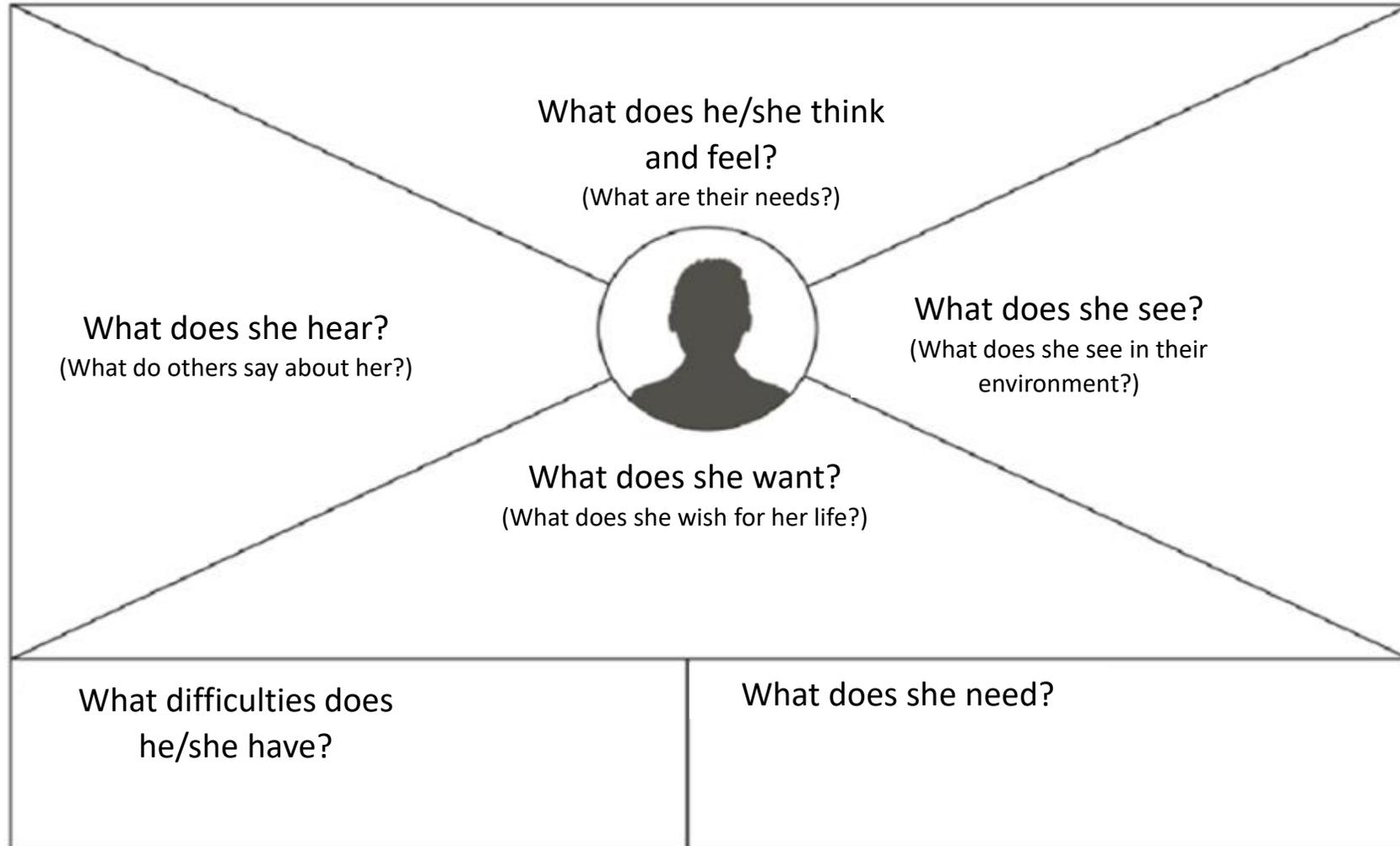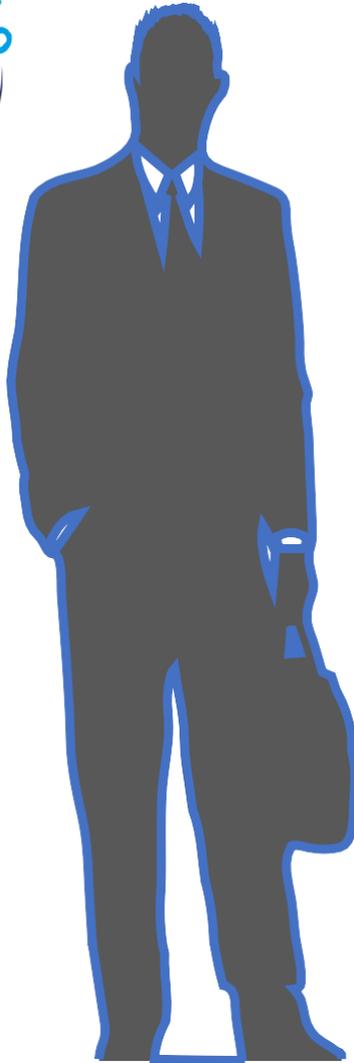
Title of activity: Empathy exercise

Activity-creation

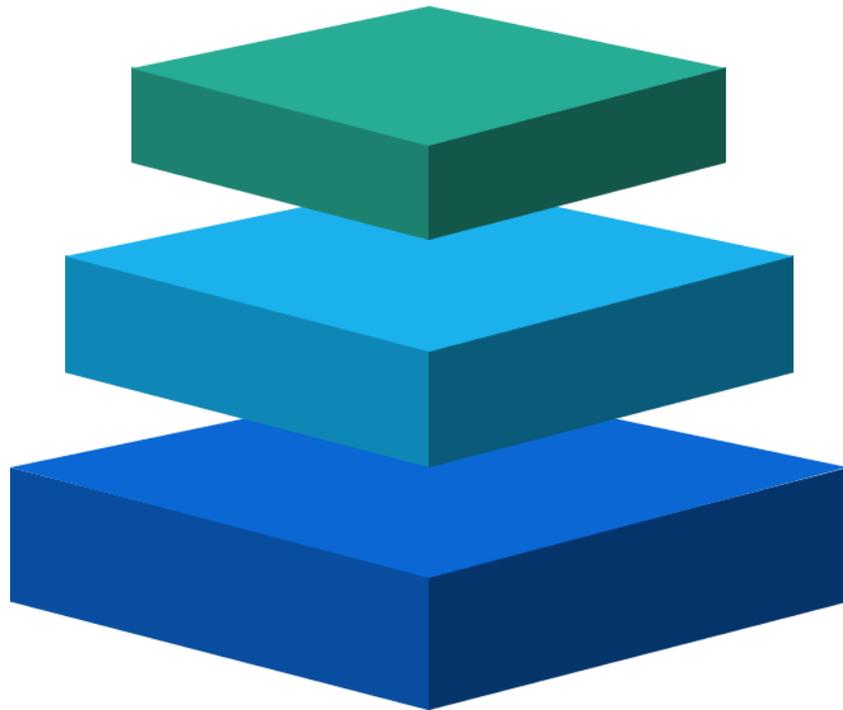|	
Format	Participants are presented with a scenario, and asked to answer questions about the scenario
Description (2-3 lines)	With this exercise, it is important for the participant to work on his/her empathy. The empathy Map is a great tool to exercise "putting yourself in someone else's shoes". Educators should create empathy with their pupils in order to promote the classroom as a safe place for sharing of experiences.
Debriefing questions (reflect on)	- What does he/she think and feel? - What does he/she see? - What does he/she want? - What does he/she need? - What difficulties does he/she have? - What does he/she hear?
Step by step instructions	For this exercise, participants are presented with a scenario. They should answer the above-mentioned questions according to the scenario. "Sarah is 12 years old and lives in France. Sarah has lived with her father, since her mother died four years ago. She has an older brother who lives in Luxembourg, but rarely visits them, due to lack of time. Sarah likes to talk. She loves to tell stories and is a very positive person. Until she was 10, she liked to go to swim classes, but because of lack of money no finance the lessons, she had to give it up". She liked to go on walks in the park. However, after the pandemic, she stopped leaving home and now is very anxious to go out of the house."
Resources (if applicable)	(next slide)

Empathy Map

What does he/she think and feel?
(What are their needs?)

What does she hear?
(What do others say about her?)

What does she see?
(What does she see in their environment?)

What does she want?
(What does she wish for her life?)

What difficulties does he/she have?

What does she need?

Training module 3: Introduction to Image Education

Main aims of the module:

Give an overview of image education, its principles and its methodologies

Explain why and how image education can be exploited in the social field
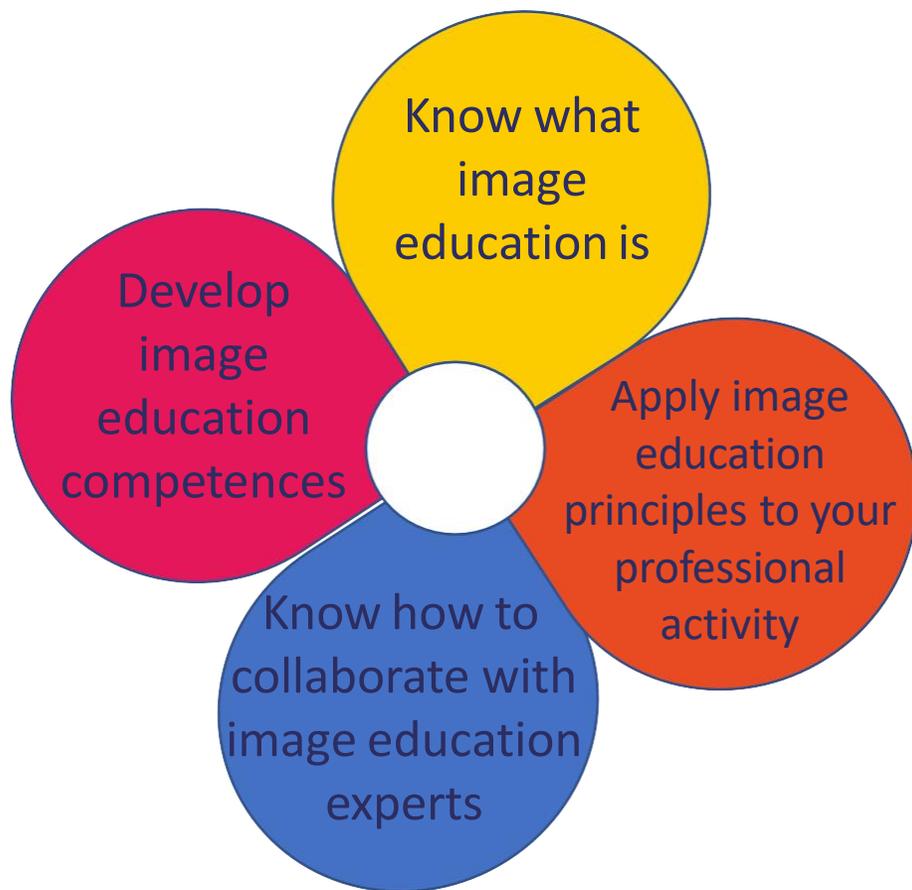
Foster the development of image education competences and the collaboration with image education experts
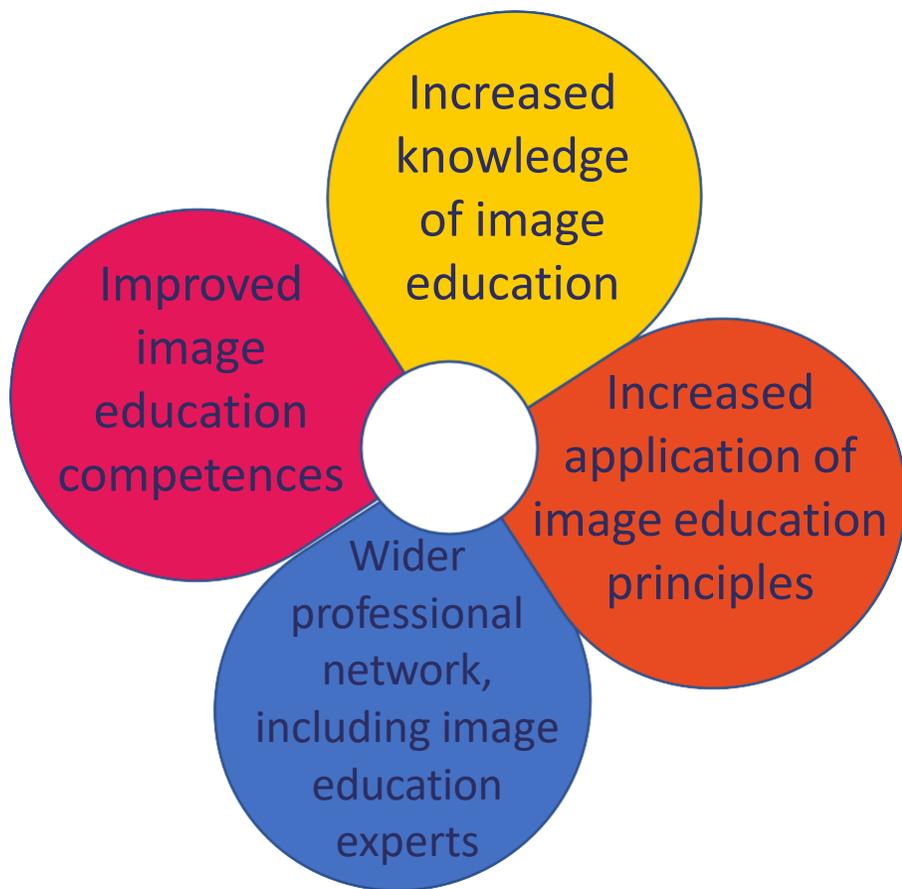
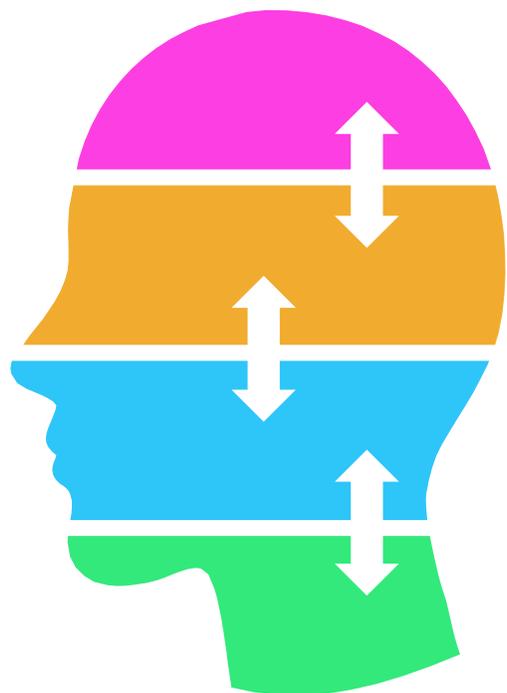# Learning objectives:

The learning objectives of this module are:

Know what image education is

Develop image education competences

Apply image education principles to your professional activity

Know how to collaborate with image education experts

Learning outcomes:

By the end of this module, the professionals should be able to:

- Increased knowledge of image education
- Improved image education competences
- Increased application of image education principles
- Wider professional network, including image education experts

Introduction (2-3 lines):

This module will give a general overview of what image education is. It will also highlight the benefits of applying image education principles and methodologies to the social field, in order to foster the social integration of vulnerable children, and it will provide a practical activity in order to explain how to do that.

Name of activity:

Movie images speak - Sound off Creativity on
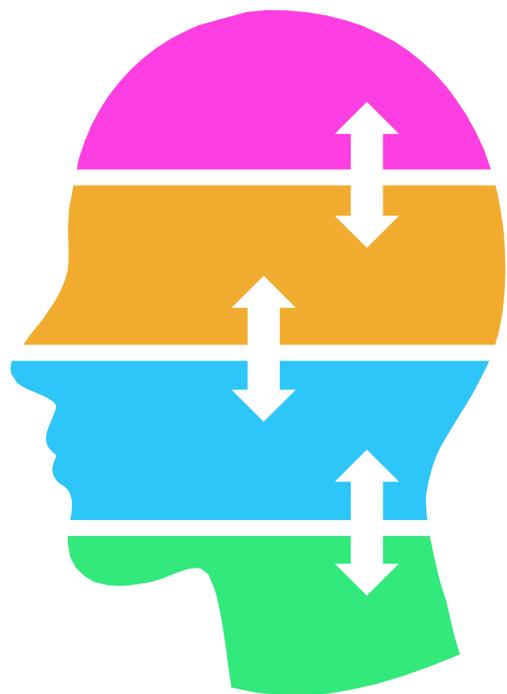
Further readings:

Further activities with children
How to analyse films
How to create films
How to browse films

References (source-link):

https://movingimageeducation.org/

Completion time: 30 minutes

Definition of image education

- Image Education is the critical analysis of any audio-visual medium

- It is taught as an academic discipline with insights being garnered around the production, meaning, and motivations of images and media

- 'Image Education' is a European term, it is recognised by different names in different countries and cultural contexts

- Image Education focuses on building competencies around cinema and audio-visual production, with a scope including television, theatre and any form of image production

- It includes topics such as: artistic provisions; building a discourse around image, critical analysis of images

Benefits of image education

FOR CHILDREN:

Social inclusion   Responsiveness

Creativity   Citizenship

Empowerment   Artistic skills

Self esteem   Knowledge and culture

FOR PROFESSIONALS:

Empathy

Flexibility

Adaptability

Knowledge and social skills

Challenges that can be solved thanks to image education

- ✓ Language barriers

- ✓ Low interest

- ✓ Lack of communication

- ✓ Little resources

- ✓ Low litteracy level

- ✓ Shyness

- ✓ Little access to cultural and artistic life

- ✓ Lack of relationships

- ✓ Lack of cultural and professional exchanges

- ✓ Digital litteracy

- ✓ Lack of critical spirit

Title of activity: Movie images speak - Sound off Creativity on
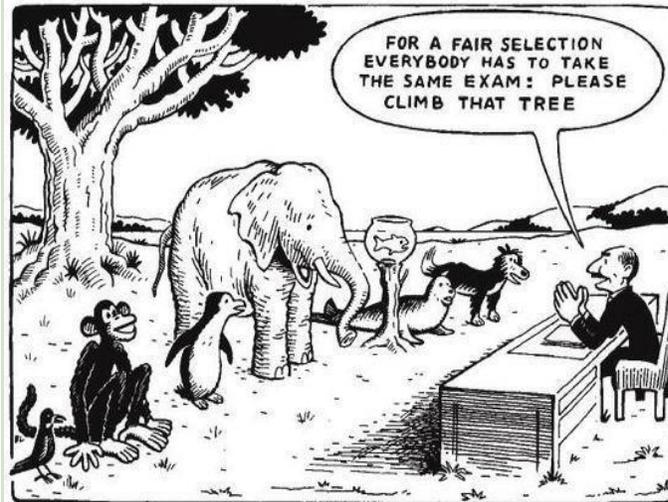
Activity creation

Format	Online (&Offline: potential for physical experimentation)
Description (2-3 lines)	This activity has a double-directed effect: firstly, it helps professionals to enrich their resources, be more flexible, but also increase their knowledge in image education; secondly, it helps children to think outside the box, be creative and understand what the images of a movie convey without listening to the sound or reading the script.
Debriefing questions (reflect on)	*Self-reflection: 1)* Look at the cartoon and answer the questions. From your point of view as a professional, what is the relationship between humour and fairness in the cartoon? Can humour be a source of visual learning? How and why? *2)* Imagine a context in which you have to convince a vulnerable child to join for <u>the first time</u> in making a short movie using only images and animations. *What is the first trick you would use? Why?* *In general, do <u>images</u> in any way influence those who come from migrant / vulnerable backgrounds?*

Step by step instructions

Step 1: Look at the images and describe what you see as the first impact. What makes you think what you see is really what the images want to convey?

Step 2: Click on the link and open the visuals of the movie. Make sure you stop the sound (online you can share the screen without checking the box for sound).

https://movingimageeducation.org/browse-films/films/little-dinosaurs

As soon as the movie is over, start a discussion on the following (make sure you note down the key notes):

💥 First impressions of the film (animations, colors, staging elements, action thread, visual expressions and body language etc.)

💥 Imagine what kind of soundtrack the film might have (if there is music in the background or if the characters speak to each other etc.)

Step 3: Expressive language and creative dialogues-*keep the sound off and ask on*:

❖ Would the music be fast, slow, happy, sad, dramatic, dreamy?
❖ Can you name specific instruments that might be used?
❖ Where does the story take place? Does it have a happy ending? Why?
❖ Is there anything you would change? Why? – *Use your creativity*

Activity creation

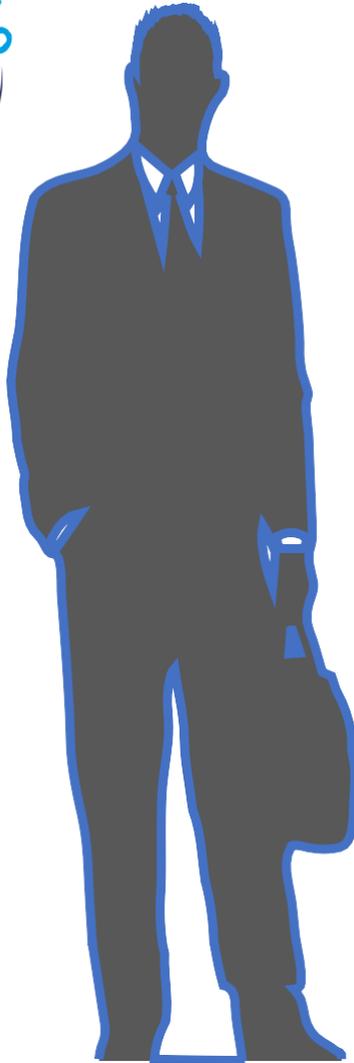|	
Step by step instructions	**Step 4:** Watch the film again with its soundtrack this time. Simultaneously, you should prepare the ''activity report of professionals'' focusing on the activity's strengths, weaknesses, key elements of creativity, expressiveness and involvement demonstrated by learners. Consider the following: ❖ What did the learners know, think and feel about this film? Why? ❖ Did they consider the moments of tension, humour, sadness? ❖ What have YOU learnt from this activity? ❖ How did this image education activity help you to set a relation with children and to teach/transmit them something? ❖ Which image education principles will you apply to other professional activities with children? **Mission completed!**
Resources (if applicable)	1) Source of cartoon: https://marquetteeducator.wordpress.com/2012/07/12/climbthattree/ 2) Source of free images: Unsplash https://unsplash.com/ 3) Source of inspiration: https://movingimageeducation.org/getting-started/activities/listening-without-sound

Definition

Stop motion consists in photographing something frame by frame. When these frames are put end to end, they produce motions, and stationary objects seem to magically move.
Pixilation is a special case of stop motion, which consists in animating people from the real world.
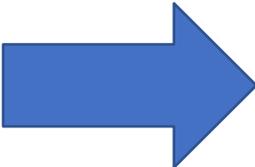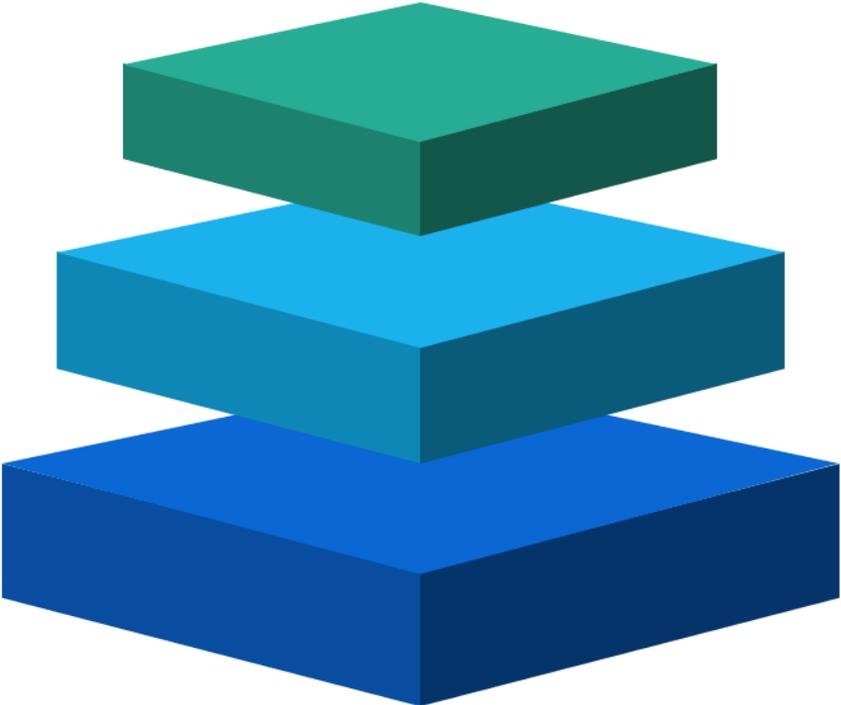
Background

Stop motion animation was discovered and tested for the first time by James Stuart Blackton. Using pixilation, he directed the animated film *The haunted hotel* (1907), which features a breakfast being made and served without any human intervention.
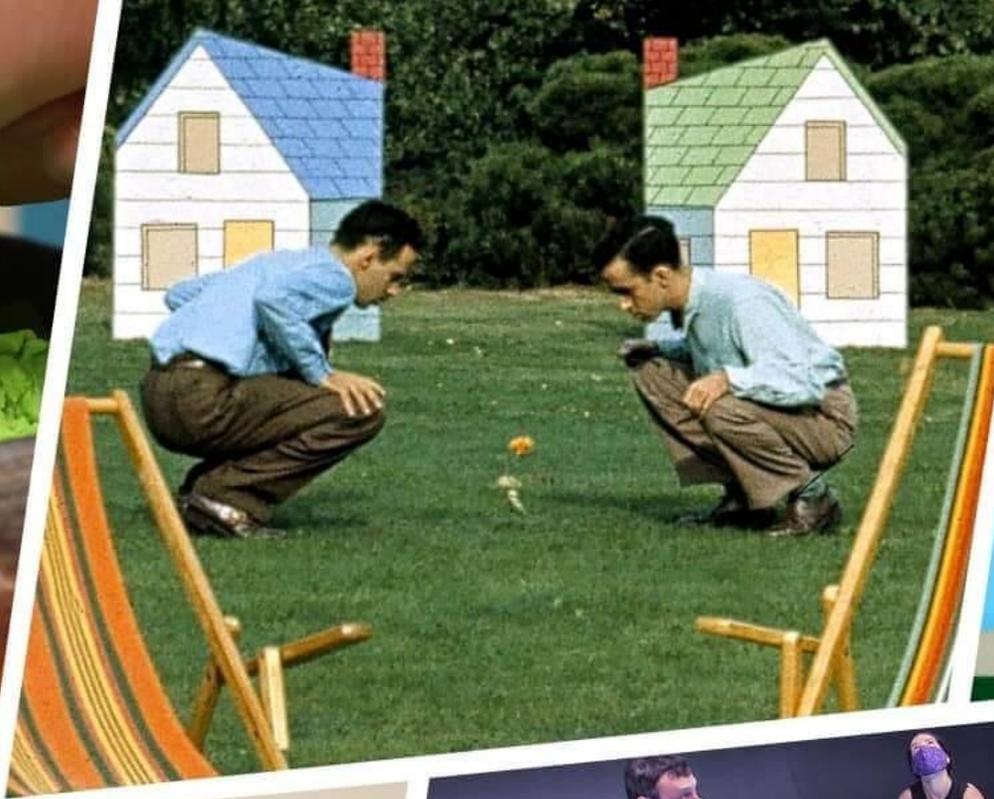
Aim of the module:

Allowing professionals working with vulnerable children to lead a pixilation workshop (collective production of a stop motion film)

For children, learning objectives of this module are:
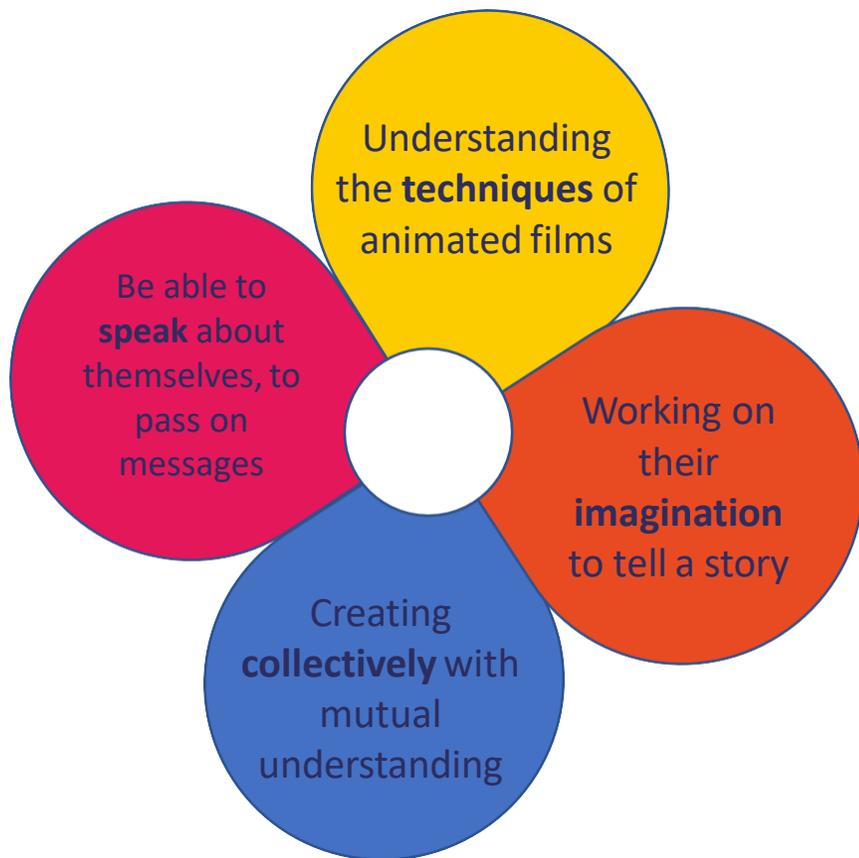
Understanding the **techniques** of animated films

Be able to **speak** about themselves, to pass on messages

Working on their **imagination** to tell a story

Creating **collectively** with mutual understanding

Co-funded by the Erasmus+ Programme of the European Union

By the end of this module, the professionals should be able to:

- **Understand** the pixilation technique
- **Conduct a step-by-step** workshop to make a stop motion film
- **Pass on** this technique to children
- **Create the material and human conditions** for these children to collaborate in creative and technical work
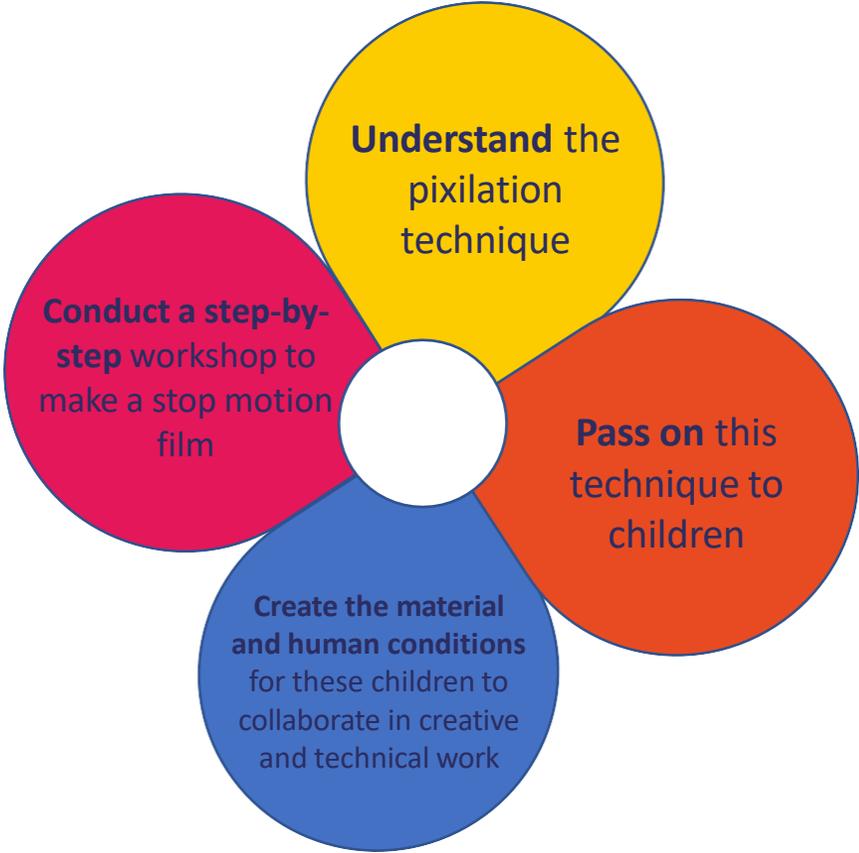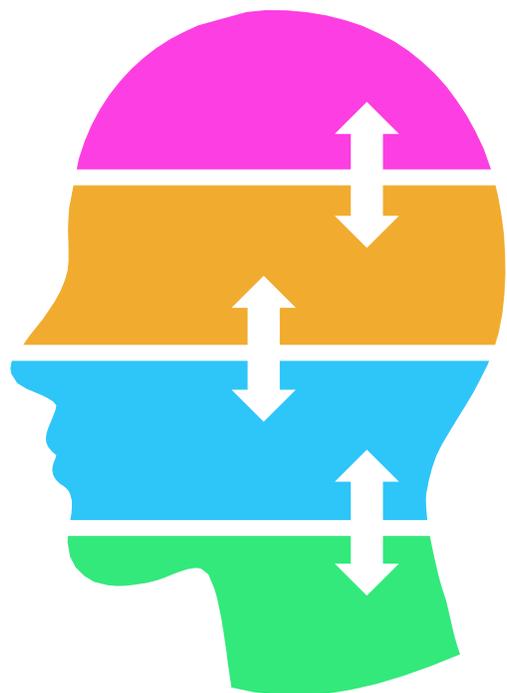
Introduction:

Pixilation is a stop motion technique, in which real actors or objects are filmed frame-by-frame.

Name of activity:

PIXILATION

Further reading (French):

Olivier Cotte, Le grand livre des techniques du cinéma d'animation, 2018

References (French):

https://animation-nuggets.com/fr/la-pixilation/

Time: 30 minutes

Format	Pixilation consists in photographing human beings frame-by-frame. When these frames are put end to end, they produce motions, and stationary persons seem to magically move.
Description	To recreate the illusion of movement, you will need to (1) take pictures of slow, continuous movements and then (2) assemble them so as to display 10 to 24 frames per second.
Tools	- A digital camera or smartphone - A tripod to stabilize the camera - A computer - An editing/stop motion software or app
1st step: theory	- Ask young people if they know about animated films. -If they talk about cartoons, clay animation or computer-generated imagery, ask them what the common point between these techniques is. - Common point: they are shot one frame at a time (frame-by-frame animation). - Cinema: the succession of still images (24 frames per second). - For a stop motion or pixilation workshop, we can go down to 10 fps.

2nd step: practice	**A - Take pictures of a slow and continuous movement** - Think about a story or a theme with the participants, according to the specificities of the audience. -Break down every motion! First of all, the actor mimics the beginning of a movement by striking a pose, then gradually changes gestures and expressions according to the next steps of the motion. For every frozen moment, the camera captures the person's posture, and it goes on and on… - Have fun! Disappearing, appearing, transforming, levitating, sinking into a wall, going through a tree or a window, moving objects… you can do almost everything with pixilation. **B – Create a video clip** On a computer: import pictures into a software program and put them in order, one after the other, not going below 10 frames per second nor beyond 25 frames per second, in order to recreate the illusion of movement.

A few tips	• Charge your device's battery and empty your memory card. • Put your camera on a tripod. • If your device has a "manual" mode and you know how to use it, choose this mode, disable autofocus and disable automatic power off. • For photo resolution, choose the JPG image format and the size immediately above 1920x1080 pixels. • Once you have framed and focused your camera, avoid touching it and do not move your tripod. • Remember, the more photos you take of an action, the slower and longer it will be. And the fewer photos you take, the faster and shorter it will be. •Each photo shows a part of the motion: the subject must move slightly between each shot and must break down their motion. For proper understanding for the spectator, do not jump from one position to another. •If you're shooting outdoors, keep in mind that natural light can change from shot to shot. You can choose to include this setting (e.g., moving clouds, moving trees…), but there may also be a kind of flickering due to these changes in light.

3rd step: editing	On a computer: • Import your photos (check their order carefully) • Select all your photos (important!) by doing a ctrl+a or cmd+a • In the edit menu, change the duration by entering 0.10 • Play the video • Save your film On an app ("Stop Motion Studio" for instance): Follow the steps given by the app and export your film. Last step: Show the film to young people!

Please take 2 minutes and share your feedback based on your self-training experience! Thank you in advance!

IO3 - Capacity building program

Link to the online Evaluation Questionnaire:
https://form.jotform.com/221293709904358

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Promote image education as a tool for the inclusion of children
in precarious and migratory situations

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