



## Session 5 “Video Vox Pop” (3 hours=180min)

### PURPOSE

- Students discover the concept of a vox pop: showing diversity of opinions on a topic of interest.
- Students explore similarities and differences between a vox pop and an interview.
- Students discuss the characteristics of a vox pop that the audience finds interesting.
- Students formulate a relevant, interesting, open vox pop question.
- Students identify and approach suitable respondents for their vox pop.
- Students produce their own video vox pop focusing on a topic of interest (develop question, record answers, edit, present).

### KEYWORDS

- Vox Pop, Interview, Public Opinion, Recording, Open Questions, Random Answers

### RESOURCES

- DW Akademie MIL Guidebook p. 123; 136 – **138**
- The Vox Pop: DW Akademie “Manual for Radio Journalists”  
(<https://p.dw.com/p/2Qdpl> )  
p. 53 – 63
- BBC: How to film a Vox Pop



## TRAINING METHODS

- Topic game / Energizer, Demonstration, Guided discussion, Think-Pair-Share, Active Media Work, Feedback Discussion

## POSSIBLE “TRAINING OF TRAINERS” ELEMENTS

- A student conducts topic game.
- A student moderates a feedback session after the presentation of media products.
- A student conducts the conclusion (“Live Vox Pop”).

## HOW TO CONNECT TO PREVIOUS MEET-UP

- Students may be able to take the ideas from their fact-checking session to be their vox pop topics.  
The vox pop question could be: how do you fact-check what you see on Facebook?
- While fact-checking deals with objective facts, vox pop is a journalistic format that deals with subjective opinions.

## LEARNING OUTCOMES – THE HEAD (KNOWLEDGE)

- Students describe a vox pop and what it is used for.
  - Students explain the importance of open and relevant questions for a vox pop.
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## LEARNING OUTCOMES – THE HAND (SKILLS)

- Students choose a topic and formulate a relevant, interesting open question for a vox pop.
- Students produce a vox pop with high quality video and sound.

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## LEARNING OUTCOMES – THE HEART (ATTITUDE)

- Students value vox pops as an important tool to get diverse public opinions on a certain topic.
- Students integrate the diverse ideas they hear in the answers into their vox pop.

## INTRODUCTION (10 MIN)

### Introduction: Topic game “Meeting Strangers”

<b>Activity</b>	<ul style="list-style-type: none"><li>• Topic Game “Meeting Strangers”</li></ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"><li>• Students get familiar with the vox pop-form of interviews: one question for different people with a multitude of answers</li><li>• Students practice addressing strangers and requesting some of their time. They learn how to cope with different reactions</li></ul>	
<b>Steps</b>	<b>Game 1: Journalist &amp; Random People</b>	



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- Divide the trainees into two groups. One of them plays the journalists, the other represents ordinary people. The journalists try to approach the ordinary people and ask if they could record their answer to a question on video
- Write a key word how the group playing the ordinary people should react on a card for each round, for example: surprised, skeptical, open minded, dismissive, angry, fearful, or curious
- Show them a card before each round, but don't let the "journalists" see these instructions. The people react according to your instructions
- After a few rounds, change roles
- Afterwards, reflect with both groups how they felt, what was awkward, frustrating, annoying, or fun and encouraging. Ask them why

## Game 2: **My Question to You**

- Ask everyone to prepare one question. Then ask them to walk around and randomly ask their mates their question
- Ask them to reflect on the experience: how was it to approach strangers? What kind of answers did they get? Who got short answers, who got long answers? Why could that be?

### Online

- Everyone prepares a question and then work in breakout room. Within each room, let the student ask their prepared question and see how others respond to the question whether



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	it's yes or no or different answers. Try a few more questions if time allows
<b>Material</b>	Flipchart with instructions
<b>Notes</b>	<ul style="list-style-type: none"> <li>• Visualize instructions on a flipchart</li> <li>• Carefully explain the procedures of the game to the students</li> <li>• Before starting to play, give students an opportunity to ask clarifying questions if they do not fully understand the instructions or how to play the game</li> <li>• Doing a short reflection afterwards is useful to draw attention from the students and link the topic game to the following session</li> </ul>
<b>ToT - Element</b>	<ul style="list-style-type: none"> <li>• Let a volunteering student conduct this topic game. The volunteer will need instructions how to conduct the game before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to the following session. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.</li> </ul>



## BODY PART 1 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (55 MIN)

### Trainer Centered: Guided Discussion “What is a vox pop?”

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Guided discussion</li> </ul>	<b>20</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students watch a video vox pop and recognize the characteristics of this journalistic format</li> <li>• Students identify the purposes of producing vox pops</li> <li>• Students develop the definition of a vox pop</li> <li>• Students identify the characteristics of a suitable vox pop question (End and Open question)</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• Play an example of a video vox pop (short video)</li> <li>• Ask students where they have encountered vox pops: radio / newspaper / magazine / TV</li> <li>• Ask the students to suggest their ideas in terms of the definition and the purpose of a vox pop</li> <li>• Discuss the characteristics of a vox pop question (open question, topic is relevant to many people / in the public discussion, people can express different opinions on this topic, short, precise, always the same question for one vox pop, no follow-up questions, question is cut out of the final product to give us only the people’s answers)</li> <li>• Briefly explain what an open question is and give examples to let the students identify if it is an open question or not</li> </ul>	



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	<ul style="list-style-type: none"> <li>• Visualize the ideas on a flipchart (face to face) or PowerPoint (online)</li> </ul>
<b>Material</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Computer</li> <li>• Flipchart (face to face) / Power point (online)</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>• Research and find one or two good video vox pops before the session</li> <li>• Visualize instructions</li> </ul>

## **Trainee Centered: Think-Group-Share “Deciding for a topic and good question for vox pop”**

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Think- Group- Share: Individual work, group work, group discussion</li> <li>• Feedback discussion and improvement</li> </ul>	<b>25</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students decide on an interesting topic and develop a good question for their vox pop (open question on a relevant, interesting topic)</li> <li>• Students give each other feedback on their vox pop topics and questions in small groups</li> <li>• Each group has finalized a workable vox pop topic and question</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>• Ask each student to think of a relevant and suitable vox pop topic on their own</li> </ul>	



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	<ul style="list-style-type: none"><li>• Ask students to form four groups and discuss their ideas for topics. Let them select their favorite topic</li><li>• Then they should agree on a good vox pop question and write it on a card</li><li>• Ask the students to share their ideas with everyone</li><li>• Involve all students in a guided feedback discussion and help each group fine-tune their vox pop topic and question</li><li>• Visualize the vox pop topics and questions on a flipchart</li></ul>
<b>Material</b>	<ul style="list-style-type: none"><li>• Pens and paper</li><li>• Flipchart for topics and questions (face to face) / Power point (online)</li><li>• Colored cards</li><li>• Markers</li></ul>
<b>Notes</b>	<ul style="list-style-type: none"><li>• Visualize instructions on a flipchart</li><li>• Carefully explain the procedure of the exercise to the students</li><li>• Before starting, give students an opportunity to ask clarifying questions if they do not fully understand the instructions or how to proceed</li></ul>



## Trainer Centered: Presentation / Guided Discussion “How to record a video vox pop”

<b>Activity</b>	<ul style="list-style-type: none"> <li>● Presentation / Guided Discussion</li> </ul>	<b>10</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Students understand how to hold or set up the camera to get good sound and video and how to record the answers (technical aspects)</li> <li>● Students understand how to select the right location and how to choose and approach a variety of respondents (human aspects)</li> <li>● Students record more statements than they need so they have a choice in editing</li> <li>● Students understand how to sequence and edit the raw material of a vox pop (content aspects)</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>● Provide tips on how to approach people and get them to answer (be polite, open, transparent)</li> <li>● Ask students to use the same video shot size for all answers (medium shot) to ensure good sound and video quality</li> <li>● Ask students to alternate the position of the speaker in the frame (left side, right side)</li> <li>● Explain how the students can select and edit the answers after recording (short, catchy statements, pointed opinions, edit without distorting the statement)</li> <li>● Explain how to organize the statements in interesting order (start and end with a strong statement, create variety: voices, gender, age, opinions)</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>● Flipchart (face to face) / Power point (online)</li> </ul>	



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## Notes

- Visualize instructions on a flipchart
- Carefully explain the aspects to the students
- Give students an opportunity to ask clarifying questions

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

## BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (100 MIN)

### Active media work: Production of a video Vox Pop

<b>Activity</b>	<ul style="list-style-type: none"> <li>• Pair Work: Vox Pop Production</li> </ul>	<b>75</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>• Students create their own video vox pop and apply the concepts discussed before the break</li> </ul>	”
<b>Steps</b>	<ul style="list-style-type: none"> <li>• Ask students to work in the pairs that developed the vox pop topics and questions</li> </ul> <p>Face to face:</p> <ul style="list-style-type: none"> <li>• Ask each pair to go out and produce one video vox pop on the topic and question they finalized in the feedback discussion in class</li> </ul>	



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	<ul style="list-style-type: none"> <li>• One student can be the “journalist”, while the other operates the camera. Ask students to switch roles halfway through the exercise</li> <li>• Remind the students to get variety (gender, age, opinions) and give a clue to them how many answers they can collect in the short amount of time (e.g., 4, max.5)</li> <li>• Remind them to be careful along the street or fieldwork. Safety is the priority.</li> <li>• Each group should select the best answers, edit them, and put them in a suitable order (start and end with a strong statement, create variety: voices, gender, age, opinions)</li> <li>• Ask the pairs to upload their finished video vox pops to the Facebook group</li> </ul>
<b>Material</b>	<ul style="list-style-type: none"> <li>• Smartphone/Computer</li> <li>• Flipchart for the exercise instructions (face to face) / PowerPoint for the exercise instructions (online)</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>• Visualize instructions on a flipchart</li> <li>• Carefully explain the procedure of the exercise to the students</li> <li>• Before starting, give students an opportunity to ask clarifying questions if they do not fully understand the instructions or how to proceed</li> <li>• If you conduct this training online, create a WhatsApp group for the students where they can upload and download video material that can later be edited.</li> </ul>



## Trainer Centered: Presentation and Feedback on the video vox pops

<b>Activity</b>	<ul style="list-style-type: none"> <li>● Presentation and feedback</li> </ul>	<b>20</b> ”
<b>Objective</b>	<ul style="list-style-type: none"> <li>● Students reflect on the production and discuss the joys and difficulties of the production process</li> <li>● Students give each other feedback on their vox pops</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>● Ask volunteers to present their video vox pop. Ask the students to give each other feedback (what was done well? where do you see room for improvement?)</li> <li>● If there is not enough time to watch all the vox pops together in class, ask the students to give each other feedback in the comments (what was done well? where do you see room for improvement?)</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>● Computer</li> <li>● Projector</li> <li>● Flipchart for key words (face to face) / PowerPoint (online)</li> </ul>	
<b>Notes</b>		
<b>Possible ToT-Element</b>	<ul style="list-style-type: none"> <li>● Let a volunteer be the trainer for this feedback round. Make sure the volunteer has understood the objective of this training segment, the essentials of giving constructive feedback and knows how to explain it. After this ToT-element, the volunteer should get feedback from</li> </ul>	



the group and from the MIL Club trainers on what they did well and how they could improve as trainers.

## CONCLUSION (5")

### Conclusion: Feedback on the day "live vox pop"

<b>Activity</b>	<ul style="list-style-type: none"> <li>Feedback on the day as a "live vox pop"</li> </ul>	<b>5"</b>
<b>Objective</b>	<ul style="list-style-type: none"> <li>Students conduct a live vox pop in the classroom and answer the question "What was your highlight of the day?" or "Why are vox pops important?"</li> </ul>	
<b>Steps</b>	<ul style="list-style-type: none"> <li>Explain that you will wrap up the session through a live vox pop in the classroom. The trainers choose a fun question e.g. "What was your highlight of the day?" and throw the ball to the first student</li> <li>The student gives a spontaneous answer and throws the ball to another student, until everyone has expressed their opinion</li> </ul>	
<b>Material</b>	<ul style="list-style-type: none"> <li>Computer / Projector</li> <li>Ball</li> <li>Instructions for the game on Flipchart (face to face) or power point (online)</li> </ul>	
<b>Notes</b>		



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## Possible ToT element

- Let a volunteer be the trainer for this game.  
Make sure the volunteer has understood the objective of the game, how to play it, knows how to explain it and how to reflect on it at the end.  
After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.