E-STAFF
European Student Amateur Film Festival

Erasmus+
KA-229 project (n°047818)

E-STAFF

PARNTER MEETING 1
October 8th to October 11th 2018

REPORT OF ACTIVITY

I. DETAILED SCHEDULE

|		**MONDAY** October 8th	**TUESDAY** October 9th	**WEDNESDAY** October 10th	**THURSDAY** October 11th
M O R N I N G		*Mobility time*	**Presentations** Cinema learning basics The Annonay Festival Using Trello Using E-twinning Using Europass Using Portfolio	**English training** Practical activities	**Debriefing** Final discussion Decision making time
			Common lunch at the school Canteen	Common lunch at a local restaurant	
A F T E R N O O N		**Reception** Welcome and round table Reminder of the common goals of E-STAFF Decision making time	**Cinema training** Practical activities	**Recreational time** Common visit of the area	*Mobility time*

II. CONTENTS

- **Day 1: reception**

1) **Welcoming speech** by the school principal (in English, long to be remembered), with the local hosting team, in the conference room of the Collège les Perrières. The whole training took place in that room.

2) **Round table:** each partner team had to introduce themselves and speak of their commitment to the project and its current state though regulated topics and limited timing:

  - composition of the team of E-STAFF teachers

  - composition and selection of the group of E-STAFF students

  - cinema and English training : program, equipment and dedicated hours

  - selection of the local cultural heritage

  - partnership with festivals and mobility issues

3) **Reminders of the goals of E-STAFF:** short slideshow presentation by the project coordinator, M. Clément Périllat, reminding the essential goals to achieve for each school:

  - including cinema in the teaching practice and making connections with festivals

  - using digital tools to shoot and edit a short film par year (featuring cultural heritage)

  - creating "behind the scene" films to establish a video correspondence in English

  - using drama, cinema and media learning in the English classes
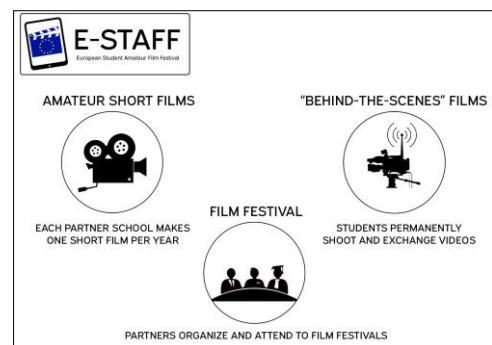
4) **Decision making time.** Common agreement about the short films and mobility.

- Globally, each school is free concerning the film style and genre but, in parallel, the teachers should present a wide range of styles and genres to their students to develop their cinema knowledge.

- The duration of the short film is settled between 5 and 10 minutes, titles and credits included.

- The leading actors should be in limited number (2 to 4) to maximize identification processes and ultimately convey the possibility of a best acting award during the final E-STAFF meeting in Strasbourg.
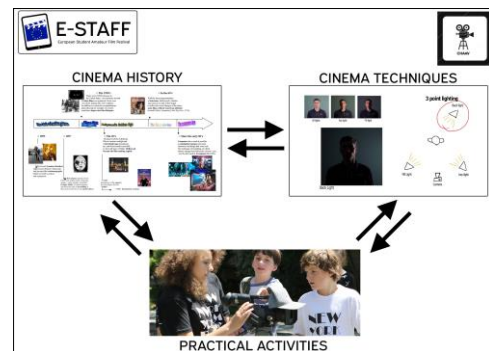
- As far as mobility is concerned, 14 years-old students should not be included in the project, as it was originally based on 12 year-old students for the first year. 13 years-old students are accepted but should not be a norm.

- **Day 2 (morning): presentations**

After a morning coffee, various individual presentations were made to the group, followed by short phases of questions and answers. The presentations were made by one dedicated teacher for a given topic and lasted about 20 minutes each.

The two first presentations were made by teachers from the hosting team, and focussed on the experience of the Collège les Perrières school regarding cinema learning and practice. The other four presentations were made by visiting teachers who were already experienced in Erasmus+ and E-twinning projects, to improve the overall management of the E-STAFF plan.

1) **Cinema learning basics:** the first teacher of cinema, Mr. Christophe Billars, gave the partners a one-page document presenting his progression with the year 7s, which he made for his special cinema option courses. His presentation was made in French and translated by Ms Royer-Labanti (English teacher and festival attaché). The teaching of Mr. Billars is based on the history of cinema, and, through chosen extracts illustrating famous cinema landmarks, leads to highlight development of the cinema techniques, step by step, each technique being staged and experienced by the students in practical activities.

M. Billars also explained the process of building a team of teachers to create and shoot a short-film, with the commitment of external contributors. The presentation ended with a behind-the-scenes film about one of his project, to show how things happened during the final shooting.

2) **The Festival of Annonay :** the festival attaché of the French team, Ms. Florence Royer-Labanti, explained how the First Feature Film Festival of Annonay was created and how it was gradually connected to the local schools, though specific workshops and dedicated programs. The goal of the presentation was to give the partners ideas how to organize their own connections with their cities' film festivals.

3) **Trello :** the Bulgarian coordinator, Ms. Rosista Vassielva, using a powerpoint slideshow, presented an online software called Trello, which is designed to manage all types of projects. She added all the present partners to a Trello pattern she previously designed, in order to organize the various stages of mobility of the project. Trello allows to monitor the activity of all partners and to ensure the objectives have been met. To a certain extent, it also allows the dissemination of the project.

4) **E-twinning :** the Polish coordinator, Ms. Beata Patzusko, presented the E-twinning space, which was already familiar to most partners, except the French ones. This space provides the possibility to share documents and to open a regulated social network for the students of the project to communicate.

5) **Europass :** the Polish coordinator, Ms. Beata Patzusko, presented the Europass certificate to implement for the participating students. The Europass is a test grid for the students to define their English level at the beginning of the project, using the common European criteria.

6) **Web portfolio :** the Catalan coordinator, Ms. Laura Bozzo, presented the project of a website that she had previously designed for the E-STAFF, with various tags, menus and categories. By posting on the portfolio, the partners may easily broadcast and communicate publicly about their progression in the project.

- **Day 2 (afternoon): cinema training**

After a lunch at the school canteen, Ms. Raut, the second cinema teacher, organized the cinema training. Instead of lecturing, she focused on practical activities to involve the partners directly, as if they were their own students in action. After a short introduction in French (translated by Mr. Périllat), she screened two short introductory videos, the first showing the first Lumière brothers' film introducing the idea of suspense, and an interview of Alfred Hitchcock giving his definition of suspense. After that, she gave the groups of partners a set of 5 pages, presenting basic cinema notions, in English:

- Camera angles

- Camera movements + field of vision

- Types of camera shots

- The rules of the exercise for the partners
(+ examples of similar exercises for students)

- An empty story board

Using the documents, each group of partners had to perform a practical exercise in teams. They had to build a scene of suspense with 3 camera shots, after having designed it on the story board. Given tasks:

→ use at least 2 different types of shots and 2 different camera angles
→ use a camera movement to shoot a character walking around
→ emphasize the suspense through sound effects and music

The shooting material was provided by the Collège les Perrières. The tablets, microphones, rods, tripods, monopods, are actually used by the students on the cinema projects.

All partners used the material except one group, who decided to use their own smartphones for shooting and editing. Each group was autonomous in their work, with the cinema teacher, Ms. Raut, explaining and helping them if necessary.

The story board, shooting and editing phases lasted about 30 minutes each. At the end of the afternoon, the five scenes of suspense of the five groups of partners were screened and applauded. After that, there was a phase of questions and answers and recap.

- **Day 3 (morning): English training**

After a morning coffee, Mr. Clément Périllat (English teacher and project coordinator) started practical activities on cinema, drama and media learning, especially in language classes. Ms. Royer-Labanti (festival attaché) and Ms. Raut (cinema teacher) were present to attend and help for the practical activities.

The practical activities were divided into two main topics: schools and cinemas, and EMI (Education to Media and Information). For each topic, the partners received a *teacher tool kit* which they could use directly during the practical activities and then reuse with their students once back to their English classes.

1) **Schools & cinemas**

Mr. Périllat made a short presentation in English, to present the goals of the training:

→ How to include cinema in language classes (native or foreign), by transforming standard lessons (dramatizing English classes or using descriptive skills to make film reviews) and by creating specific activities around cinema (to develop a critical vocabulary).

→ How to work with students before and after watching a film, in class (full movie or movie extract) or during specific cinema school trips or festivals.
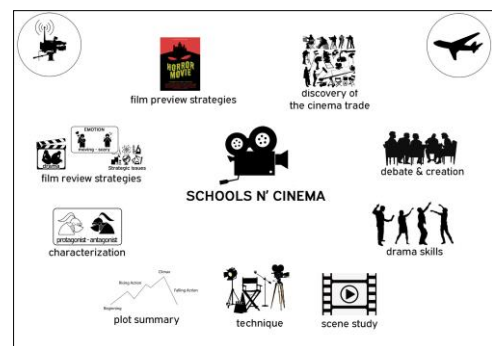
Mr. Périllat presented a list of strategies for previewing and reviewing films or film extracts. He organized direct preview and review activities with the partners, as if they were students in an English class:

a) Making suppositions (about genre and contents) through a sound, then a title.

b) Checking the suppositions by watching half of a video extract.

c) Completing the suppositions collectively through a basic study of characterization.

d) Inventing and playing the end of the extract, by groups.

e) Watching the end of the extract an making a recap of the film review.

The second phase of the training presented a specific method of memorization that is used to teach English to students in difficulty, in order to introduce a great deal of cinema vocabulary in the E-STAFF class. The learning process will not be described in details here. Each learning step is always followed by a practical exercise.

a) Learning and memorizing vocabulary about film genres.

b) Watching a video extract and analyzing its various genres (review).

c) Learning and memorizing vocabulary about the personality of characters.

d) Playing characters' emotions through acting.

e) Watching a film poster and making suppositions about the characters (preview).

The third phase was similar to the second one, except that practical activities were simply suggested, and not fully realized. It consisted in a series of fast presentations, each presentation focussing about one specific set of vocabulary related to cinema:

a) Emotions related to a film: comparing a set of films (for example during a festival) and making live interviews at the exit of the cinema

b) Technical criteria: awarding a set of chosen films (the best actor, light, etc.) to prepare the final E-STAFF juries.

c) Characterization: describing a film character depending on the expectations of the teacher in terms of language skills, and on the level of the classes through the years.

d) Scene study: summing-up the action in a film without revealing the whole plot, by selecting relevant or favourite scenes.

e) Scene study (2): selecting a specific scene and focussing on camera angles, movement and shots, to write a critical review.
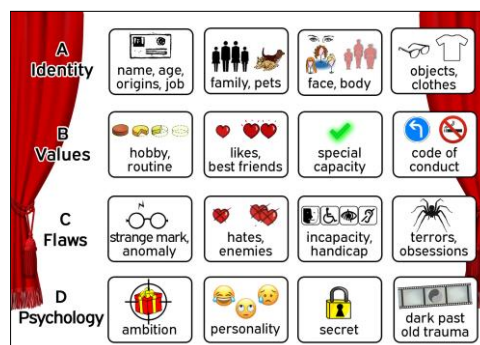
Those presentations were followed by a practical activity in groups, to show how to organize group work with students. While watching a short video extract, each group had to focus on a given task, and recap all the possible information with the help of their teacher tool kit (the pages were indicated). The groups were set before the viewing of the extract:

- Group 1: focus on the film genre + reactions

- Group 2: focus on characterization

- Group 3: focus on scene study + plot

- Group 4: focus on the technique + camera angles

## 2) **Education to Media and Information**
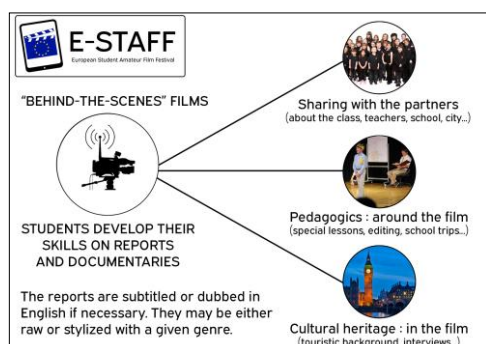
Mr. Périllat made a short presentation to remind one of the main goals of the project: leading students to film side reports in English, to develop the use of digital tools, establish a video correspondence in English, and develop the students' sense of European citizenship.

As far as media literacy is concerned, the idea, for the first year's students, is to produce and practice information. Mr. Périllat briefly presented the research, training and experiments that are currently made by the Collège les Perrières concerning media literacy (more details will be given in the second year).

Mr. Périllat presented different options to develop through the side reports. Each partner is free to choose one topic or the other:

-the students' lives: themselves, their school, their city and surroundings

-the cultural heritage shown in their film: monuments, food, languages, wildlife, etc.

-the English-speaking world (optional)

-the local or national news (rather in year 2)

-the Erasmus+ project and European institutions (rather in year 2)

Each side report should be based on an actual document from the English-speaking world. For example, if a partner decides to lead the students to present their school, they should study an English school as a model, to compare common points and differences. Thus, the English-speaking world becomes the cultural and linguistic yardstick of the project. For that purpose, Mr. Périllat presented a wide range of documents (actual or made): images, websites, videos, short texts, slideshows and serious games.
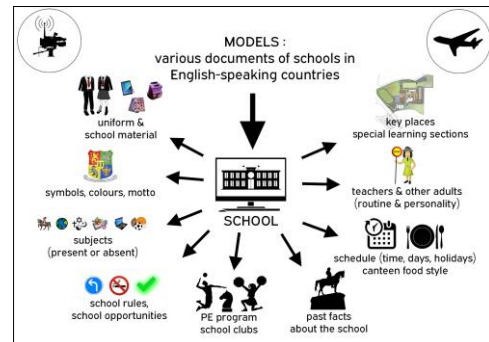
A practical exercise in groups, using the video material, was supposed to take place, but was skipped due to technical problems and lack of time.

A discussion followed to harmonize the goals concerning side reports. The side reports should be short (3 to 5 minutes) and collective, including as many students as possible: the idea of one report per student is to be avoided at all costs. The reports might point out some individual or local specificity from time to time, for example: students with rare hobbies, pets or origins, or who have travelled a lot, etc. One report per school should be expected for each trimester. The topics and contents are free as long as they help the students to discover each other's cultures and lifestyles.

- **Day 3 (afternoon): recreational time**

- Lunch in a typical French restaurant, Le Vivarais, in Sarras, with all the partners, four members of the French E-STAFF team and two extra members from the Collège les Perrières.

- Visit of the famous Chapoutier winery and wine tasting, in Tain l'Hermitage.

- Visit of the Valrhôna City of Chocolate, in Tain l'Hermitage.

- Shopping time

That moment was really enjoyed by all partners and allowed everyone to get more acquainted with one another.

- **Day 4 (morning): final recap and decision making**

The final morning was dedicated to discussions and decisions concerning the following points:

→ **Mobility expenses:** when a partner is hosting students and teachers, this partner is free to choose how to deal with the expenses, but always has to advise the visiting partners in advance. Here are the various options:

  - the hosting partner pays the various activities and transport he or she organized using his or her global grant.

  - the hosting partner lists all the prices for all the activities, and the visiting partners agree according to what they can pay, using their individual support grant.

  - the hosting partner issues a bill from his or her school for the partner to pay. This bill includes all the costs for the activities.

  - the hosting partner combines several of those options.

In all cases, extra charges (such as the cinema tickets for the festivals) should be previously discussed between the partners, with various funding options, including: the global grant, the individual support, the students' families, the schools, local associations.

→ **Social networks:** the various specificities of the online software (that had been presented by the partners on day 2) were reorganized and coordinated according to the project's purposes. A digital document was projected on the board, modified and signed, concerning that organization.
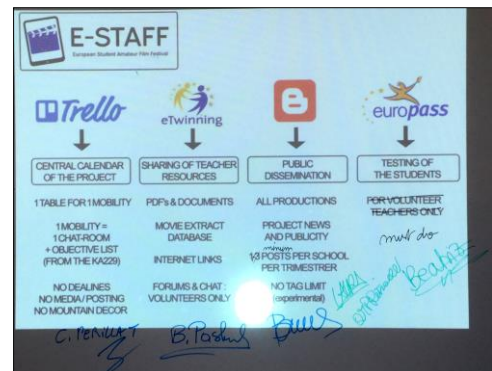
  - **Trello** will be the central calendar of the project, allowing the partners to organize the motilities. Each hosting partner will work on a dedicated folder with a chat room and a list of objectives. A general folder will be implemented to the general goals and discussions about the project. Ms. Rossy Vassileva will be the dedicated administrator of the Trello platform.

  - **E-twinning** will be mainly used to share the teachers' resources and for volunteer students to start chatting and communicating.

  - **The web portfolio** will be used to disseminate the project, publish news and make publicity. A minimum of one post per school and per trimester is asked. No maximum limit is set.

  - **Europass** is to be made by all the E-STAFF students in each school at the beginning and at the end of the project. Ms. Beata Patzuzko will be the dedicated coordinator of the Europass.

→ **Deadlines:** the deadline for delivering the short-film is set on May 31st 2019. No other specific deadline was set for the first year.

→ **Video and document database**: the partners agree to share useful documents such as cinema extracts (for cinema learning) and documents about the English-speaking world (to use as models for the side reports). The idea is also to create a common database of European classical/author film extracts from all the partner countries. Mr. Périllat agreed to share the documents he used in the training, as well as Ms. Raut's, as soon as the e-twinning space would be ready.

→ **Rights of diffusion:** each partner has to issue a clear document for the students' families to allow the E-STAFF teachers to record, use and spread the image of their children without any restriction, from September 2018 to May 2020. For each family, not signing the document means not joining the option.

→ **Subtitle workshop:** partners have to send two copies of their short film. One copy will not be subtitled, and one copy will have the subtitles in English. Partners are free to make a third copy with the subtitles in their native language, that part being optional due to local exams in most European schools in June.

► **END OF THE FIRST E-STAFF PARTNER MEETING**

III. CONCLUSION

As it was the first experience of the Collège les Perrières school as a host and coordinator, certain details regarding the overall organization might still be improved. Certain topics, which were skipped due to a lack of time or material problems, were postponed to the second partner meeting, which will take place next year. It is important to note that, in spite of the one-month delay of the Erasmus+ agency, which greatly threatened the running of this partner meeting, all the goals of the training have been globally met, and in a friendly atmosphere. Partners were really happy and positive about the project's outcome and are now ready to make it come true. They have already started to implement the social networks and share resources. This partner meeting was a stimulating experience for all, now to be continued throughout the E-STAFF project.

Mr. Clément Périllat
Lead E-STAFF coordinator
24-10-2018