



Session 1 “Vlog” (3 hours)

PURPOSE

- Students will be able to develop, practice, and later produce their own vlog based on any interesting topics related to media and their daily activities.
- The session will empower the students to explore, entertain, and learn new skills by creating the vlog.

KEYWORDS

- Content creator, vlog

RESOURCES

- DW Akademie MIL Guidebook (<https://p.dw.com/p/2s0Fr>), 3rd edition, (Vlog, topic games, worksheet) Pages 143, 145, 148-149, 152-154
- <https://www.dw.com/downloads/56736534/dwa-mil-guidebook-en-3rdedition-chapter-5.pdf>

TRAINING METHODS

- Topic game, group work/discussion, presentation, production, feedback/comments

TOT-ELEMENTS

- None, as this is the first session of the advanced MIL Clubs



HOW TO CONNECT TO THE PREVIOUS MEET-UP

- This session on the vlog is the first meet-up of the advanced MIL Club. Trainers connect to the beginners MIL Club by asking students, what their personal highlights were (e.g., introduction to social media, photography, video, playing games, practical exercises, and media production...). Trainers explain that the advanced club will explore some new ideas like vlogging, video vox pops or Facebook Live. It will also return to some topics from the beginners' club and cover different, more advanced angles, for example staying safe on social media.

LEARNING OUTCOMES – THE HEAD (KNOWLEDGE)

- Students define a vlog
- Students identify characteristics of suitable topics for a vlog
- Students recall the steps of producing a vlog
- Students identify ways to engage the audience while vlogging

LEARNING OUTCOMES – THE HAND (SKILLS)

- Students plan, prepare, and produce a vlog on a topic relevant to them
 - Students practice hosting a vlog with self-confidence
 - Students practice basic video editing with an editing app or software
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LEARNING OUTCOMES – THE HEART (ATTITUDE)

- Students value vlogging as format to share their stories with others and make their voice heard in public discussions.
- Students share their understanding and skills with other social media users

INTRODUCTION (15 MIN)

Introduction: Welcome to the advanced MIL Club and introductions

Activity	<ul style="list-style-type: none"> • Welcome and introductions (prepare color cards and ask students to write down the answers on the paper) give them 2-3 minutes to think 	15''
Objective	<ul style="list-style-type: none"> • Students get to know each other and develop a group feeling • Students get to know the key elements of the advanced MIL Club 	
Steps	<ul style="list-style-type: none"> • Welcome students to the advanced MIL Club, introduce yourself and ask everyone to stand in a circle • Remind the students that all of them have participated in the beginners MIL Club, but they may have been in different batches • Ask everyone to briefly <ol style="list-style-type: none"> 1. introduce themselves (name, age, what do they study...). 2. say what they liked best in the beginners MIL Club (e.g., the games <which ones do they remember?>, the 	



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	<p>media productions <which ones were most interesting?>, the practical exercises, individual topics like photography, video, social media verification...)</p> <p>3. share what they expect from the advanced MIL Club</p> <ul style="list-style-type: none"> • The trainers should also answer the three guiding questions • Ask the students to sit down • If the students mentioned any unrealistic expectations in the introductory round, be transparent about what is possible and what not <p>Explain that the advanced MIL Club will explore new ideas like vlogging, video vox pops or Facebook Live. It will also return to some topics from the beginners' club and cover them from different angles, on a more advanced level, for example staying safe on social media. And the advanced MIL Club will also have many games, practical exercises, and media productions.</p> <ul style="list-style-type: none"> • Ask students if there are any questions or comments. If not, continue with the next training segment: introducing the first topic "vlogging"
Material	<ul style="list-style-type: none"> • Flipcharts and markers
Notes	<ul style="list-style-type: none"> • Visualize the guiding questions for the introductions on a flipchart



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- Carefully explain how everyone should introduce themselves. Ask if there are any questions. The trainers may want to go first to give an example how it's done
- Make sure that every student says something in the introductory round. This helps "break the ice"

BODY PART 1 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (75 MIN)

Trainer Centered: What are the characteristics of Vlog?

Activity	<ul style="list-style-type: none"> • Presentation / guided Input 	25"
Objective	<ul style="list-style-type: none"> • Students define a vlog • Students identify ways to engage the audience while vlogging • Students identify characteristics of suitable topics for vlogs • Students describe ethical aspects of vlogging 	
Steps	<ul style="list-style-type: none"> • Ask the students if anyone has ever watched a vlog and can try to explain what a vlog is • Correct and add information if necessary. Explain that "vlog" stands for video blog: like a blog, it is personal, easy to produce and consists of many posts. But here the posts are short videos, not text • A vlog can be easy to produce. It's ok if it looks "amateurish" (although there are also professional vlogs with high production value: a camera crew, studios, editing...) 	



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- Show one or two examples of vlogs. You do not have to show the whole episode, just a few minutes or key moments (e.g., welcoming the audience, encouraging audience participation etc.). You can also show trending videos in Cambodia as examples

Possible examples:

A book vlog <https://youtu.be/MfRvJERv-ro>

is an example for: one shot size, simple jump cuts, low production value, addressing the viewer directly, eye contact, gestures, person talks about a topic he is passionate about (books), short (under 3 min), call to action at the end (“check out Pax”)...

A makeup vlog <https://youtu.be/7j-ZIKI96zQ>

is an example for: one shot size, simple jump cuts, low production value, addressing the viewer directly, eye contact, gestures, person talks about a topic she is passionate about (makeup), short (under 3 min), funny, reaction to social media phenomenon (“my boyfriend does my makeup-challenge”)

A fashion / shoe vlog <https://youtu.be/QPmi3ycExL8>

is an example for: one shot size, simple jump cuts, low production value, addressing the viewer directly, eye contact, gestures, person talks about a topic she is passionate about (shoes / fashion), short (under 3 min), reaction to social media



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interactions (people requested her to show her shoes; *the vlogger comes back on at 2.13 then*: call to action (thumbs up; ask questions; subscribe for more)

- After having shown some examples, ask the students, what characteristics of a vlog they can identify. Visualize key points on a flipchart and add what hasn't been said.
 - Vloggers produce and publish video material on a regular basis, often on YouTube, Instagram or TikTok
 - Most vloggers share personal experiences and ideas: topics they know something about and feel passionate about (e.g., travel, cooking, sports, music...)
 - Vloggers try to develop an audience and keep viewers coming back. (They address viewers directly at eye level, thank them for watching, posting comments and ideas, and subscribing to their channel.)
 - Vloggers often announce upcoming episodes or refer viewers to existing ones
 - Some vloggers make money through advertisements and product placement
 - Simple smartphone production and editing is enough (one frame size, jump cuts, no camera movement)
- Ethical aspects of vlogging
 - Define what is meant with ethical aspects of vlogging



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	<ul style="list-style-type: none"> • Explain do's and don'ts: (explain to the interviewee beforehand what the vlog is about and where it will be published, ask for video consent, treat each other with respect)
Material	<ul style="list-style-type: none"> • Vlog examples • Computer • Projector • Loudspeaker • Flipchart • Markers
Notes	<ul style="list-style-type: none"> • Try to find examples for vlogs in Khmer. Make sure to look for simple vlogs – the students should see that a vlog can be easy to produce and doesn't need high class studios, multiple camera perspectives or fancy editing • Download vlog examples before the session. Familiarize yourself with the videos and decide which parts of the videos you want to play (time code!)

Trainee Centered: Group work finding a topic

Activity	<ul style="list-style-type: none"> • Group work, presentation, and feedback 	25''
Objective	<ul style="list-style-type: none"> • Students discuss and identify a topic for their vlog • Students list ways to make their vlog more interesting for the audience 	
Steps	<ul style="list-style-type: none"> • Explain that the students will now start planning and preparing their own vlog video in groups of three (vlogger, camera & sound, vlog adviser) 	



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	<ul style="list-style-type: none"> • Explain the task, ask for clarifying questions, then divide the groups and start the group work phase • Each group should first think about a topic they'd like to vlog about and a target group. Students identify ways to engage the audience while vlogging <p>Visualize the guiding questions:</p> <ul style="list-style-type: none"> - What topic do we feel passionate about and have expertise in? - For which target group is this topic relevant? - How can we activate the audience? What call to action fits with our topic? <ul style="list-style-type: none"> • Give the students ten minutes to answer these guiding questions • After ten minutes, ask the groups to present their ideas. If they haven't finished, they should just present what they have so far • Ask the students to give each other constructive feedback. Add or correct ideas where necessary. Make sure the students' plans are realistic under the given circumstances (time, gadgets, resources...)
Material	<ul style="list-style-type: none"> • Flipchart • Markers
Notes	<ul style="list-style-type: none"> • Visualize instructions and the guiding questions on a flipchart so all the groups can see them during the group work phase



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- Carefully explain the task of the group work to the students
- Before going into the groups, give students an opportunity to ask clarifying questions if they do not fully understand the instructions or their tasks
- Go around the room and support the groups if they need help

Trainer Centered: Production tips

Activity	<ul style="list-style-type: none"> • Guided input on production tips 	20''
Objective	<ul style="list-style-type: none"> • Students recall the steps of producing a vlog • Students plan and prepare a vlog on a topic relevant to them 	
Steps	<ul style="list-style-type: none"> • Discuss further production details with the students and help them come up with tips and guidelines for their vlog productions. As a trainer, decide which tips you will explain in detail for your students and which you will only mention briefly (time management) • Structure of the script: <ol style="list-style-type: none"> 1) Introduction: How do you want to introduce the issue to your viewers? With a personal example? With a question? 2) Middle section: What additional aspects, questions, or examples do you also want to address and when? Do you want to surprise your viewers? How? 3) Conclusion: How do you want to end your vlog? With a 	



conclusion? An open-ended question? With a reference to a link, another vlog, or with a call to action?

- **Language:**

Choose an appropriate way to talk to your viewers and speak directly to them. Imagine you are talking to a friend, not to a camera. Use simple, everyday words

- **Voice:**

use intonation, pauses and variety of volume and pitch. Speak clearly

- **Body language:**

Facial expressions: Look directly into the camera and use facial expressions

Gestures: Use gestures for emphasis

- **Creativity:**

Add creative elements in your vlog to surprise your viewers. Involve objects, integrate other people, touch upon unusual aspects of your topic, move in front of the camera and use humor when you speak to your audience

- **Technical aspects:**

Image: Place the camera or smart phone at eye level. Make sure that the shot shows the vlogger from the chest upward, and that facial expressions and gestures can be seen clearly. Choose an appropriate background and make sure to have enough light on the vloggers face

Sound: Choose a quiet location to avoid background noise. Do a sound test. Recording: Turn on the recording device before the



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	<p>vlogger begins speaking. Let it run for about five seconds and then give the signal for the vlogger to start. Hold the device steady. You can place your elbows on a table to help steady your hold. Wait five seconds at the end before you stop recording. Extra material can always be edited out, but you can never record a moment that has already passed</p> <ul style="list-style-type: none"> • Ask the students if they have any additional tips or suggestions
	<ul style="list-style-type: none"> • Flipchart • Markers • Photocopy the tips as a handout <p>You could also copy and paste the tips and post them in the Facebook group or send them to the students via WhatsApp</p>
Notes	<ul style="list-style-type: none"> • It may be a good idea to give the students the production tips as a handout or give them to the students electronically. If that isn't possible, make sure key tips remain visible to everyone in the classroom during the production phase

----- BREAK (15 MIN) -----

BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (70 MIN)

Active media work: Time to vlog!

Activity	<ul style="list-style-type: none"> • Group work, active media work • groups create short vlog videos 	55''
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Objective	<ul style="list-style-type: none"> • Students prepare and produce a vlog on a topic relevant to them • Students practice hosting a vlog with self-confidence • Students practice editing video with an editing app or software
Steps	<ul style="list-style-type: none"> • The groups put the finishing touches to their vlog scripts (keywords only) • Suggest them to record their vlogs around the training venue and not outside the building • The groups record their vlogs and post them in the MIL Club Facebook group • If one or two students do not want to produce a vlog, the trainers can ask them to make a “behind-the-scenes” video, capturing funny moments of the production process • Trainers move around the room and help the students if they need help. Remind them occasionally of how much production time remains
Material	<ul style="list-style-type: none"> • Smartphones • Tripods • Paper, pens
Notes	<ul style="list-style-type: none"> • Visualize instructions on a flipchart • Keep an eye on the remaining time and remind the students occasionally



Trainer Centered: Feedback discussion

Activity	<ul style="list-style-type: none"> Feedback discussion on the vlogs 	15"
Objective	<ul style="list-style-type: none"> Students reflect the production process (joys and challenges) Students give each other constructive feedback Students develop ideas for improvement for future vlogs 	
Steps	<ul style="list-style-type: none"> Before you start the feedback discussion, briefly ask the students how the experience of producing their own vlog was for them. What went well, what was fun, what was challenging? Ask if any team wants to volunteer and play their vlog. Remind them that it doesn't matter if their production isn't finished – everyone will just discuss the vlog as a "work in progress" Students watch the vlog and give constructive feedback based on the following criteria: <ul style="list-style-type: none"> Topic / content: informative? relevant? Moderation: easy to understand? well written and presented? Voice / facial expressions / gestures? Script / rundown: well structured? Addressing the audience? Call for action? Technical aspects: recording / sound / editing? Remind everyone that feedback should always start with something positive, be precise and specific and focus on things that can be changed 	



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	<ul style="list-style-type: none"> • Watch and discuss additional examples from the other groups • If you do not have time to watch all vlogs, ask the students to give each other constructive feedback in the comments on Facebook
Material	<ul style="list-style-type: none"> • Computer • Projector • Speaker • Smartphone
Notes	<ul style="list-style-type: none"> • Visualize the criteria for the feedback discussion on a flipchart

CONCLUSION (5")

Conclusion: What makes our vlogs special?

Activity	<ul style="list-style-type: none"> • Reflection on vlogs / open questions 	5"
Objective	<ul style="list-style-type: none"> • Students appreciate their creative ideas and production work • Students feel motivated to create another vlog • Students value vlogging as format to share their stories with others and make their voice heard in public discussions. 	
Steps	<ul style="list-style-type: none"> • Ask the students to find something positive and unique about each vlog. It's ok to find funny categories, but they should always be positive. Each vlog should be celebrated and get a big round of applause for something special (e.g., group one: 	



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	<p>most interesting topic; group two: best editing; group three: most colorful background; group four: most convincing host; group five: funniest performance; group six: most engaging audience interaction...)</p> <ul style="list-style-type: none"> • If time: show the “behind-the-scenes” video or post it in the Facebook group
Material	<ul style="list-style-type: none"> • Computer • Smartphone • Speaker • Projector
Notes	<ul style="list-style-type: none"> • Make sure that each team gets some positive feedback they can appreciate and a big round of applause • Do not let the students get mean when they invent categories (e.g., group x: worst performance on camera / most horrible editing / most boring intonation...). Make sure that all categories they invent are positive and well-meaning