



Session 9 and 10 “Facebook Live” (6 hours)

PURPOSE

- These sessions will empower the students to host a Facebook Live event and to engage the audience with live content that is relevant to them.

KEYWORDS

- Code of ethics for Facebook (privacy, Creative Commons, etc.), tips for running Facebook Live, engaging viewers, online interaction, announcing and scheduling an event, planning, and preparing for a Facebook Live show, tips to be an active moderator in the show, technical aspects, and equipment, developing content / topics.

RESOURCES

- DW Akademie MIL Guidebook
<https://www.dw.com/downloads/56736330/dwa-mil-guidebook-en-3rdedition.pdf> (especially p. 172 – 227)
- How to go live on Facebook
 - In Khmer: <https://www.youtube.com/watch?v=Sl4-onn66Lw>
 - <https://youtu.be/xOco2fgio-Y>
 - <https://www.youtube.com/watch?v=lx91LpYX4GA> (slightly outdated)
- How to schedule a Facebook Live event
 - <https://www.youtube.com/watch?v=blfbriMIWfI> (start video at ca. 3:30)



- Creative Commons
 - <https://creativecommons.org>

TRAINING METHODS

- Topic game, group discussion, guided discussion, group work and presentation, active media work (video production), feedback discussion.

POSSIBLE “TRAINING OF TRAINERS” ELEMENTS

- A STUDENT CONDUCTS A TOPIC GAME
- A STUDENT VISUALIZES A DISCUSSION OUTCOME
- A STUDENT MODERATES A FEEDBACK SESSION AFTER THE PRESENTATION OF MEDIA PRODUCTS
- A STUDENT CONDUCTS THE CONCLUSION (“WALL OF LOVE”)

HOW TO CONNECT TO PREVIOUS MEET-UP

- In these sessions, the students combine videos and audios with Facebook Live to create online interactions. They can use skills they practiced in previous sessions, like interviewing, writing for the ear or planning a program.

LEARNING OUTCOMES – THE HEAD (KNOWLEDGE)

- Students recall their experiences with Facebook and especially with Facebook Live.



MEDIA AND INFORMATION LITERACY

- Students identify the difference between posting on Facebook and engaging with a live online audience.
- Students describe the most popular Facebook Live shows in Cambodia and identify their characteristics.
- Students list the technical equipment they need for hosting Facebook Live events.
- Students recognize the steps to plan and prepare for a Facebook Live event.

LEARNING OUTCOMES – THE HAND (SKILLS)

- Students discover hosting a Facebook Live event.
- Students produce a live event with content that is relevant to their target audience.
- Students produce a live event that is of good technical quality.
- Students solve technical difficulties while running a Facebook Live.

LEARNING OUTCOMES – THE HEART (ATTITUDE)

- Students value using Facebook Live to engage with an online audience on topics that are important to them.
- Students acknowledge the power of social media like Facebook Live to activate and engage society.



MEDIA AND INFORMATION LITERACY

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- Students observe ethical rules for what they should do and should not do on Facebook Live.



FACEBOOK LIVE MEET-UP 1

INTRODUCTION (15 MIN)

Introduction: Role-play “Facebook Live emotions”

Activity	<ul style="list-style-type: none"> • Role-play “Facebook Live emotions” 	15 ”
Objective	<ul style="list-style-type: none"> • Students role-play a Facebook Live event and react to the emotions their audience expresses 	
Steps	<ul style="list-style-type: none"> • The session starts with a creative role-play simulating a Facebook Live event • Explain the task, ask for questions, then divide the students into two groups • Each group thinks of a creative Facebook Live event they can role play for 2 – 3 minutes. For example, they can role play a Facebook Live event that involves doing something funny to sell a product, dancing, or a live tutorial • While one group performs, the other group expresses their feelings and reactions by holding up prepared emoji cards (e.g., Like, Smile, Heart, Angry, Sad, or Funny) • The performing group decides on the spot whether they want to react to the feelings their audience expresses and adapt their performance, content or presentation, or whether they disregard the emojis and continue their performance as planned 	



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	<ul style="list-style-type: none"> • After 2 – 3 minutes, the groups switch roles: the performing group now becomes the audience and gets the emoji cards • Wrap up the role play after the second group has performed • Ask students how it felt to be the performers, how it felt to be the audience • If the performing group reacted to the emojis during their live performance, how was improvising for them? How did it make the audience group feel that their emojis had an effect? • Help the students conclude and connect this topic game to the following session
Material	<ul style="list-style-type: none"> • Emoji cards: Like, Smile, Heart, Angry, Sad, Funny. It would be best to prepare a full set of cards for each student in the audience group (i.e., half the students in the MIL Club batch) • Paper frame made from flipchart papers that looks like the Facebook Live screen
Notes	<ul style="list-style-type: none"> • Visualize instructions on a flipchart • Carefully explain how to play the game to the students • Before dividing the groups and starting to play, give students an opportunity to ask clarifying questions • Reflect on the game with the students afterwards and help them link it to the following session
Possible ToT - element	<ul style="list-style-type: none"> • Let a volunteering student conduct this topic game. The volunteer will need instructions how to conduct the game before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to



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the following session.

After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.

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

Trainee Centered: Sharing experiences “Have you ever?”

Activity	<ul style="list-style-type: none"> Sharing experiences “Have you ever?” 	10 ”
Objective	<ul style="list-style-type: none"> Students recall their experiences with Facebook Live Students identify the difference between posting on Facebook and engaging with a live online audience 	
Steps	<ul style="list-style-type: none"> Ask the students to stand in a circle Start by explaining that a trainer will read different questions relating to Facebook Live events. Ask the students to respond by giving a thumbs-up and stepping one step forward if their answer is “Yes”, and a thumbs-down if their answer is “No” Questions: <ul style="list-style-type: none"> Have you ever watched Facebook Live? Have you ever commented on Facebook Live? Have you ever invited your friends to watch Facebook Live? Have you ever been banned from Facebook Live? 	



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	<ul style="list-style-type: none"> • Have you ever run your own Facebook Live event? • Trainers ask follow-up questions (e.g., what was the Facebook Live event about that you watched? How long was it? Did you watch the whole show? What was boring? What was exciting?)
Material	<ul style="list-style-type: none"> • Prepared questions
Notes	
Possible ToT - element	<ul style="list-style-type: none"> • Let a volunteering student conduct this segment. The volunteer will need instructions how to conduct the segment before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.

Trainee Centered: Group work “Popular Facebook Live shows in Cambodia”

Activity	<ul style="list-style-type: none"> • Group work “Facebook Live shows in Cambodia” 	20
Objective	<ul style="list-style-type: none"> • Students describe the most popular Facebook Live shows in Cambodia and identify their characteristics 	
Steps	<ul style="list-style-type: none"> • Explain the task, ask for questions, then divide the students into groups of 4 – 6 people 	



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	<ul style="list-style-type: none"> ● Each group should reflect and discuss about a Facebook Live show that is popular in Cambodia that they know. Ask them to visualize key points on flip charts <ul style="list-style-type: none"> ● What is the show about? ● What is its target audience? ● What elements does it consist of e.g., moderation, interviews, videos, audience participation...? ● Why is it popular? <p>Move around the room and help the students if they need help</p> ● After ten minutes of group work, ask each group to present their results ● If you see that the group results are very similar, ask the groups to present only what hasn't been said yet
Material	<ul style="list-style-type: none"> ● Flipcharts and markers
Notes	<ul style="list-style-type: none"> ● Visualize the guiding questions for the group work on a flipchart ● Carefully explain the task to the students ● Before dividing the groups and starting the group work, give students an opportunity to ask clarifying questions ● If nobody knows any popular Facebook Live shows, conduct a guided discussion instead of the group work. Show one or two examples from Facebook Live shows and let the students identify the topic, target audience, and show elements.



Trainer Centered: Guided discussion / Presentation “Planning a Facebook Live show”

Activity	<ul style="list-style-type: none"> Guided discussion / Presentation “Planning a Facebook Live show” 	20 ”
Objective	<ul style="list-style-type: none"> Students recognize the steps to plan and prepare for a Facebook Live event Students identify characteristics of relevant topics for a Facebook Live event Students list possible elements of a Facebook Live event 	
Steps	<ul style="list-style-type: none"> Explain that the students will be working in two groups for most of this session. Each group will be in charge of producing a five-minute Facebook Live event that will go live during the next MIL Club session. Today’s session will enable the students to learn the basics about Facebook Live and prepare everything for next week’s broadcast Ask if anybody has already produced a Facebook Live video. If so, ask them if they can try to explain how it’s done. If not, give a brief introduction to the basics Explain that one basic step is deciding on the possible elements of a Facebook Live show. Remind the students of the previous group work and develop a catalogue of the elements the students can have in their shows (e.g., moderation, interview, correspondents’ interview, audience poll, question to the audience, video etc.). Visualize these elements on a flipchart. Make sure that the students can realistically produce these elements under the given circumstances by next week’s broadcast 	



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	<ul style="list-style-type: none"> ● Explain that another basic step is for each group to come up with a relevant and realistic topic. Their target audience is youths (or university students) in Cambodia. Discuss criteria for topics with the students and visualize them on a flipchart. Possible criteria: <ul style="list-style-type: none"> - a topic that young people in Cambodia like to hear and talk about - a topic where different opinions exist - a topic that is developing and changing - a topic the students have expertise about or can get expertise about - a topic that can be widely discussed without danger or without violating any laws or taboos - a topic the students can cover in a five-minute broadcast - etc.
<p>Material</p>	<ul style="list-style-type: none"> ● Flipcharts and markers ● WiFi ● Projector ● You may want to show a tutorial video here. If so, try to find one in Khmer. If you decide to use one of the English-language videos mentioned above, make sure they are not outdated. Only play the relevant parts of the video. Pause the video frequently to ask if there are questions and go through the basics step by step.



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Notes

- If you decide to show a tutorial video, download it to your computer before the session so you don't have to deal with a weak internet connection.

Trainee Centered: Group work “Choosing a topic for Facebook Live”

Activity	<ul style="list-style-type: none"> • Group work “Choosing a topic for Facebook Live” 	25 ”
Objective	<ul style="list-style-type: none"> • Students define a topic and the elements of their Facebook Live show. • Students allocate responsibilities for the show elements and tasks • Students create a draft rundown for their Facebook Live show 	
Steps	<ul style="list-style-type: none"> • Explain the task for the group work and give the students a chance to ask clarifying questions. Only then ask the students to divide into two groups that will be producing the two Facebook Live shows • Group work task: <ul style="list-style-type: none"> - Come up with a relevant topic for your Facebook Live Show that fits the criteria discussed previously. - Define the elements you would like to include in your broadcast and create a draft rundown for your show. - Allocate responsibilities for the individual elements and tasks. <p>Remind students that they will need one or two hosts, camera persons, someone to relate the audience reactions to the hosts</p>	



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	during the live show, and media content to show or play during the live show <ul style="list-style-type: none"> ● Move around the room and each trainer help t if they need help
Material	<ul style="list-style-type: none"> ● Flipcharts and markers ● Papers and pens
Notes	<ul style="list-style-type: none"> ● Visualize the tasks for the group work on a flipchart ● Carefully explain the task to the students ● Before dividing the groups and starting the group work, give students an opportunity to ask clarifying questions

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

BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (60 MIN)

Trainer Centered: Presentation of group work and feedback discussion

Activity	<ul style="list-style-type: none"> ● Group presentations and feedback discussions 	20 ”
Objective	<ul style="list-style-type: none"> ● Students give and receive constructive feedback and integrate the feedback into their further planning. 	
Steps	<ul style="list-style-type: none"> ● Ask the two groups to present their topics, elements and the structure of their planned program ● Ask everyone to give constructive feedback ● Remind the students that feedback should always start with something positive, be specific and focus on things that can be 	



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	<p>changed (what did you like about this topic and plan, what do you think could be improved?)</p> <ul style="list-style-type: none"> ● Give the groups a few minutes to integrate the feedback into their planned program
Material	<ul style="list-style-type: none"> ● Flipcharts and markers ● Possibly computer and projector
Notes	
Possible ToT-Element	<ul style="list-style-type: none"> ● Let a volunteering student conduct this segment. The volunteer might need instructions how to guide a feedback discussion before the session begins. <p>After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.</p>

Trainer Centered: Guided input “Scheduling a Facebook Live show”

Activity	<ul style="list-style-type: none"> ● Guided input 	15 ”
Objective	<ul style="list-style-type: none"> ● Students identify how to schedule a Facebook Live show ● Students identify other options they can determine to attract an audience 	



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	<ul style="list-style-type: none"> ● Students identify technical requirements and necessary gadgets for the broadcast
<p>Steps</p>	<ul style="list-style-type: none"> ● Ask if anybody knows how to schedule a Facebook Live show. If so, ask them whether they can explain it to the others. Correct and add information where necessary ● If no one knows has previous knowledge on scheduling a Facebook Live show, explain how it's done ● Show the students the options they have to invite people, to create a description and an image for their show that will attract possible viewers ● Remind students what technical equipment they will need for their broadcast (e.g., fully charged phone and a tripod, or a laptop computer with a good camera and microphone...) ● Invite students to think about involving objects and gadgets in their Facebook Live show so the audience can engage with the producers and hosts more easily during the show. Showing an object and asking a question about it can motivate people more than an abstract question. Viewers can leave their answers in the comments <p>For example: if the podcast is about food, the host can bring some candy, vegetables, or soft drinks to the Facebook Live broadcast, hold them into the camera, ask a related question, and urge the viewers to post their answers in the chat: e.g.</p> <p>“What do you think...</p>



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	<ul style="list-style-type: none"> • How many teaspoons of sugar are in this can of Coca Cola? (answer: 39 grams. That's almost 10 teaspoons of sugar) • What is the name of this strange vegetable? • How many calories does an apple have? (answer: ca. 95 calories) • How many calories does a Mars bar have? (answer: ca. 230 calories) <p>Please post your answer in the chat.”</p>
<p>Material</p>	<ul style="list-style-type: none"> • Flipcharts and markers • Possibly computer and projector • You may want to show a tutorial video here. If so, try to find one in Khmer <p>If you decide to use one of the English-language videos mentioned above, make sure they are not outdated. Only play the relevant parts of the video. Pause the video frequently to ask if there are questions and go through the basics step by step</p>
<p>Notes</p>	<ul style="list-style-type: none"> • You can probably only schedule a Facebook Live show one week in advance. So, if the students try to schedule their shows now for next week's MIL Club session, make sure that the timing is right or ask them to post their preview later. • If you decide to show a tutorial video, download it to your computer before the session so you don't have to deal with a weak internet connection.



Trainee Centered: Group work “Scheduling and planning a Facebook Live program”

Activity	<ul style="list-style-type: none"> ● Group work “Scheduling and planning a Facebook Live program” 	20 ”
Objective	<ul style="list-style-type: none"> ● Students fine-tune the title, description and other settings of their live event ● Students schedule their Facebook Live show in the app ● Students prepare the elements for their broadcast ● Students fine-tune the rundown for their broadcast (including responsibilities and estimated times) 	
Steps	<ul style="list-style-type: none"> ● Ask the students to get back into their groups and complete the tasks discussed in the previous training segment and create a finalized rundown by using the rundown worksheet ● Ask them to fine tune their title and description of the live event and have it scheduled as soon as possible. Agree on the time and which group goes first ● Ask them to update their draft rundown, indicate responsibilities and estimate times for each element ● Remind the students to help each other (e.g., prepare texts for the hosts, prepare polls or questions for the audience, organize interview partners who can come to the classroom during the live broadcast or pre-produce video elements...) ● Move around the room. Each trainer closely supports one team ● Make sure that all required features and elements are on track 	



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Material	<ul style="list-style-type: none"> • Flipcharts and markers • Smartphones • Wifi • Projector • Rundown worksheet
Notes	<ul style="list-style-type: none"> • Use the “Media 101 Club” Facebook page for scheduling the live shows

CONCLUSION (15’)

Conclusion Game “Silent brainstorm race”

Activity	<ul style="list-style-type: none"> • Game “Silent brainstorm race” 	15 ’
Objective	<ul style="list-style-type: none"> • Students race to recall key elements of the day’s session 	
Steps	<ul style="list-style-type: none"> • Explain that the students will be competing in teams in this game • The students may want to form three teams here (or two different teams) to create some variety from the previous group work 	



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	<ul style="list-style-type: none"> • The teams will race to brainstorm and list as many correct answers to a question as they can in a set amount of time—without speaking or consulting their notes • Set up one flipchart stand for each group and turn them, so the groups can't see each other's work • Explain that you will call out a topic or question, then give them one minute (or however long works best for your group) to brainstorm and list as many ideas as they can come up with without speaking • Have trainees write their ideas on the flipchart paper • The team with the most ideas after the prescribed time wins that round- • Ask the first question. As the students write on the flipcharts, make sure that they do not speak to each other, consult their notes etc. • After each question, ask the team with the most answers to present their ideas. Encourage the remaining teams to add any ideas the winning team missed, and to correct any wrong items or ideas the winning team may have presented • Proceed with the next topic or question • Keep a running score on a flipchart or whiteboard in the front which team has how many points • After wrapping up the game, reflect on the dynamics of collecting ideas without speaking while also under time pressure
<p>Material</p>	<ul style="list-style-type: none"> • Flipcharts and markers



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	<ul style="list-style-type: none"> • One flipchart stands for each group
Notes	<ul style="list-style-type: none"> • Explain the task and ask for questions before you divide the groups or hand out markers • When there are no further questions, divide the students into teams with equal numbers of members • Prepare questions in advance relating to the day's session. Possible questions could be: <ul style="list-style-type: none"> - What content elements can a Facebook Live Show have? - What are characteristics of a relevant topic for a Facebook Live Show for youths in Cambodia? - What roles and tasks are involved in the production of a Facebook Live Show? - How can the audience be engaged during a Facebook Live Show? - Etc.
Possible ToT-element	<ul style="list-style-type: none"> • Let a volunteering student conduct this topic game. The volunteer will need instructions how to conduct the game before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to the following session. After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.



FACEBOOK LIVE MEET-UP 2

INTRODUCTION (15 MIN)

Introduction: Game “Race of Balls”

Activity	<ul style="list-style-type: none"> Game “race of balls” 	15 ”
Objective	<ul style="list-style-type: none"> Students concentrate and get an energy boost to start the production day 	
Steps	<ul style="list-style-type: none"> Students stand in a circle. There must be an even number of students. One student gets one ball (e.g., red) and the ball should be passed to the person standing next to his/her neighbor (to every second person). Let them do a test round as team red ball. Another student standing exactly opposite the first student gets another ball (e.g., blue) and the ball is now also passed in a test round to every second person – team blue ball. Once, the test rounds are finished, the groups have to race against each other. On the count of three, the race of balls starts and each group tries to pass the other groups’ ball by passing their ball as fast as possible. Finally, one group wins 	
Material	2 balls of different colors (e.g., red & blue)	



Notes	
Possible ToT - element	<ul style="list-style-type: none"> Let a volunteering student conduct this topic game. The volunteer will need instructions how to conduct the game before the session begins. Make sure the volunteer has understood the objective of the game, how to play it and how to reflect on it and connect it to the following session. <p>After this ToT-element, the volunteer should get feedback from the group and from the MIL Club trainers on what they did well and how they could improve as trainers.</p>

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

Trainee Centered: Group work “Preparing Facebook Live”

Activity	<ul style="list-style-type: none"> Group work “Preparing Facebook Live” 	35
Objective	<ul style="list-style-type: none"> Students prepare hosting Facebook Live 	
Steps	<ul style="list-style-type: none"> Ask the students if they have open questions and explain what will happen in this session Ask them to go back to their production teams for last-minute preparations for today’s Facebook Live shows 	



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	<ul style="list-style-type: none"> ● It's best if the groups can prepare their shows in separate rooms or at least in separate corners of the classroom so they don't disturb each other ● Move around the rooms and help the students if they need help. ● Help the students with their time management and make sure they have all elements, scripts, and technical gadgets ready in time for the first broadcast
Material	<ul style="list-style-type: none"> ● Laptops ● Projector ● Smartphones ● Flipcharts with program rundowns from last session
Notes	<ul style="list-style-type: none"> ● Help the students finish their preparations in time for the first scheduled Facebook Live show. If they cannot finish all preparations, encourage them to improvise during the live broadcast

Active media work "Team one goes Facebook Live"

Activity	<ul style="list-style-type: none"> ● Active media work "Team one goes Facebook Live" 	30
Objective	<ul style="list-style-type: none"> ● Students produce and host a Facebook Live show ● Students interact with the audience during the live broadcast 	



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	<ul style="list-style-type: none"> ● Students produce a show with an interesting mix of topics and good technical quality
Steps	<ul style="list-style-type: none"> ● Ask the students to stay in their production teams ● The first team gets ready to broadcast when the scheduled time comes (set up the camera, get everyone into their places, make sure all elements are ready to go...) ● Ask the members of the second team to go to another room or into the hallway. They should watch the show from there on their smartphones or laptop computers. Invite them to engage as the audience, if they like, and remind them to do that according to media ethics ● Ask everybody (producers and the “audience” group) to take notes during the live show for comments and a feedback session later. ● When the time for the first broadcast arrives, team one broadcasts its live show (duration: approximately 10 minutes) ● The members of team two watch from another room and react through the Facebook page with comments and emojis ● Team one reacts to the audience interaction during the live show wherever they like ● Move around the rooms and support the students if they need help
Material	<ul style="list-style-type: none"> ● Laptop ● Projector ● WiFi ● Smartphones ● Tripod ● Microphones



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Notes

- Use the “Media 101 Club” Facebook page for broadcasting the live shows

Trainer Centered: Spontaneous feedback

Activity	<ul style="list-style-type: none"> • Spontaneous feedback on the first Facebook Live show 	10 ”
Objective	<ul style="list-style-type: none"> • Students vent their emotions after the first live show and release steam • Students give and receive some on-the-spot feedback and are willing to integrate the feedback for further Facebook Live Shows 	
Steps	<ul style="list-style-type: none"> • Explain that there will be an in-depth feedback session for both productions after the second show has been broadcast (i.e., after the break). • This short feedback session should just give everyone a chance to vent their joys and frustrations about the first live show. It should also help team two avoid falling into some traps that team one may have fallen into during their live broadcast • Ask everyone to stand in a circle and give a “thumbs up” or “thumbs down” to answer these questions: <ul style="list-style-type: none"> - Your overall judgement: how did you like the show? - How did you like the choice of topic? 	



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	<ul style="list-style-type: none"> - How did you like the variety of elements during the show? - How did you like the audience interaction during the show? ● If students would like to briefly discuss some emotional moments of the production or share spontaneous feedback, give them a chance
Material	
Notes	<ul style="list-style-type: none"> ● Remind team two that they should get ready for their broadcast at the scheduled time after the break

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

BODY PART 2 (MIXTURE OF TRAINER AND TRAINEE CENTERED) (60 MIN)

Active media work “Team two goes Facebook Live”

Activity	<ul style="list-style-type: none"> ● Active media work “Team two goes Facebook Live” 	30
Objective	<ul style="list-style-type: none"> ● Students produce and host a Facebook Live show ● Students interact with the audience during the live broadcast ● Students produce a show with an interesting mix of topics and good technical quality 	”
Steps	<ul style="list-style-type: none"> ● Ask the students to stay in their production teams 	



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	<ul style="list-style-type: none"> ● Team two gets ready to broadcast when the scheduled time comes (set up the camera, get everyone into their places, make sure all elements are ready to go...) ● Ask the members of the team one to go to another room or into the hallway. They should watch the show from there on their smartphones or laptop computers. Invite them to engage as the audience, if they like, and remind them to do that according to media ethics ● Ask everybody (producers and the “audience” group) to take notes during the live show for comments and a feedback session later. ● When the time for the second broadcast arrives, team two broadcasts its live show (duration: approximately 10 minutes) ● The members of team one watch from another room and react through the Facebook page with comments and emojis ● Team two reacts to the audience interaction during the live show wherever they like ● Move around the rooms and support the students if they need help
<p>Material</p>	<ul style="list-style-type: none"> ● Laptop ● Projector ● WiFi ● Smartphones ● Tripod ● Microphones
<p>Notes</p>	<ul style="list-style-type: none"> ● Use the “Media 101 Club” Facebook page for broadcasting the live shows



Trainer Centered: Feedback discussion

Activity	<ul style="list-style-type: none"> ● Spontaneous feedback on the second Facebook Live show ● In-depth feedback discussions for the first and second Facebook Live Shows 	30 ”
Objective	<ul style="list-style-type: none"> ● Students give and receive constructive feedback and are willing to integrate the feedback for further Facebook Live Shows 	
Steps	<ul style="list-style-type: none"> ● Explain that there will be an in-depth feedback session for both productions after the “thumbs-up” and “thumbs-down” round ● The beginning of this feedback session should give everyone a chance to “debrief”, to vent their joys and frustrations about the second live show ● Ask everyone to stand in a circle and give a “thumbs up” or “thumbs down” to answer these questions: <ul style="list-style-type: none"> - Your overall judgement: how did you like the show? - How did you like the choice of topic? - How did you like the variety of elements during the show? - How did you like the audience interaction during the show? ● If students would like to briefly discuss some emotional moments of the production or share spontaneous feedback, give them a chance ● Then ask everyone to sit back down for in-depth feedback on both Facebook Live Shows ● Ask the teams what they thought went well in their show and what they would like to do differently if they had a second chance 	



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	<ul style="list-style-type: none"> ● Ask everyone to give constructive feedback, be specific and focus on things that can be changed ● Follow up on some points like choice of topics, choice of elements, suggestions for smoother live shows, suggestions for the hosts etc. ● Visualize tips for future productions on a flipchart
Material	<ul style="list-style-type: none"> ● Flipcharts ● Markers ● Possibly a laptop, projector, and loudspeakers to replay some key moments from the live broadcasts as you discuss them
Notes	

CONCLUSION (15 MIN)

Open questions and conclusion Topic Game “Selfie photos showing experiences”

Activity	<ul style="list-style-type: none"> ● Topic Game 	15 ”
Objective	<ul style="list-style-type: none"> ● Students share their experiences and reflections via selfies 	
Steps	<ul style="list-style-type: none"> ● The “Facebook Live” session ends with selfie pictures ● Ask students to individually reflect on their learning experiences and key take-aways from the Facebook Live events by taking a selfie photo. They can have fun and be creative, using a clear 	



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	<p>gesture, facial expression and/or colored cards to illustrate their learning experience</p> <ul style="list-style-type: none">● Upload the picture to Facebook group (Media 101)● Trainers scroll to each selfie photo and wrap up the session
Material	<ul style="list-style-type: none">● Cards and marker● Smartphone, projector, and laptop
Notes/ TOT -Element	