

# COMMUNICATION GUIDEBOOK



A Comprehensive Guide  
for ACE Communication  
Methods

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December 10, 2020

We dedicate this book to African Community Education (ACE) in Worcester, MA.

We hope this communication guidebook provides you with all the tools you need to connect with your clients and students.

Our team would like to thank the following individuals for their assistance and guidance in the communication guidebook creation:

- **JP Perkins, Donovan Snyder, Benjamin Kagigi, and Timon Dhego** for working with us and helping us develop our ideas into reality
- **Scott Jiusto and Gbetonmasse Somasse** for their contribution and helpful feedback throughout the course of the project
- **ACE Parents and Students** for sharing their opinions and ACE experience with us
- **All Interview Participants** for taking the time to discuss with us this term

**For more information on our complete project please read our final project report at the following link:**

<https://wp.wpi.edu/southafrica/projects/2020-projects/ace/>

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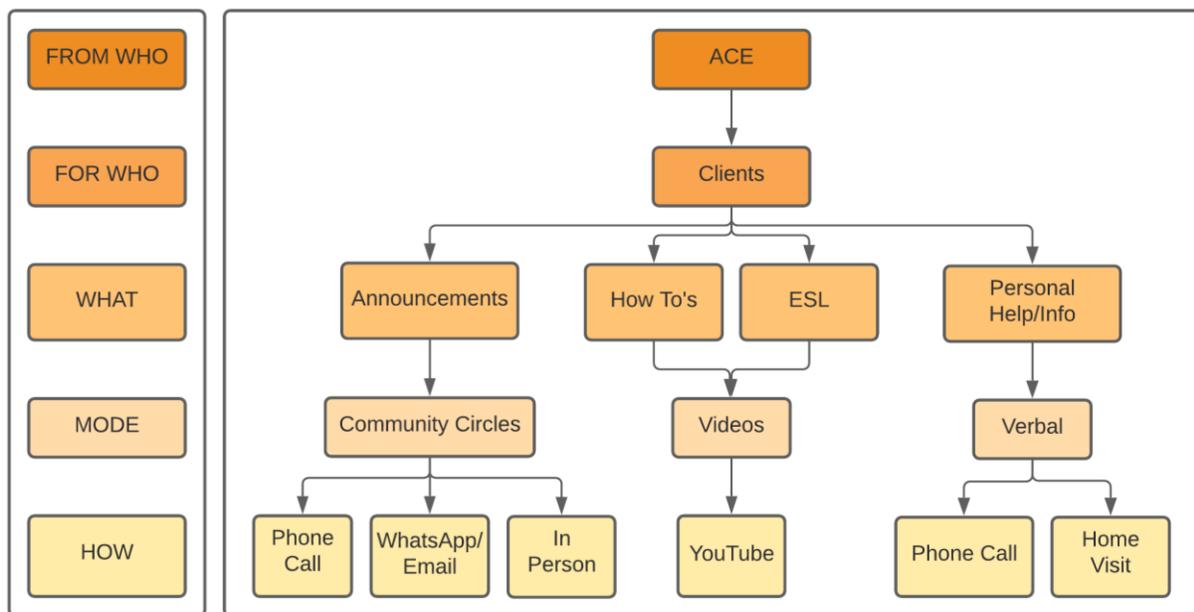
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## **Chapter 1: Introduction**

From August to December 2020, WPI students worked with African Community Education (ACE) to improve their outreach and communication methods with African families considering the COVID-19 pandemic. This guidebook encompasses the new communication methods the WPI team recommended including community circles and educational videos. The purpose of the guide is to define the communication methods ACE can employ for a given message to a client. The chapters define the mechanisms of each communication method, how to propagate them, and their potential for the future. The methods discussed throughout this guidebook not only help improve communication mid- and post-pandemic, but they also deepen the sense of the ACE community.

## Chapter 2: Communication Selection Process

To begin with, the mechanism of choosing an appropriate communication method for different types of information is demonstrated.



This diagram is a tool for you to decide the best way to get information to your clients. The new methods that have been added to the ACE communication system are community circles and videos, which will be discussed in Chapters 3 and 4. Clients is a general term for parents and other adults that ACE serves.

First, look at what type of information you are trying to distribute. Identifying this will lead you to the best mode of communication and then how you can relay that information to the clients. For example, imagine you need to let clients know that students must get a flu shot by December to keep attending school. This falls under announcements. According to the diagram, this information can be passed to the community circle members through phone calls, WhatsApp, or in-person. Furthermore, if you want to share how to set up an email account, you could create a “How To” video and post it on YouTube. Or, if you taught a class about an



English vocabulary word set, you could record yourself and post it on YouTube for members to re-watch or watch for the first time, falling under the “ESL Videos” category. Finally, there will always be times where a client needs personalized help, whether it be help filling out taxes, or a form with personal information. This requires verbal communication from ACE representatives. This could be done either over the phone or with a home visit.



## **Chapter 3: Community Circles**

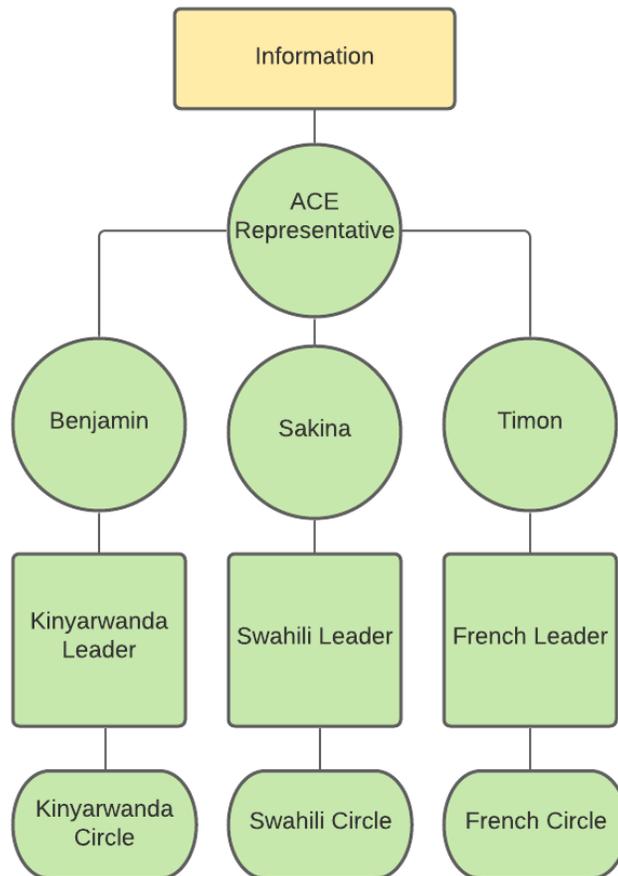
Community Circles are groups of ACE clients who speak the same language. There will be at least one circle per language spoken by ACE clients. Examples include French, Swahili, Arabic, Kinyarwanda, Kirundi, and English-speaking circles. The languages will have to be adapted with time. Each of these circles will have a leader, or a leader committee, that ACE can relay information/announcements to. The leaders will then transfer the information to the members of their respective circles.

The main type of information that ACE uses this method for is announcements. Examples are about school, the pandemic (new rules/changes from the state), program time changes, or events hosted by ACE or Worcester Public Schools (WPS). ACE could also spread other general information about events they are hosting.

In this section we will cover the circle mechanics, how to communicate within the circles, the future of the circles, and the circle implementation plan

### 3.1 Community Circle Mechanics

The details of the community circles will be outlined in this section.

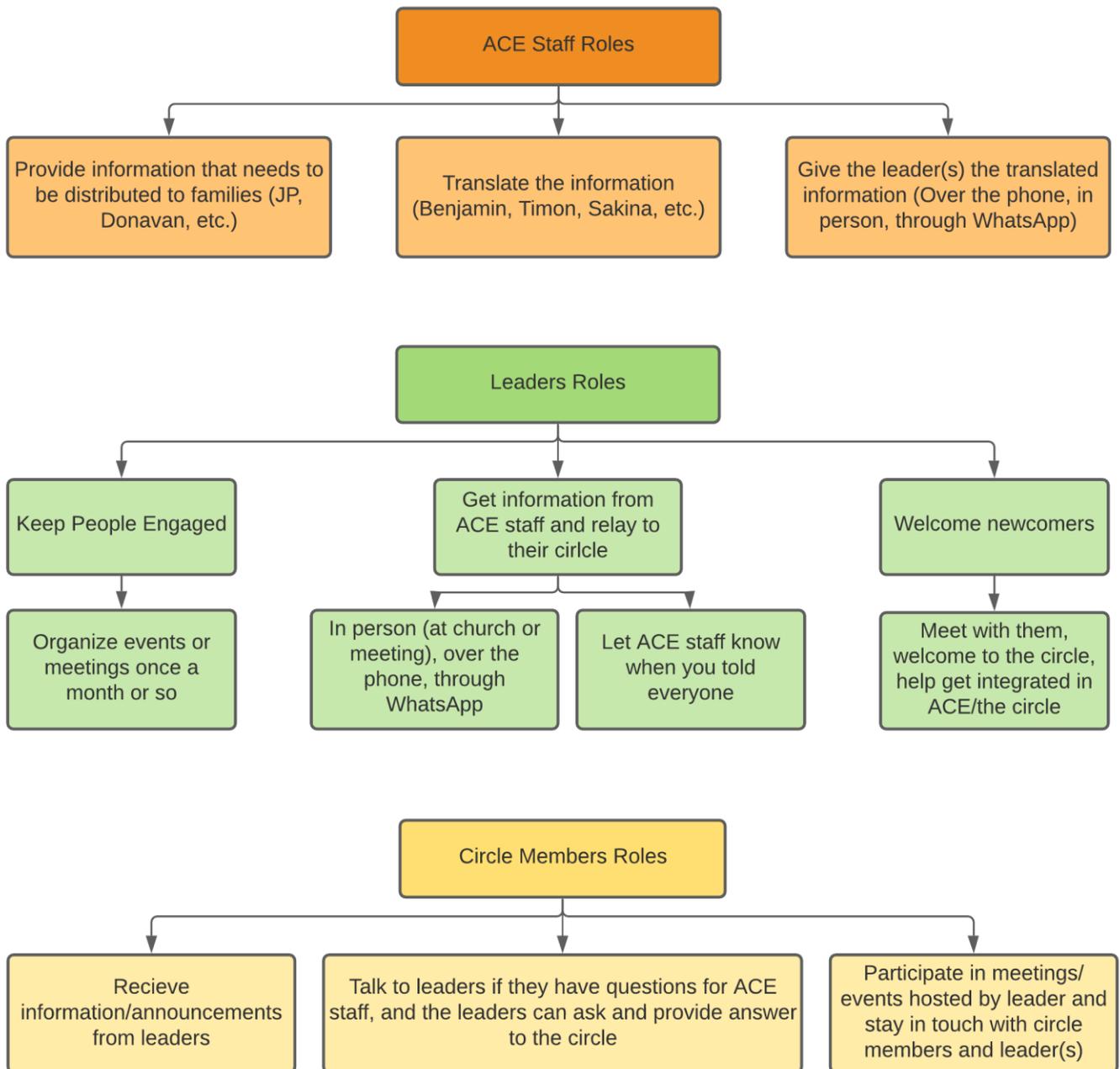


This diagram demonstrates the steps taken for the information to get to the clients. To begin, ACE representatives transmit the information to the outreach team, who in 2020, comprised of Benjamin, Sakina, and Timon. At the time, this team were the ACE representatives who were able to translate messages in the appropriate languages. Looking at the left-most column, Benjamin will translate the message in Kinyarwanda and relay the message to the Kinyarwanda leader(s). The leader(s) will then transmit the information to the rest of the circle. The same process will take place for the rest of the existing circles.

### **3.1.1 Circle Member Roles**

ACE will provide the information/announcements to be spread to the community. Those who speak other languages (Benjamin, Sakina, Timon) will serve as translators for circle leaders that do not speak English. If necessary, circle leaders will then translate into the circle's most comfortable language (example: Benjamin or Timon would speak in French and circle leader would speak in Sango). The next people involved are the clients, the parents and adult ACE members. The clients will be the circle members who will fill most of the leadership positions. Preferably those who are the leaders will be well involved and integrated into the community already, but it will be on a volunteer basis.

The following chart goes more in depth about the roles of the ACE staff, leaders, and circle members.



### **3.1.2 Establishing Circle “Committees” or “Leaders”**

The circle committees or leaders will be the main point of contact for ACE representatives. To begin with, this can either be a single person or a group of people. This will look differently depending on the individuals in the group as they will be chosen on a volunteer basis. Ideally this leadership position will be filled by people who are committed to ACE or are senior members. This means they attend most if not all events. Additionally, these clients should be willing to commit to ACE in this higher role, as this communication method relies on them to keep the rest of the group in the loop. Furthermore, these clients should have the appropriate amount of time and energy to be able to fulfill the responsibilities of this volunteer position. In order to do so, ACE staff could establish with leaders the specific criteria a leader should meet and outline in more detail the role and responsibilities of a leader.

To establish the committee or leader, there will have to be a discussion with most if not all the members of the group. If not done already, an ACE representative will introduce the community circle. Once this is done, the ACE representative will gauge interest by asking if anyone would like to volunteer to be in this leadership position. With this said, once community circles are well established, every year, the leaders can be reevaluated and if the current leaders don't want to do it anymore, they can step down and someone else can step up. If leaders would like to step down because they are graduating from ACE or leaving, they should be encouraged to be a mentor. This will strengthen the community and train someone to be a leader or committee member.

### **3.1.3 Creating Circles**

The following steps can be used to first create a trial group to test the system but also to create new groups in the future:

1. Identify the circle that you want to create (Swahili, French, Arabic, Kinyarwanda, etc.)
  - a. Ex) you need to create a French Circle
2. Obtain the list of all the clients who speak French

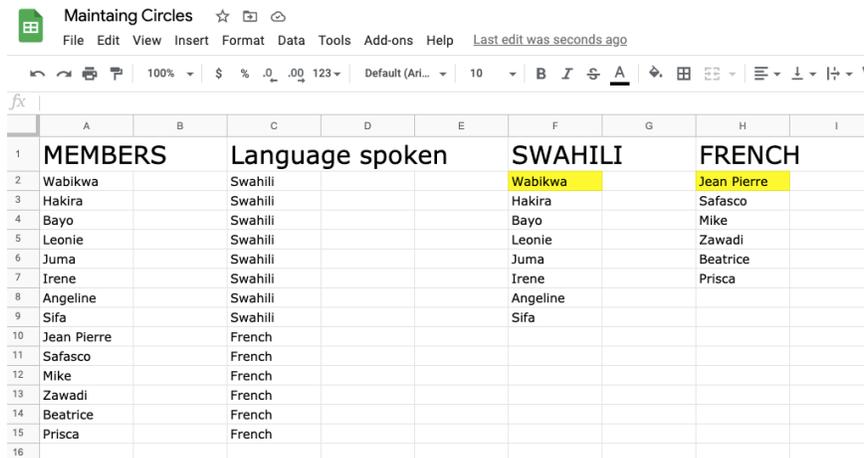
3. Go through and determine which clients are easy to contact
  - a. For the purpose of setting up the circles, you need people who you know you can get in touch with, in order to get them started
  - b. Once the circles are in place, it will be easier to get the clients that are more difficult to contact to join
4. Once this list is made, contact each person through a phone call or WhatsApp
  - a. Tell them that you want to introduce the idea of community circles and gauge their interest
  - b. Ask them to come to a meeting during the Saturday Family Education Program to learn more about the circles
5. At the meeting you will give the ACE circle presentation that we made for you
  - a. The presentation will go more in depth as to what community circles are, an example for what it can be used for, and what the benefits are of joining the circle
  - b. Since the circles will have just been starting, it is important to allot a significant amount of time for clients to discuss their opinions and share their suggestions for the circles. This kind of conversation could start with a facilitator asking: “What do you all think? Could you see this solution benefitting you? If yes, how so?” To keep the discussion going further, the facilitator could ask questions like: “What would you be interested in getting out of the circles?” The facilitator or another member in the discussion could be taking notes, to ultimately bring to the next meeting. This would allow the discussion to keep going and strengthen the circle idea.
6. Next, ask the group if they would be willing to be a part of this circle
  - a. For those who would like to join, take down their names and identify which clients are the leaders
  - b. Creating a spreadsheet with all the circles will help keep track of what circles have been made and who is a part of them



2. If the family would like to be a part of a circle, contact the leader(s) of circle that speaks the language of the family
  - a. Give the leader(s) the phone number of the new family and have them add the family to the WhatsApp group
  - b. The leaders should reach out to the new family and welcome them to the circle. If possible, they should also meet with the new circle members in person
  - c. Give the new family the leaders phone number as well
3. Make sure to update the circle spreadsheet with the new members
  - a. Once again, an example of this spreadsheet is shown and explained in the next section: 3.1.5 Maintaining Circle

### 3.1.5 Maintaining Circles

To be able to maintain the circles, a spreadsheet will be created in the ACE google drive to account for every ACE member. This will be maintained by the IT specialist.



|    | A              | B | C                      | D | E | F              | G | H             | I |
|----|----------------|---|------------------------|---|---|----------------|---|---------------|---|
| 1  | <b>MEMBERS</b> |   | <b>Language spoken</b> |   |   | <b>SWAHILI</b> |   | <b>FRENCH</b> |   |
| 2  | Wabikwa        |   | Swahili                |   |   | Wabikwa        |   | Jean Pierre   |   |
| 3  | Hakira         |   | Swahili                |   |   | Hakira         |   | Safasco       |   |
| 4  | Bayo           |   | Swahili                |   |   | Bayo           |   | Mike          |   |
| 5  | Leonie         |   | Swahili                |   |   | Leonie         |   | Zawadi        |   |
| 6  | Juma           |   | Swahili                |   |   | Juma           |   | Beatrice      |   |
| 7  | Irene          |   | Swahili                |   |   | Irene          |   | Prisca        |   |
| 8  | Angeline       |   | Swahili                |   |   | Angeline       |   |               |   |
| 9  | Sifa           |   | Swahili                |   |   | Sifa           |   |               |   |
| 10 | Jean Pierre    |   | French                 |   |   |                |   |               |   |
| 11 | Safasco        |   | French                 |   |   |                |   |               |   |
| 12 | Mike           |   | French                 |   |   |                |   |               |   |
| 13 | Zawadi         |   | French                 |   |   |                |   |               |   |
| 14 | Beatrice       |   | French                 |   |   |                |   |               |   |
| 15 | Prisca         |   | French                 |   |   |                |   |               |   |
| 16 |                |   |                        |   |   |                |   |               |   |

This demonstrates a version of the spreadsheet with a list of example members. When this spreadsheet is complete, that is when all the members are listed on the left, there will be multiple rows titled with the respective languages they speak (Kinyarwanda, English, etc...).

This example demonstrates the necessary information: a complete list of members, the languages they speak, followed by the circle members. The title of each circle will be the language the ACE member speaks to the leader. The leader or committee will be highlighted. In this example there is only one person highlighted for both the Swahili and French circle, but this will change depending on the circle itself.

Depending on ACE's needs, the spreadsheet could also contain the specific ACE representative that is responsible for translating information that ACE as an organization is trying to send out.

### 3.2 Communication via Circles

The ultimate goal for the community circles is to make communication within ACE more efficient and effective. One benefit of creating community circles is that all the members of a circle should speak a common language. Additionally, all or some of the Circle Leaders would ideally also be able to speak English. This will allow Circle Leaders to take on some of the responsibility of translating information from English to their respective circle languages. The diagram below illustrates the flow of information throughout the community circles:



### **ACE Staff to Circle Leaders:**

When ACE Staff members have information that they wish to relay to the members of a community circle, they will typically first go through the circle leaders.

Examples of **when** and **how** ACE Staff might contact Circle Leaders:

- An ACE Staff member who does not speak the common circle language needs to send an announcement to the circle
  - WhatsApp
  - Phone call
  - In person if convenient (after COVID-19 pandemic)
- Monthly meetings between ACE and Circle Leaders
  - Zoom
  - In person if convenient (after COVID-19 pandemic)

### **Circle Leaders to Members:**

Once the ACE staff has relayed information to the Circle Leaders, the leaders will then translate and pass the information on to the other members of the group. This could be done through WhatsApp, phone calls, or in person if convenient (after COVID-19) pandemic.

Examples of **what** information could be shared:

- To relay information that they received from an ACE representative
- To share news or updates about the community that they are a part of (ex: festivals or events)
- To share networking opportunities or other helpful resources with their fellow circle members

**ACE Staff to Members:**

If an ACE staff member speaks the common language and can communicate directly with the members of a community circle, then this line of communication can be utilized.

Examples of **when** and **how** ACE Staff members might contact Members:

- An ACE Staff member who does speak the common circle language needs to send an announcement to the circle
  - WhatsApp
  - In person if convenient (after COVID-19 pandemic)
- ACE programs like the Saturday program
  - In person (COVID permitting)
  - Zoom

**Members to Members:**

Another main benefit of the community circles is that it will create a sense of community between members. This will allow community members to be in contact with others who speak their same language. Messages between members could be through WhatsApp, phone calls, or in person if convenient (after COVID-19 pandemic).

Examples of **what** information could be shared:

- To share news or updates about the community that they are a part of (ex: festivals or events)
- To share networking opportunities or other helpful resources with their fellow circle members
- To socialize/make friends with others who speak their same language

It is also important to note that any of these forms of communication can happen in either direction (ex. Members can also reach out directly to ACE Staff). When communication is taking

place in the reverse direction as outlined above, the modes of communication will still be the same.

### **3.2.1 In Person/Phone Conversations**

Individual in person and phone conversations both play a significant role in how information is currently circulated within ACE. However, in person conversations are limited during the COVID-19 pandemic with heightened restrictions on in-person gatherings/meetings. With that said, post-pandemic this can be utilized again when needed. More specifically, in person conversations should be used for the first time meeting a family and personal family support. However, phone conversations can be used at any point, where ACE staff members see fit. With that said, ACE staff members may use phone calls when talking with the leaders or committee members to ensure no information is lost in translation.

### **3.2.2 WhatsApp**

#### **Familiarizing Clients with WhatsApp Features**

WhatsApp is a critical tool that will enhance communication between ACE and its clients. Since WhatsApp is a commonly used application in Africa, many parents are expected to be relatively familiar on how to use the app.

The necessary features of WhatsApp that all ACE clients must be familiar with are:

- Typing and sending a text message to a pre-established group
- Typing and sending a message to an individual ACE representative
- Using the “Calls” feature to call an ACE representative
- Sending and listening to voice recordings sent to a group
- Sending and recording hand-held videos sent to a group

In the case that parents do not know how to use any of these features, ACE should inform these people accordingly:

**If most parents are unfamiliar with a feature:**

Block off time during the Saturday program to run a demonstration on how to use the feature(s). ACE could also create an instructional video and translate it into the necessary languages as outlined in Chapter 4. This video could be shown at the Saturday program and/or sent out to parents so that they could view it on their own time. The video could also be sent to the students and the students can help assist their parents with understanding WhatsApp.

**If one circle of people is unfamiliar with a feature:**

Follow the process above; however, the video will only need to be in the one language that the community circle speaks.

**If one or a few select parents are unfamiliar with the feature:**

An ACE representative who speaks the parent's language can assist the parent in person. If this is not possible because of COVID-19 or any other reason, then an ACE representative should reach out to the parent's child and ask the student to assist their parent in understanding the feature.

**Facilitating Communication Using WhatsApp**

Community Circle Communication:

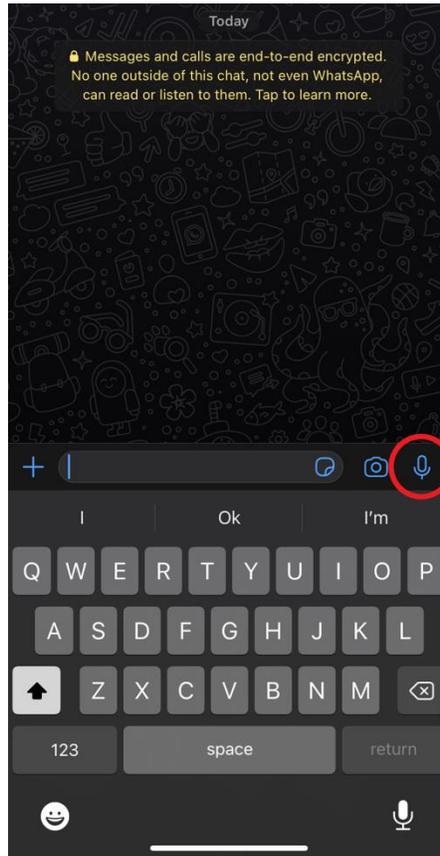
WhatsApp will serve as a valuable tool for communication between ACE representatives and community circles. The main use for WhatsApp will be to relay general information that is relevant to almost all parents in the group. Examples of information that would be well suited for a WhatsApp group chat include but are not limited to:

- Updates or changes to ACE programs or events
  - Ex: Next week's Saturday program is canceled
- Worcester Public School-related information
  - Ex: All students need to get their flu shots by December 31<sup>st</sup>
- Community events
  - Ex: There is an African festival in downtown Worcester next week

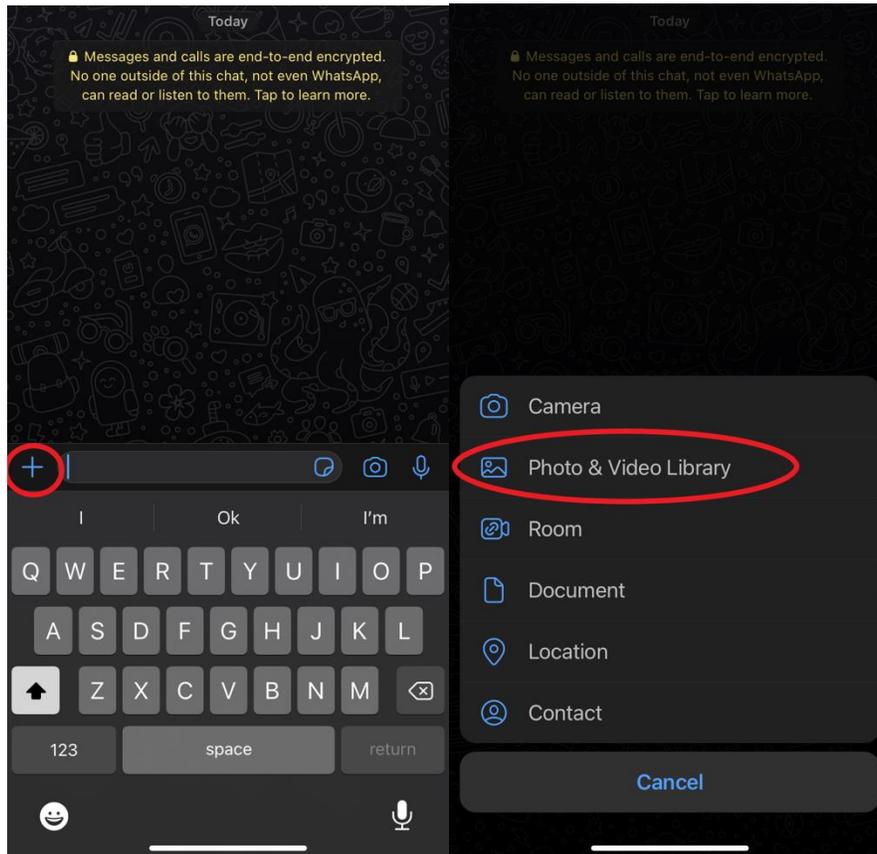
- Accomplishments or news about other community circle members
  - Ex: (Group member) just passed their citizenship test!
- Links to instructional YouTube videos
  - Ex: How to register for a driving test
- Parents should also feel encouraged to communicate and network with each other in the WhatsApp group
  - Ex: I just got a job a \_\_\_\_\_. If anyone is looking for a job, let me know and I can reach out to my manager.
  - Ex: Does anyone know how to renew their driver's license?

ACE members will need to create the WhatsApp groups based on the community circles. For each community circle there will be two group chats. The first will contain all the parents in the circle as well as the group leaders and at least one ACE representative that speaks the common language of the group. The second group chat will be for the children in the circle so that they can communicate amongst themselves and socialize with other children who speak their same language. The following process will be used to create and use the WhatsApp group chats:

1. An ACE representative is assigned to a community circle (for the example we will say Benjamin will be assigned to lead the Swahili circle)
2. Benjamin will create a group on WhatsApp with all the members of the Swahili circle
3. From speaking with parents and ACE staff it seems that the most widely understood form of communication among parents is speaking; therefore, Benjamin will focus on sending info to the group via voice recordings or videos.
4. Benjamin can use the voice recording button in the app to record his voice and send the recording directly to the group:



5. Benjamin could also record a hand-held video of him speaking into his camera and save it to his camera roll. He could then send the video in the group chat by clicking the following buttons and selecting the video he wishes to send:



Note that the circle “committee” or “leaders” likely will not play a major role when communicating with WhatsApp because it requires equal effort for an ACE representative to send info to the leaders as it does to send it to the whole group if the representative speaks the group language. However, the leaders will be used in the case that an ACE representative who does not speak the group language needs to reach out to a community circle. For this scenario, see as follows:

Ex: JP needs to tell the Swahili circle that the afterschool program will have modified hours for next week

1. JP will create a WhatsApp group with himself and the Swahili “committee” or “leaders”
2. JP will send a voice recorded message in English telling the leaders that the afterschool program will have modified hours

3. The leaders will then translate the message into Swahili and send a voice recorded message or hand-held video to the Swahili WhatsApp group informing the members of JP's message

With that said, ACE staff members and leaders will stay connected and brainstorm ways to keep ACE members engaged using the WhatsApp group chats. They could do so by having group chats with an ACE staff member with the circle leaders. For example, leaders could send out weekly announcements about events going on in Worcester or within ACE. Leaders across circles could connect as well to brainstorm ways for circle members themselves to connect.

### **Individual communication**

It is also important to acknowledge that WhatsApp can be a useful tool for reaching out to a parent of a student individually. If an ACE staff member has information that they need to relay directly to one family member or vice versa, often they should use WhatsApp to communicate. For example, if an ACE parent gets into an accident and they require assistance from ACE to navigate the medical system. If the family member cannot read and write and therefore does not feel comfortable using the texting feature, then they should be encouraged to call the ACE representative that speaks their language to allow for more fluid dialogue. If there are no ACE representatives that speak their language, ACE should resort to communicating with the family's children if they speak a proficient level of English. Finally, if none of the children can speak a common ACE language, ACE should resort to using the translator for that family's community circle to relay the personal information back and forth. The reason this is the last option is because if possible, ACE should try to refrain from using community circles to discuss confidential information.

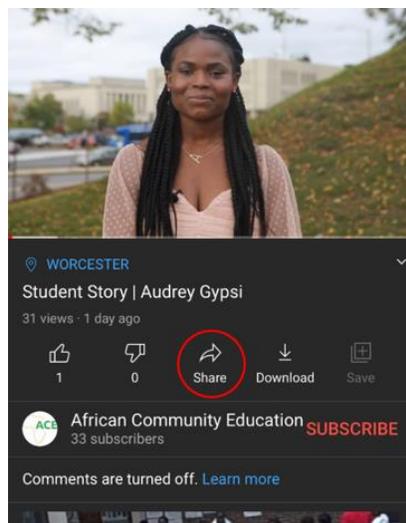
### 3.3 The Future of ACE Circles

In this section we will discuss the future of the circles. This will include our ideas that the circles could adopt once created and settled in.

#### 3.3.1 Sharing YouTube Videos

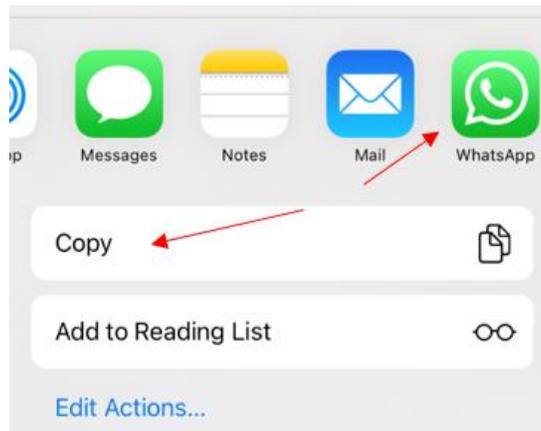
YouTube videos are a great way of sharing information quickly and with large group of people. Community Circles can help facilitate the distribution of information via YouTube videos, especially with the use of WhatsApp. Below is a general outline of what this flow of communication would look like:

1. Someone finds a YouTube video that they want to share. They start by tapping the “Share” button.

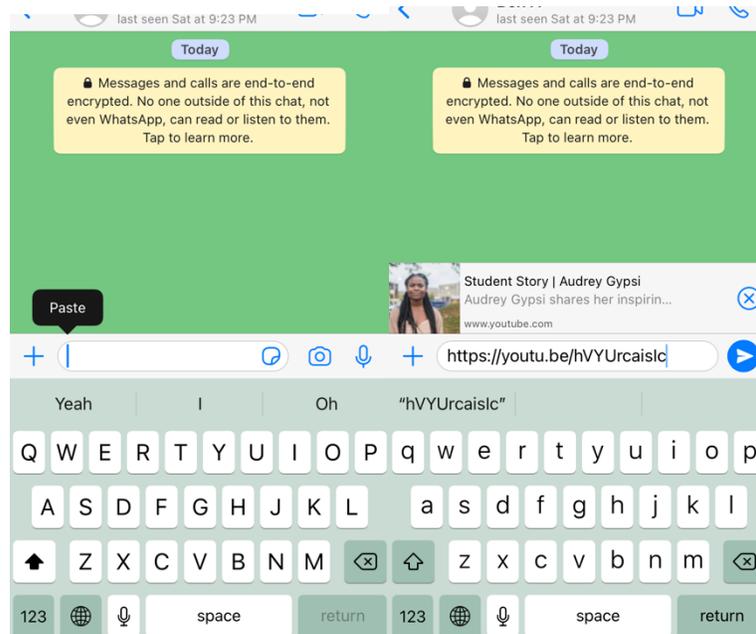


2. Tapping the share button will prompt a menu to appear. There you will be given the options to either send the video the link directly through an app like WhatsApp, or just

copy the link itself. You can choose either option you want.



3. If you chose to tap “Copy”, you must complete an extra step. Open the WhatsApp app and go to the chat where you want to share the video. In the typing box, tap once and a “paste” option should appear. Tap “paste”. This is the same result as tapping the WhatsApp option in Step 2.



4. Finally, you can hit the blue send button on the right to share the video with the group.

This kind of communication could be useful if a member of a community circle finds an interesting or informative video that they think other members would find useful. With a platform as large and expansive as YouTube, there are thousands of videos that are in the languages of the community circles.

Furthermore, this guidebook will outline how ACE can produce their own informational YouTube videos (see Chapter 4), which can be then shared in the same way demonstrated in this section.

### **3.3.2 Email**

Email as a primary method of communication across ACE is the goal. We acknowledge that this is a leap in reference to how ACE is currently communicating with clients (on the phone and in-person). In order to transition from communicating in-person to email, the first step will be to train everyone on how to use the appropriate technology and software's. The YouTube videos will be the main way ACE trains clients. When a new family enters ACE, ACE representatives will still need to go in-person to ensure the family is equipped to fully utilize ACE services. However, with time, this could be used to quickly send out lengthy information to circles. Each circle could have their own email alias and the information can be sent to each circle in their respective languages.

### **3.3.3 Using Circles to Promote a Sense of Community**

1. Creating group chats
  - a. Different group chats depending on interests within the circles that everyone has access to
2. Events
  - a. Soccer games
    - i. Different circles against each other
  - b. Potlucks in parks
    - i. Fun way for circle members to hang out and get to know each other better

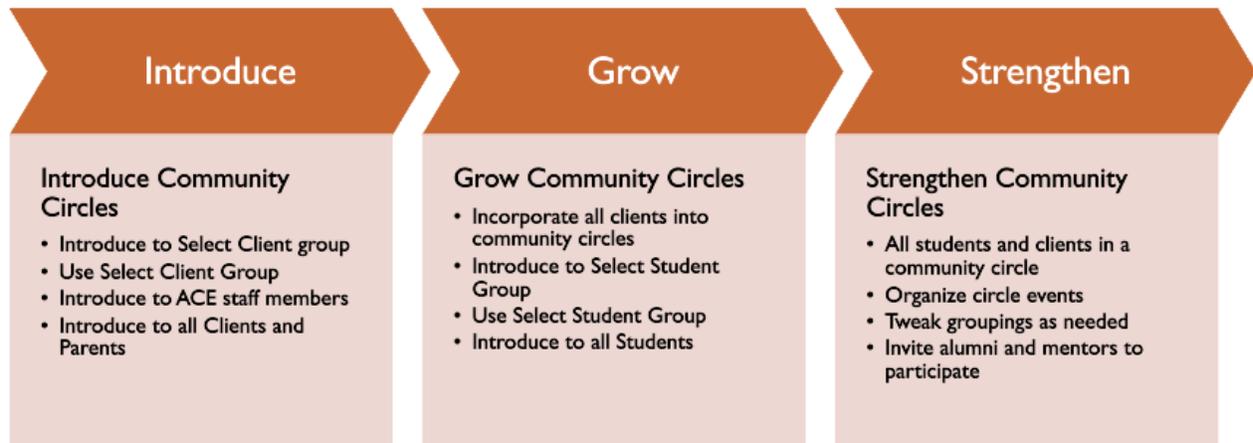
- c. Protests
  - d. Field Day
    - i. Each circle could be a team and ACE could have games/events where their members could gain points for their team
3. Meetings
- a. Leaders/Committee members meet with student ambassadors to brainstorm ideas to get the adults with the students
  - b. Alumni meet with student ambassadors to organize time for alumni to meet with students
  - c. ACE representatives meet with student ambassadors, mentors, alumni, and leaders/committees

### **3.3.4 Growing the Circles**

Eventually students and alumni could be added to the circles. Students will be a part of the circle that their parents are a part of, unless their parents aren't an ACE client. In that case they will be placed in a circle of their home language. They could use it to meet other students who speak their language, or they could help with translation since most of them speak English. Furthermore, both the student ambassador and work development program students could have a more official role within the circles by serving as translators. For example, when Benjamin translates in French the students could then translate the information in Sango for the rest of the group. As for alumni, they could be invited to help when available. They could work as a translator between ACE and the circle. Also, alumni could recruit other alumni to come back and provide the same service. Finally, ACE alumni could come back and share their experiences with work and how they found success in the United States. Alumni can ultimately guide current ACE students in their circles with preparing for college or finding employment.

### 3.4 Circle Implementation Plan

#### Community Circles Phases Diagram



This phase diagram demonstrates the general process of implementing the community circles. It includes the students as well but that is still being talked about (11/23). Also, it includes alumni and mentors to be invited to participate under the strengthen phase which is still being talked about (11/23). At the end of the implementation process, everyone who is currently a member of ACE will be a part of a community circle. Families joining ACE will be added to community circles according to their language.

### Community Circles Implementation Timetable

| TASK       | WEEK                             |   |   |  |   |   |  |   |   |
|------------|----------------------------------|---|---|--|---|---|--|---|---|
|            | 1                                | 2 | 3 | 4  | 5 | 6 | 7  | 8 | 9 |
| Introduce  | Introduce to Select Client Group |   |   |  |   |   |  |   |   |
|            | Use Select Client Group          |   |   |  |   |   |  |   |   |
|            | Introduce to ACE staff           |   |   |  |   |   |  |   |   |
| Grow       |                                  |   |   | Introduce to all Clients and Parents           |   |   |  |   |   |
|            |                                  |   |   | Incorporate all clients into community circles |   |   |  |   |   |
|            |                                  |   |   | Introduce to Select Student Group              |   |   |  |   |   |
|            |                                  |   |   | Use Select Student Group                       |   |   |  |   |   |
| Strengthen |                                  |   |   |  |   |   | Introduce to all Students                      |   |   |
|            |                                  |   |   |  |   |   | All students and clients in a community circle |   |   |
|            |                                  |   |   |  |   |   | Tweak groupings as needed                      |   |   |
|            |                                  |   |   |  |   |   | Organize circle events                         |   |   |
|            |                                  |   |   |  |   |   | Invite alumni and mentors to participate       |   |   |

The timetable above demonstrates the rough timeline of implementing the community circles within ACE whenever/ if they decide to implement the community circles. Every step is from the phases diagram.

### Community Circle Implementation Steps

The following includes more detail on how to implement the community circles:

#### 1. Introduce

- a. Introduce to Select Client Group
  - i. Have a meeting with this group and introduce the idea
  - ii. Tell them that Benjamin and Timon will be trying to use it in the next two weeks
- b. Benjamin and Timon will be using the select client group for about 2 weeks
- c. If it works, introduce to ACE staff members
  - i. For a week, give the ACE circle presentation at all meetings (coordinating meetings, check-ins with staff)
- d. Introduce to all clients and parents
  - i. For four weeks, at the Saturday program, talk about the community circles and give the presentation

## 2. Grow

- a. Simultaneously, as you are introducing all the clients, make sure all clients are in a community circle
  - i. Assign one outreach team member to each circle and make sure they are using What's App or whatever mode of communication the circle chose.
  - ii. ACE member could be in the What's App group to get the members to start using it.
- b. Introduce to select student group
  - i. Use a student group that is already in contact with each other but make it more official by making a group chat or making sure a group chat exists
- c. Use a select student group
  - i. Follow steps that are mentioned for the clients but instead of Saturdays, do this at the after-school Program
- d. Introduce to all Students
  - i. At the after-school program, give the ACE circle presentation
- e. ACE staff connect with leaders
  - i. Ensure leaders are enjoying the position
  - ii. Establish the criteria for a leader
  - iii. Brainstorm ways for ACE leaders to keep members engaged through WhatsApp and other events (after COVID-19)

## 3. Strengthen

- a. All students and clients in a community circle
  - i. Since every ACE member will be responsible for a select number of community circles, they will be checking in with their circles
- b. Tweak groupings as needed
  - i. Make sure they are working
- c. Organize circle events
  - i. Encourage and support leaders to organize events
  - ii. Promote events by talking about them during the afterschool, Family Education, and Saturday program
  - iii. Create a What's App group with all the leaders so they can brainstorm ideas for events and invite others to their events
- d. Invite alumni and mentors to participate
  - i. By the Spring Festival, students and clients should know what community circles are. At the spring festival, where alumni and mentors attend, ACE staff members, and leaders can explain to them what community circles are and invite them to attend meetings/events.

## **Chapter 4: Educational Videos**

Educational videos are one of the new methods proposed. The purpose of these videos is to take information that usually needs to be repeated multiple times and make it available to everyone at any time. This saves you, as an ACE representative, the time of going to every person's house to relay or teach the information. Also, the clients can learn the information on their own time and watch the videos as many times as they want. It is important to add that if, after watching the videos, the clients need more of an explanation or more help, they can always talk to ACE representatives to address any questions.

As briefly discussed in Chapter 2, the videos include How-To and ESL information. To go more in depth, the How-To videos are designed to teach the clients a technological skill and information that must be repeated. For the former, some topics include how to use email, google translate, and different apps on their phones. Furthermore, the How-To videos provide information on how to use Worcester public transportation services, get a license, or obtain United States citizenship. The second type of videos made are English as Second Language videos. For many clients, the Family Education Program is the only means to learn and practice English. With that said, this program is only once a week where some clients cannot regularly attend due to conflicts. Creating the ESL videos will supplement and enrich the English learning experience for the clients. Some ESL topics include learning the alphabet, teaching English vocabulary, and conjugating common verbs.

### Types of Videos Summary

| Video Type | How-To           | ESL                                       |
|------------|------------------|---|
| Examples   | Email            | Writing the Alphabet                      |
|            | Google Translate | Common Words and Phrases                  |
|            | Phone Apps       |   |
|            | Transportation   | Conjugating Common Verbs in Present Tense |
|            | Drivers License  |   |
|            | Citizenship      |   |

#### 4.1 Writing the Script

The following steps will describe exactly how to write the video script as well as what to include in the script.

1. Identify the topic that you want to talk about
  - a. Ex) How to set up an email
2. Begin by welcoming the viewers and introducing the topic
  - a. Ex) Hi everyone, in this video we will go over how to set up an email account
3. Next write the script step by step. Go through the process you want to describe and write down exactly what you are doing.
  - a. Write each step as its own bullet point so the script can be easily read and translated
  - b. Keep it as simple and straight forward as possible

4. Finally, end the script with a “call to action”. This could be any statement telling the watcher to practice a certain skill, do some research, or even reach out to a certain person/organization for help. If there is a follow up video, say what the video will go over and what it is called so they are able to find it.
  - a. Ex) Congratulations, you have successfully set up an email! To learn more on how to send and receive messages, watch our next video called, “How to use Gmail.”

## 4.2 Screen Recording the Video

For the purposes of this video, we will be describing how to utilize Zoom’s screen recording feature. Follow this [link](#) to download the Zoom application.

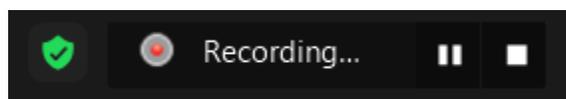
1. When ready, open Zoom and start a new meeting by clicking the “new meeting” button



2. In the new meeting, there is a taskbar at the bottom of the screen that looks like this:



3. Click the “Record” option.
4. You can check if you are recording by checking the top left of your screen for this indicator:

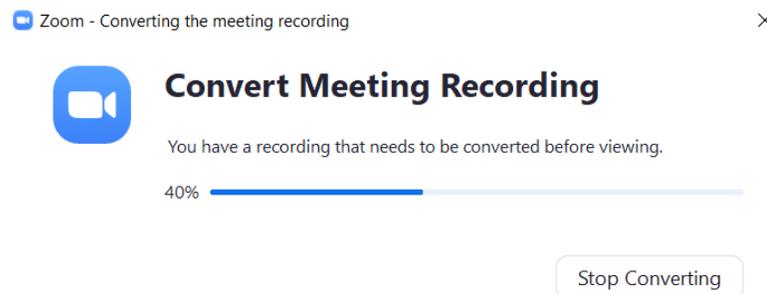


5. Next, click “Share Screen” at the in the bottom taskbar. In the pop-up menu that appears, select the screen/window you want to record.

6. After recording everything you need, click the “stop recording” button. This can be found in the bottom taskbar.



7. After stopping the recording, the recorded video will be converted to an mp4 file once the meeting is ended.
8. Once you are done recording, end the meeting by clicking “End” and then “End Meeting for All” in the bottom right of your screen.
9. You will receive the following pop-up window shortly after ending the meeting.

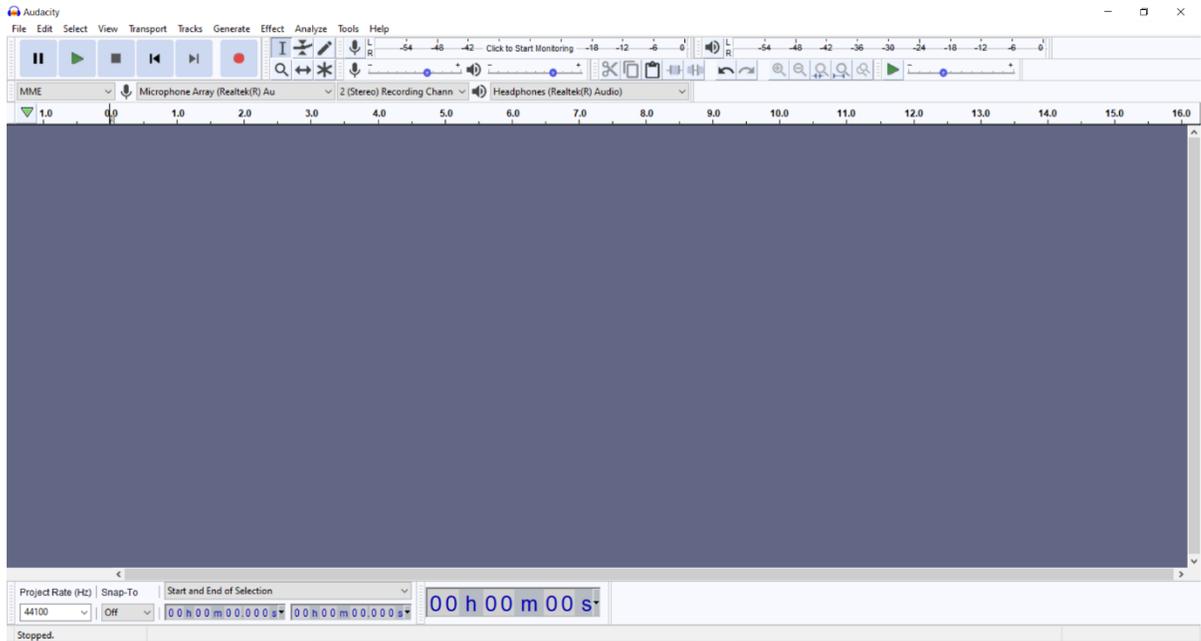


10. A file explorer tab will then open that shows you the file location of the saved recorded video and audio files. You will need to remember this location to access these files later when combining the audio with the screen recording.

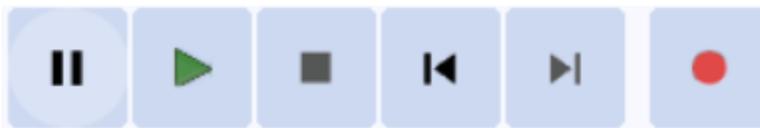
### 4.3 Recording Audio

In order to record the audio in several languages, choose an application to record your voice. This could be “Voice Memos,” “Audacity,” or any software to record your voice. This guide will cover how to use Audacity. Follow this [link](#) to download the Audacity application.

1. Upon opening Audacity, you will see a screen like the one below:

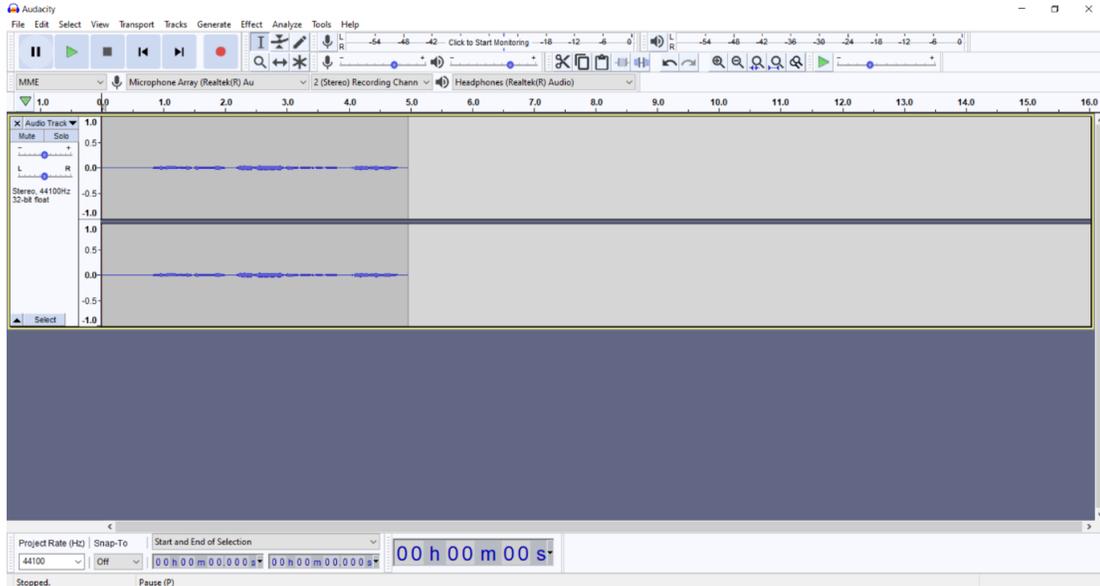


2. For the purposes of creating these videos, this guide will cover using the following toolbar found in the top left of the window that looks like this:

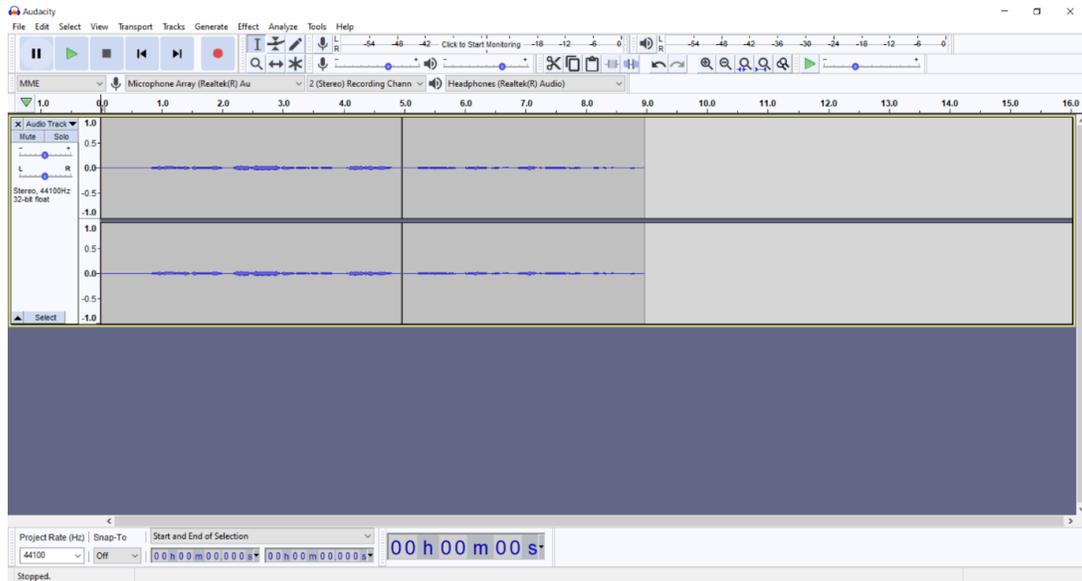


3. The main functions that you need to know in this toolbar are the play button (second from the left), stop button (third from the left), and the record button (red circular button)

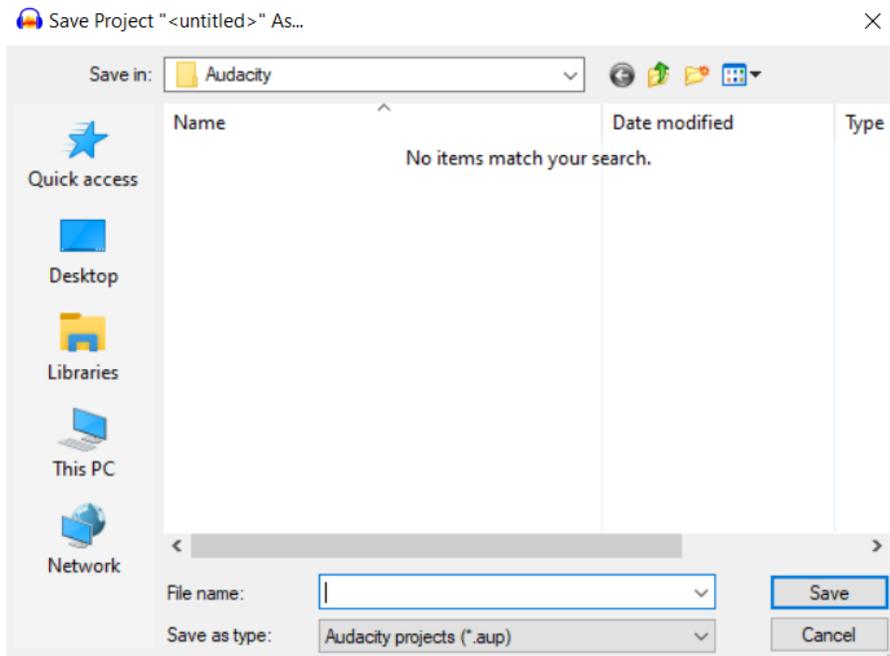
4. When you are ready to start recording, click the record button. This will create a track where the audio will be recorded.



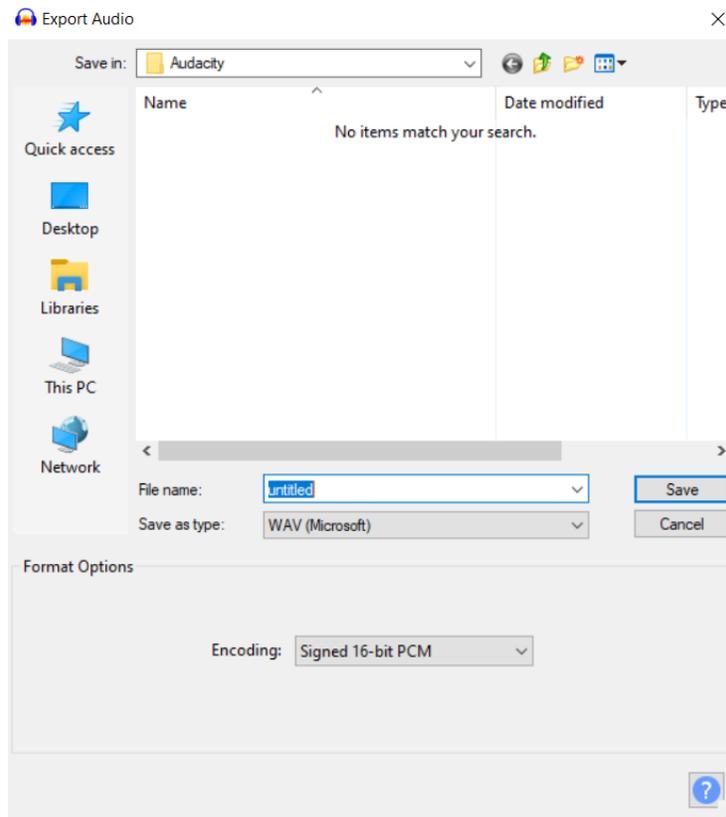
5. When recording a video with multiple steps, you want to avoid having to record everything in one attempt and instead record multiple parts to make it sound cohesive. You can do this by hitting the stop button (or spacebar) after each part to stop the recording, and then hitting the record button when you are ready to move onto the next part. This will create separate recordings on the same track that are separated with a black vertical bar like seen in the image below:



6. When you are done recording, hit the play button and make sure you are satisfied with the recording. Do not worry about lining up the video with the audio, this guide will cover that later.
7. Save the project by going to “File” --> “Save Project” --> “Save Project” or use the shortcut “Ctrl + S.” This will bring up a window where you can decide the name of your file where it is located.



8. Finally you want to export the audio into a file format that can be overlaid with the video recording. To do this, “File” --> “Export” --> “Export as WAV”. This will bring up a similar window to Step 7, where you can choose the name of the file and where it is located.

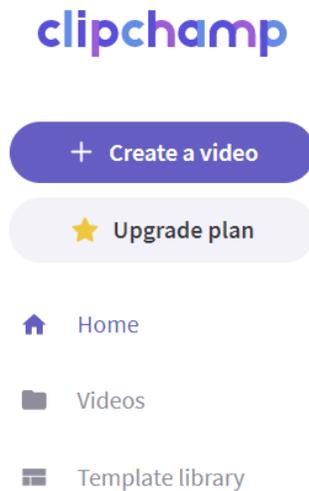


#### 4.4 Overlaying the Audio

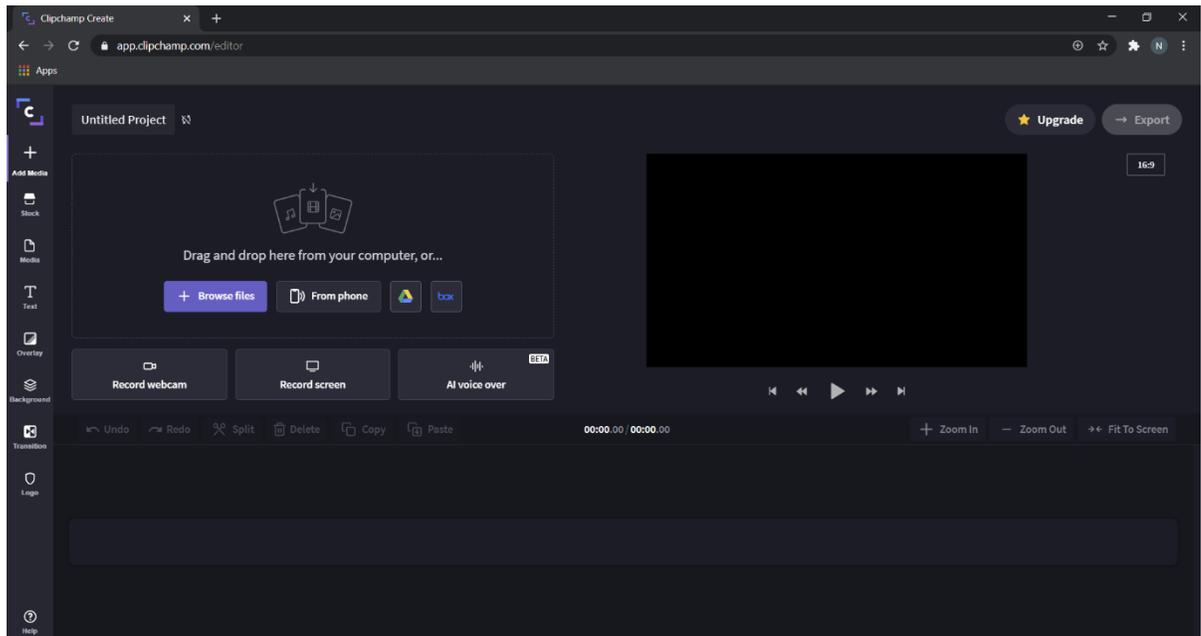
To combine the video recording and the audio file into a single video, this guide will use a free online video editor called ClipChamp, which can be found [here](#).

1. To begin, you can either create a free account or sign in using a Gmail account.

2. Once logged in, click “Create a video” and select the widescreen option

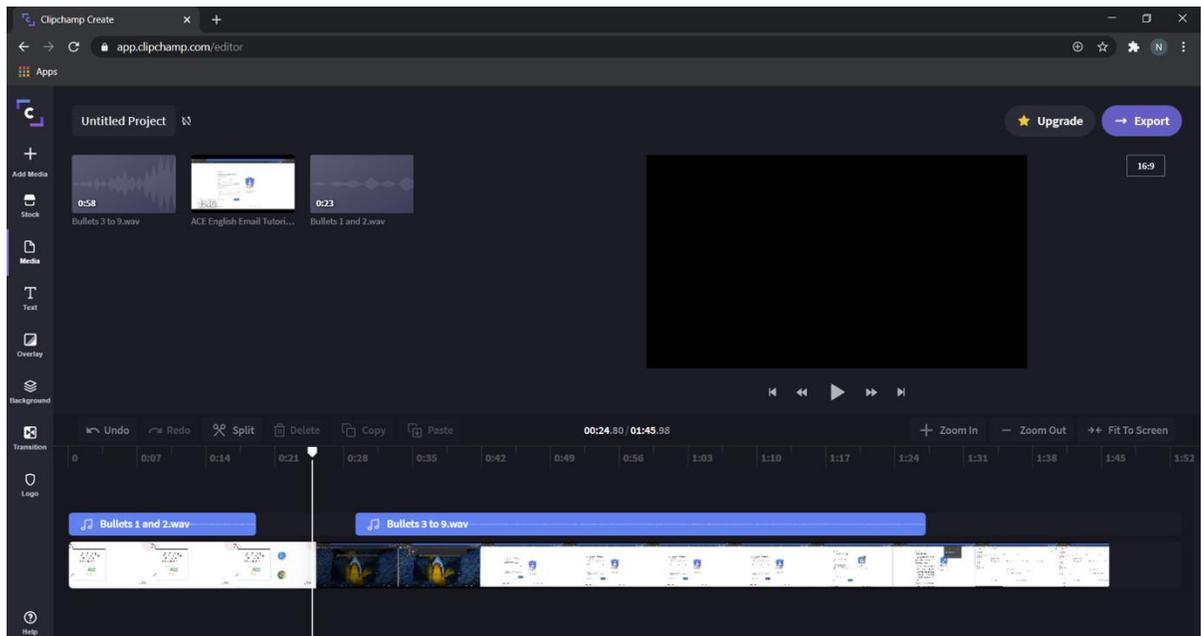


3. Next, you will see the actual video editing interface.

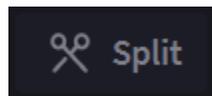


4. In the top left, you will see text that reads, “Untitled Project”. Click the text and rename the project file to a name you are satisfied with.

5. In the center left of the window, select the purple button that says, “Browse Files”. Then, you can select import media files that you want to include in the final video, including your original screen recording and audio files. You can always come back to this option under the “Add Media” tab on the left-hand side of the screen
6. Once you have all your media imported, you can drag each file onto the timeline below. You can have multiple different channels that hold separate files.



7. To line up the audio with the video recording, you need to break up each of the independent statements and steps in the original recordings. You can do this with the “split” tool. This is located directly above the timeline and looks like a pair of scissors. To use this tool, place the cursor where you want to split the audio and click “split”.



8. Once all of the steps have been split up, you can then start to line up each sentence with the audio by clicking and dragging the audio.
9. To fine tune lining up the video and audio clips, you can select a clip and a green border will appear that will allow you to drag either end of the clip to trim it. Your mouse cursor

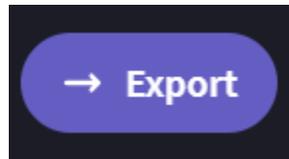
will change into a horizontal double-sided arrow.



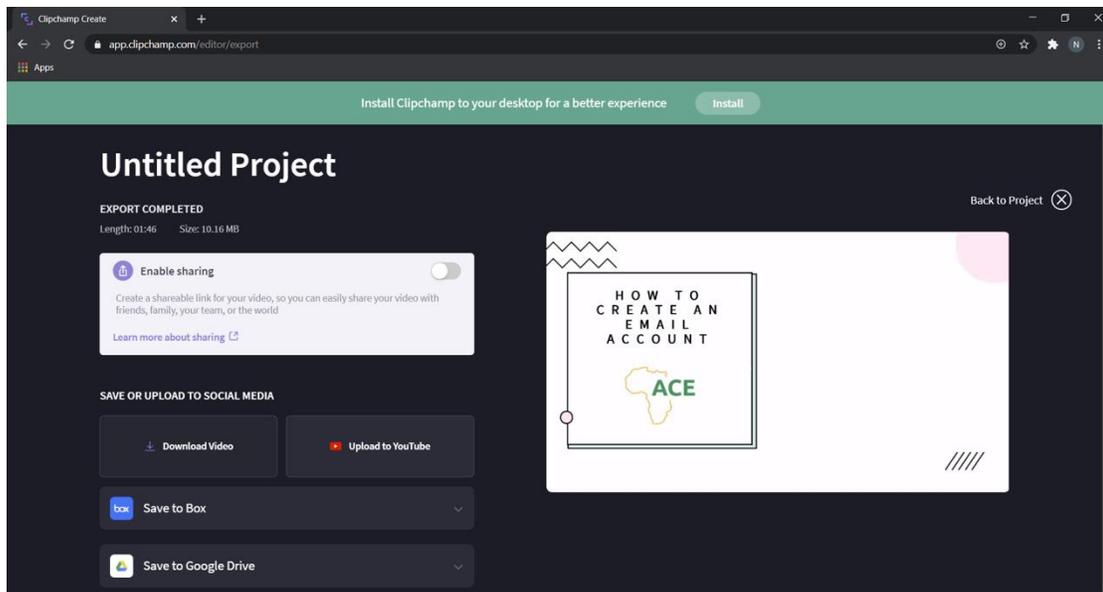
## 4.5 Exporting the Video

This step will be a continuation of the previous step working with ClipChamp.

1. When you are ready to export the video, select the “Export” button in the top right of the window.



2. Next, accept the default export settings (or upgrade to a premium/paid account) and continue.
3. Lastly, you can download the video to your computer, which you can then upload.



## 4.6 Translating the Video

1. Receive the script with the list of sentences used in each video
2. Translate the script sentence by sentence in a way that captures all the information, and your audience will understand
  - a. If you are having trouble translating, use Google translate and interpret accordingly
  - b. Read out loud before recording
    - i. It is important to talk slow and clearly
3. Follow the recording audio protocol

## 4.7 Uploading the Video to YouTube from a Desktop Computer

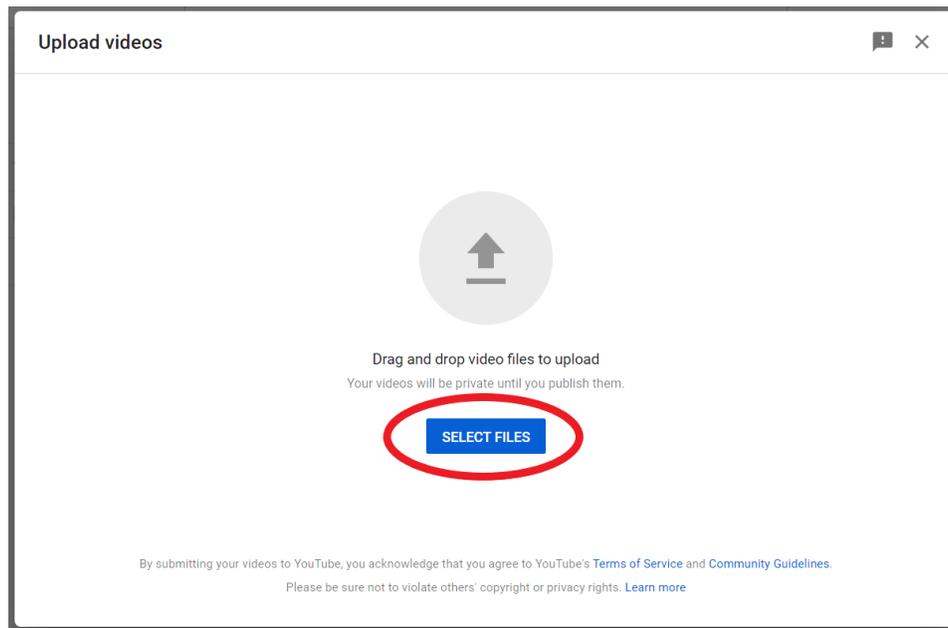
1. Once the video has been exported to your computer and is ready to be published, go to [www.youtube.com](http://www.youtube.com)
2. If you are not signed into the ACE YouTube channel, click the “SIGN IN” button in the top right of the screen:



3. Enter the g-mail account and password associated with ACE’s YouTube account
4. On the top right of the screen, click the Create button which looks like a video camera with a “+” inside:



5. Click “Upload Video”
6. Click the blue “SELECT FILES” button:



7. Navigate to the location that you previously exported your video to and select the video that you wish to upload.
8. Enter the title of the video. Include the language of the video in the title. For example:

Title (required)  
How to Create a Gmail Account (ENGLISH)

9. Next, write a short description of the video in the “Description” box underneath where you entered the title. This step is optional.
10. Under the “Description” box you can select a thumbnail. This is the image that is previewed before someone clicks on the video. You can select one of the three images that are preselected by YouTube.
11. Ignore the “Playlist” section and scroll down to the “Audience” section. Select “Yes, it’s made for kids”
12. Check the bottom left of the page to

13. Select the blue “NEXT” button at the bottom right of the page:



14. Select the same “NEXT” button again

15. Under the “Visibility” section, make sure that the “Save or publish” and “Public” buttons are selected:

### Visibility

Choose when to publish and who can see your video

**Save or publish**  
Make your video **public**, **unlisted**, or **private**

**Private**  
Only you and people you choose can watch your video

**Unlisted**  
Anyone with the video link can watch your video

**Public**  
Everyone can watch your video

Set as instant Premiere 

16. Finally, select the blue “Publish” button at the bottom right of the page. Your video should now appear on your YouTube channel.

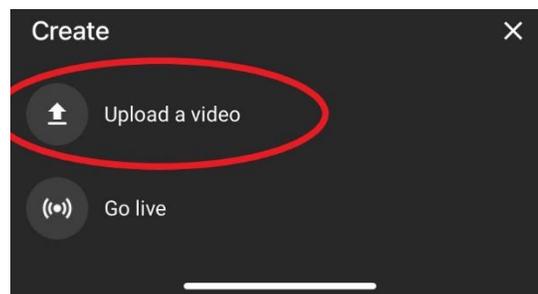
## 4.8 Uploading the Video to YouTube from a Mobile Device

1. Open the YouTube app on your mobile device. If it is not installed, download it from device’s app store
2. Sign into the ACE YouTube account if you are not already. The sign in button can be located on the top right of the screen

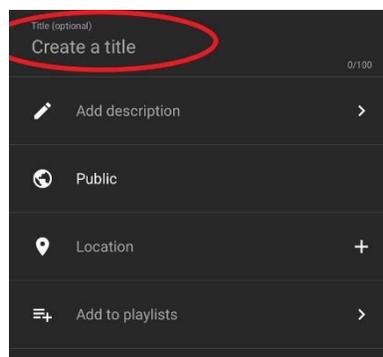
3. To upload a video, press the button on the bottom middle of your screen which looks like a circle with a “+” sign in the middle:



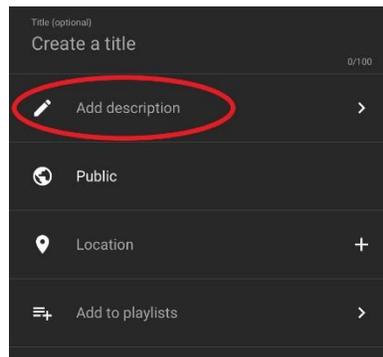
4. Next, press “Upload a video” as shown below:



5. A list of videos from your camera roll should now appear. Click on the one that you wish to upload.
6. Press the blue “NEXT” button on the top right corner of the screen
7. Click on the line that says “Create a title” and type the title of the video:

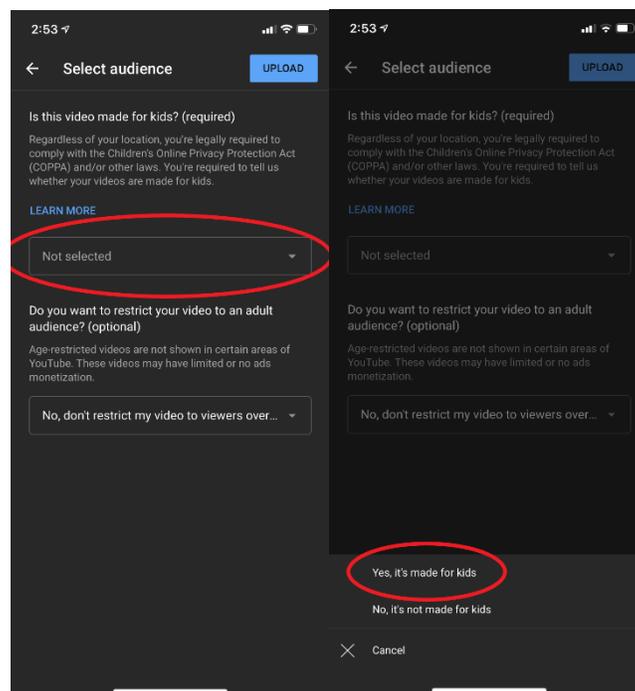


8. If you wish to add a description to the video then click on “Add description” and type the description that you want:



9. Click the blue “NEXT” button on the top right corner of the screen

10. Click the dropdown under the section: “Is this video made for kids? (required)” and select “Yes, it’s made for kids” as shown below:



11. Finally select the blue “UPLOAD” button on the top right corner of the screen. Your video should now appear on your YouTube channel.

## **Chapter 5: Conclusion**

With the circle and video goals in mind, we hope that this guidebook provides all the resources ACE needs to implement these methods. The use of both the videos and community circles ultimately builds a more self-reliant community supporting the success of African refugee and immigrant communities in Worcester, MA.

This guidebook was made based on the communication strategies we can up with during our project time. But as time goes on, we suggest you update the guidebook as needed, if methods change or new methods are added.