

Manual visEUalisation

The Making of Video

“Emotional Intelligence in Leadership”

visEUalisation

HOW TO DEVELOP INNOVATIVE DIGITAL
EDUCATIONAL VIDEOS



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This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

1. Preparation Form

For this video we used a PowerPoint presentation, which we showed in our trainings, as the basis. This preparation form was an additional brainstorming on possible content, keywords, and pictures in connection to Emotional Intelligence (EQ). It was a good way to get clarity on what the objectives, the target group and the final content of the video could be.

SUMMARY FOR PREPARING VIDEO	
Name of the Topic	
Emotional Intelligence in Leadership	
OBJECTIVES. Why do we make the video?	
To raise awareness, how you can nurture emotional intelligence (EQ)	
Target group. For which is the target audience video?	
<ul style="list-style-type: none"> • Generally, adults, who are interested in their emotional intelligence • All type of educators, who are working with the topics of EQ • Seminar participants of alp (currently mainly teachers, educators, trainers) 	
What are the key points of the video? What should the viewers learn from the video?	
<ul style="list-style-type: none"> - Every situation creates thoughts, feelings, and emotions - Stress is created, when too much is happening at the same time - Learn what the effect of a little pause can be - EQ is the dynamic alignment of the 3 brains - Alp is a possible partner in learning how to nurture your EQ 	
Image related to the topic + ideas for pictures in writing	

Women Men Phone Dog Cat Brain Heart Stomach Mobile Phone			
			
50 words related to the topic			
Emotional intelligence Leadership Emotions Feelings Thoughts Experience Sensations Gratitude	Fulfilling Relationships Work Private life Friends Partner Children	Body mind Heart Brain Ear Hand Skin	Mindfulness Meditation Essential oils Present moment Inner strengths More focused concentration
Wiser decisions Empowering	Listen Feel Sense Touch Taste Breathing	Respect towards your body Deeper reflection	Managing stress Self-confidence

Tip: Take time to think, what you want to reach (**objectives**) and who your **target group** is. With the EQ video we had the advantage that we worked with an existing PowerPoint presentation, which had already been improved several times. So, the planning process did not take so long anymore. Our main task was to reduce the content, so that the video would be not too long.

Learnings: In many books it is described that the making of a video is 80% planning and 20% doing. We can support this idea and recommend to take more time for planning instead of jumping too quickly into creating the video.

2. The frame for the story

For the video on “EQ in Leadership” we worked from the PowerPoint presentation below, which we use regularly in our trainings.

Life experience(s)
When requests are compatible, we are able to manage the complexity of requests coming from different levels of our brain and we are in a state of well-being.

Life experience
When requests are conflicting or not aligned, then we are in a situation of stress.

Processing
When something happens first, we process the situation and generate thoughts and feelings accompanied by body reactions. In cases of conflicting requests, also thoughts and feelings are conflicting and body sensations reflect this.

Reaction
When reacting to what is happening around us, our thoughts, feelings and body sensations.

Cultivating beliefs and self-esteem
I am not good enough
Ich bin nicht gut genug

**How can we restore well-being?
Wie können wir das Wohlbefinden wieder herstellen?**
Emotional Intelligence and well-being in leadership
Emotionale Intelligenz und Wohlbefinden von Führungskräften

Empowering ourselves

Between stimulus and response there is a space. In that space lies our freedom and power to choose our response. In our response lies our growth and our freedom.

Zwischen dem Reiz und der Antwort gibt es einen Raum. In diesem Raum liegt unsere Freiheit und die Kraft, unsere Antwort zu wählen. In unserer Antwort liegt unser Wachstum und unsere Freiheit.

Viktor Frankl, Man's Search for Meaning

Emotional Intelligence and well-being in leadership: Emotionale Intelligenz und Wohlbefinden von Führungskräften

Empowering pause

Being an empowering pause means creating a distance between what's happening outside and our actions. This is the first crucial step in cultivating emotionally intelligent.

Emotional Intelligence and well-being in leadership: Emotionale Intelligenz und Wohlbefinden von Führungskräften

The 3 brains – 3 Gehirne

Science reveals there are complex neural processing functions in the mind, heart region and gut.

The pause allows us to understand and feel the re-aligned mind-body.

Emotional Intelligence and well-being in leadership: Emotionale Intelligenz und Wohlbefinden von Führungskräften

Emotional Intelligence

Emotional Intelligence is the dynamic alignment of our 3 brains.

Emotionale Intelligenz ist die dynamische Ausrichtung unserer 3 Gehirne.

Emotional Intelligence and well-being in leadership: Emotionale Intelligenz und Wohlbefinden von Führungskräften

Main qualities of Emotional Intelligence

- curiosity to move out of our conditioned and judging brain to have an open mind.
- compassion to move out of a cynical heart and have an open heart.
- courage to move out of a fearful will to an open will.
- Neugier, sich aus unserem urteilenden Gehirn herauszubewegen, um offen zu sein.
- Mitleid, um aus einem zynischen Herzen herauszutreten und ein offenes Herz zu haben.
- Mut, sich aus einem ängstlichen Willen in einen offenen Willen zu begeben.

Emotional Intelligence and well-being in leadership: Emotionale Intelligenz und Wohlbefinden von Führungskräften

Benefits of taking a pause

Ability to suspend judgment and activate intellectual curiosity	Die Fähigkeit, das Urteilsvermögen auszusetzen und die intellektuelle Neugier zu aktivieren
Compassion towards oneself and others	Mitleid für sich selbst und andere
Taking action from increased presence and ability to feel grounded in the body	Handeln von gesteigerter Präsenz und die Fähigkeit, sich in seinem Körper wahrzunehmen

Emotional Intelligence and well-being in leadership: Emotionale Intelligenz und Wohlbefinden von Führungskräften

3. Text and pictures

With this presentation we already had the content and the pictures. The latter were created for the Erasmus+ Project “Emotional Intelligence in Youth Work” (2018) and can be used for non-commercial use, if the source is provided.

Our goal was to create a short catchy video. From research, we learned that many people watch videos which are less than 2 minutes. So, this was our goal.

The next steps were to look at the text, to divide it in readable chunks, and to bring pictures in where it was possible. We quickly started to work directly in videoscribe creating a first version. We were building one scene after the next. Through the process, we took the decision to skip the content of the last two slides of the presentation, as, at three minutes, the video was already getting too long.

Tip: Do not overload the videos with content. Decide on your one message you want to bring across.



As we took pictures from another project, we had 2 options - a woman and a man. We started first to use both characters in the video. In the feedback from the partners we learned that both characters are very stereotypical. They were both white and the women in a skirt, long hair and men with a tie, short hair etc. We got the advice that it is better to use only one character in this video, as both pictures would manifest the impression. As our audience is more female, we decided to go for the female character.



Tip: An important topic is the **copyright of pictures**. If you are using existing pictures make sure that you have the permission to use them. If you are creating your own pictures you can decide, what copyright you want to choose. We recommend to check out the website of creative commons (<https://creativecommons.org/>), which suggest different types of licenses from which to choose and which are well known within the artist community.

4. Video

For this project we worked with Sparkol VideoScribe Software. It is quite easy to use, offers a range of pictures, fonts, music and tools to create a simple video and it offers enough tutorials to learn it from the scratch.

What we learned was that in an ideal situation, we decide first the **colour scheme** (background, colour of font, colours of the pictures etc.), the **fonts** we want to use for headlines, people talking, information etc., the way how the pictures / text blocks are moving in (with the hand, writer, without anything, appear or are drawn) and then start creating the video. In reality, it is a bit different, because you start trying out different possibilities – background, colours, fonts & movements. Videoscribe offers a range of different possibilities. If you have a lot of time then try it out – it is a lot of fun.

In our video we started to upload scene by scene – first we uploaded the pictures and placed them on the canvas and then we added the text blocks. With the first 2 – 3 scenes we started to play with the fonts, the colours and the basic concept. Once this was agreed we uploaded the next scenes and worked our way from scene to scene.

Tip: Take a final decision on the font, the colour scheme and the movements as soon as possible – ideally after the first few scenes. You save a lot of changing of individual pictures and text blocks by doing this early in the process.

Basic settings for this video

Licence: CC BY-NC-SA

Drawing options: Draw for text / Move in for pictures

Font style: Open Sans semibold

Font colour: We used for the headlines and the ending a dark purple. For the general text we used black and when we wanted to underline a message we took orange.

Music: Barns and bottles (folk)

Tip: Timing for reading the text: as a creator you quickly get used to your text and often are very fast in reading, because you already know what is coming up next. It helps to have external people watch the video to see if the timing for each sequence is long enough. It could also be too long and then it becomes boring to watch.

5. Music

In VideoScribe, there are about 200 music tracks which you can use for videos. We decided to go with the existing selection. In our video the music was the final step after we had built the whole video.

For this video we wanted music which should activate the viewer, but not be disturbing or distracting from the content. In the end we took “Barns and bottles” from the “folk” category.

In VideoScribe you can only choose one music track for each video. If you want to have different types of music for different parts, you need to first finish your video in VideoScribe and then combine it in another programme with the selected music. This can be done e.g. in filmorago, gravity movie editor, imovie or adobe premiere.

Tip: What comes first? If you have some dramatic moments in your story, music can support these special moments. In some cases, it is useful to choose the type(s) of music first and then to add pictures and text with the right timing to the music.

Tip: In case the music is not lasting as long as the video you need to activate the “loop track” feature, then it starts again.

6. Referential Sources: Helpful Programme and Online Tutorials

Gimp is a free and open source software to manipulate pictures. We used the software also to set the copyright status of the pictures. But it offers a wide range from photo retouching, image composition, image format converter etc.

Website: <https://www.gimp.org/>

This is a video from Sparkol VideoScribe. You can create a scribble and can erase pictures in the video:

<https://help.videoscribe.co/support/solutions/articles/1000053868-erase-an-object>

For brainstorming we liked the collaborative thinking tool “flinga”. People can work simultaneously from several places and can online co-create the board.

<https://demo.flinga.fi/>.

This 19-minute tutorial helps you get started with a WACOM Intuos tablet, shows you how to change the settings and work with the tablet and photoshop together

<https://www.youtube.com/watch?v=bCqgz1Q8JTg>

This 20-minute tutorial shows how to design freehand graphics in the brush tool in adobe illustrator.

<https://www.youtube.com/watch?v=4P4-Qlj0B2o>

7. Imprint

This paper was written in the framework of the Erasmus+ Project “visEUalisation – How to develop innovative digital educational videos”. Author and final editing: Irene Rojnik, co-autor Julia Braunegg (www.alp-network.org). The content of the presentation was developed by Paola Bortini.

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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