

# Module:

## Audio/video

Type of activity: See a short video in different versions:

- a video without audio
- a video with bad audio quality
- a video without audio and only subtitles
- a video with audio and subtitles

and discuss what you understand and how you feel.

Level of complexity: easy

Time needed: 45 minutes.

When to use this module: beginning/ middle of the training

Target group: beginners

Group size: group (max. 20) or individuals.

Goals and outcomes:

- Awareness of the need for accessible videos for different target groups, and of the importance of good audio and good subtitles
- Awareness of the needs of deaf and hard-hearing people
- Awareness that a good audio quality is important for everyone, especially for elderly people and people with different native languages.
- Awareness that subtitles can be important for everyone in everyday situations for example: you cannot use the audio on the bus, or because someone is sleeping next to you)
- Understanding the importance of Easy-to-read (ETR) in situations with bad audio quality
- Exercise about simplification of difficult words or texts



Co-funded by  
the European Union

## Media, material, and preparation:

- Instructions for groups and individuals + suggestions on how to organise the group process.
- A short video in which a person explains 3 difficult words in ETR (human rights, freedom, accessibility) in different versions (Note: insert links or QR-codes)
  - [Version 1: video without audio](#)
  - [Version 2: video with bad audio quality](#)
  - [Version 3: video without audio and subtitles](#)
  - [Version 4: video with good audio quality and subtitles](#)
- Online / offline questionnaire to answer after seeing the different videos, available at this link: <https://inclusionireland.ie/wp-content/uploads/2024/05/PR4-ENG-Questionnaire-audio-video-tool.pdf>
- Learning box / handout about what the exercise taught us.

## Instructions:

- The trainer introduces the module to the groups of students: “This exercise is about ETR, the difference between written and spoken language, and about awareness of / familiarising with hearing loss and other disabilities.”
- The trainer creates small groups; there have to be at least 3 different groups (max. 4 persons per group)
- The trainer gives instructions to each group:
  - Tell the groups to watch video 1: every group gets a different link / QR code, 3 different videos: without audio, with bad audio, with subtitles; if there are more than 3 groups, some groups will get the same link/ QR code; if there is only a single learner, they can look at all the videos or choose only one.
  - Then the groups try to guess what the 3 difficult words mean
  - They can watch the video more than once.
  - Then hand out the questionnaire to each group and answer the following questions:
    - What are the 3 words?



Co-funded by  
the European Union

- How did you feel?
- What information did you use to guess the words? (lips, hands, face, context...)
- ETR + AUDIO: why could ETR be important in a situation with bad audio quality or without audio?
- If there are any blind or partially sighted people in the group, ask them: How were you included in the group? How did you feel? Then ask those who are not blind or partially sighted: how did/could you include blind or partially sighted people? How do you imagine did/ would they feel?
- When every group has finished, all groups come together again. Every group tells the other group(s) what their video looked / sounded like and shares their results.
- Then the whole group looks at video number 4 (with good audio quality and subtitles)
- The trainer asks once again: “What do you think are the 3 words that are explained?”
- The trainer reveals the solutions: HUMAN RIGHTS - FREEDOM - ACCESSIBILITY
- The trainer asks: “What is your opinion about the explanation in ETR of the difficult words in the video? Do you think it was a good explanation? Would you use another explanation?”
- At the end of the exercise, the trainer hands out the LEARNING BOX (available at <https://inclusionireland.ie/wp-content/uploads/2024/05/PR4-ENG-Questionnaire-audio-video-tool.pdf>) to the learners. If there is time left, you can answer the questions together, otherwise every learner can answer the questions at home:
  - WHAT DID WE DO?
  - WHAT DID WE LEARN? importance of including different target groups, the importance of Easy to Read
  - Homework: Try to describe the 3 words in Easy-to-read language on your own



This module was developed by **Red Carpet For All, Com'Access, Université de Fribourg** in the Erasmus+ project **CCUV** (Capito! Compris! Understood! Verstanden!).



**Co-funded by  
the European Union**

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects 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.



These materials are freely available at **XY** and may be used and modified, but not commercially exploited, provided the producer and the project is named.



**Co-funded by  
the European Union**