



ADOBE YOUTH VOICES TRAINER GUIDE

Drawing on best practices in the youth media field, positive youth development principles, and the fundamentals of project-based learning, the Adobe Youth Voices training advances an educator-facilitated approach to youth media-making that promotes social change.



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OVERVIEW

BACKGROUND

Adobe Youth Voices (AYV), was a 10-year philanthropic effort of the Adobe Foundation to increase creativity in education. The primary activity of the initiative was professional development for educators in both formal and informal settings to guide them in facilitating creative media-making experiences for young people. Over the 10 years of the project, thousands of educators around the world were trained in the central principles of the program as a way to advance their instructional practice. Drawing on best practices in the youth media field, positive youth development principles, and the fundamentals of project-based learning, Education Development Center, Inc. (EDC), Adobe's lead program partner for the initiative, developed a collection of training materials and resources to unify the program. Together, this collection advances an educator-facilitated approach to youth media-making with the overall goal of youth fostering their creative skills and using media to promote social change in their communities and our world. This collection is now freely available, and schools and community-based organizations can use these materials to train and support educators interested in engaging young people in youth media-making.

OUR APPROACH

The training was designed as professional development for educators, grounded in best practices on how adults learn:

- An overarching framework that guides practice
- Needs assessment to link the experience to the needs of the trainee
- Hands-on activities that model instruction and constructivist methods of learning by doing
- Opportunities for peer-to-peer learning
- Exploration of practical connections to day-to-day instruction, so that media-making is integrated into other learning objectives
- Time to reflect and discuss challenges and solutions
- Action planning, so that changes in practice are thoughtfully advanced after training

TRAINING OBJECTIVES

The training has been designed to help educators gain skills and knowledge related to facilitating high-quality youth media-making experiences. Trainees will explore formats and styles, learn how best to support youth throughout the production process, plan exhibitions, and hone the technical skills necessary to use media-making software. Educators will reflect on the practice of youth media and how best to facilitate and encourage the creative process with their students. It is expected that by the end of the training, educators will be able to guide young people to “Create with Purpose,” a philosophy that challenges young people to be intentional in the media they create, have an impact on their targeted audience, and strive to change their own lives, their communities, and the world around them for the better.

Upon completion of the training, educators will be able to do the following:

- Apply a successful model of instructional practice for working with youth and media
- Discuss the value of and methodologies for youth media-making for social change
- Select and use various media formats in which work can be created
- List the steps and strategies to facilitate effective youth inquiry and reflection
- Forge community connections and strategies for building and engaging audiences
- Use Adobe apps or other digital media software to make media with youth

HOW TO DELIVER TRAINING

Each module covers a variety of topics and requires approximately four hours to complete. The script for each module details reading assignments, media samples to watch, hands-on activities, and discussion prompts. Some considerations:

- The training is designed to be highly adaptable to best fit the needs of trainees. Sessions can be delivered back to back over a few days, or in shorter sessions stretched out over a number of weeks.
- While the training materials provided are designed for face-to-face delivery, a blended approach—where some of the discussion is facilitated online—is also possible if trainers have the skill and resources.
- We recommend facilitating direct interaction between educators to encourage peer-to-peer learning.
- Trainers are encouraged to collaborate. There is a great deal of content to cover, and two or more trainers might collectively model a variety of skills for trainees.
- As a trainer, you may want to consider ways to support educators in their ongoing practice through follow-up workshops, software-focused sessions, pitch sessions, and rough-cut reviews.



GETTING STARTED

TRAINING CONTENTS

To get started, download the four training modules. Each module contains all the materials needed for that training, including:

- A training script, with detailed instructions on how to facilitate training activities, and prompts for discussion
- Presentation slides that correspond to activities detailed in the script
- Handouts for use during the training
- Links to media samples

EXPECTATIONS OF TRAINERS

A trainer should be able to support educators by modeling effective youth media practice. Trainers must be able to train educators in how to facilitate media-making, guide technical skill building, and foster creative self-expression. In general, a trainer should have:

- General familiarity with adult learning strategies
- Experience with youth media, arts education, youth development, and/or technology integration
- Enthusiasm for the “Create with Purpose” philosophy
- Comfort with digital imaging and/or video editing software, and the ability to troubleshoot technology questions throughout instruction
- Familiarity with project-based learning
- Good organizational skills
- A nurturing and patient nature, and the ability to motivate trainees with their enthusiasm and constructive feedback

PLANNING YOUR TRAINING

To prepare for training, review all the materials and assess your options with regard to space and technology. When picking a training site, be sure to consider the following technical specifications:

- Basic production equipment
- Access to computers and the Internet
- Access to digital imaging and/or video editing software
- Ability to play media (screen, audio, projection, etc.)

It is important to download all the training materials prior to the training itself. Be sure to spend time reviewing the agenda and all the slides and handouts, and walk through the script step by step to make sure that the time you have allotted for the training is appropriate. A Planning Worksheet is included to help you think about the resources you have and to identify what additional support you may need to deliver the training.

SETUP

Each training module includes opportunities for viewing media and hands-on group activities; some modules also include demonstrations and self-guided time using the software. Make sure that the training space is set up to accommodate these activities.

- Set up tables and chairs up in a way that easily allows for media viewing and dialogue. We recommend group tables that enable participants to work in project teams.
- Prepare a projector, and ensure that presentation slides are easy to read and view for all in the room.
- Choose youth media samples in advance from our recommendations, and test playback. Ensure that the audio is loud enough for all to hear and that the media can be viewed by all in the room.
- If facilitating software training, set up a computer lab in advance and run the software on each device. You may need to update the software, register it, or install plugins, and it is best to do this before the training, rather than take time away from the actual training. We recommend using software that participants will have access to after the training.

EVALUATING YOUR TRAINING DELIVERY

Feedback is critical to a successful training. We have included a sample training survey that you can adapt and use to collect feedback after each training module. In addition, throughout the training there are opportunities for reflection and dialogue with participants to capture their goals, needs, and questions, which can help inform training modifications.

RESOURCES

Beyond the training, participants may need additional materials to help them plan and execute media activities with young people. The *Adobe Youth Voices Guide* is a key companion to the AYV training; it is intended to both orient and support educators in creating, planning, and implementing innovative media projects with young people. Throughout the training modules, we recommend reading assignments from the *AYV Guide* that correspond to the training content.

Additionally, educators can freely access the entire collection of curriculum and resources developed through AYV on the Adobe Education Community. Curricula, in a variety of media formats, provide educators with activities and handouts for leading a youth media experience. Toolkits exploring specific topics, such as Collaboration, Exhibition, and Careers, provide additional resources and activity ideas for going further. The collection of youth and educator stories illustrating the power of youth media offer background and context for the topics addressed in this training.



TRAINING MODULES

MODULE 1: CREATE WITH PURPOSE

In this opening module the power and relevancy of youth media is revealed. Trainees will see why youth connect so readily to media creation, and will begin to understand the real benefits and opportunities that result when media-making is incorporated into their classrooms and program sites.

Module 1 training goals:

- Gain an overview of common youth media-making practices
- Understand the “Create with Purpose” criteria
- View youth media, and consider its benefits in teaching and learning
- Review the steps of the creative process of media production
- Understand the importance of media literacy

MODULE 2: FOSTER YOUTH VOICE

In Module 2, participants will explore ways to help youth cultivate original ideas and to generate questions that matter. Participants examine the elements of good storytelling and share tips for supporting the development of creative ideas. Through hands-on activities, participants will experience and reflect on the pre-production process as a meaningful learning opportunity.

Module 2 training goals:

- Demonstrate the use of graphic organizers as tools for idea development
- Experience how to promote and facilitate inquiry through hands-on pre-production activities
- Explore the elements of good storytelling through media-making
- Pitch a project idea to peers
- Complete a simple video project

MODULE 3: FACILITATE CREATIVE EXPERIENCES

Module 3 breaks down the production process into achievable steps that are easy to facilitate and support. Trainees engage in hands-on activities, learning and developing strategies and tips for managing production and post-production. Module 3 also provides an opportunity to practice Critical Response, a powerful technique for media critique and revision.

Module 3 training goals:

- View and analyze different media forms and styles that can be adopted for a media project
- Learn facilitation strategies for production and post-production
- Practice using equipment and software through hands-on production activities
- Learn the importance of critique and revision in the media-making process by using the Critical Response technique

MODULE 4: CELEBRATE YOUTH WORK

Exhibition is an exciting and rewarding part of the process—it provides an opportunity for youth to engage directly with an audience to share their own unique perspective and tell a compelling story. In Module 4, trainees consider options for celebrating and exhibiting youth media work, and how to address the challenges that might arise. They learn key strategies for planning and successfully organizing community celebrations with youth, and complete a work plan that will serve as a guide for how to support and facilitate youth in creative and purposeful media-making.

Module 4 training goals:

- Understand the distinction between *copyright* and *fair use* and how to guide young people through these issues
- Consider the importance of targeting one's audience in youth media-making
- Explore ideas and strategies for celebrating and exhibiting youth work
- Reflect on opportunities for collaboration and reaching out to a wider audience
- Create, share, and receive feedback on a work plan

PLANNING YOUR TRAINING WORKSHEET

TRAINING DETAILS	
Training date(s)	
Training location and room	
Trainer name(s)	
Supporting staff/volunteers	
Number of attendees	
DELIVERY APPROACH	
What module(s) will you deliver?	
How will you ensure full participation and attendance from all the trainees?	
What training components do you need more support with before delivering the training?	
ADDITIONAL SUPPORT NEEDED	
What additional A/V and/or technology will you need? Will you need an A/V or technical support?	
What additional supplies, materials, and/or media equipment do you want to have at the training?	

EQUIPMENT AND MATERIAL LIST

NEED	WHO HAS IT?	NOTES
Computer loaded with software for projection (presenter computer)		
Internet access		
Projector		
Flash drive(s)/hard drive(s)/cloud storage		
Speakers for playing audio		
Computer loaded with software for educators		
Media samples		
Handouts		

BEFORE-TRAINING ACTIVITIES

TASKS	WHO IS RESPONSIBLE	DEADLINE

DURING-TRAINING ACTIVITIES

TASKS	WHO IS RESPONSIBLE	DEADLINE

AFTER-TRAINING ACTIVITIES

TASKS	WHO IS RESPONSIBLE	DEADLINE

POST-TRAINING SURVEY

The survey is designed to provide feedback on the training and how well it served your needs. Your feedback also helps improve future training efforts. The entire survey will take you approximately 10 minutes to complete. Please answer the questions as honestly as you can. There are no right or wrong answers!

1. To what extent do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The training was well organized				
The training was effective				
There were opportunities for participants to learn from one another				
The training took more effort than I expected				

2. What did you find most useful in this training experience?

3. As a youth media educator, you will now be working to integrate youth media making into your instruction. How well did the training prepare you to:

	Not at all	Slightly	Moderately	Very much
Use scaffolding activities to introduce storytelling and production techniques				
Advance youth-centered instructional practices				
Foster media literacy through the media-making process				
Facilitate brainstorming around youth issues and stories				
Facilitate the production process				
Facilitate the post-production process				

4. What, if anything, could be improved to make the training more effective?

5. Please share your impressions of how prepared your trainer was in the following areas:

	Not at All	Slightly	Moderately	Very Much
Familiar with the "Create with Purpose" approach to media-making				
Knowledgeable about media-making and the use of software				
Effective at guiding hands-on activities				
Skilled at facilitating discussion among participants				
Responsive to questions and requests for additional support				

6. What did your trainer do well?

7. How could your trainer improve his or her technique in the future?

8. Please feel free to share any other comments on how you were trained:

9. What additional support do you need in the year ahead? What additional training would you like to receive?