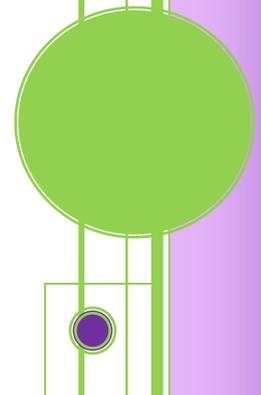




SUPERMOM KICK-OFF 2010

TRAINING MANUAL



SUPERMOM KICK-OFF 2010

HANDBOOK

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1) Introduction

In this handbook we show and explain one support measure for unemployed single parents. Almost 20% of European children live in single-parent households and that their poverty risk is almost twice as high as the average poverty risk for all children.

The research carried out in the partner countries and recent studies, among others from the European Commission¹, show some of the main reasons. The EC study in this context differs between causal factors of social exclusion (age and school), and outcome measures such as labour market participation, poverty, low income risk and housing conditions. And of course these factors need to be seen in relation. Especially in countries with a larger and increasing number of single parents like in the Supermom partner countries UK, Poland and Germany, many young single mothers can be found with a much higher risk of getting lower educational attainments. A lower educational level results in a higher risk of unemployment. In response, support policies need to be targeted at lone parents and their children, through financial assistance, social services and through a better integration into the labour market as also Marie-Anne Paraskevas, from European Commission's DG Employment stated at the seminar "Supporting Lone Parents: How to Best Integrate Them into the Labour Market?".²

The Supermom course concept provides such a targeted measure. The training combines vocational training courses and practical work with informal learning and confidence training. This combination empowers the lone parents, raises their professional as well as personal competences, and increases their opportunities in the labour market.

The Supermom project focuses on training in the media and film sector and one of its products will be a film made by the learners together with tutors. The research in the partner countries showed one more common issue: Discrimination or a negative societal stigma against lone parents. A docu-fictional film showing scenes of everyday life and made by the learners themselves is a good proof of their readiness and suitability for the labour market.

The concept itself – the combination of empowerment, vocational orientation, theoretical and practical training as well as the implementation of the new skills acquired in the courses – can be easily transferred to any other professional field.

¹ European Commission, Directorate-General for Employment, Social Affairs and Equal Opportunities Unit E2, "Poverty and Social Exclusion among lone-parent households", 2007

²http://ec.europa.eu/employment_social/emplweb/families/index.cfm?langId=en&id=3&news_id=701&news_det=yes

Supermom concept in general



Competence based approach & orientation



Workshops



Vocational practice



2) Training part I: Empowerment

Objectives:

- Getting aware of skills and competences as well as of wishes and expectations for the future
- Team building
- Empowerment
- Vocational orientation
- Decision for workshops:
 - o Common workshops: Management, organisation & marketing as well as script writing
 - o Selection: Acting, camera, light, sound, stage setting, post production

Day 1

Getting to know each other	Icebreaker game	15 min
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Example: Participants are sitting in a circle, one is standing in the middle. There is one chair too less. The one in the middle mentions his name and one thing he likes, e.g. My name is Sophie and I like watching movies. All group members who like the same stand up and start to change chairs, the one who does not find a free place is the next in the middle of the circle

Presentation	Project presentation and presentation of the Empower part	20 min
Expectation poster	What do you want to get out of the program?	10 min

Create a type of poster where the tutor writes down all expectations of the participants. The answers can be seen during the whole course and serve as check of the outcomes

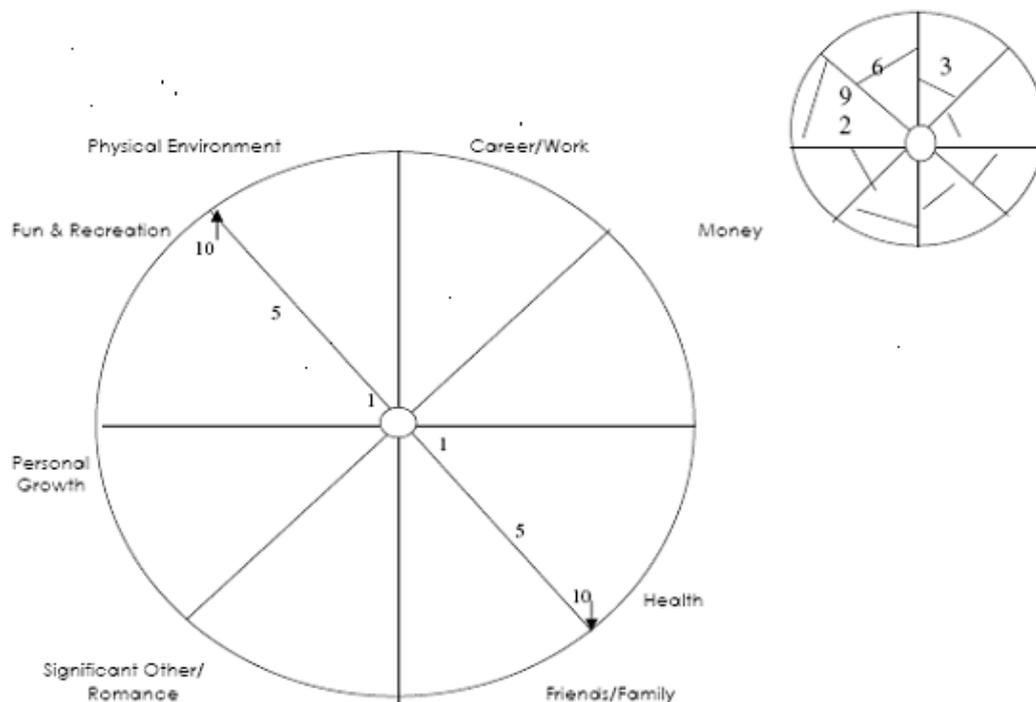
Ground rules	Set rules assuring a good communication and group work atmosphere	15 min
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The tutor encourages the group to consider content for a contract of 'rules' to which the group will 'sign up' to. This will help maintain a secure and safe-feeling environment for the remainder of the course. The facilitator will make suggestions as required. The 'contract' is scribed onto flipchart and retained on display throughout the course.

Personal satisfaction	Participants find out about the degree of satisfaction in different fields of life	30 min
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Personal satisfaction wheel: Ask participants to think about the following areas of their lives, e.g. career, money, health, friends/family, significant other/ romance,

personal growth, fun recreation and physical environment. Ask them to rate their personal satisfaction on the worksheet



Daily problems and solutions	Teamwork in small groups: Talk about problems in relation to the different areas of life and think about solutions	60 min
Homework	Find a solution for the problem of one other person	

Day 2

Balance check	Find out if there is a balance in your life	30 min
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“Fountain game” / Balance game: Different areas of life are written in a type of fountain, it should be marked how often each participant is thinking about this area. Normally there should be a balance but in general this is not the case.

Daily problems and methods of resolution	Evaluation of the homework	30 min
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Collect the methods of resolutions the participants found, discuss and customize them in the group so that every participant gets support for one daily problem.

Interests	Find out about the interests of the participants in relation to job life	45 min
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I live at an island...

The participant should imagine being at an island with two friends / family members. Which roles would he like to take over?

1) (...)

2) (...)

In order to find out the personal interests, the following questions should be answered:

- What are you doing in spare time?
- Which of these activities do you like most?
- Are you concentrated on a certain topic for a longer time, which one?
- Did you attend any further education measure / course?
- Did you figure out something new yourself?
- Are you taking over any activities that others are not carrying out? Which ones?
- Do others say that you are talented for something special? For what?

Transition to goals:

- With what in your life are you satisfied /dissatisfied?
- What would you like to change?
- What would you like to know?
- What would you like to learn?

Formulating goals	What would the participants like to reach	30 min
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Adopting positive strategies' in order to take the first tiny steps forward: Tutor asks participants to work in pairs and identify 2 things they would like to do but can't (one out of family life, one of professional life). Ask them to list what would help them achieve their goal.

Break the goal down into small, achievable sections.

Work in the media sector	Get to know possible professions in the media sector	60 – 120 min
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Discuss with the participants their expectation about work in the media sector, which professions do they know already, what is of interest for them?

Presentation of professions in media

The participants should consider the interests mentioned and the different professions – what would they like to reach? What information do they need (further qualifications, skills needed...).

Preparation for a first study visit

Homework	Find questions to be asked during the study visit
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Day 3

Study visit	Vocational training center or company out of the media sector	120 min
Evaluation of the study visit	Clarify fields of interest and necessary skills	30 min

The tutor asks questions like:

- Would it be interesting for you to work there?
- What do you need to have a chance to work there?

Write the mentioned hard and soft skills at the flip chart

Self perception	Which soft skills do the participants have in their opinion?	60 min
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Handout with 20-30 soft skills, the participants should tick the appropriate boxes

e.g.

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="radio"/> Patient <input type="radio"/> Lively <input type="radio"/> Good listener <input type="radio"/> Well organized <input type="radio"/> Responsible | <ul style="list-style-type: none"> <input type="radio"/> Artistic <input type="radio"/> Cheerful <input type="radio"/> Calm <input type="radio"/> Confident <input type="radio"/> (...) |
|---|--|

Homework	Social perception	
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Hand out the same document which was used in "Self perception". The participant should ask a family member or friend to fill it in.

Please bring both handouts (self and social perception) to the next session

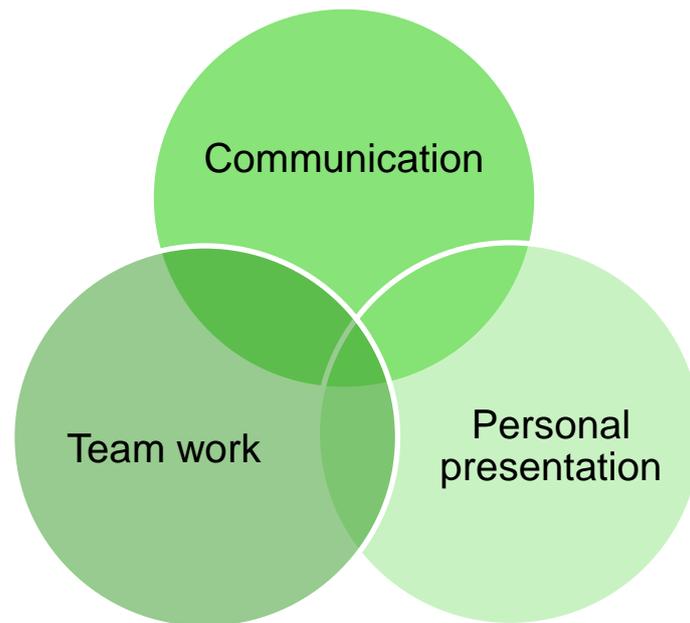
Day 4

Self and social perception	Evaluation of the homework	30 min
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The tutor should find out together with the participants if there have been discrepancies and what the reason for them could be.

Communication		120 min
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Emphasise the value of each of the components by sketching Communication, Personal Presentations and Team Work in three combined circles on a flip chart



Explain that the session will be covering the key elements of communication in terms of Listening, Questioning and non verbal communication.

Communication is a vital element in everyday life and is one where we can all expect to go on learning and improving. Good communication skills can be of benefit to you when: seeking information, being interviewed, negotiating for better conditions & making complaints etc.

What is communication?

Exercise: Ask for someone to volunteer and to describe a picture to the group. The group will then draw the picture as described. This is one way communication only and no questions can be asked by the group.

Discuss the previous exercise by asking questions- Was it difficult? Why was it difficult?

- Assumptions made
- Misheard
- Unable to ask questions
- No check for understanding
- No feedback
- One-way communication

All of the above are communication barriers

Ask participants: What are the different methods/opportunities for communicating?

- Verbal
- Written
- 1:1 interviews
- Meetings
- Presentations

Non-verbal communication		30 min
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Exercise: What percentage of time do you think the average person spends listening to others?

- WORDS = 10%
- TONE = 35%
- NON VERBAL COMMUNICATION =55%

What are the forms of non-verbal behaviour?

- Facial expression
- Body posture
- Gesture
- Eye contact
- Emotion

Exercise: Non-verbal communication	Photo session	60 min
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Take pictures of each participant with different facial expressions such as joy, surprise, fear, anger,...

Talk with the group about their reactions and discuss responses. Emphasise wide range of perceptions and importance of facial expressions.

It is not only what you say that communicates – it is also very much how you convey it. If the message is right and the non-verbal communication is wrong, it will affect the outcome.

Refer to the acting workshop.

Day 5

Introduction Teamwork	Definition and common understanding	30 min
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Definition of Teamwork: “Sharing, understanding, respecting, encouraging each team member.”

Ask participants: What is a team?

A team is a group of people who share certain tasks or goals. Teamwork means that

- members of a team depend on each other- their combined talents and efforts are essential to accomplishing their goals
- Are willing to work together- “co-operation” is the foundation of any good team
- Are committed to achieving team goals – true team members will put team goals before individuals interests

Team building 1	Find out roles of participants in a team and clarify importance of team work	30 min
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Introduce and carry out Exercise “CHAOS” as follows:

Hand out recording sheet to all participants and ask them to go round the room and get a signature of the people who have done the things on the list.

e.g.

Who owns a dog? _____

Who travelled abroad? _____

,Who has a brother...

While this exercise is taking place the trainer monitors the activities and provides feedback on how the group acted e.g. polite, demanding, information giving/seeking, cooperative, secretive...

Ask participants “What does teamwork offer Team Member”.

For many people teamwork offers:

1. Social interaction and chance to make friends
2. Another support system
3. A sense of belonging
4. A chance to learn from others
5. A sense of achievements when a job is well done
6. Challenges
7. Motivation

Team building 2	Presentation of the practical workshops	60 min
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The participants express their interest in which workshops they want to participate / take over a more active role.

Homework	Organise two more study visits for the group
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Eventually: Contractual agreement?

Monitoring during the technical workshops

- 1) Face-to-face: Visit in the practical workshop – anonymous and open feedback (questionnaires and interviews) with the participants and the coaches; focus on new competences and group dynamic
- 2) Face-to-face / phone / email: Evaluation of the questionnaires

Homework	Write an application and prepare yourself for the interview
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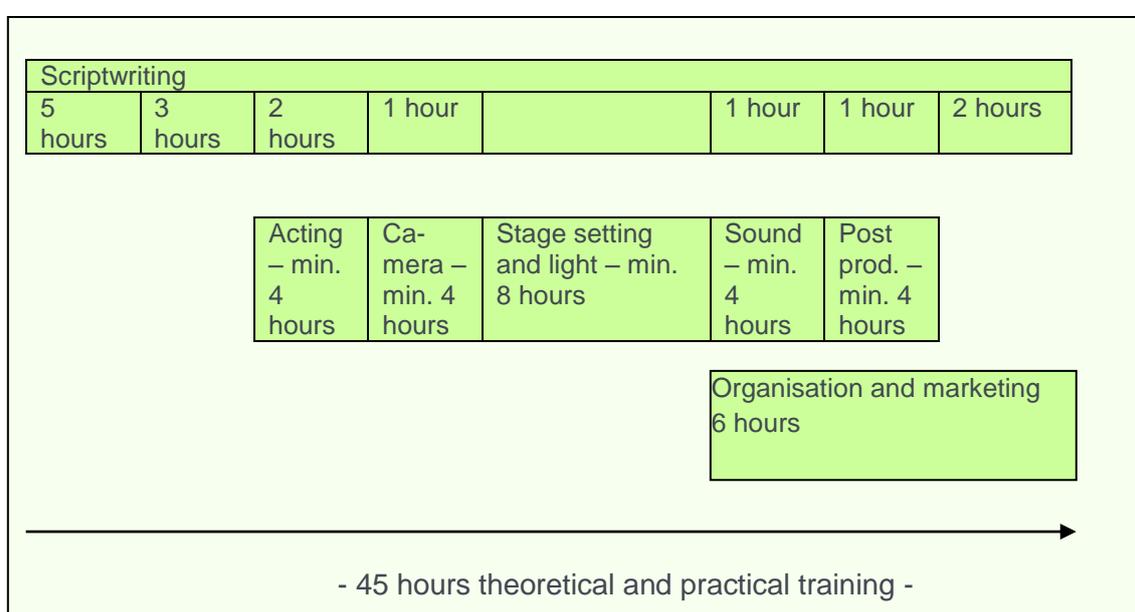
After the practical training

Job application training	General information about job application and interview	60 min
Individual training	Interview training in front of the camera	60 min per person
Final evaluation	Check expectation poster Questionnaire and interviews with the participants	60 min

3) Training part II: Vocational training in the film sector

The second part of the training offer consists out of theoretical and practical workshops, followed by the implementation of what was learnt.

The minimum content of each course in the partner countries is:



3.1 Scriptwriting

The workshop starts with the presentation of a short movie in form of a docufiction to explain the genre as a cinematographic combination of fiction and documentary. The genre and different thematic examples will be discussed together with a professional scriptwriter. The expert will then introduce different storytelling formats and narrative forms.

Introduction	The participants get to know the genre docufiction and gain knowledge about narrative forms	3 hours
Workshop	Create the premise and purpose of a story, reflecting the circumstances and the goals of the stories and main characters involved Develop outlines in form of a roadmap	2 hours
Homework	Write a short essay under the motto "Connected" (1 to 3 pages)	

In the second workshop on scriptwriting the participants meet again with the professional. In small groups of three (max. four) persons, they present each other their essays. Content as well as narrative form will be discussed in the groups and with support of the trainer. With the help of one example out of the group the focus will be put on how to form ideas, how to structure the story, the "industry standard" in script formatting, how to flesh out characters and the effect of suspense curves.

Group work	Discussion about the essays in small groups	1 hour
Presentation	Structuring stories	30 minutes
Evaluation of one example	One of the essays will be evaluated and discussed together with the trainer	1,5 hours
Homework	Continue the work on the essays	

After the first two seminars the workshop participants will continue in one-hour lessons, taking place after the different other workshops in order to see which effect the different information has on the script.

After the acting workshops the character development will be in the focus. One important aspect is to understand the difference between the stereotype and the character type. The difference being that the character type doesn't try to suggest that groups of people all have the same characteristics while the stereotype does. A stereotype is a (usually) negative portrayal of a particular race, sex, class, etc. – they fail in being unique, can be offensive and distracting.

By the end of this session, the essays of all participants will be distributed among the group. As homework they should be read and ranked. The three favorites should be sent to the trainer.

Presentation	Character development	2 hours
Homework	Read the essays of the other participants and rank them, send the results to the trainer	

In the next lesson the trainer presents the script chosen by the majority and discusses this with the group according to the structure and the character. The content of the camera workshop and in the next lessons the following workshops on stage setting and light as well as on sound will be picked up. The essay step by step becomes a real storyboard.

Presentations and common work on the script	Setting the scene Formatting the script	1 hour after each technical training unit
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By the end of the course there will be two hours dedicated to finalise the storyboard, considering all training content.

Finalising the script	Finalising the script / storyboard with schedule and all support as well as technical equipment needed	2 hours
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3.2 Acting

With the practical example of a short film the character will be studied and main information about how to show feelings with facial expressions and gestures, timing and acting in front of a camera will be given. In different role plays all participants

should experiment also strong feelings like hysteria, harmony, violence, confusion etc..

One scene of the own - preliminary - storyboard will be chosen and trained.

Acting-workshop	With the help of an example and role plays the participants will be trained in acting	
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3.3 Camera

In the camera workshop at first technical aspects are explained, a camera is introduced. Other topics will be setting up the viewfinder, focus, back focus, white balance, exposure, lens operation and depth of field.

Posture and holding the camera correctly will be trained and a basic dialogue scene shut as a practical example.

Presentation	Technical aspects: camera types, filming techniques and use of the camera	1 hour
Exercise	Posture and holding the camera Shooting of a basic scene	3 hours

3.4 Stage setting and light

To find and prepare an appropriate location is in the focus of this module. Besides, different questions concerning stage setting and light will be answered, such as:

- Why do we light?
- Lighting for different situations.
- Using depth of field in the lighting.
- Use of backlight and reflectors.
- Hard or soft light?
- Tungsten or daylight?
- Available versus artificial light.
- Light filtration and colour temperature.
- HMI lighting and flicker.
- Battery lights.
- Lighting for camera movement.
- Lighting for sound- shadows.

The expert together with the participants will search an appropriate location for a chosen scene of the preliminary storyboard and clarify the necessary preparation in practice.

Presentation	Locations and stage setting – aspects to be considered when looking for an appropriate location, how to prepare and equip it	1 hour
Field visit	Visiting a possible location and discuss the necessary steps for its preparation	3 hours
Presentation	Lighting a scene	1 hour
Exercise	Experiment different lighting conditions	3 hours

3.5 Sound

Aims of this model are to learn how to record professional location sound, to know what equipment is required and how it works. A theoretical and practical introduction to audio engineering and techniques will be given. Besides, the importance of sound to make feelings and actions vivid will be illuminated. In a practical exercise the participants should film a dialogue with 2 microphones, mic boom, a serial camera and a manual camera.

Presentation	Sound and music in a film Introduction into technical aspects	1 hour
Exercise	Film a dialogue of the preliminary script, include light and sound	3 hours

3.6 Post production

An introduction to digital editing system will be given with focus on turning the raw material into a storytelling format. Using multiple timelines, text and graphics, transitions, musics or voiceover will be explained.

The editing system should be open at fixed times for the participants within the next week. The group should mix the pictures and sound taken in the last training unit.

Presentation	Presentation of a digital editing system Testing its possibilities	4 hours
Exercise	Edit the raw material	homework

3.7 Organisation and marketing

By the end of the film training, the concrete planning of the implementation period should be considered, based on the training content.

- The storyboard needs to be finalised
- The locations chosen
- The necessary equipment listed and clarified that it is available when needed
- Necessary support has to be organised

As result of the organization a shooting schedule (when, what, where and with whom) is prepared.

Besides the organizational aspects, the film marketing will be discussed. The participants research different film competitions with their conditions and prepare the submission of the Supermom movie. Besides, they prepare promotional material for different target groups. They get in contact with cinemas and prepare the film presentation in Paris.

Presentation	Film-Marketing	1 hour
Workshop	Together with the tutor the participants take the final steps for the implementation period	2,5 hours and homework
Workshop	Research and preparation of marketing material	2,5 hours and homework