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Project Acronym:

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CartoonED
Research Report



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KA210-YOU – Small-scale partnerships in youth

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Duration: 16 months

WP2A2 – CartoonED development phase

FOSTERING STEM EDUCATION FOR YOUTH EDUCATIONAL CARTOONS METHODOLOGIES AND E-LEARNING TECHNOLOGIES



Work Package details	
Work Package Title	CartoonED development phase
Deliverable Number	WP2A2
Revision Number	2
Responsible Organization	Jedna Mladost
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Leading partner	
1.	Association Four Change - Romania

Participating partners	
1.	OneYouth - Croatia
2.	RITE – Cyprus

LEARNING PROGRAMME FOR YOUTH BASED ON ROLE MODEL EDUCATION METHODOLOGIES DESIGN-DRAFT

GENERAL PURPOSE: to equip the target group (13-19) to be able to create a cartoon based on STEM aimed at their younger peers that also raises awareness on social inclusion of the most vulnerable youth in their communities.

PARTICIPANTS: 6 staff (2 per partner), volunteers and minimum 7 youngsters (youth 13-19), in each of the partner countries that will be able to develop educational cartoons in English language that will be based on role-model education though the inclusion of the selected most socially excluded groups of youth as main characters in the cartoons.

SELECTION: It is highly advised to select individuals that are highly motivated in terms of drawing and art, as there will be a lot of sketching and drawing involved in this course. Furthermore, their own laptop or tablet or access to one is required to be able to participate since software will be used.

METHODS: Role model methodologies

SEATING PLAN: A horseshoe layout would be best, and in some cases a circle, as this process is all about collaboration and team work.

MATERIALS: Gather 10 different STEM cartoons from your country to be able to showcase some ideas.

STRUCTURE

Session 1		
Title: Intro to CartoonED		
Learning objectives: (what for? why?) To understand the purpose of CartoonED To get to know their classmates To gain a basic understanding on inclusion To share their current knowledge of cartoon development software To discuss STEM subjects and their abilities		Knowledge and abilities developed: (What are the knowledge & competencies gained?) - Interpersonal skills - Empathy
Content	Method & Instructions	Materials
Introduction to the CartoonED project	Using this document, you can provide a brief overview of the programme and the session, highlighting key milestones along the way and outline the final result. Within this you can also talk about the animation industry.	Short powerpoint presentation showing the workshops and how it connects with your organisation
Icebreaker - getting to know each other 30 minutes	For groups that don't already know each other it is good to carry out a small icebreaker to get people to learn each other's names. Write each participant's name on a post-it and stick it on a random participant's back. When the person finds their post-it, they put their hand on that person's shoulder, take their post-it and stick it on their chest and introduce themselves.	Post-it notes Pens

	<p>Afterwards get them to sit in a circle, give them a roll of toilet paper and tell them they can take as many pieces as they want. Once everyone has taken some pieces, for each piece they have to share something interesting about themselves.</p> <p>Once this is done, they write another fact about themselves on each piece of toilet paper and screw it up into a ball. They throw a piece into the circle, and one by one they take a piece and have to guess who wrote it.</p> <p>Finally, play the hugging game. (If people are not comfortable hugging, they can instead place hand on hand in the centre). You will make a statement and people have to hug according to it. For example, if you say two people, then two people have to hug. Anyone who doesn't hug has to stand at the side and watch. Here are some examples of what to say, but adapt it to your group.</p> <ul style="list-style-type: none"> - Two people hug - Three people hug - Hug one person who is a different age - Hug two people who share a letter in their name - Hug one person who lives closest to you <p>Each time somebody will be left on the side, or maybe a few people, explain exclusion and bullying and that feeling of being left out.</p>	<p>A roll of toilet paper</p>
<p>Inclusion 30 minutes</p>	<p>Start by asking generic questions about inclusion and have it as a group discussion:</p> <ol style="list-style-type: none"> 1. What is inclusion? 2. Does your school do anything to encourage inclusion (for example adapted entrances, extra support staff, sensory rooms etc.)? 3. How can schools prevent and address bullying or discrimination, so everyone feels included and safe? 4. How can more inclusive education help promote equal opportunities for students of all abilities? 5. In what ways can social media and advertising contribute to or hinder the promotion of societal inclusion? <p>The idea is to create a conversation and a tone, where they realize the importance of school and education in teaching about inclusion and differences through existing lessons. Note down key points on post its that you hear from the participants.</p> <p>Get them to then mindmap socially excluded groups at school.</p>	<p>Post-its Pens Flipchart paper Markers</p>

	<p>Get them to go into different layers. Centre: Socially exclude groups First level: Who they are (be specific, for example not just disabled but specifically which disabilities - people in a wheelchair) Second level: How they are excluded. (they can't access certain spaces or can't use certain equipment or furniture) Third level: How you can be more inclusive (make sure events are in accessible places, design spaces with them in mind, provide ramps when possible)</p> <p>Keep the post and flipchart paper for each session. Give them a 5-10 minute break depending on time constraints</p>	
<p>STEM 25 minutes</p>	<p>Start with a general conversation about school and education to get the group thinking about the next section.</p> <p>Questions could include: What are your favorite and least favorite subjects? Why is this? If you could invest 100,000EUR into your school what would you spend it on?</p> <p>Split them into 2s or 3s and give them the list of primary school subjects.</p> <p>Ask them to write the following next to each subject: Which grade they should start learning that subject How many hours a week they should study it for Which grade should they stop learning it (if at all).</p> <p>This will help you get an idea of what they think is important at school and in turn reflect their general feelings towards subjects.</p> <p>On a flipchart paper, write STEM and ask the participants if they know what it is. If they don't explain it further, and then start a group discussion as to why it has been purposely popularized in recent years.</p> <p>Now get them to go back to their pairs or trios. Now on the list of primary school subjects they can label which one belongs to Science, Tech, Engineering or Mathematics.</p>	<p>List of subjects they study in primary school on an A4 page</p> <p>Flipchart paper</p> <p>The questions here could also be shared on a PPT to support learning.</p>

	<p>For each STEM subject they have to write down their favorite lessons.</p> <p>These should indicate the areas that were taught well, were easy to understand and therefore might not be necessary in our cartoons.</p> <p>Finally ask them to write down the worst topic from each STEM subject they highlighted.</p> <p>These could help us decide the script later on.</p>	
<p>Multimedia and role model learning</p>	<p>Finally send out a video that demonstrates teaching through cartoons, here is one from Michael's childhood but feel free to choose one in your own language that is fun, animated and includes text too!</p> <p>https://www.youtube.com/watch?v=6fan6ggvh4U</p> <p>After watching it, get the group to define why children would watch this and what they could learn.</p> <p>Their response should ultimately discuss the multimedia effect. This is when lessons, presentations, videos etc. combine visuals, animations, narration, and text to different learning styles and enhance overall comprehension. All elements need to be thoughtful and relevant to the content being conveyed to maximize its impact. This includes content, language, style etc.</p> <p>You can also ask whether they have any idea about what part of a cartoon they would like to be part of, although this will be discussed in greater detail later on.</p> <p>To end the session, ask them individually to write down what sort of cartoon did they watch or would they have watched when they were 10 years old. They can think about genre, characters, colours, content and length.</p>	<p>Projector and screen or individual laptops</p> <p>A suitable video of a cartoon that teaches in an engaging way for the target age group.</p>
<p>Reflection & Evaluation (How much and how well it was achieved?)</p> <p>Before they leave, put up three flipchart papers with the following questions: What are your hopes of this project? What are your fears of this project?</p>		

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What skills do you hope to learn during this project?
They can write onto different colour post-its and post them up on their way out.

Create a WhatsApp group after this session to help sharing information, news and links later on.

Session 2		
Title: Let's Explore - Animation Software		
Learning objectives: <i>(what for? why?)</i> To understand how cartoons used to be made To understand the different types of animation software out there To learn how to learn through resources on the internet		Knowledge and abilities developed: <i>(What are the knowledge & competencies gained?)</i> Research skills Presentation skills Persuasion skills
Content	Method & Instructions	Materials
Recap of last session 5 mins	Stick up the flipchart paper from before and go through each piece - discussing hopes and how you can achieve them, fears and how you can avoid them, and finally skills that they hope to achieve and sharing when and how they will achieve them	Flipchart papers from before Flipchart pens / green / red / blue
Icebreaker 5 mins	Every participant thinks of a superhero (since most come from cartoons!) and has to act a 10 second scene without speaking, and the others have one guess each to guess who it is. For example, anyone acting out spiderman will pretend to shoot webs from their wrists and then swing across the room.	
Animation software - what's out there 15 mins	Start an open discussion about what animation or cartoon software they have used before - the likelihood there won't be many. Afterwards discuss the process for making a cartoon such as Tom and Jerry. As a team, get them to write down what they think is every step of the process on the post its. Reflect together and see if there are any missing steps along the way, there is no need to go into too much depth. Discuss how technology has changed the process and ask how has it improved or making animating faster. This will then lead into a discussion about the options within their project to either:	Post Its Pens Projector Laptop

	<ul style="list-style-type: none"> - Use software that comes with templates and premade characters - Design their own and then use software to help animate and add effects <p>Show previews of the following software: Flipaclip - https://www.youtube.com/watch?v=9RFkh_FsMg4 Animaker - https://www.youtube.com/watch?v=g_rLw2FoRbg Voki - https://www.youtube.com/watch?v=1jKqf5PN-x8 Moho - https://www.youtube.com/watch?v=daGvxaDNiCY Canva - https://www.youtube.com/watch?v=ZjEdxGnTTSA&ab_channel=Canva</p> <p>If you have knowledge of stop animation, you can also introduce this here.</p>	
<p>Animation software - internal review 50 mins</p>	<p>Having watched the previews, they will work individually and have 10 minutes to look at each software, assess the results that they can find and identify their favourite, second favourite and least favourite. Encourage them to visit the website, possibly download the software when possible, see what else is on YouTube and other sites and get a feel for what they like and what they dislike. They should write down their opinions on each one to be able to present later.</p> <p>Have a short break after this session.</p>	<p>Laptops / tablets</p>
<p>Reporting results 20 mins</p>	<p>Each individual then presents their favourite, second favourite and least favourite to the rest of the group. It shouldn't take more than 2 minutes per person. Take a note of which is the most preferred option.</p> <p>Alternatively you can do a more simplistic voting system, however the goal is that there is a consensus about what to use and no-one uses something they are really uncomfortable with.</p> <p>You then have two options:</p> <ol style="list-style-type: none"> 1) Go with their decision - this will mean you will then have to research, use and possibly pay for the software before the next session. This said, most software is similar, and once you have used one or two then there are a lot of similarities between them making it easier for you to switch between them. 2) Go with your decision - explain the software you will be using for this project which you have chosen because of your expertise and for consistency with other projects. Still encourage them to continue using their preferred software if it is different and if they become skilled in it they can perhaps teach others how to use it. 	

<p>Self directed learning 20 mins</p>	<p>With the software chosen, get each participant to download the software onto their preferred device.</p> <p>Whilst this is downloading / installing (you could have it already on a USB stick if the internet is slow), get the participants to look back at the process for animating you created earlier, and split into three groups.</p> <p>Each group has to find and start watching tutorials for that software linked to the process and share any useful links in the WhatsApp group. For example, there will be some generic tutorials about animation, but perhaps also about sound, special effects, movement, characters etc.</p> <p>When you sense they have had enough researching and exploring, you can call it a day. But set the task for them to watch one or two tutorials a day at home, and even open the software and play around with it.</p>	<p>Laptops / phones / tablets</p>
<p>Reflection & Evaluation (How much and how well it was achieved?)</p> <p>At the end of the session, check in with how they are feeling. They explored a lot today and there was a lot of information. Ask them what they learnt and what they are looking forward to.</p> <p>On a flipchart paper, with a dot in the middle representing not at all, ask them to draw two circles in different colours. Green = their interest in animation at the beginning of the day. Blue = their interest in animation now.</p> <p>Keep this flipchart paper for the end as you will get them to draw one more circle in Red.</p>		

Session 3		
Title: Show your style - character development		
Learning objectives: (what for? why?) To strengthen their knowledge of chosen animation software To develop team spirit and consolidate the team approach		Knowledge and abilities developed: (What are the knowledge & competencies gained?) Collaboration and Team Dynamics Character Creation and Animation Techniques Creative Problem-Solving Attention to Detail and Story Consistency Technical Skills in Animation and Editing
Content	Method & Instructions	Materials
Recap 5 mins	<p>Remind everyone of what you did last session and the conclusions drawn.</p> <p>Get feedback about how much prep people have done, how many tutorials they watched and how much they used the software. Make sure they understand they can say they didn't do anything if that was the case, because as a team you need to know where everyone stands. This isn't school and therefore there are no bad grades, you just want to produce something together by the end of the course and hopefully it'll be excellent!</p>	
Icebreaker 5 mins	<p>On post-its write famous people down that your youth know, stick one on each of their forehead. The other participants have to act like that person and get into character, whilst the person with the post-it on their forehead has to guess who they are. There are no rules, so everyone can act until all people are guessed!</p>	Postits with a famous person written on, enough for the whole group
Learn through doing - character development 20 mins	<p>Explain that today you will be using the software just to get used to it. You will be looking to produce something rough and don't need perfection, this is purely for practise and for fun.</p> <p>First is to develop a character, Briefly brainstorm some famous characters they feel</p>	Yellow postits Pens

	<p>were excluded they know from films or TV that were excluded for one reason or another.</p> <p>Then you are just going to turn yourselves into a character to make it a bit easier. Get everyone to write their name on a yellow post-it, fold it up and give it to you. When you have them all, shake them in your hands and everyone gets to pick one. You are also included in this! Keep these for later.</p> <p>Individually, the participants will go and now draw the character in the software and figure out some basic animation with movement. They have 15 minutes for this, and remind them again that it's not about perfection and to be kind and careful when drawing each other.</p> <p>You can encourage people to draw from their favourite types of cartoons - for example if people like anime, they can use the anime emotion style with exaggerated eyes, mouths, tears and the like.</p> <p>After 15 minutes, let each people visit their own characters and laugh. Take some photos with them next to their character.</p>	
<p>Learn through doing - scenes 35 mins</p>	<p>With the characters drawn, the group will now come up with a short story.</p> <p>Get each person to write two verbs, one positive and one negative, on a green postit, fold them up and give them to you.</p> <p>Get each person to then write an object on a pink postit, fold it and give it to you.</p> <p>Now you pick one yellow postit at random (these are the ones from before with the names on), one green postit and one pink postit.</p> <p>That will be the title and main story of the animation, for example. "Sanja loses her glasses." or "lonut wins a pineapple"</p> <p>Each person will now make a scene linked to the story and use the character they made as the secondary character, with the primary character (in this case Sanja or lonut) coming to "visit" them. The person with the main character will have to transfer their character to the others so they can use them throughout the animation</p>	<p>Green and pink Postits</p>

	<p>If their character was Sanja, they have to make the opening scene.</p> <p>Each person will work individually on creating a max 1 minute (depending on their skills level and knowledge) animation independent of the others. They can be as imaginative, crazy or boring as they want, but it must link to the title. There needs to be sound (could be voice or effects), movement and text in the scene.</p> <p>For example, in one scene, Sanja could fall into a swimming pool because she can't see and Aurelia has to dive in to get her out.</p> <p>Give them 30 minutes to do this, if someone finishes early, get them to see if they can add some other animations or detail into their video.</p> <p>Give the participants a reminder every 10 minutes so they can help stay on track. If they have questions ask them to ask the group as this will be learning through doing and someone may have already learnt how to do certain things.</p> <p>Take a break after this.</p>	
<p>Learning through doing - Continuation and stitching 30 mins</p>	<p>With the scenes now done, watch them all as a group and decide on the order the scenes to make as comprehensive a story as possible.</p> <p>There will be some clear discrepancies, so as you are watching the scenes get them all to write on a flipchart paper what these discrepancies are. This will help build awareness when producing the STEM Inclusion Animation as you will be able to learn from the mistakes made this time. Examples of discrepancies can be the voice, the clothing, movement, timeline and the story itself.</p> <p>Show them the animaniacs video again and see if they notice the continuation issues here - https://www.youtube.com/watch?v=6fan6ggvh4U (1:50 to 2:10 - the maths equation changes, even though he hasn't done that part of it yet).</p> <p>Give them another 20 minutes to change anything they feel necessary within their own scenes (for example if Sanja finds her glasses three times, how can they change this). Meanwhile whoever has the main character has to now create an end scene based on what they have watched.</p>	
<p>Final cut</p>	<p>Export and put all the clips together one last time and watch them through. Praise</p>	

10 mins	them for their work in such a short time and explain that for the main animation they will have a lot more time. Be sure to spend the rest of the session time on the evaluation below.	
Reflection & Evaluation (How much and how well it was achieved?) Get the group to reflect on their day, and general thoughts. Then get them focussed on the following: What worked well and how will you implement that later? What needs to be improved and how can you do that? What were your favorite elements of the final animation? What were your least favorite elements in the final animation?		

Session 4		
Title: Representation and inclusion - character development		
<p>Learning objectives: (what for? why?)</p> <p>To gain increased understanding about inclusion, representation whilst avoiding stereotyping</p>	<p>Knowledge and abilities developed: (What are the knowledge & competencies gained?)</p> <p>Character design Communication skills Presentation skills Empathy</p>	
Content	Method & Instructions	Materials
<p>Recap 20 mins</p>	<p>Start the session off by watching last week's clip for a bit of fun.</p> <p>Then move onto recap on inclusion by asking the participants:</p> <p>What is it? Who did you recognise as socially excluded groups? What is inclusion and what is representation?</p> <p>Bring out the materials that you saved from the first session, including the notes you made and the mindmaps they made. Let them review and read everything to remind them of what you discussed before, make sure they are now in the right frame of mind and ready for today's session.</p>	<p>Materials about inclusion from first session</p>
<p>Icebreaker</p>	<p>Name something about Nemo, go around in the circle and name something about Nemo, from finding Nemo. Then play them this video https://www.youtube.com/watch?v=RxBcami35ms</p>	
<p>Representation 20 minutes</p>	<p>Explain that for the project you want to focus on one socially excluded group from those they highlighted before.</p>	

	<p>As the leader, you have two options here:</p> <ol style="list-style-type: none"> 1. Get them to vote on who they would like to focus on, based on their personal opinions or experiences 2. Tell them who you will be focussing on based on the project needs or local needs. <p>Once you have chosen the group, it's time to talk more about representation for equality. Split them into three groups, and give each group one of the following and feel free to change to something more local and current:</p> <ol style="list-style-type: none"> 1. Black Panther 2. Jacinda Ardern 3. Julia from Sesame Street <p>Ask each group to research what representation for equality is with these examples, why they like the example and how they can use elements of it in what you do.</p> <p>Each group can share their findings at the end of the session, before taking a 5 to 10 minute break.</p>	
<p>Our turn 30 mins</p>	<p>With their new found knowledge of inclusion and representation for equality, they will now develop a character persona and look for your selected socially excluded group. Remind them that the goal of the project is to inspire 7 to 13 year olds to take more interest in STEM subjects whilst also developing their empathy.</p> <p>Participants have the choice to do this by hand or digitally, and will each draw or develop two characters representing the socially excluded group chosen earlier. When applicable, they will develop a male and female character.</p> <p>Alongside the visuals, they also have to build a character profile including:</p> <ul style="list-style-type: none"> - age - location - hobbies - school life - free time - extra curricular activities - inclusion needs - implied - inclusion needs - clear and obvious <p>They can do research online to find out more about this socially excluded group and</p>	<p>If possible, find videos from local media, cartoons or films which demonstrates inclusion. The example given is Sesame Street which may not be the most relevant.</p>

	<p>use that research in informing how their character looks, moves and acts.</p> <p>They have to make sure that the character doesn't bear resemblance to someone they know in real life, and have to make sure the personality and appearance of the character doesn't create stigma or stereotype.</p> <p>They can watch other examples for inspiration too, for example looking for similar characters on YouTube like Julia from Sesame Street.</p>	
<p>Presenting 25 mins</p>	<p>Within the group, each person will present their two characters, and others can give feedback about the look and the personality given to those characters.</p> <p>There will be some critical evaluation and then some time for the participants to change and improve any part they feel necessary.</p>	
<p>Gaining feedback 10 mins</p>	<p>The final step of the day is for the participants to research together what local organisations might work with the target socially excluded group.</p> <p>They can reach out to their parents or family members if they work with those groups. They can also send an email or social media message to organisations working with these user groups - explaining the project and the goal, as well as sharing their idea on the character, and asking for feedback on the look and personality of the characters.</p> <p>This will help them gather feedback about whether they have removed stereotypes or stigma.</p> <p>Make sure you send all characters together, and ask the organisations to choose their favourites, up to 4 characters.</p> <p>After the session print all the characters alongside their character profile as you will need this later on.</p>	<p>A list of local NGOs and the demographics and needs of their users.</p>
<p>Reflection & Evaluation (How much and how well it was achieved?) As a small reflection, ask the participants: How has your view on inclusion changed? Where do you notice representation for equality? Where do you notice there isn't much or any representation for equality?</p>		

Session 5		
Title: Content development - STEM curriculum		
Learning objectives: (what for? why?) To revisit STEM lessons from before and improve understanding To understand the process of lesson planning		Knowledge and abilities developed: (What are the knowledge & competencies gained?)# Planning and organisation skills STEM knowledge
Content	Method & Instructions	Materials
Recap 10 minutes	<p>Reflect on the last session and share any feedback they received from organisations or individuals that identify or work with people that identify as that user group.</p> <p>From this you can discuss what changes they are going to make to ensure positive inclusion and representation in the final product.</p> <p>Ask one person to remind the group what STEM means and what subjects are associated, and then bring out the list before. Ask the participants to read through the notes that they made before to help refresh their memory of the subjects they liked and disliked and the areas of the subjects that were easy to learn and difficult to learn.</p>	Lists of subjects and difficult topics from the first session
Relearn 15 minutes	<p>Get each participant to pick from the list one of the difficult things they had to learn before, and perhaps have even forgotten now. Alternatively it could be an area that they still don't fully understand and things aren't clear about. For example they could choose Newton's Laws or Linear Equations.</p> <p>Individually they then have 15 minutes to explore all the learning materials they can find online. They have to find written lessons, videos from YouTube, images, sound</p>	

	<p>clips or whatever else they can find to put together a portfolio of learning for that individual topic.</p> <p>The idea is they treat it like they have to relearn that topic, and are gathering all the material needed to do so.</p>	
<p>Make a lesson 25 minutes</p>	<p>Now you can inform them that their task will actually be teaching the rest of the class the area they are learning. It doesn't matter if two people or more have chosen the same area, this could make things interesting in how they teach it.</p> <p>The lesson can only last 3 minutes though, and they have to plan it carefully.</p> <p>With all these materials collected and partly reviewed, they can start watching them and reading through them. They can note down what parts they might want to use for the lesson. You can also give them a lesson plan outline similar to this one to help them plan the lesson, reminding them there needs to be an intro and a reflection part sandwiching the main content.</p> <p>Once they've finished putting together their lesson together, and organising their material, they can run through it once or twice on their own to make sure what they teach is succinct and also right. They should be masters of this topic to a certain degree now.</p> <p>Give them a break so they can get in the right frame of mind for teaching!</p>	<p>Lesson plan template for each student</p>
<p>Teach the others and feedback 40 minutes</p>	<p>One by one, the new teachers are going to come to the front of the room and teach the lesson. They can use any of the materials they have found online, and of course since they only just made the lesson, they won't have access to a lot of other things they might have wanted.</p> <p>Whilst they are teaching, the others have to make notes about what they're learning and also the way the other person is teaching. After the three minutes is up, let the rest of the class give feedback about what they understood or didn't understand, and also on the methods they used.</p> <p>Let each person teach for 3 minutes and allow a couple of minutes for feedback, ensuring all along that the students are making notes and so are you to provide a bit of guidance too.</p>	<p>Flipchart paper Pens Whiteboard Pencils Plain A4 paper</p>

<p>Moving forward 10 minutes</p>	<p>Talk through the process the participants just went through and praise them for their efforts. Comment on the time limit and the content and make sure they are proud of putting something together so well.</p> <p>Open a group discussion about which lesson clarified things a lot better, involved some interesting elements and they feel could be used as part of our animation. Try to come up with one or two favourites depending on the direction you want to take the next session into - producing one or two animations.</p> <p>Move onto reflection and evaluation.</p>	
<p>Reflection & Evaluation (How much and how well it was achieved?)</p> <p>What did you learn about learning? How much did your knowledge improve? How much did you learn about teaching others? Are you excited about the next steps?</p>		

Session 6		
Title: Content development - Storyboarding with content and characters		
Learning objectives: (what for? why?) To learn how to combine characters and content To understand the importance of learning objectives To gain a basic knowledge of hero's journey	Knowledge and abilities developed: (What are the knowledge & competencies gained?) Storyboarding	
Content	Method & Instructions	Materials
Recap 5 minutes	Give an overview of everything done so far, and set the task for the second half of the course - to combine everything and now produce a cartoon.	
Icebreaker 5 minutes	<p>Make a circle. Pass a piece of A4 paper around with a felt tip pen and ask everyone to sign it. The signatures have to fill the whole paper so they should be big and can overlap. They shouldn't all be at the same angle. Once everyone has signed - included you - rip the paper roughly into 3 x number of participants pieces. For example, if you have 7 participants you will rip it roughly into 21 pieces. Throw them in the air in the middle of the circle and tell everyone to take 3 pieces. Then get everyone to make the paper whole again.</p> <p>It's a silly exercise what represents what we're doing now. 3 pieces represent our new skills and knowledge in STEM, inclusion and cartoon software, and we're connecting us all to create one piece of work.</p>	A4 paper pens
Character selection 5 - 10 minutes	<p>Now it's time to choose who your main character will be for the cartoon.</p> <p>If the organisations responded to your email from the previous session then you might already have one already chosen or just have to choose from a few characters.</p>	

	<p>If they didn't respond then you will have to choose one or two, and you can do this by placing all the characters and their profiles that you previously printed either on a number of tables or on the wall around the room. Each participant has three votes to vote for their favourite(s), they each get a felt tip pen and walk around the characters and put an X on their favourite(s). They can put more than one X on a character if they really like them. Ask them not to vote for their own.</p> <p>Collect the papers in and see which character(s) received most votes. If it is a joint score, you can vote again with a simple hand raise about which is preferred.</p>	
<p>Time to storyboard (1 hour)</p>	<p>Now with the character and content already in place, it's time for the participants to think about how to create a story that sees the character either learn or teach the STEM subject matter in question.</p> <p><i>**Depending on the group of children, you can either get them to make their own script or share your examples to help prompt them. If you already have a script or a storyboard, then give it to the participants to work on, improve, develop and change, perhaps you could even skip this session and move to the next session*</i></p> <p>Ask the participants to first come up with three learning objectives for the cartoon linked to the STEM subject matter, and two learning objectives about inclusion.</p> <p>Write these on a flipchart piece of paper to make sure everyone is focussed on them as they are drawing.</p> <p>Introduce this video on "The Hero's Journey" to them - https://youtu.be/d1Zxt28ff-E</p> <p>Get them exploring how this could apply to our cartoon:</p> <ul style="list-style-type: none"> - who the "hero" or in this case "teacher" could be. - what challenges were faced and overcame - what elements could be removed if we want <p><i>** please note, hero is used here purely relating to The Hero's Journey, within the cartoon itself no-one will be the "hero"</i></p> <p>Using this as a template, get the group working through it, brainstorming together and coming up with a timeline of a number of events that should match the number of participants at the workshop. Remind them of the learning objectives which should</p>	<p>Read up on the following resource to support with the importance of language - https://www.ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf</p>

	<p>also help them outline what will happen in the cartoon. They can also agree on some terminology that will be used by everyone - this can be done by researching screenplay terminology online.</p> <p>Once they have a rough outline, delegate the events between the participants similar to before in Session 3. Sit the participants in order of their scenes so they can easily communicate with each other and get them putting together a mini storyboard like a comic strip for their scene.</p> <p>They need to think about the following:</p> <ul style="list-style-type: none"> - Subject content including speech or text regarding STEM, inclusion or general story - Visual content including which characters will be in there (will there be a new character other than the main one), what other elements will be in the scene - A script that defines what the characters say (if there is speech) and the expressions and emotions they need to display. <p>Putting together this storyboard will need time as they will need to continue to speak to each other to share what they are doing and make sure all objectives are met at one point. You will be providing the overview and support to all participants ensuring there is continuity and a purpose.</p>	
<p>Draft walk through (15 mins)</p>	<p>With a draft storyboard finalised, each participant can share their part of the animation, talk through the script, explain visuals and new characters.</p> <p>There can be more brainstorming about potential changes and improvements, and a focus on consistency is needed.</p> <p>You can also bring back the paper from before where you talked about the common mistakes in creating a story to make sure you haven't made any of those mistakes.</p> <p>Summarise everything and explain that next week you will improve the storyboard, so people can reflect at home and bring any further ideas next week. The main focus should be improving what you have rather than changing everything.</p>	
<p>Reflection & Evaluation (How much and how well it was achieved?)</p>		

Project Number:
Project Acronym:

KA210-YOU-5C90C2AA
CartoonED

Research Report

Did you see an improvement in your storyboarding from before?
How well do you think the elements of STEM and inclusion are coming together?
What was the most fun part of the day?
What was the most challenging part?

Session 7		
Title: Improving our storyboard		
Learning objectives: (what for? why?) To develop attention to detail To finalise their storyboard To collaborate further in the final version		Knowledge and abilities developed: (What are the knowledge & competencies gained?) Teamwork Communication skills Time management skills
Content	Method & Instructions	Materials
Recap (5 minutes)	Sit back in positions like before and get one participant to recap what you did last time.	
Walk through (15 minutes)	<p>Afterwards talk through the storyboard, exactly like last week, and then ask people if they had thought any more about changes and improvements.</p> <p>Make sure participants take notes on feedback and how they can improve certain things. Give your own feedback too as you are part of the team, but ensure there are an acceptable number of changes to be made, you don't want a rewrite just additions and tweaks.</p>	
Improve (10 minutes)	Give them a bit of time to implement the changes suggested to their draft.	
Delegation (40 minutes)	<p>With the storyboard now agreed upon, it's time to reflect on the process that needs to happen to turn it into a cartoon.</p> <p>Talk about the process you went through before and how you are going to do it this time, which fully depends on whether you are going to use an automated software or</p>	

	<p>produce your own sketches for each scene. Each way is different and will need their own process.</p> <p>Reflect on the animation skills needed throughout the story and see who has them in the group and who would like to learn them.</p> <p>You can divide the scenes between who is better equipped to deliver them, and also divide certain jobs that also need to be done, including:</p> <ul style="list-style-type: none"> - royalty free music (otherwise you cannot upload to YouTube) - sound effects (either recording your own or finding royalty free ones) - voiceovers (either human or computer generated, ask them which would be better) - titles, subtitles and other graphics needed - ensuring consistency (script supervisor) <p>Remind them there are free tools to use for these, and to make the most of these free tools.</p>	
<p>Mini education catch up (10 minutes)</p>	<p>For those who want to learn new skills, they can spend time looking for reliable tutorials or sit with a fellow participant who can teach them.</p>	
<p>Plan for success (15 minutes)</p>	<p>Explain that the next two sessions will be working sessions where they will come and work next to each other on the animations.</p> <p>Each session will be similar where they will work intensively for 25 minutes and then have a 5 to 10 minute break to discuss, share and explain their work and identify any problems.</p> <p>With this in mind, they now have to put a rough plan for the 6 hard work periods of 25 minutes, thinking about what they can achieve in that time. These hard work periods are where they will not talk to each other, will put any distractions to one side, and just work on the animation.</p> <p>They should also know that if they need extra time at the end, that can be arranged for an extra session, so not to see this is stressful and a deadline, but to see how much we can achieve with this way of working.</p> <p>Get them to write down what they plan to work on in those sessions.</p>	<p>Here is not clear ..why 6 session ?</p>

	Give extra guidance on and make specific notes for: <ul style="list-style-type: none">- Extra techniques for animating- Other tools (like voice creation)- Voice acting- Sound and music	
Commence (10 minutes)	Before finishing for this session, they can prepare everything they need to start as soon as they arrive next time. Ask them not to do anything at home between now and next week, except perhaps learning techniques, because it's important the first work session is run at the same time with everyone there in case anything changes (like design, or voice over etc.)	
Reflection & Evaluation (How much and how well it was achieved?) How well prepared do you feel for the final push? How have you enjoyed working in a team so far? What are your expectations of the final product?		

Session 8		
Title: Animate! Making the script come alive pt i		
Learning objectives: <i>(what for? why?)</i> To develop their animation skills To understand the process in turning a storyboard into an animation To understand the importance of planning first		Knowledge and abilities developed: <i>(What are the knowledge & competencies gained?)</i> Concentration and focus Time management Animation skills
Content	Method & Instructions	Materials
Quick recap 2 minutes	Welcome everyone back and get someone to recap what happened last session.	
Zen counting 3 minutes	With everyone sat down, and with laptops closed for now, get everyone to shut their eyes. They must count to 10 as a group, meaning one person has to say 1, then another person has to say 2. People cannot talk at the same time, if they do they start again. They cannot just say the numbers in order (for example, one by one going round the circle clockwise). The idea is to focus, listen, breathe and slowly count to 10. Give them 4 or 5 tries, with a smaller group it will be easier and just bring them all to the room	
Main recap 5 minutes	One by one get them to explain what they will focus on just for the working session today, based on the plan they made last time. Get them to open their laptops, open whatever software is needed, and make sure everyone is comfortable and ready for their first work session. Ask them to put any distractions away (mainly their phone) and close any unnecessary tabs (like discord).	

Work session 1 25 minutes	Set a timer for 25 minutes and tell the group to start working. At the end of the 25 minutes ask people to finish up what they were doing, SAVE their work and write down any ideas in their mind and what needs to happen next so they don't forget.	
Reflection 1 10 minutes	Get everyone's attention and go round the room asking for a max 1 minute recap to briefly explain what went well, what was difficult, whether there were any questions about what they were doing. Check everyone is ready for the next session, and ask them what they plan to do next session. When everyone has shared, move to the next working session.	
Work session 2 25 minutes	Set a timer for 25 minutes and tell the group to start working. At the end of the 25 minutes ask people to finish up what they were doing, SAVE their work and write down any ideas in their mind and what needs to happen next so they don't forget.	
Reflection 2 10 minutes	Get everyone's attention and go round the room asking for a max 1 minute recap to briefly explain what went well, what was difficult, whether there were any questions about what they were doing. Check everyone is ready for the next session, and ask them what they plan to do next session. When everyone has shared, move to the next working session.	
Work session 3 25 minutes	Set a timer for 25 minutes and tell the group to start working. At the end of the 25 minutes ask people to finish up what they were doing, SAVE their work and write down any ideas in their mind and what needs to happen next so they don't forget.	
Breathing exercise 2 minutes	Remind everyone to SAVE their work again, and close the lid of their laptop. Ask everyone to close their eyes and put their hands on their knees. Tell them you will count down twice. The first time you count down they have to breathe out for that number, the second time you count down they have to breathe in. Let everyone take a deep breathe, and start by counting down from 3. Then do this with 4, 5, 6 and 7. This gets them to slow down a little after 3 fast paced working sessions	
Group reflection 10 minutes	As a group, go round the room in order and see how everyone is doing and what they managed to finish today. As it goes round in order of the cartoon, you can also check	

	<p>for continuity issues.</p> <p>Ask them to get their plans out from before and see if they want to change anything for the last three sessions next week. Also find out if anyone feels like they will have to do anything at home or if anyone needs to do any extra research for anything.</p> <p>Remind them if extra sessions are needed, that is fine and can be organised.</p> <p>As the leader you can gauge how things are moving. This whole course has introduced a lot to the group so it is important to keep things calm, light and fun, with that edge of professionalism to keep things moving forward at the same time.</p>	
<p>Reflection & Evaluation (How much and how well it was achieved?) How much did their plan change? Was their any activity that took longer or shorter than expected? How might they plan differently next time? What did they think of the Pomodoro technique (25 mins work, short break)?</p>		

Session 9		
Title: Animate! Making the script come alive pt ii		
Learning objectives: <i>(what for? why?)</i> To develop their animation skills To understand the process in turning a storyboard into an animation To understand the importance of planning first		Knowledge and abilities developed: <i>(What are the knowledge & competencies gained?)</i> Concentration and focus Time management Animation skills
Content	Method & Instructions	Materials
Quick recap 2 minutes	<p><i>**please note - when a few people have finished, they can work together to start stitching everything together by collecting people's finished content and using some software like DaVinci to stitch the visuals and audio together.</i></p> <p><i>They can use YouTube for adding the transcript and translations afterwards, and we would recommend having it in your language and English too so it is easier if other people want to translate in the future.**</i></p> <p>Welcome everyone back and tell people this will be similar to last time.</p>	
Zen counting 3 minutes	<p>Remind people of Zen counting: With everyone sat down, and with laptops closed for now, get everyone to shut their eyes. They must count to 10 as a group, meaning one person has to say 1, then another person has to say 2. People cannot talk at the same time, if they do they start again. They cannot just say the numbers in order (for example, one by one going round the circle clockwise).</p>	

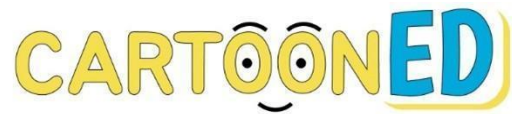
	<p>The idea is to focus, listen, breathe and slowly count to 10. Give them 4 or 5 tries, with a smaller group it will be easier and just bring them all to the room</p>	
<p>Main recap 5 minutes</p>	<p>One by one get them to explain what they will focus on just for the working session today, based on their new plan and maybe after some work done at home.</p> <p>Get them to open their laptops, open whatever software is needed, and make sure everyone is comfortable and ready for their first work session. Ask them to put any distractions away (mainly their phone) and close any unnecessary tabs (like discord).</p>	
<p>Work session 1 25 minutes</p>	<p>Set a timer for 25 minutes and tell the group to start working. At the end of the 25 minutes ask people to finish up what they were doing, SAVE their work and write down any ideas in their mind and what needs to happen next so they don't forget.</p>	
<p>Reflection 1 10 minutes</p>	<p>Get everyone's attention and go round the room asking for a max 1 minute recap to briefly explain what went well, what was difficult, whether there were any questions about what they were doing.</p> <p>Check everyone is ready for the next session, and ask them what they plan to do next session. When everyone has shared, move to the next working session.</p>	
<p>Work session 2 25 minutes</p>	<p>Set a timer for 25 minutes and tell the group to start working. At the end of the 25 minutes ask people to finish up what they were doing, SAVE their work and write down any ideas in their mind and what needs to happen next so they don't forget.</p>	
<p>Reflection 2 10 minutes</p>	<p>Get everyone's attention and go round the room asking for a max 1 minute recap to briefly explain what went well, what was difficult, whether there were any questions about what they were doing.</p> <p>Check everyone is ready for the next session, and ask them what they plan to do next session. When everyone has shared, move to the next working session.</p>	
<p>Work session 3 25 minutes</p>	<p>Set a timer for 25 minutes and tell the group to start working. At the end of the 25 minutes ask people to finish up what they were doing, SAVE their work and write down any ideas in their mind and what needs to happen next so they don't forget.</p>	

<p>Breathing exercise 2 minutes</p>	<p>Remind everyone to SAVE their work again, and close the lid of their laptop. Ask everyone to close their eyes and put their hands on their knees. Remind them about the breathing exercise: Tell them you will count down twice. The first time you count down they have to breathe out for that number, the second time you count down they have to breathe in. Let everyone take a deep breathe, and start by counting down from 3. Then do this with 4, 5, 6 and 7. This gets them to slow down a little after 3 fast paced working sessions</p>	
<p>Group reflection (10 minutes)</p>	<p>Go around the room and see where everyone is. There is a chance that some people have finished and some people haven't, so discuss what needs to be done before we connect all the scenes together. That could be:</p> <ul style="list-style-type: none"> - re delegating some scenes or elements to people who have finished to help those who haven't - people finishing things off at home - having a virtual session for those that need the support and structure - having an in-person sessions for those that need the support and structure <p>Whether or not everyone has finished, watch the whole animation together (or what has been done) and ask people to make notes for next time about what to change improve.</p> <p>Congratulate them on the progress they made in a relatively short time and give them a little treat, and tell them that there will be one final workshop to review, improve and put the final touches together.</p>	<p>Chocolates or some small reward</p>
<p>Reflection & Evaluation (How much and how well it was achieved?) How much did their plan change this time? Did they plan better than last time? What do they think of the animation they saw? Is it as expected?</p>		

Session 10		
Title: Review, improve and publish.		
Learning objectives: (what for? why?) To learn how to finalise a project To think about accountability to others To ensure sufficient analysis but not paralysis		Knowledge and abilities developed: (What are the knowledge & competencies gained?) Teamwork Project closing Publishing to YouTube
Content	Method & Instructions	Materials
Recap 10 minutes	<p>Put out some snacks and drinks and tell people this is the last push and at the same time celebration.</p> <p>Give an overview of everything done to date, week by week, and see if the participants can remember each week.</p> <p>Since the last session, participants may have done things in their own time or in online sessions. If this was the case, get everyone to share what they had to finish ready for this final session.</p>	Snacks, drinks, glasses/cups
Rewatch 10 minutes	<p>With all the animation now done, watch it in order again and make any notes about comments, questions or improvements.</p> <p>There is a chance that certain things aren't added yet like voices, opening and closing credits and subtitles which is fine.</p>	
Final touches 15 minutes	<p>Go round the group and see what final touches or changes they'd recommend with a big emphasis that this is the first animation they have done together and therefore what they have produced is fantastic especially in the way they have done it.</p> <p>Ensure each participant notes down what they should improve or change for their scene.</p>	

	<p>Check in with the following areas as well to see how they will be added at the end:</p> <ul style="list-style-type: none"> - royalty free music (otherwise you cannot upload to YouTube) - sound effects (either recording your own or finding royalty free ones) - voiceovers (either human or computer generated, ask them which would be better) - titles, subtitles and other graphics needed - ensuring consistency (script supervisor) 	
<p>Final working session + stitching the pieces together 60 minutes</p>	<p>In an open work session (with no timer or concentration like before), work through all the changes and additional parts that need to be done. Just like before, feel free to redelegate work or partner people up to help move things quicker.</p> <p><i>For those who have finished, select one or two to work together to put everything together by collecting people's finished content and using some software like DaVinci to stitch the visuals and audio together.</i></p> <p><i>They can use YouTube for adding the transcript and translations afterwards, and we would recommend having it in your language and English too so it is easier if other people want to translate in the future.</i></p>	<p>USB stick / Drive</p>
<p>Final upload and watch 20 minutes</p>	<p>If everything goes to plan (sometimes it doesn't and you'll finish it outside of the project), upload the final video and let people watch it on their own. Ask them to comment and share it with people, as they should be proud of their work.</p> <p>Share other options for showcasing work inc. professional platforms:</p> <ul style="list-style-type: none"> - CartoonStock - Vimeo - Behance - ArtStation <p>Set the evaluation tasks below and just chat and freely discuss the whole course.</p>	
<p>Reflection & Evaluation (How much and how well it was achieved?) Put up three flipchart papers with the following questions: Were your hopes of this project fulfilled and how? Were your fears of this project conquered and how? What skills did you learn during this project? Put up the flipchart paper from the second session, and ask them to add one more in red showing their interest in animation now.</p>		

Contact



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