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EUROPE OF OUR LIVES

Teaching Guide

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INTRODUCTION

Hello and welcome to the Europe of Our Lives Project's digital storytelling Teaching Guide. This guide is dedicated to the use of digital storytelling for education. It has been designed to be used by teachers and students alike, with help and guidance on making and sharing your own stories.

As you work through the guide you will see there is a process that we have been following. While this what we do, do not feel like you cannot be creative. Challenging and developing the process to your particular needs is the most important thing.

You will find a selection of themes and topics you might like to explore. These all come with their own activities and are designed to get you to think about your role and place within each topic. You can complete them individually or as a group. You can also devise your own. You will also find prompts to get you started, and an evaluation form so you know how well the process worked. There are also tutorials to help you learn how to use a range of programs specifically designed for making digital stories and videos.

We are very proud of the work we have done over the last two years, so you will find some of our videos inside to give you an insight into the wonderful things our participants have been creating. We have even more videos to share with you and these can be found on our YouTube channel – so look for the link inside.

We hope you have a great time working with this Teaching Guide. If you would like any help or guidance once you've read through it, then our contact details are in the back. Have fun and thank you for using The Europe of Our Lives digital storytelling Teaching Guide.



Loughborough
University



Justification

With this Teaching Guide we want to let you know all of the educational and didactic possibilities of Digital Storytelling: a globalizing methodology of multiple and varied disciplines, integrating communicative and digital competence in the same process. Digital, because we work with a lot of software and ICT skills to produce our history. Linguistic, because we need to shape and share our ideas.

We want other teachers to know the powerful educational tool of Digital Storytelling, and believe this advice and guidance will help motivate teachers and students to initiate the integration of the digital story technique in the classroom.

As educator of Permanent Education, we have been able to verify that the rapid development of digital technologies has provoked most of the adult population to feel they need digital training to be able to integrate equally into our society. They come to our centers in search of this training, which has forced us as teachers to prepare and get up-to-date on digital technology. It has also lead us to think about the development of an educational proposal in the digital and technological field that is as integrative as possible, and one which responds to their training needs and helps to integrate them into a world of vertiginous technological changes.

Our goal is to go beyond the mere teaching of ICT. In this sense, we think that the technique and methodology of the digital story is an excellent tool for personal and social expression and communication. Our goal is to make these tools available to our students, meaning they can take control over the new technologies in order to create and recreate stories involving their personal, social or work needs; stories related to identity, cultural heritage and environment, city and country, with the past, present and future of our European societies.

Objectives

Our main objective is to use the technique of digital narration to express our inner world, as well as our desires and aspirations, and the main conflicts that our current society has. Recreation and exchange, in the last phase, with digital media at our disposal.

We believe that we must teach others how to use ICT not only to access the great library of knowledge available on the Internet, or to administer daily procedures such as online banking or requesting an appointment with the doctor, etc., but also to become producers of learning content.

One of the main objectives of this project is to use information technology as a tool to think and reflect on our European history. To make a script, design and recreate images, edit and finally share with all the participants of the educational community is a process of personal and human enrichment of enormous formative value.

In this educational process are integrated computer learning contents, such as word processing, presentations, creation of tables or design of images with editing programs and the creation of videos, images and voice, in order to produce and create our own stories and share them with others in a climate of constant dialogue and interaction with the interlocutors.



What is a Digital Story?

A digital story can be a number of different things, but it will have TWO elements:

A Personal Story

Uses Digital Technology

It is within the reach of EVERYBODY

However, Digital Stories usually have TWO or more of the following components:

- ★ Short – 2 to 3 minutes long
- ★ Combination of **VOICE** and **IMAGE**
- ★ Presented as a short film
- ★ Told by the person whose story it is
- ★ Images – still or moving, from own collection or taken for the story
- ★ Decisions and editing made by the storyteller themselves
- ★ May use **MUSIC** or sound effects to emphasise emotion

EXAMPLE A

EXAMPLE B

EXAMPLE C

reflect on each story

Storytelling Steps



**Create scripts
in groups**

2

A yellow pencil with a pink eraser and a grey lead tip, angled diagonally. The word 'Writing' is written in white on the yellow body.

Writing

3

Create

a map of

your

STORY

EDITING

Use Digital
Technology
to Create

4

watching
a group
screening

5

Step One: Story Circle

Sharing stories as a group

This session is designed to bond storytellers as a group and to tease out their innate powers of storytelling.

Often it starts with a briefing on the Digital Storytelling process and some examples of digital stories are shared.

The atmosphere should be collaborative and informal, efforts must be made to allay any storyteller's fears about what lies ahead, and they should have the space to ask any questions about what is required of them.

The actual story circle can be tailored to suit variable time slots between 1 and 2 hours, depending on the number of participants. We recommend giving each participant at least 5 minutes to verbally share their story-idea and leave some time at the end to facilitate discussions and mutual feedback.

This activity will take approximately 2 hours, but you will need to adapt this based on the number of participants you have.

The three underlying principles of the Story Circle are:

- everybody gets involved (including trainers, technicians, observers etc.)
- nobody should apologise for their lack of understanding, ability or confidence
- what is said in the storytelling circle, stays within the room i.e. it is confidential



Step Two: Writing

Creating a 250 word script for your story

If your group already has a basic script before the session, then editing it can be done in around an hour. However, if you are writing the script in the session, you might want to allow 2-3 hours for this activity.

At the end of the story circle, every storyteller should know the subject of their story. During this second phase, the writing, storytellers should be able to type up a first draft ready to read. In the case of any storyteller who has difficulty reading, there are alternative options to consider, like producing an interview-generated narrative.

Advice from Gilly Adams (from BBC online):

- Remember that, ideally, this story will only last two minutes and be no more than 250 or 300 words long, so if you have the material for a three-hour television documentary (e.g. the complete history of the place where you live), or a long novel (e.g. complicated ins and outs of your family history), it will not be suitable for this medium.
- Don't be put off by having to be brief. It seems daunting at first, but your story will benefit by being boiled down to its essence.
- Remember that grammar and spelling are not important. This is a spoken story and not a homework exercise. The crucial thing is to speak normally and sound like yourself.
- If you are stuck for a topic think of something about which you feel passionate or focus on an event in your life which provoked a strong emotion - happiness or anger or sadness.

Step Three: Storyboarding

Planning what your story will look like

Think about what you would like to include in your story and fill in each box on the storyboard template with a section of the narrative.

What is important for your story?

Objects • Images

Sounds • Video

Add them to your storyboard in the order of your story and leave space to add notes.

Remember:

- check you own the copyright of images
- check the materials are good quality
- don't use too many things

This step should take approximately 1.5–2 hours, but you can make this longer or shorter depending on your group’s needs.

Step Four: Editing

Finding, editing and recording audio and visual materials before putting them together

This is the point at which the technical aspects of Digital Story begin. Both the technical quality and the 'feel' of the voice recording are vital to the success of a DS. Included in the 'recording' phase is the capturing of images and the gathering of any music track or sound effects.

There are several forms of editing required to produce a Digital Story:

- **the recorded voiceover track needs to be gapped and mistakes removed**
- **photographs need to be edited, especially if they have been scanned**
- **the edited soundtrack, edited photos and titles are combined to create an edit of the DS**

This session can be a long or short process depending on the prior knowledge of your group. We like to have at least an afternoon to work out how everything works and create good quality stories.

It is easy to underestimate the amount of work that goes into an edit. It's predominantly a technical process, but the creative aspects are crucial to the production of a successful story. In this booklet you'll find links to access tutorials for audio and video editing.

There are some magnificent moments during a DS edit, when the elements start to come together and tiny changes make massive improvements. Once the edit is finished, the DS is exported as a completed movie file, for sharing.



Step Five: Watching

Sharing your story with the rest of the group

Watching and sharing stories is a great way to learn more about each other, explore topical issues and see how stories can help us to recognise ourselves in others.

What to do:

1. Set up a comfortable space
2. Ask each storyteller to introduce their video
3. Watch each one in turn
4. Listen closely

For this step you will need at least 3 minutes per person. But we like to build in time to introduce the story and ask any questions, so we would make sure there is about 5-7 minutes available for each person.

Group Discussion Points:

What words were chosen? How were they spoken?
What images had been used? What did they show?
What was said? Why did the storyteller share this?
Was there music? What was the effect?

Teachers:

If necessary, watch each story more than once to make sure you get active engagement for each story from the group. It is important that everyone is respected when they share. Give everyone a round of applause and time to reflect on their own story.

EXAMPLE STORIES

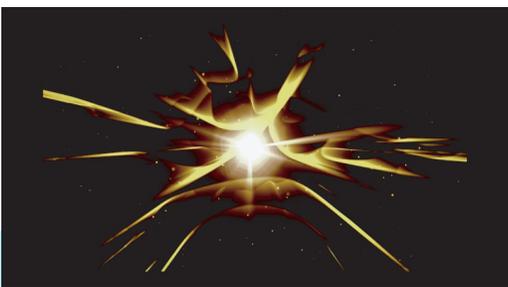
We have been working on The Europe of Our Lives project for two years and in that time we have held international workshops in the UK and Poland, and local events in the Spain, Austria, Poland, Belgium, Lithuania and the UK. Our work at these events has followed the same guidelines found in this book, and has produced a huge number of stories. Below we have included the link to just a few of them for you to see what digital storytelling is and how you might use it. Enjoy!



A Journey in Cameroon by Jérôme Pit



Polly Pocket by Kristina Gavran



Migraine by Emily Hunt



El Calor de Cordoba by Lola Estepa





Discovering the Past by Alison Mott



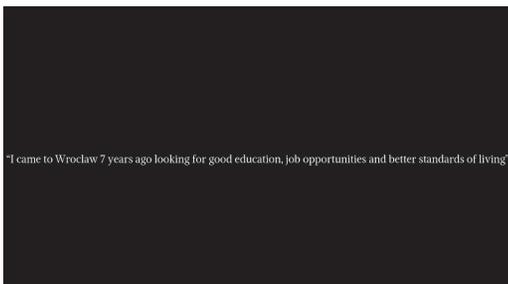
Ask Questions Otherwise You Will Not Be a Genius by Bernadette Weichselbraun



The Inner Song by Günter Tuschek



Ecology and Me by Rolandas Sidlauskas



My Migration edited by Anna Lymorenko



My Heart's in Ireland by Margaret Keogh



EDUCATION

What has been important to your education?

What sources have you learned from?

PEOPLE • EVENTS • COURSES • SITUATIONS

How has this influenced your

DEVELOPMENT • THOUGHTS • IDEAS • RELATIONSHIPS

Prompt Questions:

- 1) *When you were little, how was education different?*
- 2) *Describe the school you went to and your teachers: e.g. books, subjects, your relationships.*
- 3) *Think of an important event that has remained in your memory and write it down.*
- 4) *Are there any other events from your school years?*
- 5) *Do you have images or objects that are important to you?*
- 6) *Name the differences between education when you were little and education today. Try using a creative language technique: “school was... and now it is... / the teachers were... and now they are...”.*

"Everyone has the right to education. Education must be free, at least with regard to elementary and fundamental instruction. Elementary instruction will be mandatory. The technical and professional instruction will have to be generalized; access to higher education will be the same for everyone, depending on the respective merits."

Article 26 of the Charter of Human Rights.

While working through this exercise:

Remember that people learn in different ways.

You should keep in mind the structure of a typical story.

Activity:

Describe the most important memory relating to your education (upto 250 words)

FEELINGS

One of the ways we respond to stories is emotionally. Emotions can also shape how we tell a story, or the kind of story we want to write.

What emotions do you feel?

Use these as a starting point and add more of your emotions below:

Grief

Anger

EMOTIONS YOU

Laughter

Empathy

Teachers:

There is more than one way to feel, so make sure to encourage all emotions.

This may be a difficult experience for some students, so allow them to leave the room or not participate if they do not feel comfortable.

Happiness

HAVE FELT

Sympathy

Sadness

HEALTH

How can stories help?

Think of health promotion campaigns (television, adverts, magazines etc). How do they work? What do they encourage?

What are the main **HEALTH CONCERNS** in your community?

Do you have a health related story? Either from personal experience, friends, family, or others?

What can the story teach us about keeping healthy?

Teachers

- Share campaigns with your students.
- Question what they understand by 'healthy'.
- Ask if they know any famous health stories.

**What in this image
promotes healthy living?**



***Think about the importance of using
images for your own stories.***

MIGRATION

Watching and sharing stories is a great way to learn more about each other, explore topical issues and see how stories can help us to recognise ourselves in others.

Prompt Questions:

- 1) Have you experienced being a migrant or do you know anyone in your family or community that has?*
- 2) Why did you or they emigrate? What were the circumstances that lead to emigration?*
- 3) To know more, could you interview them?*
- 4) What country did you or they emigrate to?*
- 5) What do you miss most from your country, or think they would miss most from their country?*
- 6) How do you or they contribute to the improvement of the family economy?*
- 7) How did your life and your family's life improve?*
- 8) How are you in "search of the story"?*

Think of the most important moment of those years when you were a migrant in another country, what was the most decisive moment of those years? What was the happiest? The least happy? The hardest? What did you like the least? What advice did you get?

Teachers:

To help students discuss the topic of migration through oral reflection and personal connection, we start from the personal side: asking if they have experienced migration personally or if they have a close relative who has emigrated, in the past or present.

For low skilled groups with a lack of ICT knowledge, the digitalization of the stories can be carried out by people from other groups. A script and questionnaire or interview can be prepared, to elaborate on the digital story.

Activities:

1. Ask students what defines migration / emigration / immigration and refugees / migrants. Research the differences between the terms.

- Research the country they come from or select a country you are interested in (demonstrate on a map) and do some research about the country you choose.
- Use arrows to link countries of departure and arrival
- List reasons of migration, e.g. war, work, healthcare.

2. Imagine you have to move to another country

- Which country would you choose?
- What are your expectations of this country?
- What would you miss from home if you had to migrate?
- What do you value most about your home country? Do a “home country ABC” – find a special feature for each letter and write them down!

HERITAGE

Heritage is all around us, but we often associate it with museums or historical monuments. Heritage can also be our memories, traditions, photographs, objects, knowledge and beliefs passed down through the generations.

Teachers:

To help students generate stories take them to interesting places, such as towns, cities, heritage sites, or museums.

Ask them to bring in photos, objects, and family histories

A shared heritage builds a sense of community. What are the stories the group has shared?

Once a story is shared it becomes part of the heritage of the group.

Add to the box below any places and things that you think also relate to heritage:

funerals

protected

archive

holidays

memory

photos

history

weddings

museum

family

old

Use these to start your own story...

ENVIRONMENT

We are surrounded by our environment from **PLACE** to **PLACE COUNTRY** to **COUNTRY** this environment changes.

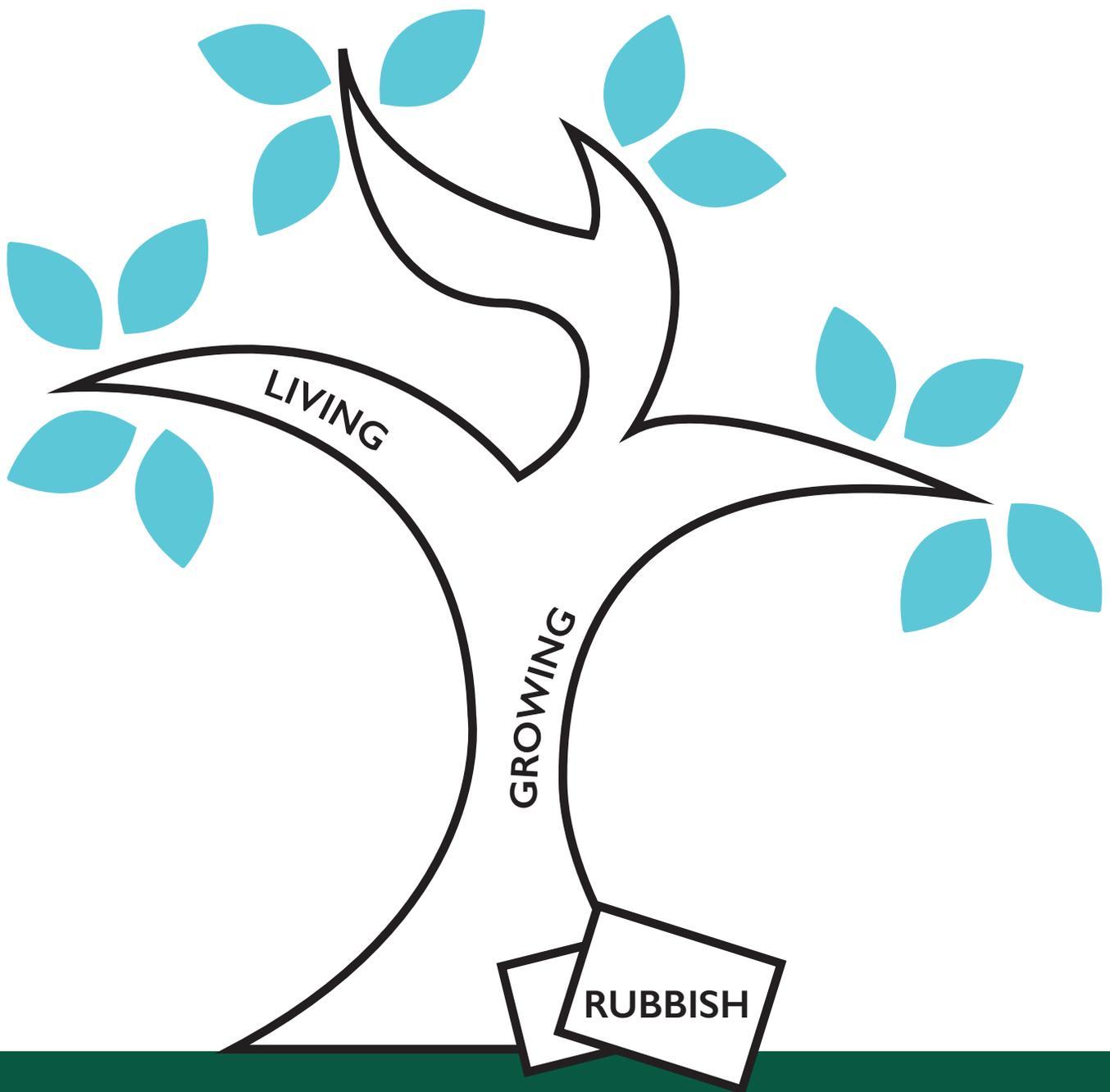
We have a **HUGE** impact on the places that we live and the rest of the world all because of our **ACTIONS** and **BEHAVIOURS**

At this moment **CLIMATE CHANGE** is a **BIG** issue but we can make a difference.

What can you do today?

Teachers:

Encourage students to visit a variety of different environments, such as cities, farms, heritage sites, beaches and offices to see the differences.



Activity:

Use this tree to visualise the environment in which you live. Use the branches, the ground and the sky to think about what the environment means to you and how you might use an image to educate others. You can then use these visual representations to make audio about your environment.

PROMPTS AND GAMES

The word 'game' should be used with caution at the start of the story-circle, as some participants can feel intimidated, threatened or just turned off by the idea of playing games. Once the confidence of the group has developed, then the word can be introduced more. The first three activities below are ice breakers and a way for the group to start to get to know one another. They help conquer nerves and make people aware that everyone has a story to tell. All the games should be fun and not competitive. There are more games here than are needed for a single story-circle, so pick one and give it a go!

1. Interview the person next to you (ice breaker)

This is a useful way of getting to know people within the group and helps provide more information about them than would normally be gleaned if people introduced themselves. It is easier to share information about someone else than it is to talk about yourself. This interview is a good way for the group to relax and feel confident enough to tell their story.

2. Remembering Names (ice Breaker)

This game is particularly well suited for a younger age range workshop. One member of the group introduces themselves and provides one fact of interest they wish to share, the person sitting next to them then repeats this information and adds their own introduction and shared item. By the time the last person is reached there will be a lot to remember – the Trainer may choose this role for themselves.

Example: John says "your name is Mary and you like golfing, you're Pete and play the drums, you're Janet and you make fancy dress outfits and my name is John and I don't like spiders".

3. Nonsense Word Game (ice breaker)

This is a useful game for teaching people the art of creating a story out of a selection of non-connected words. Each member of the group is asked to write a word onto a piece of paper – nouns or 'naming' words work very well. For those that struggle writing words, drawing a picture is equally effective. The Trainer then collects the paper and transfers all the words and pictures onto a flipchart. Each participant then creates a story using all the words on the chart which they then read out to the group. There will rarely be two the same. The quality of the stories is irrelevant, in fact, the more off the wall the better! This game is good for loosening up the participants and making them all feel that they can make a valued contribution.

Example: Apple, glasses, clock, long, car, pink, wood, shoe. Mrs Wood glanced at the clock and was relieved to see that she only had another ten minutes before the school bell rang. She was eager to eat the pink lady apple that she had found rolling around in the back of her car along with the shoe she'd lost earlier in the week and her purse that unfortunately had no money in it. She looked at the apple and wondered how long it had been there for. She was starving and with no money had little choice but to eat it. "Perhaps the time has come for a trip to the opticians" she said to herself, "maybe I need glasses".

4. Mystery Objects

Each member of the group is asked to randomly choose an item from the memory bag provided by the Trainer. They are then asked to share the memories or feelings that the object conjures up. If a member of the group cannot think of anything to say, choosing something different may make things easier for them. The Trainer should provide help and encouragement when needed so that everyone is able to connect with the item. Objects may include: a toy car, a remote control, a watering can, a tin of soup, a train ticket, anything that may evoke memories. The Trainer should point out which parts of the story work well and asking questions may help to reveal themes of interest that the storyteller may wish to explore.

Example: The storyteller chooses the train ticket from the bag. "This reminds me of a trip I made to Edinburgh when I was little. I was excited about going because I'd never been to Scotland before. We spent a lovely day visiting the Castle and

watching tartan cloth being made. My Dad ordered haggis at lunchtime because it was a Scottish delicacy but he didn't like it". The Trainer asks questions about the visit and how they got home. The storyteller is able to add: "We got the train home but were very delayed because the man in the seat opposite became ill and had to be taken to hospital. My Dad and I stayed with him on the journey because he was travelling alone. Our trip to Scotland lasted longer than we thought". Careful questioning by the Trainer reveals a more interesting aspect to the story.

5. A Childhood Toy or Game

This can reveal a lot about the storyteller. Allowing them to dwell on childhood helps expand the memories and emotions that were important in shaping the way their lives have become. It may show a rebellious streak, a passive nature, the adventurer, the leader of the pack or perhaps illustrate that for the older generation toys were not that easy to come by and so were very precious.

Example: "My most precious possession as a child was my bike. It was my means of transport, my ability to escape and explore and it represented freedom for me. It wasn't new when I first had it, my mum and dad bought it at an auction and it had been well used. It didn't have gears and the chain was a bit loose but it didn't matter I loved it because it was mine. I would spend hours fiddling with it, adjusting the brakes and pumping up the tyres, and it was cleaned very regularly. I remember spending the whole of one day repainting it dark blue, and it looked fantastic. I was only eight when I had that bike but we had some brilliant adventures together. A bottle of water and a bag of crisps, my friend Clare and I regularly used to ride 20 miles to town. If my mum had known she would have had a fit. But like Clare my bike was a good friend, it never shared my secrets".

6. Make Your Mind Up

Participants are asked to write about a time in their lives when they made an important decision. They are free to describe it as they wish, but they are limited to exactly 50 words. This game fulfils two purposes. Primarily it looks at the theme of important decision making in life and the resulting feelings that were created. Secondly, it attempts to instil in them the value of tightly edited text.

7. The First Time

The storyteller spends 10 minutes writing about an occasion when they did something for the first time and how it made them feel and the impact it possibly caused for others. The story is then shared with the rest of the group.

8. The Match Game

The Trainer should ensure that the use of matches in the room will not trigger the fire alarms and that each storyteller holds a glass of water for the match to drop into before it burns fingers. This game is good for focus, clarity of speech and the ability to say what matters within a very short period of time. Give the storytellers 10 minutes to prepare a story about passion. This could be about a person, an issue, a place or anything that they feel passionate about. Each storyteller then takes it in turn to tell their story but they only have as long as it takes the match to burn to the end before they have to stop. The burning match helps concentrate the mind on getting to the heart of the story straight away.

9. Love / Hate

Each participant creates a list of 10 things they love and 10 things they hate, and they read these out to the others in the group. This is useful as the list may produce a topic for a potential story and allows the Trainer to explore the themes more fully. The Trainer then encourages them to re-read the list with emotion and feeling assisting with the range of tones and inflections in their speech, which will be useful when it comes to recording their story.

10. Three Objects

The Trainer asks each participant to list three objects that sum up what is important to them.

Example: A car, a kite and a handbag (the storyteller is a car mad kiting enthusiast who collects designer handbags). The storyteller is then asked to choose the object that means the most to them and write a story around that theme.

DS Evaluation: Questionnaire for Participants

Are you: male female

How old are you? _____

What are your main passions / interests? _____

1. How much did you like the digital storytelling activity?

Loved it Liked it Did not like it Hated it Other

2. Please let us know how much you liked each of the activities by colouring in the number of smiles (if you liked it) or frowns (if you did not like it). More smiles mean you liked it more and more frowns mean you really didn't like it. Then tell us why you liked or disliked each activity.

Story boarding / Drawing



Why did you like / dislike the activity? _____

Audio recording / Editing



Why did you like / dislike the activity? _____

Video Editing



Why did you like / dislike the activity? _____

Screening / Sharing the Story



Why did you like / dislike the activity? _____

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ANNEX AND INSTRUCTIONS

YouTube Channel:

You will have seen some of our videos as you worked your way through the teaching guide. But if you would like to see what else we have been up to, head over to our YouTube channel. You can find us by searching for EOOD Digital Storytelling or scanning the QR code:



Tutorials:

There is a huge amount of software now available that can help you with creating your own digital stories. To help you get started, we have created some tutorials for the main software we use. These have been translated into a range of different languages, so there should be something for everyone. If not, just let us know and we will do what we can to help.

You can find the tutorials at:

<http://www.ceperfuensanta.com/erasmus/erasmus-ka2/>

Or scan the QR code:



Thank you for using the Europe of Our Lives Teaching Guide. If you have any questions or would like to get in contact please do so at:

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Audacity

RECORDING

Once we have prepared the script for our story, the next step is to record the story. For this we can do it in two ways:

1.- With a recorder (if we have it). there are many recorders on the market, but let's see an example of recorder: TASCAM DR-05



Click on this button  to turn it on, once we press the RECORD button twice and we will start recording our story.

Recommendations:

The room where you are going to record must be absolutely silent. Listen to your voice before recording and choose the area where there is less reverberation. If necessary, make a small shelter on a table and get in to record it.

- It is important that the clothes you wear do not make rubbing noises. In the same way, remove the things that make noises (bracelets, watches, necklaces, metal belts ...). These noises can be filtered in the recording!

- Vocalize and speak slowly: Breathe deeply, relax, there is no rush.

- Adjust the recorder so that the input level is not 100 because you will hear much minimal noise.

o On this recorder once turned on, you press the RECORD button once and then press

▶▶ from one side to the other and leave the input level around 50.

Una vez grabado, conecta la grabadora al ordenador y transfiere el archivo de audio de la grabadora al ordenador.

In this recorder once connected, the option USB Selection appears on the screen, choose the option STORAGE AND click on ►, automatic playback will appear on the computer, we will open the folder to see the files. Open the MUSIC folder and the numbered files will appear. (We can change the name to the file and place it in the computer folder where we are doing our story).

2nd Option

With a microphone or laptop. If you do not have a recorder but you have a microphone or a laptop (they have the built-in microphone), you can also record it using a program called AUDACITY.

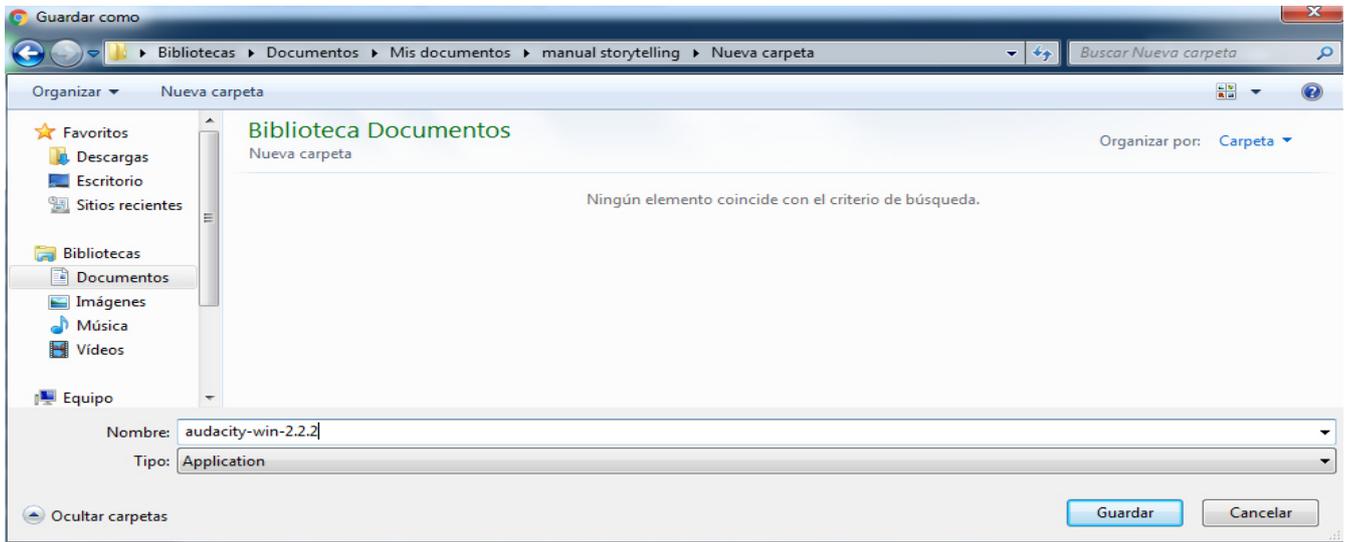
Click on the following link <https://www.audacityteam.org/download/> and choose your operating system and download the program installer.

Windows

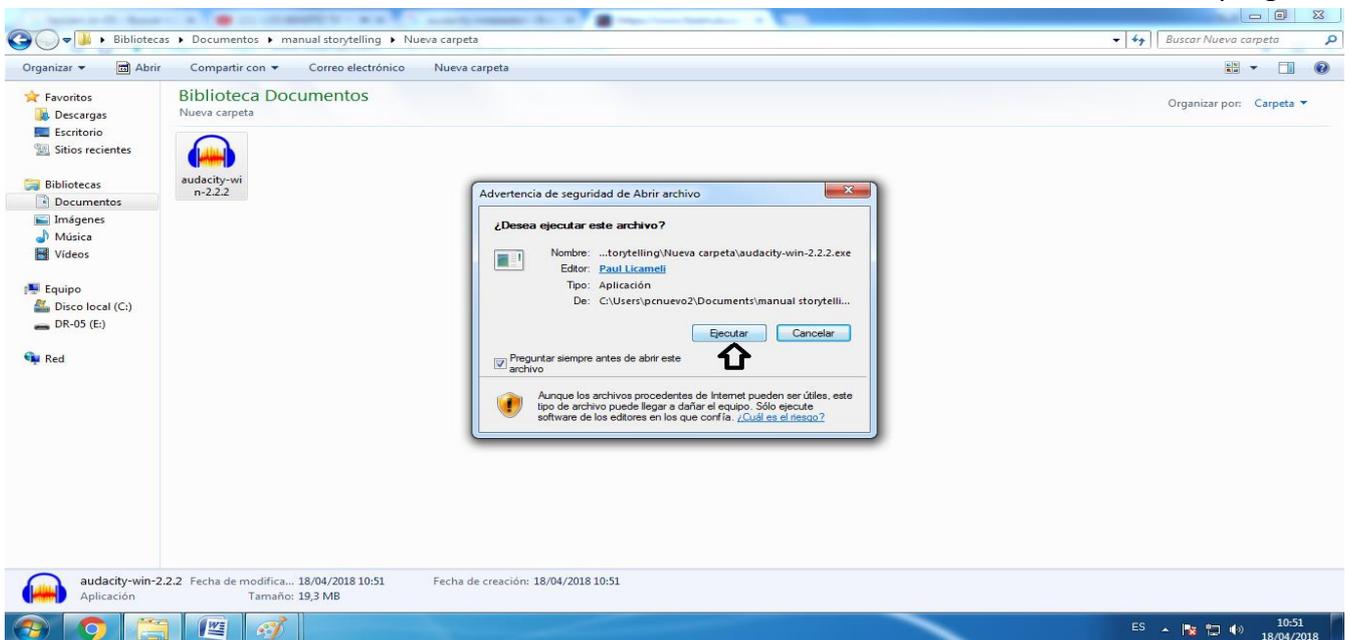
Recommended Downloads - Latest Version of Audacity

Left-click the text link to start the download. Right-click and "Save as..." will not work.

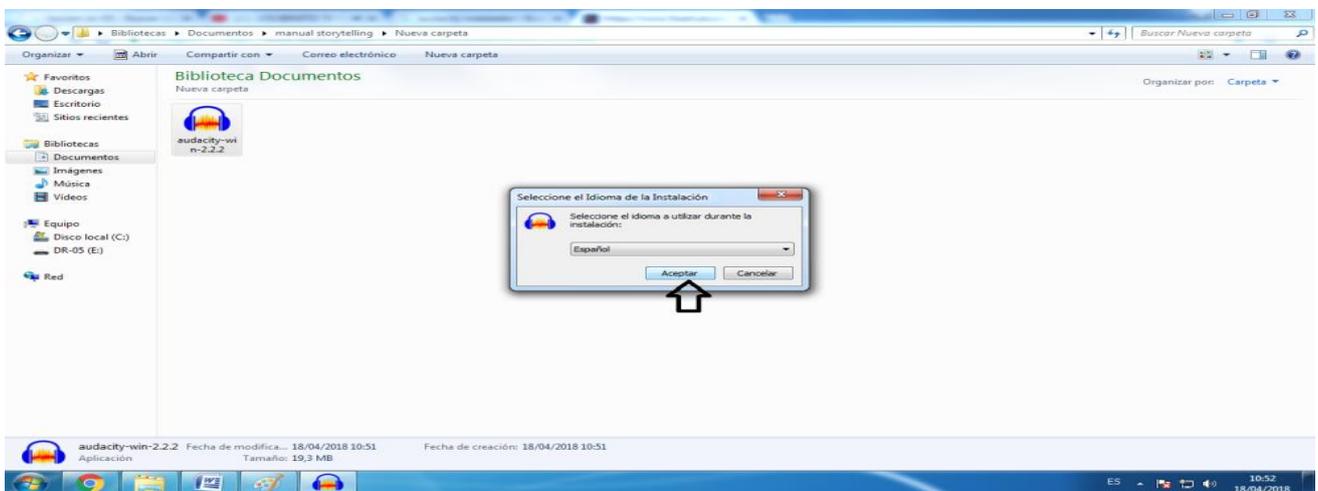
- [Audacity 2.2.2 installer](#) (19.31 MB, includes help files) - Recommended for most users.
SHA256:
ca19471e10660765dec12c980ebd3eeb9b82826ea4f25bc490936f312b14caff
- [Audacity 2.2.2 zip file](#) (11.42 MB) - smaller download (without help files), also useful if you cannot run the installer because of restricted permissions
SHA256:
59ddfd98277791a3c48dd55150f1bf77e79c0330fd4fdca9e330c5dd144e4927
- [View Checksums](#)
- [System Requirements](#)



Once downloaded, we execute it and start the installation of the program



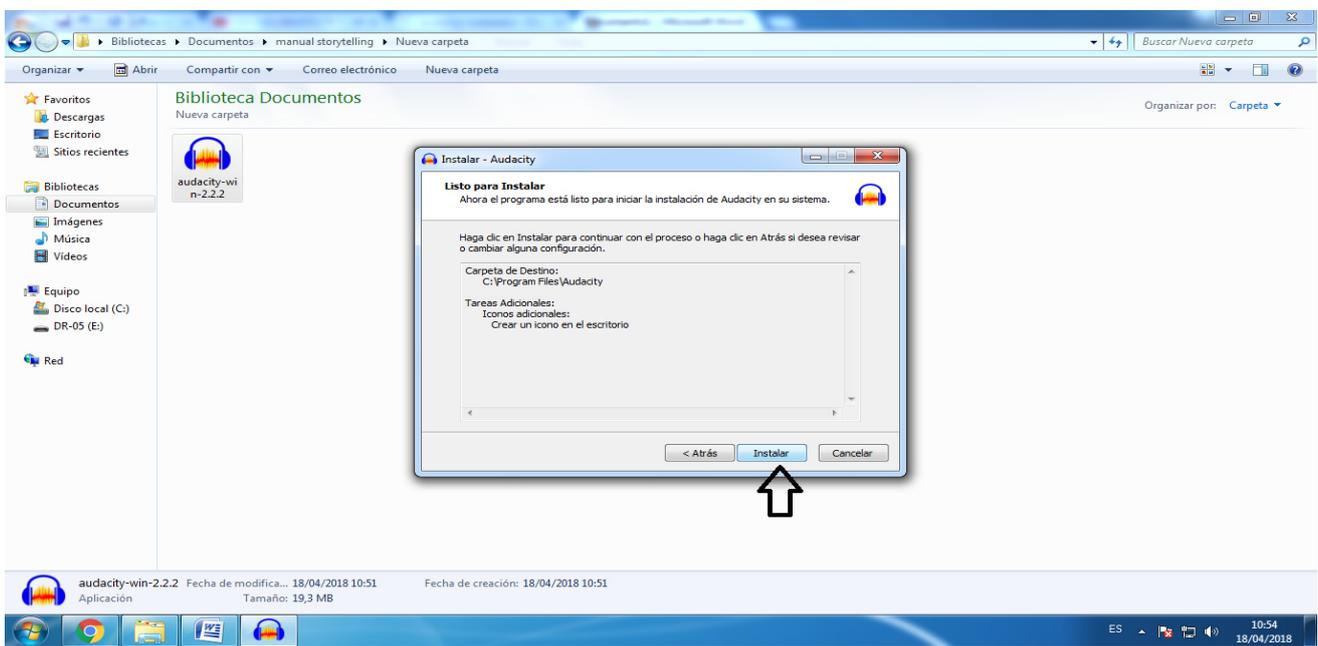
We choose the language



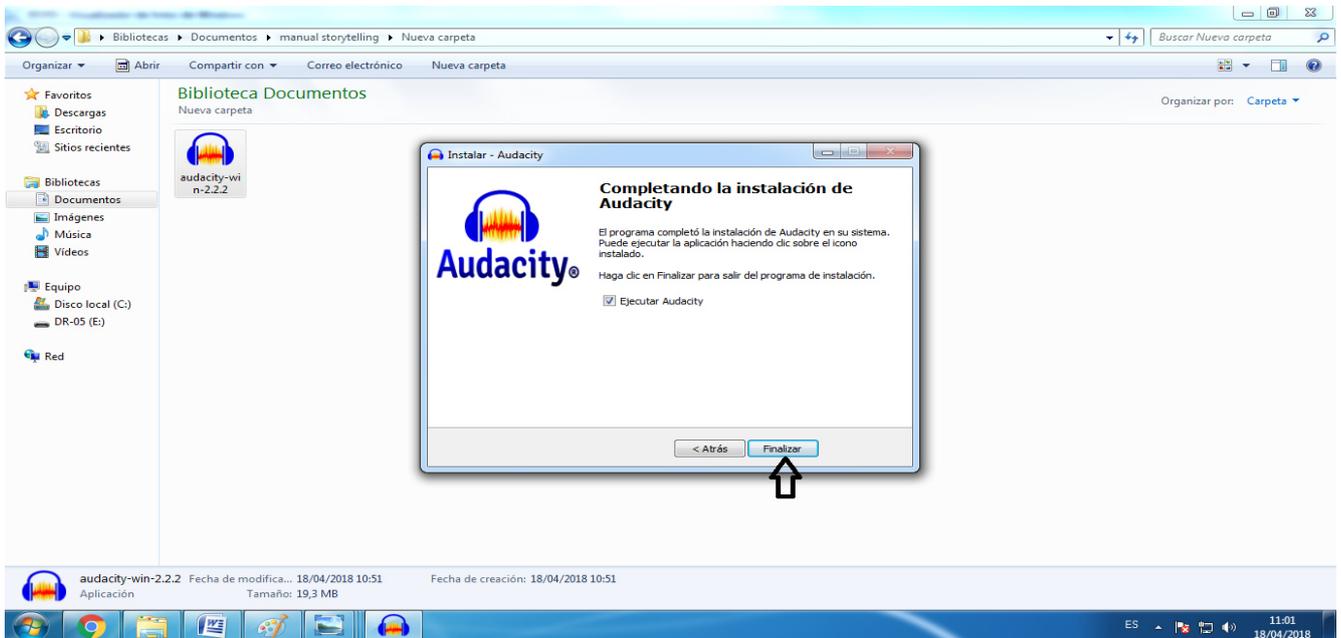
we click some times on "next"



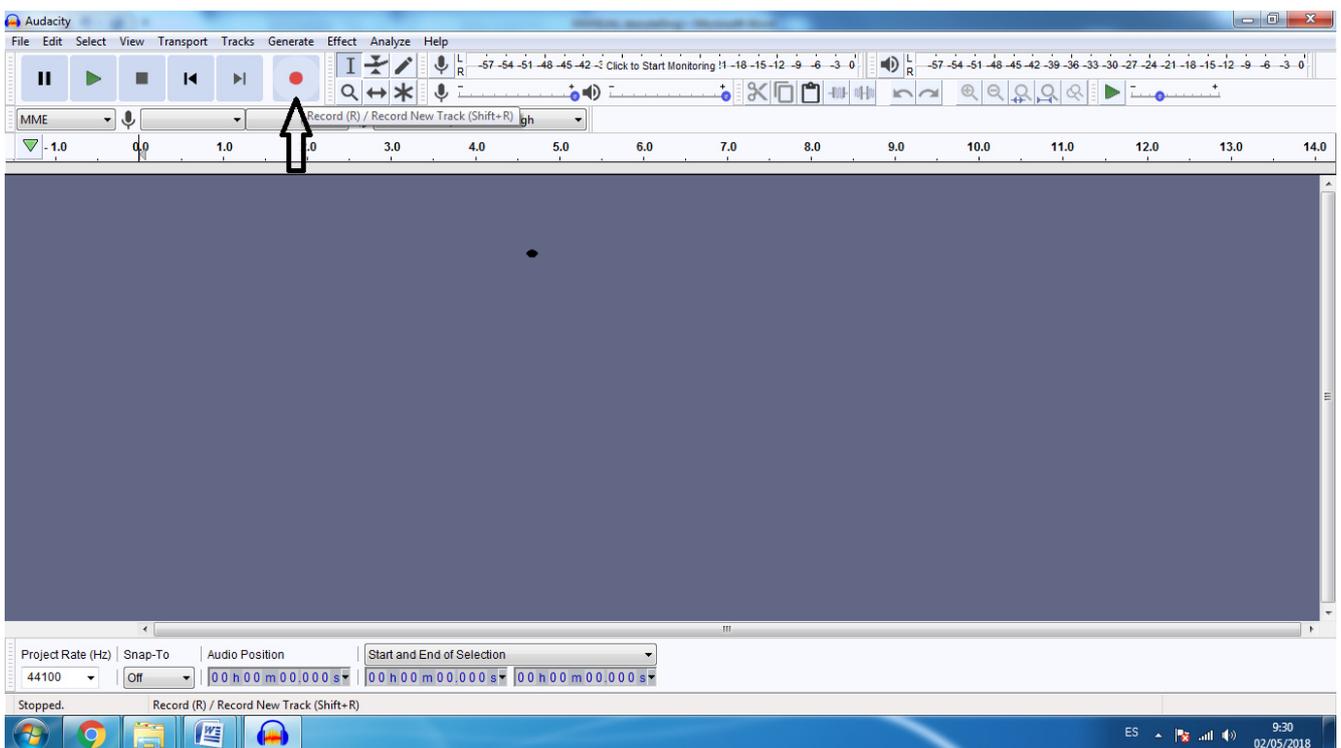
We install



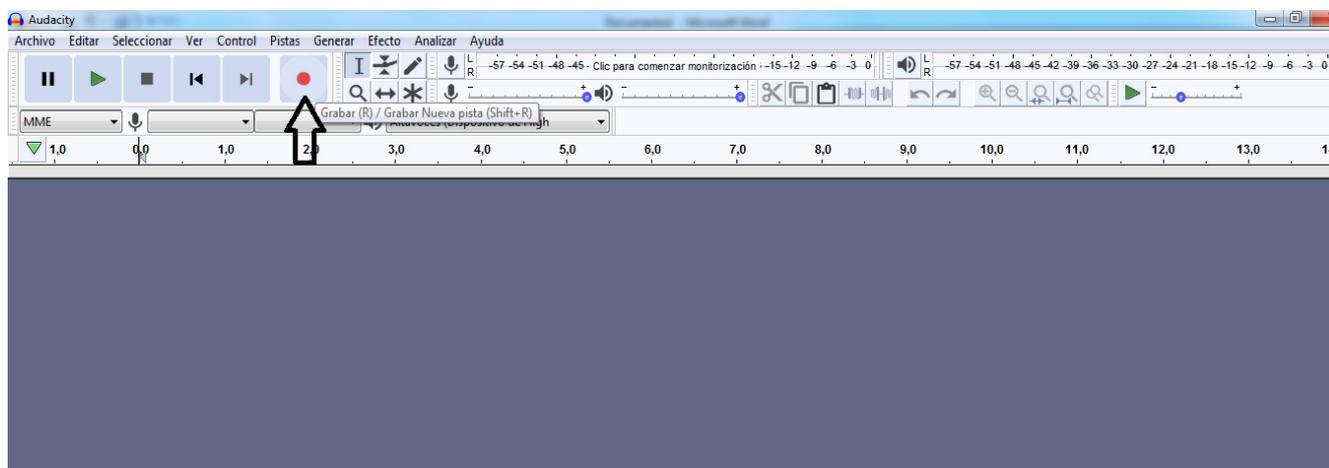
Once installed, we click on next and finish and we already have the program installed.



Once installed, we can start the recording process. As we said previously we will need a microphone if we are going to use a desktop computer (the laptop has it incorporated). We should connect the microphone to the computer and press the red recording button and follow the same recommendations as explained on the recorder.



Once recorded, we will save the Project



CLARIFICATION: The saved project is an audacity file, it is not a sound file. In other words, it is a file that can only be opened with the Audacity program and that can not be played by any player. To convert it into a sound file it will have to be exported in mp3 and this will be done at the end of the process.

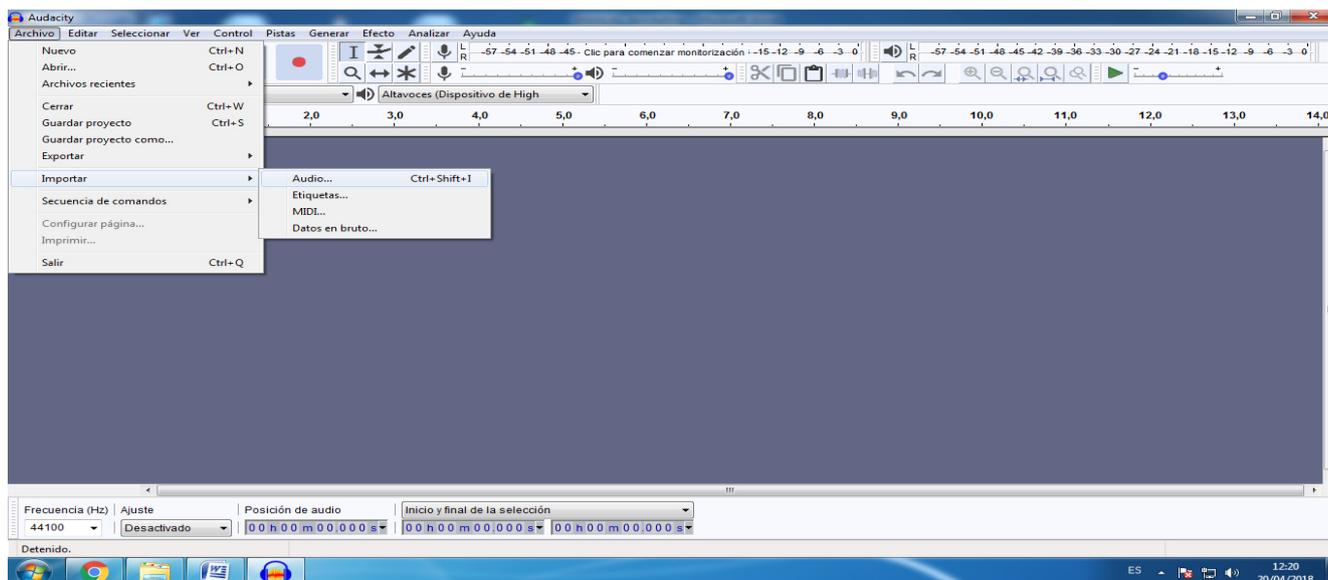
Then, we will reduce the possible noises that the recording may have, and for that, watch the following video:

<https://youtu.be/T33foNcbV00>

Once the noise is reduced, we can cut the pieces of silence from the beginning to the end or add pauses to our story. Watch the following video.

<https://youtu.be/FIA67nANKDI>

The next step is to add music to our story, for this we click on file import- audio.

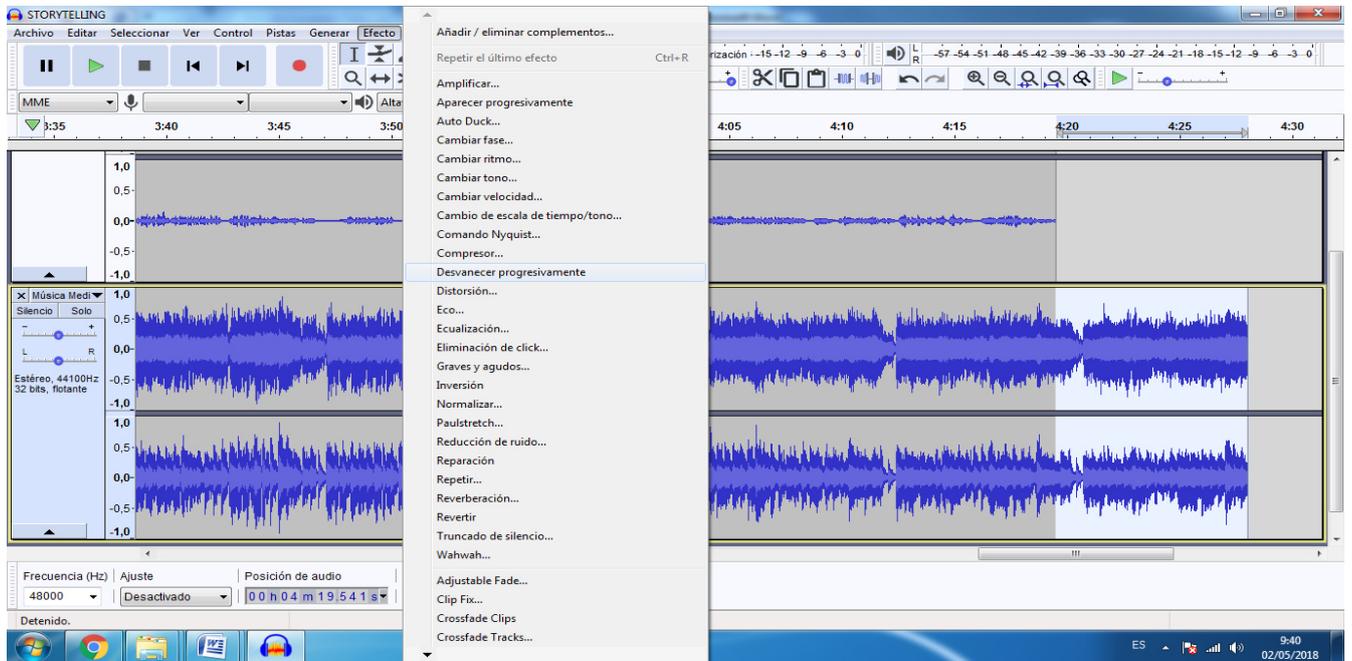


Once music is imported, we will see two audio tracks appear that sound at the same time. Surely the music will be heard too loud and my voice will not be heard so. We can do two things:

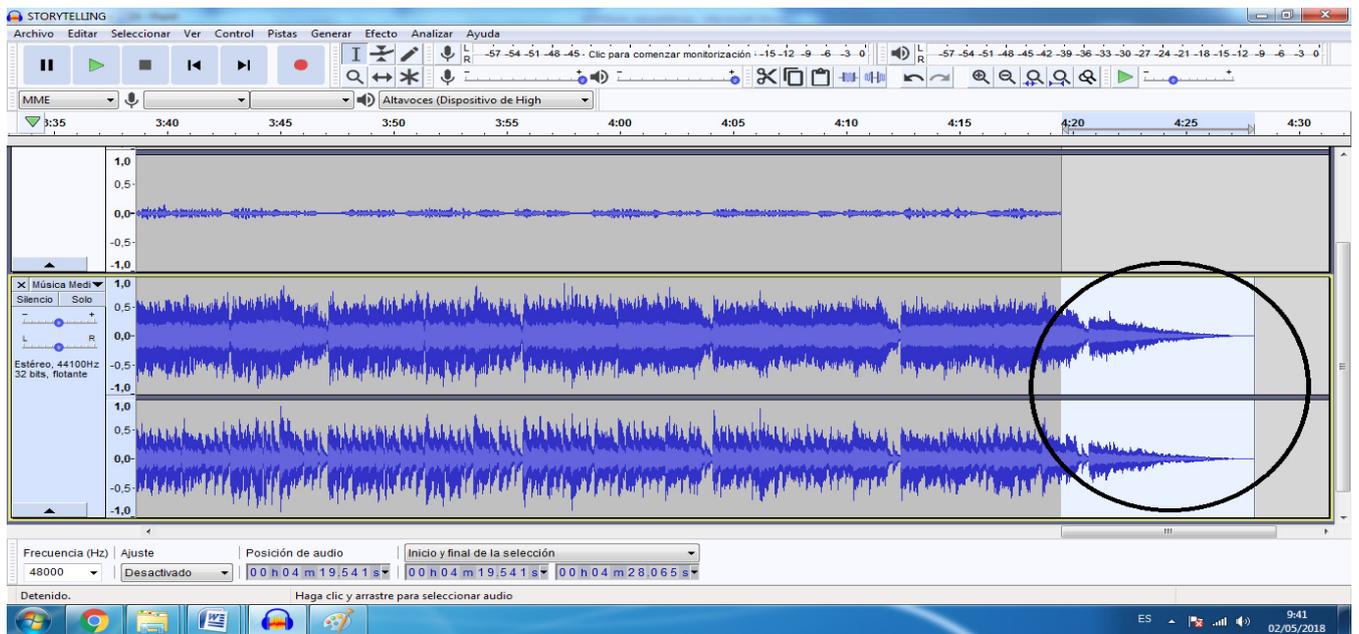
- Turn down the music
- Use the auto duck effect

Watch the following video: https://youtu.be/HrWdT4_HJr4

To conclude, the logical thing is that the music lasts longer than the voice, so a very interesting effect is to gradually fade it away. For this, we selected the piece of music that we had left at the end of our story and click on effects, gradually fading it away.

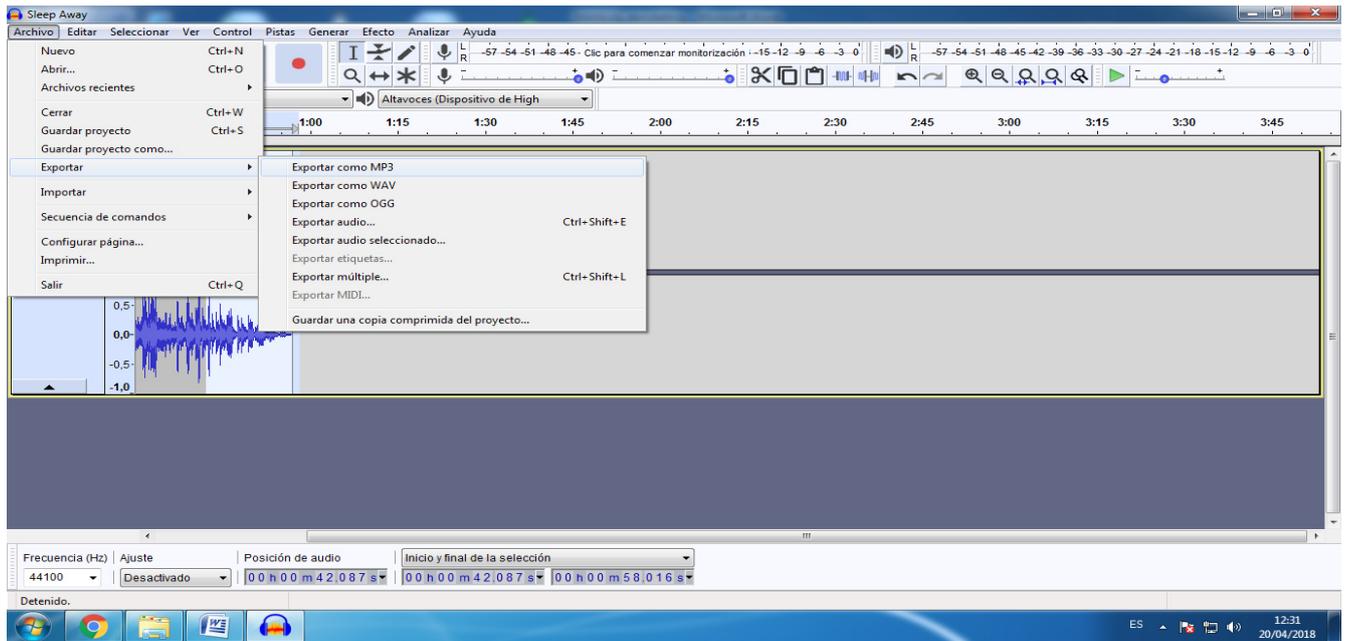


And we will see how the sound will gradually diminish ...



Once concluded, we will save the project if necessary, make some modifications. And then we will export the audio to be able to add it to our video. Click on files to export audio to the desired

extension (mp3) and choose the destination folder.





Wevideo

WEVIDEO GUIDE STEP BY STEP

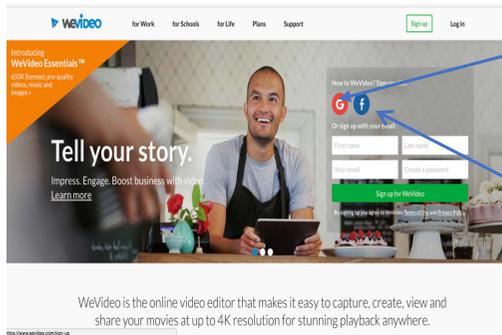
WeVideo will allow you to create a video easily using your photos, your voice, music that you choose or videos that you already have.

The first thing you have to do is register. To do this enter the internet using your browser, type "Wevideo". This will appear on the screen :

The screenshot shows a search engine interface with a navigation bar at the top containing 'Todos', 'Videos', 'Imágenes', 'Shopping', 'Noticias', 'Más', 'Preferencias', and 'Herramientas'. Below the navigation bar, it indicates 'Cerca de 1,060,000 resultados (0.45 segundos)'. The first search result is for 'WeVideo: Online Video Editor for Web, Mobile, Windows & Mac' with the URL 'https://www.wevideo.com/'. A blue callout box with the text 'Click on wevideo.com' has an arrow pointing to this result. Below the first result are two links: 'Log in' and 'For Life'. The second result is 'WeVideo – Editor de video - Aplicaciones en Google Play' with a rating of 4.1 stars. The third result is 'WeVideo: Editor y creador de video - Chrome Web Store' with a rating of 3.5 stars. The search results also include a 'También se buscó' section with icons for Magisto, Animoto, PowToon, hola, and Weebly.

Next you will have the following screen:





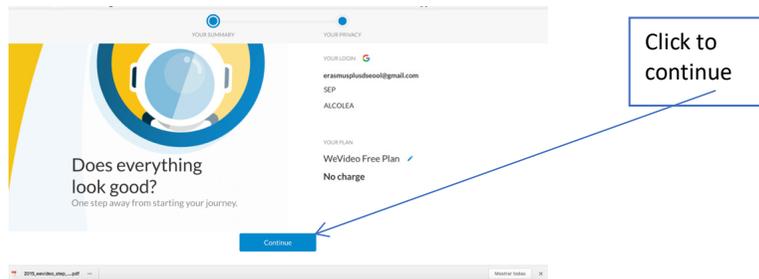
You have several options:

- A) Enter with your Google account, for which you need to have a Google account. By clicking on it will ask you to indicate your email.
- B) You can also enter with your Facebook account, by clicking on 
- C) The other option is to register, writing the data requested.

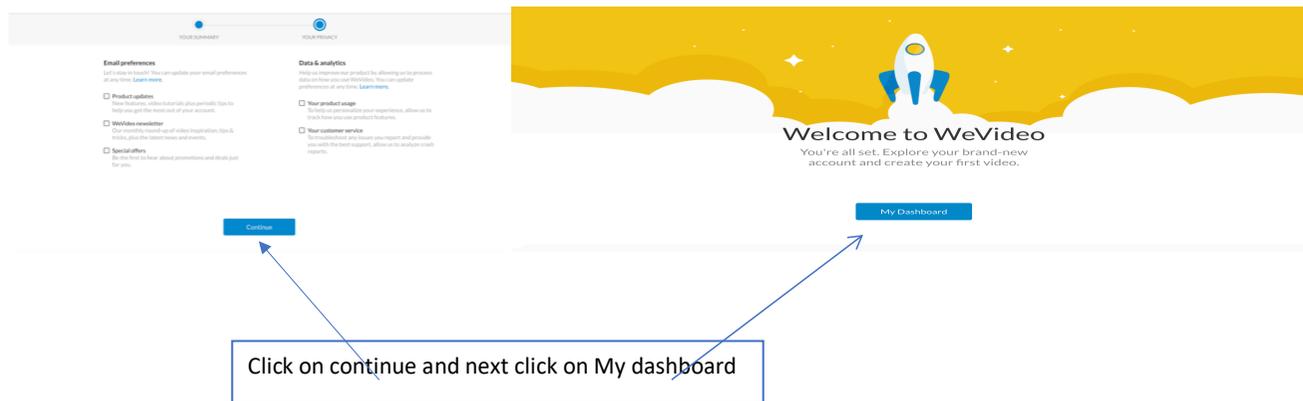
And finally you will have to choose a paid version or a free version, limited to 5 minutes of video per month, with 450 p resolution and "watermark". If you want the free option, you must click on any of these:



Choose a paid version or a free version, limited to 5 minutes of video per month, with 480p resolution and "watermark". If you want the free option, you must click on Try and then, continue.

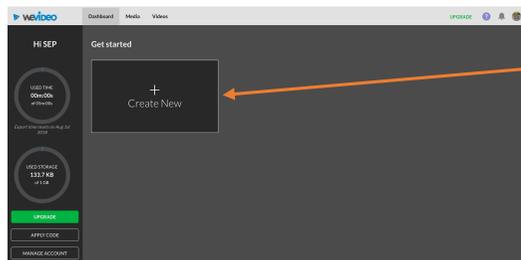


The paid version has more quality and does not have the Wevideo anagram

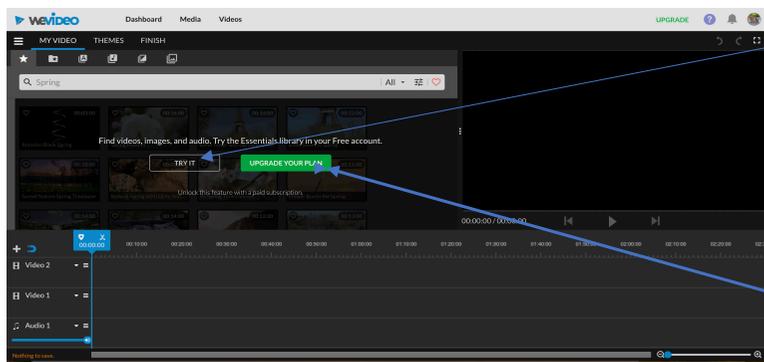


WEVIDEO TOOLS

1. START CREATING YOUR VIDEO:



CLICK ON Create New y start your video: Create New



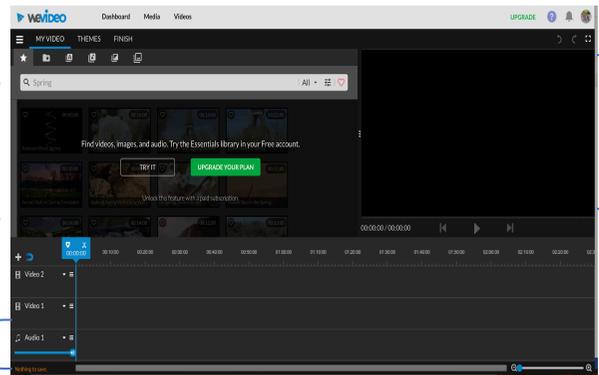
Try for free

..or upgrade your plan

In this space we show our digitized photos and voice files with which we are working

Videotrack

Audiotrack



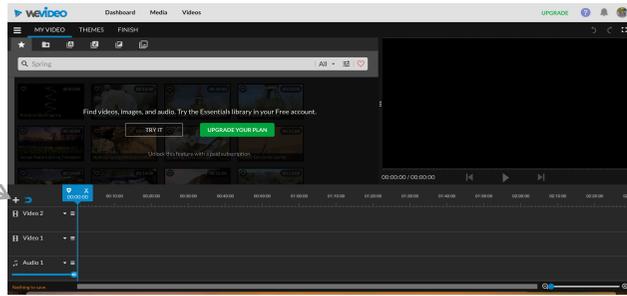
Space in which we see how an image of the preview video would look.

2. ADD EFFECTS

To add effects to our videos we can add more audio or video tracks as follow:

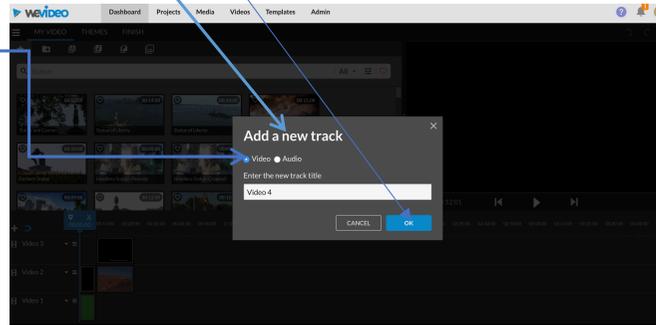


To add audio or video tracks click on +

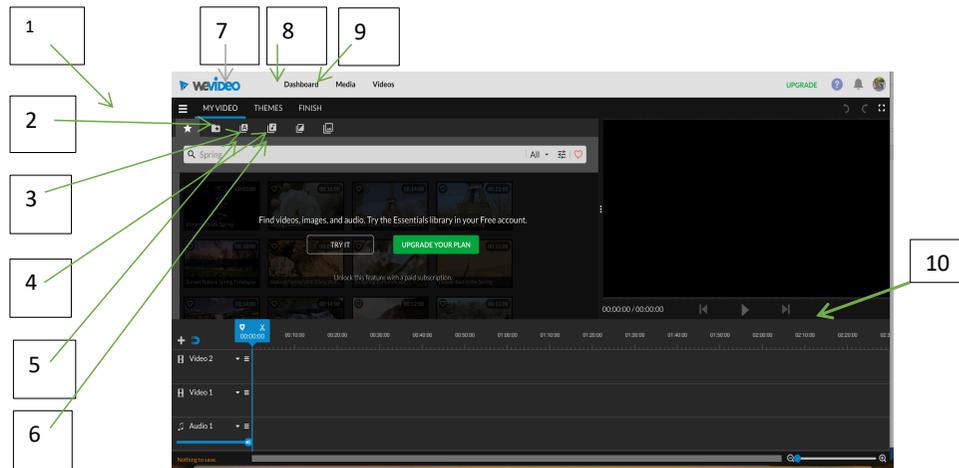


Or click on the audio track, if what we want is to combine our voice with different pieces of music and OK.

Click on the video track



3. WHAT ARE THE BUTTONS OF THE UPPER PART USEFUL FOR ?



- 1: Main menu: allows us to save our project, choose timeline or storyboard.
- 2: Media: site where we host our texts, photos, music, voice files, etc.
- 3: A = Text. It allows us to add text to our video, title, subtitles, credits at the end, etc.

4: It allows us to add music, record our voice, choose theme.

5: Here we can choose the transition from one photo to the next. You have different options.

6: Graphics, gives us the option to choose different backgrounds for our video.

7: dashboard means the control board, dashboard. It's like the board where you place the graphic material, photos, music and you'll see how it looks. : Here you can see all the photos, videos and music that you have uploaded.

9: Videos. Here all the finished videos are hosted .

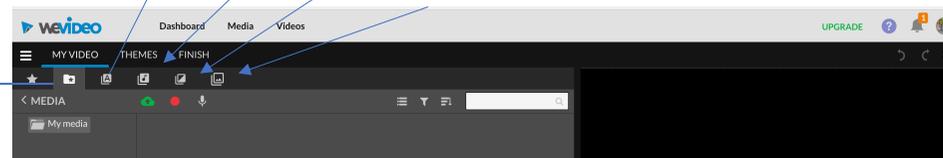
10. Time in seconds.

4. Upload our photos, videos, recorded voice, music ... (My media)

Comentado [MOU1]: UPLOAD: to move photos, music, voice recording from our computer to the Video Editor folder in My Media, to have it available to use to make our movie.

In this screen we have all the necessary tools to edit our video.

In the upper part we find the following elements: My media, Text, Music, Transitions, Graphics.



My media:

My media: it is the place that we will use to place all our digitized material: Our photos, voice file, music chosen by us, videos ... we must have put them first in a folder on our computer.

Music: there we have available some pieces of music to add to our Project.

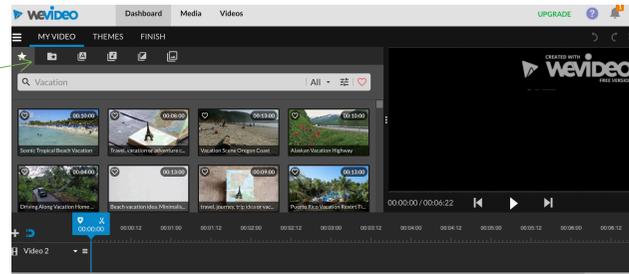
Text: it will allow us to put titles, subtitles, endings and everything that has to do with writing.

Transitions: we have different ways to pass from one photo to the next.

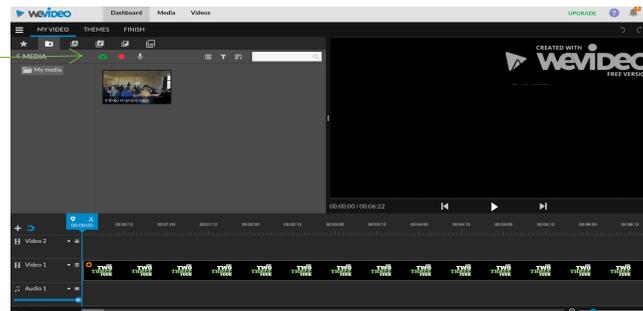
Graphics: different ways to put background.

5. Steps to upload photos, music, voice files and videos to the video editor:

1^o- CLICK
on this
folder

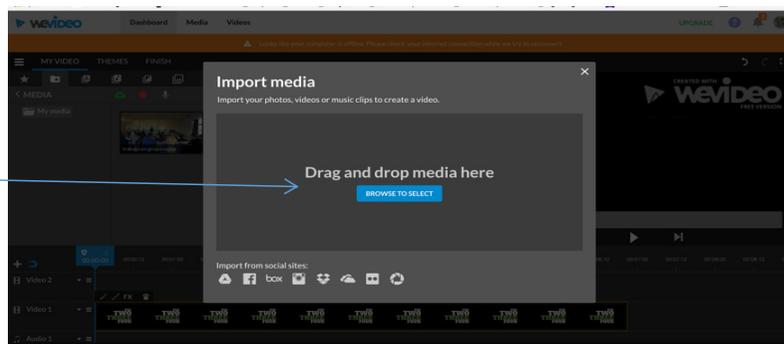


2^o- Next, click
on the Green
cloud.

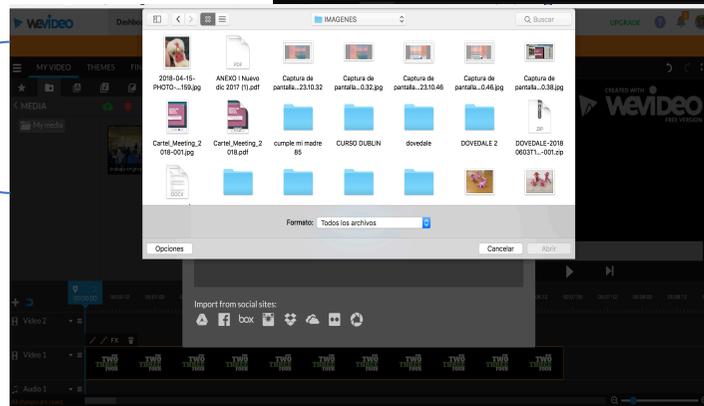


By clicking on My media folder, this screen appears to put in the My Media folder our photos, voice, ect.

3º- Click here, on browse to select



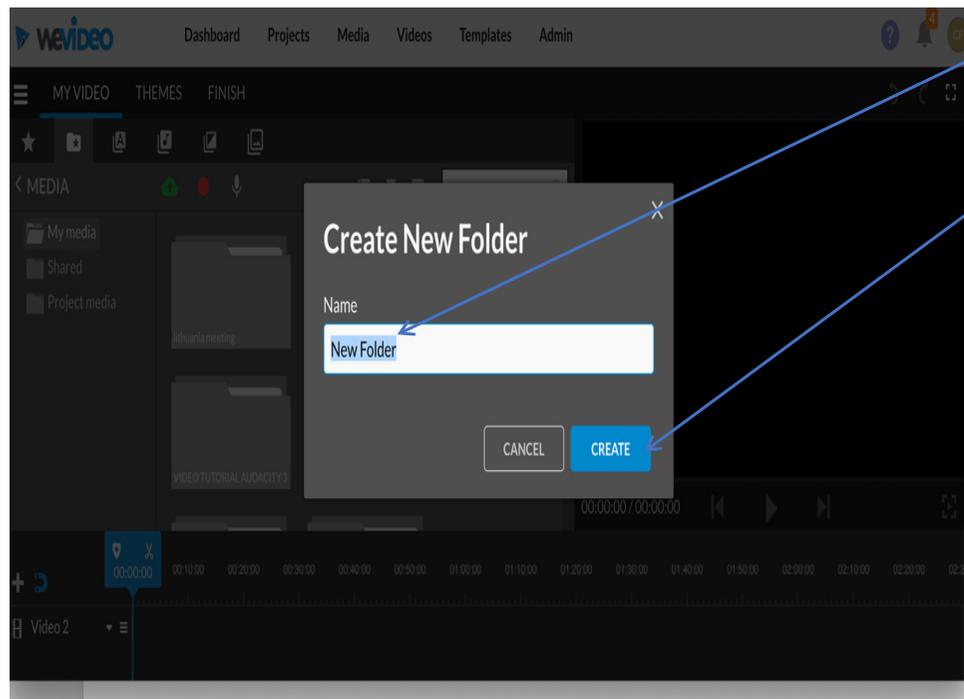
4º- Here we have to choose the place of our computer and the folder in which we have the photos, music or voice that we want to use for our story.



EXAMPLE: if we have a folder with the name "My mother birthday", where we have all our photos, music, voice ... We click on and select all that we want to use: sustained control key + file and we hope that they are uploaded. We will have them available to edit our story by dragging them to the board.

ORGANIZE FOLDERS IN MY MEDIA

We enter to my media, click on the right botton of the mouse and we see New Folder or Import Here. We chose New Folder and we put the name of our video. Then we click on the left botton of the mouse the green cloud and Import here (import here) and we upload all the audio and music files to start editing our video.

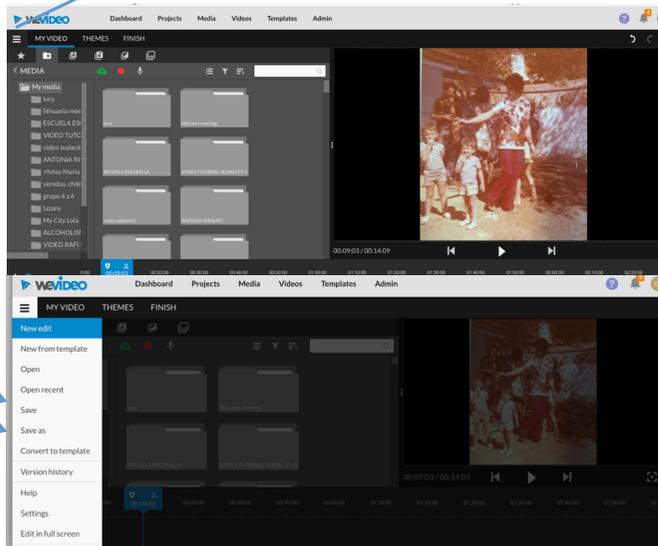


We start to write the name of our video. You do not have to delete New Folder, it will be deleted when you start to write.
Then click on **CREATE**

We call our video project, since we started it until we have it complete, but we have not yet finished it. We must save it every time we make a change or something new. To do this we will go to the upper left: left click

Menu button

Then you will see this menu: you must left click on "save" to save your work or "save as" if we want to make a different copy. (to make a different version).

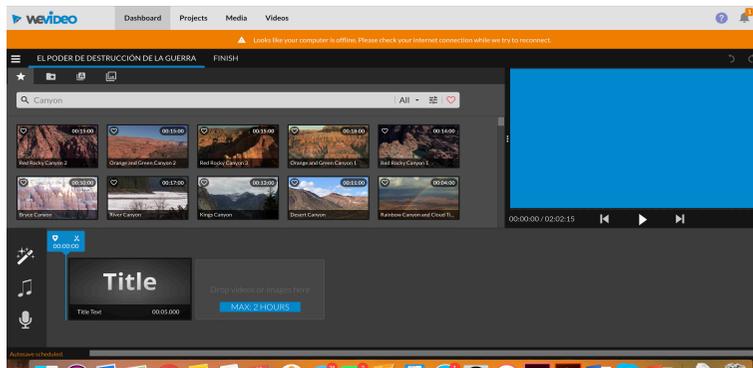
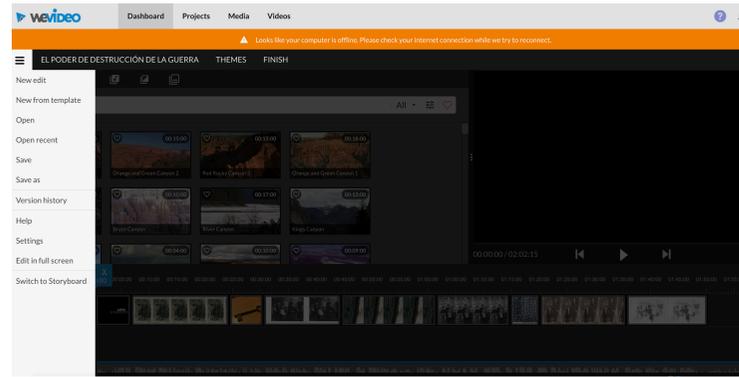


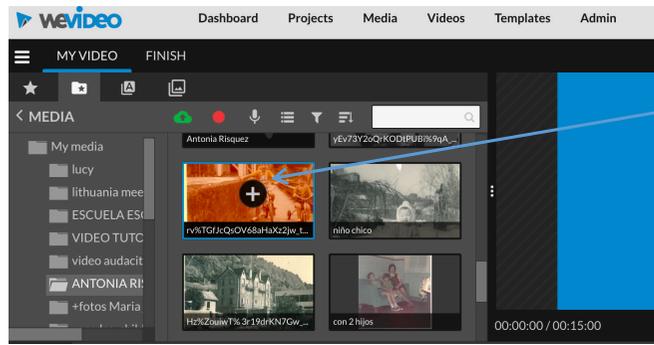
Edit in timeline or storyboard

We choose one of them in the main menu, by left clicking on

If we choose storyboard it's easier, but we have less editing options about our project

The appearance that it has is the following:

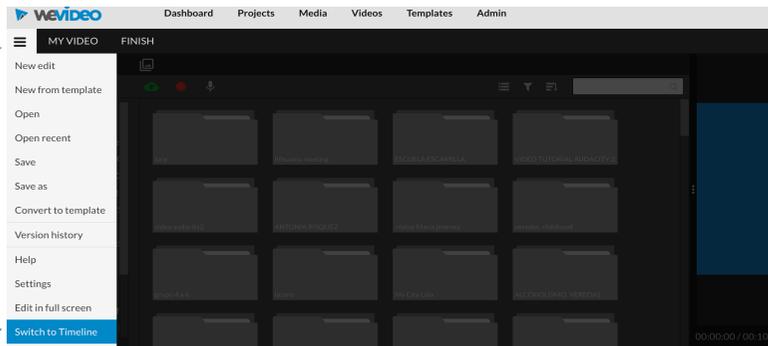




We just have to click on + in the file of music or voice and they will be added automatically.

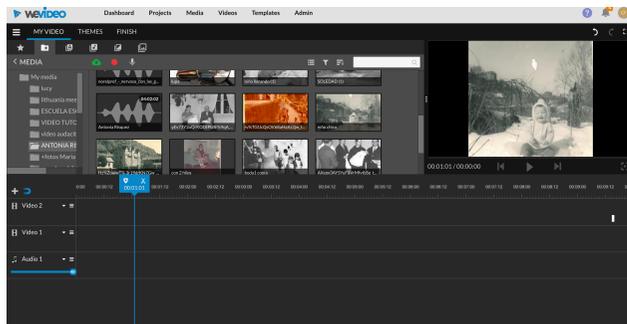
TIMELINE

In main menu, click on the left button of the mouse and we will have this screen



Here you can change (Switch to Timeline) from one mode to another), but it warns you that in the change you can lose some changes. To change, click on

And we will have the next screen:

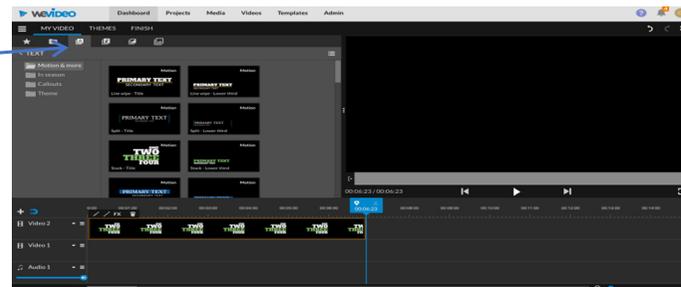


We drag the photos to the track video1 or video 2 or 3 if there is one, according to our interest.

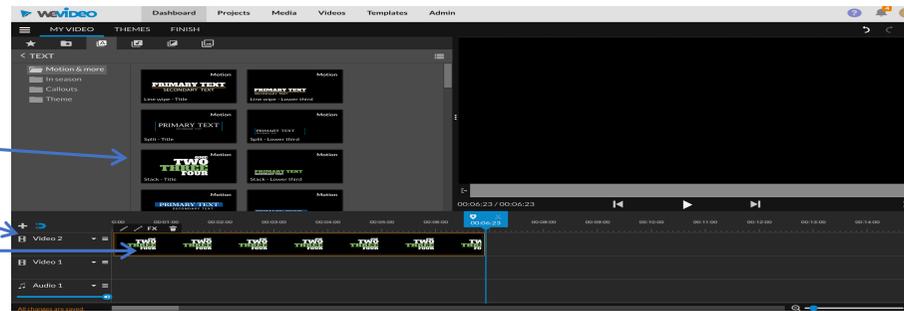
If we place our photos on the Video track2 we will have possibilities to add extra effects (I will explain later.)

Put title to our video: 1st slide

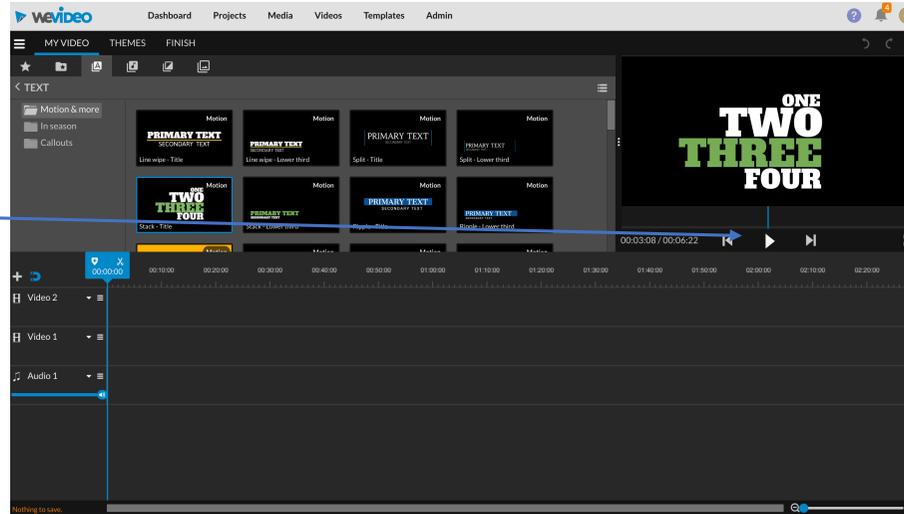
Click on 



This screen appears.
We choose a design, by clicking on the top of the one we like. For example this one.
Then drag it to the video track 2 (to drag it press the left mouse button and without raising it move it to where you are interested)

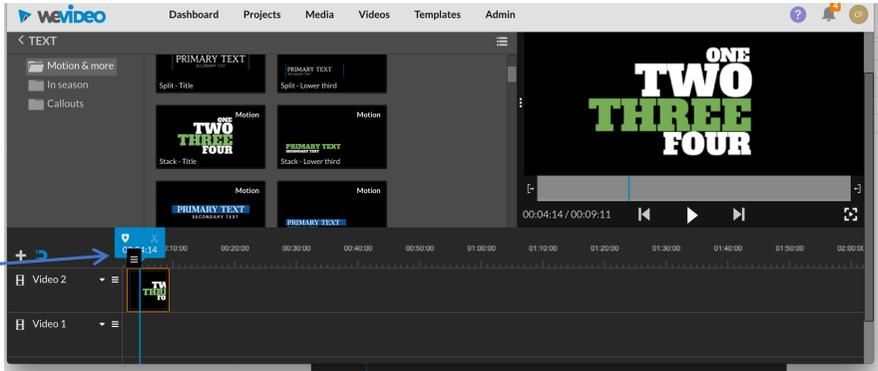


To see how it would look we click on  to play and we will see this:

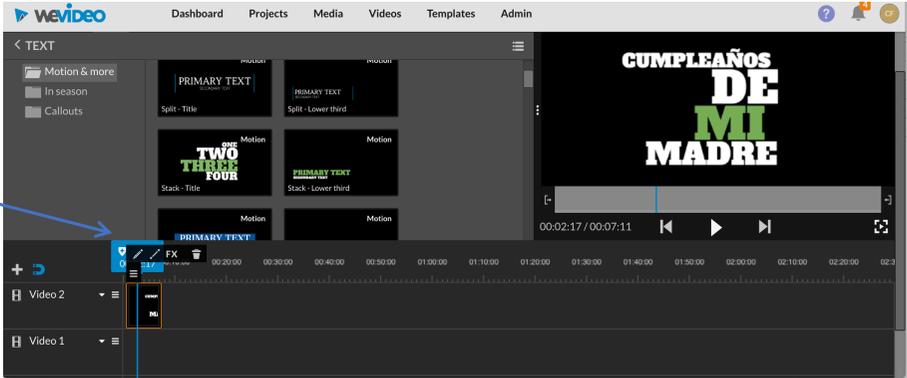


We write the Title of our video on this slide:

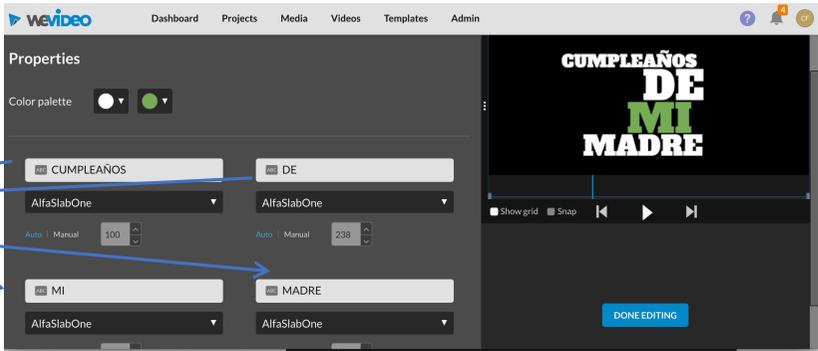
To write the title of our video:
Click on the top of the slide and
you will see this  when
you put the cursor over them
you will see some drawings of a
pencil



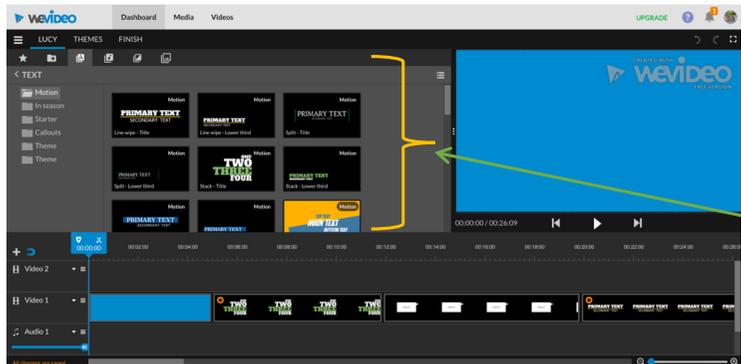
And this screen appears
with these drawings.
Click on the pen 



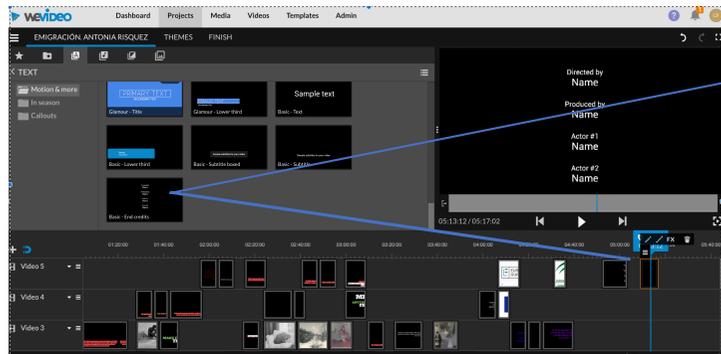
Now click on each of the boxes, delete the text that appears and write yours



Now you can start placing your photos in dashboard or timeline, from this slide, according to your script. When you finish click on A and choose a slide to add the credits (author, music, date ...). You can choose between different styles.

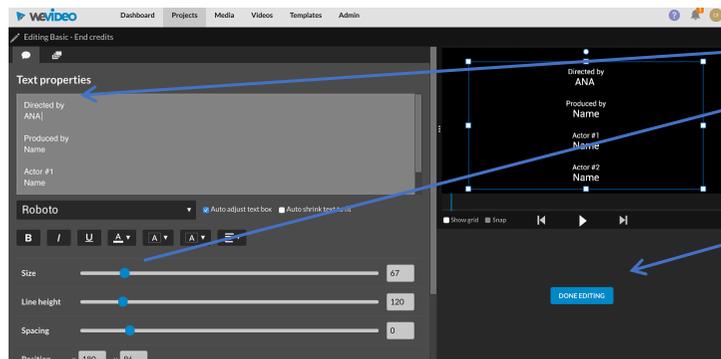


Now you can start placing your photos in dashboard or timeline, from this slide, according to your script. When you finish click on A and choose a slide to add the credits (author, music, date ...). You can choose between different styles



Drag the slide you choose at the end of the timeline, This screen appears, click on the top of the slide and then on the pencil, the same way you did to put the title of the video.

Every time you want to make changes on a slide, you have to click on the top of the slide, then click on edit and at the end click on done editing



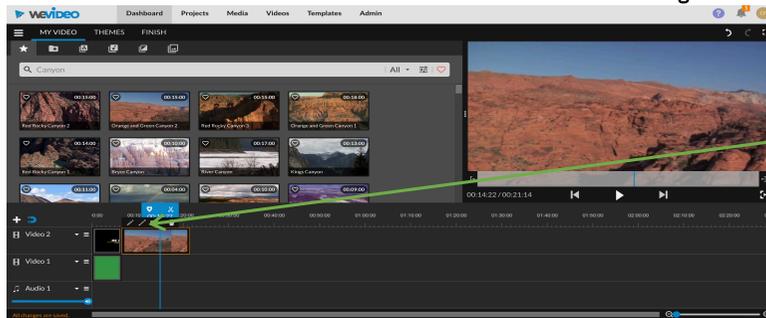
Now you can write here And you can change the size of the letter in size, moving this point to the left or right. Then click on done editing

CHANGE THE COLOR OF THE BACKGROUND IN A SLIDE:

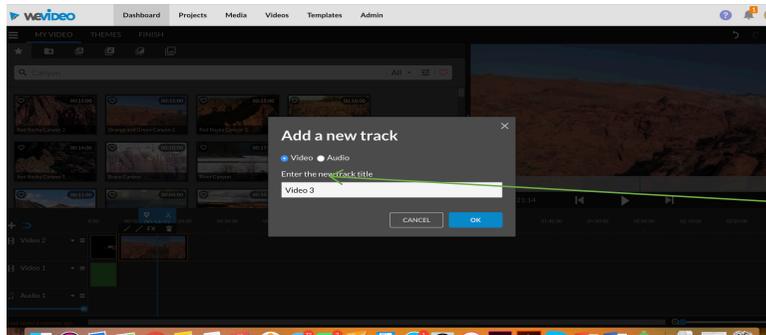
The screenshot displays the WeVideo editing interface. At the top, there is a navigation bar with 'MY VIDEO', 'THEMES', and 'FINISH' buttons. Below this is the 'GRAPHICS' panel, which contains a grid of color swatches for backgrounds. The swatches are labeled: Black, Orange, Grey, White, Blue, Green, and Red. The main preview window shows a green background with the text 'MY CITY CORDOBA'. A timeline at the bottom shows video and audio tracks. Annotations include a blue box on the left labeled 'Different styles' with a bracket pointing to the color swatches, and a blue box on the right labeled 'We have this option here, in graphics' with an arrow pointing to the 'FINISH' button in the top navigation bar.

PUT SUBTITLES WITH WEVIDEO

1. Drag the slide to storyboard. For example, we drag it to video track 2 and leave free videotrack 1 if we want to put a background. We add one or two more video tracks. We can add as much as we want according to the idea we have in mind :

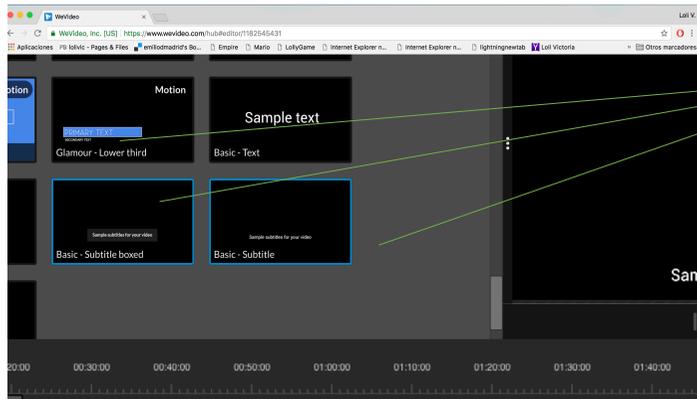


Click on +



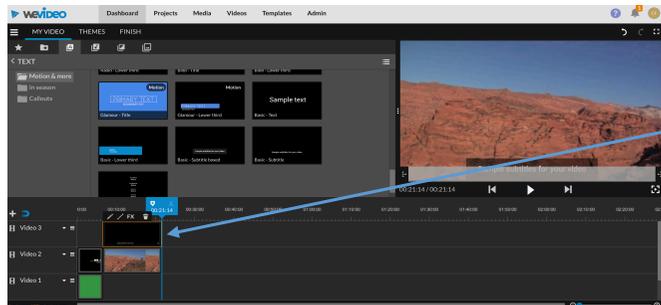
By default, video is activated. You do not have to name it, video 3 is enough. Click on OK

1. We click on  text, and choose an appropriate slide to be able to put subtitles.

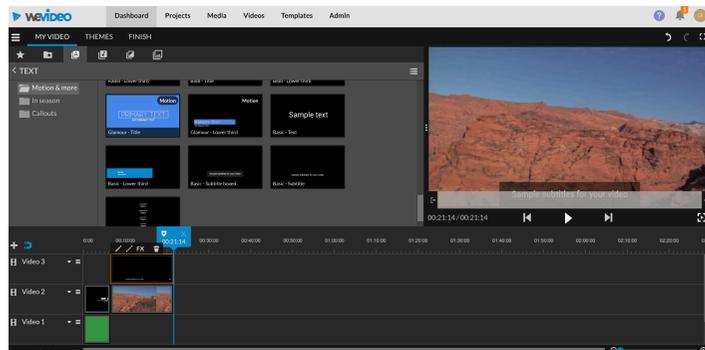


These three are very well suited to putting subtitles.

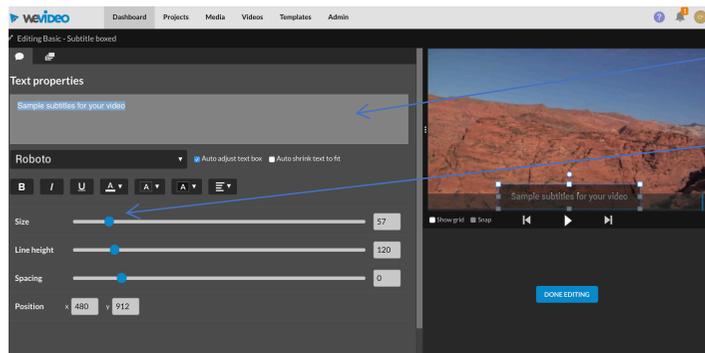
2. We drag it to videotrack 3 and place it above the slide to which we want to subtitle



Drag to videotrack 3

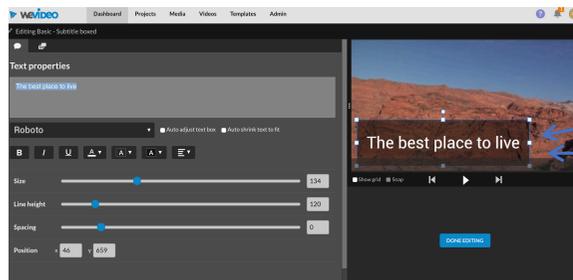


Click on edit (Remember: you have to click on the top of the photo to activate this part: and be able to edit.



Click on the pencil and write here.
In size, we can change the size of the letter here, moving this blue dot.



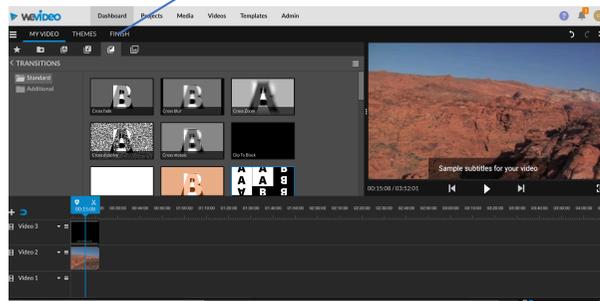


Mover texto de subtítulo
 Sitúa el cursor en lo alto del texto escrito aquí y te aparecerá un puntero de ratón en forma de asterisco. Puedes mover el texto según te guste. ✳️
 Alargar el texto: sitúa el ratón en este punto y arrastra hacia la izquierda

Efectos: transiciones y fade in - fade out

- With the word transition, we refer to the movement to move from one slide to another. We have different options that we will see by

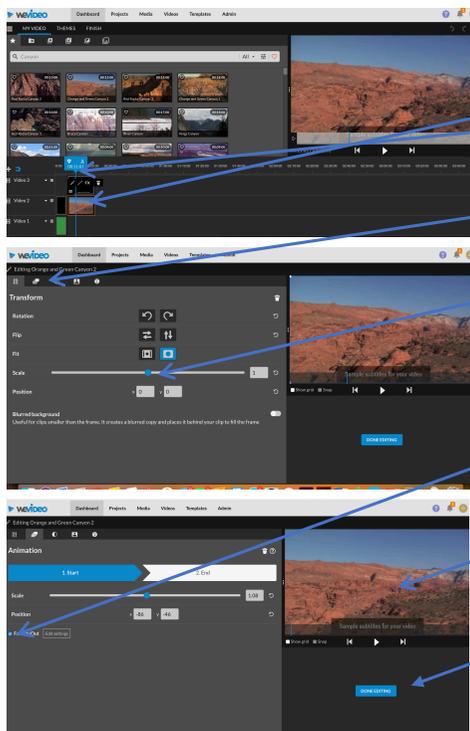
clicking on 



FADE IN / OUT

Fade in means that the image appears progressively from smaller to larger, creating a movement of it in the meantime.

Fade out in means that the image appears enlarged and decreases and disappears with movement.



Click on the slide you want to add this effect,
Click on the pencil that appears

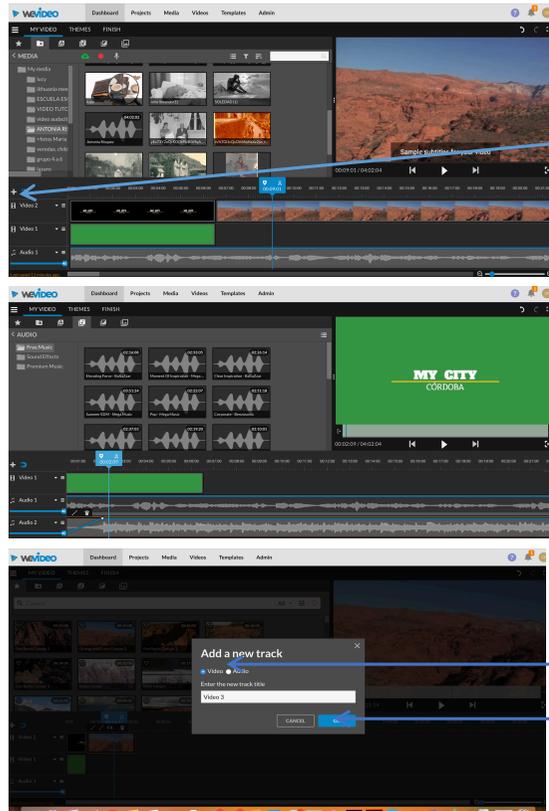
Click on is symbol 

We have to choose if we want it to appear from
smaller to larger, or vice versa by moving this
point to right or left.

We have to make a left click in this box to make
it work ... in fade in / out

We can also center the part in which we want
to draw attention, by moving the photo here: to
do this, press the left mouse button in a
sustained way, without raising your finger and
move the photo and finally click Done

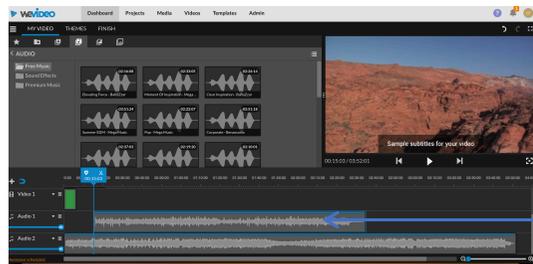
Add, cut or paste audiofiles on audiotrack



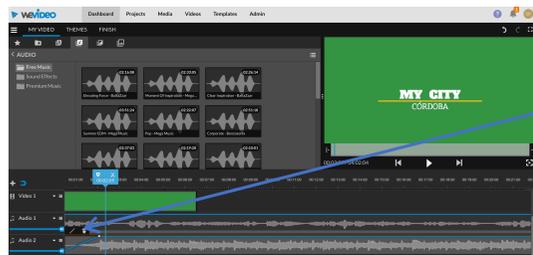
Click en +

Now we have an audiotrack 2.
We can combine background music with
our voice-over, or add music at the
beginning or end of our video.

Click en Audio and next
OK

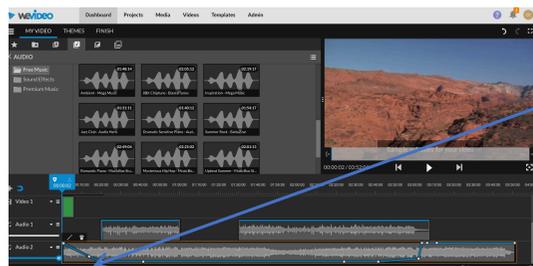


- a. 1. Option to start the video with music while playing title and some images:
- b. to. Left click on the audio file of our voice. And we drag to the right the seconds that we want to hear just music.

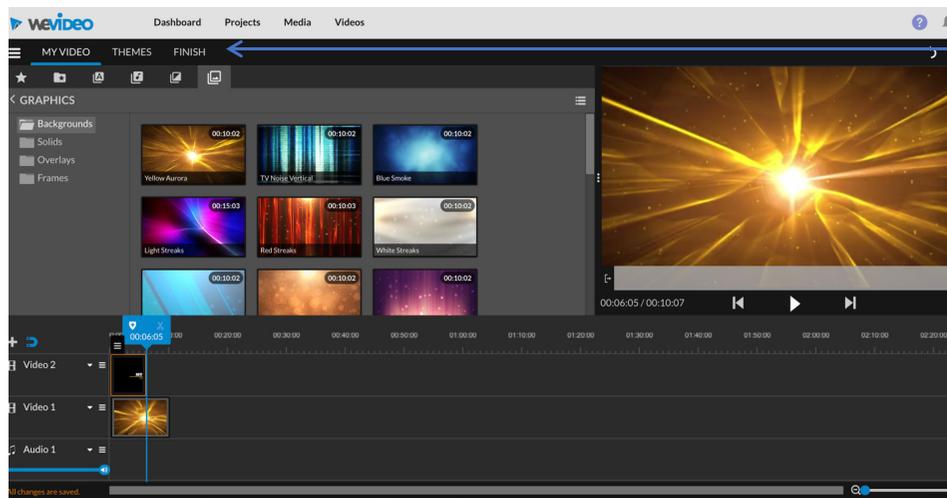


2. Open fade option: (options to start or finish the audio gradually):

Left click on this symbol  Observe the option to increase or decrease the sound as you stretch the line.



Once we left click on this symbol, a blue line is activated at the top of the audiotrack, if we left click on the white point that appears in the upper left and drag down or up moves an ascending line or descending which means that we are raising or lowering the music. Each time we lift the finger and left click on this line we can upload or lower it.



Once we have finished our video click on finish button.

There are more options and possibilities in the Wevideo video editor that you will discover as you get more practice. These explanations have been a basic guide to get started.