

Citizen Media Curriculum to develop the skills of Young People



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INTRODUCTION

Welcome to the CO-EXIST Citizen Media Curriculum! We are excited to have you join us on this journey to becoming a skilled and impactful citizen journalist. This guide will help you navigate through the modules and make the most out of your learning experience.

What You Will Learn

Throughout this curriculum, you will develop essential skills in journalism, intercultural dialogue, and digital media production. By the end of the course, you will be equipped to create high-quality, ethical, and engaging media content that promotes cultural and religious tolerance.

Objective

The main objective of this curriculum is to provide you with the knowledge and skills necessary to produce high-quality, ethical, and impactful journalism. This includes training in journalistic integrity, intercultural and interfaith dialogue, and digital and social media competencies.

CONTENTS

The curriculum is organised into five comprehensive modules, each designed to build essential skills progressively:

Module 01. Citizen Journalism 101

This module introduces participants to the fundamentals of citizen journalism. It covers topics such as identifying newsworthy issues, understanding the ethics in journalism, exploring the limits and possibilities of different mobile platforms and tools for reporting, developing effective strategies to reach the target audience, and applying ethical and safe media practices.

Module 02. Intercultural and Interfaith Dialogue

This module focuses on preparing participants for intercultural and interfaith dialogue. It covers intercultural and interfaith customs and norms, providing insights into different cultures and religions. Participants will learn effective intercultural communication techniques, including dos and don'ts. They will also explore practicing tolerance within diverse groups and understanding the ethics involved in conducting intercultural and interfaith interviews.

Module 03. Interviewing and Writing

This module introduces the art of conducting interviews for media. It gives its users the opportunity to learn how to ensure unbiased interviewing techniques, emphasising the importance of fair and balanced reporting, as well as to gain skills in analysing and presenting interviews in written form, including constructing articles and blogs. Additionally, the module covers fact-checking, citation practices, and strategies for sharing articles and blogs online.

Module 04. Video Production and Editing

This module focuses on video production and editing skills. It introduces practical skills such as recording and editing video interviews, vox pops (short interviews with the public), and field broadcasts using smartphones and available media devices. It also explores different forms of video interviews and gives advice on how to prepare for them.

Module 05. Podcasts and Audio Interviews

This module introduces the world of podcasts and audio interviews. It covers how one can prepare for audio interviews or host a podcast. It includes interview techniques specific to audio format, focusing on capturing compelling audio content and introduces the essentials of recording and editing audio. The module concludes with guidance on how to publish podcasts and audio interviews on appropriate social media channels.

Navigating the modules

Each module comprises of:

- **5 Hours of Face-to-Face Learning activities:** Delivered through interactive workshops, these sessions include lesson plans, PowerPoint presentations, handouts, and practical activities. The face-to-face learning is structured to encourage hands-on practice, simulation of real-world scenarios, and active participation.
- **5 Hours of Self-Directed Learning activities:** This component includes short handouts with key theoretical content, self-evaluation checklists, additional reading materials, short video resources, and access to further activities. Designed for independent study, these resources allow learners to deepen their understanding, while working at their own pace.

How to Navigate the Modules

The CO-EXIST Citizen Media Curriculum is designed to be engaging and effective for both young learners and trainers/facilitators. Below you will find some useful tips on how to use and navigate the modules:

If you are a young person:

1. Start with Face-to-Face Learning:

- **Participate Actively:** Attend the scheduled workshops and actively participate in discussions and activities. Your engagement will enhance your learning experience.
- **Take Notes:** Write down key points, questions, and reflections during the sessions. This will help reinforce your understanding and provide material for review.

2. Engage in Self-Directed Learning:

- **Review the theory:** Go through the theory provided for each module. It contains essential concepts and theories.
- **Complete the self-directed learning activities:** Use the self-directed learning activities to practice and gain more knowledge and competences on the subject. This is a crucial step in reinforcing your learning.
- **Explore Additional Resources:** Dive into the recommended readings and video resources to deepen your knowledge.

3. Reflect and Share:

- **Reflect on Learning:** Think about your learning experiences and how you can apply your new skills in your community.
- **Share Insights:** Discuss your insights, challenges, and successes with peers and facilitators. Collaboration and feedback are essential for growth.

How to make the Most of Your Learning Experience

- **Stay Curious:** Always ask questions and seek to understand the “why” behind what you are learning.
- **Be Open-Minded:** Embrace diverse perspectives and be respectful in your interactions with others.
- **Take Initiative:** Take charge of your learning journey by exploring additional resources and seeking opportunities to apply your skills.
- **Reflect Regularly:** Reflect on your progress and experiences to continuously improve and grow as a citizen journalist.

If you are a trainer/Facilitator:

1. Prepare Face-to-Face Activities:

- **Planning activities/workshops:** Review the modules and ensure you understand the objectives and key points of each module. You can use the modules as they are, or adapt part of them to implement workshops with your young people
- **Resource Preparation:** Gather all necessary materials, including PowerPoint slides, handouts, and any other resources needed for the sessions.

2. Facilitate Active Engagement:

- **Encourage Participation:** Foster an inclusive and engaging environment where all participants feel comfortable contributing to discussions and activities.
- **Monitor Engagement:** Keep an eye on participants' engagement levels and adjust activities as needed to maintain interest and participation.

3. Support Self-Directed Learning:

- **Provide Guidance:** Help learners understand the importance of self-directed learning and how to effectively engage with the materials.
- **Check Progress:** Periodically check in with learners to monitor their progress and provide additional support or resources as needed.

4. Facilitate Practice and Application:

- **Design Real-World Scenarios:** Create practical activities and simulations that allow learners to apply their knowledge in realistic contexts.
- **Provide Feedback:** Offer constructive feedback during practice sessions to help learners refine their skills.

5. Encourage Reflection and Sharing:

- **Prompt Reflection:** Encourage learners to reflect on their experiences and the application of their new skills.
- **Foster Discussions:** Create opportunities for learners to share their insights and challenges, and facilitate group discussions to enhance collective learning.

6. Offer Continuous Support:

- **Be Accessible:** Make yourself available to learners for questions and support throughout the learning process.

**Module 01:
Citizen
Journalism 101**



Introduction to the Module

In a world where information flows rapidly and widely, the ability to engage in responsible and impactful journalism is more important than ever.

This module on Citizen Journalism 101 is designed to equip you with the foundational skills and knowledge necessary to become a proficient citizen journalist. Participants will delve into the essential aspects of identifying newsworthy issues, understanding journalistic ethics, and leveraging digital tools to report effectively.

Citizen journalism empowers individuals to contribute to the media landscape by collecting, analysing, and disseminating news and information. This module provides an introduction to the fundamentals of citizen journalism, emphasising the importance of ethical reporting and the potential of mobile platforms and digital tools.

Learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Knowledge of the principles and techniques of citizen journalism, including identifying newsworthy issues and understanding the ethical considerations in journalism.• Understanding of the possibilities and limitations of different platforms and tools for citizen journalism.• Awareness of ethical and safe media practices in the digital context.	<ul style="list-style-type: none">• Ability to apply effective strategies to reach a target audience, using appropriate platforms and tools for citizen journalism.• Competence in ethical and safe media practices.• Ability to use digital tools and platforms to gather, edit, and share news content responsibly and ethically, while respecting privacy and copyright regulations.	<ul style="list-style-type: none">• Adoption of a responsible and ethical approach to citizen journalism, respecting diversity of opinions, and adapting to new technologies and platforms.• Development of an open and critical mindset towards digital media, actively engages in ethical and safe digital practices.• Development of respect for cultural and religious diversity in online interactions.

Face2face activities

01. The Game of One Lie and Two Truths



Group size: Min. 3 pax



Duration: 30 minutes



Type of tool: Warm-up



Equipment, materials & space needed

- A large and spacious room
- Chairs
- Table



Objectives

- Facilitate participant interaction and acquaintance.
- Foster communication and engagement within the group.
- Provide an avenue for individuals to share intriguing facets of their lives in a light-hearted manner.
- Encourage participants to acquaint themselves with others in the group.
- Prompt reflection on the relationship between truth and misinformation.
- Highlight the relevance of truth and misinformation in the context of citizen journalism.

Detailed Activity Description

Preparation: Each participant thinks of two true facts about themselves and one fact that is a lie.

Procedure: In turn, each person shares his or her three "facts" with the group, without revealing which one is the lie. For example, "I'm of Japanese descent, I have three children, and when I was little I met Madonna."

Riddle: The other members of the group then have to guess which "fact" is reality and which is the lie and so on. The game runs until each participant takes their turn. When he/she reveals the lie and the truth, each participant can tell a little more about them selves and answer any further questions.

QUICK TIPS

Tips for the facilitator

- Make sure that the activity runs smoothly so that it does not exceed the allowed time
- Encourage the participants to communicate with each other.

02.Introduction to Citizen Journalism



Group size: 5-30 pax



Duration: 1 hour



Type of tool: Presentation and debate



Objective

To give participants the basics and theoretical keys on citizen journalism



Equipment, materials & space needed

- Laptop/computer to project the PPT presentation "Introduction to Citizen Journalism" available in this module.
- Internet access, pen and paper

Detailed Activity Description

Context: The aim of this activity is initially to provide the basics of citizen journalism around the three key theoretical pillars of ethics, fact checking and multiple points of view, based on the PowerPoint "Introduction to citizen journalism".

Secondly, after the theoretical part has been explained, the aim is to create a lively debate with the participants, encouraging them to question their own media practices and consumption, and to share their experiences with the other participants.

Steps :

1. **Show the PowerPoint "Introduction to Citizen Journalism"** comprising 16 theoretical slides. (**ANNEX 01**)
2. **Engage a playful debate-discussion with participants** with questions that could challenge participants to think critically about their own media consumption and to understand the importance of citizen journalism in the contemporary media landscape. Give them the questions below and ask them to respond in written form and reflect on their answers within the 30 minute timeframe given.

As a facilitator, ask some challenging questions. Ask them about:

- **Sources of Information:** What is your source of information? What makes a reliable source of information for you?
- **Role of Social Media:** How do you use social media for information or entertainment? Do you think social media is a reliable source of information? Fact Checking: Do you verify the information you read, yes or no? Moreover, what tool do you use?

02. Introduction to Citizen Journalism



Detailed activity description (cont.)

- **Citizen Journalism vs. Professional Journalism:** What do you think is the difference between a citizen journalist and a professional journalist? Which one do you trust the most? and Why?
- **Media Influence:** Has a piece of information you read on the Internet changed your life or something or has already pushed you to act? Responsibility and Ethics: If you were a citizen journalist, what steps would you take to ensure that your reporting is ethical and responsible?

QUICK TIPS

Tips for the facilitator

As a moderator, ensure that the session runs smoothly and is balanced by not exceeding 30 minutes for the presentation, 30 minutes to respond to questions and 30 minutes for the debate-discussion with the participants. During the debate, feel free to let the participants share their experiences with each other.



Sources/bibliography

- **Le journalisme by Arnaud Mercier (2009):** This book, available from CNRS Éditions. It offers a comprehensive look at journalism, including citizen journalism. It includes a selective bibliography that can be a great starting point for understanding the broader context of journalism.
- **Articles on Citizen Journalism at ISFJ:** The ISFJ (Institut Supérieur de Formation au Journalisme) provides insights into what citizen journalism entails. It discusses the role of the internet in citizen journalism, the concept of and their implications for professional journalists. This resource addresses the ethical and quality concerns in citizen journalism and its future prospects.
- **The CLEMI Centre for Media and Information Literacy (CLEMI)** is a French institution dedicated to media literacy in the education system. It provides many open educational resources to encourage the development of young critical thinking skills and the integration of media literacy into the public space.

03.Special Word Detectives



Group size: min. 3 pax



Duration: 30 minutes



Type of tool: Warm-up



Equipment, materials & space needed

- Paper
- Pens
- Spacious room, table, chairs



Objectives

- Foster curiosity and dialogue among participants.
- Provide an opportunity to hone questioning and deduction skills, which are crucial in journalism.
- Facilitate the discovery of enjoyable and intriguing facts about fellow group members.
- Encourage engagement and interaction within the group.

Detailed Activity Description

Preparation: Each participant writes on a piece of paper one true statement about themselves and one false statement, without indicating which is which.

Staging: Place all papers in a hat or bowl.

The Game: One participant at a time draws a piece of paper and reads both statements without revealing whether it is their own paper or someone.

Survey: Other participants ask questions to try to determine which statement is true and which is false. The player who drew the paper must respond credibly to try to cover his tracks.

Revelation: After a few minutes of questioning, the group votes on which claim they believe to be the lie. The reader then reveals the truth.

QUICK TIPS

Tips for the facilitator

Be there to ensure that the game runs smoothly and that the time limit is adhered to (not to exceed 30 minutes). If, during the game, the interview brings out stereotypes or prejudices, you may encourage participants to talk about them.



Sources/bibliography

Same as in the previous activity.

04. Write your citizen article



Group size: Min. 2 pax



Duration: 1 hour



Type of tool: Production activity



Objectives

- Draft a podcast outline.
- Refine skills in giving feedback.
- Refine skills in receiving feedback.



Equipment, materials & space needed

- Podcast outline template
- Paper
- Pens
- Alternatively, devices for digital note taking
- Access to smartphones, tablets, laptops, or computers

Detailed Activity Description

Part 1: Introduction to Citizen Journalism (15 minutes)

Group Discussion: Start with a discussion of what participants already know about citizen journalism. Ask for examples of citizen journalism keys seen or heard about.

Quick Talk: Give a brief presentation on what citizen journalism is, why it's important, and how it differs from traditional journalism (use the theoretical PowerPoint).

Part 2: Identifying a Topic of Interest (10 minutes)

Small group brainstorming: Divide participants into pairs or small equal groups and ask them to choose a local news topic or issue in their community that they would like to explore.

Presentation of Ideas: Each group briefly shares its chosen topic with the others.

If the groups can't think of a topic, here's one:
Traditional Food Practices and Their Survival in Our Globalised World

Topic Description

In an increasingly globalised world, where fast food chains and supermarkets dominate the food market, traditional and local food practices are at risk of disappearing. At the same time, there is a growing movement to preserve these culinary traditions as an essential part of cultural identity. Your topic should explore how communities maintain their food traditions.

04. Write your citizen article

Detailed activity description (cont.)

Part 3: Research and Fact-Checking (15 minutes)

- **Research workshop:** Groups use their smartphones or computers to search for information on their topic. Encourage them to fact-check and look at different sources. To do this, you can take the opportunity to introduce the tools mentioned in the introduction to citizen journalism
- **Fact-checking discussion:** After the research, discuss the challenges faced when verifying information and the importance of accuracy.

Part 4: Content Creation (15 minutes)

- **Writing and Creation:** Each group creates a short article on their topic, focusing on a balanced and informative presentation.
- **Use of social media:** If time permits, discuss how they could share their content on social media responsibly and ethically.

Part 5: Presentation and Feedback (15 minutes)

- **Creative Sharing:** Each group briefly shares their work with the other groups.
- **Feedback and discussion:** Offer constructive feedback and discuss what they have learned about citizen journalism and how they could apply it in their daily lives.
- **Conclusion:** Conclude the activity by summarising the key points learned and encourage participants to continue exploring citizen journalism in their daily lives.



QUICK TIPS

Tips for the facilitator

As the facilitator, you need to guide the participants at all stages and, if necessary, help them write their production by providing them with ideas and tools.



Sources/bibliography

Média Animation asbl in Belgium delves into the nuances of participatory and citizen media. It acknowledges the benefits of these media types, such as geographical independence, low production costs, and the provision of a platform for varied and instant content.

05. Will you be able to be an honest journalist?



Group size: 8-10 pax



Duration: 1 hour



Type of tool: Role Playing



Objective

Raise awareness of ethics in citizen journalism through role-playing and discussions.



Equipment, materials & space needed

- Scenario sheets (provided)
- Pens
- Paper
- Stopwatch.

Detailed Activity Description

Part 1: Introduction (10 minutes)

Quick Overview: Briefly explain what citizen journalism is and why ethics is important. Real-world examples: Give real-life examples where unethical issues have caused problems (e.g., disseminating personal information without consent).

Part 2: Role Play – Citizen Journalism Scenarios (30 minutes)

Group formation: Divide participants into two groups.

Distribution of scenarios: Give each group a similar scenario (**ANNEX 02**) based on citizen journalism situations (e.g., reporting on a local event, interviewing people on a controversial topic).

Role-play: Each group must act out the scenario taking into account ethical issues (e.g., privacy, fact-checking) and give their answers

Discussion: After the role-play, each group presents their solutions and discusses the ethical challenges they have faced and how they addressed them.

Part 3: Reflection and Discussion (15 minutes)

Presentation of the groups: Each group shares its experience and lessons learned.

05. Will you be able to be an honest journalist?

Detailed activity description (cont.)

Large Group Discussion: Discuss the importance of ethics and how students can apply it in their own citizen journalism practice.

Part 4: Conclusion (5 minutes)

Summary: Highlight the key points of the activity and the importance of ethics.

Encouragement: Encourage students to continue to practice citizen journalism responsibly and ethically.

Expected Outcome: Students will have a better understanding of the importance of ethics in citizen journalism and will be better equipped to address sensitive topics responsibly.

QUICK
TIPS

Tips for the facilitator

As a facilitator you should encourage the groups to work independently of the facilitator and look for answers to the different scenarios. The facilitator is also free to help in all aspects of the training when needed. (you will find possible scenarios and their answers in the annexes).

Note: It's nice that both groups can work on the same scenario. But, differences of opinion can be interesting.

Sources/bibliography

"The Media and Me: A Critical Media Literacy Guide for Youth" by Project Censored and the new Media Revolution Collective "Media and Information Literacy" by Laurent Petit

06. The verbal Chain



Group size: 8-10 pax



Duration: 1 hour



Type of tool: Closing Activity



Equipment, materials & space needed

- Quiet room
- An image of your choice



Objectives

- Raise participants' awareness of the difficulty of informing and the existence of multiple perceptions of information.
- Help participants understand the imperfections in conveying information and the limitations in trying to get specific points across.
- Enable participants to understand that truth is subjective and encourage them to convey their thoughts with an open mind.
- Teach participants how to work on team communication.
- Teach participants to accept the vision and feelings of others.

Detailed Activity Description

Steps:

1. Divide participants into groups of 4 or more: 1 will become the Journalist, 1 the Eyes, 1 the Hand and the rest the Ears. The Journalist will acquire the role of the instructor.
2. For the context of the activity, you will need to have access to a quiet room. At the initial phase of the game, the room should be empty while the participants will enter one by one, as the game proceeds.

Guidelines to be read by the Journalist:

3. The first to enter the room is the Eyes to whom you will provide the picture and ask him/her to memorise as much information as possible. After memorising, the "Eyes" will have to explain what they saw to the person having the role of the Ears without having visual contact with the "Ears" (they will sit back-to-back).
4. At this point, "Ears enter the room, and the Journalist gives Ears 5 minutes to examine the picture.

06. The verbal Chain



Detailed activity description (cont.)

5. The rest of the team will be waiting outside. The Hand should be last to enter.
6. Once 5 minutes have passed, remove the picture from a place with visible access and ask the Eyes and the Ears to sit in two chairs leaning against each other, so they cannot see each other.
7. The Eyes will have 2 minutes to explain what he/she saw by using as much descriptive details as possible.
8. The Ears should memorise the details given by the Eyes, but they are not allowed to keep notes or draw what they are being told. Also, the only thing they can say and ask to the Eyes is "Can you describe it again?".
9. When the time is up, Eyes must get up and stay in a corner of the room without distracting the procedure or giving clues to the rest of the participants. The same applies to everyone who completes the task.
10. Now you can ask another Ears to enter the room and sit beside the Ears who received the information about the picture orally and repeat the process.
11. The same rules apply among Ears: a) 2 minutes to describe the information about the picture, b) notes are prohibited and c) the only question allowed is to ask as above.
12. When the last Ears completes the task, ask the Hand to enter the room and sit back-to-back with the last Ears who heard the description of the picture and repeat the process one last time.
13. The same rules apply between the Ears and the Hand: a) 2 minutes to describe the information about the picture Ears heard of, b) notes are prohibited and c) the only question allowed is "Can you describe it again"
14. When time is up, give an A4 paper and markers to the Hand and ask the Hand to draw what he assumed the topic of discussion was. Give 5 minutes.
15. Show the drawing to the rest of the participants, and ask does this reflect what they had in mind?
16. Now, reveal the original picture.

06. The verbal Chain

Detailed activity description (cont.)

Debriefing questions

- Is the drawn picture the same as the original?
- What has changed?
- Why do I think the communication information did not pass 100%?
- What were the main difficulties I encountered?
- What could have been done differently, the answers to these questions will allow everyone to receive valid information moving forward?
- What were the external factors affecting the transfer of the information?

QUICK
TIPS

Tips for the facilitator

The facilitator should be familiar with the game and accompany each participant in his or her role. He must ensure that the game is played in a fair and reasonable fashion.



Sources/bibliography

"University of Burgundy, France- Open resource: Lesson of sciences of medias and communication.

Self-Directed Learning activities

Introductory video

Before delving into the self-directed learning activities, click on the image below to watch a short video:



A Little Bit of Theory

In today's digital age, the concept of citizen journalism is gaining momentum, redefining the traditional boundaries of the news. This theoretical module will immerse you in the heart of citizen journalism, exploring not only its fundamental principles but also the major issues it represents in our connected society.

You'll start by understanding what citizen journalism precisely is: a form of reporting that allows everyone to play a role in collecting, reporting, analysing, and disseminating news and information.

Next, we will master the main theoretical concepts that underpin citizen journalism. This knowledge will equip you to navigate the vast media landscape, where the line between 'official' and 'unofficial' news is increasingly blurred.

Journalistic ethics and its rules will also be an anchor of our study. You will learn to discern the moral complexities and dilemmas faced by citizen journalists, ensuring that integrity and truthfulness remain at the heart of your practice.

Another essential element that we will cover is the importance of fact-checking. In a world where misinformation can spread rapidly, the ability to fact-check and unravel the truth is crucial. You'll learn techniques and tools for reviewing claims and news, ensuring the accuracy and reliability of your content.

Finally, we will explore the tools available for publication and verification that are available to citizen journalists. You'll learn how to use various platforms and technologies to share your stories and how to use verification methods to build credibility in your work.

By the end of this module, you will not only be an informed observer of the media, but you will be aware of the tools and skills to become an engaged actor in the field of citizen journalism. Get ready to dive into a fascinating journey through one of the most dynamic and influential aspects of the modern media landscape.

Brief overview of 3 theoretical keys

Fact-checking: Even as a citizen journalist, it is important to make sure that what you're sharing is true. You should ALWAYS check the facts before posting them. This includes making sure that the information you share is accurate, reliable, and comes from credible sources. Use various tools and techniques to check facts before publishing your story.

Ethics and Responsibility: Like professional journalists, citizen journalists need to think about ethics. It means being fair, doing no harm, and being transparent!

The choice of topics and the ability to convey multiple voices: Knowing how to tell a story in an engaging way is crucial. This involves structuring your narrative (written or visual), using clear and accessible language but above all reproducing several points of view.

Tools for recording and editing podcasts:

Audacity (<https://www.audacityteam.org/>) is free software that can be used with any operating system (it cannot be used on a phone). It can be used to both record and edit audio.

GarageBand (<https://www.apple.com/mac/garageband/>) is a similar software to Audacity but is only available on Macs.

Spotify for Podcasters (<https://podcasters.spotify.com/>) (formerly known as Anchor) is a free podcasting platform that works on all devices and with all operating systems. It can be used to record, edit and publish audio. Its interface is more intuitive than Audacity, but the editing tools are more limited. It can be used collaboratively; multiple people can record a podcast together.

Tools for publishing the podcast:

Once the podcast is complete it can be published to a listening platform where audiences can access it. Popular platforms include Spotify and Apple Music.

Spotify: It is free to join Spotify for Podcasters and upload episodes.

Apple Music: requires a subscription (annual fee).

YouTube: Podcasts can also be uploaded to YouTube by converting the file to video format.

It is important to consider the accessibility of a podcast. If possible, a link to the transcript of the audio should be included in the show notes along with a description of the podcast content.

Opportunities and limitations of citizen journalism

Opportunities for Citizen Journalism:

Diversity of perspectives: Citizen Journalism allows for the inclusion of a diversity of voices and perspectives in the media landscape. Citizens can bring unique perspectives and personal experiences that are often absent from traditional media.

Responsiveness and speed: Citizen Journalists are often more responsive to real-time events, which can allow for faster coverage of local or international events. They can also provide first-hand information about events that are happening live.

Community Engagement: Citizen Journalism can strengthen the social fabric by encouraging community participation and allowing individuals to feel more invested in the issues that directly affect them.

Democratisation of information: By allowing anyone to contribute to the production of information, citizen journalism helps democratise access to information and challenge the traditional monopoly of institutional media.

Discovering new talent: Citizen Journalism provides a platform for emerging talent and amateur journalists who might otherwise not have access to traditional media. This can foster the emergence of new storytellers.

Limits of citizen journalism:

Lack of professionalism: Citizen Journalists may lack professional training and experience in journalism, which can affect the quality and accuracy of their work.

Reliability and fact-checking: Due to the lack of formal journalistic training, the information provided by citizen journalists can sometimes be inaccurate or biased. Fact-checking can be more difficult in this context.

Lack of context and analysis: Citizen Journalists' contributions can sometimes lack context or in-depth analysis due to time constraints or limited knowledge of the topic at hand.

Risk of manipulation and disinformation: Social media platforms facilitate the rapid spread of content, but they are also vulnerable to manipulation and the spread of false information. Citizen journalism can be exploited for propaganda purposes or to manipulate public opinion.

Protection of sources and privacy: Citizen Journalists may be exposed to personal or legal risks when reporting sensitive or controversial information. Protecting their sources and privacy can be a challenge.

In summary, citizen journalism offers unique opportunities for diverse and responsive media coverage, but it also has limitations in terms of reliability, professionalism, and protection of sources. A balanced and critical approach is needed to get the most out of citizen journalism while minimizing its drawbacks.

References/Bibliography:

Citizen Journalism: Valuable, Useless or Dangerous? by Melissa Wall, 2021.

It explores the different facets of citizen journalism, questioning its value, usefulness, and potential risks.

Journalism: Global Perspectives, edited by Stuart Allan and Einar Thorsen, 2023.

This book offers a global overview of citizen journalism, with case studies and analysis from different parts of the world.

We the Media: Grassroots Journalism by the People, for the people by Dan Gillmor, 2018.

A classic book on citizen journalism, exploring how technology has enabled citizens to play an active role in collecting, reporting, and disseminating news.

The Citizen Journalist by Carlos Miller, 2022.

This book is a practical resource for those who wish to use photography in their citizen journalism practice.

Bloggers and Their World: Changing the Face of Journalism, by Mark Briggs, 2020.

This book examines how bloggers and citizen journalists are transforming the landscape of traditional journalism.

Case Study

An Ethical Case Study: Confrontation in the Park

Introduction

This case study holds significance as it presents an ethical scenario concerning citizen journalism's intersection with racism and religion. It includes introspective questions to prompt personal reflection.

By delving into this case study, you are encouraged to contemplate the ethical considerations inherent in citizen journalism, particularly when addressing sensitive subjects like racism and religion.

Description

In a bustling metropolis, a bystander captures a tense exchange in a public park on their phone. The video depicts a group of young individuals, identifiable as Muslims, engaging in aggressive interaction with a man wearing traditional Jewish attire. Shared on social media devoid of context, the footage swiftly garners widespread attention, igniting fervent discussions on issues of racism and religious intolerance.

Ethical issues addressed in this case study:

Lack of Context: The video does not show what preceded or followed the confrontation, leaving room for biased interpretations.

Consent and Privacy: The individuals filmed have not given their consent to be filmed or to the distribution of the video.

Amplification of Stereotypes: The dissemination of the video can reinforce negative stereotypes associated with the ethnic and religious groups concerned.

Platforms' Liability: Social media platforms allow for rapid dissemination without fact-checking or content moderation.

Self-reflexive questions to ask yourself in order to analyse the case study :

Understanding Context: How important is context in interpreting a video? How can the absence of context influence our perception of events?

Consent and Ethics: Is it ethical to film people without their consent? What are the rights of individuals regarding their image and privacy?

Impact on Communities: How can such a video affect the people and communities represented? Can it contribute to misunderstandings or conflicts?

Role of social media: What responsibility should social media platforms take on in the dissemination of potentially sensitive or controversial content?

Critical Thinking: How can we think critically about media content, especially content that is potentially provocative or polarising?

Action and Reaction: If you witnessed such a scene, how would you react? Would you film the event, intervene, or seek help?

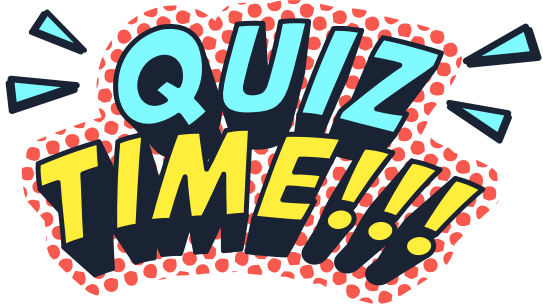
Personal Impact: How does this video affect you personally? Does it provoke feelings of anger, sadness, or incomprehension in you?

Activities for Self-Directed Learning

Activity 01: Ethics of the Citizen Journalist quiz

This quiz focuses on a key theoretical aspect of citizen journalism: ethics.

It will serve as a starting point for an in-depth understanding of the different ethical situations that citizen journalists may face and the importance of making informed decisions when disseminating information.



MODULE 01

ETHICS OF THE CITIZEN JOURNALIST QUIZ

Understanding Ethics

- 1** What's the first thing you should do before publishing a piece of information you've discovered?

a) Share it immediately with your friends. b) Verify that the information is true by consulting multiple sources.

c) Modify it to make it more interesting.
- 2** If you are interviewing someone for your blog and he or she is asking you not to post certain personal information, what should you do?

a) Publish anyway, because information is what matters most. b) Respect their request because ethics require protecting people's privacy.
- 3** You have taken an amazing photo for your blog post, but it clearly shows someone's face in an embarrassing situation. What should you do?

a) Publish it because it will attract more readers. b) Blur the person's face or obtain consent before posting.

c) Do nothing. It is up to the person to be more careful in public.
- 4** You have heard a rumour about a celebrity who attends your school. What do you do?

a) Publish the rumour, because celebrities are public figures. b) Ignore the rumour because it is not verified.

c) Try to verify the rumour with reliable sources before deciding to publish.
- 5** Why is it important to cite your sources (the people who provided you with the information) when reporting facts?

a) Give credit to your article and those who provided the information. b) It does not matter as long as the story is good.

c) To make your article longer and more official.
- 6** What is "plagiarism" according to you?

a) A quick way to produce content. b) Sharing ideas for the common good.

c) Copying someone else's work without permission and presenting it as your own.
- 7** You discover important information that could be useful to the public but could also cause harm. What do you do?

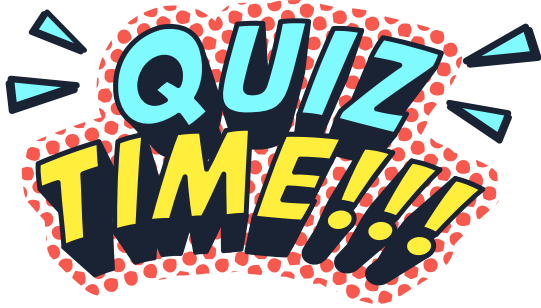
a) Post it without thinking about the consequences. b) Think carefully about the consequences and seek advice if necessary.

c) Keep the information to yourself to avoid any problems.
- 8** In citizen journalism, it is okay to change the facts to make a story more interesting.

a) True b) False
- 9** Ethics in citizen journalism allows for the publication of private information about a person without their consent.

a) True b) False
- 10** A journalist should always avoid "conflicts of interest" in his reporting.

a) True b) False



MODULE 01

ETHICS OF THE CITIZEN JOURNALIST QUIZ

Understanding Ethics

ANSWERS

1 What's the first thing you should do before publishing a piece of information you've discovered?

a) Share it immediately with your friends.

b) Verify that the information is true by consulting multiple sources.

c) Modify it to make it more interesting.

2 If you are interviewing someone for your blog and he or she is asking you not to post certain personal information, what should you do?

a) Publish anyway, because information is what matters most.

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6 What is "plagiarism" according to you?

a) A quick way to produce content.

b) Sharing ideas for the common good.

c) Copying someone else's work without permission and presenting it as your own.

7 You discover important information that could be useful to the public but could also cause harm. What do you do?

a) Post it without thinking about the consequences.

b) Think carefully about the consequences and seek advice if necessary.

c) Keep the information to yourself to avoid any problems.

8 In citizen journalism, it is okay to change the facts to make a story more interesting.

a) True

b) False

It requires that the facts always be presented accurately and honestly.

9 Ethics in citizen journalism allows for the publication of private information about a person without their consent.

a) True

b) False

Privacy is a key element of journalistic ethics.

10 A journalist should always avoid "conflicts of interest" in his reporting.

a) True

b) False

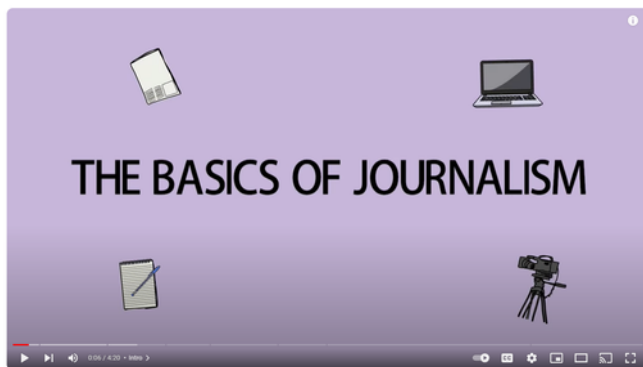
Avoiding "conflicts of interest" and outside influences is essential to maintaining objectivity and credibility.

Activity 02: Watch an inspiring video and ask yourself the right questions

The Key principle of journalism

Introduction

It's designed for beginners and could serve as a starting point for understanding the key principles of journalism, including citizen journalism. You can watch by clicking on the image below:



Instructions

The video "Journalism Classes For Young Journalists | The basics of Journalism" on YouTube is a great educational resource that covers the fundamentals of journalism.

After watching the video, here are **4 reflective questions** that might help deepen understanding and stimulate critical engagement with the material:

1. What are the essential qualities that a citizen journalist must possess according to the video, and why are they important?
2. How does the video suggest processing the information to ensure its reliability?
3. What are the ethical aspects of citizen journalism mentioned in the video?
4. Does this introduction to the basics of journalism make you want to start a citizen journalism project? If so, what is this project?

If you enjoyed this video, deepen your knowledge by following the interactive and accessible **mini video series of "Journalism Classes For Young Journalists"**.

The following videos can be found here:

[Journalism Classes For Young Journalists | Writing a news story.](#)

Activity 03: Perform a fact check

Flushing out fake news

Objective: To acquire the skills necessary to assess the veracity of information and facts using fact-checking techniques. This activity allows students to explore and practice fact-checking in a self-directed way, using online resources and applying fact-checking techniques to real-world examples.

Duration: Variable (depending on the learner's available time- 2 hours minimum)

Online Resources:

1. Sites Web for Fact-Checking :

- Check out websites that specialise in fact-checking, such as Snopes, FactCheck.org, PolitiFact, Africa Check, and more. Explore their methods and criteria for assessing the veracity of information.

2. Guides & Resources:

- Look for online guides to fact-checking, available on the websites of journalism organisations or specialised organisations. Some guides provide practical tips and examples for conducting effective fact-checks.

3. Articles & Case Studies:

- Read articles and case studies on examples of misinformation that has been debunked through fact-checking. Analyse the methods used and the verification techniques used.

Steps of the Activity:

1. Introduction to Fact-Checking (15-20 minutes):

- Start by reading articles or watching how-to videos about what fact-checking is, why it's important, and how it works. Familiarise yourself with the basics of the fact-checking process.

2. Resource Exploration (30-45 minutes):

- Spend some time exploring fact-checking websites and reading articles about how they work. Take note of the criteria used to assess the veracity of the information.

Check out online guides and resources to understand the steps you need to take to perform effective fact-checking.

3. Fact-Checking practice (variable):

- Choose a controversial piece of information or a questionable claim that you want to verify. Make sure it's a factual statement that can be verified using reliable sources.
- Use the fact-checking techniques you have learned to look for verifiable evidence and information. Cross-reference sources and assess their credibility.
- Summarise your findings in a document or presentation, indicating whether the information is verified, false or misleading, and provide an explanation of your assessment.

4. Reflection and Sharing (15-20 minutes):

- Take a step back and reflect on your fact-checking experience. What did you learn? What challenges did you face? How might you apply these skills in the future?
- If possible, share your results with others, either online (forums, social media) or in your circle. Encourage dialogue about the importance of fact-checking in an information-saturated world.

Evaluation:

- **Self-assessment:** Assess your ability to apply fact-checking techniques to assess the veracity of information. Identify areas where you may need more practice or research.
- **External feedback:** If you have shared your findings, consider the feedback you have received to hone your fact-checking skills.

Note: Fact-checking is a valuable skill in the modern world, where misinformation can spread quickly. This activity provides an opportunity to acquire and develop these skills independently, using a variety of available online resources.

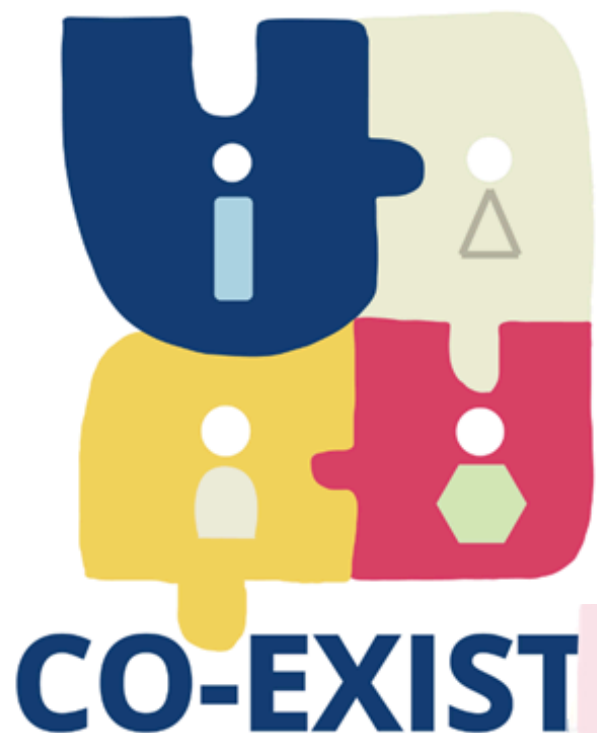
Additional Learning Resources

Title	Citizen Journalism - What Is It?
Brief Description of the Content	This video offers a general introduction to citizen journalism, explaining its core principles and importance in today's media landscape.
Link	https://www.youtube.com/watch?v=58iZpMRclwI

Title	Citizen journalism channel
Brief Description of the Content	This YouTube channel is dedicated specifically to citizen journalism, offering a diversity of voices and experiences on various topics.
Link	https://www.youtube.com/watch?v=OTEr5zlsU6o

Title	How to Get Started in Citizen Journalism
Brief Description of the Content	This video discusses the basic tools and resources needed to get started as a citizen journalist.
Link	https://www.youtube.com/watch?v=2vDqW0V_iCQ

**Module 02:
Intercultural and
Interfaith
Dialogue**



Introduction to the Module

In an increasingly interconnected world, the ability to engage respectfully and thoughtfully across different cultural and religious backgrounds is crucial. This module on Intercultural and Interfaith Dialogue is designed to develop the skills and knowledge necessary for effective communication across diverse cultural and religious landscapes. It explores the rich diversity of world cultures and religions, enhancing appreciation and understanding of global diversity.

The module provides a thorough grounding in the essential principles of interfaith and intercultural dialogue, such as empathy, active listening, and respectful questioning. These principles form the foundation for positive interactions and are critical for fostering an environment of mutual respect and understanding. It also gives the opportunity to engage in practical exercises to practice key communication skills necessary for engaging in constructive and meaningful dialogue across different faiths and cultures.

Additionally, the module emphasises the importance of reflective practice, encouraging learners to continuously reflect on their attitudes and develop an inclusive mindset.

Learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Knowledge of intercultural and interfaith norms, and communication strategies.• Understanding of the ethical considerations in conducting intercultural and interfaith interviews.• Recognition of the impact of digital technologies on intercultural and interfaith dialogue.• Understanding of the importance of inclusive and respectful communication.• Understanding of the role of digital media in shaping cultural and religious narratives.	<ul style="list-style-type: none">• Development of effective intercultural communication skills.• Ability to conduct intercultural and interfaith interviews with respect and sensitivity.• Ability to use digital communication tools and platforms to engage in intercultural and interfaith dialogue, adapting communication styles for diverse cultural contexts, and applying ethical guidelines for digital intercultural interactions.	<ul style="list-style-type: none">• Respect for cultural and religious diversity.• Development of appreciation for the value of intercultural and Interfaith dialogue,• Readiness to actively engage in inclusive and respectful communication practices.• Development of a positive and open attitude towards digital intercultural and interfaith interactions.• Embrace of diversity.• Recognition of the potential of digital media to promote cultural and religious tolerance.

Face2face activities

01. Cultural Bingo



Group size: 15-30 pax



Duration: 30 minutes



Type of tool: Warm-up



Objectives

- To break the ice and create a relaxed atmosphere among participants.
- To initiate discussions and awareness about various cultural and religious backgrounds.
- To encourage participants to discover and share diverse cultural and religious experiences.



Equipment, materials & space needed

- Bingo cards (one per participant)
- Pens or markers
- A large room that allows for participants to move around easily. Alternatively, an outdoor space

Detailed Activity Description

Context and Scenario: This activity serves as the icebreaker for the module on Intercultural and Interfaith Dialogue. Participants will engage in a game of bingo that focuses on discovering cultural and religious experiences among their peers, which sets the stage for deeper engagement and learning throughout the session.

Task: Participants need to interact with each other to find individuals who match the statements on their bingo cards. Each square on the bingo card contains a statement related to personal experiences, cultural practices, or religious beliefs.

Step-by-step instructions

1. Distribute one bingo card ([ANNEX 03](#)) and a pen to each participant upon their arrival.
2. Explain that each square on the bingo card has a statement that may relate to someone's cultural or religious experience.

01. Cultural Bingo



Detailed activity description (cont.)

3. Participants must move around the room and find a person who can claim a statement on their card genuinely. That person will then sign the corresponding square. Each person can sign one statement.

4. The goal is to complete a line of signatures horizontally, vertically, or diagonally. ALTERNATIVELY, you can ask participants to try to fill in the entire table. In this case, each participant could sign up to two statements on another person's card.

5. Encourage participants to engage briefly with each person they talk to, to foster a sense of connection and understanding.

6. After 20 minutes, call everyone back to their seats and ask if anyone has completed a bingo line. Encourage a few participants to share interesting discoveries or surprises they encountered during the activity.

Debriefing:

Discuss what they have learned about the diversity within the room.

Ask participants how this activity might influence their approach to intercultural and interfaith dialogue in the module.



Tips for the facilitator

- Be active and facilitate introductions among participants if necessary.
- Keep the atmosphere light and encouraging; the goal is to make participants feel comfortable and intrigued about each other's backgrounds.
- Ensure that participants understand that all discussions should be respectful and sensitive to personal boundaries.

02. Theoretical Foundations of Intercultural and Interfaith Dialogue



Group size: 15-30 pax



Duration: 1 hour



Type of tool: Presentation



Equipment, materials & space needed

- Projector and screen for PowerPoint presentation
- Comfortable seating arrangement allowing all participants to view the presentation
- Space adequate for small group discussions



Objectives

- To understand and articulate the basic concepts and importance of intercultural and interfaith dialogue.
- To explore key principles that guide effective dialogue across different cultures and faiths.
- To appreciate the historical context and review examples of successful dialogue initiatives.

Detailed Activity Description

This part of the module introduces participants to the essential theoretical underpinnings of intercultural and interfaith dialogue. It sets the stage for understanding how diverse cultural and religious backgrounds can interact constructively.

Participants are required to engage with the presented material, reflecting on the principles of dialogue and considering historical examples. They are tasked with thinking critically about how these principles can be applied in their own contexts.

Step-by-step

Present the presentation on the Theoretical Foundations of Intercultural and Interfaith Dialogue (slides 6 -20) of the module pptx ([ANNEX 04](#))

Conclude the PowerPoint presentation and transition to a 15-minute discussion where participants can share thoughts or ask questions about the content.

02. Theoretical Foundations of Intercultural and Interfaith Dialogue

Detailed activity description (cont.)

Debriefing questions can include:

- What was the most surprising or enlightening thing you learned about intercultural or interfaith dialogue today?
- Can you think of a time when intercultural or interfaith dialogue could have resolved a conflict or misunderstanding you witnessed or experienced? How might it have helped?
- How can you apply the principles of respect, empathy, active listening, and transparency in your daily interactions?
- What challenges do you foresee in promoting intercultural or interfaith dialogue in your community, and how might you overcome them?
- How can the concepts and practices of intercultural and interfaith dialogue benefit your professional or personal life?
- Which case study or example resonated with you the most, and why?
- What additional resources or support do you think you need to effectively engage in intercultural and interfaith dialogue?
- How can we, as a group, continue to promote and engage in intercultural and interfaith dialogue beyond this session?

QUICK TIPS

Tips for the facilitator

- Prepare by reading additional material on historical examples to provide enriched context during the session.
- Be ready to address common misconceptions about intercultural and interfaith dialogues.
- Encourage quiet participants to share their thoughts and ensure that all voices are heard.

Sources/bibliography

White paper on intercultural dialogue:

https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf

Council of Europe, & European Commission. (2012). T-Kit 4: Intercultural learning (2nd ed.).

Council of Europe Publishing. <https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32?t=1522062157000>

World Interfaith Harmony week: <https://www.un.org/en/observances/interfaith-harmony-week>

United Nations Alliance of Civilizations (UNAOC): <https://www.unaoc.org/who-we-are/>

Parliament of the World's Religions: <https://parliamentofreligions.org/history/about/>

World Council of Churches: <https://www.oikoumene.org/>

03. Exploring Cultural and Religious Diversity



Group size: 15-30 pax



Duration: 1,5 hour



Type of tool: Presentation and group work



Equipment, materials & space needed

- Projector and screen for PowerPoint presentation
- Tables and chairs arranged in a way to facilitate movement for World Cafe
- Materials for each station in World Cafe (e.g., posters, artifacts, brochures)
- Flip charts or whiteboards for recording ideas during Myth-Busting Discussion
- Markers, pens, and paper for note-taking



Objectives

- To explore and appreciate the variety of cultures and religions represented among the participants.
- To provide an overview of different world religions and cultural practices, focusing on core beliefs, customs, and traditions.
- To dispel common stereotypes and misconceptions about various cultures and religions through guided discussions.

Detailed Activity Description

This session is designed to deepen participants' understanding of the rich cultural and religious diversity present in the group. It involves interactive activities that promote engagement, learning, and mutual respect.

Task: Participants will explore different cultural and religious practices through a World Cafe format and address stereotypes and misconceptions in small group discussions.

Guidelines and Instructions:

1. Present the PowerPoint Presentation (Slides 21 - 28) - 30 minutes ([ANNEX 04](#))

Encourage participants to take notes and think of questions for the upcoming activities.

03. Exploring Cultural and Religious Diversity



Detailed activity description (cont.)

2. Activity 1: World Cafe - 40 minutes:

- **Setup:** Arrange the room with multiple stations, each dedicated to a different world religion or cultural practice. Each station should have materials (e.g., posters, artifacts, brochures) and a facilitator or knowledgeable participant to guide the discussion.
- **Instructions:**
 - Divide participants into small groups and assign each group to a starting station.
 - Each group spends 10 minutes at a station, engaging in guided discussions about the featured religion or cultural practice.
 - After 10 minutes, groups rotate to the next station until they have visited all stations.
- **Discussion Points:**
 - Key beliefs and practices of the religion or culture.
 - Important festivals, rituals, and traditions.
 - Personal experiences and insights from the facilitator or participants.

3. Activity 2: Myth-Busting Discussion - 20 minutes:

- **Setup:** After completing the World Cafe, participants form small groups.
- **Instructions:**
 - Each group selects one or two common stereotypes or misconceptions about a culture or religion they discussed during the World Cafe.
 - Groups spend 10 minutes discussing these misconceptions, exploring their origins, and providing correct information to dispel them.
 - Each group then shares their findings with the larger group.
- **Reflection Questions:**
 - What are some common stereotypes about the cultures or religions you explored?
 - How can these misconceptions be addressed or corrected in your community?
 - What challenges might you face when trying to dispel stereotypes and promote understanding in your own circles, and how can you overcome them?

QUICK TIPS

Tips for the facilitator

- Prepare by reading additional material on historical examples to provide enriched context during the session.
- Be ready to address common misconceptions about intercultural and interfaith dialogues.
- Encourage quiet participants to share their thoughts and ensure that all voices are heard.

03. Exploring Cultural and Religious Diversity



QUICK TIPS

Tips for the facilitator

- Ensure each station in the World Cafe is well-prepared with informative materials and knowledgeable facilitators.
- Encourage active participation and respectful dialogue during activities.
- Be ready to provide additional information or clarify any misconceptions during the discussions.



Sources/bibliography

Encyclopedia Britannica, Christianity.

<https://www.britannica.com/topic/Christianity>

Encyclopedia Britannica, Contemporary Christianity.

<https://www.britannica.com/topic/Christianity/Scripture-and-tradition-the-apostolic-witness>

Encyclopaedia Britannica, Islam. <https://www.britannica.com/topic/Islam>

Encyclopedia Britannica, Hinduism. <https://www.britannica.com/topic/Hinduism>

Encyclopedia Britannica, Buddhism. <https://www.britannica.com/topic/Buddhism>

Encyclopedia Britannica, Judaism. <https://www.britannica.com/topic/Judaism>

04. Skills for Effective Dialogue



Group size: 15-30 pax



Duration: 45 minutes



Type of tool: Work in pairs



Equipment, materials & space needed

- Projector and screen for PowerPoint presentation
- Comfortable seating arranged in pairs for the Pair and Share Exercise
- Timer or clock to manage activity timing



Objectives

- To develop essential communication skills for engaging in interfaith dialogue.
- To practice active listening, empathy, respectful questioning, and constructive feedback.

Detailed Activity Description

This session aims to equip participants with the communication skills necessary for effective interfaith dialogue. Participants will learn and practice techniques that foster understanding, respect, and constructive interaction across cultural and religious differences.

Task: Participants need to develop and refine their skills in active listening, empathy, respectful questioning, and providing constructive feedback. These skills are crucial for meaningful and respectful dialogue.

Guidelines and Instructions:

1. Presentation (10 minutes)

Start with the PowerPoint presentation (slides 32-35) in order to introduce the basic skills for an effective dialogue ([ANNEX04](#))

2. Pair and Share Activity (25 minutes)

- **Setup:** Arrange the room so participants can sit in pairs. Provide each pair with a list of pre-determined topics related to faith and culture.
- **Instructions:**
 - **Step 1:** Explain the exercise and divide participants in pairs. Each participant will take turns being the speaker and the listener.
 - **Step 2:** The speaker discusses a topic related to faith or culture for 5 minutes while the listener practices active listening and empathy.
 - **Step 3:** After the speaker finishes, the listener provides constructive feedback for 2 minutes.
 - **Step 4:** Switch roles and repeat the process with a new topic.
 - **Step 5:** After both rounds, pairs discuss the experience for 5 minutes, focusing on what they learned and how they can improve their dialogue skills.

04. Skills for Effective Dialogue

Detailed activity description (cont.)

Topics for Discussion:

- Share a cultural or religious tradition that is important to you.
- Describe a time when you felt misunderstood because of your cultural or religious background.
- Discuss how your cultural or religious values shape your daily life.

Reflection and Debriefing:

- Allow 10 minutes at the end for a plenary discussion.
- Ask participants to reflect on what they found challenging and what skills they improved.
- Encourage sharing of specific examples of how active listening, empathy, respectful questioning, and constructive feedback were practiced.

Reflection Questions:

- How did it feel to practice active listening and empathy?
- What challenges did you encounter in giving or receiving constructive feedback?
- How can you apply these communication skills in real-life interfaith and intercultural dialogues?

QUICK TIPS

Tips for the facilitator

- Monitor the pairs to ensure they stay on task and provide support as needed.
- Encourage participants to be honest but kind in their feedback.
- Emphasise the importance of practicing these skills regularly.

05. Interfaith and Intercultural Dialogue Simulation



Group size: 15-30 pax



Duration: 1 hour



**Type of tool:
Simulation exercise**



Objectives

- To apply learned skills and knowledge in a simulated dialogue setting.
- To practice resolving potential conflicts or misunderstandings through effective interfaith and intercultural dialogue.



Equipment, materials & space needed

- Handouts with role-play scenarios and reflection questions
- Space arranged for small group discussions
- Timer or clock to manage activity timing

Detailed Activity Description

This session provides participants with the opportunity to apply the communication skills they have learned in a controlled, simulated environment. Participants will engage in role-playing exercises that mimic real-world interfaith and intercultural dialogue scenarios, allowing them to practice handling conflicts and misunderstandings constructively.

Task:

Participants are required to utilise their active listening, empathy, respectful questioning, and constructive feedback skills to navigate and resolve simulated dialogue scenarios involving interfaith interactions.

Guidelines and Instructions:

Setup: Arrange the room so participants can work in small groups. Provide each group with a role-play scenario and corresponding roles.

Instructions:

- **Step 1:** Distribute the handout, which contains role-play scenarios and reflection questions. ([ANNEX05](#))
- **Step 2:** Explain that each group will have 20 minutes to act out their scenario, focusing on resolving the conflict or misunderstanding using the dialogue skills they have learned.
- **Step 3:** Each group selects a role (e.g., Person A, Person B, Observer). Observers will take notes on the use of communication skills.
- **Step 4:** After 20 minutes, groups will switch roles and repeat the scenario or move to a new one, if time allows.
- **Step 5:** Spend the remaining 20 minutes in a plenary discussion, reflecting on the simulations.

05. Interfaith and Intercultural Dialogue Simulation

Detailed activity description (cont.)

Reflection and Debriefing:

Allow 10 minutes at the end for a plenary discussion.

Facilitate reflection on the simulation experience, focusing on what participants learned about their own communication styles and the dynamics of interfaith dialogue.

Encourage participants to share specific challenges and successes they encountered during the role-play.

Reflection Questions:

- How did it feel to use the communication skills in a simulated setting?
- What strategies were most effective in resolving conflicts or misunderstandings?
- What challenges did you encounter, and how did you address them?
- How can you apply these skills in real-life interfaith interactions?

QUICK TIPS

Tips for the facilitator

- Monitor the groups to ensure they stay on task and provide support as needed.
- Encourage participants to fully engage with their roles and take the exercise seriously.
- Be prepared to step in and guide discussions if groups struggle with their scenarios.

06. Closing Reflection and Debrief



Group size: 15-30 pax



Duration: 30 minutes



**Type of tool:
Closing exercise**



Objectives

- To provide participants with an opportunity to reflect on their learning experiences throughout the session.
- To consolidate key takeaways and insights gained from the activities.
- To encourage participants to think about how they can apply the skills and knowledge acquired in their personal and professional lives.



Equipment, materials & space needed

- Comfortable seating arranged in a circle for open discussion
- Flip chart or whiteboard with markers for note-taking
- Handouts with key reflection questions
- Pens or pencils for participants
- A timer or clock to manage activity timing

Detailed Activity Description

This final activity allows participants to reflect on the entire session, share their thoughts and feelings, and discuss how they can use what they've learned to promote intercultural and interfaith dialogue in their communities. The activity fosters a sense of closure and encourages ongoing engagement with the session's themes.

Task: Participants need to reflect on their experiences, discuss their insights, and consider practical applications of the skills and knowledge they have acquired.

Guidelines and Instructions:

1. Introduction to Reflection Activity - 5 minutes:

- **Facilitator's Instructions:**

We will spend the next 30 minutes reflecting on what we have learned today. This is an opportunity to share your thoughts, discuss insights, and think about how you can apply these skills in your daily life.

We will begin with individual reflection, followed by a group discussion. Feel free to share openly and listen respectfully to others.

06. Closing Reflection and Debrief



Detailed activity description (cont.)

2. Individual Reflection - 10 minutes:

- **Handout Distribution:**

Distribute handouts with the following reflection questions:

1. What was the most surprising or enlightening thing you learned today?
2. Can you describe a moment when you felt a shift in your perspective?
3. How can you apply the principles of intercultural and interfaith dialogue in your personal or professional life?
4. What challenges do you anticipate in promoting these dialogues, and how might you overcome them?
5. How did the activities and discussions help you understand the importance of empathy, active listening, and respectful questioning?
6. What are your key takeaways from this session?

Instructions:

Take the next 10 minutes to reflect individually on these questions. Write down your thoughts and be prepared to share one or two key insights with the group.

3. Group Discussion - 15 minutes:

- **Facilitator's Instructions:**

Now let's come together and discuss our reflections. I'll invite each of you to share one or two key insights from your reflection. Let's ensure everyone has a chance to speak.

- **Discussion Questions:**

- "What did you find most valuable about today's session?"
- "How do you plan to use what you learned in your daily interactions?"
- "What support or resources do you think you need to continue practicing these skills?"
- "How can we, as a group, support each other in promoting intercultural and interfaith dialogue?"

4. Summarising Key Takeaways - 5 minutes:

- **Facilitator's Instructions:**

Thank you all for sharing your insights. Let's take a moment to summarise some of the key takeaways from our discussion.

06. Closing Reflection and Debrief

Detailed activity description (cont.)

- **Note-taking:** Use the flip chart or whiteboard to write down the main points shared by participants.
- **Summary:**
 - Recap the key themes and insights that emerged during the group discussion.
 - Highlight any common challenges and proposed solutions.

Reflection and Debriefing:

- **Facilitator's Closing Remarks:**

It's been a productive session, and your reflections show a deep understanding of the importance of intercultural and interfaith dialogue. Remember, these skills are not just for today but for every interaction you have going forward.

I encourage you to continue practicing active listening, empathy, and respectful questioning in your daily lives. Together, we can promote a more inclusive and understanding community.

Individual Reflection Questions (it is best to give these questions to participants to reflect on individually, after the end of the activity).

- What was the most surprising or enlightening thing you learned today?
- Can you describe a moment when you felt a shift in your perspective?
- How can you apply the principles of intercultural and interfaith dialogue in your personal or professional life?
- What challenges do you anticipate in promoting these dialogues, and how might you overcome them?
- How did the activities and discussions help you understand the importance of empathy, active listening, and respectful questioning?

QUICK TIPS

Tips for the facilitator

- Ensure that the discussion remains respectful and inclusive, giving everyone an opportunity to speak.
- Be prepared to guide the discussion back to the reflection questions if it strays off-topic.
- Encourage quieter participants to share their thoughts to ensure diverse perspectives are heard.

Self-Directed Learning activities

Introductory video

Before delving into the self-directed learning activities, click on the image below to watch a short video:



A Little Bit of Theory

Intercultural and interfaith dialogues are essential practices in today's globalised world. These dialogues help bridge gaps between different cultural and religious groups, fostering understanding, respect, and cooperation. This module provides an overview of key principles, historical context, and practical applications of intercultural and interfaith dialogues.

Key Principles of Dialogue:

Respect: Respect in dialogue means acknowledging and valuing each person's differences without prejudice or assumptions. It creates an inclusive atmosphere where all participants feel valued and understood. Respect involves recognising the inherent worth of all individuals and appreciating their unique cultural and religious perspectives.

Empathy: Empathy involves striving to understand and share the feelings, thoughts, and experiences of others. It helps build emotional bridges that can mitigate conflicts and deepen connections. By putting oneself in another's shoes, individuals can appreciate the challenges and experiences of others, leading to more meaningful and compassionate interactions.

Active Listening: Active listening means fully concentrating on what is being said rather than just passively hearing the speaker's words. This ensures that all parties feel heard and understood, which is crucial for effective communication. Active listening involves paying attention to both verbal and non-verbal cues, reflecting back what has been said, and asking clarifying questions to ensure accurate understanding.

Transparency: Transparency in dialogue involves sharing thoughts and feelings openly and honestly, with a willingness to be vulnerable. This encourages honesty and openness, essential for building trust and credibility. Transparent communication helps prevent misunderstandings and fosters an environment where participants feel safe to express their true selves.

Historical Context

Intercultural and interfaith dialogues have evolved significantly over time, shaped by various historical events and movements. Notable milestones include:

Religious Ecumenism: The Second Vatican Council (1962-1965) promoted ecumenical dialogue among various Christian churches, emphasising unity and cooperation despite doctrinal differences. This marked a significant step towards religious unity and set a precedent for future interfaith dialogues.

Interfaith Dialogue Initiatives: The first Parliament of the World's Religions in 1893 brought together representatives from major world religions to discuss universal themes and promote mutual understanding. This event highlighted the potential for diverse religious groups to find common ground and work together towards shared goals.

Contemporary Global Intercultural Initiatives: Modern movements, such as the European Year of Intercultural Dialogue (2008), continue to promote understanding and cooperation across diverse cultural and religious backgrounds. This initiative aimed to highlight the importance of dialogue between different cultures and support cultural diversity as a valuable asset.

Benefits of Dialogue

Engaging in intercultural and interfaith dialogue offers numerous benefits for individuals and communities, including:

Reduces Conflicts and Misunderstandings: Dialogue helps clarify misunderstandings and dispel stereotypes, reducing the likelihood of conflicts. By fostering mutual understanding and respect, dialogue creates a more peaceful and cooperative environment.

Promotes Social Cohesion and Integration: Encourages the inclusion of diverse groups, leading to stronger, more united communities. When people from different backgrounds understand and respect each other, social barriers are broken down, leading to greater integration and harmony.

Encourages Personal Growth and Societal Development: Through dialogue, individuals gain new perspectives, knowledge, and skills, contributing to personal development and societal progress. As individuals grow, so does society. An informed and empathetic populace is better equipped to address complex social issues.

Examples of Successful Initiatives

The Interfaith Amigos: This group consists of Rabbi Ted Falcon, Pastor Don Mackenzie, and Imam Jamal Rahman who work together to model deep friendship across faith lines and demonstrate that religious diversity can enhance community resilience and understanding. They conduct public talks, workshops, and write books addressing interfaith issues, raising awareness about the importance of dialogue.

The Parliament of the World's Religions: This global event, first held in 1893, brings together religious leaders and followers from around the world to discuss universal themes and promote mutual understanding and peace. The Parliament provides a platform for dialogue on ethical and social issues from a multi-faith perspective, fostering collaborative actions among different faith communities to address global challenges.

By understanding these principles, historical contexts, and benefits, participants can better appreciate the importance of engaging in intercultural and interfaith dialogues. These dialogues not only enrich personal interactions but also contribute to building more inclusive, peaceful, and cohesive societies.

References/Bibliography:

- **White paper on intercultural dialogue:** https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf
- **Council of Europe, & European Commission. (2012). T-Kit 4: Intercultural learning (2nd ed.). Council of Europe Publishing.** <https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32?t=1522062157000>
- **World Interfaith Harmony week:** <https://www.un.org/en/observances/interfaith-harmony-week>
- **United Nations Alliance of Civilizations (UNAOC):** <https://www.unaoc.org/who-we-are/>
- **Parliament of the World's Religions:** <https://parliamentofreligions.org/history/about/>
- **World Council of Churches:** <https://www.oikoumene.org/>

Case Study

The European Year of Intercultural Dialogue (2008)

Introduction

The European Year of Intercultural Dialogue was an initiative by the European Union to promote cultural diversity and foster mutual understanding among EU citizens. This case study explores its relevance and significance to intercultural dialogue.

Description

The European Year of Intercultural Dialogue aimed to highlight the importance of dialogue between different cultures and support cultural diversity as a valuable asset.

It funded numerous projects and events across EU member states, including art exhibitions, music festivals, educational programs, and conferences.

These initiatives helped increase awareness and appreciation of cultural diversity, strengthened partnerships between cultural institutions, and encouraged policies and practices that support intercultural dialogue at local, national, and international levels.

Tasks

- Reflect on how intercultural dialogue initiatives like this can reduce cultural misunderstandings and promote social cohesion.
- Consider how similar initiatives could be implemented in your community to foster greater understanding and inclusivity.
- Propose a plan for a local intercultural event, including potential activities, target audiences, and expected outcomes.

Activities for Self-Directed Learning

Activity 01: Research and Presentation on Intercultural and Interfaith Dialogue

This activity aims to deepen your understanding of specific topics related to intercultural and interfaith dialogue.

By conducting independent research, you will develop critical thinking and analytical skills. Preparing a presentation or written report will help you articulate their findings clearly and professionally.

Instructions:

Topic Assignment: Select a specific topic related to the module. Some suggested topics include:

- The history and impact of the Parliament of the World's Religions.
- Case studies of successful intercultural dialogue initiatives.
- The role of empathy and active listening in resolving interfaith conflicts.
- The importance of transparency in intercultural communications.

Research: Conduct thorough research using credible sources such as academic journals, books, and reputable websites. Take detailed notes and organise your information logically.

Presentation/Written Report Guidelines:

Format:

- If you choose to do a presentation: Use PowerPoint, Canva or Google Slides. Aim for 10-15 slides.
- If you choose to do a written report: Prepare a document of 1000-1500 words.

Content:

- **Introduction:** Introduce your topic and explain its relevance.
- **Main Body:** Present your findings, including key facts, analysis, and examples. Use subheadings to organise the content.
- **Conclusion:** Summarise your findings and discuss their implications.

Activity 01: Research and Presentation on Intercultural and Interfaith Dialogue (cont.)

Presentation Skills:

- Ensure your slides are clear and not overcrowded with text. Use bullet points, images, and charts to illustrate key points.
- Practice delivering your presentation to ensure clarity and confidence.

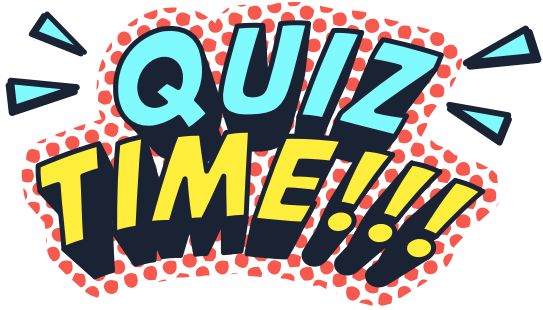
Report Writing Skills:

- Write in a clear, concise, and professional manner.
- Use proper citations for all sources.
- Proofread your report for grammar and spelling errors.

Activity 02: Self-Evaluation Quiz on Intercultural and Interfaith Dialogue

This activity will give you the opportunity to test your understanding of the module through an online quiz. The quiz will help you identify areas where you need to focus more and study further.

You will find the quiz on the next page.



MODULE 02

INTERCULTURAL AND INTERFAITH DIALOGUE QUIZ

- 1** Which of the following is a key principle of effective dialogue?

a) Indifference b) Competition

c) Respect d) Aggression
- 2** What is the main purpose of active listening?

a) To change the subject b) To correct the speaker's mistakes

c) To prepare your response while the other person is talking d) To fully concentrate, understand, and respond thoughtfully
- 3** Which of the following is an example of transparent communication in dialogue?

a) Sharing thoughts and feelings openly and honestly b) Avoiding eye contact

c) Ignoring difficult topics d) Agreeing with everything the other person says
- 4** Empathy can help reduce conflicts and build stronger relationships in intercultural dialogue.

a) True b) False
- 5** Which principle involves striving to understand another person's feelings and perspectives?

a) Active Listening b) Transparency

c) Respect d) Empathy
- 6** Which of the following is a key principle for effectively combating stereotypes in intercultural dialogue?

a) Emphasising your own cultural superiority. b) Encouraging open and respectful questioning

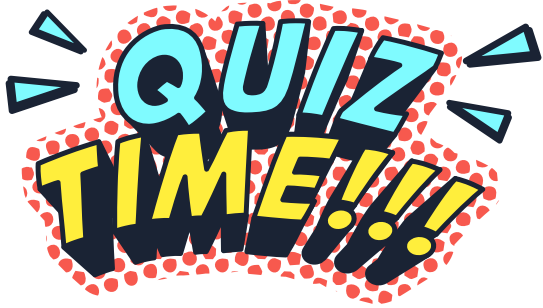
c) Avoiding discussions about cultural differences d) Assuming common stereotypes are accurate
- 7** Stereotypes can be effectively challenged by promoting active listening and empathy during intercultural dialogues.

a) True b) False
- 8** Empathy involves sharing the exact same experiences as another person

a) True b) False
- 9** Transparency in dialogue means hiding your true thoughts to avoid conflict.

a) True b) False
- 10** Interfaith dialogues are only effective when participants agree on all religious beliefs

a) True b) False



MODULE 02

INTERCULTURAL AND INTERFAITH DIALOGUE QUIZ

ANSWERS

- 1** Which of the following is a key principle of effective dialogue?
- a) Indifference b) Competition
- c) Respect d) Aggression
- 2** What is the main purpose of active listening?
- a) To change the subject b) To correct the speaker's mistakes
- c) To prepare your response while the other person is talking d) To fully concentrate, understand, and respond thoughtfully
- 3** Which of the following is an example of transparent communication in dialogue?
- a) Sharing thoughts and feelings openly and honestly b) Avoiding eye contact
- c) Ignoring difficult topics d) Agreeing with everything the other person says
- 4** Empathy can help reduce conflicts and build stronger relationships in intercultural dialogue.
- a) True b) False
- 5** Which principle involves striving to understand another person's feelings and perspectives?
- a) Active Listening b) Transparency
- c) Respect d) Empathy
- 6** Which of the following is a key principle for effectively combating stereotypes in intercultural dialogue?
- a) Emphasizing your own cultural superiority. b) Encouraging open and respectful questioning
- c) Avoiding discussions about cultural differences d) Assuming common stereotypes are accurate
- 7** Stereotypes can be effectively challenged by promoting active listening and empathy during intercultural dialogues.
- a) True b) False
- 8** Empathy involves sharing the exact same experiences as another person
- a) True b) False
- 9** Transparency in dialogue means hiding your true thoughts to avoid conflict.
- a) True b) False
- 10** Interfaith dialogues are only effective when participants agree on all religious beliefs
- a) True b) False

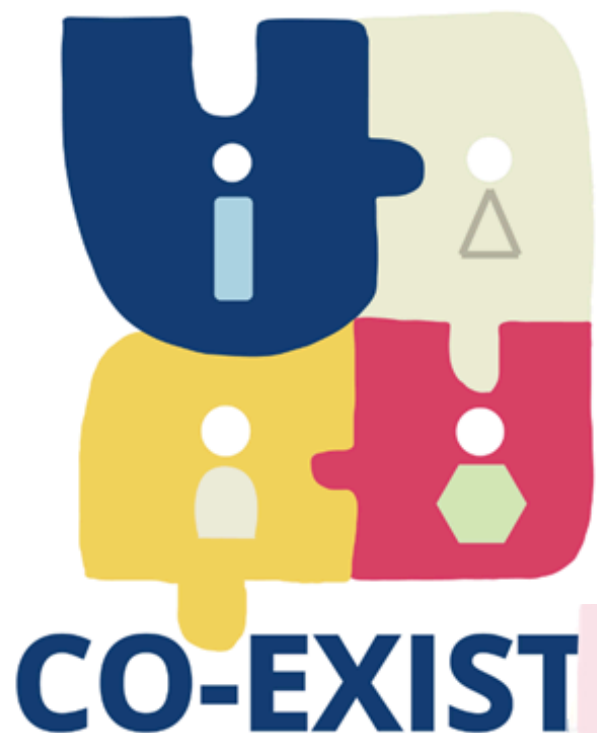
Additional Learning Resources

Title	Council of Europe, White Paper on Intercultural Dialogue (2008)
Brief Description of the Content	This document emphasises the importance of dialogue as a tool for managing the complex cultural diversity of contemporary societies.
Link	https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf

Title	Finding Peace Through Spiritual Practice: The Interfaith Amigos Guide to Personal, Social and Environmental Healing (2016)
Brief Description of the Content	This book by The Interfaith Amigos explores how interfaith dialogue can promote personal, social, and environmental healing.
Link	https://books.google.gr/books/about/Finding_Peace_Through_Spiritual_Practice.html?id=e-J4rgEACAAJ&redir_esc=y

Title	Council of Europe, & European Commission. (2012). T-Kit 4: Intercultural Learning (2nd ed.)
Brief Description of the Content	This comprehensive guide provides practical tools and resources for intercultural learning, making it an invaluable resource for anyone interested in promoting intercultural dialogue.
Link	https://pjp-eu.coe.int/documents/42128013/47262514/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32?t=1522062157000

Module 03: Interviewing and Writing



Introduction to the Module

In the realm of citizen journalism, the ability to conduct effective and unbiased interviews and craft compelling written content is essential. This module on Interviewing and Writing is designed to develop the skills and knowledge necessary for proficient journalism. It delves into the art of conducting interviews, ensuring fair and balanced reporting, and transforming interview data into well-constructed articles and blogs.

This module is an introduction to interviewing and writing. It covers the communication and interpersonal skills required to carry out an interview to a professional standard. It gives the opportunity to young people to learn how to present interviews in written form, for example, by including them within articles and blogs.

This module aims to reinforce young people's ability to use their critical thinking skills to carefully analyse information they find online. Young people will also develop an awareness of how harmful narratives can be created in the media. They will learn how to avoid bias in their own work by verifying and fact-checking sources, representing interviewees' perspectives accurately, and by committing to fair and balanced reporting.

Learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Knowledge and understanding of effective interviewing techniques.• Knowledge of strategies to avoid bias.• Understanding of the principles of constructing articles and blogs in a balanced and fair manner.• Understanding of the importance of fact-checking and citing sources in digital journalism.• Awareness of responsible sharing practices online.	<ul style="list-style-type: none">• Ability to conduct interviews for media purposes, ensuring unbiased techniques.• Ability to present interviews in written form by constructing articles and blogs with clarity and accuracy.• Ability to use digital tools for fact-checking, verifies information from reliable sources.• Ability to share written content online while adhering to ethical guidelines and copyright regulations.	<ul style="list-style-type: none">• Commitment to fair and balanced reporting.• Integrity in representing interviewees' perspectives accurately.• Attention to detail in fact-checking and citing sources.• Openness to feedback and continuous improvement.• Appreciation for the power of written media in shaping narratives.

Face2face activities

01. The Guessing Game



Group size: min. 2 pax



Duration: 15-20 minutes



Type of tool: Warm-up



Objectives

- To introduce the participants to basic interview skills through a game where they ask each other questions.



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Whiteboard
- Markers

Detailed Activity Description

Context and Scenario:

This activity is intended to be fun and to help get the participants engaged in the module content. Through this exercise they will get comfortable asking and answering questions. They will also practice asking follow-up questions based on previous answers/responses.

Task:

This is a short activity where participants get a card with a word written on it, e.g., a person, animal, or object. In pairs, they will question each other to work out what is written on their card.

Guidelines and Instructions:

Step 1: Start by welcoming the participants and introducing the module.

Step 2: Begin the activity by randomly handing out folded cards with the names of different, well-known people, animals, and objects written on them. Tell the participants not to open their cards.

01. The Guessing Game



Detailed activity description (cont.)

Step 3: Instruct the participants to form groups of two. The participants should exchange cards and read what is written on their partner's card without revealing it to them.

Step 4: Tell the participants to spend the next 10 minutes taking turns asking each other questions with the aim of working out what the word was on their card. The questions should be close-ended (yes/no answers).

Step 5: After 10–15 minutes, ask the groups if they successfully worked out what was written on their cards!



Tips for the facilitator

- This activity can be adapted to suit the facilitator and the participant group. For example, the facilitator can ask the participants to come up with and write the words on the cards themselves for their partner to guess.
- Another alternative is that you can limit the words to a particular category, e.g., famous actors. Try to choose a category and words that the young people will recognise fairly easily.
- The [game gal website](#) has a [word generator](#) where you can apply filters to find suitable words for the game (e.g., it has a filter for the level of difficulty). There is also a page on this website where you can download and print free [word lists](#) for the game.



Sources/bibliography

Lipman, D. (n.d.) Teaching interviewing skills through story games. Available at: <http://dviambartley.weebly.com/uploads/2/2/4/3/22434496/interviewing-skills-through-story-games.pdf> (Accessed: 12 April 2024).

02. What Makes a Good Interview?



Group size: min. 2 pax



Duration: 15-20 minutes



Type of tool: Presentation



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Role-play (interview scenarios) handout
- PowerPoint Presentation
- Internet access
- Projector & screen
- Laptop/computer/smartphone/tablet/any device that can play videos (optional)



Objectives

- To introduce effective interviewing techniques to the participants.
- To help participants understand the importance of communication in interviews.
- To illustrate the difference between a good interview and a bad interview.

Detailed Activity Description

Context and Scenario:

Interviews can sometimes go wrong. There are certain steps journalists can take to prevent mishaps and manage difficult scenarios when they occur.

Task:

The facilitator will role-play different interview scenarios with a volunteering participant. These scenarios will exemplify mistakes and difficulties that can happen during an interview. Participants will contribute by identifying mistakes or turning points in the interview scenarios and coming up with solutions and ideas for how to manage these scenarios better.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants.

Step 2: Start the activity, with a short 5-minute presentation covering different types of interviews, interview techniques, communication and interpersonal skills, and writing techniques and features. (**ANNEX 06**)

02. What Makes a Good Interview?



Detailed activity description (cont.)

Step 3: Ask for three or four participants to volunteer. Explain clearly what role each volunteer will have. Provide them with a role-play handout that describes the scenarios and includes guidance for their part.

Step 4: Role-play the following three scenarios as described below with a volunteer.
(ANNEX 07)

Scenario 1 (3-4 minutes) – In this scenario the participant will be the interviewee. This scenario should be an example of poor interview etiquette. Ask the volunteering participant basic questions such as, ‘do you have any hobbies?’, or ‘what’s your favourite TV show?’. When the interviewee is answering, purposefully interrupt them, start talking about yourself instead, and ask them irrelevant follow-up questions.

Scenario 2 (2-3 minutes) – For this scenario ask the participant to interview you. Tell them to ask you simple, close-ended questions such as ‘how old are you?’, ‘what’s your favourite past-time?’ and ‘what is your job?’ etc. When responding to the questions, be evasive, give short and abrupt answers. When possible, just reply ‘yes’ or ‘no’.

Scenario 3 (3-4 minutes) – Ask a participant to interview you again. This time, do the opposite to what you did in the last interview – provide the interviewer with extremely long answers with excessive detail. Ignore the interviewer at first when they try to ask you something else. Start to get annoyed with them and storm away, after they do this a few more times.

Step 5: Pause for a few minutes after role-playing each scenario. Brainstorm and discuss with the entire participant group what went wrong in the interview and come up with possible solutions.

Reflection and Debriefing:

The facilitator should end the activity by thanking those who volunteered to act in the scenarios. The facilitator should summarise useful interview techniques and tips, as well as the solutions the participants suggested during the activity.

02. What Makes a Good Interview?

QUICK TIPS

Tips for the facilitator

- The facilitator could play some of the following videos as examples of interviews that did not go well, either to supplement the activity or as an alternative for role-playing:
 1. **An interview with the celebrity Cara Delevigne.** During this interview the tone and atmosphere is a bit off. The interview ends at 2:57 minutes. Ask participants to consider the interview questions that were asked and how this interview could be improved.
 2. **Interview with former Cadbury CEO Brad Irwin.** During this interview, Irwin evades questions and attempts to steer the conversation away from the topic of rising cocoa prices.
 3. **Interrupted BBC interview.** Ask participants if they think the interviewee handled this situation well.
- The facilitator could alternatively ask participants to carry out the role-play interview scenarios in smaller groups and brainstorm solutions. They could then present these solutions to the wider participant group at the end.
- When carrying out the role-plays, make sure to clearly explain the objective to the volunteering participant. Provide them with a role-play handout that includes scenario descriptions and sample questions they can ask.
- This is a useful [link](#) to the Center for Innovative Teaching and Learning guidance on teaching using role-playing.

Sources/bibliography

Hobbs, R. (2024) Interviewing: The art of asking questions. Available at: <https://studentreportinglabs.org/lesson-plans/lesson-2-2-interviewing-the-art-of-asking-questions/> (Accessed: 15 April 2024).

Northern Illinois University Center for Innovative Teaching and Learning (2012) Role playing. Available at: <https://www.niu.edu/citl/resources/guides/instructional-guide/role-playing.shtml> (Accessed: 15 April 2024).

Saylor Academy (2012) Media interviews. Available at: https://saylordotorg.github.io/text_business-communication-for-success/s19-05-media-interviews.html (Accessed: 15 April 2024).

03. Exploring Interview Examples



Group size: 5-30 pax



Duration: 1 hour



Type of tool:
Group learning Activity



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Projector & screen
- Laptop/computer/smartphone/tablet/any device that can play videos
- Internet access
- Activity worksheet (**ANNEX 08**)



Objectives

- Explore four interviews in different formats (written and video) on the topics of culture, faith, and diversity.
- Answer questions and write reflections using the activity worksheet after each interview.
- Discuss the interviews and their thoughts in small breakout groups.
- Identify interview features and make comments on the following:
 1. Interview type
 2. Interview techniques
 3. Interview format & style
 4. Writing format & style

Detailed Activity Description

Context and Scenario:

This is the first learning activity for teaching the participants interview and writing skills. This activity is a good introduction to the module and learning outcomes. It provides participants with good interview examples which should hopefully inspire them and help them to understand the overall goal of the module.

Task:

During this learning activity, two short video interview excerpts will be played. The interviews are from GORM Media and are entitled 'Beyond Blackness' and 'South East Asians: We Are Not Going To Tolerate That Anymore'. The participants will then be asked to read two short written interview articles. One of these articles is from the Mother Tongues project and is called 'Haniya's story'. The other article is about a Diwan event and is called 'Unity in diversity is the primary theme at Diwan Limerick event'. Participants will answer questions and use the activity worksheet to identify interview techniques and features. They will discuss the interviews in small groups.

03. Exploring Interview Examples



Detailed activity description (cont.)

Guidelines and Instructions:

Step 1: Set up the necessary equipment (projector and screen). Provide participants with any materials they need, e.g., pens, paper, and activity sheets.

Step 2: Explain the learning activity and what is expected of participants. If needed, briefly review interview and writing techniques and features.

Step 3: When everyone is ready, and the room is quiet, play the two interview video excerpts (linked below). Pause for 5 minutes after playing each one to allow participants to answer the questions on their worksheets. Participants may also take notes as the videos play.

Interview excerpt 1: Beyond Blackness. Play from 8:52 – 15:22 (7 minutes).

Interview excerpt 2: South East Asians: “We Are Not Going To Tolerate That Anymore”. This video can be played in full (10 minutes). Alternatively, play a shorter section of the video, e.g., from 3:09 to 6.03/8.54.

Step 4: There are two written interview articles. Half of the participants should read one of the articles and the other half should read the second article. Either share the article links with the participants for them to read them on their smartphones or provide them with printed copies of the articles. After reading the articles, participants should answer the questions on their worksheets and write a reflection (one paragraph) about the interview examples and what messages they took from them.

Interview article 1: Haniya’s story

Interview article 2: Unity in diversity is the primary theme at the Diwan Limerick event

Step 5: Allow the participants 10 minutes to complete the worksheets. Once they have finished this, divide the participants into small groups of 3–5 people. Divide the group so that there is a mix of participants who have read the two different interview articles.

Step 6: Participants should discuss the interviews, encourage them to share their thoughts and feelings having listened to and read the interviews.

Reflection and Debriefing:

Participants should be given the chance to ask any questions that they have at the end of the activity.

03. Exploring Interview Examples

QUICK TIPS

Tips for the facilitator

- The facilitator should check in with each of the groups and, if needed, join the discussion, or prompt the group by asking them questions.
- The activity worksheet can be adapted as needed by the facilitator. If it works better, participants can discuss interview features/techniques within their groups for 5 minutes after the interview videos are played and for 5 minutes after they read the interview articles. They can then complete the reflection section of the worksheet individually.
- Optionally, the facilitator can start the activity by taking one of the interviews and working through the questions from the worksheet with the whole group. This might help the participants to understand how to answer the questions on the worksheet, which will ensure they get the most out of the rest of the activity. It also encourages group discussion from the beginning, where all the participants are involved and can contribute.



Sources/bibliography

Facing History & Ourselves (2016) How Journalists Minimize Bias. Available at: <https://www.facinghistory.org/resource-library/how-journalists-minimize-bias-0#overview> (Accessed: 16 April 2024).

Gibbs, G. (2013) Learning by doing. Oxford: Oxford Brookes University. Available at: <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf> (Accessed: 15 April 2024).

Schulten, K. (2022) Interview, Edit and Shape: A Step-by-Step Guide to Participating in Our Profile Contest. Available at: <https://www.nytimes.com/2022/01/04/learning/interview-edit-and-shape-a-step-by-step-guide-to-participating-in-our-profile-contest.html> (Accessed: 16 April 2024).

04. Unbiased Interviewing and Writing Techniques



Group size: min. 2 pax



Duration: 40 minutes



Type of tool:
Presentation



Equipment, materials & space
needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Case study handouts ([ANNEX 09](#))
- PowerPoint Presentation ([ANNEX 06](#)) Slides 16-20



Objectives

- Teach participants the best practices for avoiding bias in interviews.
- Teach participants the best practices for avoiding bias in writing.
- Ensure participants produce fair and balanced journalistic work.

Detailed Activity Description

Context and Scenario:

Participants will learn about the different types of bias and how the media plays a role in perpetuating bias and harmful narratives. They will practice using different techniques that will help to combat and prevent potential bias in their own content.

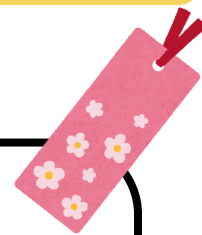
Task:

Participants will work in groups to examine case studies. They will work together to identify biases and carry-out fact-checking. This is to enhance their critical thinking skills and to help them become more aware of how their own biases could potentially affect their interviews and written work.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Provide participants with any materials they will need.

04. Unbiased Interviewing and Writing Techniques



Detailed activity description (cont.)

Step 2: Start the activity by asking participants to identify their own potential biases. They can access this [quiz](#) on their smartphone and use it to help them identify any implicit biases they have.

Step 3: Allocate participants into groups of 3-4. Spend 10-15 minutes explaining different biases and the role of the media in contributing to problematic stereotypes. Cover source verification, fact-checking, and citation practices also. Use the presentation and one of these explainer videos ([fake news and the media](#) and/or [12 cognitive biases](#)) to help deliver the content. Answer any questions that participants have.

Step 4: Provide each participant group with a different case study and activity sheet. Participants should work in their groups to identify bias, and to carry out fact-checking and source verification. They will categorise information in the case study as either facts, generalisations, or opinions (Facing Our History & Ourselves, n.d.).

Case Study Options (Article Links) - ANNEX 09:

- <https://www.telegraph.co.uk/news/2022/02/26/vladimir-putins-monstrous-invasion-attack-civilisation/>
- https://uploads.guim.co.uk/2022/08/16/NW_Lesson_9_Report_1.pdf (example article by NewsWise (2022))
- Alternatively, ask participants to look at the top news articles on the day they are carrying out the activity!

Step 5: Check in with each participant group to see how they are finding the exercise. Answer any questions that the participants have.

Reflection and Debriefing:

The facilitator should summarise the key techniques for ensuring that interviews and writing are unbiased.

04. Unbiased Interviewing and Writing Techniques

QUICK TIPS

Tips for the facilitator

Useful resources for the facilitator and participants:

- Review the following resources that can be used to adapt this activity. You can also suggest participants explore these resources at home.
 1. The [NewsWise Lesson Plan](#) on analysing bias in the news.
 2. [BBC Beyond Fake News](#) – includes videos, lessons, and training on fake news and media bias.
 3. [Facing History & Ourselves Lesson Plan](#) on how journalists can minimise bias.
 4. [Video Resource](#) about interviews and under-reported stories.

Sources/bibliography

Facing Our History & Ourselves (n.d.) F.O.G. analysis. Available at: <https://www.facinghistory.org/resource-library/fog-analysis> (Accessed: 17 April 2024).

NewsWise (2022) Shocked Teenager fined £100 for feeding a chip to a pigeon. Available at: https://uploads.guim.co.uk/2022/08/16/NW_Lesson_9_Report_1.pdf (Accessed: 17 April 2024).

05. Something True



Group size: min. 2 pax



Duration: 10-20 minutes



Type of tool:
Energizer



Equipment, materials & space
needed

- Paper
- Pens



Objectives

- Break up the module content for variety and engagement.
- Provide participants with the opportunity to get to know each other better.
- Facilitate a fun activity to foster a positive and interactive learning environment.

Detailed Activity Description

Context and Scenario:

This is an energiser activity. It is intended to get participants re-engaged and interested.

Task:

Each participant will write down an interesting fact or something true about themselves (it can be anything). These facts will then be exchanged in the group, allowing for the participants to learn new things about each other!

Guidelines and Instructions:

Step 1: Start by clearly explaining the energiser activity.

Step 2: Give all the participants a piece of paper and a pen. Allow the participants 5 minutes to write down something true and interesting about themselves. Emphasise that this can be anything and participants shouldn't overthink it too much! Give an example such as 'my favourite food is...' or 'at the weekends I like to...'.

05. Something True



Detailed activity description (cont.)

Step 3: Once everyone has written something down, tell the participants to scrunch their piece of paper into a ball.

Step 4: Participants should stand or sit in a circle and throw the pieces of paper around the circle for a few minutes.

Step 5: When the facts have been randomly distributed, ask the participants to read out the facts one by one to the group. The person who wrote the fact should raise their hand when their fact is called out. They can also say a little bit more about what they wrote down if necessary.

Step 6: The activity can be repeated – this time the facilitator or the participants can choose a specific theme!

Reflection and Debriefing:

Encourage participants to relax and spend some time chatting at the end of the activity (for 5 minutes or so). Participants can ask any questions they have about the up-coming module content.



QUICK TIPS

Tips for the facilitator

- Encourage participants to engage in the activity and be open to speaking about themselves and sharing with the group!
- This activity can be adapted to suit the group. The main objective is to give participants a break from the module content and for them to have an opportunity to talk with other participants.



Sources/bibliography

This activity was adapted from **Gerald Gomani, cited in Change Agency (n.d.) Games and energisers for your workshop**. Available at: <https://commonslibrary.org/games-and-energisers/> (Accessed: 16 April 2024).

06. Rotational Interviews



Group size: min. 6 pax



Duration: 20-30 minutes



**Type of tool:
Interactive Learning Activity**



**Equipment, materials & space
needed**

- Paper
- Pens
- Alternatively, devices for digital note taking



Objectives

- Allow participants to begin practicing their interview skills.
- Provide an introductory activity for interview practice.
- Enable participants to interview each other quickly.
- Encourage participants to collect as much information as possible during the interviews.

Detailed Activity Description

Context and Scenario:

This activity will help participants to learn the art of asking questions and digging for information in an interview. Participants will practice at least three interviews with different people, allowing them to develop their skills!

Task:

Participants will carry out short 3-minute interviews and switch partners. They must try to learn as much as they can about all the participants they interview and take accurate notes.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Set-up tables or chairs in the room so that participants can move around the room easily to interview each other face-to-face.

Step 2: Organise the participants into two groups of interviewers and interview guests. Participants should then break into groups of two (with one interviewer and one guest).

06. Rotational Interviews



Detailed activity description (cont.)

Step 3: The interviews will last for 3-minutes (use a timer). Participants should use a new sheet of paper or page of digital notes for each person they interview.

Step 4: After the 3-minutes are up, participants should swap partners and repeat the interview process. Try to organise the participants and the room in such a way that they can easily and smoothly switch to interview someone else.

Step 5: After 9 minutes (3 interviews), tell the participants to change roles (interviewers and interview guests). Continue the process for another 9 minutes (3 interviews).

Step 6: Participants should give the people they interviewed the notes they took during the interview (either paper based or digital).

Step 7: Participants should review the notes and decide which interviewer found out the most about them and did the best job.

Reflection and Debriefing:

If there is time at the end of the activity, have a group discussion about what went well and what did not during the interviews. Ask participants what the most effective questions were and why.

QUICK TIPS

Tips for the facilitator

- Encourage participants to continue practicing these skills at home. They can practice interviewing family and friends!

Interview Resources (for participants):

- [Article](#) with advice on interviewing, asking questions, and note-taking.
- [Article](#) with interview advice & tips.



Sources/bibliography

Coleman, E.D. (2013) Rotation interviewing exercise. Available at: <https://www.schooljournalism.org/reporting-and-interviewing-lessons/> (Accessed: 17 April 2024).

07. Group Interviews



Group size: min. 6 pax



Duration: 30-40 minutes



**Type of tool:
Interactive Learning Activity**



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Smartphone, or another device for making an audio recording



Objectives

- Allow participants to further practice their interview skills.
- Provide the opportunity for participants to conduct longer and more in-depth interviews.

Detailed Activity Description

Context and Scenario:

Participants will practice carrying out different types of interviews (hard news & informational, investigative, and entertainment).

Task:

Participants will work in groups of three. They will get to experience different types of interviews.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Allocate participants into groups of three.

Step 2: Participants will carry out a hard news interview, an investigative interview, and an entertainment interview. Participants will alternate roles for each of these interviews so that each person in the group has a turn being the interviewer, interview guest, and advisor (this person will give the other participants' feedback at the end).

07. Group Interviews



Detailed activity description (cont.)

Step 3: Provide the participants with relevant situations for each of these interview types and tell them who the interview guest should be, e.g., an investigative interview where a crime has occurred, and the interviewee has intel.

Step 4: The interviewer and interview guest should spend 10 minutes preparing for the interviews (separately). They should do some research and take some notes or prepare questions. They will have to improvise a little bit! The advisor can assist the other participants. If they have any questions, they should ask the facilitator before the interview begins.

Step 5: Allow the groups 6-8 minutes to carry out each interview. Participants acting as the interviewer, can practice taking an audio recording (with permission) and making shorthand notes during the interviews. Feedback should be given at the end of the interview for 2-3 minutes. Repeat the process for each interview (total 3), allowing the same amount of time for the preparation, interview, and feedback.

Reflection and Debriefing:

Allow some time at the end for participants to ask any questions they have.



QUICK
TIPS

Tips for the facilitator

- The facilitator should check in with the groups during the interviews, specifically when they are giving each other feedback.

Interview Resources (for participants):

- [Article](#) with advice on interviewing, asking questions, and note-taking.
- [Article](#) with interview advice & tips.



Sources/bibliography

Martin, C. (2013) Basic interviewing and reporting. Available at: <https://www.schooljournalism.org/basic-interviewing-and-reporting/> (Accessed: 17 April 2024).

08. Writing an Interview Article



Group size: min. 1 pax



Duration: 30 minutes



Type of tool:
Writing Learning Activity



Equipment, materials & space
needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Article Template Handout (**ANNEX 10**)



Objectives

- To support participants to develop their writing skills by writing an interview article.

Detailed Activity Description

Context and Scenario:

Participants will practice writing a short interview article based on the previous activity.

Task:

Participants will review their interview notes from the interview where they were the interviewer in the previous activity. From here, they will edit the interview and write an article.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Outline to participants the structure of an interview article and the importance of considering the target audience when writing!

Step 2: Participants should begin the activity by reviewing the notes and the audio recording they took during the last exercise. They should spend a small amount of time doing some further research into the topics that were discussed and fact-checking.

08. Writing an Interview Article



Detailed activity description (cont.)

Step 3: Participants should use the template (**ANNEX 10**) to write a draft of their article. They should then review and refine this. If time allows, they should consider the layout and design of their article. With permission and consent, they can take and include a photo of the person they interviewed. Alternatively, they can find images (free to use and share) relevant to the topic of the interview from a website such as [Pixabay](#) or [Unsplash](#).

Step 4: For the last 10 minutes of the activity, participants should exchange their articles (even if incomplete) within the groups they were previously in. They should read each other's work and provide feedback!

Reflection and Debriefing:

Encourage participants to continue working on their articles at home and developing their writing styles!



Tips for the facilitator

- Advise participants to read other interview articles that may inspire them.
- Suggest that they try re-writing their article in a narrative format at home.
- If needed show participants, this [sample of an interview article](#) – highlights how an article can be laid out and designed nicely!

Resources for participants:

- [Article](#) explaining how to edit and shape an interview into the Q&A format (see step 5).
- [Guide](#) to writing interview-based articles.



Sources/bibliography

Digital Publishing Magic (2024) How to write an impactful magazine interview article. Available at: <https://medium.com/@digitalpublishingmagic/how-to-write-an-interview-article-84925475452c> (Accessed: 09 April 2024).

Osiejewski, J. (n.d.) How to write a remarkable interview article for a magazine. Available at: <https://publuu.com/knowledge-base/how-to-write-an-interview-article/> (Accessed: 09 April 2024).

09. Writing an Interview Blog



Group size: min. 1 pax



Duration: 30 minutes



**Type of tool:
Writing Learning Activity**



**Equipment, materials & space
needed**

- Paper
- Pens
- Alternatively, devices for digital note taking
- Blog template (**ANNEX 11**)



Objectives

- To support participants in constructing a blog based on an interview they have conducted.

Detailed Activity Description

Context and Scenario:

This is the final learning activity. Participants will practice writing an interview blog. This is a creative exercise to help them develop their writing skills in another medium. They should try to make the blog interactive and include images!

Task:

Participants will write an interview blog. They can use one of the interviews they conducted from the first interview learning activity, e.g., they will write a personal feature on one of the other participants. Alternatively, the facilitator can provide them with short sample video interviews which they can base their blog off.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Provide the participants with any materials they may need.

Step 2: Participants can start the activity by spending a few minutes exploring an example of a blog interview, such as this one: [blog interview](#).

09. Writing an Interview Blog



Detailed activity description (cont.)

Step 3: Instruct participants to review the interview content they are using for this exercise. They should pick out the key parts of information and important quotes, as they did in the previous activity.

Step 4: Participants should use the blog template (**ANNEX 11**) to write a draft. The blog post can be short and should just include an introduction and some of the most important information about the interviewee (a highlight). They should then review and refine this, getting feedback if possible.

Step 5: This step is optional, depending on the time and participant preference. If participants finish writing their blog content, they can try out a blogging platform such as [Weebly](#), [Wordpress](#), or [Squarespace](#). This will give them the experience of creating an actual blog post. These websites allow you to make a free account and participants can create a draft of their blog post but do not need to publish it! They can play around with the layout and design of their post. Here is a short tutorial explaining how to use Squarespace.

Reflection and Debriefing:

If there is time at the end of the activity, ask the participants to present their interview blog posts on the projector to the rest of the group. The group should provide constructive feedback. Ask participants if they have any questions about the activity. Encourage participants to continue practicing writing and editing blogs at home.



QUICK TIPS

Tips for the facilitator

- The facilitator can provide participants with short sample video interviews which they can base their blog post off, as an alternative to writing a personal feature on another participant that they interviewed.

Resources for participants:

- Excellent [guide to writing blogs](#) including a useful template for interview blogs.
- [Article](#) about turning an interview into a blog post (with instructions).
- Another [article](#) with guidelines for writing an interview blog post.

09. Writing an Interview Blog



Sources/bibliography

Indeed (2022) How to create interview blog posts including example questions.

Available at: <https://www.indeed.com/career-advice/career-development/how-to-create-interview-blog-posts> (Accessed: 18 April 2024).

Green, J. (2020) Blogging secrets. Available at: <https://servenomaster.com/blog-interview-template/#how-do-you-write-a-blog-post-interview> (Accessed: 18 April 2024).

Meggert, Z. (2021) How to turn an interview into a compelling feature blog post.

Available at: <https://perfectlyplannedcontent.com/how-to-turn-an-interview-into-a-compelling-feature-blog-post/> (Accessed: 18 April 2024).

Ollila, E. (2024) An interview blog post template you can copy. Available at:

<https://lanternco.com/blogging-best-practices/creating-an-interview-blog-post-template/> (Accessed: 18 April 2024).

10. Reflection activity



Group size: min. 1 pax



Duration: 20 minutes



Type of tool:
Reflection Activity



Objectives

- To allow participants to reflect on the module and evaluate what they have learnt.



Equipment, materials & space
needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Reflection Handout ([ANNEX 12](#))

Detailed Activity Description

Context and Scenario:

This activity is a good way to end the module and allows participants to consider what skills they have gained and to identify any areas they are still uncertain about.

Task:

Participants will consider their learning experience and reflect on it using the handout.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Provide participants with the reflection handouts.

Step 2: The participants should reflect on what they have learnt and gained from the activities. They will write down three key points from the module and some ideas for possible action(s) they could take based on what they have learnt.

10. Reflection activity



Detailed activity description (cont.)

Step 3: Step 3: Give participants the chance to share feedback and ask questions for the last 5-10 minutes. The facilitator can also use a poll so that participants can share responses anonymously, such as Mentimeter.

Reflection and Debriefing:

Thank the participants for completing the module and taking part. Explain to them how they can access the self-directed learning materials and other resources.



Tips for the facilitator

- You can use Mentimeter for participants to ask questions and provide feedback anonymously.



Sources/bibliography

Haskell, J.E., Cyr, L.F. and McPhail, G. (2007) Closing ideas: Facilitation tips, tools and techniques. Available at: <https://www.uvm.edu/sites/default/files/closing-ideas.pdf> (Accessed: 16 April 2024).

Self-Directed Learning activities

Introductory video

Before delving into the self-directed learning activities, click on the image below to watch a short video:



A Little Bit of Theory

Introduction to Interviewing and Writing

In journalism, interviews are very important as they allow journalists to speak directly to different people to gather information, stories, and opinions. An interview is essentially a conversation between two or more people, where one person is asking the other questions about themselves, a certain topic or event. An interview can be published and shared with the public as part of a news story or as its own stand-alone story (Ingram and Henshall, 2008; Nageswaran, 2023). Interviews have the power to 'inform, inspire and influence the public' (Digital Publishing Magic, 2024). Interviewing requires preparation, research, communication skills (speaking and listening skills), and upholding ethical standards (Nageswaran, 2023). Interviews can be published in many formats, including video, audio, or print format. They can take place in a studio, on a video/phone call (Zoom/Teams), or outdoors (Fisher, 2019).

Often, interviews are presented in a written format, e.g., interview articles. Including an interview in an article or blog can be an effective way of directly connecting the audience with the subject and the interviewee. Depending on the topic being discussed, they may get insight into a personal story, experience, or new information from an expert.

Types of Interviews

The type and structure of an interview will depend on the subject/story, the person being interviewed and the journalist. An interview can be live or pre-recorded. If an interview is pre-recorded it can be edited and adjusted. This means that mistakes can be removed, e.g., unnecessary words, coughs, etc. and interviewees have more time to consider their answers. They can take breaks, pause, and even re-record their answers if needed (Fisher, 2019). The most common types of interviews are described below (Nongmeikapam, 2021).

- **Hard News Interview:** The purpose of this short and focused interview is to establish the key facts of a story.
- **Informational Interview:** This is a more detailed interview that includes some background information. The interviewer will ask about the 'why's' and 'how's' of a story.
- **Investigative Interview:** This type of interview looks to understand why something has happened and investigate the cause of events.
- **Adversarial Interview:** The interviewer takes a hard line of questioning and pushes the interviewee for honest answers and more information.
- **Personal Interview:** This is usually an interview with an important/popular figure, e.g., an actor, and includes a profile of the interviewee that gives readers' insight into their life.
- **Entertainment Interview:** This type of interview is primarily for entertainment or advertising. It is typically light-hearted and fun, and the questions are not serious.
- **Emotional Interview:** An interview focused on a personal story or emotional experience. It is meant to connect the readers with the interviewee's perspective and feelings.

Conducting an interview:

Preparation:

This stage involves carrying out background research into the person you are going to be interviewing and the subject(s) you are interviewing them about. This will allow for the interviewer to engage in meaningful conversation and ask appropriate and focused questions. It is useful to have an interview plan and consider how the interview could be best structured (Indeed, 2022). During this stage, the logistics of the interview such as the date, time, and location should be organised. It is also good practice to provide the interviewee with sample questions and details of the interview structure, so that they can feel relaxed and prepared!

Interview:

Typically, the interviewer will make an audio/video recording of the interview and take shorthand notes. It is a good idea to begin the interview with simple questions before asking more in-depth ones (Indeed, 2022). The interviewer should be non-judgemental and remain neutral in response to the interviewee's answers (LinkedIn, 2024a). They should actively listen, act interested, and ask relevant follow-up questions. They must also remember to stay on track and steer the conversation towards the information they want to find out. Open-ended questions are broader and can be very helpful as they allow the interviewee to elaborate and provide more detail (Muck Rack, 2021).

Conclusion:

When the interview ends, the interviewer should keep in touch with the interviewee and provide them with updates, e.g., when the interview is published.

Writing an interview article

An interview can be incorporated into various media and adapted to suit the journalist. After an interview is recorded, the journalist/interviewer will usually create a transcript by either manually typing it out or by using special software, e.g., Descript, Rev, Sonix, etc. They can then review the transcript and their notes to identify key information and themes. From here, they can select an appropriate article structure. For example, a questions and answers format, or they may decide to write an article and just use a few quotes or statements from the interview to support their own points (Digital Publishing Magic, 2024). They should edit and organise the article so that the reader knows who is being interviewed, understands the subject background, and can easily follow the story. Before publishing the article, the journalist should review and revise the piece and get approval from the interviewee (Osiejewski, n.d.).

Unbiased interviewing and writing techniques:

It is essential to understand the current issues of disinformation and misinformation in the media, particularly online. Language can be used to perpetuate and reinforce stereotypes and harmful narratives about marginalised groups of people. To combat this, we should be critical when reading and viewing different media, by questioning the messaging and taking steps to ensure the information we read is factual and correct. We should also examine our own biases and be mindful of how these can play out subconsciously (LinkedIn, 2024a; University of Arkansas, 2023). We can then take proactive steps to prevent this from happening and to create media that is inclusive, balances perspectives, and represents a diverse range of voices. Journalists should aim to look at a story from all angles and consider multiple perspectives. Below is a list of useful strategies that can be used to avoid bias in interviews and writing (LinkedIn, 2024b; Society of Professional Journalists, 2014; University of Arkansas 2023).

- Verify your sources. Provide evidence and be objective.
- Look at the story from lots of perspectives by using multiple sources.
- Examine counterarguments and alternative explanations.
- State your own uncertainties and assumptions (be transparent with your audience).
- Review and update your work.
- Avoid generalisations and do not make assumptions.
- Pay attention to the language you use (be sensitive).
- Follow ethical guidelines, codes, and policies such as the SPJ Code of Ethics.

References/Bibliography

- **Digital Publishing Magic (2024) How to write an impactful magazine interview article.** Available at: <https://medium.com/@digitalpublishingmagic/how-to-write-an-interview-article-84925475452c> (Accessed: 09 April 2024).
- **Fisher, A. (2019) 16 different media interview formats and how to handle them.** Available at: <https://www.mediafirst.co.uk/blog/16-different-media-interview-formats-and-how-to-handle-them/> (Accessed: 08 April 2024).
- **Indeed (2022) How to conduct an interview as a journalist (with steps).** Available at: <https://uk.indeed.com/career-advice/interviewing/how-to-conduct-interview-as-journalist> (Accessed: 08 April 2024).
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- **Muck Rack (2021) How to conduct a good interview: 14 go-to interview techniques for journalists.** Available at: <https://muckrack.com/blog/2021/10/07/how-to-conduct-a-good-interview> (Accessed: 08 April 2024).
- **Nageswaran (2023) Importance of interviews in journalism.** Available at <https://medium.com/@aarthinagesh/importance-of-interviews-in-journalism-268af9375056> (Accessed: 08 April 2024).
- **Nongmeikapam, S. (2021) Types of interview for news gathering and reporting.** Available at: <https://www.slideshare.net/SakilaNongmeikapam/types-of-interview-for-news-gathering-and-reporting> (Accessed: 08 April 2024).
- **Osiejewski, J. (n.d.) How to write a remarkable interview article for a magazine.** Available at: <https://publuu.com/knowledge-base/how-to-write-an-interview-article/> (Accessed: 09 April 2024).
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Case Study

Ask me Anything

Introduction

This case study will allow learners to explore interfaith dialogue by listening to video interviews. This exercise should highlight how interviews can be a way to start meaningful discussions and share stories related to faith and culture.

'Ask me Anything' is a five-part video series by the charity Interfaith Scotland. In this series, young people of different faiths are interviewed. Students from secondary and primary schools across Scotland send in questions for the interviewer to ask the young people. This series was created during the COVID-19 pandemic as a resource for schools. This project was also a way of connecting young people, encouraging interfaith dialogue, and sharing their important conversations with a wide audience. The videos range from twenty to forty minutes in length.

Each video features two young people from the same or different faiths. The videos cover eight different faiths, including Christianity, Judaism, Sikhism, Buddhism, Islam, Hinduism, the Baha'i faith, and Christianity (Latter-day Saints). The young people talk about their faith, what it means to them, and they discuss traditions and customs related to their faith. They speak about what it is like practicing their faith in Scotland and the positive opportunities and challenges that come with this.

Description

The objective of these interviews is to engage young people in interfaith discussions and also to share the interviews as an educational resource. The interviews can help to promote greater understanding, tolerance, and respect towards different faiths (particularly minority faiths) and communities in Scotland. The series is an example of how people of different faiths can come together and have respectful conversations where they celebrate differences and also find common ground. It is an opportunity for young people to share details of their experiences, traditions, and religious practices while also learning about someone else's experiences. The interviews are informative and educational for viewers and can also act as an example of how to take part in interfaith dialogue.

The videos are available to watch on YouTube and can be accessed through the following link:
<https://www.youtube.com/playlist?list=PLcU5yyeTK6b6aM-18i4X2Oqlevkeuc7A4>

Case Study

Ask me Anything

Tasks

Take your time to explore this case study. Review the five videos in the series and select one that interests you. Below are questions and an activity that you should complete after listening to one of the interviews. As the interviews are quite long, you can opt to listen to a 15 or 20-minute segment of an interview and carry out the tasks below based on this. You can also come back to this case study and repeat it by listening to other interviews or interview segments from the series! You will need 2-3 sheets of paper to complete the tasks.

Case Study Questions:

After listening to the interview/interview segment, try your best to answer the questions below. If you are unsure of anything, feel free to replay the interview or parts of it as needed.

1. What did you think of the interview (Write 4-5 points)?
2. What type of interview was it? How was it structured?
3. Was the interview structure and line of questioning effective (Write 2-4 points)?
4. Were the speakers good communicators?
5. What made their communication good/bad?
6. What interviewing techniques were used (List 2-3)?
7. What is your own understanding of interfaith dialogue?
8. What did you learn from listening to this interview? Did you find it informative?
9. What parts of the interview captured your attention the most?
10. Are there any other questions you would have asked?
11. What will you take from this interview that may help you when conducting your own?

Activity:

For this activity you will write a short blog post (2-4 paragraphs) based on the interview/interview segment you have listened to. This is a creative activity and how you approach it is up to you! Below is a list of tips to help you get started and some examples of interview articles and blog posts. You can also read this [guide](#) for writing blog posts (go straight to step 3) and take a look at the writing techniques and interview blog template from this [article](#).

Case Study

Ask me Anything

Writing the blog post (tips):

Listen to the interview again or a segment of the interview you want to focus your blog post on. When listening back to the interview, write down **shorthand notes** of the conversation. **Review** these notes and your answers to the questions above – **identify** the key parts of the conversation.

Ask yourself the following questions to help identify these key parts:

- Are there reoccurring themes in the conversation?
- What were the most interesting parts of the interview?
- Are there any direct quotes that really stood out to you?

Decide what writing **style** you will use and how you want to **structure** the blog post. You can write it in a simple Q&A format or include your own narration (storytelling that incorporates parts of the interview). You should include an introduction and some background information to the interview (at least 3-5 sentences). Explore the examples listed below to inspire you! Note: you can write several short drafts and experiment with different styles and structures – this will help you to develop your writing skills!

Examples of interview articles & blogs:

- Interview article: Interfaith friendships, integration.
- Interview article: Interview with a nurse during the COVID-19 pandemic, narrative style.
- Interview article/blog: Student project - interviewing essential workers during the COVID-19 pandemic. This article has a simple but effective layout and includes images and one of the audio recordings.
- Blog interview: Interview about food and writing, Q&A format.
- Blog interview: Interview with an educator for Women's history month, Q&A format.

It is a good idea to write a draft, and then review and refine it. If possible, asking someone for feedback can be very helpful for this process! You should also consider how you lay out the text and when reviewing your draft, consider if the post is easy to follow and understand. You can include images and graphics to make it more engaging!

Activities for Self-Directed Learning

Activity 01: Project-Based Learning: Interview

Skills: Organisation and planning; Research; Preparing questions; Conducting an interview; Recording audio; Editing audio; Writing; Constructing an article; Publishing/sharing the interview; Receiving feedback.

Level of Challenge: Intermediate.

Introduction: Interviewing is a great way to learn about other people's experiences, understand different perspectives, and exchange ideas. Often, we can make snap judgments or assumptions without knowing all the facts and based solely on our own perceptions and experiences, this is known as cognitive bias. It is important to be open-minded and try to understand different people's views. Interviews can be used as a tool to do this and gain new insights. By using multiple sources and trying to see things from all angles, as well as doing thorough research, we can come to informed conclusions and overcome our cognitive biases.

Project Description: For this project, you will conduct a series of short interviews that are five to ten minutes in length. You should carry out a minimum of two interviews, but do more if possible! You will choose a subject related to faith or culture to investigate in your community/local area. You should pick three questions that will help you explore the subject and find answers. After you carry out the interviews, you will write a short article introducing the subject and questions you choose, reflecting on how the interviews went, what you learnt, and what your conclusions are.

The idea is to carry out this project on an aspect of culture or faith that you do not currently know much about, but that may be relevant in your community. You will carry out primary research by interviewing multiple people and exploring the topic from these different perspectives. You will then analyse the answers and make your own conclusions!

Structure: You can use the sections below to guide you through the process of organising, preparing for, and carrying out the interviews and then writing the article. The sections are as follows: planning, interview preparation, recording the interviews, editing the interviews, and writing the reflective article.

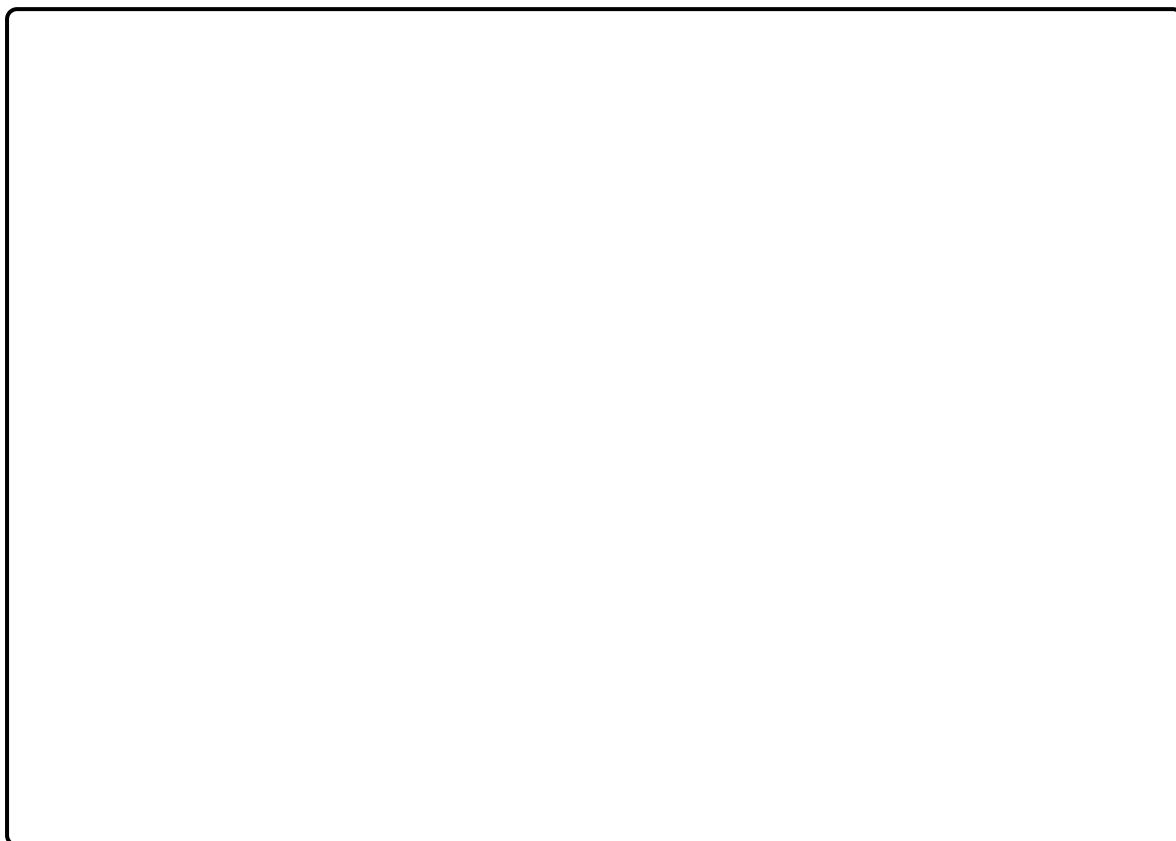
Planning

Brainstorm: A brainstorm is a good way to start this project and generate some ideas about what subject you will decide to explore in your interviews. Start by writing down any word that comes to mind when you think about faith and culture in your community. You can print this page and use the mind-map below.

If you find it difficult to think of ideas and words, consider the following questions below which may prompt some ideas/starting points:

- What are the predominant cultural and religious beliefs in your community?
- Think about your own faith/culture and your understanding of community.
- Are there any cultural or faith-based organisations in your area?
- Are there any nearby places where members of your community gather for religious or spiritual activities?
- Are there any cultural or religious festivals celebrated in your community?
- Are there any initiatives aimed at promoting interfaith dialogue or cultural exchange in your community?

Mind map: Culture & Faith in my community

A large, empty rectangular box with a black border, intended for a mind map. The box is centered on the page and occupies most of the lower half of the page.

Interview Subject: Once you get all your ideas onto paper, look over your mind-map with a more practical view. Pick out some of the words and ideas that you have written down (choose 2-4 words).

Spend 10-15 minutes refining these ideas and trying to turn them into working concepts for your interview subject. Think about logistics, who you know and the resources available to you. Research anything you are unsure of!

Interview Subject Ideas – Coming up with Working Concepts

1.

2.

3.

4.

Logistics: You can use the prompts below to plan out the logistics of your project and interviews. You need to decide who you will interview, and when and where you will interview them. It is a good idea to make a to-do list e.g., who you need to contact and a list of things you may need for the interviews.

Remember you must get written consent from the people you interview. You should have a consent form ready for them to sign (take a look at this [sample one](#)). When organising and carrying out the interviews, make sure you liaise with the facilitator/trainer or social worker delivering this module.

Who?

Where?

When?

To Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Interview Preparation

Research: Once you have completed all the planning, you should do some background research to prepare for the interviews. You should thoroughly research the subject, the people you are interviewing and anything else that might be relevant. This is an important step, so take your time to properly explore the interview subject. What you find will shape the questions you ask and how you investigate the subject. You can carry out the research using search engines such as [Google](#) or [Google Scholar](#). If there is a library where you live, they might have relevant books and information on the subject. You can also visit other organisations or places in your area, where you might get more information. You can do this in person (if possible) or you can check if these organisations have websites or social media pages.

Listed below are resources that might help direct your research or inspire you when planning this project! There are also tips to help you carry out research effectively and understand how to verify sources and fact-check!

Resources:

- [The Ground We Share](#): This resource has a collection of short interviews where people who practice different faiths answer questions about their beliefs and topical matters. This might be helpful for getting inspiration and ideas!
- [Connect2Dialogue](#): This website has an inter-religious directory that includes organisations that support and promote interfaith dialogue.
- [Connect – A Youth Interfaith Guidebook](#): This guidebook may have some relevant information about how to engage in interfaith dialogue which may be helpful for the interviews.

Tips for verifying sources & fact-checking (Schrock, 2022):

Who created or published this information, and what are their credentials?

When was the resource/website created and last updated?

What is the purpose of this publication?

Has this work been peer-reviewed?

Are there references provided for the content? Where does the information come from?

Is this work inclusive? Is someone's voice or views left out?

Is the information different to information you have found elsewhere?

Evaluating Resources: This [website](#) has a useful guide that you can refer to when carrying out your research.

Interview Questions: Make a list of suitable questions to ask at the interview. It could be useful to write down the subject you are exploring and think about what possible conclusions you might come to after the interviews. From here you can work out what the three most important questions are to ask in the interviews.

Questions:

1.

2.

3.

Optional additional question:

Structure & Interview Plan: When carrying out interviews, it is a good idea to make a plan. You can decide ahead how you will structure the interview, e.g., the order of questions, and how you will handle difficult reactions from interviewees. As the interviews for this project will be quite short and straight forward, this type of plan may not be necessary. However, you can still take some notes and consider how you might order the questions and deal with any difficulties that arise. You can also make a copy of this form for taking shorthand notes during the interviews themselves!

Interview Subject: _____ **Duration:** _____

Introduction (Consider how you will start the interview and explain the subject to the interviewee):

Question Order:

- 1.
- 2.
- 3.

Answers (interview notes):

- 1.
- 2.
- 3.

Key Quotes (interview notes):

Conclusion:

Dealing with issues that arise:

Notes:

Recording the interviews:

Once you have completed all the necessary preparations, you are ready to carry out and record your interviews! This is where you will get to practice your interview and communication skills. Before starting the interview, check that the recording device you are using, e.g., your smartphone is working and that you have all the equipment you need. Don't forget to ask the interviewee for written consent before recording them. It is also good practice to explain to them the purpose of the interview and how it will be structured prior to starting, so that they feel relaxed and know what to expect!

Remember to listen actively and carefully to the answers that interviewees give. If anything is unclear, ask them to clarify or repeat what they have said to make sure you understand them correctly. You should stick to your three main questions and the subject. However, you can ask relevant follow-up questions to get more details and examples as needed. Take shorthand notes during the interviews of key things that come up – you can take these notes either on the form from the previous page or in your own notebook. Good luck!

Editing the interviews:

Now that you have recorded your interviews it is time to edit them. Listen back to the recordings and review your notes. You can create transcripts of the interviews using free software such as [oTranscribe](#), [Happy Scribe](#), or [Notta](#). You can also use the transcribe feature on Microsoft Word or type the transcripts up manually. Pick out the most interesting parts of the interviews and identify reoccurring themes. Compare and contrast the answers you received from different people. Write down some of your own thoughts and what you make of the answers – what do you make of the consistencies and differences between the answers you received? Decide how you will order and structure the interview content in your article!

Writing the article:

Now that you have gathered and analysed the responses from your interviews, it is time to write your article! The article should include an introduction to the project where you should describe details of how you came up with the interview subject and the questions. You should explain to readers the purpose of the interviews and provide a background summary of the subject, based on the research you did prior to carrying out the interviews.

The article should be written from a first-person point of view and be reflective. You can still apply your own creativity and style to it. The article should give insight into how you felt the interviews went and what you learnt from the experience.

You can then delve into the responses to the interview questions and your analysis of them. You can discuss how these responses may have changed your initial views and what your final conclusions are.

Don't forget to include some direct quotes from the interviews and consider the layout and design of the article.

After you write the first draft, review and edit it. If possible, ask a friend to read it and give you feedback.

Once you are happy with the final version, you should share it with those who you interviewed and check if they would like you to make any additional changes.

Congratulations! You have now completed this project-based learning activity.

References:

Schrock, K. (2022) The 5w's of web site evaluation. Available at:
<http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf> (Accessed: 29 January 2024).

Additional Learning Resources

Title	Turning Interviews into First-Person Essays
Brief Description of the Content	An easy-to-follow guide on writing narrative articles or essays based on interviews. The guide includes some useful tips for ensuring written work is ethical.
Link	https://whatkidscando.org/featurestories/2007/maine_students/tip_sheets/FIRST-PERSON%20ESSAYS%20TIP%20SHEET.pdf

Title	The Ground We Share
Brief Description of the Content	A website containing short interviews with people of different faiths. Useful resource to explore when considering how interviews can be used to promote interfaith dialogue.
Link	https://www.thegroundweshare.com/about

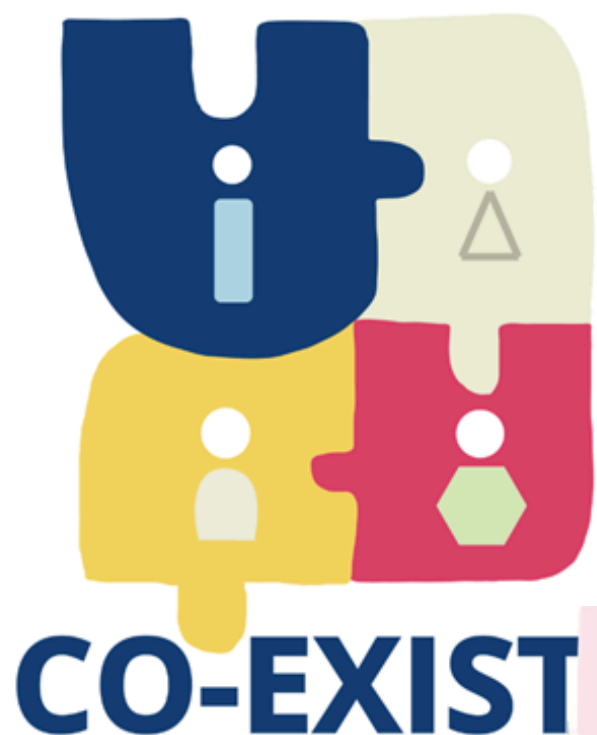
Title	How To Create Interview Blog Posts Including Example Questions
Brief Description of the Content	An article by Indeed outlining how to write an interview blog post/article. Includes useful tips and sample interview questions.
Link	https://www.indeed.com/career-advice/career-development/how-to-create-interview-blog-posts

Additional Learning Resources

Title	Journalism Classes for Young Journalists
Brief Description of the Content	YouTube video series by Migratory Birds. This is a series of short videos (2-8 minutes long) with tips and techniques for writing articles and other tasks related to journalism!
Link	https://www.youtube.com/playlist?list=PLI3afP6d53yefvOtcGRsKiYWsv37McHla

Title	SPJ Code of Ethics
Brief Description of the Content	The society of professional journalists' code of ethics.
Link	https://www.spj.org/ethicscode.asp

Module 04: Video Production and Editing



Introduction to the Module

In an increasingly digital world, the ability to create compelling and professional video content is essential. This module on Video Production and Editing is designed to develop the skills and knowledge necessary for effective video journalism. It explores various techniques and tools for recording and editing video interviews, vox pops (short interviews with the public), and field broadcasts using smartphones and available media devices.

The module provides a thorough grounding in the essential principles of video production, such as framing, lighting, sound, and editing. These principles form the foundation for creating high-quality video content and are critical for delivering clear and engaging stories. It also gives participants the opportunity to engage in practical exercises to practice key video production skills necessary for producing professional interviews and broadcasts.

Additionally, the module emphasises the importance of understanding different forms of video interviews and preparing effectively for them. Participants will learn strategies for sharing their video content online, ensuring their work reaches and engages a wide audience. Through continuous practice and reflection, learners will develop the competence to produce impactful video journalism that informs and inspires.

Learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Understanding of video production techniques.• Familiarity with video editing software and tools.• Knowledge of different video interview formats.• Understanding of preparation techniques for video interviews.• Awareness of effective strategies for sharing video content online.	<ul style="list-style-type: none">• Ability to record and edit video interviews, vox pops, and field broadcasts.• Ability to use video editing software and tools proficiently.• Ability to prepare effectively for different forms of video interviews.• Being able to create engaging and visually appealing video content.• Ability to share video content effectively on various online platforms.	<ul style="list-style-type: none">• Creativity and attention to visual storytelling in video production.• Perseverance in learning and mastering video editing skills.• Adaptability to different interview settings and scenarios.• Willingness to experiment with various video formats and techniques.• Understanding of the impact of video content in influencing public opinion.

Face2face activities

01. Shooting plan for an interview



Group size: 2 - 6 pax



Duration: 60 - 90 minutes



Type of tool: Practical exercise



Objectives

- Learn how to organise and plan an effective interview session.



Equipment, materials & space needed

- Template for a shooting plan (ANNEX 14)
- Materials, equipment and spaces needed decided by each group according to their interview idea.
- Sheets of paper and pencil/pen
- Powerpoint presentation (ANNEX 13)

Detailed Activity Description

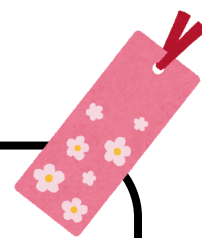
Context and Scenario:

Within the context of an intercultural and interreligious society in which we live, it is essential to promote the construction of a youth respectful to interculturality and interreligious. The aim of this activity is to prepare a shooting plan for an interview on intercultural issues and questions.

Task:

This activity includes the preparation of a shooting plan for an interview. A shooting plan is a document that aims to organise and structure all the actions and activities to be carried out in an audiovisual production. In this case, the objective is to conduct an interview, so the shooting plan should focus on planning and organising all the important aspects of this production. It is important that the interview focuses on issues associated with interculturality and the coexistence of different cultures.

01. Shooting plan for an interview



Detailed activity description (cont.)

Guidelines and Instructions

Step 1. Introduction of the activity (10 minutes approx.):

Presentation ([ANNEX 13](#)) containing essential information for carrying out the task. Participants will be presented with the Power Point created for this module so that they are aware of the theoretical aspects necessary for its correct execution.

Step 2. Brainstorming and creation of a concept map to organise the main idea of the interview (20 mins approx.):

Participants are asked to produce a concept map that organises the main and secondary ideas of their interview. To this end, some following reflective questions can be proposed:

- What is the purpose of my interview?
- What topics do I want to cover?
- Who is the interviewee?
- What type of interview do I want to conduct?
- How will I organise the time and space?

Step 3. Realisation of the shooting plan. (40-50 minutes approx.):

Once they have organised their ideas, they will be given a shooting plan template ([ANNEX 14](#)). Here they will have to plan all the important aspects they need to consider for their interview:

- Interview script creation. (20 minutes approx.). Participants should structure a script with the main topics to be covered and the questions to be asked in the interview.
- Organisation of space, time, and material resources for the interview (30 minutes approx.). Participants will fill in the required fields of the shooting plan template for their interview. They do not need to fill in all the elements, only those they think are necessary for their interview. In this part of the activity, it is important to specify the roles of each member of the group in the interview.

Reflection and Debriefing:

Once the activity is finished, a group review and feedback is proposed. Each group will get together with another group and show the results of their activity. The other group will offer feedback and possible improvements to enrich their work. This reflection activity will also be repeated in reverse, in other words, the group that gave feedback at the beginning will be in charge of showing their shooting plan in order to receive feedback from the other group.

01. Shooting plan for an interview



Tips for the facilitator

As a facilitator, it is essential to act as a guide of the learning process. Learners will work autonomously in groups, but it should be a process in which the facilitator acts in case of problems.



Sources/bibliography

- <https://www.elearning.fmid.eu/courses/storytelling/>
- <https://www.elearning.fmid.eu/lessons/cinematography/>

02. Interview filming and editing



Group size: 2 - 6 pax



Duration: 60 - 90 minutes



**Type of tool:
Practical exercise**



Equipment, materials & space needed

- [Video editing tutorials \(fmid\)](#)
- Materials, equipment and spaces needed decided by each group according to their interview planning and equipment (camera or mobile phone, computer, video editing software...)



Objectives

- Learn the basics of audiovisual production, specifically focused on recording and editing an interview.
- Promote respect for interculturality through video production and editing

Detailed Activity Description

Context and Scenario:

Within the context of an intercultural and interreligious society in which we live, it is essential to promote the construction of a youth respectful to interculturality and interreligious. The aim of this activity is to prepare a shooting plan for an interview on intercultural issues and questions.

Task:

As a continuation of the previous activity, participants should be able to record and edit a piece of the interview they have planned. Through the written filming plan, participants should be able to put their knowledge into practice.

Guidelines and Instructions:

Step 1. Icebreaker. (10-15 minutes approx.).

To start the activity so that the students can practice some conversation techniques.

All participants will stand in two rows facing each other. The first ones will have to start a conversation in which only questions can be asked. For example, one person starts by asking "What is your name?" and the other person should say another question which could be "Do you like pizza?".

The conversation does not have to make sense, nor does it have to answer the partner's questions. The person who answers the question loses and is placed in the opposite row.

02. Interview filming and editing



Detailed activity description (cont.)

Step 2. Interview recording (30-40 minutes approx.):

Participants must record a fragment of their interview to be able to edit it later. In order to do this, it is essential that they follow the filming plan they have previously planned.

Step 3. Interview editing (30-40 minutes approx.):

Participants will be asked if they have video editing skills. They will be given various video editing tutorials so that they can do it without any problems. Also, the facilitator should act in case of doubts or problems. The participants will be asked to edit a fragment of the recorded interview.

****It is essential to keep in mind that the interview must be recorded and edited according to the format chosen for the media in which you want to publish the interview. ****

Reflection and Debriefing:

Through the Mentimeter application, participants will have to write down 3 things they have learned by doing this activity. Thus, through the application, a word cloud will be formed with all the resulting concepts.

QUICK TIPS

Tips for the facilitator

The facilitator should act as a guide in the process of developing the activity. He/she should organise the spaces and times of each group and observe if problems arise during the recording and/or editing of the interviews.



Sources/bibliography

- <https://www.elearning.fmid.eu/lessons/video-creation-skills/>
- <https://www.elearning.fmid.eu/lessons/video-production/>
- Mentimeter.

03. Social media promotion plan



Group size: 2 - 6 pax



Duration: 1 hour



**Type of tool:
Practical exercise**



Objectives

Equipment, materials & space needed

- Video recorded and edited in the previous activity.
- Technological equipment: computer, mobile phone and social networks.
- Sheets of paper
- pen/pencil.
- coloured cards

- Create and share a promotional post on social media
- Develop skills in creating engaging and promoting content on digital platforms.

Detailed Activity Description

Task:

After recording and editing the interview, it is essential to promote the resulting content on social media. Therefore, participants must organise and carry out at least 2 social media posts (each post must be on a different social network) to promote the interview.

Guidelines and Instructions:

Step 1. Icebreaker. (10-15 minutes approx.):

The aim of this activity is to find out how the members of each team feel. In this way, they will know what emotions each member of the group feels and will be able to organise the teamwork in a better way. The facilitator will ask: "How do you feel today? The rule is that each person should answer with a colour and then explain (if they want to) why they have chosen that colour.

Step 2. Content planning (20 minutes approx.):

Participating groups should structure and plan what kind of content they want to publish. To do so, they will have to take into account several aspects such as:

- Which audience do we want to reach?
- What key messages do we want to convey?
- What kind of content do we want to create (video, photo, text...)?
- Which social networks will we use?

These are some questions that can be used for planning, but there are more important questions that need to be asked.

03. Social media promotion plan



Detailed activity description (cont.)

Step 3. Content creation and publication. (20-30 minutes approx.):

Participants will design and create content for publication. To do so, they will use the above planning to carry out 2 publications (each publication in a different social network). They will then proceed to publish the content on social networks and observe if their promotion strategy is effective.

Reflection and Debriefing:

To reflect on the activities carried out and the experience of each member of the working group. The 1-2-4 technique will be used for this purpose. In this activity, participants will solve a question individually, then share their answers with a partner and, finally, the whole group will share the answers obtained.

The following questions are proposed for this purpose:

- What learning have you developed during these activities?
- What obstacles did you encounter and how did you overcome them?
- What were the strengths of the team?
- What aspects would you improve in relation to teamwork?
- What do you consider to be the most significant achievements that our team has reached during this experience of working together?

QUICK TIPS

Tips for the facilitator

As a facilitator, it is essential to act as a guide of the learning process. Learners will work autonomously in groups, but it should be a process in which the facilitator acts in case of problems.



Sources/bibliography

- <https://www.elearning.fmid.eu/lessons/specific-skills/>

Self-Directed Learning activities

Introductory video

Before delving into the self-directed learning activities, click on the image below to watch a short video:



A Little Bit of Theory

In this section you will learn in a theoretical way the basics of video production and editing. Don't forget that it is a material related to the rest of the tools provided by the module. Ready?

What is video production?

Video production is the series of processes necessary to obtain a video of any kind, from videos posted on social networks or portals such as YouTube to music videos, commercials, short films and even movies and serials. We understand production to be everything that happens behind the cameras. We can also divide production between pre-production and post-production.

Pre-production is the whole process that happens before recording any audiovisual product. In the case of interviews it would consist of the process of organising the recording, interview script, shot ideas, thinking about tools, organising the equipment to work with and carrying out a shooting plan.

After the process of filming or recording the interview, it is time for **post-production**. In this process everything related to video editing, sound, shots, colour... will be carried out. Here everything possible will be done to make the audiovisual project as attractive as possible. It is the final result that the public will see, which implies a rigorous and aesthetic work.

In the planning of an audiovisual project, we must comply with three stages of the realisation. In each one we will make decisions that will contribute to the construction of our audiovisual story: pre-production, production and post-production.

Preproduction

This is the planning stage, in which the project is defined, research on the chosen theme is carried out, a first script and the corresponding shooting plan are established. In addition, the work team is formed, the necessary contacts are made, a budget is established, and financing is sought.

Shooting plan:

Here it is necessary to think about our production conditions and the viability and feasibility of accessing sources; places, people or actions to record; images or sounds from archives, etc. With the subject defined, we must begin the pre-production stage as soon as possible. This stage should result in a script prior to filming. Depending on the subject, we have to choose the different elements we need (reality, fiction...). The more definitions we have about our story before we start shooting, the more successful we will be and the simpler our shooting and post-production will be. For this, the group's knowledge of the subject is fundamental.

Equipment and tools:

- **Camera:** The camera is the most convenient tool for interviews that are recorded in static. The quality is perfect for a more professional image.
- **Smartphone:** The type of interviews that you can record with your cell phone are interviews that have a camera movement (vox pops). Nowadays the quality of smart phone cameras is appreciably as good as digital cameras, so the image will be just as professional.

Additional Equipment

- **Microphones:** There are several types of microphones, and the choice will depend on the type of interview you are conducting. If the interview is in a static place and without movement, you can use podcast type table microphones. If, on the other hand, the interview has movement, you can choose lavalier microphones or poles.
- **Tripod:** The tripod is a support that we will use for the camera or cell phone in static interviews. This will prevent the camera from moving and keep it stationary.
- **Steady cam:** The steady cam is a camera support that serves to stabilise the camera in motion. This tool will be used for interviews that require camera movement. In this way we will avoid unwanted movement.

Types of Interviews

Video: This type of interview includes all interviews that are static and without camera movement. Among them we can highlight:

- character interviews
- of statements (consultations and interpellations to the authorities, politicians, economists or public or private public or private officials),
- disclosure interviews,
- informative,
- testimonials,
- surveys.

Vox Pops: This type of interview is widely used for opinion polls and is oriented to regular people. Whose answers can be compared and generalised.

Post Production

Post-production includes all stages of production and occurs when the audiovisual product is completed. At this stage, the recorded and archival material is organised and selected and then the editing is performed, including all the images and sounds that have been arranged according to the script.

What is involved in video editing?

In video editing the most important thing is to pay attention to all the details of the editing process. In this process we have the editing tools and the video formats.

Editing Tools

- **Camtasia**

Sometimes you don't need to spend too much time editing. For the vox pops interviews we can make some cuts in the sequence. If, for example, it is cutting the continuity of the narrative if we made a mistake somewhere. We can always cut and join into the next clip. For this type of editing, we have chosen one of the editors that we consider simpler but professional to use. Among its functions are templates, screen recording and recording, audio recording, music, power point integrations, media importing, annotations, transitions, animations...

As it is a minimal edition, it is not necessary to use all of the above, but you should be aware of them in case you need to insert another element in interviews making a split screen, or import an audio over it... It is a very easy to use program with multiple functions to make your editing, more interesting and look more professional.

However, we know that not everyone can afford programs that are costly. For this, there are several editorial options that you can use for free.

- Avidemux: <http://fixounet.free.fr/avidemux/download.html>
- Shotcut: <https://www.shotcut.org/>
- Source Filmmaker: https://store.steampowered.com/app/1840/Source_Filmmaker/
- Openshot: <https://www.openshot.org/>
- Kdenlive: <https://kdenlive.org/es/>
- ivsEdits: <http://www.ivsedits.com/default/downloads.aspx>

The only downside of the free or freeware programs is that they have some limitations when it comes to editing. But for this type of simple video editing, not many changes or modifications are necessary. Any of these examples can help you.

- **Adobe Premiere**

This program is one of the best rated on the market since it was introduced in 2003. Although it is a program designed for professionals, it is quite easy to use for more "home" videos. Knowing its complete software and mastering it is quite complex, but knowing and using its basic functions is less so. Getting this program can be time consuming, but there are multiple options available. From a free trial to the full Adobe package.

For more information log on to the websites of two popular outlets and programmes shown below.

PCWorld

Adobe

The first thing to know about Premiere is that it accepts almost all camera formats. From 4k recordings to GoPro or cell phone formats without losing quality. But, as we have said previously, we advise using this program for more complex and professional editions.

When it comes to attaching clips and trimming or rearranging them, it is quite intuitive. By simply dragging them to the bottom of the screen you can start modifying them. You have several very simple clip trimming editing options where you don't leave gaps in between or you can even attach clips back-to-back in the sequence.

You can also be very precise when trimming the frames. Another important thing about this program is that it has various different channels for the image and channels for the audio. The nice thing about Premiere is that the audio functions are endless. You also have the option of automatic enhancement which usually involves noise removal. Plus, you have audio repair controls and audio effects. This is a very important thing to take into account for the interview editing.

Of all the infinite functions that the program has, for interview editing the ones you should consider are the following:

- The audio of the clips. Try to ensure that the audio of all the sequences has the same volume and cleanliness so that no volume distortions occur during the viewing.
- Transitions. Try to ensure that transitions are clean and free of mismatches. The shots should match each other and there should be no abrupt jumps in the timeline of the short film.

If you pay attention to these two functions, you will be able to make an interview editing close to a professional one. And, above all, do not despair when it comes to editing because it is a tedious, frustrating and tiresome process. But the result is worth it.

- **Social Media editors**

This type of tool is more commonly used and has multiple uses. With the rise of short videos or reels in social networks, both Tiktok and Instagram have video editors within the application itself. It is a very simple editor whose functions are nothing more than cutting and joining clips and modifying the speed. It also has some filters that you can also use and add any music that is available in the application.

Although the editing of these applications has no noticeable drawbacks, music is one of its limitations. When exporting videos in Instagram, they will be exported without music because the copyright is kept by the application. In Tiktok, if it is exported with music you will have the watermark of the application shown.

Therefore, it is better that these editors are used only to publish in these two social networks. To this end the editor is created and will work best on these applications. Bringing out your creativity and imagination when making your videos will help to reach the largest number of followers.

Video Formats

Once we have finished all of the editing process, the last thing left to do is to export the results of the project. This will allow for the final product to be viewed on different platforms, (television, internet, big screen, mobile...). Although it is an automatic process, there are some elements to keep in mind. After editing all the sequences, adding effects or retouching the audio, it is necessary to go through a process called "rendering".

This will allow us to export the entire movie with all the elements added and edited. In this phase we will have to choose the video format in which we want to export it. This will depend on the media in which we want to reproduce it. With the export we are going to generate a final product that we can consume in the media of our choice. We can also export in different formats or different media outlets.

- Most common: MP4, MOV, AVI
- Best for social media: MP4 (1080 x1920 or 4096 x 4096)

References/Bibliography

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Case Study

WORLD FRIENDS

Introduction

This case study provides learners with the opportunity to view and reflect on a YouTube channel that deals with everyday intercultural and interreligious issues between people from different countries. 'World Friends' is a YouTube channel where a group of people from many countries produce videos about cultural, religious or thinking world differences. These videos have great production and interview editing qualities, which enrich the content of the videos.

This case study aims to promote intercultural dialogue through the viewing of videos dealing with intercultural and interreligious issues in young people. Moreover, in relation to the video production and editing module, this case study shows different elements of the video production process, which will allow for learning about relevant aspects such as sound, video editing and recording, colour, shots...

The format of each episode can be considered an example for learners of the structure and style that is beneficial when producing and editing an interview. It contains relevant techniques and skills that can help students to generate learning around this case study.

Description

The YouTube channel 'World Friends' presents different episodes about the daily, thought, cultural and religious differences of people from different countries. The videos deal with different everyday topics such as: vocabulary, food, customs... In each episode the participants tell about experiences and realities in their country and discuss about the differences that exist in different parts of the world.

The aim of this YouTube channel is to generate entertainment and learning for viewers through intercultural dialogue between people. For example, one of the videos focuses on the Muslim religion in which an interviewer and seven Muslim women have an open interview about many relevant aspects of the religion and their daily lives.

Case Study

The production and editing of the videos are a clear example of good interview production. The way in which spaces, lighting, sound, and shots are organised increases the viewers' attention. This form of interview will serve as an example for the trainees on how to produce and edit an interview.

The videos are available via the following link: <https://www.youtube.com/@worldfriends77>

Tasks

Take your time to explore this Case Study. Explore the video channel of the Youtube platform 'World Friends'. You can watch different videos and observe their themes and video productions. Then, choose the video with the theme that interests you the most to complete the following questions. Before watching the video, you will have to answer these questions:

- Why did you choose this video?
- What video production do you expect to see in this recording?
- What themes do you expect to be covered in this video?

After answering the questions, it is time to watch the chosen video. Take your time, watch the video carefully. Take notes on the ideas raised in the video and on the aspects of video production that you found interesting.

When you have finished watching the video, you will be asked to answer a series of reflective questions about the content and the video production you have watched. The questions are the following (remember that you can watch the video again if you have doubts about any of the questions):

Questions on intercultural content:

- Have intercultural issues been addressed and which ones?
- What did you learn from watching the video?
- What aspects would you have added to the interview?
- What did you like the most?

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Questions on video production:

- What elements of video production and editing have you observed?
- What aspects of video production would you highlight?
- What aspects of video editing would you highlight?
- What would you change in video production and editing?
- What have you learned about video production and editing?

You can repeat this process if you want to watch another video from the 'World Friends' channel. Through this case study, you will be able to get ideas for recording your interview. Write the questions and choose the elements of video production and editing that are most useful for your interview. Write down all the ideas, organise and structure them.

Activities for Self-Directed Learning

Activity 01: ADAPTATION OF VIDEOS TO DIFFERENT PLATFORMS

In this activity, participants will work in groups to adapt recorded interviews to the specific formats of different social media platforms, such as YouTube, TikTok and Instagram. Each team will research the technical and stylistic requirements of their assigned platform and select the most appropriate segments to create optimised versions. They will then cross-check with other sub-groups to ensure that the edited content is engaging and aligned with each social network's standards.

The tasks of the activity are as follows:

- **Team Formation and Platform Assignment:** The group will be divided into sub-teams where each sub-group will be assigned a particular platform (YouTube, TikTok or Instagram).
- **Identification of Platform Requirements:** Each subgroup investigates the technical requirements and formats specific to the assigned platform, such as length, aspect ratio, resolution, etc.
- **Material Selection:** The teams review the recorded interviews and select segments that fit the requirements and target audiences of each platform. That is, an audience that watches YouTube is not the same as an audience that watches Instagram or TikTok. Therefore, they must select the most appropriate parts.
- **Collaborative Editing:** Using shared video editing software, each subgroup adapts the chosen segments to meet the rules of their platform, dimensions, etc.
- **Cross Review:** Each team presents their edited version to the other subgroups for feedback. They will fill out an improvement questionnaire for the other groups from the viewer's point of view. This can be done through a short collective viewing.
- **Final Review and Publication:** After incorporating the comments received, each subgroup finalises and exports their video for their specific platform.

Activity 02: CREATION OF A COHERENT STORY

This activity will guide participants in constructing a strong narrative that encompasses the recorded interviews, focusing on the theme of interfaith and interculturality. The group will select relevant segments from the recordings, organising them in a logical way to tell an immersive story. Sub-teams will add narrative elements such as titles, music and subtitles, collaborating in the final editing so that the story has coherence, clarity and meaningful structure.

The tasks of the activity are as follows:

- **Establishing the Central Theme:** The group as a whole selects a central theme for the story they want to tell with the interviews, focusing on interfaith and interculturality. The theme is freely chosen, according to the group's interests.
- **Material Selection: Participants meet to review the recordings and select segments that relate to the central theme. They will have to analyse all the interviews and filter out those parts that are similar.**
- **Sequence Organisation:** Organise the selected interviews in a logical sequence that develops a narrative, grouping the material by relevant topics or ideas.
- **Add Narrative Elements:** Divide the group into sub-teams to create elements that frame the video, such as titles, music, narration or subtitles, a catchy introduction.
- **Integration and Editing:** Sub-teams edit their respective elements, then come together to integrate them into a final edit that generates a cohesive story.
- **Review and Adjustments:** The whole group reviews the final video, proposing adjustments to improve narrative coherence, before exporting the final version.

Activity 03: AUDIO OPTIMISATION

In this activity, participants will collaborate to improve the audio quality of interviews. Teams will focus on tasks such as cleaning up background noise, equalising and enhancing levels, as well as integrating music or sound effects to complement the content. They will ensure that the audio is clear, balanced and consistent, providing an enjoyable listening experience for viewers.

The tasks of the activity are as follows:

- **Role Assignment:** Divide the group into teams responsible for different aspects of the audio: cleaning, equalisation, music, etc.
- **Interview Analysis:** Teams review recorded interviews to identify audio problems such as background noise, echoes or inconsistent volume.
- **Audio Cleaning:** Teams remove noise and distortions using audio editing tools. Collaboration is possible to ensure that everyone understands how to perform these tasks.
- **Equalisation and Enhancement:** Using equalisers and other effects, each subgroup adjusts the audio to achieve a consistent, clear quality that reaches the viewer as directly and concisely as possible.
- **Add Music or Effects:** A subgroup selects music or effects that complement the tone and message of the interview, adjusting the volume so as not to dull the voices.
- **Final Review:** The entire group reviews the audio synchronised with the video to ensure it is clear, balanced and coherent.

Activity 04: CREATION OF AN INTERACTIVE VIDEO

In this activity, participants will work together to develop an interactive video that allows viewers to make choices at different points in the story, customising the narrative according to their preferences and interests. The activity will help to deepen the theme of interfaith and interculturality in a dynamic and immersive way.

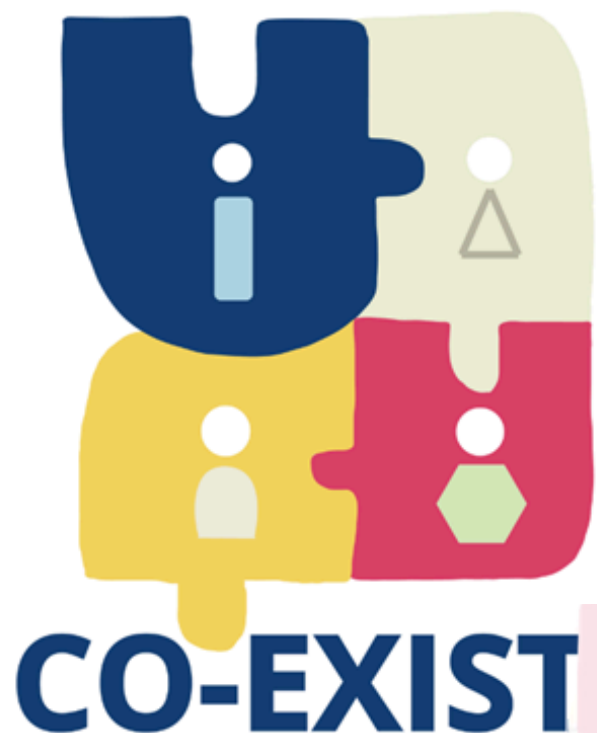
The tasks of the activity are as follows:

- **Forming Subgroups and Assigning Key Decisions:** Divide the group into sub-teams, each charged with a major decision that affects the development of the video narrative.
- **Selection of Relevant Content:** Each subgroup reviews the recordings and selects segments that illustrate or explore their key decision, organising them so that they connect logically and around the same theme.
- **Developing Narrative Branches:** Subgroups create different versions of the narrative based on the choices the viewer might make, generating multiple branches that diverge and converge to tell different stories. For example, they can create a dialogue between 2 people, a monologue, a group discussion or debate.
- **Collaborative Editing:** Using specialised interactive video software such as Canva, each subgroup edits its narrative strand to make it complete and coherent, integrating titles, effects and other elements.
- **Branch Review and Connection:** All subgroups meet to connect their branches and ensure smooth transitions. It ensures that decisions are clear to the viewer and that each option leads to a unique narrative.
- **Testing and Feedback:** The group tests the entire interactive video, providing feedback on clarity, fluency and relevance of decisions, adjusting before final export.
- **Export and Publishing:** The final video is exported and published on a platform that allows interactivity, such as YouTube or another specific application, for viewers to enjoy an immersive and educational experience.

Additional Learning Resources

Title	FMID I Personal Brand I Video Production Skills
Brief Description of the Content	Tutorial for using editing tools and apps.
Link	https://www.youtube.com/watch?v=A3O-kQWM0EA

Module 05: Podcasts and Audio Interviews



Introduction to the Module

The ability to produce high-quality audio content is essential for effective communication and storytelling. This module on Podcasts and Audio Interviews is designed to develop the skills and knowledge necessary for professional audio production. It covers the technical aspects and digital tools required to create engaging and informative podcasts.

Participants will explore the various stages of podcast production, from conducting interviews to recording, editing, and publishing their content. This module provides a comprehensive grounding in the principles of audio production, such as sound quality, editing techniques, and content creation. These principles are critical for delivering clear and impactful audio stories that resonate with listeners.

The module also guides participants on how to create meaningful intercultural and interfaith dialogues through audio formats. By engaging in practical exercises, learners will practice key skills needed for effective audio interviews and podcast production, enabling them to produce content that promotes understanding and respect across diverse cultural and religious landscapes.

Additionally, the module emphasises the importance of reflective practice, encouraging learners to continuously evaluate their work and develop an inclusive mindset. Through this reflective approach, participants will become adept at producing audio content that fosters empathy, active listening, and respectful questioning.

Learning outcomes:

Knowledge	Skills	Attitudes
<ul style="list-style-type: none">• Knowledge of podcasting and audio interview techniques, including interview preparation and recording and editing audio content.• Understanding of the possibilities and limitations of digital tools and platforms for audio production and hosting.	<ul style="list-style-type: none">• Ability to prepare for audio interviews.• Ability to effectively conduct interviews or hosts podcasts.• Ability to record and edit audio content with clarity and professionalism.• Ability to use digital tools and platforms for audio production.• Development of skills in recording, editing, and publishing audio content for online dissemination.	<ul style="list-style-type: none">• Appreciation for the power of audio storytelling.• Active listening skills.• Recognition of the potential of audio content in fostering intercultural dialogue.• Development of a positive and open attitude towards digital audio production.• Willingness to engage in ethical and responsible audio practices.

Face2face activities

01. Group Discussion (Podcasts)



Group size: min. 3 pax



Duration: 15 minutes



Type of tool: Warm-up



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking.
- Whiteboard
- Marker



Objectives

- Introduce participants to the module.
- Encourage participants to start thinking about what they already know.
- Encourage participants to identify what they would like to learn.
- Allow the facilitator to gain an understanding of the participants' existing knowledge.

Detailed Activity Description

Context and Scenario:

This is the final module of this curriculum. At this stage, the participants will all know each other. This activity is intended to help get participants engaged and interested in the module content.

Task:

This is a short activity where participants engage in a group discussion and ask questions about the module. The facilitator will also ask the participants questions to help prompt a conversation.

Guidelines and instructions:

Step 1: Start by welcoming the participants and introducing the module.

Step 2: Begin the group discussion by asking participants to raise their hands if they listen to podcasts.

01. Group Discussion (Podcasts)



Detailed activity description (cont.)

Step 3: Ask the participants who listen to podcasts questions about the podcasts they listen to, such as the genre of the podcasts, the topics discussed in them and the format of the podcasts (conversational, interview, etc.).

Step 4: Then ask the participants other open-ended questions, including some of the following:

- Are you interested in podcasts?
- What makes podcasts entertaining?
- Do you think podcasts are a good way to have conversations about different faiths and cultures? Why / why not?
- What do you expect to learn from this module?
- What do you not know about podcasting that you would like to know?
- Have you ever recorded a podcast before?
- Have you ever interviewed someone before?

Step 5: While asking the participants these questions, the facilitator should write down the key points and ideas that come up on the board.

Step 6: At the end of the group discussion, the facilitator can summarise these points by referencing the board.

QUICK TIPS

Tips for the facilitator

- Encourage a group discussion and the sharing of ideas.
- Encourage the participants to think about what they would like to learn during this module.



Sources/bibliography

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- **The Learning Network (2021) 18 Warm-Up Activities to Engage Students Before They Read Nonfiction Texts.** Available at: <https://www.nytimes.com/2021/11/08/learning/lesson-plans/18-warm-up-activities-to-engage-students-before-they-read-nonfiction-text.html> (Accessed: 12 January 2024).

02. Pre-Production Learning Activity 01:



Group size: 5 - 30 pax



Duration: 30 minutes



Type of tool:
Listening and discussion



Equipment, materials & space
needed

- Laptop/computer/smartphone/tablet/any device that can play audio
- Internet access
- Three prompts (**ANNEX 16**)
- Paper
- Pens
- Alternatively, devices for digital note taking



Objectives

- Listen to and review an excerpt from a podcast.
- Identify podcast features and make comments on the following:
 1. The podcast structure.
 2. The podcast style & format.
 3. The podcast content & storytelling techniques.
- Better inform their understanding of podcast structure, format, and style.
- Develop an appreciation for the art of storytelling and the sharing of experiences through conversation and interview.
- Aid in planning their own podcast.
- Recognise successful podcast qualities.

Detailed Activity Description

Context and Scenario:

This is the first learning activity for teaching the participants pre-production skills. This activity introduces these skills by presenting them with a sample of an audio interview for them to analyse. They must identify the key components of an engaging and professional podcast.

Task:

During this learning activity, an excerpt from the podcast 'Black & Irish' will be played to participants. The participants will then respond to prompts around the room to identify and comment on different podcast features. There will be a short group discussion at the end.

02. Pre-Production Learning Activity 01:



Detailed activity description (cont.)

Guidelines and instructions:

Step 1: Set up the necessary equipment and provide participants with any materials they need, e.g., pens and paper. The three prompts are attached to this document and can be printed. They should be placed in different spots around the room.

Step 2: Explain the learning activity and what is expected of participants. Briefly review terms such as podcast structure, style, and format. Highlight the important areas of the podcast that the participants should pay attention to while listening to the excerpt.

Step 3: When everyone is ready, and the room is quiet, play the audio excerpt. The audio can be found by following this [link](#). The episode of the podcast is titled 'Episode 2: Sophie Okpara'. It should be played from 1.28 minutes until 7.45 minutes (the excerpt lasts just over 6 minutes in total). Participants may take notes as the audio plays.

Step 4: When the excerpt ends, direct participants to move around the room to the different prompts.

Step 5: At each prompt, participants should take turns writing down 1-3 comments about the excerpt relevant to the prompt. Participants can also put a star beside other comments that they agree with.

Step 6: When the participants are finished adding comments and stars to the prompt sheets, everyone should return to their seats. Pick different participants to read the comments from each of the prompt sheets.

Step 7: The group should then discuss these and focus particularly on comments that have been repeated or marked with a star.

Reflection and Debriefing:

The facilitator should summarise the comments the participants made and relate them back to the learning content. Participants should be given the chance to ask any questions that they have.

When the participants are finished adding comments and stars to the prompt sheets, everyone should return to their seats. Pick different participants to read the comments from each of the prompt sheets.

02. Pre-Production Learning Activity 01:



**QUICK
TIPS**

Tips for the facilitator

Below are some features from the excerpt that participants might comment on.

The podcast structure:

- Music
- Sound
- Introduction
- Questions (open-ended, focused)
- Order of content

The podcast style & format:

- Interview
- Conversational
- Storytelling
- Educational

The podcast content & storytelling techniques:

- Reflection (what the guest speaker thinks and feels now looking back at their experiences)
- Lived experience
- Tone of voice
- Personality
- Language e.g., emotive, inclusive, informal, serious etc.
- The dynamic between the two speakers

This is a list of useful articles to suggest to participants if they want to do any further reading:

- An [article](#) on podcast formats and structure.
- An [article](#) on storytelling for podcasting.
- An [article](#) all about podcast structure and how to produce a podcast.



Sources/bibliography

- **NPR Media (2023) Teaching podcasting: a curriculum guide for educators.** Available at: https://media.npr.org/assets/news/2018/11/teaching-podcasting_FULL-VERSION.pdf (Accessed: 17 January 2024).

03. Pre-Production Learning Activity 02:



Group size: min. 3 pax



Duration: 40 - 60 minutes



**Type of tool:
Research Exercise**



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- X2 handouts (**ANNEX 17**); group research & narrowing down a topic
- Access to smartphones, tablets, laptops, or computers
- Internet access



Objectives

- Teach participants the necessary research skills for podcasting.
- Promote teamwork among participants.
- Highlight the importance of carrying out research.
- Emphasise the significance of gathering sources.
- Stress the need for fact-checking.
- Ensure content accuracy and representation of different perspectives in the podcast production workflow.

Detailed Activity Description

Context and Scenario:

Research is nearly always a required step in pre-production. Podcasters need to be able to identify their target audience and tailor their content to suit. Depending on the genre of the podcast, extensive research into the subject may be necessary, e.g., a true-crime podcast. A podcast interview involves researching the guest and the main topics being discussed. When podcasters are choosing a topic for their podcast, they have to be able to narrow it down by identify interesting subtopics to explore. Finding a niche is what can make a podcast stand out and be different to other podcasts.

Task:

Participants will carry out research in two phases. In the first phase, participants will work in groups to quickly compile background information and get a broad overview of a research topic. In the second phase, participants will individually research a subtopic that they want to delve further into. This should be an area that they believe would be an interesting, unique, entertaining, or educational subject for a podcast.

03. Pre-Production Learning Activity 02:



Detailed activity description (cont.)

Guidelines and instructions:

Step 1:

Explain the learning activity and what is expected of participants. Assign participants into groups of 3-5. Each group must choose a different faith or culture to research. Provide each group with the 'group research' handout ([ANNEX 17,page01](#)). Give each participant the 'narrowing down a topic' handout ([ANNEX 17,page02](#)).

Step 2: It is a good idea for participants to be reminded of good research practices and any useful resources such as search engines and websites that they may use during the activity. Participants should have access to the internet. If there is a Wi-Fi password, they should be given this.

Step 3: Advise participants on how to divide the research tasks and carry out group work. It is important to emphasise that participants approach this activity with an open mind and curiosity while also being aware, sensitive, and respectful of different faiths and cultures. Participants will already have some knowledge and understanding of interfaith and intercultural dialogue, having completed module two. In their assigned groups, they can organise their research by these broad headings on the handout to get them started:

- History and origins
- Traditions and customs
- Beliefs and practices
- Community structure
- Differences within the community

Step 4: Allocate 25 minutes for the groups to research and compile information. They should aim to collectively have a basic overview of the faith or culture they have chosen. Participants should try to keep a record of where they have gathered information from. The facilitator should go around to each group after 15 minutes to check in and see how they are getting on.

Step 5: Within the groups, participants should work together to narrow down their research into subtopics or niches. They can use their 'narrowing down a topic' handout to help with this. Each participant should choose a different subtopic that they will research individually. Allow 15-20 minutes for individual research.

03. Pre-Production Learning Activity 02:



Detailed activity description (cont.)

Step 6: If there is time at the end, ask a participant from each group to present a brief overview of their group findings and what subtopics / niches the participants in their group then identified and chose. Other participants are welcome to raise their hands to ask a question or make a comment.

Reflection and Debriefing:

The facilitator should summarise the research techniques and methods that participants have used to source information. Participants should be directed to other resources they may use to further improve their research skills. Participants can ask any questions they have at the end of the activity.



Tips for the facilitator

Research methods:

Participants can use internet search engines, read books and articles, and simply talk to people to gather relevant information about a topic they are researching. They should start with broad search terms and keep notes on what they find that is interesting and relevant. They can then review this and narrow down the scope of their research. For example, if they were creating a podcast episode about wildlife, they should focus on a specific aspect of wildlife. They might decide to concentrate on conservation in their local area. They can search for local initiatives and news. This may lead them to narrow down the subject of their podcast even further.

Below are links for learning more about research methods and refining a podcast topic:

- Read this [plan](#) of how to research podcast topics by LinkedIn (2023).
- This [article](#) provides an overview of research methods by Scribbr (2024).
- An [article](#) with a guide to creating a podcast includes tips on picking a topic and finding a niche (Cue, 2023).
- Another [article](#) dedicated to podcast niches and steps to narrow down a topic (Castos, 2023).
- This is a great [guide](#) on narrowing down a topic. It is about academic research but can easily be applied to researching podcast topics (Ohio State University Libraries, 2016).

Research resources:

- Google search engine
- Google books
- Wikipedia (make sure to verify information found here)
- News / Journalism (articles from reliable newspapers and news sources)
- Social media (to research current trends, always verify information found here)
- Google scholar (academic research)

03. Pre-Production Learning Activity 02:



Sources/bibliography

- **Castos (2023) How to find the perfect podcast niche (8 considerations).** Available at: <https://castos.com/podcast-niche/> (Accessed: 18 January 2024).
- **Cue (2023) How to plan a podcast: the ultimate guide for podcasters.** Available at: <https://www.cuepodcasts.com/post/how-to-plan-a-podcast> (Accessed: 19 January 2024).
- **LinkedIn (2023) What are the most effective ways to research podcast topics?** Available at: <https://www.linkedin.com/advice/3/what-most-effective-ways-research-podcast-topics-skills-podcasting> (Accessed: 18 January 2024).
- **Ohio State University Libraries (2016) Choosing & using sources: a guide to academic research. Ohio: Ohio State University Libraries.** Available at: <https://courses.lumenlearning.com/suny-fmcc-researchsuccess/> (Accessed: 19 January 2024).
- **Scribbr (2024) Research methods.** Available at: <https://www.scribbr.com/category/methodology/> (Accessed: 19 January 2024).

04. Writing a Podcast Outline



Group size: min. 2 pax



Duration: 30 - 40 minutes



Type of tool:
Writing Exercise



Objectives

- Write a podcast outline.
- Practice giving feedback.
- Practice receiving feedback.



Equipment, materials & space
needed

- Podcast outline template (**ANNEX 18**)
- Paper
- Pens
- Alternatively, devices for digital note taking
- Access to smartphones, tablets, laptops, or computers

Detailed Activity Description

Context and Scenario:

This is the final pre-production learning activity. Participants will practice writing podcast outlines, which can be very useful in the production stage.

Task:

Participants will work individually on this task initially. They will be provided with a template for a podcast outline to complete. Participants must write this outline for a solo podcast about the subtopic they previously researched e.g., Mexican culture and Otomi embroidery. The final outline should act as a guide to how a podcast on this topic may be structured and organised. Participants should act as if they really are going to be recording this podcast and include information that would be useful, e.g., notes on the amount of time that should be spent speaking for each discussion point.

Guidelines and Instructions:

Step 1: Explain the learning activity and what is expected of participants. Give out 2 copies of the podcast outline template (**ANNEX 18**) to each participant.

04. Writing a Podcast Outline



Detailed activity description (cont.)

Step 2: Step 2: Participants may begin by spending the first 5-10 minutes doing additional research if needed. They can use a smartphone or another device for this purpose. They can also have a quick brainstorm session and write a list of ideas. Explain to participants not to spend too long researching and that the main focus of this activity is to create an outline. Participants should select 1-2 discussion points to focus on.

Step 3: Ask participants to decide on what content to include on the content order. To begin, they can write bullet points under each heading on the template to form a simple outline. Encourage them to consider the following:

- The title of the podcast
- The podcast intros and outros
- What type of music and sounds they would include
- Where would they include music / sounds
- The tone (serious, casual, light-hearted, funny, etc.)
- How long they will spend on each discussion point
-

This will help them to form a first draft of the podcast outline.

Step 4: Ask participants to review their first draft. They should read over it, checking that the order makes sense and flows. If they want, they can re-write the outline on a fresh template, refine it, and add further details.

Step 5: After 20-25 minutes participants should exchange their outlines with the person sitting next to them (even if the outline is incomplete). Instruct the participants on how to critique each other's work. Allow 5-10 minutes for this.

Step 6: Participants should then return the critiqued outline and spend a further 5 minutes discussing the feedback together.

Reflection and Debriefing:

The facilitator should summarise the key parts of podcast planning and writing outlines. Participants should have the opportunity to ask any questions they have at the end of the activity.

04. Writing a Podcast Outline

QUICK TIPS

Tips for the facilitator

Tips for writing a podcast outline:

- The podcast introduction should excite listeners and 'hook' them in.
- Participants should introduce themselves, the podcast, and the topic they are going to be speaking about. The listener should know what to expect from the introduction.
- Participants should include notes of where transitions / sounds will go. It is important that these are included to break up the content.
- Discussion points should have a beginning, middle and conclusion. Depending on the topic, they can sometimes be structured like a story, e.g., set-up, rising action, climax, falling action, resolution. Participants should make the topic accessible and relatable to listeners and then also provide the listener with new information, by telling them something they did not know before.
- Participants should back up what they are saying and make some reference to their sources.
- The outro should summarise the discussion points and encourage the audience to listen to the next episode.

Peer critique

Participants should offer their partner 2 pieces of positive feedback and 2 pieces of constructive criticism with suggestions.

Participants should ask themselves the following when reading their partner's podcast outline:

- Does the introduction include everything it should (podcast title, introduction of host, summary of discussion points, etc.)?
- Is there a hook in the introduction that will get the listener's attention?
- Are the discussion points well-thought-out?
- Is there missing information, or anything you want to know that is not included?
- Are the discussion points structured in some way?
- Is the outline clear? Does the content order make sense?
- Are there notes on duration and timing?
- Are there notes on transitions, music, and sound?

Sources/bibliography

- **Haley, T. (2022) When students critique each other's work, learning happens.** Available at: <https://hbsp.harvard.edu/inspiring-minds/when-students-critique-each-others-work-learning-happens> (Accessed: 24 January 2024).
- **Son, M. (2023) A step-by-step guide to writing a podcast script + templates to get started.** Available at: <https://www.descript.com/blog/article/podcast-script> (Accessed: 24 January 2024)

05. Special Word Detectives



Group size: min. 4 pax



Duration: 20-30 minutes



Type of tool: Energizer



Equipment, materials & space needed

- Pens
- Paper
- List of unusual words (there is a list of words that can be used or adapted in **ANNEX 19**)



Objectives

- Get the participants talking to each other.
- Practice storytelling skills.
- Practice improvisation skills.
- Practice listening skills.
- Provide an opportunity for participants to get to know each other better.

Detailed Activity Description

Context and Scenario:

This is an energiser activity. It is intended to get participants re-engaged and interested.

Task:

Each participant is given an **unusual word**. They have to tell other participants stories about themselves and include the word in their story. They have to try to make their unusual word fit naturally into the story, without it being noticeable. They also have to carefully listen to everyone else's stories and see if they can figure out what unusual word they have been given.

Guidelines and instructions:

Step 1: Start by clearly explaining the energiser activity.

Step 2: Give all of the participants a piece of paper with a different unusual word written on it. This could alternatively be sent to them via email or a private online message. There is a list of unusual words attached to this document. You can take words from this or use them as an example and come up with your own. Warn participants not to tell anyone what their unusual word is.

01. Group Discussion (Podcasts)



Detailed activity description (cont.)

Step 3: Once everyone has an unusual word, they can go around the room and talk to each other. Participants should share a story about themselves with others. It can be about their hobbies, family, or hometown. During these conversations, they have to discreetly incorporate the unusual word into the story they are telling.

Step 4: The participants should take note of who they talk to and what they think each person's word is. They have 15 minutes to go around the room and talk.

Step 5: When the time is up, participants can share what words they thought everyone had. The facilitator can confirm who got the most correct.

Reflection and Debriefing:

Allow a few minutes at the end of the activity for participants to finish talking and go back to their seats. Participants can ask any questions they have about the upcoming module content.

QUICK TIPS

Tips for the facilitator

- Encourage participants to be creative with their stories.
- They can include other unusual words in their stories for distraction, making it more difficult for others to figure what their actual word is.
- Participants should try to include unusual words in sentences that make sense and relate to their story. Additional unusual words should not just be said randomly.
- The unusual words should be words that participants will recognise.

Sources/bibliography

- **Oxford University Press (2021) Warm-up activities for new classes.** Available at: <https://teachingenglishwithoxford.oup.com/2021/10/07/warm-up-activities-students/> (Accessed: 16 January 2024).

06. Audio Interview



Group size: min. 2 pax



Duration: 30 minutes



Type of tool: Practical Activity



Equipment, materials & space needed

- Paper
- Pens
- Alternatively, devices for digital note taking
- Access to smartphones, tablets, laptops, or computers
- List of interview questions (**ANNEX 20**)



Objectives

- Prepare participants for recording audio interviews.
- Practice and develop participants' interview skills.
- Increase participants' awareness of how to communicate effectively when creating content without visual output.

Detailed Activity Description

Context and Scenario:

This is the first production learning activity. Good interview and communication skills are needed in order to record a podcast that is enjoyable and captivating. Participants will have the opportunity to practice these skills.

Task:

Participants will work in pairs. They will practice interviewing each other while sitting back-to-back so that they cannot see the other person's body language and facial expressions. This should help them remember what the experience of listening to the interview would be like for the listener. Participants will also practice recording the interviews on their smartphones.

Guidelines and instructions:

Step 1: Explain the learning activity and what is expected of participants. Assign participants into pairs. Provide participants with the interview questions.

Step 2: Briefly review interview techniques and tips with the participants.

Step 3: Tell the participants to sit or stand back-to-back to each other so that they cannot see their partner's facial expressions or gestures.

06. Audio Interview



Detailed activity description (cont.)

Step 4: Participants should take turns interviewing each other using the provided interview questions as a guide. The interviewer should pay close attention to the answers they get and can improvise some of the follow-up questions. Remind participants to swap roles every 5-10 minutes.

Step 5: After participants have interviewed each other at least once they should spend a few minutes reflecting and giving each other feedback.

Step 6: After at least one round of practice and feedback, advise participants on how to record an interview on their smartphone or another device. They should record two 5-minute interviews. Participants will have to move into a quiet space to record.

Step 7: Participants should then listen back to their recordings. They should discuss and critique them in pairs.

Reflection and Debriefing:

The facilitator should advise participants on how they can further practice these skills at home and continue to develop them. Allow some time at the end for participants to ask any questions they may have.

QUICK TIPS

Tips for the facilitator

- Work the room by going around to participants as they practice their interview skills. Advise them on interview techniques, things to try and tips to improve the sound quality of their recording.
- Encourage participants to continue practicing these skills at home.

Sources/bibliography

- **Brooke, A. (2024) 85 Best podcast interview questions to ask 2024.** Available at: <https://www.buzzsprout.com/blog/podcast-interview-questions> (Accessed: 23 January 2024).
- **Podcastle Team (2022) 40 Podcast interview questions.** Available at: <https://podcastle.ai/blog/hard-hitting-questions-for-podcast-interviews/> (Accessed: 23 January 2024).

07. Recording Skills



Group size: min. 2 pax



Duration: 30 - 40 minutes



Type of tool: Practical Activity



Equipment, materials & space needed

- Access to smartphones, tablets, laptops, or computers
- Audacity software
- Optionally, microphone & headphones
- Pens
- Paper
- Alternatively, devices for digital note taking



Objectives

- Allow participants to further practice audio recording skills.
- Develop participants' audio recording skills.
- Enable participants to record a solo podcast.
- Use previously created podcast outlines as a guide for recording.

Detailed Activity Description

Context and Scenario:

This is the second and final production learning activity. It will focus on speaking, communication, and recording skills.

Task:

Participants will essentially practice their speaking skills and learn how to talk to the audience. They will work out how they want to deliver their content and hopefully begin to build up their confidence in addressing this skill. They will learn how to adapt, improvise, and narrate. Participants will then take turns to record their podcast outline in a quiet space. They will have to follow practical recording techniques to ensure that the sound quality of their recording is good.

Guidelines and instructions:

Step 1: Explain the learning activity and what is expected of participants.

Step 2: Participants can practice speaking and talking out loud about their topic in pairs. They should try to follow the outline that they have already written as a guide. This is an opportunity for them to take notes and make changes. This should help them to figure out how their podcast will sound in reality compared to what they have written in the outline.

Step 3: Participants should listen and then offer thoughts and feedback. Following this, participants should continue to practice speaking and narrating. This will allow them to build confidence and become more relaxed. As they continue practicing, they will also find that the content flows better and that they are finding their 'voice'.

07. Recording Skills



Detailed activity description (cont.)

Step 4: Engage with the participants by listening to parts of their narration. Offer advice where needed and answer any questions participants have.

Step 5: When participants are happy with their content and outline, they can take a turn to record it in a quiet room. Allow each participant 10-15 minutes to record.

Reflection and Debriefing:

Allow some time at the end for participants to ask any questions they may have.

QUICK TIPS

Tips for the facilitator

- It may be useful to go through some of these tips to help participants with their speaking skills.
- Be aware that some participants may be nervous and find recording the podcast intimidating, similar to how public speaking can be. Remind them that this is an opportunity to build confidence and get more comfortable with this type of task.
- If participants are nervous, you could start the session with a short 3–5 minutes breathing exercise. Try to be encouraging and enthusiastic towards the participants.

Resources:

- Article on speaking and communication skills for podcasting.
- Article with advice on creating the right space for recording a podcast.
- General tips to follow when recording a podcast.

Sources/bibliography

- **Breitman, K. (2024) 20 Podcast recording tips for beginners.** Available at: <https://riverside.fm/blog/podcast-recording-tips> (Accessed: 26 January 2024).
- **Carlow University (2021) Essential practices for anyone who wants to use podcasting as a communication medium.** Available at: <https://blog.carlow.edu/2021/08/16/podcasting-as-a-communication-medium/> (Accessed: 26 January 2024).
- **Castos (2023) Acoustic treatment for podcasting: 7 tips to eliminate reverb.** Available at: <https://castos.com/acoustic-treatment-for-podcasting/> (Accessed: 15 January 2024).
- **Cudmore, R. (2020) Podcast presentation skills, honing your speechcraft.** Available at: <https://www.thepodcasthost.com/presenting-your-podcast/podcast-presentation-skills/> (Accessed: 26 January 2024).



08. Editing Skills



Group size: min. 1 pax



Duration: 30 - 40 minutes



Type of tool: Practical Activity



Equipment, materials & space needed

- Access to smartphones, tablets, laptops, or computers
- Audacity software or an alternative editing software
- Previously recorded and saved audio
- Previously written podcast outline
- Handout with basic editing steps in Audacity (optional) (**ANNEX 21**)
- Pens
- Paper
- Alternatively, devices for digital note taking



Objectives

- Develop participants' audio editing skills.
- Practice audio editing using the software Audacity or another similar software.

Detailed Activity Description

Context and Scenario:

This is the final learning activity. Participants will practice the skills needed for the final stage of podcast production. At this point they should have recorded some audio and have written a podcast outline as part of the previous activities.

Task:

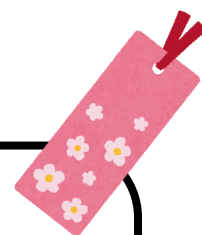
Participants will practice editing their audio. They will review their outline and try to edit what they have recorded to fit this. This will help participants put all their skills together and fully understand the importance of the planning and recording stages. Participants are welcome to experiment during this activity, and it is open to creativity. They can also continue editing their work at home if they wish.

Guidelines and instructions:

Step 1: Explain the learning activity and what is expected of participants. Optionally, provide each participant with the editing handout that they can refer to as they practice.

Step 2: Participants should begin by listening back to their recording and reviewing their podcast outline. They can take a few notes about how they will edit the audio, e.g., parts they may delete, where they might pause or break the audio to include music or a transition, and any other obvious changes or adjustments they want to make.

08. Editing Skills



Detailed activity description (cont.)

Step 3: Remind participants that they can search on websites such as [Bensound](#) and [Pixabay](#) to find royalty-free music and sounds. They can spend some time searching for music and sounds they wish to include.

Step 4: On the whiteboard show participants how to download and open Audacity (see this [guide](#)). If participants wish to use another software that they are familiar with, they can. If they are working on a smartphone, they can download and use the Spotify for Podcasters mobile app. This does not have the same editing capabilities as Audacity, but they can still try it out.

Step 5: Demonstrate to participants the basic steps of editing a sample of audio using Audacity (review this [YouTube Series](#) for guidance). You can download 1-2 sounds from [Pixabay](#) for the demonstration or make your own short recording. Alternatively, you can play some of the videos from the tutorial series for participants to watch.

Basic Audacity features to show participants:

- Explain how to import and export audio.
- Point out the record, play, pause, stop, and toggle buttons. Show participants the different tools e.g., the select and zoom tools.
- Explain how to record audio.
- Demonstrate how to use the clip handle to move audio.
- Show participants the edit tab. Show them how to select and highlight audio which they can then copy, delete, duplicate, etc.
- Explain how to add a new audio track.
- Demonstrate how to replace audio and change the audio order.
- Show participants how to use the envelope tool to control the volume and create fades and transitions.
- Briefly explain the effects that can be applied (effect tab).
- In more detail, describe reverb, equalisation, amplify, and compression effects (effect tab). These can be used to improve audio quality.
- If time allows, briefly describe how participants can adjust the speed, tempo, and the pitch (effect tab).
- Show participants how to reduce background noise by creating a noise profile and using the noise reduction tool.

Step 6: Leave the basic editing steps visible on the whiteboard for participants to follow. Tell participants to raise their hands if they have a question or want individual attention to guide them. Allocate 20-30 minutes for participants to practice these basic editing steps.

08. Editing Skills



Detailed activity description (cont.)

Reflection and Debriefing:

Ask participants if they have any questions at the end of the lesson. Encourage participants to continue practicing editing skills at home. Advise participants on useful resources they can look up at home, such as YouTube videos and tutorials.

QUICK TIPS

Tips for the facilitator

- If participants have earphones or headphones, encourage them to use them while listening back to their audio so that the sound does not distract others in the room.
- Familiarise yourself with Audacity ahead of this activity. You can download audio from [Pixabay](#) such as this [sample](#), that includes people talking. Alternatively, it may work better if you make a short recording of yourself speaking to use for the editing demonstration.

Resources for participants:

- [YouTube tutorial series](#) on how to use Audacity for beginners.
- A longer YouTube Audacity [tutorial](#).
- [Tutorials](#) on the Audacity website (written instructions with images).



Sources/bibliography

- **Audacity (2023) Tutorials for Audacity.** Available at: https://manual.audacityteam.org/man/tutorials_for_audacity.html (Accessed: 23 January 2024).
- **TJFREE (2018) Audacity tutorials.** Available at: https://www.youtube.com/watch?v=IXoGmyzNZOY&list=PLqazFFzUAPc7XJjOch4iPDoleFHA_eyKh (Accessed: 23 January 2024).

09. Circle, Square, Triangle



Group size: min. 1 pax



Duration: 15 minutes



**Type of tool:
Reflection Activity**



Equipment, materials & space needed

- Pens
- Paper
- Alternatively, devices for digital note taking
- Reflection handout (**ANNEX 22**)



Objectives

- Allow participants to reflect on the module.
- Enable participants to evaluate what they have learned.

Detailed Activity Description

Context and Scenario:

This activity should follow the learning content and activities. It is a good way to end the module and allows participants to consider what skills they have gained and what they would like to learn more about. It is also an opportunity for participants to recognise any areas and skills they are less confident in. They can ask questions and go over anything they feel uncertain about.

Task:

Participants will consider their learning experience and reflect on it using the handout. The handout has examples of 3 different shapes to help understand the task or problem. In each shape, participants will write their feedback (see below):

- Circle: Is there anything you feel unsure about? What do you still not understand?
- Square: What's squared away? What do you understand, and what are you having difficulty with ?
- Triangle: What are the 3 things that you have learnt that you would use again?

The questions for each shape are adapted from Pearson (2022).

Guidelines and instructions

Step 1: Explain the learning activity and what is expected of participants. Provide participants with handouts. (**ANNEX 22**)

09. Circle, Square, Triangle



Detailed activity description (cont.)

Step 2: Participants reflect on what skills they feel confident in and what they feel that they really know and understand. They decide what their main takeaways are from the module and what they will use again. They should review what they still do not understand and what they would like to know. The handout will help to prompt the participants to reflect. Allow participants to work on this for 10 minutes.

Step 3: Give participants the chance to share feedback and ask questions for the last 5-10 minutes. Optionally, use Mentimeter so that participants can ask questions anonymously.

Reflection and Debriefing:

Thank participants for completing the module and taking part. Explain to them how they can access the self-directed learning materials and other resources.

QUICK TIPS

Tips for the facilitator

- You can use Mentimeter for participants to ask questions and provide feedback anonymously.



Sources/bibliography

- **Pearson, A. (2022) Circle, square, triangle.** Available at: <https://www.sessionlab.com/library/debrief> (Accessed: 23 January 2024).

Self-Directed Learning activities

Introductory video

Before delving into the self-directed learning activities, click on the image below to watch a short video:



A Little Bit of Theory

Introduction to podcasting:

The term '**podcast**' is a combination of the words iPod and broadcasting. Podcasts are audio files shared on online platforms. They can be accessed on websites or on applications such as Spotify and Apple Music. Audiences can stream or download them on a listening device e.g., a mobile phone. Podcasts are for entertainment, storytelling, learning and more!

A **podcaster** is a person who creates podcasts. They usually produce multiple episodes that form a podcast series. Episodes are released in the timeframe chosen by the podcaster; this could be weekly or monthly.

Podcasting is a very diverse medium with a range of genres. Examples include comedy, true crime, pop culture, and sports. Episode structure and style is flexible depending on the choice of topic and target audience. Podcasts should have some form of introduction, middle and end. The introduction should present the topic being discussed in the episode and capture the attention of the audience. The middle is the main part of the podcast where an interview happens, or different topics are discussed. The end should contain final conclusions and give the audience an idea of what to expect in the next episode. The audience should be encouraged to subscribe to the podcast and leave a review with feedback. Typically, the length of a podcast ranges from thirty minutes to one hour. A short-form podcast presents the listener with bite-sized information in less than fifteen minutes (Santo, 2023).

Brief overview of podcasting techniques:

Podcasts are created in the following stages: planning, recording, editing and publishing.

Planning: This stage involves writing an outline for the podcast to help guide the speaker. This can be a full script or a rough plan with bullet points. Templates can be utilised, and several drafts can be made first. The outline can include indicators of how much time should be spent speaking on each point. If the podcast is an interview, relevant questions should be prepared to ask the guest.

Recording: This stage does not have to involve expensive equipment; there are simple steps that can be taken to ensure good audio quality. The room where the recording takes place should be quiet with as little echo as possible. A small room with soft furnishings will work better than an open space with hard surfaces. An easy way to improve the sound in a room is to cover the furniture with blankets (Castos, 2023; McLean, 2022). A podcast can be recorded on a phone, laptop or computer. If available a microphone and headphones can be used. When recording, it is best not to move the microphone or recording device and to maintain the same distance from the microphone when speaking (Passive Makers, 2023). It is a good idea to do a test recording to check the sound quality and that everything is working.

Editing: During this stage the recorded audio is reviewed and organised. Long pauses, unnecessary words and mistakes can be deleted. However, the audio should still sound natural, and it should not be obvious to a listener that it has been altered (Robles, 2023). An intro and outro should be added to open and end the podcast professionally. Music and sound effects can be used to create smooth transitions where needed (Robles, 2023). Websites such as Bensound (<https://www.bensound.com/>) and Pixabay (<https://pixabay.com/sound-effects/>) have search features to find royalty free music and sounds. Audio tracks should be organised into an appropriate order. The mixing process is used to improve the sound quality (Robles, 2023). Common mixing techniques are defined below.

- **Equalisation (EQ):** Is the adjustment of frequencies in the audio. This will enhance the clarity of the speaker's voice and reduce unwanted noises (LinkedIn, 2023; Robles, 2023).
- **Compression:** This is known as levelling out the audio. The range of volume is controlled e.g., if two people are speaking at different volumes on the podcast or one person laughs suddenly the volume is balanced. This prevents a sudden change in volume for the listener (Robles, 2023).

Following the mixing process, the podcast should be listened to from the beginning to the end and reviewed. Any further adjustments needed should be made.

Software for recording and editing podcasts:

- **Audacity** (<https://www.audacityteam.org/>) is free software that can be used with any operating system (it cannot be used on a phone). It can be used to both record and edit audio.
- **GarageBand** (<https://www.apple.com/mac/garageband/>) is a similar software to Audacity but is only available on Macs.
- **Spotify for Podcasters** (<https://podcasters.spotify.com/>) (formerly known as Anchor) is a free podcasting platform that works on all devices and with all operating systems. It can be used to record, edit and publish audio. Its interface is more intuitive than Audacity, but the editing tools are more limited. It can be used collaboratively; multiple people can record a podcast together.

Software for publishing the podcast:

Once the podcast is complete it can be published to a listening platform where audiences can access it. Popular platforms include Spotify and Apple Music.

- Spotify: It is free to join Spotify for Podcasters and upload episodes.
- Apple Music: requires a subscription (annual fee).
- YouTube: Podcasts can also be uploaded to YouTube by converting the file to video format.

It is important to consider the accessibility of a podcast. If possible, a link to the transcript of the audio should be included in the show notes along with a description of the podcast content.

Opportunities and limitations of audio interviewing and podcasting:

Opportunities: One benefit of podcasts is that they are accessible to create and enjoy. Audiences can listen to podcasts whenever they choose, and depending on the platform, they can often be listened to for free. Podcasts are a great tool for education and an easy way to share knowledge. They allow us to listen to different stories and experiences, giving people the chance to gain new perspectives. They can be used as tools for positive change. Podcasts and podcast interviews are long enough to thoroughly discuss important topics (like social and political issues) and present solutions to listeners. This is different to other media, where information is often delivered in a more fast-paced way. Podcasters can carry out remote interviews with people across the globe, which allows for diverse collaboration and an opportunity for building intercultural and interfaith dialogues. Podcasters also have the freedom to discuss any topic they choose and interview whoever they want.

Limitations: There are some limitations to podcasts. Firstly, not everyone listens to them. It can take time to build an audience; it can require branding and marketing on social media to get the podcast known. There is also the potential for people to create harmful podcasts and publish false information.

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McLean, M. (2022) How to create a silent home podcast studio that sounds great.

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Santo, A. (2023) 8 Types of podcasts: the complete guide to audio content marketing (infographic). Available at: <https://www.brafton.com/blog/video-marketing/types-of-podcasts/> (Accessed: 15 January 2024).

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Case Study

Someone Like Me

Introduction

This case study offers learners the chance to listen to a professionally produced podcast with examples of the theories and skills taught as part of the module. 'Someone Like Me' is a limited podcast series by RTE consisting of eight episodes. Its target audience is children between the ages of eight and twelve. The episodes are all under twenty-five minutes long.

Each episode features a child interviewing an adult who has had similar life experiences to them. For example, Kylie Ampofo who is twelve years old and living in Direct Provision interviews Tab Ruigi who also lived in Direct Provision when she first moved to Ireland as a child. The series showcases how audio content has the potential to foster interfaith and intercultural dialogue. These episodes are not specifically about faith and culture, but they still highlight how podcasting can be used to discuss different types of diversity e.g., neurodiversity. This series conveys how storytelling can be employed to create compelling and engaging audio content.

The podcast format, structure and style can be considered by learners as an example of how to construct their own podcast. The episodes are a real-world example of how podcasting skills can be effectively utilised. They contain examples of good interview techniques and communication skills.

Description

The objective of this podcast series is to share, validate and celebrate different experiences. This is with a view to preventing children from feeling isolated and alone because of experiences that may be different to those of their peers. By empowering the children speaking on the podcast and those listening who identify with their stories, this can have a huge impact and can help to broaden listener's perspectives, awareness and understanding. The episodes are titled as follows: Down Syndrome, Traveler Life, Young Carers, Direct Provision, Crohn's Disease, Dyslexia, Developmental Language Disorder, and Autism.

Case Study

The episodes can be accessed through the following link:
<https://www.rte.ie/radio/podcasts/series/36111-someone-like-me/>

They can be played on the RTE website, on Apple Podcasts or Spotify.

RTE has two short articles about the podcast series which may further inform learners about the content of the interviews:

<https://www.rte.ie/kids/2022/0221/1282059-someone-like-me-dyslexia/>

<https://www.rte.ie/kids/2022/0314/1286265-someone-like-me-zoe/>

Tasks

Take time to explore this case study. Listen to the trailer for the podcast series and read the episode descriptions. Select one of the episodes that interests you to listen to first. Complete the tasks below **before listening, while listening and after listening**. You will need 2-3 sheets of paper to complete the tasks. Note that you can repeat this process for each of the episodes if you decide to listen to more!

Before Listening:

Answer the following 3 questions:

1. What do you expect this episode to be like?
2. What do you think the tone of the podcast will be like (relaxed/ serious)?
3. What kind of questions do you think the interviewer (the child) will ask?

Activity while listening:

As you listen to the episode write down words that stand out to you and/ or some thoughts you have. If you prefer not to write, you can make quick doodles/ drawings instead. If you decide to draw, you can develop these drawings more after you finish the episode.

After Listening:

After listening to the podcast, try your best to answer the questions below. If you are unsure of anything, feel free to replay the episode or parts of it as needed. You can refer to the words you wrote or your drawings when answering the questions.

Case Study

- 1.What parts of the story captured your attention the most?
- 2.Did you notice any sounds or the use of music in the episode?
- 3.How did the episode make you feel?
- 4.Did you like it (why / why not)?
- 5.What have you learnt that you did not know before?
- 6.Are there any other questions you would have asked the guest (the adult)?
- 7.Do you think that spoken stories can be more powerful than stories shown on TV or film (Give 3 points why / why not)?
- 8.What interviewing techniques did you notice?
- 9.How was the podcast structured?
- 10.Were the speakers good communicators?
- 11.What made their communication good / bad?
- 12.What will you take from this podcast that may help you when creating your own?

Optional Exercise:

If you wish to find out more about storytelling and see how discussions between people of similar and different backgrounds can be explored through interviews, then the series 'This is "Them"' by GORM Media may be a good resource. This is a series on YouTube and can be accessed through the following link: https://www.youtube.com/playlist?list=PLUcIZ0j1AbPcNHMMS1_e274MRPs_D0wjf

Although this is a series of video interviews you can simply listen to them without looking at the video. You can also compare what it is like to listen to the content with and without the visual input of the video. Reflect on the difference the video makes in comparison to listening to a podcast. This resource should further inform your understanding of creating audio interviews involving interfaith and intercultural dialogue.

Activities for Self-Directed Learning

Activity 01: Project-Based Learning: A Podcast about Culture

Skills: Preparing and planning content; Writing an outline; Conducting an interview; Recording audio; Editing audio; Publishing a podcast; Receiving feedback; Practicing intercultural communication skills.

Level of Challenge: Intermediate.

Introduction: Podcasts are a creative way of telling and sharing stories. Audio interviews are a chance to learn about someone else's cultural experiences. A good interviewer will ask the right questions and prompt the guest to share stories in a comfortable and relaxed way. These conversations can provide the interviewer, guest, and audience with new perspectives. A podcast can be a learning opportunity and inspire further interest. Having the skills to record, edit and publish podcasts successfully allows for this type of content to be created and shared.

Project Description: You must create a short podcast interview that is fifteen to twenty minutes in length. The topic of the podcast is culture. You should conduct an interview with someone about their culture. You should find out what they think about culture and its importance to them. You should generally try to learn more about their culture and different experiences through conversation. The topic is intentionally broad and gives you the scope to explore culture through podcasting and interviewing techniques quite freely.

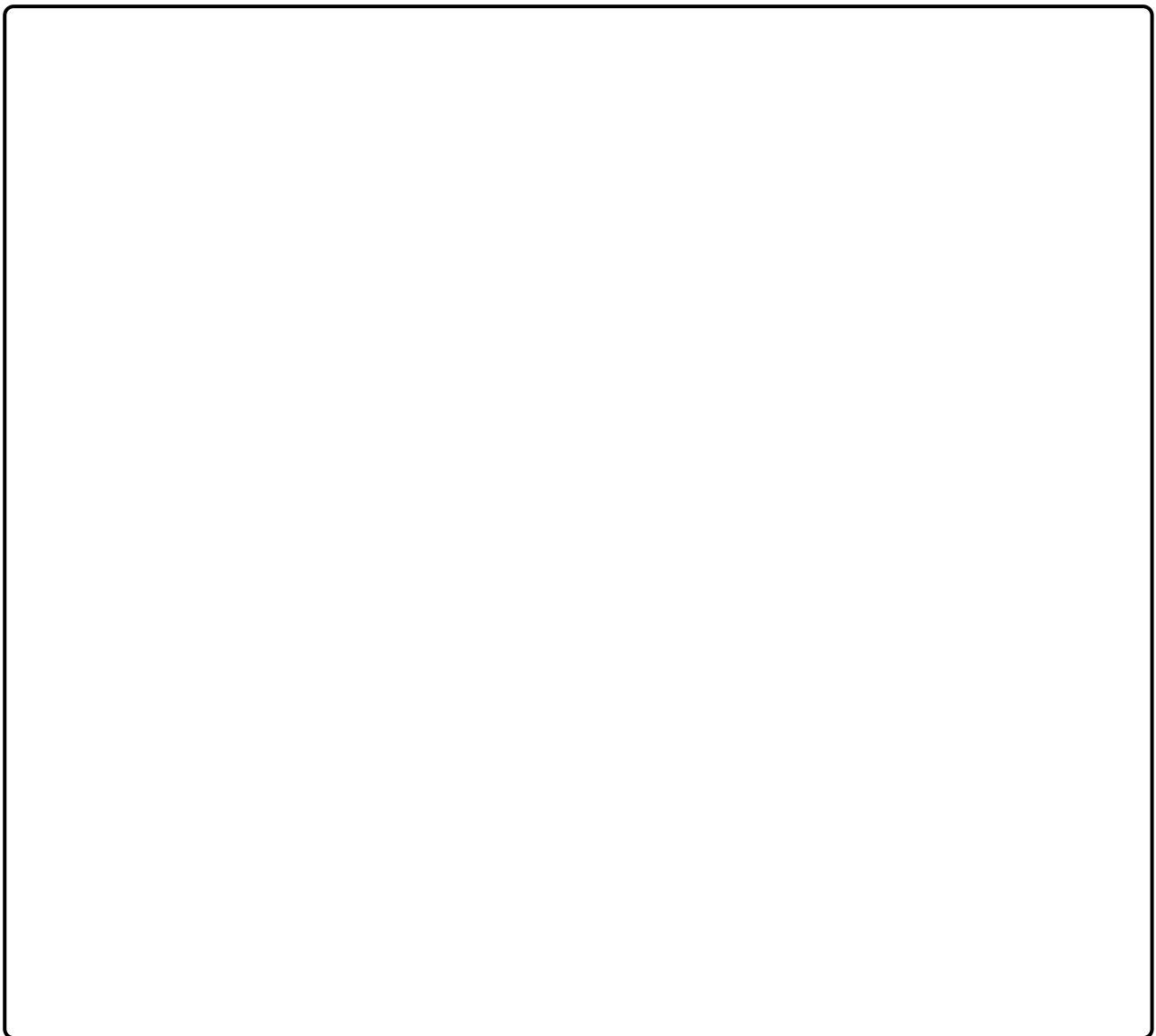
Structure: You can use the sections below to guide you through the process of making your podcast. The sections are as follows: planning, recording, editing, publishing, and feedback. Following completion of each section you should reflect on what went well, on what did not go so well, and on what you have learnt from the activity. You can use the reflection form adapted from Gibbs' Reflective Cycle (Gibbs, 2013) to assist you.

Planning

Brainstorm: A great first step in planning your podcast is to brainstorm ideas about the topic. These ideas will later direct your background research. Start by writing down every word that comes into your mind when you think about culture. You can use a mind-map to do this. You may want to include relevant terms and concepts you have learnt in module two on intercultural and interfaith dialogue. Start to think about how you might apply some of these to a podcast; make a list of the possibilities.

During this stage, do not limit your ideas, explore and write down everything that comes to mind. Once you get all your ideas out, revisit the list with a more practical view. Think about logistics and how you could bring one of these ideas to life. Consider aspects such as your local community, who you know and what resources are available to you. You can keep your mind-map and ideas list for future projects!

Culture Mind Map

A large, empty rectangular box with a thin black border, intended for creating a mind map. The box is centered on the page and occupies most of the lower half of the page.

Ideas' List

1.

2.

3.

4.

5.

6.

7.

8.

Logistics: You can use the prompts below to plan out the logistics of your project. You need to decide who you will interview, and when and where you will interview them. It is a good idea to make a to-do list e.g., who you need to contact and a list of things you may need for the interview.

Who?

Where?

When?

To Do:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Podcast Outline:

You should create an outline for your podcast. A good starting point is to consider what content you want to cover in the beginning, middle and end of the podcast.

Podcast Title: _____ **Duration:** _____

Episode Title: _____

Intro:

Discussion Point 1:

Discussion Point 2:

Outro:

Notes:

Interview Questions:

Make a list of suitable questions to ask at the interview. You should do some research about the person you are interviewing and the topics you are going to be discussing beforehand.

Questions:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Recording

Once you have completed all the necessary preparations you are ready to record your podcast! This is when your communication and technical skills will be practiced. Remember to take your time and check that everything is working. Make sure the person you are interviewing knows the format of the interview and is comfortable before beginning. In terms of equipment, you can simply use a smartphone or laptop to record. If you do have access to equipment such as a microphone or headphones, these may help to improve the sound quality. Good luck!

Editing

Now that you have recorded your content it is time to edit it. Listen back to the recording and review your podcast outline. You can import the audio to editing software such as Audacity. This software can be used to delete parts of the audio, add additional audio or music and to improve the overall sound quality.

Publishing & Feedback

It is optional, if you want to publish your final podcast to a listening platform or not. Make sure you ask anyone speaking or being interviewed on the podcast for their permission before sharing the audio file on a public platform. If you do not wish to publish the podcast, it is still a good idea to share it with at least one other person and to ask for their feedback. The feedback form below can be completed by anyone who listens to the podcast. Additional questions can be added to this if there is anything more specific you would like feedback on.

Feedback Form

What would you rate this podcast out of 5?

Did you enjoy this podcast (why / why not)?

What part of the podcast did you find the most interesting?

Is there anything that you think would have improved the podcast?

What would you rate the sound quality out of 5?

How was the overall flow of the podcast, were there any parts that sounded overly edited?

Would you listen to another episode if this was a podcast series (why / why not)?

Do you have any further recommendations?

Reflection

Please answer the following questions after completing each stage of the project (planning, recording, editing, publishing and feedback). This form is adapted from Gibbs' Reflective Cycle (Gibbs, 2013).

Reflection Form

Description (What was the activity, what did you do?)

Feelings (What were you thinking and feeling?)

Evaluation (What was good and bad about the experience?)

Analysis (Can you figure out the reasons behind what went well and what went bad?)

What sense can you make of the situation?)

Conclusion (What else could you have done? What have you learnt?)

Action Plan (If a similar situation arose again what would you do?)

Congratulations! You have now completed this project-based learning activity.

References

Gibbs, G. (2013) Learning by doing. Oxford: Oxford Brookes University. Available at: <https://thoughtsmostlyaboutlearning.files.wordpress.com/2015/12/learning-by-doing-graham-gibbs.pdf> (Accessed: 15 January 2024).

Additional Learning Resources

Title	Active Listening: Using Times Videos, Podcasts and Articles to Practice a Key Skill
Brief Description of the Content	New York Times article about active listening skills. This article includes activities for improving these skills. Active listening is an important skill to have for working with others and carrying out interviews.
Link	https://www.nytimes.com/2018/03/15/learning/lesson-plans/active-listening-using-times-videos-podcasts-and-articles-to-practice-a-key-skill.html

Title	Tutorials for Audacity
Brief Description of the Content	A guide by Audacity on how to use the software. These are written tutorials with corresponding images that indicate the steps and tools.
Link	https://manual.audacityteam.org/man/tutorials_for_audacity.html

Title	Tools for Podcasting
Brief Description of the Content	An article with resources for everything Podcast related (Audience, Content, Equipment and Technical guides on recording and editing).
Link	https://edspace.american.edu/toolsforpodcasting/

Additional Learning Resources

Title	Audacity Tutorials
Brief Description of the Content	Short YouTube tutorials on how to use Audacity software for recording and editing podcasts.
Link	https://www.youtube.com/watch?v=IXoGmyzNZOY&list=PLqazFFzUAPc7XJjOCH4iPDoleFHA_eYKh

Title	Center for Intercultural Dialogue: Podcasts
Brief Description of the Content	A list of podcasts with intercultural dialogue.
Link	https://centerforinterculturaldialogue.org/category/podcasts/

ANNEXES



ANNEX 01:

Presentation of Module 01

You can view and download the full pptx presentation, by clicking on the image below:



ANNEX 2



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenarios for the activity: Will you be able to be an honest journalist?

⇒ Scenario 1: The Talent Contest

Background: Your school is hosting a highly anticipated talent contest. A controversial incident occurs during the event: one of the judges is accused of favouritism towards a participant, who is also his uncle.

Group Task: As citizen journalists, you must cover this event. Your goal is to report what happened fairly and ethically.

Ethical questions to consider and to which each group should attempt to answer:

Fact checking: How will you verify allegations of favouritism?

Impartiality: How do you ensure a balanced report, without taking sides?

Privacy: How will you treat the people involved, especially the judge and the student, with respect?

Accountability: If mistakes are made in your reporting, how do you plan to rectify them?

⇒ Scenario 2: Environmental Problem at the Local Park

Background: Local residents have reported increased garbage and possible pollution in the city park. The charges are against a recently established local business.

Group Task: As citizen journalists, your mission is to investigate this situation and share your findings with the community.

Ethical issues to consider and to which each group should attempt to answer:

Search for the truth: How will you collect evidence about the situation at the park?

Balance of voices: How will you fairly represent the views of business, residents and local authorities?

Community Impact: How can your reporting influence public opinion and future actions?

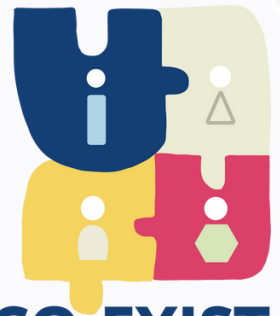
Separation of opinions and facts: How do you ensure that your reporting remains factual and not influenced by your personal opinions?

These scenarios are designed to encourage learners to reflect on and discuss ethical challenges in citizen journalism, while developing their communication and critical analysis skills.



ANNEX 2

Possible Answers



Project no.: 2022-2-IE01-KA220-YOU-000099163

Possible Answers for Scenario 1: The Talent Contest

Fact check:

- Interview different witnesses to the incident, including other participants and bystanders.
- Ask for official feedback from the contest organisation and the judge involved.

Impartiality:

- Present the facts as they are, without adding personal opinions.
- Include the perspectives of all parties involved, including that of the judge and the participant in question.

Privacy:

- Avoid disclosing sensitive personal information about the individuals involved. Treat the subject sensitively, avoiding sensationalism.

Responsibility:

- Issue a correction or update if new information contradicts the original story.
- Be transparent about the sources of information and the methods used.

Possible Answers for Scenario 2: Environmental Problem at the Local Park

Seeking the truth:

- Collect evidence by taking photos or videos of the garbage and alleged pollution.
- Consult environmental experts or local authorities for professional advice.

Balance of Voices:

- Interview company representatives, affected residents, and city officials.
- Present different perspectives equally without favouring one side.

Community Impact:

- Reflect on the effect the story can have on the community, such as prompting clean-up actions or policy changes.
- Raise awareness of the importance of protecting the environment.

Separation of Opinions and Facts:

- Distinctly identify what is a reported fact and what is an opinion or speculation.
- Strive to remain neutral and objective in the presentation of information.

These responses are examples of how learners might navigate complex situations by applying ethical principles in their citizen journalism.



ANNEX 03

CULTURAL BINGO



Project no.: 2022-2-IE01-KA220-YOU-000099163

Can speak more than three languages.	Has visited a religious site not of their own faith.	Enjoys cooking dishes from different cultures.	Knows a story or myth from another culture.
Has attended a wedding in a different cultural or religious tradition.	Can tell a story about an experience with cultural misunderstanding.	Knows a dance form from another culture.	Has eaten traditional food from a culture other than their own during a festival.
Knows a ritual from another culture related to birth, marriage, or death.	Has read a piece of classic literature from another culture.	Has friends from different countries/cultures/religions	Knows how to play a traditional game from another culture.
Has visited two or more continents	Can sing a song in a language they do not speak.	Enjoys music from a different culture.	Can explain a cultural tradition from a country they've never visited.

ANNEX 04:

Presentation of Module 02

You can view and download the full pptx presentation, by clicking on the image below:



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ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 1: Interfaith Collaboration

Context: A small town with diverse religious communities has experienced tensions due to misunderstandings and lack of interaction among different faith groups. In an effort to promote unity, the town council proposes a joint community service project.

Person A: You are a Christian community leader who believes in the power of service to bring people together. You are enthusiastic about the proposed project and see it as a way to build bridges between different religious communities.

Person B: You are a Muslim community leader concerned about how your congregation might perceive collaboration with other religious groups, especially in the context of service, which holds specific religious significance.

Objective: Find a common ground and address concerns respectfully.

Key Issues:

- The importance of interfaith collaboration in reducing community tensions.
- Religious sensitivities regarding service and charity, which may have different meanings and implications in different faiths.

Skills to Use:

- **Active Listening:** Understand the specific concerns of the Muslim community leader without interrupting.
- **Empathy:** Validate their concerns about how the project might be perceived.
- **Respectful Questioning:** Explore the nature of these concerns and what might be done to alleviate them.
- **Constructive Feedback:** Offer suggestions that might make the project more inclusive and respectful of all religious practices.

Potential Challenges:

- Misunderstanding the depth of religious significance attached to service by different communities.
- Difficulty in finding compromises that are acceptable to all parties involved.

Expected Outcome:

- A mutual agreement on how to proceed with the community service project, respecting the religious beliefs and practices of all involved communities.

Reflection Questions

- How did it feel to use the communication skills in a simulated setting?
- What strategies were most effective in resolving conflicts or misunderstandings?
- What challenges did you encounter, and how did you address them?
- How can you apply these skills in real-life interfaith interactions?
- What did you learn about the other person's perspective that you didn't know before?
- How did this exercise change your approach to interfaith dialogue?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 2: Religious Observance at Work

Context: A multicultural company prides itself on inclusivity but struggles with implementing policies that accommodate all religious practices. Recently, a Hindu employee has requested time off to celebrate Diwali, a major Hindu festival.

Person A: You are a Hindu employee who values your cultural traditions deeply. Diwali is an important time for you and your family, and you wish to observe it fully.

Person B: You are the manager, concerned about setting a precedent that might lead to numerous requests for time off during critical business periods. You want to balance inclusivity with business needs.

Objective: Discuss the importance of the festival and negotiate a solution.

Key Issues:

- The significance of Diwali in the Hindu faith and the need for time off to observe it.
- Balancing religious accommodations with business operations and precedent-setting.

Skills to Use:

- **Active Listening:** Fully understand the employee's need for time off and the significance of Diwali.
- **Empathy:** Recognise the importance of the festival to the employee's cultural and religious identity.
- **Respectful Questioning:** Ask about the specifics of the request, such as the duration and flexibility of the time off needed.
- **Constructive Feedback:** Discuss possible solutions, such as flexible working hours, using vacation days, or compensatory time off.

Potential Challenges:

- Manager's lack of familiarity with the religious practice and its significance.
- Ensuring fair treatment of all employees while maintaining operational efficiency.

Expected Outcome:

A negotiated agreement that respects the employee's religious needs while maintaining workplace productivity and fairness.

Reflection Questions

- How did it feel to use the communication skills in a simulated setting?
- What strategies were most effective in resolving conflicts or misunderstandings?
- What challenges did you encounter, and how did you address them?
- How can you apply these skills in real-life interfaith interactions?
- What did you learn about the other person's perspective that you didn't know before?
- How did this exercise change your approach to interfaith dialogue?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 3: Misunderstanding in a Public Space

Context: In a public park, a Buddhist individual regularly practices meditation. A passerby, unfamiliar with this practice, feels uncomfortable and approaches the individual to express their concern.

Person A: You are a Buddhist individual who finds peace and solace in daily meditation at the park. This practice is a crucial part of your spiritual routine.

Person B: You are a passerby who notices the meditation and, due to lack of knowledge, feels uneasy about what is happening. You decide to approach the individual to express your concerns.

Objective: Educate the passerby about the meditation practice and address their concerns.

Key Issues:

- Lack of knowledge about different religious practices leading to discomfort and misunderstanding.
- The need for public education and awareness about diverse spiritual practices.

Skills to Use:

- **Active Listening:** Hear the passerby's concerns fully before responding.
- **Empathy:** Understand the passerby's perspective and possible fears or misconceptions.
- **Respectful Questioning:** Ask what specifically concerns them about the meditation practice.
- **Constructive Feedback:** Calmly explain the practice of meditation, its benefits, and its harmless nature.

Potential Challenges:

- Passerby's potential strong preconceived notions or fears.
- Difficulty in conveying the harmless nature of the practice without dismissing the passerby's feelings.

Expected Outcome:

The passerby gains an understanding of the meditation practice, reducing their discomfort and promoting tolerance.

Reflection Questions

- How did it feel to use the communication skills in a simulated setting?
- What strategies were most effective in resolving conflicts or misunderstandings?
- What challenges did you encounter, and how did you address them?
- How can you apply these skills in real-life interfaith interactions?
- What did you learn about the other person's perspective that you didn't know before?
- How did this exercise change your approach to interfaith dialogue?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 4: Interfaith School Event

Context: A local school is organising an interfaith event to celebrate diversity and promote understanding among students of different religious backgrounds. A Jewish parent expresses concern about their child participating in activities related to other religions.

Person A: You are a Jewish parent worried that participating in the event might confuse your child about their own religious beliefs.

Person B: You are the school principal who believes the event is crucial for fostering a spirit of inclusivity and understanding among students.

Objective: Address the parent's concerns while highlighting the benefits of the event.

Key Issues:

- Balancing the promotion of diversity and inclusivity with respect for individual religious beliefs and parental concerns.
- Educating parents about the educational value of interfaith events.

Skills to Use:

- **Active Listening:** Understand the parent's specific concerns and fears regarding the event.
- **Empathy:** Acknowledge the parent's desire to protect their child's religious upbringing.
- **Respectful Questioning:** Ask the parent about any particular activities that they find problematic.
- **Constructive Feedback:** Explain the purpose of the event and how it can benefit all students, offering opt-out options for specific activities if necessary.

Potential Challenges:

- Parent's strong objections to certain activities.
- Finding a balance between promoting diversity and respecting individual beliefs.

Expected Outcome:

A compromise that allows the event to proceed while respecting the parent's concerns, possibly through opt-out options for specific activities.

Reflection Questions

- How did it feel to use the communication skills in a simulated setting?
- What strategies were most effective in resolving conflicts or misunderstandings?
- What challenges did you encounter, and how did you address them?
- How can you apply these skills in real-life interfaith interactions?
- What did you learn about the other person's perspective that you didn't know before?
- How did this exercise change your approach to interfaith dialogue?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 5: Dietary Restrictions at a Community Event

Context: A community event organiser is planning a meal that includes pork, unaware that it may conflict with the dietary restrictions of some attendees. A Muslim attendee brings this issue to the organiser's attention.

Person A: You are a Muslim attendee who adheres to dietary laws that prohibit the consumption of pork.

Person B: You are the event organiser, responsible for ensuring that all attendees feel welcome and included.

Objective: Find a solution that accommodates dietary restrictions without causing division.

Key Issues:

- Understanding and respecting religious dietary laws.
- Ensuring inclusivity and respect in community events.

Skills to Use:

Active Listening: Listen carefully to the attendee's dietary concerns and restrictions.

Empathy: Understand the importance of dietary laws to the attendee's faith.

Respectful Questioning: Ask about acceptable dietary alternatives and preferences.

Constructive Feedback: Discuss possible menu adjustments or alternative meal options that can be inclusive of all dietary restrictions.

Potential Challenges:

- Event organiser's unfamiliarity with dietary laws.
- Logistics of providing alternative meals on short notice.

Expected Outcome:

A menu that includes options for attendees with dietary restrictions, ensuring everyone feels included and respected.

Reflection Questions

- How did it feel to use the communication skills in a simulated setting?
- What strategies were most effective in resolving conflicts or misunderstandings?
- What challenges did you encounter, and how did you address them?
- How can you apply these skills in real-life interfaith interactions?
- What did you learn about the other person's perspective that you didn't know before?
- How did this exercise change your approach to interfaith dialogue?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 6: Intercultural Teamwork

Context: An international company is working on a major project that involves team members from different cultural backgrounds. Misunderstandings have arisen due to different communication styles and work ethics.

Person A: You are a team member from a high-context culture where communication relies heavily on implicit messages and nonverbal cues.

Person B: You are a team member from a low-context culture where communication is direct, explicit, and relies on verbal expression.

Objective: Address the misunderstandings and improve teamwork and communication.

Key Issues:

- Differences in communication styles (high-context vs. low-context).
- Different perceptions of time management and deadlines.

Skills to Use:

- **Active Listening:** Understand each other's communication preferences and implicit messages.
- **Empathy:** Appreciate the cultural differences that influence work ethics and communication.
- **Respectful Questioning:** Seek clarification without making assumptions about intentions.
- **Constructive Feedback:** Offer suggestions to bridge communication gaps and improve teamwork.

Potential Challenges:

- Difficulty in adapting to different communication styles.
- Misinterpretation of intentions and messages.

Expected Outcome:

Improved understanding of each other's communication styles and a plan for more effective teamwork.

Reflection Questions

- How did cultural differences influence the dialogue in your scenario?
- What strategies helped you understand and respect different cultural perspectives?
- What challenges did you face in bridging cultural gaps, and how did you address them?
- How can you apply these intercultural dialogue skills in your personal or professional life?
- What did you learn about the importance of cultural sensitivity and adaptation?
- How did this exercise change your approach to intercultural interactions?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 7: Cultural Sensitivity in Healthcare

Context: A multicultural hospital setting where healthcare providers must address the diverse cultural needs of patients. A conflict arises when a healthcare provider unintentionally disrespects a patient's cultural practices.

Person A: You are a healthcare provider who unknowingly violated a cultural practice of a patient during treatment.

Person B: You are a patient or family member upset by the perceived disrespect and concerned about receiving culturally sensitive care.

Objective: Resolve the conflict and ensure culturally sensitive healthcare practices.

Key Issues:

- Understanding and respecting cultural practices in healthcare settings.
- Communicating effectively with patients from different cultural backgrounds.

Skills to Use:

- **Active Listening:** Hear the patient's or family member's concerns and experiences.
- **Empathy:** Recognise the emotional impact of cultural insensitivity.
- **Respectful Questioning:** Ask about cultural practices and preferences to provide better care.
- **Constructive Feedback:** Apologise for the oversight and discuss ways to improve cultural sensitivity in healthcare.

Potential Challenges:

- Lack of knowledge about specific cultural practices.
- Overcoming the patient's or family's distrust after the incident.

Expected Outcome:

A resolution that respects the patient's cultural practices and improves trust in the healthcare provider.

Reflection Questions

- How did cultural differences influence the dialogue in your scenario?
- What strategies helped you understand and respect different cultural perspectives?
- What challenges did you face in bridging cultural gaps, and how did you address them?
- How can you apply these intercultural dialogue skills in your personal or professional life?
- What did you learn about the importance of cultural sensitivity and adaptation?
- How did this exercise change your approach to intercultural interactions?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 8: Cultural Integration in Education

Context: A school with a diverse student population faces challenges in integrating students from different cultural backgrounds. A newly arrived immigrant student struggles to adjust, and their parents are concerned about their child's well-being.

Person A: You are a teacher trying to support the immigrant student's integration into the school community.

Person B: You are the parent of the immigrant student, worried about your child's adaptation and acceptance in the new environment.

Objective: Develop strategies to support the student's integration and address the parents' concerns.

Key Issues:

- Supporting cultural integration and adaptation in educational settings.
- Addressing parental concerns and ensuring student well-being.

Skills to Use:

- **Active Listening:** Understand the specific challenges faced by the student and his/her parents.
- **Empathy:** Acknowledge the difficulties of adapting to a new cultural environment.
- **Respectful Questioning:** Ask about the student's cultural background and preferences.
- **Constructive Feedback:** Suggest practical steps to support the student's integration and enhance their school experience.

Potential Challenges:

- Balancing the needs of the immigrant student with the broader school community.
- Overcoming cultural barriers and fostering an inclusive environment.

Expected Outcome:

A plan that includes specific actions to support the student's integration and address the parents' concerns.

Reflection Questions

- How did cultural differences influence the dialogue in your scenario?
- What strategies helped you understand and respect different cultural perspectives?
- What challenges did you face in bridging cultural gaps, and how did you address them?
- How can you apply these intercultural dialogue skills in your personal or professional life?
- What did you learn about the importance of cultural sensitivity and adaptation?
- How did this exercise change your approach to intercultural interactions?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 9: Workplace Cultural Diversity Training

Context: A company has implemented a cultural diversity training program to promote inclusivity. Some employees are skeptical about its relevance and effectiveness, leading to resistance.

Person A: You are an HR manager responsible for facilitating the cultural diversity training program.

Person B: You are an employee skeptical about the need for cultural diversity training, believing it to be unnecessary or irrelevant.

Objective: Address the skepticism and highlight the importance of cultural diversity training.

Key Issues:

- Overcoming resistance to cultural diversity initiatives.
- Communicating the benefits of cultural diversity training.

Skills to Use:

- **Active Listening:** Understand the reasons behind the employee's skepticism.
- **Empathy:** Recognise the employee's concerns and viewpoints.
- **Respectful Questioning:** Explore the employee's experiences and perceptions of cultural diversity.
- **Constructive Feedback:** Provide evidence and examples of the benefits of cultural diversity training.

Potential Challenges:

- Deep-seated biases and resistance to change.
- Difficulty in demonstrating immediate benefits of the training.

Expected Outcome:

Increased understanding and acceptance of the cultural diversity training program, leading to more inclusive workplace practices.

Reflection Questions

- How did cultural differences influence the dialogue in your scenario?
- What strategies helped you understand and respect different cultural perspectives?
- What challenges did you face in bridging cultural gaps, and how did you address them?
- How can you apply these intercultural dialogue skills in your personal or professional life?
- What did you learn about the importance of cultural sensitivity and adaptation?
- How did this exercise change your approach to intercultural interactions?



ANNEX 5

Scenario Cards for the Interfaith and Intercultural Dialogue Simulation



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario Card 10: Cross-Cultural Marketing Strategy

Context: A marketing team at a global company is developing a campaign to launch a new product in multiple countries. Team members from different cultural backgrounds have conflicting ideas on how to appeal to diverse markets.

Person A: You are a marketing manager from a Western country, advocating for a direct and bold marketing approach.

Person B: You are a marketing manager from an Asian country, suggesting a more subtle and culturally nuanced strategy.

Objective: Develop a cohesive marketing strategy that respects and leverages cultural differences.

Key Issues:

- Adapting marketing strategies to different cultural contexts.
- Balancing diverse perspectives to create a unified approach.

Skills to Use:

- **Active Listening:** Understand the rationale behind each marketing approach.
- **Empathy:** Appreciate the cultural nuances that influence marketing strategies.
- **Respectful Questioning:** Explore the potential impact of each approach on the target audience.
- **Constructive Feedback:** Suggest ways to integrate both approaches to create a culturally sensitive and effective campaign.

Potential Challenges:

- Reconciling conflicting ideas and preferences.
- Ensuring the final strategy respects and appeals to all cultural contexts.

Expected Outcome:

A balanced marketing strategy that effectively targets diverse markets while respecting cultural differences.

Reflection Questions

- How did cultural differences influence the dialogue in your scenario?
- What strategies helped you understand and respect different cultural perspectives?
- What challenges did you face in bridging cultural gaps, and how did you address them?
- How can you apply these intercultural dialogue skills in your personal or professional life?
- What did you learn about the importance of cultural sensitivity and adaptation?
- How did this exercise change your approach to intercultural interactions?



ANNEX 06:

Presentation of Module 03

You can view and download the full pptx presentation, by clicking on the image below:



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ANNEX 7

Scenario Cards the activity “What Makes a Good Interview?”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario 1

Description: This scenario will be an example of poor interview etiquette. The interviewer will constantly interrupt the interviewee when they are answering questions. They will start speaking about themselves instead and ask irrelevant follow-up questions.

Interviewee: You will be asked simple and straight-forward questions such as some of the following:

1. Tell me about yourself?
2. Do you have any hobbies?
3. Do you have any pets?
4. What's your favourite TV show?
5. Tell me about your favourite place?

You can answer these questions however you like you can answer them honestly or just make something up! The interviewer is going to interrupt you while you are answering so you do not need to worry about your answers too much. Optionally, you can act slightly annoyed or surprised when the interviewer is rude and interrupts you.

Interviewer: You will ask the interviewee basic questions such as some of the following:

1. Tell me about yourself?
2. Do you have any hobbies?
3. Do you have any pets?
4. What's your favourite TV show?
5. Tell me about your favourite place?

However, after the interviewee has said a few words you rudely interrupt them and start talking about yourself, e.g., cut in by giving your own answer to the question.

Let the interviewee answer one of the questions and act disinterested in their answer and follow-up with an irrelevant question which you will then proceed to answer yourself.

For example:

Interviewer: What's your favourite TV show?

Interviewee: My favourite show has to be Criminal Minds. I remember first watching the show with my older sister and I have been hooked ever since. I love all crime series and enjoy crime books also.

Interviewer: Hm. I don't like crime shows. Tell me about something else, like where you usually shop?

Interviewee: Oh... well, I usually go to...

Interviewer: I'll tell you a great place to go (continues to describe places they like to go to and things they like to do).



ANNEX 7

Scenario Cards the activity “What Makes a Good Interview?”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario 2

Description: This scenario will be an example of an interview guest who is avoiding questions and not giving much information.

Interviewee: You will be asked simple and basic questions such as some of the following:

1. How old are you?
2. Do you have any hobbies?
3. Do you have any pets?
4. Do you have any siblings?

You can answer these questions however you like you can answer them honestly or just make something up! However, you must keep your answers short. Mostly stick to one worded replies such as 'yes' or 'no'. Do not make any effort to engage in conversation or provide insight to your life.

Interviewer: You will ask the interviewee basic questions such as some of the following:

1. How old are you?
2. Do you have any hobbies?
3. Do you have any pets?
4. Do you have any siblings?

The interviewee will not give you much information. Try to ask some follow-up questions to get more information.

For example:

Interviewer: Do you have any pets?

Interviewee: Yes

(long pause)

Interviewer: What pets do you have?

Interviewee: Cat

Interviewer follow-ups with questions like: What kind of cat is it? Is the cat playful? Does the cat have toys?



ANNEX 7

Scenario Cards the activity “What Makes a Good Interview?”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Scenario 1

Description: This scenario will be an example of an interview where it is difficult to ask the guest questions as they continue talking for a long time on the same subject/question but without adding new details.

Interviewee: You will be asked simple and basic questions such as some of the following:

1. Tell me about yourself?
2. Do you have any hobbies?
3. Do you have any pets?

When asked these questions the interviewee continues to answer for a long time. You can change the subject and repeat the information you have already shared. Start to answer the interviewer's question but then veer off to another topic. Keep talking even when the interviewer is trying to ask you something else. When they try to ask you a new question several times you get annoyed with them and storm away.

Interviewer: You will ask the interviewee basic questions such as some of the following:

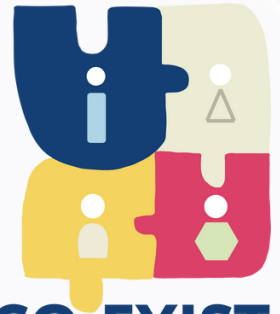
1. Tell me about yourself?
2. Do you have any hobbies?
3. Do you have any pets?

The interviewee won't stick to the question being asked or the topic. They will also make it difficult for you to ask them more questions. Continue to try to ask questions. Keep doing this – eventually the interviewee will get annoyed and cut the interview short.



ANNEX 8

Worksheets for the activity “Exploring Interview Examples”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Interview Excerpt 1 (Video)

Interview Title: _____

Type of interview:

Interview questioning style & tone (write notes on what works well):

Interview techniques (list 2-3):

-
-
-

What did I learn from the interview? What were the most important points made?

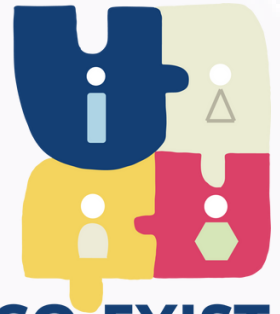
Quotes that stood out:

Other thoughts/comments:



ANNEX 8

Worksheets for the activity “Exploring Interview Examples”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Interview Excerpt 2 (Video)

Interview Title: _____

Type of interview:

Interview questioning style & tone (write notes on what works well):

Interview techniques (list 2-3):

-
-
-

What did I learn from the interview? What were the most important points made?

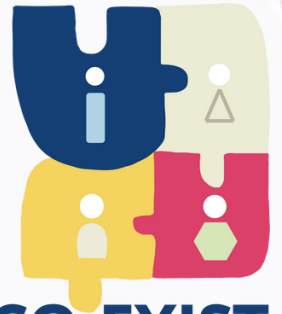
Quotes that stood out:

Other thoughts/comments:



ANNEX 8

Worksheets for the activity “Exploring Interview Examples”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Interview Article

Interview Title: _____

Type of interview:

Interview features (list 2-3):

-
-
-

Notes on the writing style & format:

What did I learn from the interview? What were the most important points made?

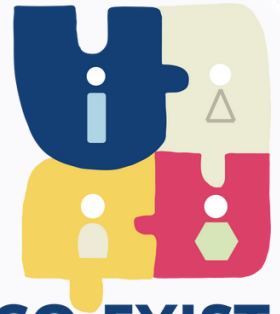
Quotes that stood out:

Other thoughts/comments:



ANNEX 8

Worksheets for the activity “Exploring Interview Examples”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Reflection (Gibbs, 2013)

Activity Description:

Thoughts & Feelings:

How would you evaluate the interviews – where they good/bad, did they have an impact on you?

What is your takeaway from the interviews? (The key message from each interview)

-
-
-

What did you learn from the interviews?

Conclusion:

Action Plan:

ANNEX 9

Worksheets for the activity “Unbiased Interviewing and Writing Techniques”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Case Study Options

Select one of the following case study options or the one recommended by the facilitator.

Option 1:

Read the first 4-5 paragraphs of this [article](#) by Daniel Hannan in The Telegraph.



Option 2:

Read this [example article](#) by NewsWise.



Option 3:

Look up today's headlines from a popular news source – select one to review for this activity.



ANNEX 9

Worksheets for the activity “Unbiased Interviewing and Writing Techniques”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Activity worksheet page 01

Start by reading the article for the case study and then answer the questions below adapted from Facing Our History & Ourselves (n.d.).

What are your initial thoughts after reading this article?

What writing style is used (narrative, persuasive, expository, descriptive)?

What features helped you to identify this writing style?

What is the tone of the article?

Can you spot any potential biases? Why do you think this might be a bias?

Are there references? Does the article provide sources for the information?



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ANNEX 9

Worksheets for the activity “Unbiased Interviewing and Writing Techniques”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Activity worksheet page 02

If there are sources, list and verify them by answering the questions below (copy the table for each source you identify):

Verification Checklist (Schrock, 2022)	YES/NO
Source name:	
Can you find who wrote this? Do they have the right credentials/qualifications?	
Was this published/updated in the last 12 months?	
Has this been peer-reviewed?	
Can you find the same information elsewhere?	

Identify positive and negative language in the article:

Positive Words	Negative Words



ANNEX 9

Worksheets for the activity “Unbiased Interviewing and Writing Techniques”



Project no.: 2022-2-IE01-KA220-YOU-000099163

Activity worksheet page 03

Highlight important statements in the article (at least 6). Categorise these statements as being facts, opinions, or generalisations in the table below (Facing Our History & Ourselves, n.d.). Use tools to help you such as, [Google Fact Check Tools](#), [FactCheck](#), and [The Journal Fact Check](#).

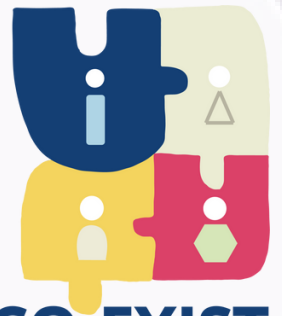
Facts	Opinions	Generalisations

What is your conclusion?



ANNEX 10

Worksheet for the activity “Writing an Interview Article”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Interview Article Template (Copyluv, 2016; Osiejewski, n.d.)

Interview Title: _____

Date: _____

Interviewee: _____

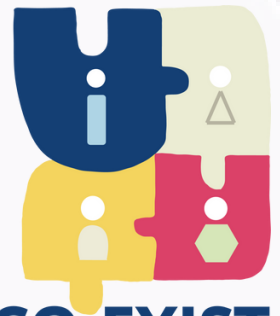
Introduction (guest & topic):

Question 1:

Answer 1:

ANNEX 10

Worksheet for the activity “Writing an Interview Article”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Question 2:

Answer 2:

Question 3:

Answer 3:

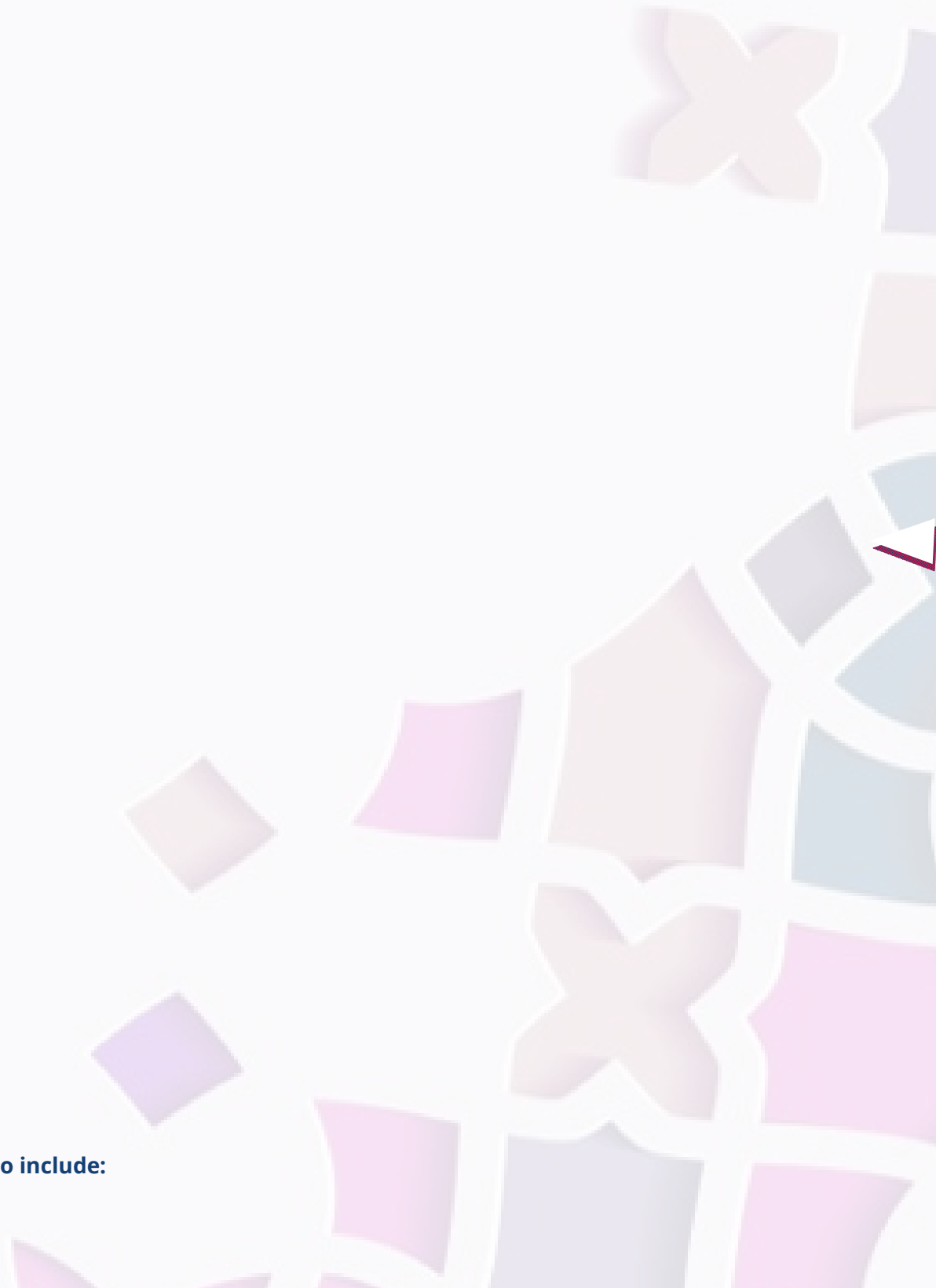
Question 4:

Answer 4:

Key Quote:

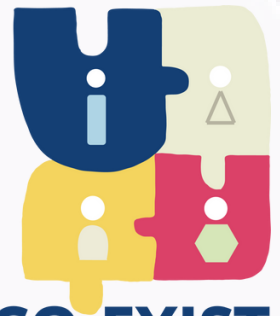
Conclusion:

Notes, Images/Media to include:



ANNEX 11

Worksheet for the activity “Writing an Interview Blog”



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Interview Blog Template (Green, 2020)

Headline: _____ Date: _____

Introduction (guest & topic):

Question 1:

Answer 1:

Question 2:

Answer 2:

Question 3:

Answer 3:

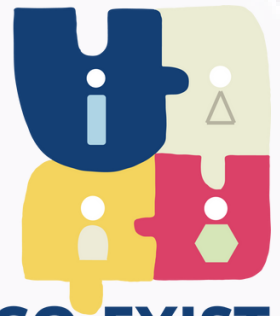


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ANNEX 11

Worksheet for the activity “Writing an Interview Blog”



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Closing:

Takeaway Point 1:

Takeaway Point 2:

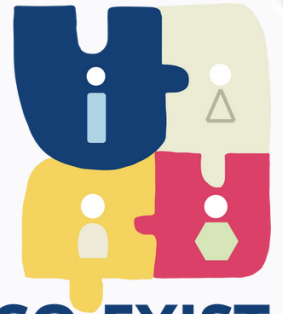
Takeaway Point 3:

Call to Action (ask the audience to engage in an idea from the blog post, or to read more posts etc.):

Notes, Images/Media to Include:

ANNEX 12

Reflection Handout



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Take a few moments to think about the learning session and activities you completed as part of this module. Answer the following questions (adapted from Haskell, Cyr and McPahil, 2007) and reflect on your experience below.

What did I learn?

What skills did I gain?

What part of the module is the most memorable to me? Why?

Write down 3 key points or take-aways from the module content and activities:

- 1.
- 2.
- 3.

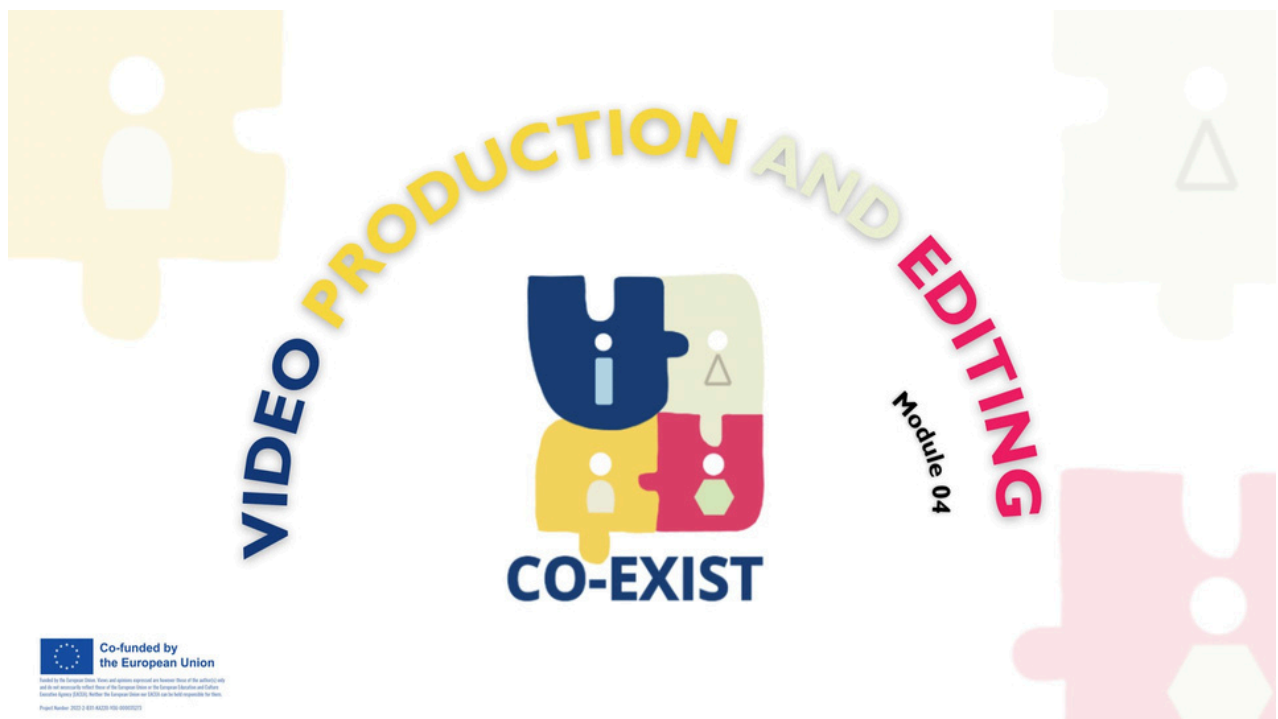
What actions might I take in the future? What have I learnt that I will use again?



ANNEX 13:

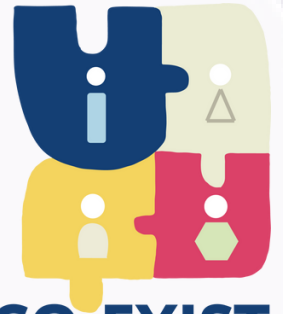
Presentation of Module 04

You can view and download the full pptx presentation, by clicking on the image below:



ANNEX 14

Shooting Plan Template



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Time /Day	Place	Description of shots, angles, camera movements...	Notes	Artistic team and "actors" (roles)	ATREZZO (Necessary elements to set the ambiance of the space)

ANNEX 15:

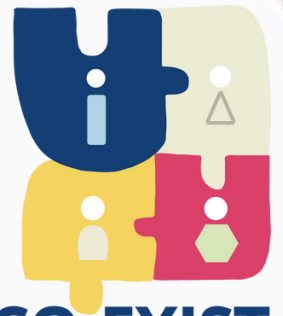
Presentation of Module 05

You can view and download the full pptx presentation, by clicking on the image below:



ANNEX 16

Pre-Production Learning Activity 01: Prompts

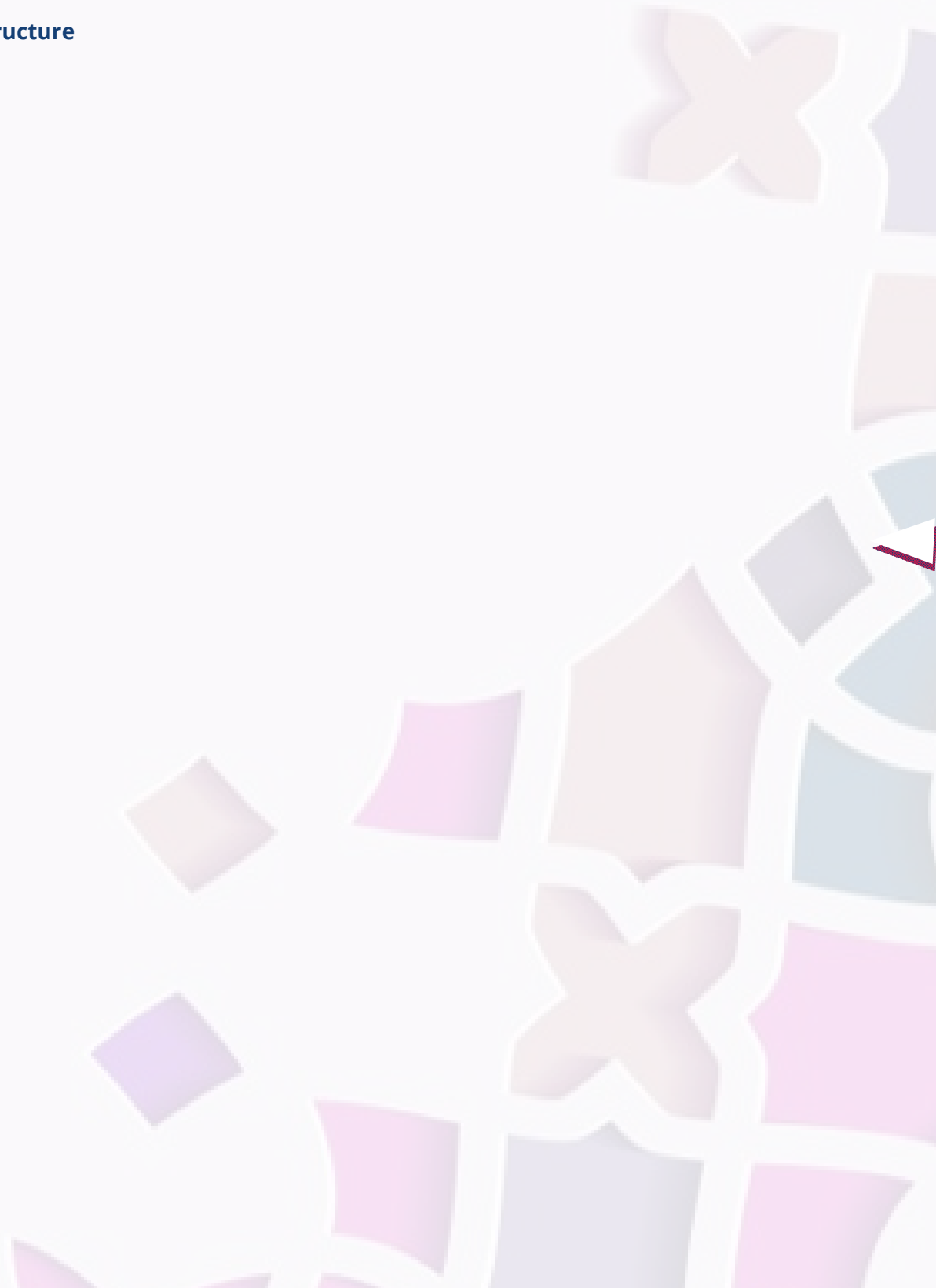


CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

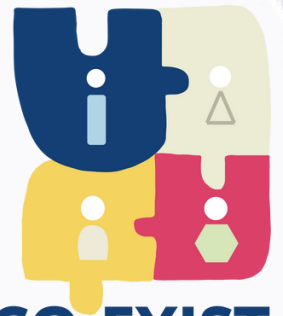
Prompt 1: Podcast Structure

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.



ANNEX 16

Pre-Production Learning Activity 01: Prompts

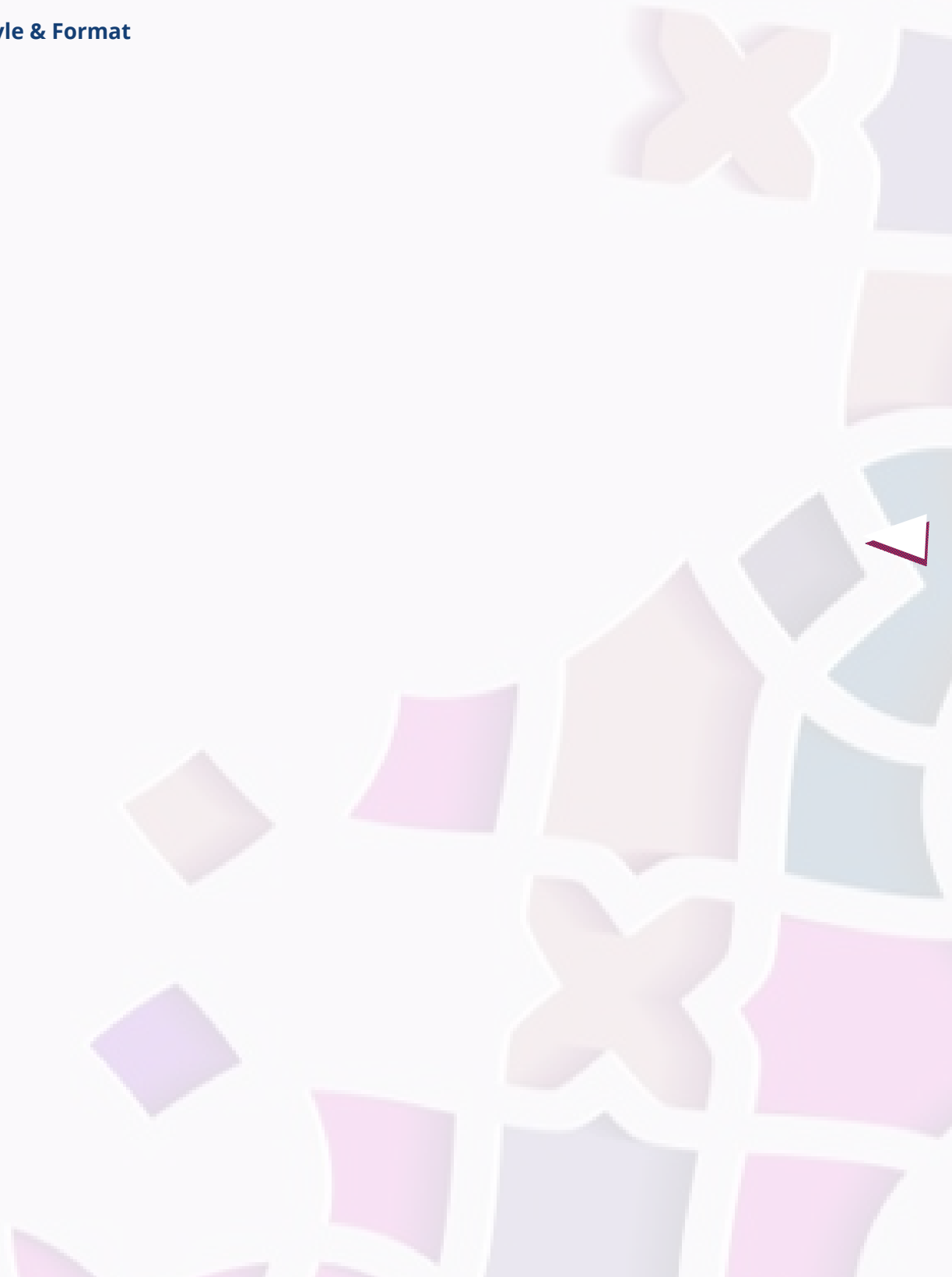


CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

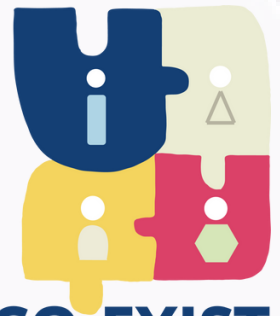
Prompt 2: Podcast Style & Format

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.



ANNEX 16

Pre-Production Learning Activity 01: Prompts

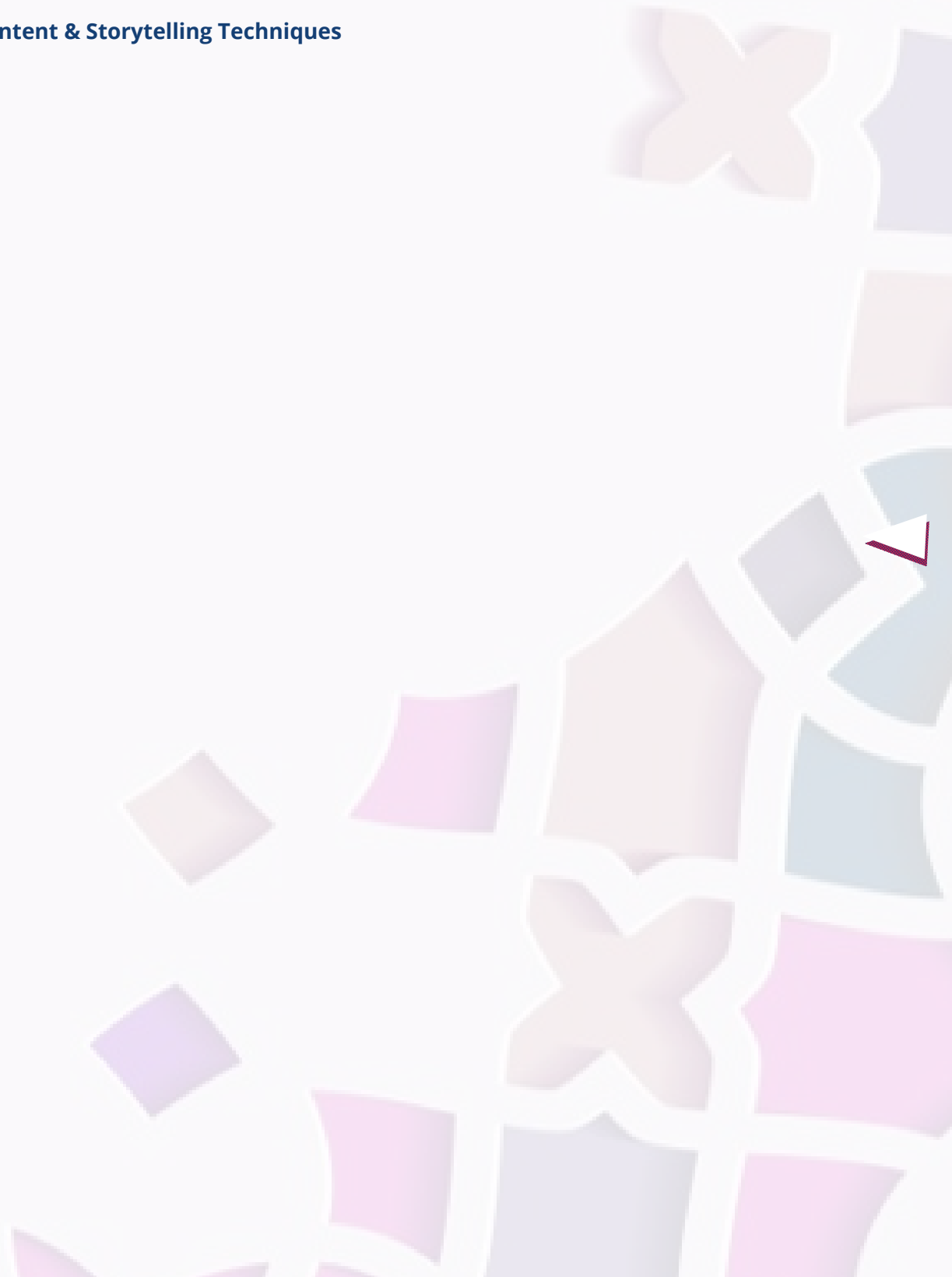


CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Prompt 3: Podcast Content & Storytelling Techniques

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

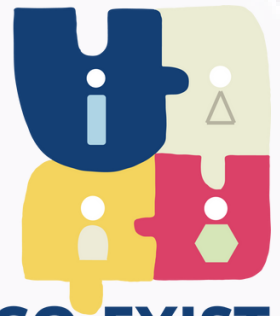


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ANNEX 17

Pre-Production Learning Activity 02



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Group Research

Use this worksheet to help your group research a faith or culture. Take note of where information is sourced from.

Research Topic: _____

History & Origins:

Traditions & Customs:

Beliefs & Practices:

Community Structure:

Differences within the community:

Ideas / Subtopics that came up:

Sources:

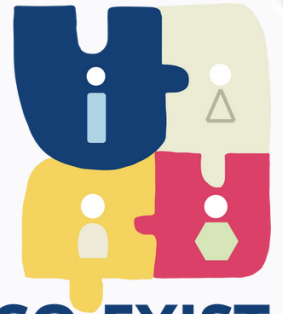


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ANNEX 17

Pre-Production Learning Activity 02

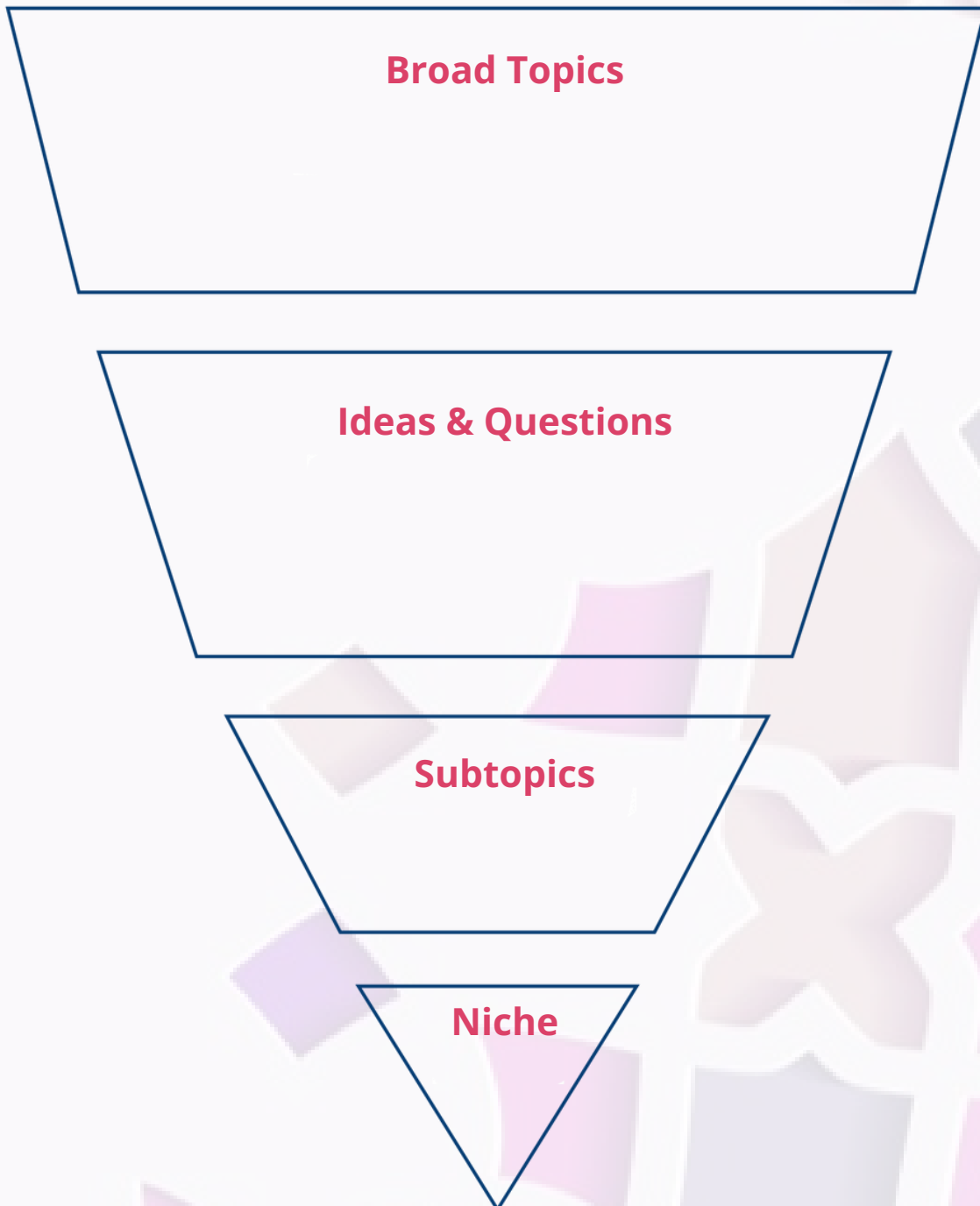


CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

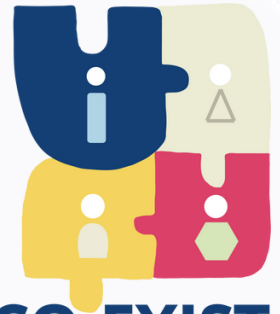
Narrowing down a topic

Use this worksheet to help you identify possible podcast niches!



ANNEX 18

Writing a Podcast Outline



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Podcast Outline Template

Podcast Title: _____

Duration: _____

Episode Title: _____

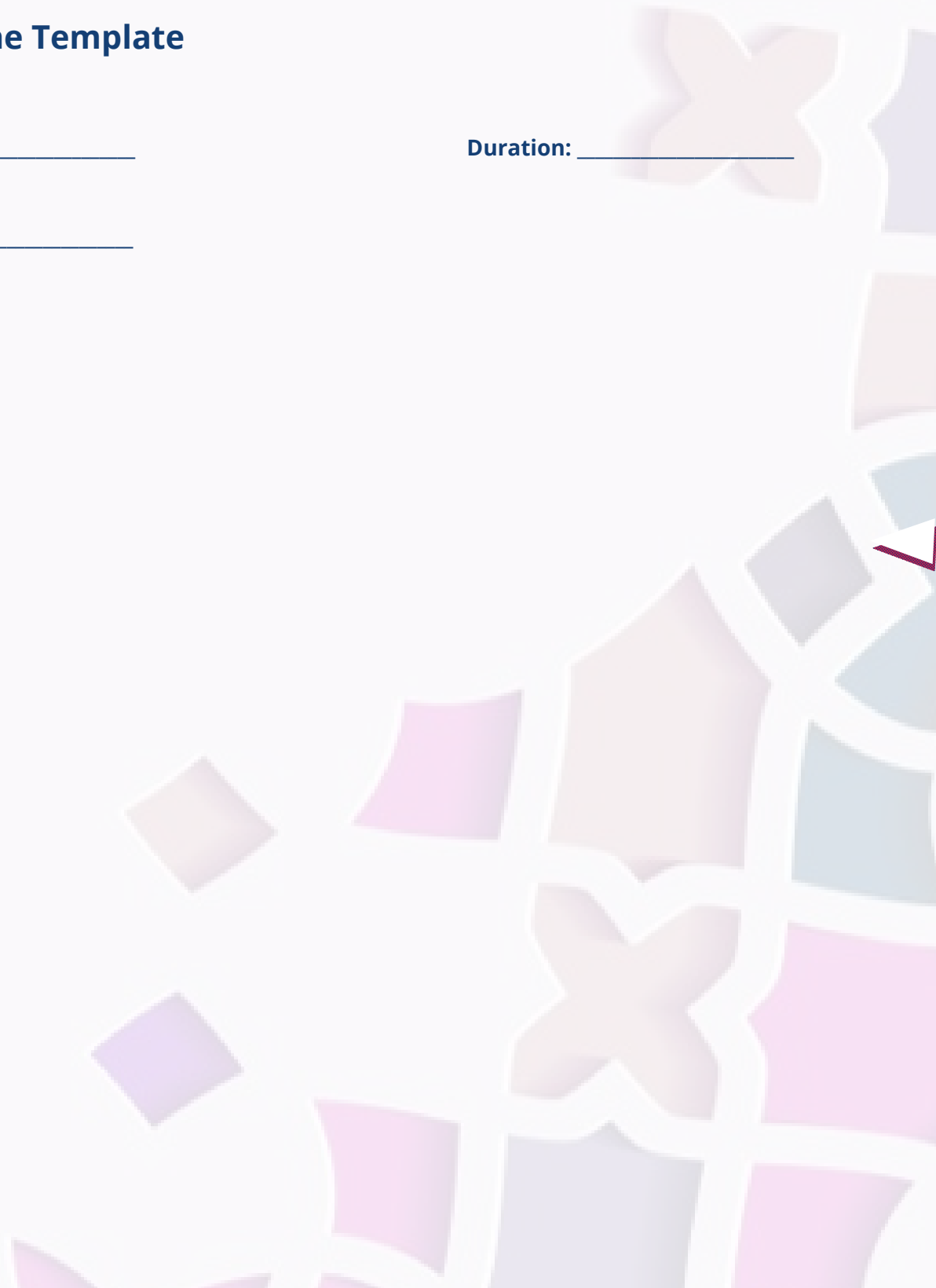
Intro:

Discussion Point 1:

Discussion Point 2:

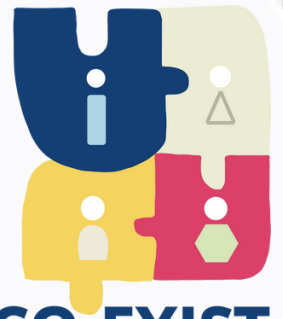
Outro:

Notes:



ANNEX 19

Special Word Detectives



Project no.: 2022-2-IE01-KA220-YOU-000099163

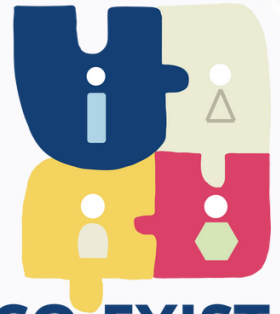
Unusual word list

Below is a list of 'unusual words' that can be used for the Special Word Detectives energiser activity. You can use these words or make up your own. Give one word to each participant.

1. Microscope
2. Diamonds
3. Mercury
4. Elephant
5. Binoculars
6. Witch
7. Rocket
8. Infatuation
9. Tiger
10. Kidney
11. Estimate
12. Laser
13. Eyewitness
14. Imaginary
15. Kangaroo
16. Volcano
17. Ogre
18. Solitude
19. Labyrinth
20. Renaissance

ANNEX 20

Interview Questions



CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Audio Interview Skills

Use the list of questions below to help you practice your interview skills. Pay close attention to how the person you are interviewing answers the questions. You can follow up on their responses with some of your own questions.

1. Can you start by introducing yourself and then describing yourself in just 3-4 words?
2. Do you mind telling the audience a little bit more about yourself and what you are most passionate about.
3. Are you an introvert or an extrovert?
4. What's your favourite movie / book?
5. Do you have any pets? (If they do ask more questions about the pets)
6. What is one of the biggest challenges in your life?
7. Can you share a personal story that shaped who you are?
8. What is one of your best memories?
9. What is your favourite thing about yourself and why?
10. What's something people would be surprised to know about you?
11. What is your biggest pet peeve?
12. If you had to eat one meal for the rest of your life, what would it be?
13. What's your favourite way to unwind and recharge?
14. What's one piece of advice you can share with listeners?



ANNEX 21

Post-production Activity



Project no.: 2022-2-IE01-KA220-YOU-000099163

Editing Skills

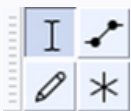
Work through the following steps to help familiarise yourself with the basic editing tools in Audacity. The images are taken from Audacity (2023). You can view all of the Audacity tutorials by going to: <https://manual.audacityteam.org/index.html#>

Step 1: Import your audio recording. File > Import > Audio > Select your file

Step 2: Listen to the audio and get use to the play, pause, stop, and toggle controls.



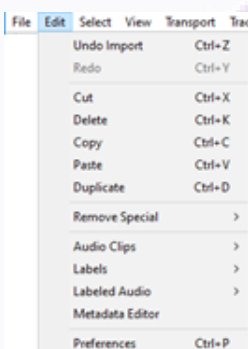
Step 3: Select a section of the audio. Click on the select tool in the tools bar.



Click anywhere inside the audio track and then click and drag to where you want your selection to end. The section you have selected will be highlighted.

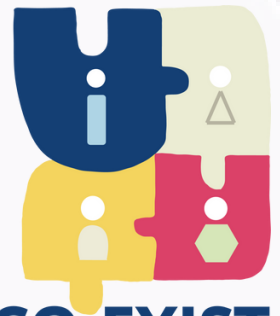


Step 4: Try copying and pasting the audio selection by going to the edit tab. You can also delete a selection of audio. If you use the zoom tool it makes it easier to find a specific part of the audio e.g., a single word or an awkward pause that you want to delete. Edit > copy; Edit > paste; Edit > delete.



ANNEX 21

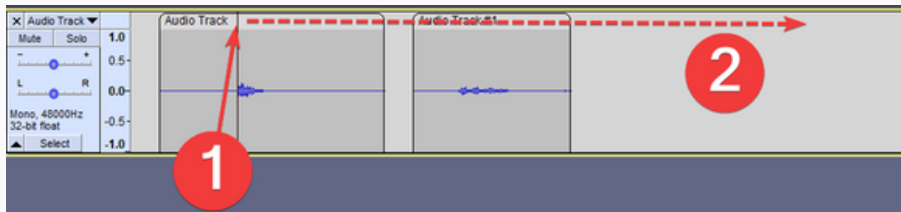
Post-production Activity



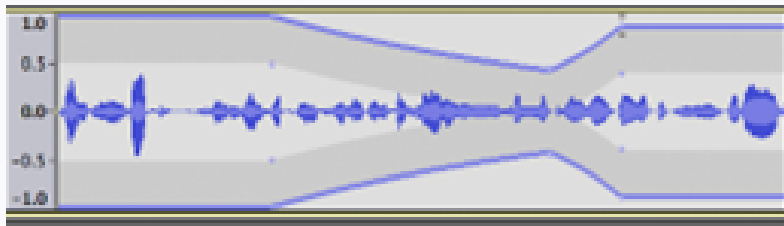
CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

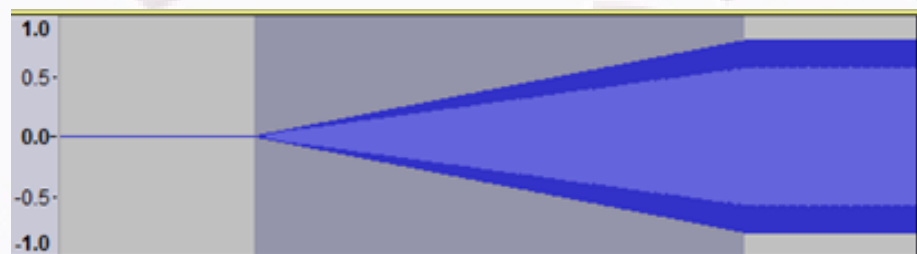
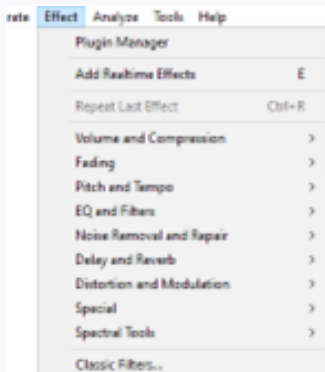
Step 5: You can also try moving the selected audio to the end of the recording using the clip handle. This is useful if you want to change the content order.



Step 6: Experiment with the envelope tool to increase and decrease the volume. Click anywhere on the audio track to add a control point. Move the control point up or down to alter the waveform.

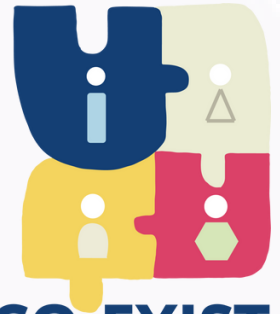


Step 7: Try out different effects on your audio recording. For example, you can create a transition at the start and end of your audio. Select the start of your audio (the first few seconds). Go to the effect tab and click on fading > fade in. Repeat for the end of your recording by selecting effect > fading > fade out. Experiment and explore the other effects that can be applied such as, amplification and equalisation.



ANNEX 22

Circle, Square, Triangle




CO-EXIST

Project no.: 2022-2-IE01-KA220-YOU-000099163

Reflection Handout

Take some time to reflect and evaluate the skills you have just learnt. Think back over the different learning activities you took part in and ask yourself the questions in the shapes below.



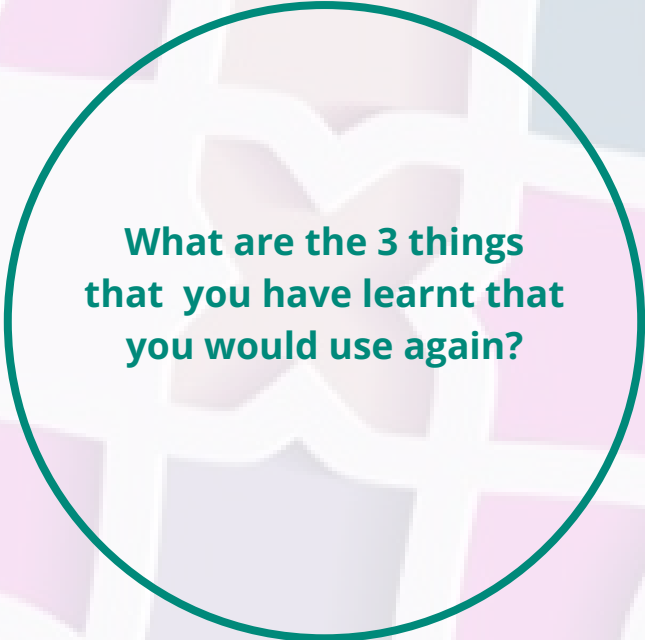
**Is there anything
you feel unsure of?**

**What do you still not
understand?**



What's squared away?

**What do you understand and
what are you having difficulty
with?**



**What are the 3 things
that you have learnt that
you would use again?**

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Project No.: 2022-2-IE01-KA220-YOU-000035273

