



# **MAYOR PLAYER PROGRAMME WORKBOOK**



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# DUB-IN MAYOR PLAYER PROGRAMME WORKBOOK

A Guide for Dubbing and Social  
Skill Training



This workbook has been developed within the framework of the DUB-IN – Charting Future Directions on Social Skill Training for People with Psychosocial Disability project, financed by the Erasmus + program of the European Union.

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INTRAS FOUNDATION, Spain

National and Kapodistrian University of Athens (NKUA), Greece

Society of Social Psychiatry P. Sakellaropoulos (EKP&PSY), Greece

Pro Mente ooe, Austria

Smashing Times, Ireland

European Platform of Rehabilitation (EPR), Belgium

**Project reference number:** 2021-1-ES01-KA220-ADU-000033586

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**Year of publication:** 2023

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## WELCOME

Welcome to the DUB-IN Training!

This is a workbook to support you throughout the DUB-in training, here you will find some extra explanations, tips, samples and assessment exercises to support you to follow the sessions, to underpin knowledge and to practice new acquired skills.

Have this workbook in hand during the training, fill in the exercises and discuss conclusions with your trainer at the end of the course.

Enjoy the sessions and happy learning!



## **SESSION 1: INTRODUCTION TO THE DUB-IN TRAINING**

Welcome to Session 1 of our Dub-In training!

Today, we will explore how dubbing boosts communication and emotions.

We will start with a fun icebreaker, then learn about dubbing's cultural importance and its emotional power. You will also get hands-on with dubbing tools.

Our goal today is to set the foundation for upcoming dubbing sessions.

Let's get started!

### **SAY YOUR NAME**

This game is a fun way to break the ice and get people comfortable with each other. It's also a good way to practice vocal expression and improvisation skills that will be useful in dubbing.



Was it easy to say your name according to the emotion written on the card?

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Was it easy to recognize emotions listening only the name of your mates?

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*Notes and comments:*

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## INTRODUCTION TO DUB-IN

With this intro you will understand:

- How dubbing replaces original voices in films, focusing on its cultural and emotional impact.
- Translation and lip synchronization.
- Dubbing's history from silent films to modern APPs.
- Dubbing's role in communication enhancement.



*Activity:*

Do you remember what are the key differences between dubbing and voice-over?

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How did dubbing become a crucial national identity tool?

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*Notes and comments:*

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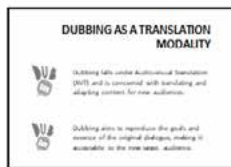
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## SEE PPT 1 : INTRODUCTION TO DUBBING



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## DUBBING SCENES

Watch this short video carefully. Pay attention to voice characteristics, lip-sync and the expression of emotions.

This activity will enhance your cultural awareness, linguistic analysis skills, and appreciation for the complexities of dubbing adaptation across languages and cultures.



Pay attention to voice characteristics such as tone, pitch, pacing, and emphasis. How do these aspects change between different languages?

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Evaluate how well the dubbing syncs with the actors' lip movements. Does the lip-syncing look natural in each language, or are there noticeable differences?

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Assess how effectively the emotions and feelings of the original dialogue are conveyed in each dubbed version. Are there any languages that seem to capture the intended emotions better than others?

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*Notes and comments:*

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## **THE IMPORTANCE OF THE VOICE**

After this section you will understand:

Voice's artistic, cultural, and educational significance in the context of dubbing, cinema, and communication.

Voice's ability to convey emotions and create cultural connections.



*Activity:*

How does the voice contribute to the cultural specificity of dubbing? Provide examples of how voice actors can use their voices to connect characters with the audience's cultural references, and explain why this is important for creating an engaging intercultural experience in dubbed materials.

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*Notes and comments:*

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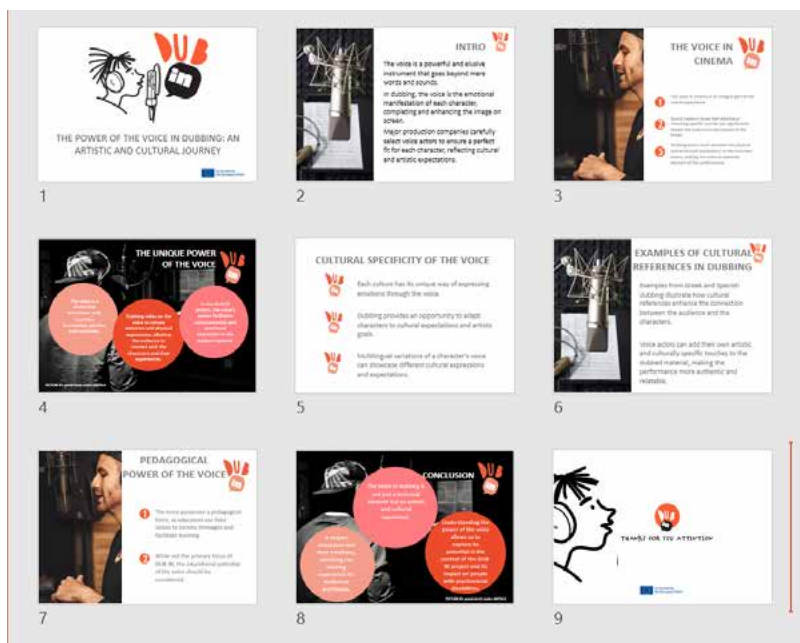
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## SEE PPT2: THE POWER OF THE VOICE



## LEARNING OUTCOMES

After this section you will understand:

The complexities and variations in how people with psychosocial disabilities use their voices and the main goals of the DUB-IN project in addressing these challenges.



### Activity:

What factors influence the modulation, tone, volume, and speed of their voices?

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What are some of the challenges that People with Psychosocial Disabilities face in expressing emotions and maintaining coherent communication?



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*Notes and comments:*

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## READ LEARNING OUTCOMES:

- 1. Get to Know Yourself:** Learn how your feelings and emotions can affect your voice and expressions. Understand your strengths and challenges better.
- 2. Speak with Confidence:** Practice using your voice in different ways – like adjusting the tone, volume, and speed – to express your feelings and ideas more effectively.
- 3. Connect with Others:** Discover how to understand and respond to people’s facial expressions and social cues, so you can communicate better with friends and teachers.
- 4. Handle Your Emotions:** Learn helpful strategies to manage stress, anxiety, and emotions, so they don’t affect your voice and expression too much.
- 5. Speak Up for Yourself:** Gain the courage and skills to share your needs and ask for support when you need it. Be part of a positive and welcoming learning environment.
- 6. Be Flexible in Communication:** Practice adjusting how you communicate depending on who you’re talking to and the situation you’re in.
- 7. Stay Clear and Calm:** Learn techniques to keep your message coherent and clear, even when you feel nervous or unsure.
- 8. Express Yourself Fully:** Explore different ways to show emotions through your voice, facial expressions, and body language.
- 9. Be Strong and Positive:** Build resilience to face challenges related to your psychosocial disabilities. See setbacks as chances to grow and improve.

## DUBBING TECHNIQUES

After this section you will understand:

The intricacies of dubbing, the importance of accurate linguistic translation, performance synchronization, and the broader goal of matching the screen actors’ entire performance.



What are the two main stages involved in the dubbing process?

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Can you provide an example of how differences in timing between languages might pose challenges in dubbing?

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*Notes and comments:*

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## SEE PPT: MASTERING THE ART OF DUBBING

**1 MASTERING THE ART OF DUBBING: BEYOND LIP-SYNCING**

**2 INTRO**  
Dubbing is a form of constrained translation that goes beyond the linguistic code. It involves recreating dialogue in the native language of the target audience, considering the performance of the actors on screen. Dubbing requires both translation and adaptation to ensure synchronization with the performer's actions and emotions.

**3 THE TWO STAGES OF TRANSLATION**  
In dubbing, there are two stages of translation:  
1. Translations of the text: Convey the meaning of the original dialogue.  
2. Adaptation of the translated text: Making the translated text fit the on-screen performance.

**4 TIMING IS EVERYTHING IN DUBBING**  
Timing is a crucial factor in dubbing. It involves ensuring that the translated dialogue matches the lip movements of the original actor. This requires a deep understanding of the original performance and the ability to adapt the translated text to fit the timing of the original.

**5 CONSIDERING SCREEN PERFORMANCE**  
The general screen performance of the actor/actress should be taken into account during the translation and adaptation process. Including pauses, reactions, physical interactions, and other non-verbal elements enhances the authenticity of the dubbed performance.

**6 LIP-SYNCHRONIZATION AND BEYOND**  
Lip-syncing is a key factor in dubbing, ensuring that the dubbed voice matches the lip movements of the screen actor/actress. However, a complete dubbing procedure should aim to match the whole performance of the screen actor/actress, not just the lip movements.

**7 PEDAGOGICAL POWER OF THE VOICE**  
The voice possesses a pedagogical force, as education can often occur in subtle messages and hidden meaning.  
2. While not the primary focus of dubbing, the educational potential of the voice should be considered.

**8 CONCLUSION**  
Dubbing is an art that requires a deep understanding of the original performance and the ability to adapt the translated text to fit the timing of the original. It involves recreating dialogue in the native language of the target audience, considering the performance of the actors on screen. Dubbing requires both translation and adaptation to ensure synchronization with the performer's actions and emotions.

**9 THANKS FOR THE ATTENTION**



## ACTING QUALITIES REQUIRED

After this section you will understand:

The multifaceted skills and attributes required for effective dubbing, highlighting the importance of both technical precision and emotional authenticity.



### Activity:

Why is it crucial for voice actresses/actors to connect with the character's emotions to deliver a convincing performance?

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### Notes and comments:

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## READ ACTING QUALITIES REQUIRED FOR DUBBING:

- 1. Vocal Skill:** Voice actresses/actors should be able to change tone, pitch, and sound to match the original actor's voice and show the same feelings as the original performance.
- 2. Emotional Availability:** Voice actresses/actors should understand and connect with the character's feelings and reasons.
- 3. Adaptability:** Voice actresses/actors need to match their performance with the on-screen actions and emotions of the original actor. They should speak at the same speed and rhythm as the character.
- 4. Technique:** Voice actresses/actors need to make sure their voice matches the character's mouth



movements when they speak.

**5. Artistic Match:** Voice actresses/actors can also add their own artistic touch to the character. This makes the performance unique and expressive. It also makes the character come alive.

## 6. Training and Experience

### EQUIPMENT AND DUB-IN APP

Familiarize with the microphone and the Dub-in APP.



Do you think both (the microphone and the Dub-in APP) are easy to use?

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## SESSION 2: LEISURE AND FREE TIME

Welcome to the second Dub-in training session!

Here, we will unravel dubbing's mysteries, focusing on rhythm and social skills. Explore how dubbing brings words to life and learn about effective communication, empathy, and confidence.

Get ready to enjoy this second dubbing session!

### ANIMAL DUBBING

This game is a fun way to break the ice and get you comfortable with the whole group. It's also a good way to practice vocal expression and improvisation skills that will be useful in dubbing.



What animal did you choose and why? How did your animal sound compare with the sounds your colleagues made?

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## **THE LINE**

The goal is to realize that we often have to talk and interact to people around us, during our leisure and free time.

Knowing how to act and react while connecting with others empowers us and makes us feel competent and safe to plan different activities and personal projects



### *Activity:*

Is there something you wish you did during your free time that you don't do nowadays?

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How well do you feel you manage your leisure and free time when compared with your colleagues?

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### *Notes and comments:*

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## SOCIAL SKILLS INTRO

This activity was designed to start focussing on dubbing but also to explore and understand different social skills in a fun and interactive way.

We recommend you to use your voice to show:

**Excitement:** A voice filled with enthusiasm and anticipation.

**Hesitant tone:** A voice that conveys uncertainty or indecisiveness.

**Active listening:** A voice that shows attentiveness and engagement in the conversation.

**Empathy:** A voice that demonstrates understanding and compassion towards others' emotions.

**Consideration:** A voice that reflects thoughtfulness and regard for the feelings and needs of others.

**Assertiveness:** A confident and self-assured voice that expresses opinions and needs clearly.

**Grateful tone:** A voice that expresses appreciation and thankfulness.



Which social skill is easier to show? Which one is the most complicated?

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Which social skill do you think you employ the most in your daily life?

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*Notes and comments:*

**See the dialogues for this activity and the PPT 'ASSERTIVE BEHAVIOUR'**

## **DIALOGUE:**

### **Emma and Ryan**

Emma and Ryan are friends who have been struggling to find common activities to do together on the weekends.

Emma: (**excited tone**) Hey, Ryan! I've been thinking about what we could do this weekend. How about going hiking? I heard there's a beautiful trail nearby.

Ryan: (**hesitant tone**) Actually, Emma, I'm not a big fan of hiking. I prefer more relaxed activities like going to a museum or watching a movie.

Emma: (**actively listening**) I hear you, Ryan. I love hiking, but I understand it's not everyone's cup of tea. Maybe we can find a compromise that suits both our interests?

Ryan: (**open-minded**) Sure, Emma. I'm open to suggestions. What do you have in mind?

Emma: (**empathetic**) How about we spend the morning hiking, and in the afternoon, we can visit a museum or catch a movie? That way, we get to enjoy both activities.

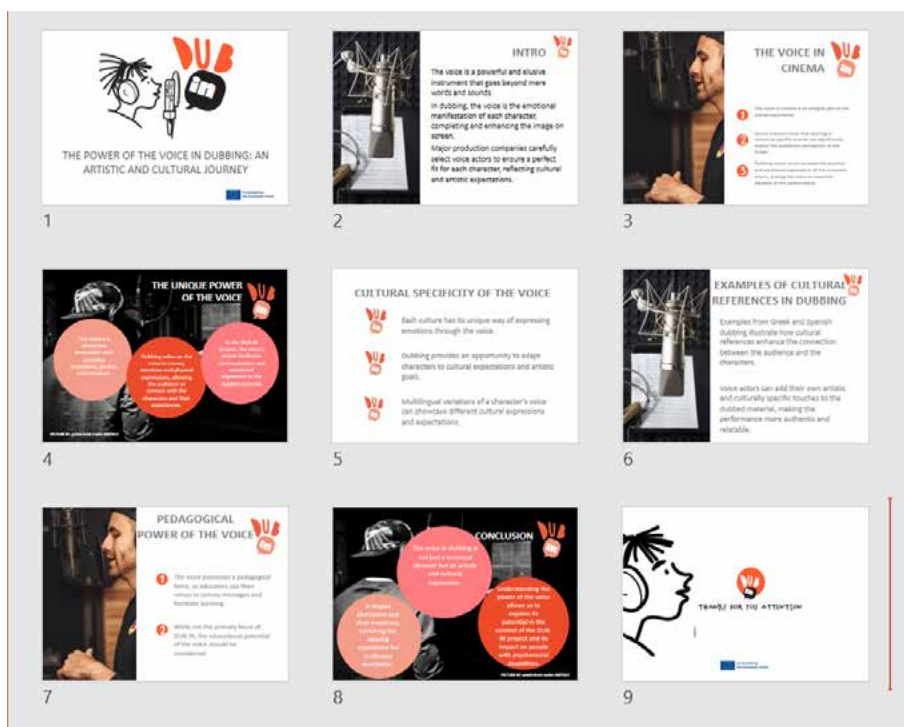
Ryan: (**considerate**) That sounds like a good plan, Emma. I appreciate you finding a middle ground. Let's do it!

Emma: (**assertive**) Great! I'll look up hiking trails in the morning, and you can choose the museum or movie we'll go to in the afternoon.

Ryan: (**grateful**) Thank you, Emma. I'm glad we could find a solution that works for both of us.

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## DUB IT RIGHT

This activity involves improvisation and creativity which are important tools when dubbing, but they could also be applied in your everyday life.



Use this template to prepare your dialogues:

### SCRIPT 1.

- Principal Character:
- Person 1:
- PC:
- P1:
- PC:
- P1.



- PC:
- P1:

## SCRIPT 2.

- Principal Character:
- Person 1:
- PC:
- P1:
- PC:
- P1:
- PC:

## SCRIPT 3.

- Principal Character:
- Person 1:
- PC:
- P1:
- PC:
- P1:
- PC:
- P1:
- PC:

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*Notes and comments:*

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## ROLEPLAY

This exercise will give you the opportunity to reflect upon difficult situations related to the scenarios provided.



*Activity:*

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What should or could you say to have a good feeling in these situations? What would be the useful phrases?

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*Notes and comments:*

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## DISCUSSION

After this activity you will understand the different scenarios we may often find ourselves in. Realize if there is anything stressful and identify the difficulties of any situations.



### *Activity:*

Which scenario did you relate to the most considering your past experiences?

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Why is it important for you to keep in touch with people you appreciate?

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*Notes and comments:*

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## DUBBING THE SCRIPTS

This activity shows the importance of rhythm.

Understand the importance of pauses and breath, notice where the pauses happen and how it all links together when establish the mood and sentiment of each line.



*Activity:*

How can rhythm be important and change the message you want to communicate?

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*Notes and comments:*

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*See the dialogues of these scenarios:*



video 1



video 2



video3

## **TIPS on how to be aware of rhythm:**

- **Detect Rhythm:** Focus on understanding the rhythm of each line. You can do this without using language by using beats, gibberish, or plain sounds. Rhythm not only gives a sense of pace to the line but is also connected to the purpose of each sentence.
- **Pause Power:** Pay attention to the pauses within each line. Notice where actors pause or make short breaks. Also, consider their breathing patterns. These pauses are tied to the purpose of the sentence and influence the overall mood and sentiment conveyed.
- **Feel the Intonation:** Listen closely to the intonation and the overall mood expressed in each line. This gives you insights into the emotions and feelings behind the words, making the dialogue more authentic and engaging.

## **SCRIPT 1.** *“In public transport, ask if the seat next to you is free”.*

- Principal Character: Hello, good morning.
- Person 1: Good morning.
- PC: Excuse me, is the seat next to you free?
- P1: Yes, of course.

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- PC: Do you mind if I sit on it?
- P1: No, go ahead!
- PC: Thank you, that's very kind of you.
- P1: You are welcome.

## **SCRIPT 2.** *"At a concert, a person blocks your view. How to talk to that person?"*

The following conversation is proposed:

- Principal Character: Hello, sorry, I can't see the stage very well.
- Person 1: am... sorry, what's that?
- PC: I said that I can't see the stage very well. Do you mind if I seat next to you, please?
- P1: Yes, yes of course...that's not problem, you can seat next to me.
- PC: Thank you.
- P1: Enjoy the play.
- PC: Oh, very nice.

**SCRIPT 3.** *"Your old friends from high school, with whom you lost contact when your mental illness began, contact you to ask you to go to an alumni lunch. You hesitate to go, but finally you decide that you want to get back in touch with them and you go to that lunch".*

## **The following conversation is proposed:**

- Principal Character: Hello
- Person 1: Hi, long time not see you, how are you doing? We are preparing an alumni lunch; would you like to come?
- PC: Hi, yes, it's been a long time, thank you very much for the invitation, but I don't know if I'll be able to come...
- P1: Come on, cheer up, it's been a long time since we've seen each other and we'd love you to come.
- PC: I don't know...
- P1: It'll be fun, a good way to get back in contact and have a good time together.
- PC: OK, you've convinced me, it should be able to come. I'm looking forward to see you all.
- P1: Great! See you soon, as soon as I know the date and time I'll call you.
- PC: Perfect, and thanks for calling.



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## FEEDBACK



*Notes and comments:*

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## SESSION 3: TRAINING AND EDUCATION

Welcome to this third session of Dubbing Training Course!

Today, we will focus on adapting text and understanding pauses.

Our agenda includes acting activities and role-playing scripts to explore dubbing.

Get ready to practice skills for successful dubbing and effective communication.

Enjoy the session!

### MIRROR

Improve communication and understanding between partners whilst developing empathy towards each other.



How did it make you feel when you and your partner were successful at this activity? And when you weren't able to mirror each other successfully?

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## INTERPRETER

This game is a great way to develop interpreting skills and connection whilst getting to know the basics of dubbing process.

One starts to narrate a story into babbling while the other has to interpret and translate what the first person is meaning to say.



As the speaker, how did you feel when your partner successfully interpreted your babbling? Were there any moments of frustration?

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## THE LINE

The goal is to realize that we often have to talk and interact to people around us, while attending classes, or doing any other activity.

Knowing how to act and react while connecting with others, empowers us and makes us feel competent and safe, to plan different activities and personal projects

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## Activity:

Were the whole group placed together or there was a diversity of answers along the line?

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## Notes and comments:

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## SOCIAL SKILLS INTRO

Explore and understand different social skills in a fun and interactive way while starting to focus on the dubbing process.



## Activity:

Consider any challenging situation you have encountered in the past. How could the social skills portrayed in the activity have helped you?

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*Notes and comments:*

## See the dialogue of this activity:

**Scene:** Emma and Liam are classmates working on a group project for their training program.

**Emma:** (enthusiastic tone) Hey, Liam! Let's discuss how we can divide the project tasks. I think it's important to ensure everyone contributes equally.

**Liam:** (concerned tone) I understand, Emma, but some tasks require specific skills. Not everyone may be comfortable with them.

**Emma:** (listening actively) I see your point, Liam. Can you give me examples of tasks that you think might be challenging for certain team members?

**Liam:** (explaining tone) Sure, for instance, the coding part might be difficult for some since not everyone has programming experience.

**Emma:** (empathetic tone) I understand now. We should consider everyone's strengths. How about we have a team discussion to identify individual skills and preferences, and then assign tasks accordingly?

**Liam:** (thoughtful tone) That's a fair solution, Emma. It ensures that tasks are delegated based on abilities.

**Emma:** (assertive tone) Excellent! Let's schedule the discussion and encourage open communication, so everyone can contribute effectively.

**Liam:** (grateful tone) Thanks for considering my perspective, Emma. I appreciate your willingness to find a collaborative approach.

## DUB IT RIGHT

This activity involves improvisation and creativity which are important tools when dubbing, and could be applied in our everyday life

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## Activity:

Use this template to prepare your dialogues:

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### SCRIPT 1.

- Teacher:
- Principal Character:
- T:
- PC:
- T:
- PC:
- T:

### SCRIPT 2.

- Principal Character
- Person 1:
- PC:
- P1:
- PC:
- P1:
- PC:





**SCRIPT 3.**

- Principal Character:
- Person 1:
- PC:
- P1:
- PC:
- P1:
- PC:



*Notes and comments:*

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**ROLEPLAY**

Explore communication strategies that can lead to misunderstandings and failures in interactions and find solutions to them through effective communication.

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## Activity:

Are there any personal experiences related to misunderstanding communication from your past?

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## Notes and comments:

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## DISCUSSION

Discuss the different scenarios we often may find ourselves in. Realize if there is anything stressful and identify the difficulties of the situation.



## Activity:

What themes emerged in the conversation?

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Did any specific lines or moments stand out to you? Why?

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*Notes and comments:*

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## **DUBBING THE SCRIPTS**

This activity shows the importance of adaptation.

The aim is to understand and be able to identify the duration and speed of each line.

Understand the importance of pauses and breath, notice where the pauses happen and how it all links together when establish the mood and sentiment of each line.



*Activity:*

How can a different tone, speed, and intonation change the message you want to communicate?

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How did you feel when you heard the final result? Were you happy with the improvements made?

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*Notes and comments:*

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## See the dialogues of this activity:



video 4



video 5



video 6

**SCRIPT 1.** “Give some information about yourself, using standard introduction phrases for introduction rounds (name, where you are from, age, prior school or work, hobbies, why do you attend the course)”.

**Teacher:** Hello guys, welcome to the academic year of 2022-23. My name is Margarita Troumpou, and I am the Principal and I will be teaching Physics. Would you like to introduce yourself?

**Principal Character:** Yes, of course. My name is Michaela and I am 25 years old and I decided to return to school because I would like to graduate High School.



**Teacher:** Nice to meet you, Michaela! Where are you from?

**PC:** I'm from Thessaloniki. I have been living in Athens since 2010.

**Teacher:** Oh fantastic! Do you work? Do you have any hobbies?

**PC:** I have been working in a Social Cooperative since 2019. I enjoy repairing computers and this is my main hobby but I'd love it if I could go to an informatics technical school and do that for a living.

**Teacher:** Thank you, thank you Michaela!

**SCRIPT 2.** "Asking someone after class if you can compare notes, because it was so fast today and you are unsure if you wrote down everything correctly".

**Principal Character:** Hi Odysseus!

**P1:** Hi Margarita!

**PC:** I'd like to ask you for a favour...

**P1:** Sure, what's up?

**PC:** I was a little bit confused today in Math Class and I don't think I managed to take good notes and I was wondering if you could share your notes with me...

**P1:** Of course, you can be my guest! Today's lesson was great. We will figure it out...

**PC:** You're a lifesaver, thank you again!

**SCRIPT 3.** "Ask the teacher to explain something you have not understood in a simpler way".

**Principal Character:** Excuse me, I have a question for you...

**P1:** Yes, please, sit down. I am all ears.

**PC:** I believe I didn't catch a few details from the part about algorithms.

**P1:** Would you like me to repeat?

**PC:** Yes, please, but I would appreciate it if you could rephrase or explain it more.

**P1:** O.K., I will try to use simpler words and explain it slowly. Is that ok?

**PC:** Yes, thank you very much!

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Tips on how to use the adaptation in these scenarios:

**Observe Emotions:** Watch the original actors closely – their expressions and body language. This helps you capture the feelings accurately.

**Match Pace:** When you speak, try to talk at the same speed and take similar pauses as the original dialogue. This keeps your words in sync with the actors' movements.

**Use Right Tone:** Adjust your voice tone to match the emotions in the original scene. If they sound happy, sound happy too!

**Stay in Sync:** Remember, when they speak, you speak. Match their tone, mood, and body language for a convincing performance.

**Mark Pauses and Breaths:** Put symbols on your script for pauses and breaths. For example, use / for a pause and ^ for a breath.

**Capture the Scene:** Notice where the person starts talking in the video. This helps you start speaking at the right time.

**Discuss Mood:** Talk about the feelings in the scene. If someone is anxious and talks fast, mark it on your script. This adds realism to your dubbing.

## FEEDBACK



*Notes and comments:*

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## **SESSION 4: TRANSACTIONS**

Welcome to our new Dub-in workshop!

This session is all about improving your communication skills and exploring voice modulation and tone in real-life interactions.

Through exciting activities, you'll learn dubbing mechanics and essential social skills like active listening, empathy, and assertiveness.

Get ready to step into characters' shoes and enjoy this engaging session!

### **SILENT DUBBING**

This game was a great way to practice expression through non-verbal means and interpretation skills.



Was it easy to recognize the emotion only with the expression and the posture? Which emotions did you recognise?

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# DUB-INMAYOR PLAYER PROGRAMME WORKBOOK

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## THE LINE

The goal is to realize that we often have to talk to strangers on a regular basis due to transactional needs.

Knowing how to act and react while having transactional interactions is empowering, making us feel competent and safe.



### *Activity:*

How do you feel about where you placed yourself compared with your colleagues?

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What are the main challenges you face when you need to speak with strangers?

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### *Notes and comments*

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## **SOCIAL SKILLS INTRO**

This activity was designed to start focussing on dubbing but also to explore and understand different social skills in a fun and interactive way.

We recommend you to use your voice to show:

Excitement: A voice filled with enthusiasm and anticipation.

Hesitant tone: A voice that conveys uncertainty or indecisiveness.

Active listening: A voice that shows attentiveness and engagement in the conversation.

Empathy: A voice that demonstrates understanding and compassion towards others' emotions.

Consideration: A voice that reflects thoughtfulness and regard for the feelings and needs of others.

Assertiveness: A confident and self-assured voice that expresses opinions and needs clearly.

Grateful tone: A voice that expresses appreciation and thankfulness.



### *Activity:*

During the last week, were there situations where you could have applied the social skills depicted in the script?

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Reflect on the importance of mutual respect and willingness to consider different perspectives in social interactions. Do you think this knowledge could help in future situations? How so?

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*Notes and comments*

**See the dialogue:**

**Script: “Choosing a Gift”**

**Characters: Emma and Lisa**

**Scene: Emma and Lisa are friends shopping for a birthday gift for their mutual friend.**

**Emma:** (enthusiastic tone) Hey, Lisa! Let’s find the perfect birthday gift for Sarah. I think she would love a piece of jewelry.

**Lisa:** (thoughtful tone) I understand your idea, Emma, but I know that Sarah prefers practical gifts rather than accessories.

**Emma:** (active listening) I see your point, Lisa. Can you give me some examples of practical gifts that you think Sarah might appreciate?

**Lisa:** (explaining tone) Sure, for instance, I know she’s been wanting a new blender for her kitchen or a travel backpack for her upcoming trip.

**Emma:** (empathetic tone) I understand now. It’s important to consider Sarah’s preferences. How about we create a list of practical gift ideas and then decide together?

**Lisa:** (thoughtful tone) That sounds like a fair approach, Emma. It ensures that we choose something that aligns with Sarah’s interests and needs.

**Emma:** (assertive tone) Great! Let’s take some time to brainstorm and research different practical gift options. We can share our findings and make a decision together.

**Lisa:** (grateful tone) Thank you for being open to my perspective, Emma. I appreciate your willingness to find a gift that Sarah will truly value.

## DUB IT RIGHT

This activity involves improvisation and creativity which are important tools when dubbing, and could be applied in our everyday life.



## Activity:

Use this template to prepare your dialogues:

### SCRIPT 1.

- P1:
- PP:
- P1:
- PP:
- P1:
- PP:
- P1:

### SCRIPT 2.

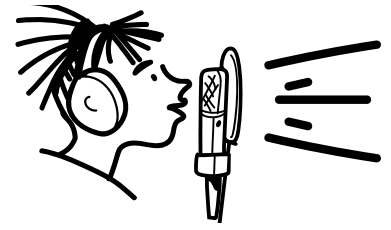
- PP:
- P1:
- PP:
- P1:
- PP:
- P1:
- PP:

### SCRIPT 3.

- P1:
- PP:
- P1:
- PP:
- P1:

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- PP:
- P1:
- 



*Notes and comments*

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## ROLEPLAY

Explore communication strategies that can lead to misunderstandings and failures in interactions and find solutions to them through effective communication.



*Activity:*

Do you feel you could have de-escalated a previous stressful situation in the past?

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*Notes and comments*

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## DISCUSSION

Discuss the different scenarios we often may find ourselves in. Realize if there is anything stressful and identify the difficulties of the situation.



### *Activity:*

What themes emerged in the conversation?

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Did any specific lines or moments stand out to you? Why?

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### *Notes and comments*

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## DUBBING THE SCRIPTS

This activity focuses on the importance of tone and intonation.

The aim is to understand that the tone can be detected without the use of language.

Understand the importance of intonation of each specific word the actors stress, noticing where the pauses happen and how it's all linked together while establish the mood and sentiment of each line.



### Activity:

How did you adapt your delivery to match the characters' feelings and the desired outcomes in each scenario?

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In your life how can the tone and intonation of you conversations change the way you are perceived by other people?

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### Notes and comments

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## See the original dialogues:



video 7



video 8



video 9

**SCRIPT 1.** At a clothing store, you look for an employee to ask, if they have that piece in a different size or a different colour.

Asking for more information, clarification, slowdown...

**Person:** Excuse me, I need some help.

**Employee:** Yes, how can I help you.

**Person:** Do you have this sweater in another colour?

**Employee:** I have to check in the system. But I think we have it in green, blue, red, orange. Which size do you need? We should have all sizes still in store. There's a striped version as well – coming in green-red or...

**Person:** \*gestures with hands to stop/slow down\* Sorry. Please. Give me a moment. That was too quick. I don't want this in red. Could you please tell me the colours again?

**Employee:** We have it in green, blue, orange and as a striped version.

**Person:** I like to try the green one, please. I need size M.

**Employee:** I'll get it for you.

**Person:** Thank you.

**SCRIPT 2.** At the cash register in the supermarket. How to talk to the cashier and the other people in line and let them know it's stressing you out and you feel pressured. Goal should be to slow down the situation when you start to feel anxious and pressured to get in a comfortable zone again.

1st time making a transaction: new doctor, opening a bank account, etc.



**Person:** \*to the cashier\* I'm sorry. This is stressful for me. Please don't hurry so much.

**Cashier:** \*nods, slows down registering goods\*

**Person:** \*turns around to the person behind\* I'm sorry. This is very stressful for me. I might take a minute longer. \*turns back to cashier\*

**Cashier:** It makes 23,50.

**Person:** Okay, give me a second to get my purse. \*to people behind\* Just another moment. Thank you.

**SCRIPT 3.** Approaching a new reception at your doctor's office – or a new doctor's office.

**Person:** Good morning. I have an appointment, Mr(s) Turner at nine.

Receptionist: Good morning. I need your social security number.

**Person:** I'm sorry. This is stressful for me. I haven't been here for a while and haven't seen you before. I'm Mr(s). Turner, what's your name?

Receptionist: I'm Mr(s) Miller. I started two months ago.

**Person:** \*nods\* Nice to meet you. I'm sorry. This is always stressful for me.

Receptionist: It's alright. Please take a seat. It might take a while. We call you, when the doctor has time for you.

**Person:** Thank you.

Tips on how to emphasize tone and intonation:

- 1.** Listen and Learn: Pay attention to how actors emphasize and change the sound of certain words when they talk. Let's chat about how they do it!
- 2.** Volume Matters: Think about how changing the volume of a word can change the way it sounds. How does the loudness affect the feeling of what's being said?
- 3.** The context: Remember that tone and intonation can vary greatly based on the context, so practicing with a range of emotions and situations will enhance your dubbing skills.





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## FEEDBACK



*Notes and comments*

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## SESSION 5: WORK

Welcome to our new Dub-in session!

Today, we are all about voice modulation and tone, but in the context of work interactions.

Get ready to experience different job emotions, step into roles, and polish your dubbing skills.

You will leave here a pro at delivering lines with the perfect emotion and tone.

Enjoy the session!

### RADIO EFFECTS

Warming up the voice for the dubbing session while promoting creativity, collaboration and active listening skills.



#### Activity:

What was your role in this activity?

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How did you like your sound effect?

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*Notes and comments*

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## **THE LINE**

The goal is to realize that we often have to talk to strangers on a regular basis when on the workplace.

Knowing how to act and react while having transactional interactions is empowering, making us feel competent and safe.



*Activity:*

How did you feel during the activity when comparing with your colleagues' answers?

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*Notes and comments*

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## MATCHING WORK CARDS

This game serves as an interactive way to introduce the topic of work while exploring different job dialogues to be acted.



### *Activity:*

Do you think that people from different jobs talk in a different way?

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### *Notes and comments*

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## DUB IT RIGHT

This activity involves improvisation and creativity.

You have to come up with lines that match the scene and characters on the screen.



## Activity:

Use this template to prepare your dialogues:

**SCRIPT 1.** "First day on the job. You introduce yourself to your colleagues".

**Co-worker 1:** hehe...

**Co-worker 2:** Yes, what's very good, very good, very good today...

**Principal Character:** Good morning, I'm Maria. I just start in accounting today.

**C1:** Welcome! I am Marc. Nice to meet you.

**PC:** Nice to meet you too, hi.

**Co-worker 2:** Nice to meet you, I'm Margot. Where are you from?

**PC:** I'm from Leuven, but I moved to Brussels after finishing my Degree in Finances.

**C1:** Good that's great! I am from Greece.

**C2:** I'm...that I'm from Brussels.

**C1:** hehe, you will find many nationalities here.

**PC:** Wow, that's great. In my previous office we were all from Brussels. I'm so excited to meet the rest of the team.

**C2:** That's so great. Anything you need, just tell us.

**PC:** Thank you!

**SCRIPT 2.** "Ask a co-worker for help".

**Principal Character:** Hi Anna, am... I'm sorry... I'm not sure how to use this program. Would you mind helping me, please?

Co-worker 1: Yes, sure! don't worry. What is the matter?

**PC:** I used to work with another program and I'm not sure if it follows the same steps.

**C1:** Okay, that's okay, I'll explain how you to use this program.

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**PC:** Thanks!

**CI:** I will also send you an email with the program's manual. If you have any other worries, you can contact me.

**PC:** Oh...thank you very much, Anna

**CI:** You're welcome, bye!

**Script 3.** "Talk to your boss about another employee who has insulted you and inform him that you do not feel comfortable in this work environment".

**Principal Character:** aam... I'm sorry Ms. Smith, can I talk to you?

**Supervisor:** Yes, of course.

**PC:** Ah, listen, there's a problem I want to talk you about.

**S:** Please, tell me, what is the issue?

**PC:** Some of my colleagues have been calling my names and don't feel comfortable working in this environment...

**S:** I'm so sorry to hear that. I'll see what measures I can take to sold this problem and about make sure it doesn't happen again.

**PC:** Thank you so much.

**S:** I'm sorry again.



*Notes and comments*

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## **ROLEPLAYING**

Explore communication strategies that can lead to misunderstandings and failures in interactions and find solutions to them through effective communication.



In the past, have you had any difficult situation related to work that you wish you handled it in another way? What would you do different today?

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## **DISCUSSION**

Discuss the different scenarios we often may find ourselves in. Realize if there is anything stressful and identify the difficulties of the situation.



In general, how do you feel when you have to introduce yourself to a stranger?

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*Notes and comments*

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## DUBBING THE SCRIPTS

This activity shows the importance of pitch of the voice.

The aim is to understand and be able to identify the duration and speed of each line.

Understand the importance of pauses and breath, notice where the pauses happen and how it all links together when establish the mood and sentiment of each line.



*Activity:*

How did you feel when you heard the final result? Were you happy with the improvements made?

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*Notes and comments*

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The importance of the pauses in relation to the tone of the voice within each line, namely, where do the actors stop speaking, where do they make short pauses. The breath. This is also linked to the aim of each sentence, but it also defines the mood and sentiment behind each line.

## See original dialogues:



video 10



video 11



video 12

### **SCRIPT 1.** *“First day on the job. You introduce yourself to your colleagues”.*

Co-worker 1: hehe...

Co-worker 2: Yes, what’s very good, very good, very good today...

**Principal Character:** Good morning, I’m Maria. I just start in accounting today.

**C1:** Welcome! I am Marc. Nice to meet you.

**PC:** Nice to meet you too, hi.

Co-worker 2: Nice to meet you, I’m Margot. Where are you from?

**PC:** I’m from Leuven, but I moved to Brussels after finishing my Degree in Finances.

**C1:** Good that’s great! I am from Greece.

**C2:** I’m...that I’m from Brussels.

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**C1:** hehe, you will found many nationalities here.

**PC:** Wow, that's great. I'm my previous office we were all from Brussels. I'm so excited to meet the rest of the team.

**C2:** That's so great. Anything you need, just tell us.

**PC:** Thank you!

### SCRIPT 2. "Ask a co-worker for help".

**Principal Character:** Hi Anna, am... I'm sorry... I'm not sure how to use this program. Would you mind helping me, please?

Co-worker 1: Yes, sure! don't worry. What is the matter?

**PC:** I used to work with another program and I'm not sure if it follows the same steps.

**C1:** Okay, that's okay, I'll explain how you to use this program.

**PC:** Thanks!

**C1:** I will also send you an email with the program's manual. If you have any other worries, you can contact me.

**PC:** Oh...thank you very much, Anna

**C1:** You're welcome, bye!

### SCRIPT 3. "Talk to your boss about another employee who has insulted you and inform him that you do not feel comfortable in this work environment".

**Principal Character:** aam... I'm sorry Ms. Smith, can I talk to you?

Supervisor: Yes, of course.

**PC:** Ah, listen, there's a problem I want to talk you about.

**S:** Please, tell me, what is the issue?

**PC:** Some of my colleagues have been calling my names and don't feel comfortable working in this environment...

**S:** I'm so sorry to hear that. I'll see what measures I can take to sold this problem and about make sure it doesn't happen again.

**PC:** Thank you so much.



S: I'm sorry again.

**FEEDBACK**



*Notes and comments*

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## SESSION 6: FAMILY AND FLAT MATES

Welcome to the finale of our Dub-in training course!

You've delved into voice modulation, emotions, and real-life communication. Today, we wrap up with engaging activities that boost your understanding of tone, emotions, and lip sync.

Equip yourself with effective communication tools and confidently engage in any interaction!

Jump into the scenarios and enjoy mastering the art of Dubbing!

### DIALOGUE CHAIN

Warm up for the dubbing session while collaborating in a creative and fun way with your fellow colleagues.



Where you happy with your line of dialogue?

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### THE LINE

The goal is to reflect upon our relationship with family members, friends and/or flatmates, and the regularity



of our interactions with them.

 **Activity:**

What are your thoughts on the frequency of your interactions with family members in comparison to your colleagues?

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 **Notes and comments**

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**DUBBING FAMILY AND FLAT MATE CONVERSATIONS AND REFLECTION**

Use your imagination to give a distinct voice to each character you portray, reinforcing the communications styles, relationships and various dynamics that exist within families and flat mate settings.

 **Activity:**

What are the differences between family members, friends and flat mates?

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Did any of the dialogue/scenarios remind you of your own family/flat mates? In what way?

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*Notes and comments*

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## SEE TYPICAL CONVERSATIONS:

### Scenario 1: Family Dinner

**Characters: Mother, Father, Son, Daughter**

#### Dialogue:

Mother: "Dinner is ready! Please come to the table, everyone."

Father: "I'm just finishing up some work. I'll be there in a few minutes."

Son: "Can I have extra dessert if I finish all my vegetables?"

Daughter: "I'm not hungry. Can I eat later?"

### Scenario 2: Flat Mate Chores

**Characters: Roommate 1, Roommate 2**



## Dialogue:

Roommate 1: "Hey, have you taken out the trash yet?"

Roommate 2: "No, I thought it was your turn this week."

Roommate 1: "I did it last time. It's your turn now."

Roommate 2: "Fine, I'll do it. But you owe me!"

## Scenario 3: Sibling Conflict

### Characters: Brother, Sister

## Dialogue:

Brother: "You took my headphones without asking! Give them back!"

Sister: "I just borrowed them for a while. You never let me use them."

Brother: "They're mine, and you should have asked. It's not fair!"

Sister: "You're always so possessive. I'll give them back, but only if you stop overreacting."

## DUB IT RIGHT

This activity involves improvisation and creativity.

You have to come up with lines that match the scene and characters on the screen.



Use this template to prepare your dialogues:

### SCRIPT 1. "Talking to a flatmate who never does their chores":

Principal Character:

Flat Mate:

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Principal Character:

Flat Mate:

Principal Character:

Flat Mate:

Principal Character:

Flat Mate:

Principal Character:

Flat Mate:

Principal Character:

Flat Mate:

**SCRIPT 2.** For script 2: “ flatmates asks for flatmates to share the housework every week. But you find it difficult to cook,”

Flatmate:

Margarita:

Flatmate:

Margarita:

Flatmate:

Margarita:

Flatmate:

Margarita:

**SCRIPT 3.** “ You have not been feeling well lately and you do not want to ask for help. When your father sees you he insists on visiting a mental health professional”

A:

A’s Mum:

A:





A's Mum:

A:

A's Mum:

A:

A's Mum:

A:

A's Mum:

A:

A's Mum:

A:

A's Mum:

A:



*Notes and comments*

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## ROLEPLAY

Form into groups and receive your script.

In the first activity you will think about how the dialogue could lead to a misunderstanding.

In the second activity you will work on a successful script

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## Activity:

Do you find it easy or difficult to get into uncomfortable situations with family members?

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## Notes and comments

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## DISCUSSION

Discuss the different scenarios we often may find ourselves in. Realize if there is anything stressful and identify the difficulties of the situation.



## Activity:

What themes emerged in the conversation?

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Did any specific lines or moments stand out to you? Why?

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*Notes and comments*

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## **DUBBING THE SCRIPTS**

This activity shows the importance of LIP SYNCHRONISATION.

Understand the importance of pauses and breath, notice where the pauses happen and how it all links together when establish the mood and sentiment of each line.



*Activity:*

How hard do you find it to lip-sync with the scene?

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How did you feel when you heard the final result? Were you happy with the improvements made?

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*Notes and comments*

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## TIPS:

1. It is important to mark pauses and breaths.
2. Find the rhythm of the sentence and synchronise with the dialogue.
3. Combine all the techniques you have learned in order to perform the dialogue.

## See original dialogues

**SCRIPT 1.** *“Talking to a flatmate who never does their chores”:*

Principal Character: Hey! Do you have some time for us to have a chat?

**Flat Mate:** Yes, that’s ok what would you like to talk about?

Principal Character: It is about the household chores, I feel like I am the only person doing them, like



washing the dishes and other stuff too and alongside my work it's getting a little bit overwhelmed.

**Flat Mate:** But I do some chores as well, isn't it?

**Principal Character:** Yes, but I feel I have a bigger amount of work and I was wondering if maybe we could set our schedule, so we can divide things up.

**Flat Mate:** Yea, Ok, Fine. We can do that.

**Principal Character:** Ok, say. Do you have any spare time tomorrow around 7 in the afternoon, so we can draw up the schedule?

**Flat Mate:** Yea, Yea I can be here

**Principal Character:** oh, great

**Flat Mate:** Great!

**Principal Character:** See you then!

**Flat Mate:** Fantastic!

**SCRIPT 2.** *For script 2: "flatmates asks for flatmates to share the housework every week. But you find it difficult to cook,"*

**Flat mate:** Margarita, we need to share the housework on a weekly basis, I am tired of doing everything myself.

**Margarita:** I am happy to do that but can we talk about what the jobs are and how we can divide up the work?

**Flat mate:** Well at the moment I feel like I am doing everything .... And you never cook!

**Margarita:** Ok, there are some jobs I don't like doing- but there are other one's I really enjoy doing, so maybe we can see how we can divide them up.

**Flat mate:** Ok, but as long as I am not stuck doing everything

**Margarita:** Ok, well, you know I really don't like cooking but maybe I could wash the dishes after we eat, is that ok?

**Flat mate:** Yes, that's fine but we can also look at all the others as work and divide them up as well.

**Margarita:** Yes of course, I'm happy to do that. I really am! But I just really Don't like cooking.

**SCRIPT 3.** *"You have not been feeling well lately and you do not want to ask for help. When your father sees you he insists on visiting a mental health professional"*

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**A:** Hi Mam, it's good to see you

**A's Mam:** Hello! How are you? You have not been in touch lately.

**A:** Yea, I have been very busy with no work and my friends.

**A's Mam:** I know but, love, you seem very tired!

**A:** Well, I already told you. I am just tired from being busy all the time?

**A's mam:** I know, I know! It's just that you don't seem to take care of yourself as well as you used to.

**A:** What do you mean by that?

**A's mam:** Your clothes are not washed and I told you, you look tired and distressed.

**A:** Yea, I'm tired but...

**A's mam:** I know... But would you like to go visit the clinic and perhaps to see that social worker that you liked so much?

**A:** I don't think they can help me

**A's mam:** Yea, but we will not know that, unless we go visit them. I can go with you if you like.

**A:** Ok! That sounds fair – can you call them and ask if she would be there.

**A's mam:** Yes of course! And you know that I will definitely come with you!

**A:** I need you.

## FEEDBACK



*Notes and comments*

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**MAYOR PLAYER PROGRAMME WORKBOOK**



Co-funded by the  
European Union