

# Manual visEUalisation

The Making of Video

“Mindfulness in Leadership”

visEUalisation

HOW TO DEVELOP INNOVATIVE DIGITAL  
EDUCATIONAL VIDEOS



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## 1. Preparation Form

The video on “Mindfulness” was the last video we produced in the frame of the project visEUalisation. It meant that we had already some experience with the production of videos and the process we share here we found useful for our work.

The preparation form was a first brainstorming on possible content, key-words and pictures in connection to mindfulness. It was a good way to sort our thoughts and to become a bit clearer on what the final content of the video could be.

We always started with the keywords, then thought about the pictures and then we started to formulate the objective and the target group. The title was the very last step.

<b>SUMMARY FOR PREPARING VIDEO</b>
<b>Name of the Topic</b>
Mindfulness in Leadership
<b>OBJECTIVES. Why do we make the video?</b>
To explain how mindfulness can support you in your leadership role To create curiosity about mindfulness
<b>Target group. For which is the target audience video?</b>
Generally, all types of people, who want to develop their leadership skills People who are stressed and want to find a way to find calmness in themselves Potential seminar participants of alp
<b>What are the key points of the video? What should the viewers learn from the video?</b>
<ul style="list-style-type: none"> <li>- To understand, what mindfulness is</li> <li>- To learn how mindfulness can support you in your leadership role</li> <li>- To learn what is happening in our brain, when we meditate</li> <li>- To draw attention that alp is offering seminars on IL and EQ which are including mindfulness as a basic foundation</li> </ul>
<b>Some images related to the topic + ideas for pictures</b>

<p>1 Person reflecting 1 Person being stressed Group of people meditating Book &amp; Pencil Pile of paper World – burning Baby crying Candle Anchor Path</p>			
<p><b>50 words related to the topic</b></p>			
<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Attitude</li> <li>• Knowledge</li> <li>• skills</li> <li>• Power</li> <li>• Empower</li> <li>• Role-model</li> <li>• Humour</li> <li>• Keep an open mind</li> </ul>	<p>Knowing your personal strengths Weaknesses Values Skills Accepting how you are Authenticity Self-awareness Honesty</p>	<p>Being an anchor in the world Approachable Have empathy with yourself Reflection Time Responsibility Patience Open and transparent Ask for help</p>	<p>Mindfulness Meditation Silence Time for myself Listen with genuine interest Live in the here and now Learn and unlearn Live up to your potential</p>

**Tip:** Take time to think, what you want to reach (**objectives**) and who your **target group** is. With mindfulness we were first trying to reach everybody with the video and then narrowed it down to the target group of leaders. We also came back after the start to add the objective of “creating curiosity”. We realized that to fully explain the concept of mindfulness we would need to create a 30 - 60 min video, which was not our intention.

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

## 2. The frame for the story

Our idea was to create a story with one character going through the video in order to draw people into the video and make them more interested. The first step was to develop a frame for the story with the following details:

- **Title:** Mindfulness in Leadership
- **Audience:** leaders, managers, educators, trainers, consultants, coaches
- **Purpose:** to make people aware of the concept of mindfulness
- **Topic:** How Mindfulness can support a person in their Leadership development
- **Plot:** Hero – being challenged in his work
- **Main Characters:**
  - Protagonist: Nora
  - Antagonist: work situation / team / colleagues
  - Relationship-Character: Pia - friend
- **Entry-Point:** Chat over a coffee with a friend, sharing that everything is so stressful at the moment
- **End of the story:** Chat over a coffee and share, what was improved (building a bracket to the start)
- **Content:** What is mindfulness? How does it work? Where can I learn it?
- **Motivation:** learn to handle stressful situations
- **Central conflict:** Stress

**Tip No:** These key questions from storytelling helped us to become clearer on the main character. What are the challenges in leadership? What is the motivation for a leader to start meditating?

### 3. Text and picture planning

Once we had the main story we started writing the text and created the frame for the pictures. Our approach was first to write the text and then to visualize what pictures could fit to this. How would the characters look like, in what mood are they and in which surrounding are they living in.

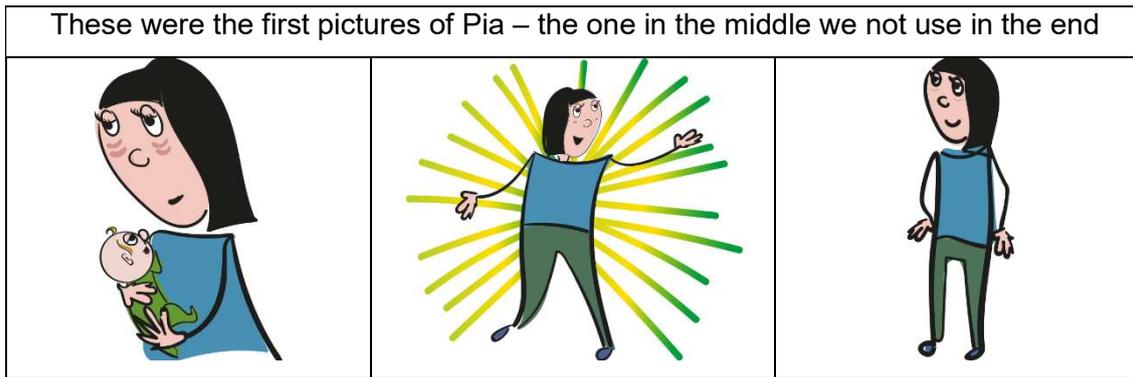
Nr	Picture	Text	Further details
1	At a coffee-table – 2 friends Nora and Pia are meeting for lunch.	Pia: Hi – how are you doing?  Nora: “I am so stressed at the moment.	Nora: white woman / stressed / overwhelmed – Hands on the head?  Pia: coloured woman
2	Pile of paper / post-it	I do not know where to start.	
3	Picture for crisis? – World with lightning /	The crisis makes everything so unpredictable at the moment.	
4	Pia with her team ... all are asking questions.	My team needs decisions, but everything is still open.	Variety of characters
5	Picture of Nora with a baby or little boy	My son David is currently ill and needs a lot of care.	
6	Back to the picture of the 2 friends.	How can you stay so calm with all your responsibilities?”	
7	Pia – meditating	Pia: I started to meditate and it helps me to stay focused.  Have you ever heard of mindfulness?	
8	Nora – with a thought bubble with many thoughts in it – car, baby, the world etc.	Nora: Well, my mind is always full ...	
9	Pia - standing	Pia: Haha - not like this.	
10		Come with me tomorrow to the mindfulness studio and I will show you what I mean.	
11	Nora standing	Nora: Why not – I will look for a baby-sitter.	
12	Headline	Next evening	
13	Trainer and group of people sitting on the floor in a circle.	<u>Trainer</u> : Welcome Nora. We are just about to start.	Diverse people

14	Trainer	The essence of mindfulness is the awareness that arises through paying attention to the present moment without judging. (Jon Kabat-Zinn)	
15	Trainer and group of people sitting in a circle.	We exercise this through regular mindfulness meditations.	
16	Brain	When we meditate our brain is creating new connections and deletes the ones, which are not needed anymore. It allows you to see things more clearly and creates a sense of calm and centeredness.	
17	Headline	8 weeks later	
18	Pia and Nora – having a coffee ....	Pia: How are you?	
19	Nora, happy, bright and radiant	Nora: I am practicing regularly mindfulness meditations and I really feel I can handle my life better. The challenges are the same, but I can take them better and I can be more centered when taking decisions.  Mindfulness is one foundation for becoming emotionally intelligent and for becoming an inclusive leader	
20	Logo of alp	Check out our training offer <a href="http://www.alp-network.org">www.alp-network.org</a>	

When the text and the ideas for the individual picture were set, the picture production started.

#### 4. Picture production

The creation of pictures was a process between the writer and the graphic designer. We started with a phone-call, where we discussed the text and created possible ideas for the characters and the different scenes. The graphic designer drew then a first draft of the character and the objects and from there we worked our way to final pictures.



### Technical challenges

The project enabled us to purchase a **WACOM tablet** to draw with. Initially, we started drawing with this, but soon figured out that the **laptop** we worked with was too weak. It constantly crashed when trying to use drawing software. No matter which software, the laptop crashed.

This is why we switched to drawing in the free adobe draw app on a Samsung **tablet**. This app delivered nice images, but the export functions were limited. So exporting to Adobe Illustrator became a necessity, and again, computer crashes were hindering the work.

At some point, the artist invested in a more **powerful laptop** with a separate graphic board. From then on, all pictures were drawn by hand using the WACOM graphic tablet and a stylus in adobe illustrator. (Gimp GNU Image Manipulation Software would have been another option, as you can see from the workflow of other videos created by other partners).

**Tip:** From our experience we recommend to have a strong working storage on the computer or laptop with a separate, dedicated graphic card before starting to get into drawing your own pictures.

**Tip:** When exporting the images, we suggest exporting to .svg files. If the lines of the painting are clear, the animation software can 'draw' your image.

**Tip:** In order not to overload VideoScribe with individual pictures, we recommend to produce composite images as background for scenes. This means instead of having a table, 2 chairs and coffee cup appear in sequence, which takes a lot of time we create one pictures and let the background move in at once. This takes less space in the

video and also saves time, as only one picture needs to be formatted and not 5 or even more.

### Further learning

Another learning was that when working in adobe draw (the free app on the tablet) all images had a white background layer the size of the canvas. This meant that if for one video we chose a coloured background in VideoScribe, the images would appear on a white rectangle. The layer had to be removed and any white parts in the image coloured in manually to make the images ready for use in VideoScribe.

## 5. 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 we started 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:** Fix 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, if you do this early.

### Basic settings for this video

**Licence:** CC BY-NC-SA

**Drawing options:** Draw for text / Fade in for pictures

**Font style:** Open Sans semi bold

**Font colour:** We used for each character another colour. Nora was blue and Pia was orange. The general headlines were in red and normal text in black.

**Music:** Beg your pardon (rock) from the stock of Sparkol VideoScribe

**Tip: Timing for reading the text:** as a creator you are quickly used to the text and often get quicker in reading the text. It helps to have external people watching 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 the audience.

## 6. Music

In Sparkol 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 were searching for something calm and were looking first into the categories “easy” and “blues”, where we did not find anything we liked. In the end we found “Beg your pardon” under “rock”. It makes sense to look into all the categories, when you are searching for the right music.

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 in your story some dramatic moments, music can support these special moments. In some cases it is useful first to choose the type(s) of music 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 to activate the “loop track” feature, then it starts again.

## 7. Referential Sources: Helpful 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/>

*In this video we worked with the scribble and found the tutorial how to erase pictures very useful:*

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

*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=bCgnz1Q8JTg>

*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>

## 8. 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](http://www.alp-network.org))

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## visEUalisation – How to develop innovative digital educational videos

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