

# **Talk about respect**

## **Public speaking skills for active citizenship**

**Video guidance for project partners**

**2014/15**

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## 1. Preface- using video as part of the project

Video will be used in several ways as part of the 'Talk about respect' project:

- Firstly, we ask that each college use video within their project as a tool for learner self and peer reflection on the development of their speaking and listening skills and knowledge about the issue of respect. At this stage, with appropriate support, learners will use video technology individually or in small groups.
- Secondly, we encourage colleges to capture and celebrate key 'moments' and events in the life of their project, including the learner conference, encouraging the students to further reflect on their learning through this video material and to see themselves as creators of important assets or resources for the project. This stage will involve the learners developing important skills of collaboration and teamwork.
- Thirdly, learners will be asked to select and prepare video material for publication. At this stage the learners will be considering the difference between video for internal use and video for external consumption and the important issues around this, for example what is appropriate, the law, ownership etc. We envisage that the students will now be 'making' a video as opposed to 'using' video, in the sense that they will review their entire video assets and chose elements that combine to represent a coherent key message about their project. We believe that 'making' this summative video is not a hugely onerous task but one that flows naturally from the project. For example, learners might choose one short but significant clip and simply caption it to illustrate their chosen point.

Providers will be asked to provide video material as part of their final project case study, including the 'made' video clips. These 'made' video clips chosen for publication by the students, will be used to create a video wall on the ACFE website that gives short punchy insights about the issue of respect from the perspectives of learners.

## 2. Introduction

This guide has been developed as part of 'Talk about respect: public speaking for active citizenship' – a project concerned with the development of **speaking and listening skills** to empower young people for **public speaking** and **active citizenship**, particularly in relation to issues of **respect, equality and diversity**.

This guide provides a general introduction to using video as part of this project. We hope it will help facilitate discussion between project partners in exploring how video technology can support young people in developing speaking and listening skills, as part of active participation. We anticipate that this guide will develop further to share the experience of project partners. There are five sections:

- Why use video – a rationale
- When and how – different scenarios
- Technology – some basic principles
- Some considerations – making it safe, successful - enjoyable
- Sharing practice – moving forward together

Video technology is ubiquitous; videos are consumer items and the challenge is to foster the appetites and capabilities of young people in using technology in a supportive, safe, and effective way.

### 3. Why use video

Video is a powerful tool for gathering evidence, capturing personal reflections, demonstrating processes and expressing ideas.

As part of *'Talk about respect'* we want to support teachers and learners in exploring the use of video in the context of public speaking. We believe that the skilful use of video can support the development of skills and confidence.

Video provides immediacy, review and feedback. It allows editing. It is used to share ideas, thoughts and feelings. Video also helps us consider how content, structure and delivery can work in different settings.

What follows in sections four to six, reflects current best practice in using media technology to support teaching and learning in any context.

### 4. When and how

Here are some ideas about the different settings in which you might wish to use video. They are based on what other practitioners are finding works for them. Considerations on key issues, including ethics, safeguarding and copyright, are mentioned in section six.

The different settings can be grouped into three broad headings:

- A. Demonstrating: Using examples and training materials to illustrate public speaking
- B. Coaching - stages one, two and three: Using video to record and review progress
- C. Publishing: Using the media to express and articulate ideas, sharing videos with a wider audience; live, at a distance or at other times.

#### A. Demonstrating: using examples – case studies

The internet offers a wealth of useful material that can be used to illustrate public speaking in a range of settings. Here are some clips which at the time of writing were available on the internet; you may have favourite links of your own:

##### **President Barack Obama's Inaugural Address:**

Start at: 2 minutes 35 seconds.

<http://www.youtube.com/watch?v=3PuHGKnboNy> (available Sept 2014)

This clip is still sometimes used to help reflect on the skills of oratory. For instance, the clip can stimulate discussion on the importance of pace, timing and delivery. Some might suggest that President Obama can be seen savouring the moment and pacing his speech to underline the significance of the moment.

## **Youth Parliament**

Start 1.57- Young man sharing his anxiety before speaking - feeling nervous

Start 7.50- Young people talking in House of Commons

Start 8.57- Young people reflecting on how they enjoyed the public speaking

<http://www.youtube.com/watch?v=wZkkSLFCGVo> (available Sept 2014)

These clips can help support discussion about the concerns young people might have when speaking in public. It can also be used to help learners evaluate each other in a supportive way.

## **Battlefront: Campaign against Gun and Knife Crime**

Here you see Alex Rose in two different settings. One setting is seemingly informal, compared to the other. This clip could be used to help raise awareness of the different kinds of settings in which young people can express their ideas and how the setting might affect the way they engage with an audience.

<http://www.youtube.com/watch?v=EBncAqjF6y4> (available Sept 2014)

## **Examples - training videos**

You may have come across training videos that focus on presentation skills. These can help address aspects of technique, for example breathing, timing, structure and posture. There are many to choose from. The coaches that you work with on this project may have some useful advice on how to select those which are most appropriate.

'Off the shelf' or internet sourced material may not always seem fit for purpose. A critical attitude is helpful in evaluating their usefulness. Learners can be asked to consider how they would use existing material to train others, rather than becoming mere consumers.

Here are two examples. One is supported by the Australian Government and is aimed at teaching students. The other is a TED talk, providing the speaker with the opportunity to share his ideas – not all of which you may agree with.

Are they suitable for use with learners? What do you think of them? How would you encourage learners to be objective in their evaluation of the clips?

1. TED: Julian Treasure: 'How to speak so that people want to listen'

<https://www.youtube.com/watch?v=elho2S0Zahl>

2. Steve Francis: 'Speaking Confidently Tip 7 - Avoiding Common Mistakes' (supported by the Australian Government Department of Education, Employment and Workplace Relations):

<https://www.youtube.com/watch?v=6MYbRVE7tbM&index=7&list=PL7A67AB457742A4BD>

## **In practice - variety**

Allow learners to access a variety of clips so they have the opportunity to consider a range of settings, contexts and styles. This variety can help learners become aware of how they can contribute and have a voice in a range of settings.

For instance, President Barack Obama's Inaugural Address (link above) was intended for a large live audience and a worldwide TV audience – however a meeting in the corner of the canteen between members of a project team presents a different setting. Both settings offer opportunities for the '*Talk about respect*' project.

If possible, ask learners to research, choose and present their own examples using clips they have found. This can help build up a bank of videos to use for discussion and reflection.

## **B. Coaching and review**

The use of video can provide a valuable way of observing and analysing 'performance' and helps to keep a record of progress.

To help develop confidence, it is often a good idea to introduce the use of video in stages. Eventually, learners will need to be confident about sharing their ideas and speaking in a range of settings, some perhaps potentially hostile; building that confidence might be a gradual process, which manages the level of challenge.

Here are some suggested stages:

### **Stage one: recording and reviewing - by individuals**

To get things started, learners can be encouraged to make recordings of themselves, without referral or criticism from anybody else. The use of small personal recorders, mobile phones, tablets or cameras have made the process of recording less formal. Learners can concentrate on areas of technique; using the opportunity to review and provide themselves with immediate feedback.

They may choose to delete these recordings or save them. If they review them over time, it's likely they'll be encouraged when the videos show progress.

Understandably, self evaluation may not be very objective. To get a more objective evaluation, it is useful to watch recordings with others. Encourage students to select some clips to review with you or their peers.

### **Stage two: reviewing with peers**

You may wish to introduce the process of peer review gradually, as part of developing a supportive environment that helps to avoid unhelpful criticisms.

To help stimulate productive discussion, encourage peers to focus on the effect of the speaking, rather than the individual, by considering questions such as:

- What do you most remember?

- What do you think you might do or think because you have listened to this speech?
- How could it be more powerful /effective?

Colleagues from the Speakers Trust will have other useful suggestions to introduce, as part of the specialist training session.

### **Stage three: recordings with peers**

When making recordings with peers as part of a group or team effort, there is opportunity to use the camera to help increase the level of challenge and introduce a level of formality.

Encourage the speaker to consider how the camera and the presence of their peers, affects their delivery.

Establish rules with the group to ensure that recordings are treated with respect. If recordings are not intended for wider distribution, the speaker needs to be confident that this is the case. Recordings which are intended to be private must remain private, and must not leak out into the public domain.

If recordings are intended for wider distribution, via YouTube for example, then encourage the speaker to consider who the audience might be and how this affects the content, the structure and their delivery. For further information, see section five 'Technology and techniques: recording in different settings'

### **Any stage: reviewing recordings with tutors**

It's worth remembering that for some learners, their previous experience of sharing work with tutors may have been solely for the purpose of summative assessment and performance review. Some learners may find it unusual that you are in the role of coach rather than assessor, and may need reassuring that sharing their work with you is part of a process. You may wish to include some recordings of your own efforts to show that this is a learning journey. You can use these to help illustrate the distinction between recordings that are experimental, and those which must be fit for wider distribution.

## **C. Recording for publication**

By publication we mean sharing and creating video for wider distribution - beyond the people in the room or the group you are working with. Video then becomes a medium for expression, sharing and articulating ideas.

The recordings we have discussed in sections A and B have been for personal use; for review as part of coaching and can be easily deleted and experimented within a safe area.

Once material has been published on the internet, it is difficult to control the ways in which it is being viewed. Some might find this worrying - that might be a healthy attitude to start with. If dealt with sensibly, any risks in publishing on the internet are outweighed by the benefits. What follows, are some of the things to think about when deciding to use video in this way.



## **Sense of audience**

Ask learners to suggest how addressing an audience watching a recording might be different from a live audience. In the case of a live audience you can make use of the range of interactions that are open to you:

- Making eye contact
- Actively seeking to engage the audience by scanning the room
- Using hand gestures
- Changing position
- Addressing different sections of the audience
- Evaluating how things are going and making adjustments in response to unspoken feedback

You might also have the opportunity to talk to some of the audience face-to-face afterwards.

When recording for the internet; you are unable to sense the audience in the same way as you can with an audience that is in front of you. Ask learners to talk about how it feels knowing that they are going to be listened to and watched by people who are not their close friends and whose views they do not know. For instance, should they try and speak to everybody, try to imagine a specific group of people, or an individual?

When speaking for video, some people are unsure about how to direct their delivery- where to look. Here are two suggestions that may help learners focus their delivery:

1. Another person stands very close to the lens of the camera, but is not in shot, and provides the speaker with an audience (off - camera). The speaker must remember to focus on the person who is 'standing in' and try to avoid looking at the lens. You can let learners experiment with this to see for themselves what it looks like if the speaker's eyes are moving between the lens and something else.
2. More confident individuals can imagine an audience for themselves and look straight at the camera; like a professional reporter.

Note: The clip showing Obama's inaugural speech shows a third possibility that is discussed below. Barack Obama was talking to a live audience; the camera just happened to be recording him at the same time, in this case there was more than one audience.

## **More than one audience?**

When you are recording a piece of speech with a group, help the speaker decide if the rest of the group in the room are part of the intended audience, or if they are simply there to help.

If you are recording a speaker who is also addressing an audience immediately in front of them, it is a good idea to think about how you convey this to viewer. For example, try including shots of the audience (similar to how programmes like 'Live at the Apollo' are

filmed). This helps the viewer understand that what they are seeing is a witness to an event, rather than someone addressing them personally.

## Editing

You and your learners may wish to edit recordings before publishing or sharing on the internet. This is a useful exercise because it helps focus on structure and content. It also allows us to remove things that may not be working well.

You may also wish to use editing tools creatively, adding music, captions, graphics and other devices, to help convey the message. During the project the Video Team will be happy to give further advice on this.

## 5. Technology and techniques

### What to use

Technology is developing rapidly. New devices with new capabilities and applications continue to arrive on the market. However, some learners may not have access to recording technology, except that which you or your organisation provides. Some learners may have cameras or mobile phones that are very restricted in their functionality.

We do not recommend one brand or product over another. Here we provide some general guidelines; project partners are encouraged to share recommendations and experiences. Online forums and reviews can also provide ideas and the Video Team is happy to discuss these with you.

Scenario	Equipment	Hints and tips
<p><b>Personal recordings:</b></p> <ul style="list-style-type: none"> <li>• Building confidence</li> <li>• Finding out what you sound and look like</li> <li>• Observing the difference between how you <i>think</i> you seem and how you <i>actually</i> come across.</li> </ul>	<p>Any camera will do, but this is an ideal situation for using 'pocket-style' cameras, mobile phones, tablets, laptops, desktop computers etc.</p>	<ul style="list-style-type: none"> <li>• Ideal for building confidence</li> <li>• Ideal for keeping things informal</li> <li>• Easy to review and save or discard material</li> <li>• Good for getting going</li> <li>• Picture quality; good enough for internet</li> <li>• Sound is OK, but not very directional (see notes on sound below)</li> </ul>

<p><b>Recording as part of a group activity:</b></p> <ul style="list-style-type: none"> <li>• Practicing for being in front of an audience</li> <li>• Shared recordings</li> </ul>	<p>As above plus, a stand or tripod</p>	<p>Introducing a camera, even a handy-cam or camcorder, will make things seem more formal. An even greater sense of formality is introduced when the recording device is mounted on a tripod.</p> <p>Using a stand or tripod will usually provide a better quality recording than 'hand held' in most situations - think about the exceptions.</p>
<p><b>For wider distribution:</b></p> <ul style="list-style-type: none"> <li>• Publishing on the internet</li> </ul>	<p>Again any of the above, plus suitable editing software and internet connection</p>	<p>Being able to edit recorded material will give the speaker confidence, as they know that they may be able to review and remove certain elements, if required. It is important to ensure a good quality of sound (see section below).</p>

### Recording in different settings

Mounting the camera on a tripod, or similar, can help introduce a level of formality.

The setting may affect where you position the tripod, for instance:

- Is the audience in a circle or sat in rows?
- Will the speaker deliver from a raised platform?
- Will the speaker be contributing to small groups, as part of a discussion?

In all situations, consider where the camera should be and consider where the microphone should be.

### Sound

When recording, the quality of the sound is paramount. Poor sound will detract from the speaker, however competent a speaker they are. Built-in microphones are often sufficient but not very directional, so they might give you a disappointing result. There is no substitute for carrying out a trial to test the quality of the sound. If the recording sounds distant it can give a poor impression and detract from the impact of the speaking. In this case, simply try again, this time holding it closer. The speaker will find that they were being more impressive than it at first seemed.

If you are using a camera with a built-in microphone, it needs to be held close enough (usually about 1 ½ - 2 ½ metres away, depending on the surroundings- further away if the

surroundings are quiet and the room is not 'echoey') to capture a clear enough sound for the purpose. Moving the microphone closer will cause the sound of the speaker's voice to be strong relative to the background noise.

If you're unable to be close to the speaker with the camera, then it's a good idea to have a separate microphone. If so, you'll need a camera with an input socket for a microphone. Not all cameras have them. If you are buying a camera, search for one that does. This would also allow you to use a radio or personal microphone.

If you are buying a domestic rather than a semi-professional camera, then the socket will most likely be for a 3.5mm jack. You can get hold of a microphone good enough for your purposes for anywhere between £3 and £20. It is possible to spend much more. You may now find recording devices that will now take a USB input.

## **Links**

Here are some links to further tips:

### **'Seven Golden rules of video':**

This video relates to the Flip Cam, but still true in any situation:

<http://www.vimeo.com/29908733>

### **Vimeo 'Capturing good sound':**

<https://vimeo.com/videoschool/lesson/2/capturing-good-sound>

### **BBC News School Report**

This resource relates to news gathering for 11 to 16 year olds. It includes some essentials about the nature of information, messages and communication:

<http://www.bbc.co.uk/schoolreport/15825914>

Please have a look, comment on and/or suggest some of your own.

## **6. Some considerations**

### **Opportunities and responsibilities**

Articulating your ideas on video and then distributing them on the internet is an attractive prospect, but presents responsibilities. Some learners may feel that making and sharing videos falls into the area of informal and personal use, and may not yet have considered the responsibilities that go with it. Once we begin distributing material on the internet we have less control over how it is viewed, but more responsibility for how the content is portrayed. During this project, learners may become more aware of how they themselves are portrayed, how they refer to and portray other people and organisations, the ideas they are conveying and the importance of being respectful to others. Being aware of this may affect what they may choose to say and how they present ideas.

## Protocols

We encourage you to apply the policies that you already have in place to govern the protocols and conventions that young people should work within. Here are a few questions that you will find helpful to think about, in respect of video:

- Have individuals agreed to be recorded?
- Who owns the material once it has been recorded?
- Where will it be stored?
- Will copies be made?
- Who will have access to the material?
- Is there a chance it will be shown to anyone outside the group or used for any other purpose than that for which it was recorded?
- Is any third party material involved, such as copyright protected music, which might restrict its use if you wanted distribute it publicly, to wider audience?
- Will anybody be put at risk – do all your activities fall within your own policies on safeguarding? Here are links to some guidance:

### **Child Exploitation and Online Protection Centre (CEOP):**

<http://ceop.police.uk>

### **Thinkuknow, a CEOP initiative, free resources for teachers and tutors:**

<https://www.thinkuknow.co.uk/Teachers/>

### **BBC Webwise (general):**

<http://www.bbc.co.uk/webwise/0/>

### **NSPCC, Internet use for schools and teachers:**

[http://www.nspcc.org.uk/Inform/resourcesforprofessionals/onlinesafety/internet-safety-schools\\_wda94003.html](http://www.nspcc.org.uk/Inform/resourcesforprofessionals/onlinesafety/internet-safety-schools_wda94003.html)

## Allowing for diversity in approaches

Some learners might seem very confident in sharing recordings of themselves over the internet, some are not. Tutors have an important role in ensuring that those who are less confident are encouraged rather than discouraged by the competence of others – and are able to do so safely.

In choosing to use video you can unwittingly emphasise the importance of the visual in communications. This must not become a barrier for those for whom visual communication is not a strength. Neither must video detract from the important speaking elements of the *'Talk about respect'* project.

It is important to be aware that some people for cultural, religious or other reasons are not comfortable with the use of video technology, in any context. Some will have chosen to, or belong to communities who, watch no TV and have firmly held objections to being recorded. Training providers will have effective local policies for managing learning in these circumstances. Tutors may have to allow for a diversity of approaches.

## **Storage**

An important consideration is how to store, look after and provide controlled access to recordings.

We will be interested to know of the different ways you may be doing this, and we will discuss this with you during the project. Some partners may have access to sophisticated VLE and IT Support Services; others might be storing and sharing material on local drives or on YouTube, Dropbox and other online spaces.

## **7. Sharing Practice**

This document provides some introductory guidelines on the use of video technology. During the project, we look forward to supporting you in specific areas and helping to share practice between project partners.

For a range of resources see the dedicated, but open, section of the ACFE website:

[www.activecitizensfe.org.uk/talk-about-respect.html](http://www.activecitizensfe.org.uk/talk-about-respect.html)

There is also a closed project area of the website, only accessible through the following link, which hosts project documentation, including this handbook, action plan and report templates:

[www.activecitizensfe.org.uk/talk-about-respect-area.html](http://www.activecitizensfe.org.uk/talk-about-respect-area.html)

*Guidelines compiled by Julian Marshall at MLM Learning Design, on behalf of the ACFE Talk about respect project.*

*Please contact Julian or Ruth at [julian@mlmllearningdesign.com](mailto:julian@mlmllearningdesign.com) for further information in connection with video as part of this project.*