



TRAINERS' BOOK

FOR THE
FOLLOW-US
TRAINING
PROGRAMME FOR
NEETS



Co-funded by
the European Union



Open Educational Resources

Follow-us, Project nr. 2021-1-ES01-KA220-VET-000034691

Trainers' Book

for the Follow-us Training Programme for NEETs

This Teachers book was developed as part of the project „Follow-us – NEETS as Social Media Managers for SMEs“, funded by the European Commission's Erasmus+ Programme and implemented through a collaboration with the following organisations:

Centre for Education – Coordinator
Wisamar Bildungsgesellschaft – Lead of PR2
Cambra de Comerç Mallorca
CCIpR
ITKAM
Team 4 Excellence
CWEP
Polish Chamber of Commerce



Table of Contents

About the Follow-us project	4
The Outputs	4
Project Result 1: The Follow-us Training Programme for NEETs	4
Project Result 2: The Trainer Upskill Course	4
Project Result 3: The Follow-us Platform	4
Introduction to the Use of the Teachers' Book	5
About the single columns	5
Activity ID	5
Method & Activity	5
Teaching and Training Methods	6
Learning Objectives	6
Instruction	7
Materials	7
Notes	7
Time	7
The Trainers' Book for the Follow-us Training Programme for NEETS	8

About the Follow-us project

Nowadays, the NEETs rate in the EU is persistently high (17,1%, Eurostat 2020) and the pandemic situation has worsened their chances to find a suitable education, training or employment. On the other hand, EU Small and Medium Enterprises (SMEs) are not effectively using Social Media Platforms due to many obstacles identified in many EU studies, being the most relevant the lack of knowledge on digital tools and, a tight financial capacity (EC, 2020).

Therefore, the projects' main objective is to use the existing digital and personal skills of NEETs to inspire, motivate and re-integrate them with innovative training-tools, services and methods to develop their skills as Social Media Managers and connect to SMEs who need their services.

The Outputs

Project Result 1: The Follow-us Training Programme for NEETs

The Follow-us Training Programme for NEETs is an innovative full educational plan aimed at training, motivating, and re-activating NEETs by using Social Media as core content. This unprecedented programme of 125 hours is tailor-made for the projects' target groups and will enable them to become Community Managers who offer their services to Small and Medium enterprises.

The Course consists of two main blocks: The Key Competences Modules and the Social Media Modules. The Key Competence modules support them in exploiting their personal skills and motivation, to create value out of their work as Social Media Managers. On the other hand, the Social Media Modules is specific to the competencies needed to become a Community Manager.

This Trainers' Book, which is a result of PR2, is an essential part to guide you as a trainer through this Course by providing a clear structure, teaching aims and learning objectives.

Project Result 2: The Trainer Upskill Course

This online course is based on the NEETs Programme and trains and educates Socio Inclusion workers in a new and effective manner to become knowledgeable and successful trainers of the Follow-us Training programme for NEETs.

The 15 days course is designed to provide the necessary knowledge and skill to the Follow-us trainers in a convenient way: It is structured in the form of Modules and contains subjects of Social Media, Digital Marketing, Key Competence training methods and Employment & Entrepreneurship support. With this effective strategy, organisations that will implement the Follow-us Training Programme, during and after the project lifetime, will act as "Easy-access one-stop-shops" promoted by Youth Guarantee, as they will become centres where NEETs can gain training, certifications, and transition to work but also a place where they will find motivation, engagement and peer-to-peer support to avoid future marginalization.

Project Result 3: The Follow-us Platform

The Follow-us Platform is a Web and Mobile Platform, that allows, on the one hand, SMEs to request free social media services in form of one-off jobs, and on the other hand, young people to offer these services by applying what they have learned in "The Follow-us Programme for NEETs", with the objective to obtain a Community Manager certificate after successfully completing 10 one-off jobs.

The platform furthermore enables students to gain experience, create a network of contacts, and increase employability. Trainers also have their place in the App by interacting with students to answer possible questions or difficult situations that may appear.

Introduction to the Use of the Teachers' Book

The Teachers' Book (the document you are reading right now) is part of the second project result, the Trainer Upskill Course. It is meant to lead you through the Syllabus of the Training for NEETs. This Book breaks down every single lesson the course entails. From the Syllabus, each activity has been given an ID Number. Each ID number refers to the activities listed below within each teaching module. This is how this document connects to the syllabus.

The Course for NEETs has 25 days with 5 hours of lessons each. All in all, the learners will be trained in 11 topics: Social Competencies, Language, ICT, Social Media and Social Media Platforms, Posting Strategy, Content (Text and Visual), Analytics & Monitoring, Advertising and Scheduling.

In its entirety, the course has 112 lessons. The Teachers' Book breaks every single one of them down for you with the following information:

Activity ID	Method & Activity	Learning Objectives	Instructions	Materials & Equipment	Notes for Trainer	Time
Refers to the ID in the syllabus of the NEETs Course	Chosen teaching methods & description of activities	What the students are expected to develop through participating in the activity	Explains in more detail the content of the learning activity Provides step-by-step guidance Can also provide suggested questions, e.g. for de-brief and discussions	Lists all items needed for an activity	Offers useful information for the trainer	How much time is planned for the lesson

About the single columns

Activity ID

This column refers to the ID number of each activity in the Syllabus – the lesson plan.

Method & Activity

This column represents which teaching methods and activities are featured in the lesson.

Methods: The teaching methods refer to the general principles, pedagogy and management strategies which are used for teaching and training instructions in a lesson. The teaching methods for this course have been selected oriented on classroom demographic and subject area(s), in order to attend diversity and focus on the projects target group – the NEETs. The chosen methods are listed below.

Activities: Trainers use activities as a means to develop programmed content and achieve learning objectives, enhancing their learners' knowledge, skills, and attitudes through various teaching methods. These activities not only make learning more engaging but also increase the learners' confidence and critical thinking abilities. The methods and activities employed in the course for NEETs are intended to adopt a non-formal learning approach wherever possible: The goal is for learners to develop reflective understanding, recognize connections between learning outcomes, and independently apply their learning practically. In the context of this course, non-formal learning is based on practical situations that occur in Social Media Management. The students will deal with situations that will occur in everyday work life, e.g. communication skills, time management, or teamwork. It is important, that trainers provide examples from everyday life and let learners discuss different ways to handle its challenges.

Each activity should commence with students reflecting on its content and its relevance to their learning, and conclude with them reflecting on what they have learned.

Teaching and Training Methods

Direct Instruction refers to a teaching approach where trainers explicitly provide information and demonstrate skills to students. The trainer may take on various roles, including formal authority, expert, and personal model. Since this course primarily aims to promote non-formal, reflective learning, direct instructions are always followed up with a more interactive activity.

Experiential learning is a process where knowledge, skills, and attitudes are developed through the transformation of experiences. Students learn by grasping and transforming their experiences across multiple content areas, allowing them to apply problem-solving skills in real-world scenarios.

The **Flipped Classroom Learning Approach** involves students engaging in self-study and completing assignments, rather than receiving information in class and executing learning outside the classroom. Trainers may use self-made or pre-made instructional videos and other material. Please note: Sometimes it makes sense to assign the same tasks and learning material to everybody, while in other situations an individualised approach is beneficial. However: A big advantage of the flipped classroom is, that students can work at their own pace.

Game-Based Learning is a teaching method that aims to engage students in active learning through games. By focusing on mastery rather than school achievements or grades, the learners can develop soft skills and problem-solving abilities necessary for future employment or education. With this method, they complete quests and choose actions in a game-based learning environment to achieve specific learning objectives.

Hands-On Learning involves learners participating in physical, hands-on activities instead of passively receiving information through presentations or demonstrations.

Project-Based Learning is a teaching method where learners work together over a period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. This approach encourages them to collaborate and find solutions to problems or questions posed by the trainer.

Learning Objectives

This column provides indicators of what knowledge, skill and/or attitude the learners are expected to either acquire or develop through participating in the activity. The learning objectives of each activity have been identified to address the curriculum objectives of the 11 modules of the course.

Learning objectives are specific and measurable statements that describe what a person should be able to do, know, or understand after completing a lesson, unit, or course. They help trainers and students focus on the intended outcomes of the learning process and ensure that the instruction is aligned with the desired learning goals. The Learning objectives are based upon the attainment of three types of learning, which are also intertwined: knowledge, skill and attitude. All three of them, sometimes in combination, build competence.

In context of the course, the described terms are defined as follows:

A learning objective related to **knowledge** refers to the specific information or concepts that someone is expected to learn and understand after completing a lesson, unit, or course. It may involve memorization, comprehension, or application of facts, principles, theories, or procedures. The learning objective related to knowledge is often described using terms such as identify, define, describe, list, label, or recognize.

Examples of knowledge-based learning objectives include:

- Learners will be able to define key terms related to the topic.
- Learners will be able to identify the main work steps related to a certain task, e.g. creating a Social Media Plan.

A learning objective related to **skill** refers to the specific ability or competency that a person is expected to develop or improve after completing a task or course. It may involve developing or refining a physical or mental ability, such as problem-solving, critical thinking, communication, or leadership. The learning

objective related to skill is often described using terms such as analyse, apply, or create. Examples of skill-based learning objectives include:

- Learners will be able to use critical thinking skills to analyse and solve complex problems.
- Learners will be able to effectively communicate their ideas and arguments in written and oral formats.
- Learners will be able to demonstrate leadership skills by working collaboratively and motivating others to achieve shared goals.

A learning objective related to **attitude** refers to the specific behaviour, value, or belief that someone is expected to develop. It may involve developing a positive attitude, a growth mindset, empathy, or cultural sensitivity. The learning objective related to attitude is often described using terms such as appreciate or respect. Examples of attitude-based learning objectives include:

- Learners will be able to demonstrate empathy towards individuals from diverse backgrounds.
- Learners will value and exhibit ethical behaviour in academic and professional settings.
- Learners will appreciate the importance of lifelong learning and growth for personal and professional development.

Competence is a learning objective that refers to the learners' ability to apply their knowledge, skills, and attitudes effectively in real-world contexts. It goes beyond simple mastery of concepts or procedures and involves the integration and application of learning to solve problems or accomplish tasks. The learning objective related to competence is often described by using terms such as apply, integrate, adapt or transfer. Examples of competency-based learning objectives include:

- Learners will be able to apply their knowledge and skills to design and develop a working prototype of a product.
- Learners will be able to integrate their learning from multiple disciplines to solve a complex, real-world problem.
- Learners will be able to transfer their skills and knowledge to new contexts and adapt them to changing circumstances.

Instruction

This column provides detailed information about the learning activity and offers step-by-step guidance to the trainer on how to deliver it effectively. Additionally, it includes suggested exercises and questions to facilitate debriefs and discussions at the end of an activity. Those conversations are crucial elements of the course as they encourage students to reflect on the information they learned and the situations they experienced during the activity. The trainer should always feel free to adapt the course and its single lessons to the needs of their students. E.g. if learners have difficulty discussing a topic, you as the trainer should offer further support by rephrasing a question or reminding them of relevant parts of the activity.

Materials

This column lists items as teaching aids to support the explanation and learning of the content. Also, some exercises need certain materials which will be listed here as well.

Notes

Sometimes we have some additional information, suggestions or food for thought, that did not fit into the Instruction column.

Time

This column tells you how much time is planned for this specific lesson.



THE TRAINERS' BOOK

FOR THE

FOLLOW-US TRAINING PROGRAMME
FOR NEETS

Day 1 – Social Media Platforms: Social Media in a nutshell

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
1	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Define social media platforms;</p> <p>Describe characteristics of social media marketing;</p> <p>Describe types of social media users.</p>	<p>Step 1 (20 mins): On a flipboard list the types of platforms according to their purpose and type of content. Ask the students where they would fit the platforms they use in the scheme on the flipchart.</p> <p>Step 2 (15 mins): Screening of the video Social media and online marketing and discussion about using social media for beneficial purposes.</p> <p>Step 3 (20 mins): Presentation about the Social media team and Social media marketing.</p> <p>Step 4 (15 mins): Screening and discussion about monetization. 5 Ways To Monetize Your Social Media Following</p> <p>Step 5 (30 mins): Discuss about types of Social Media users and their characteristics. Target market categories and segmentation.</p> <p>Step 6 (20 mins): Debriefing. Discuss about demographic segment by their age and gender.</p> <ul style="list-style-type: none"> • What ads are they likely to be exposed to? • How do they feel as young consumers when ads are targeting them so directly based on age or gender? 	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	2 hrs

Day 1 – Language: Introduction of the module

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
2	<p>Direct Instruction</p> <p>A combination of Lecture and Group Work</p> <p>Lecture on why the module “Language” is important</p> <p>Group work about what the students expect from the module + discussion of the results</p>	<p>Learners will be able to:</p> <p>Understand the purpose of the single topics the module “Language” covers</p>	<p>Step 1 (10 mins): Lecture</p> <p>Introduction of the topics that the module will cover: explain the single topics very briefly so you students have an idea what to expect.</p> <p>Step 2 (25 mins): Groupwork</p> <p>Let the students form groups. Let them discuss the questions in the course for 20 minutes (e.g. What do you expect to learn in this lesson? What lesson are you looking forward to the most? Why? Is there some lesson you would rather skip? Why is that? Did we miss an important topic? If so, which one?).</p> <p>Ask them to write down their thoughts (on paper, on the computer, it is their choice.</p> <p>Step 3 (25 mins): Discussion</p> <p>Discuss the single questions with the whole class.</p> <p>As a result, students should have an idea what they can expect in the days to come and the reason behind the single lessons.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer ▪ Pens ▪ Paper <p><i>(optional)</i></p>	<p>This lesson is designed to help learners understand the importance of the module. This also means taking away possible fears and anxieties. If you notice that certain content is unnerving your learners, focus the discussion particularly on removing these uncertainties. Learners should leave this lesson looking forward to learning.</p>	1 hr

Day 1 – Social Competences: Self Consciousness & Life skills assessment

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
3	<p>A combination of Direct Instruction + Experiential learning + game-based learning</p> <p>The activity will start with an introduction to the topic of “Life Skills” presented by the instructor. In a second step, students will discover through the “VALITS 2” self-assessment tool, which are their information skills.</p>	<p>Learners will be able to:</p> <p>Identify and understand own emotions behaviours, feelings and thoughts.</p> <p>Understand their soft skills (strengths and weaknesses).</p>	<p>Step 1 (10 mins): Introduction to Life Skills</p> <p>In this activity, you will explain your students 10 of the most demanded life skills by companies in the EU. Students can read the definitions in their PC’s or e-books while you are explaining them, but make sure you provide them with in-depth explanations in case they struggle with some definition. In your Upskill course, you will find 10 extra definitions, in case your students have hungry brains, you can also visit ESCO.</p> <p>Step 2 (15 mins): Life Skills in Discussion: In this second activity, you will ask the following questions to your students: <i>Do you know other Life Skills? Which life skills do you think are needed for Social Media Managers? Are you aware of your soft skills?</i></p> <p>By conducting this debate together with the rest of the class, they will learn through “experiential learning” more insights about life skills.</p> <p>Step 3 (35 mins): Test your Soft Skills!</p> <p>With the help of the VALITS 2.0 tool, your students will self-assess their life skills through game-based learning. More information in “notes for teacher”.</p>	<ul style="list-style-type: none"> ▪ Computers ▪ Digital Screen ▪ Handouts ▪ The VALITS 2 Assessment Tool: www.valits.eu 	<p>Please make sure that internet connection is powerful enough, as depending on the size of the group, the VALITS 2.0 tool will need a fast connection.</p> <p>Be aware that some students will need help in the use of the VALITS 2.0 tool, and/or setting up the computer and other devices.</p> <p>Please run the test first to get familiarised with the game before the session.</p>	1 hr

Day 1 - What is an online presence?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
4	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos.</p>	<p>Learners will be able to:</p> <p>Understand the definition of online presence.</p> <p>Know how important online presence is when gaining recognition among new costumers.</p> <p>Realise other benefits that online presence can bring for the business.</p> <p>Recognise online presence components and their use.</p>	<p>Step 1 (15 mins): Introduce the definition of online presence and list the benefits that it can bring to yourbusiness.</p> <p>Step 2 (15 mins): Introduce the topic of online presence components. First present the video on how to create a website and how this can influenceyour company’s online presence.</p> <p>Step 3 (10 mins): Explain the definition of SEO and factors thatcan determine how search results will look like for particular query.</p> <p>Step 4 (10 mins): Describe the types of content that can boost online presence and present an article to readabout 15 effective ways to build your online presence.</p> <p>Step 5 (10 mins):</p> <ul style="list-style-type: none"> Name two benefits that online presence can influence your company and match terms with their meaning. 	<ul style="list-style-type: none"> Computer Mobile phone Tablet Pencil Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 2 – Social Media Platforms: Facebook

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
5	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand the different features of Facebook for business;</p> <p>Describe Facebook engagement system;</p> <p>Create a Facebook business account.</p>	<p>Step 1 (10 mins): Start by asking your learners:</p> <ul style="list-style-type: none"> How did you find out about the business through Facebook? What do you think are the ways by which you can promote a business on Facebook? <p>Step 2 (20 mins): Presentation about the Facebook engagement system and methods to improve business visibility.</p> <p>Step 3 (10 mins): Flipboard presentation of personal Facebook profile vs. Business Facebook profile.</p> <p>Step 4 (10 mins): Connect the laptop to the projector and present to the class a simulation of creating a Facebook business account. Highlight new features of this account compared to the personal account.</p> <p>Step 5 (10 mins): Discuss with participants about creation of a business account. Decide the business area, the product or service and the target group. Prepare them for the next day when they will create a Business Facebook profile.</p>	<ul style="list-style-type: none"> Laptop Projector Flipboard Paper Post-its Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 2 – Language: Why being versatile for clients is important

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
6	<p>Direct Instruction</p> <p>A combination of Lecture and Group Work.</p> <p>Lecture on why the versatility is important</p> <p>Group work about the topic</p>	<p>Learners will be able to:</p> <p>Demonstrated improved knowledge</p> <p>Understand the importance of versatility.</p>	<p>Step 1 (5 mins): Lecture</p> <p>Introduction about what being versatile means</p> <p>Step 2 (25 mins): Group work</p> <p>Let the students form groups. Let them find reasons and arguments why they personally want to be versatile in their role as a Social Media Manager.</p> <p>Step 3 (20 mins): Discussion</p> <p>Discuss the topic with the whole class and collect their arguments in a file</p> <p>Step 4 (10 mins): Summary</p> <p>With all the thoughts collected, see what is missing and, if necessary, add to the facts collected in the course</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer ▪ Pens ▪ Paper <i>(optional)</i> 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 2 – Social Competences: Self Motivation

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
7	<p>Experiential Learning</p> <p>A combination of at least 2 class group activities to foster self-motivation.</p>	<p>Learners will be able to:</p> <p>Strengthen the achievements</p> <p>Foster self-motivation</p> <p>Demonstrate awareness of the connection between life skills and self-motivation</p>	<p>Step 1 (20 mins) "Motivational Survey".</p> <p>The teacher will ask the students questions like:</p> <ul style="list-style-type: none"> • "Why did you enrol in this course"? • "How do you feel today?" • "What can you bring to the rest of the group?" <p>The answers of students will give them enough motivation to keep on doing the course while learning from peers.</p> <p>Step 2 (35 mins): Highlights of my life.</p> <p>The group facilitator will ask everyone to think about what 30 seconds of their lives they would like to live again in the hypothetical case that they only had that space of life left. The teacher will then ask them "what can you change now to achieve that moment"?</p> <p>Step 3 (5 mins): Reflection</p> <p>Guide learners to reflect of their answers and their peers' answers. These could make them motivated to "do something" and do not loose motivation during the rest of the course*</p>	<ul style="list-style-type: none"> ▪ Paper ▪ Pens. ▪ Colour pens in case you want to make it more creative. 	<p>Have a series of games ready in case these games do not work in class.</p> <p>*Advice: use the students answers throughout the course in case some of them loose motivation at some stage.</p>	1 hr

DAY 2 - Building a business website. How to do it?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
8	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos + activity on website creation</p>	<p>Learners will be able to:</p> <p>Understand the steps in website creation process.</p> <p>Understand how good domain can affect business reputation.</p> <p>Understand the difference between shared and dedicated web hosting</p> <p>Create a website using appropriate tools.</p>	<p>Step 1 (15 mins): Explain the steps of website creation.</p> <p>First, discuss the website builders with a reference to the article on the best tools suggested. Then, explain how to choose a good domain and how it can influence a business. Next, point to the clear purpose and the visuals on the website. Explain the web host options with referencing to the tools presented in an article attached.</p> <p>Suggest some management systems available.</p> <p>Step 2 (40 mins): Hands on activity</p> <p>Activity on creating a website using a website builder of their choice. Trainer can suggest one of the above tools presented.</p> <p>Step 3 (5 mins): Presentation. Invite students to briefly present the progress of their work.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video explaining How to make a website in 10 min.</p>	1 hr

Day 3 – Social Media Platforms: Facebook

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
9	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of Facebook for business;</p> <p>Describe Facebook engagement system;</p> <p>Create a Facebook business account</p>	<p>Step 1 (10 mins): Start with debriefing of the previous day (Activity ID 5). Continue by asking your learners:</p> <ul style="list-style-type: none"> • What are the types of Facebook that you can choose for your business? • What do you think are the advantages? <p>Step 2 (20 mins): Presentation about the Types of Facebook. Help them to decide on the type of Facebook to be used. Watch the video about the optimized Facebook Business Page.</p> <p>Step 3 (60 mins): Divide students into groups of 4 and give them the task of coming up with a Facebook post idea for the newly created page. The aim of the post is to attract as much of the business's target audience as possible. Tell them to send all information for posting to WhatsApp or email so that it can be posted.</p> <p>Step 4 (20 mins): Presentation of FB pages and posts. Group presentations (few min per group).</p> <p>Step 5 (10 mins): Invite the students explain their choices and how they worked.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	2 hrs

Day 3 – Language: Communication in English

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
10	<p>Direct Instruction</p> <p>A combination of lectures, group work, and discussions</p>	<p>Learners will be able to:</p> <p>Demonstrate improved knowledge</p> <p>Exemplify the advantages of being able to communicate in English as a Social Media Manager.</p> <p>Demonstrate improved presentation skills</p>	<p>Step 1 (5 mins): Introduction of the topic</p> <p>Step 2 (20 mins): Group work</p> <p>Let the students form groups. Invite them discuss why knowing English as a Social Media Manager might be advantageous</p> <p>Let them prepare a short presentation with their arguments to convince “sceptics”</p> <p>Step 3 (25 mins): Presentation of arguments</p> <p>Each group presents their arguments</p> <p>Trainer collects them all on a board</p> <p>Step 4 (10 mins): Discussion</p> <p>After all presentations, the group checks the board and adds further reasons they can think of.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer ▪ Pens ▪ Paper (optional) ▪ Board (analogue or digital) 	<p>Tell your students that their presentations should not exceed the 5-minute mark. Let them have fun with this exercise, the presentations do not have to be too serious. The main goal of the lesson is to create in- sight into why they should be able to communicate in English at least a little bit.</p>	1 hr

Day 3 – Social Competences: Empathy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
11	<p>Direct Instruction and Experiential Learning</p> <p>A combination of at least 3 class group activities to learn about Empathy through experiential learning and a short introduction of the different types of Empathy.</p>	<p>Learners will be able to:</p> <p>Identify, understand and regulate the emotions of peers</p> <p>Understand the term of empathy and its different kinds</p>	<p>Step 1 (15 mins) – Introduction. In the Programme for NEETs, students will find the definition of Empathy and types (affective, somatic and cognitive). Make sure they all understand these definitions before stepping into the 1st game (what’s wrong?).</p> <p>Step 2 (20 mins) What’s wrong?: In this activity, students should be divided into groups and then consider a specific situation. The goal is for team members to assess the opinion and position of others in a given situation. To do this, they should ask each other how they would feel in that fictitious situation. They will find examples of those situations in the programme.</p> <p>Step 3 (20 mins): Draw your mate: Students are asked to put their name on a white sheet and then these will be randomly distributed among all of them. Then, students should draw the partner from the paper they have. This way they can see how others see them.</p> <p>Step 4 (5 mins): Choose 2/3 songs that talk about empathy, if you need help, here you can find a list of 21 songs that will make your students being more interested in the topic as some of their favourite artists sing about it. Let your students play a song if they know any related to the topic!</p>	<ul style="list-style-type: none"> ▪ Paper ▪ Pens. ▪ Colour pens ▪ Computers ▪ Screen ▪ Mobile Phone ▪ Music Player/speaker 	<p>Make sure you know your students background before conducting this activity, as some fictitious situations can cause demotivation or negative emotions.</p>	1 hr

DAY 3 - How to start a blog?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
12	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos + activity on blog creation</p>	<p>Learners will be able to:</p> <p>Apply knowledge to start a blog;</p> <p>Understand the importance of blogs as the most effective strategy for content creation;</p> <p>Use software for blogging.</p>	<p>Step 1 (5 mins): Explain to the students what a blog is and why it is important for businesses to have one.</p> <p>Step 2 (15 mins): Introduce students to some proved ideas on how to start a blog and explain each one to them.</p> <p>Then discuss the actions that need to be made to start a blog online and what blogging platform might be chosen.</p> <p>Step 3 (10 mins): Talk about WordPress as a popular software for blogging. Students can watch a video about how to start a blog.</p> <p>Step 4 (30 mins): Hands on activity</p> <p>Activity on creating a blog using a platform of their choice. Trainer can suggest one of the above tools presented.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 4 – Social Competences: Entrepreneurship Skills

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
13	<p>Direct Instruction and role play</p> <p>A lecture about communicate, sell, focus, learn, and strategize and an in-class activity.</p>	<p>Learners will be able to:</p> <p>Demonstrate new key entrepreneurial skills</p>	<p>Step 1 (30 mins) – Introduction. You will be introducing the concept of Entrepreneurship and how important it currently is across the EU. Later on, you will list and explain which are the top 5 skills an entrepreneur should possess. The definitions are included in the NEETs Programme: Communication, Sales, Focus, ability to learn and being able to develop a business strategy.</p> <p>TIP! Make the introduction section interactive by asking questions to your students! Do not follow the traditional model during these 20 minutes.</p> <p>Step 2 (30 mins) – prepare role play. Students will be divided in groups of 2 where one will be the Social Media Manager and the other owns a company that needs social media support. Tell your students to prepare their profiles (e.g. type of company, type of Social media services...).</p> <p>Step 3 (1h) – Role Play! Tell your students to go on stage and conduct the role play. Let them have a piece of paper or some slides where they can have some support in case, they become nervous. Some tips are explained in the NEETs programme. When they all finish, please ask Social Media managers: <i>did you sell what you wanted to?</i> And then the entrepreneur: <i>did the Social Media manager understood/met your needs?</i></p>	<ul style="list-style-type: none"> ▪ Paper ▪ Pens. ▪ Computers ▪ Screen ▪ Some staging decoration if appropriate(e.g. you can ask your students to bring a suit?) 	<p>Have some company profiles prepared in case some of the students are lacking ideas.</p>	2 hrs

Day 4 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
14	<p>Project based learning with direct instruction and teamwork exercises</p> <p>Introduction and explanation of Social Media platforms and key roles for business.</p> <p>Introduction of the concepts “communication” and “target” to identify companies’ potential “buyer persona” and determine the most appropriate social media platform to meet their needs.</p> <p>Use of "Role Play" game to simulate a potential discussion between company and SM manager.</p>	<p>Learners will be able to:</p> <p>Consolidate knowledge on Social Media platforms providing the necessary tools to identify business needs;</p> <p>Understand that social media is different from each other and has a different role.</p>	<p>Step 1: (30 mins) Before introducing contents, open a discussion and ask students some previous questions:</p> <ol style="list-style-type: none"> <i>Do you know which the differences between the various social media are?</i> <i>For what purpose do you use social media? For entertainment? Networking? Being up-to-date with breaking news?</i> <i>Do you think that having an online presence is important for companies?</i> <p>Step 2: (30 mins) Introduce and explain contents focusing on the existing difference in target group and functionality of each social media platform.</p> <p>Step 3: (50 mins) Read the introduction to the “Role Play” and divide the students in couple of two. One student will be the social media manager and the other one takes the role of the company. The final goal of the game is to find the most suitable social media platform and strategy for the company’s need.</p> <p>Step 4: (10 mins) Reflection. Guide students to reflect on this exercise help future social media managers to understand which strategy is best suited to meet company’s needs.</p>	<ul style="list-style-type: none"> Computer Internet connection 	<p>Split the lesson in two parts: introductory, for content explanation, and interactive.</p> <p>Knowing the differences between the various existing social media platforms, understanding the characteristics of the target audience and the appropriate communication method to be applied, will help future social media managers to understand which strategy is best suited to meet company’s needs.</p>	2 hrs

DAY 4 – ICT: Domains and Hosting

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
15	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Understand the difference between the two: domain and hosting;</p> <p>Ability to get domain and hosting for the website;</p> <p>Know the steps to obtain a domain name.</p>	<p>Step 1 (10 mins): Start by explaining the definition of Domain and Hosting and then continue by inviting students to watch the video about their differences.</p> <p>Step 2 (15 mins): Guide students through the steps of how to obtain a domain name.</p> <p>Step 3 (10 mins): Explain why do they need a domain name for their business.</p> <p>Step 4 (15 mins): Explain further what web hosting is and invite students to watch a short video on the topic.</p> <p>Step 5 (10 mins): Ask students to do a test checking their knowledge on the topic.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 5 – Social Competences: Social Behaviour

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
16	<p>Direct Instruction</p> <p>Masterclass about Social Behaviour and explanation of which skills they should have.</p>	<p>Learners will be able to:</p> <p>Identify and work on listening, structure in conversation, formulation of questions and requests.</p>	<p>Step 1 (30 mins) – Introduction. You will be introducing the concept of Social Behaviour and the types of interactions an individual can have (e.g. cooperative or parental).</p> <p>Step 2 (10 mins) – After going deep into every type of interactions, ask your students to provide examples of these interactions. <i>In the upskill Course, you will find the definitions of these type of interactions.</i></p> <p>Step 3 (20 mins) – Guide students to identify the skills when 2 or more types of interactions are being overlapped. Please read the publication by Milos Kantaras and propose the model to your students. Then analyze the model in class, and together with all students, identify other skills that are missing in the model.</p>	<ul style="list-style-type: none"> ▪ Course Exercises ▪ Computers ▪ Screen 	<p>Read the BESSI publication right in advance in order to be prepared for the class.</p>	1 hr

Day 5 – Visual Content: Types

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
17	<p>Direct Instruction +role play</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Highlight the importance of photos on social networks</p> <p>Explain and describe image types</p> <p>Understand various aspects to be taken into account when taking photos: theory and practice</p> <p>Create photos for social media.</p>	<p>Step 1 (20 mins): Start by asking your learners:</p> <ul style="list-style-type: none"> Close your eyes. And now think about "social media". What comes to mind? Debate: Image flashes? There is text and words? Most will remember images. <p>Step 2 (20 mins): Presentation with data about the importance of images.</p> <p>Step 3 (10 mins): Presentation of photos/ images on SMEs social media: product and service, site, workersand event.</p> <p>Step 4 (30 mins): Practical part. Explanation of how to take photos for social media. We will go into the details to take into account when taking photos.</p> <ul style="list-style-type: none"> Presentation about aesthetic elements. Presentation about technical aspects. Presentation about basic rules. <p>TIPS! Comment the screen images and suggest that students describe situations and images that they remember.</p> <p>Step 5 (10 mins): Screening of the video 5 tips to instantly up your photo game and discussion about it.</p> <p>Step 6 (30 mins): Teacher explains the activity and guide students do the activity individually.</p>	<ul style="list-style-type: none"> Laptop Projector Phone 	<p>In this lesson, you are a teacher and facilitator.</p>	2 hrs

DAY 5 – ICT: How to create a social media

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
18	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Know how to create social media channels.</p> <p>Understand the importance of having social media channel for business media strategy.</p>	<p>Step 1 (10 mins): Introduction</p> <p>Explain that social media channel is vital part of company's existence.</p> <p>Step 2 (15 mins): Explore</p> <p>Describe different social media platforms and how can students choose one that suits their business's needs.</p> <p>Step 3 (10 mins): Explain</p> <p>Explain how YouTube works and what it can be used for.</p> <ul style="list-style-type: none"> Invite the students to watch the step by step guide: Video <p>Step 4 (25 mins): <i>Hands on activity</i></p> <p>Ask students to create their social media channel on YouTube by following the steps presented.</p>	<ul style="list-style-type: none"> Computer Mobile phone Tablet Pencil Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 5 – Language: Tools

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
19	<p>Direct Instruction</p> <p>A combination of lectures, experimental learning and discussion</p>	<p>Learners will be able to:</p> <p>Demonstrate improved knowledge</p> <p>Get to know helpful tools and make informed decisions about using them.</p> <p>Demonstrate improved teamwork and time management skills.</p> <p>Understand the advantages of knowing some English.</p>	<p>Step 1 (15 mins): Introduction of the topic and of single tools. Provide a short presentation how the tools work + Video (see course)</p> <p>Step 2 (30 mins): Exercise (The Translation Game)</p> <p>Let the students form groups. Invite them to write/choose a text and translate it several times into different languages</p> <p>In one last step, the text gets translated back into their first language</p> <p>Step 3 (15 mins): Presentation of results</p> <p>The groups present their original texts and the final texts produced by the translators.</p> <p>Usually, texts that get translated several times are quite funny and make no sense anymore.</p> <p>This should show the class that the use of translation tools has its limits.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	In this lesson, you are a teacher and facilitator.	1 hr

Day 6 – Language: Dragon Egg Exercise

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
20	<p>Experimental Learning</p> <p>Group work to combine the previous lessons into a practical outcome.</p>	<p>Learners will be able to:</p> <p>Demonstrate improved teamwork and time management skills.</p> <p>Understand the advantages of knowing some English.</p> <p>Confident use of translation apps.</p> <p>Demonstrate creative writing and advertising skills.</p>	<p>Step 1 (15 mins): Preparation</p> <p>Let your students form groups of 4-6 people, depending on class size. Give instructions as seen in the NEETs Course: Design an “egg protector”, write a short advertising text and translate it into English.</p> <p>Lay out the materials. Every group can use as much as they need.</p> <p>Note: If a water balloon breaks, give the group a new one. This information you should keep to yourself and only implement when necessary.</p> <p>Step 2 (2 hrs): Dragon Egg Exercise - Keep an eye on the time and let your class know when one hour has passed. Some groups also might need the hint that different people can work on different tasks.</p> <p>Step 3 (35 mins): Let each group present their product with help of their advertisement text in their first language. <i>(max. 5 mins each)</i></p> <p>Testing the designs: Drop the eggs (out of a higher window, if possible)</p> <p>Step 4 (10 mins): Anonymous voting of the winner + awarding of prizes</p>	<ul style="list-style-type: none"> ▪ Water balloons ▪ Water ▪ Newspaper ▪ Adhesive Tape ▪ Wooden sticks (alternative: paper straws) ▪ Prize that excites the group ▪ every group should get a price, but there should be a bigger one for the champions ▪ Laptop ▪ Beamer 	<p>In this lesson, you are a moderator and timekeeper.</p> <p>The exercise also serves the purpose of getting to know each other better while having fun. Find a balance between letting the students figure out the tasks on their own and supporting them when they need advice.</p>	3 hrs

DAY 6 – ICT: How to set up Two Factor

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
21	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Understand how to set up two factor authentication for Google account.</p> <p>Highlight the importance of online security.</p>	<p>Step 1 (10 mins): Introduction</p> <p>Introduce the concept of online security. Explain the term Two Factor Authentication to students</p> <p>Step 2 (40 mins): Explore and Explain</p> <p>Ask students to log in into their Google accounts. Then go through presentation explaining the steps of setting 2FA in Google account.</p> <p>Step 3 (10 mins): Evaluation</p> <p>Ask students to answer the questions in a quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The activity on setting up 2FA engages the students and they can apply the acquired knowledge at the same time.</p>	1 hr

Day 6 - Content: Formatting text

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
22	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Create engaging, visually appealing posts that attract readers and encourage them to take action.</p> <p>Use the right font size and type, formatting text with bold, italics, and underlining, and using bullets or numbered lists to break up longer passages.</p>	<p>Step 1 (10 mins): Introduction</p> <p>Introduce the concept of formatting text in social media, outlining the benefits and how it can be used to create visual content.</p> <p>Step 2 (30 mins): Explain and Explore</p> <p>Explain the different formatting options available, such as bold, italics, underline, font size and colour. Provide examples of each and allow students to practice by formatting some text using the different options.</p> <p>Step 3 (15 mins): Elaborate</p> <p>Discuss best practices for formatting text in social media, such as using formatting to create a visual hierarchy and improve readability.</p> <p>Step 4 (5 mins): Reflection</p> <p>Provide a few case studies of successful social media posts that have used formatting to great effect.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Show students how to use different text styles and sizes to convey their message in social media posts.</p> <p>Explain how to use special characters, how to use bold, italic etc.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 7 – Language: Basic English - Let's practice!

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
23	Experimental Learning	<p>Learners will be able to:</p> <p>Demonstrate improved basic English communication skills</p> <p>Demonstrate teamwork abilities</p>	<p>Step 1 (10 mins): Preparation</p> <p>Remind your class of the reasons why knowing some basic English is important as a Social Media Manager</p> <p>You can use the list you have created together in Lesson on day 3 (Activity ID 10)</p> <p>Step 2 (15 mins): Introduce “<u>Hunt for Europe</u>”</p> <p>There are 2 options:</p> <ol style="list-style-type: none"> the interactive lessons (single player) the Multiplayer Game (needs to be downloaded on the computer or phone) <p>We suggest you lead through the Hunt for Europe website and installation of the programme by sharing your screen before letting your class visit it on their own</p> <p>Step 3 (35 mins):</p> <p>Let the students work with Hunt for Europe in their own.</p> <p>We suggest using this first lesson (there are 2 more for this activity) for the interactive lessons only.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer ▪ list created in ID10 ▪ Headphones with a microphone 	<p>We suggest using this lesson for introducing Hunt for Europe and to identify possible technical difficulties. You will have two more lessons to practice.</p> <p>You can also let your students form learning groups. That way, they support each other.</p> <p>Since Hunt for Europe works with speech recognition, we suggest having the groups use separate rooms, if possible.</p>	1 hr

DAY 7 – ICT: Online communication

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
24	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Describe different types of online digital tools.</p> <p>Identify which tools to use for different purposes.</p>	<p>Step 1 (5 mins): Introduce the topic of digital tools for different business purposes.</p> <p>Step 2 (15 mins): Describe email as a most commonly used communication tool. With using presentation explain how to write email content that increases engagement and how to create an email newsletter.</p> <p>Step 3 (20 mins): Describe video conferences tools and their main functions.</p> <p>Step 4 (15 mins): Describe content creation types and what digital tools can be used</p> <p>Step 5 (20 mins): Describe purpose of assessment tools and present Google Forms and Survey Monkey as an example of tools to create questionnaires.</p> <p>Step 6 (15 mins): Ask students to create a form in Google Forms and share it online with colleagues.</p> <p>Step 7 (20 mins): Describe purpose of problem-solving tools presenting Google Translate, Google Maps and Doodle.</p> <p>Step 8 (10 mins): Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Refer to articles linked in the presentation.</p>	2 hrs

Day 7 – Social Competences: Relationship building

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
25	<p>Experiential learning</p> <p>Lecture about how to do networking in different scenarios and in class activity: Techniques to create your own network (online, onsite and other channels: i.e. phone).</p>	<p>Learners will be able to:</p> <p>Create and cultivate relationships.</p>	<p>Step 1 (20 mins) – Introduction</p> <p>You will be introducing the concept of Relationship building and the different scenarios where students can create or widen their network. These can be: family and friends, attending events, social media, connect with former classmates, join professional organizations and Volunteering.</p> <p>Provide your students different examples and show them that even though they are still very young, the chances to do networking are high at all levels.</p> <p>Step 2 (35 mins) – Let’s build the Follow-us Framework!</p> <p>This activity is aimed at showing how big a network could be if all the students join their own networks. Students will fill in a box with the different types of networks.</p> <p>Step 3 (5 mins): Reflection</p> <p>Later on, each student will join you and with the help of “notes” or “post its” you will showcase the size of the network.</p>	<ul style="list-style-type: none"> ▪ Handouts ▪ Post its of different colours. ▪ Pens ▪ Colour Pens 	<p>Keep in mind that you are asking your students personal information that they might not want to share. Do not insist if some of the students do not want to take part in the activity.</p>	1 hr

Day 7 – Social Media Platforms: Instagram

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
26	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of Instagram for business;</p> <p>Describe Instagram engagement system;</p> <p>Create an Instagram business account.</p>	<p>Step 1 (20 mins): Spidergram about the features that Instagram has. Ask students what they think are those features that Instagram has that help in business. Complete with the rest of the features that Instagram for business offers.</p> <p>Step 2 (10 mins): Flipboard presentation of personal Instagram profile. Participants' involvement.</p> <p>Step 3 (10 mins): Presentation about methods of engaging audience.</p> <p>Step 4 (15 mins): Divide students into groups of 4 and help them to practice what they learnt, while creating Instagram business accounts.</p> <p>Step 5 (5 mins): Decide the business area, the product or service and the target group. Prepare them for the next day, when they will create a Business Facebook profile</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 7 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
27	<p>Project-based Learning and direct instruction</p> <p>Construction of a social media strategy by aiming to influence costumers' behaviours, consumption choices and manage costumers' relationships.</p>	<p>Learners will be able to:</p> <p>Define the objectives to set up Social media strategies;</p> <p>Monitor the content performance;</p> <p>Create an efficient social media calendar.</p>	<p>Step 1: (15 mins) Before introducing the concept of social media strategy, ask the following questions to the students:</p> <ol style="list-style-type: none"> <i>Do you usually use social media for online purchases?</i> <i>Have certain types of communication ever influenced your purchases?</i> <p>Step 2: (35 mins) Introduce the concept of strategy together with its features. Explain why it is important to set targets, monitor results and have a strategy to help companies achieve their goals.</p> <p>Step 3: (10 mins) Explain the importance of creating a social media calendar to organize and plan social media activities... it will be preparatory to the next lesson.</p>	<ul style="list-style-type: none"> Computer Internet connection 	<p>In this lesson, you will deepen the topic of social media strategy. In particular, you will find references and definitions related to specific arguments in order to gain familiarity with economics/marketing terms.</p> <p>Help yourself by using definitions concerning: strategy, goals, target audience, community, costumers' loyalty, brand awareness, tracking and monitoring costumers' feedback, competitors and social media calendar (provided by the examples' box).</p>	1 hr

Day 8 – Language: Basic English - Let's practice! Pt. 2

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
28	<p>Experimental Learning</p> <p>Students practice the interactive lessons.</p>	<p>Learners will be able to:</p> <p>Refresh basic English communication skills</p> <p>Demonstrate teamwork abilities</p>	<p>Step 1 (10 mins): Start by refreshing the memory of participants explaining that this exercise is a continuation of Activity ID 23. Invite the students to continue with:</p> <p>“<u>Hunt for Europe</u>”</p> <p>Remember, there are 2 options:</p> <ul style="list-style-type: none"> a) the interactive lessons (single player) b) the Multiplayer Game (needs to be downloaded on the computer or phone) <p>Step 2 (45 mins): Experimental Learning</p> <p>We suggest you ask your students to start with the interactive lessons. They are single player, but people learning in groups could also enhance the learning experience. It depends on the learning type of the individual.</p> <p>Step 3 (5 mins): Guide students to reflect on advantages and disadvantages of single vs multiplayer games.</p> <p>After they tried out the interactive lessons they can move on to the Multiplayer Game.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer ▪ Headphones with a microphone 	<p>During those lessons your role is a supportive one.</p> <p>Let people practice on their own and be available in case of troubleshooting.</p> <p>Remember, for this lesson, it would be great to have more rooms available. This reduces background noises and therefore ensures an optimal learning environment.</p>	1 hr

Day 8 - Examples of using ICT tools.

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
29	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Describe different types of online digital tools;</p> <p>Identify which tools to use for different purposes.</p>	<p>Step 1 (5 mins): Introduction</p> <p>Introduce the topic of digital tools for different business purposes.</p> <p>Step 2 (15 mins): Explain</p> <p>Use presentation to explain how to live stream on YouTube.</p> <p>Step 3 (15 mins): Demonstration</p> <p>Use presentation to explain how to make an infographic and create charts and graphs using Visme.</p> <p>Step 4 (15 mins): Explore</p> <p>Introduce Sender as a free email marketing platform.</p> <p>Step 5 (10 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Refer to articles linked in the presentation.</p>	1 hr

Day 8 – Social Competences: Community engagement

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
30	<p>Direct Instruction and hands-on learning</p> <p>A combination of a lecture about community engagement and a in-class activity "create an awareness campaign in groups of 2".</p>	<p>Learners will be able to:</p> <p>Outreach and connect with users</p>	<p>Step 1 (20 mins): Introduction. You will be introducing the concept of Community engagement. There is a short definition in the Programme for NEETs so please provide further examples (e.g. by showing videos).</p> <p>Step 2 (35 mins): Divide the Class in groups of two and explain the steps provided in the programme in order to effectively develop an awareness campaign. Let your students choose their topics, but if they are lost you could propose the following topics: climate change, poverty, women rights or plastic in the ocean. These steps are designed to follow an online awareness campaign, but don't tell them yet! Let's see how they react, and how would they share their results!</p> <p>Provide your students with cardboards, colour pens, a printer (in case they need it) and tell them to finish the activity at home in case they don't finish in class. Remind them that it is very important to follow the 8 steps listed in the programme in case they get lost!</p> <p>Step 3 (5 mins): Prepare your students for the next step. They will have 3 sessions to present their campaigns to the rest of the class, so tell your students to elaborate their work!</p>	<ul style="list-style-type: none"> ▪ Handouts ▪ Material to create different awareness campaigns. ▪ Cardboard ▪ Printer ▪ Color pens ▪ Videos ▪ Computer ▪ Screen ▪ Glue ▪ Scissors 	<p>Prepare a battery of resources well in advance. For example, you can show your students how this medical campaign make use of "Lemon fruit" to prevent cancer:</p>	1 hr

Day 8 – Social Media Platforms: Instagram

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
31	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of Instagram for business;</p> <p>Describe Instagram engagement system;</p> <p>Create an Instagram business account</p>	<p>Step 1 (5 mins): Start with debriefing of the previous day (Activity ID 27).</p> <p>Step 2 (15 mins): Flipboard presentation of personal Instagram profile vs. Meta Business profile. Present the methods to engage audience on Instagram Meta and to create an Instagram Meta account.</p> <p>Step 3 (10 mins): Showcasing the Instagram pages of brands such as Nike, Rare Beauty and McDonald's to see how these companies use Instagram communication.</p> <p>Step 4 (20 mins): Group activity. Give them the task of coming up with an Instagram post idea for one of the above companies in the same line with account aesthetics. The aim of the post is to attract as much of the business's target audience as possible. Tell them to send all information for posting to WhatsApp so that it can be projected in front of the class.</p> <p>Step 5 (10 mins): Presentation of posts. Have students justify their choices and how they worked.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 8 - Content: Formal/Informal writing

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
32	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand the differences between the two styles: formal/informal, applying formal language, grammar, and punctuation correctly, writing concisely and clearly, and conveying the intended message effectively.</p>	<p>Step 1 (10 mins): Introduction</p> <p>Introduce the concept of formal and informal writing in social media. Explain how different structures, grammar, and language register can help convey different kinds of messages.</p> <p>Step 2 (35 mins): Demonstration</p> <p>Provide examples of both formal and informal writing in social media. Show how the same message can be conveyed both formally and informally and discuss the advantages and disadvantages of each.</p> <p>Step 3 (15 mins): Discussions</p> <p>Facilitate a discussion on the importance of using the right tone in social media. Invite participants to share their own experiences with formal and informal writing.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Writing for social media requires an understanding of formal and informal writing.</p> <p>Learn how to differentiate between these two styles, use the appropriate language and tone to ensure effective communication.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 9 – Language: Basic English - Let's practice! Pt. 3

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
33	<p>Experimental Learning</p> <p>Students practice the interactive lessons.</p>	<p>Learners will be able to:</p> <p>Demonstrate improved/ Refresh basic English communication skills</p> <p>Manifest teamwork abilities</p>	<p>Step 1 (10 mins): Start by refreshing the memory of participants explaining that this exercise is a continuation of Activity ID 28. Invite the students to continue with:</p> <p>“<u>Hunt for Europe</u>”</p> <p>This is the final lesson with the programme.</p> <p>Remember, there are 2 options:</p> <ul style="list-style-type: none"> a) the interactive lessons (single player) b) the Multiplayer Game (needs to be downloaded on the computer or phone) <p>Step 2 (45 mins): Experimental Learning</p> <p>We suggest you ask your students to start with the interactive lessons. They are single player, but people learning in groups could also enhance the learning experience. It depends on the learning type of the individual.</p> <p>Step 3 (5 mins): Reflection</p> <p>Guide students to reflect on own achievements.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer ▪ Headphones with a microphone 	<p>During those lessons your role is a supportive one.</p> <p>Let people practice on their own and be available in case of troubleshooting.</p> <p>Remember, for this lesson, it would be great to have more rooms available. This reduces background noises and therefore ensures an optimal learning environment.</p>	1 hr

DAY 9 - Editing a video in DaVinci Resolve

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
34	<p>Direct Instruction</p> <p>A combination of lectures, reading, and videos</p>	<p>Learners will be able to:</p> <p>Know how to use basic functions of DaVinci video editing tool.</p> <p>Demonstrate improved abilities on how to edit a video.</p>	<p>Step 1 (5 mins): Introduction</p> <p>Introduce the topic of video editing for business marketing purposes.</p> <p>Step 2 (15 mins): Demonstration</p> <p>Using presentation explain how to edit a video in DaVinci Resolve.</p> <p>Step 3 (40 mins): Hands on activity</p> <p>Ask students to prepare their own video and then edit it in any way they choose. Invite them to do this with the help of DaVinci Resolve.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video tutorial on video editing basics.</p>	1 hr

Day 9 - Social Competences: Public Speaking

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
35	<p>Direct Instruction + Hands-on</p> <p>Time to practice! The teacher will give directions on how to deliver an effective "public speech". Students will then defend their awareness campaigns to the rest of the class.</p>	<p>Learners will be able to:</p> <p>Share information on Social Media channels</p>	<p>Step 1 (20 mins): Introduction.</p> <p>Start by explaining to students how this 3hrs activity split in 3 days will work.</p> <p>First, explain how to deliver an effective public speech, and tell them to relax!</p> <p>Step 2 (30 mins): Invite students to create and present their awareness campaigns to the rest of the class.</p> <p>Step 3 (10 mins): Discussions</p> <p>Facilitate a debate in class, about which campaigns you and the class think will be more successful.</p> <p>You can also showcase examples of different campaigns and their success rate (i.e. Onsocial media vs. Not on social media).</p>	<ul style="list-style-type: none"> ▪ Staging ▪ Microphone ▪ Screen ▪ Computer ▪ Speakers 	<p>Depending on the size of the group prepare a yellow and red card to let your students know how much time is left for their speeches.</p>	1 hr

Day 9 – Social Media Platforms: Twitter

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
36	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of Twitter for business;</p> <p>Describe Instagram engagement system;</p> <p>Create an Twitter business account</p>	<p>Step 1 (10 mins): Presentation about Twitter and the type of content appropriate for it.</p> <p>Step 2 (10 mins): Flipboard presentation of personal Twitter profile (if exists). If not, start discussion about advantages and Twitter age demographics.</p> <p>Step 3 (15 mins): Spidergram with strategies to amplify Twitter engagement. Ask students what they think are those features of Twitter that can increase brand visibility. Complete with the rest of the features that Instagram for business offers.</p> <p>Step 4 (15 mins): Practical activity to create a Tweet. Use one of the strategies to create an attractive tweet.</p> <p>Step 5 (10 mins): Presentation of tweets. Have students justify their choices and how they worked.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 9 – Visual Content: types

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
37	<p>Direct Instruction</p> <p>A combination of lectures, Presentacio del profe!! reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Highlight the importance of video on social networks;</p> <p>Explain some social media video tips.</p>	<p>Step 1 (10 mins): Start by asking your learners which is their favourite visual content on social media. Is it the video?</p> <ul style="list-style-type: none"> Ask them defend their opinion <p>Step 2 (10 mins): Continue by mentioning the importance of video on social media.</p> <p>Step 3 (20 mins): Presentation about social media video tips.</p> <p>Step 4 (20 mins): Screening of the video Social Media Video Tips to use Right Now and discussion about it.</p>	<ul style="list-style-type: none"> Laptop Projector Screen Mobile 	<p>In this lesson, you are a teacher and facilitator.</p> <p>On step 3, you can provide some links for students to see examples of each tip.</p> <p>Complementary resources (readings that may be of interest for teachers to prepare the session and also for potential students interested in expanding their knowledge on this topic).</p>	1 hr

Day 10 – Language: Your “Persona”

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
38	<p>Direct Instruction</p> <p>A combination of lectures and exercises</p>	<p>Learners will be able to:</p> <p>Demonstrate improved understanding of own skills</p> <p>Create an up-to date resume with Europass</p> <p>Understand the concept of a “Business Persona”</p>	<p>Step 1 (10 mins): Introduce the lecture about:</p> <ol style="list-style-type: none"> The concept of the Persona How to create a resume (and why) <p>At this stage, you are presenting the flashcards form the online course (providing indication about skills, experiences, achievements).</p> <p>Step 2 (45 mins): Exercise – Create your Resume</p> <p>Let your students start to create their resume with Europass</p> <p>If people struggle to find their skills, remind them to look at the flash cards again.</p> <p>Your students might not be able to finish creating their resume. In that case, give them the opportunity to finish them as homework and offer, to look over the results and to give feedback. (However, there will be an opportunity later on, to finish creating the resume in class. Nevertheless, try to have them finish them on their own time.)</p> <p>Step 3 (5 mins): In the end, give them the chance to present their resume and provide advices to help to optimize own resume.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	<p>Explain to your students why creating a resume is important. It is not only an essential part of a successful job application but alsoa very useful base to find out what your “Persona” will entail.</p>	1 hr

DAY 10 - How to add Audio and Text to your video in DaVinci Resolve?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
39	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Add Audio and Text to your video in DaVinci Resolve</p>	<p>Step 1 (5 mins): Introduction</p> <p>Introduce the topic of adding audio and text to a video that students have previously created in DaVinci Resolve.</p> <p>Step 2 (10 mins): Demonstration</p> <p>Using presentation explain how to add audio in DaVinci Resolve.</p> <p>Step 3 (10 mins): Demonstration</p> <p>Using presentation explain how to add text in DaVinci Resolve.</p> <p>Step 4 (35 mins): Hands on activity</p> <p>Following the tips above, add audio and titles to your video using DaVinci Resolve.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video tutorial on how to learn some essential visuals effects.</p>	1 hr

Day 9 – Social Competences: Public Speaking

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
40	<p>Direct Instruction + Hands-on</p> <p>Time to practice! The teacher will give directions on how to deliver an effective "public speech". Students will then defend their awareness campaigns to the rest of the class.</p>	<p>Learners will be able to:</p> <p>Share information on Social Media channels</p>	<p>Step 1 (5 mins): Introduction</p> <p>Explain to your students that this activity is a continuation of Activity ID 35.</p> <p>Remind them that this 3hrs activity will have one more module.</p> <p>Step 2 (45 mins): Invite students to continue to create and present their awareness campaigns to the rest of the class.</p> <p>Step 3 (10 mins): Discussions</p> <p>You will facilitate a debate in class on which campaigns you and the class think will be more successful.</p>	<ul style="list-style-type: none"> ▪ Staging ▪ Microphone ▪ Screen ▪ Computer ▪ Speakers 	<p>Depending on the size of the group prepare a yellow and red card to let your students know how much time is left for their speeches.</p>	1 hr

Day 10 – Social Media Platforms: Twitter

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
41	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of Twitter for business;</p> <p>Describe Instagram engagement system;</p> <p>Create an Twitter business account</p>	<p>Step 1 (10 mins): Start with debriefing of the previous day (Activity ID 36) and explain that this would be a continuation of it.</p> <p>Step 2 (10 mins): Flipboard presentation of Twitter business account and TweetDeck Teams.</p> <p>Step 3 (20 mins): Divide students into groups of 4. Ask them to create a Tweeter account. Give the students the task of coming up with a viral Twitter post for one of the above companies in the same line with the account strategy. The aim of the post is to attract as much of the business's target audience as possible. They can use flipboard papers and markers to illustrate it or can use their phones.</p> <p>Step 4 (10 mins): Ask students to schedule a Twitter Space, select the Spaces icon, give it a name, select relevant topics, select a date and time for the Space and invite colleagues to participate.</p> <p>Step 5 (10 mins): Presentation of posts.</p> <p>Facilitate a discussions to give students the chance to justify their choices and how they worked.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

10 – Visual Content: Types

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
<p>42 (A)</p>	<p>Direct Instruction + role play</p> <p>A combination of lectures, reading, videos, and role play exercise</p>	<p>Learners will be able to:</p> <p>Describe and understand video typology</p> <p>Create a video for social media</p>	<p>Step 1 (10 mins): Explain the video types (10) that can be used on social media. Explain the particularities and characteristics of each type of video.</p> <p>Make use of the example videos.</p> <p>Step 2 (15 mins): Role-playing game. Students are asked to be the community manager of a vegan restaurant and have to publish the first video. Discuss what type of video would fit.</p> <p>Step 3 (5 mins): Give them the possibility to explain their option for the type of video.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Further reading:</p> <p>https://influencermarketing-hub.com/social-media-video-types/</p> <p>https://rockontent.com/blog/video-for-social-media/</p> <p>https://biteable.com/blog/11-different-types-of-videos-for-social-media/.</p>	<p>0.5 hrs</p>

Day 10 – Visual Content: Types

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
42 (B)	<p>Direct Instruction + role play</p> <p>A combination of lectures, reading, videos, and role play exercise</p>	<p>Learners will be able to:</p> <p>Describe and understand GIF typologies</p> <p>Create GIFs and find them on the internet</p> <p>Search and choose GIFs for SMEs social media</p>	<p>Step 1 (10 mins): Introduce the 'GIF' concept and discuss it with students and learn how to use GIFs into SME social media.</p> <p>Step 2 (10 mins): Explain where to find GIFs and how to create them free on internet.</p> <p>Step 3 (10 mins): Role play. Propose to the students to be the CM of a tattoo shop, you have to find three GIFs to publish on the international tattoo day.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard 	<p>In this lesson, you are a teacher and facilitator.</p> <p>For the role-play, depending on the number of students, divide them into groups of two or three.</p>	0.5 hrs

Day 11 – Language: Creating your “Persona”

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
43	<p>Direct Instruction</p> <p>A combination of lectures and exercises</p>	<p>Learners will be able to:</p> <p>Demonstrate improved understanding of own skills</p> <p>Understand the concept of a “Business Persona”</p>	<p>Step 1 (5 mins): Short introduction about “Personas” and today’s lesson</p> <p>Step 2 (50 mins): Exercise – Creation of “Persona DNA”</p> <p>Let your students create their Persona DNA according to the steps written out in the course</p> <p>Step 3 (5 mins): Conclusion</p> <p>Close the lesson with the announcement that the documents created will be used in the next few days to create a professional presence on the internet.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	<p>Figuring out talents can be a group effort! Encourage your students to work together. However, respect when people want to work and create on their own. Remember: Different people have different needs and operating methods.</p>	1 hr

DAY 11 - Audio editing and recording.

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
44	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Know how to record a soundtrack;</p> <p>Understand and use the functions of Audacity.</p>	<p>Step 1 (5 mins): Introduction</p> <p>Introduce the topic of creating high- quality audio content.</p> <p>Step 2 (10 mins): Presentation</p> <p>Present Audacity as an audio recording tool and explain how to use it. Ask students to watch a video tutorial.</p> <p>Step 3 (10 mins): Demonstration</p> <p>Explain how students can edit the soundtrack in Audacity.</p> <p>Step 4 (35 mins): Hands on activity</p> <p>Following the tips above, ask students to record their own audio using Audacity.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video tutorial on how to learn some essential visuals effects.</p>	1 hr

Day 11 – Social Competences: Public Speaking

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
45	<p>Direct Instruction + Hands-on</p> <p>Time to practice! The teacher will give directions on how to deliver an effective "public speech". Students will then defend their awareness campaigns to the rest of the class.</p>	<p>Learners will be able to:</p> <p>Share information on Social Media channels</p>	<p>Step 1 (5 mins): Introduction</p> <p>Start the activity by referring back to the previous lessons (Activity ID 35 and 40), explaining that this lesson is a continuation.</p> <p>Step 2 (35 mins): Students will continue their creation and will present their awareness campaigns to the rest of the class.</p> <p>Step 3 (20 mins): Discussions</p> <p>You will facilitate a debate in class on which campaigns you and the class think will be more successful.</p> <p>You can also showcase examples of different campaigns and their success rate (i.e. On social media vs. Not on social media).</p>	<ul style="list-style-type: none"> ▪ Staging ▪ Microphone ▪ Screen ▪ Computer ▪ Speakers 	<p>Depending on the size of the group prepare a yellow and red card to let your students know how much time is left for their speeches.</p>	1 hr

Day 11 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
46	<p>Project based learning with direct instructions and teamwork exercises</p> <p>Introduction to social media calendar as a strategy to understand how to manage and organize tasks and time.</p> <p>Group work aimed at making students understand that it is important to identify and choose the right time and day of publication to increase visibility.</p>	<p>Learners will be able to:</p> <p>Use the necessary tools and information to create a social media calendar;</p> <p>Create an effective social media calendar.</p>	<p>Step 1 (15 mins): Introduce the topic “Social Media Calendar” by focusing on why it is important to create a social media calendar and on which are the main elements included in it.</p> <p>Step 2 (20 mins). After a general introduction, proceed to show the students the video inserted within the lesson in order to give a clear perspective on how and why to use a social media calendar.</p> <p>Step 3 (25 mins). Divide students into groups (3-5 students per group) and introduce the fish card game. The aim is to make students realize that there are specific days and times for publication that can increase the visibility of posts.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection 	<p>In this lesson, you will deal with the role of Social Media Calendar and its fundamental parts.</p> <p>In order to understand the major functions and by which elements a social media calendar is composed, help yourself with the attached videos.</p>	1 hr

Day 11 – Scheduling- Lesson: Date&Time

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
47	<p>Experimental learning Direct Instruction/Team Discussion PBL - problem based learning</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Use and exploit time productively and efficiently</p> <p>Demonstrate new skills: organization, prioritization, goal setting communication planning delegation and stress management.</p>	<p>Step 1 (15 mins) - 1st Game: The Minute Exercise:</p> <ul style="list-style-type: none"> Teamwork exercise Everyone will perceive time differently <p>Step 2 (15 mins) - 2nd Game \$86,400:</p> <ul style="list-style-type: none"> Teamwork exercise The students need to learn how to spend time in an effective way. Help student to understand how to organize their time. <p>Step 3 (30 mins): Test the student on a case study/project under supervision.</p> <ul style="list-style-type: none"> Lectures on how being on time can improve productivity and team-discussion on some time management and productivity exercises: The Mayo Jar Game (15 mins) Dealing with Distractions Game (15mins). 	<ul style="list-style-type: none"> Handouts + material for the role play 	<p>In this lesson, you are a teacher and facilitator. The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 12 – Language: Creating your “Persona” Pt. 2

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
48	<p>Direct Instruction</p> <p>A combination of lectures and exercises</p>	<p>Learners will be able to:</p> <p>Contribute to creation of ones’ own “Business Persona”</p>	<p>Step 1 (10 mins): Lecture</p> <p>Explain the important elements of a “Business Persona”</p> <p>Step 2 (45 mins): Exercise – Creation of your own “Business Persona”</p> <p>Let your students create their own Persona in the social media platform of their own choice. Ask them again to consider the lessons learnt in the lecture.</p> <p>Step 3 (5 mins): Reflection</p> <p>Guide students to reflect on own achievements.</p> <p>Let them know that they will have the opportunity to receive feedback on their creation the next day.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	<p>Again, encourage your students to work together. However, respect when people want to work and create on their own. Remember: Different people have different needs and operating methods.</p>	1 hr

Day 12 - Images editing: Introduction

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
49	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Know how to edit an image;</p> <p>Select the tools to use for image editing;</p> <p>Use basic functions of Adobe Photoshop and Adobe Illustrator.</p>	<p>Step 1 (10 mins): Introduce the topic of editing images and how everyone master these skills using appropriate tools.</p> <p>Step 2 (10 mins): Present Adobe Photoshop and Adobe Illustrator as a well-known editing program.</p> <p>Step 3 (5 mins): Point out some features of the software and how they can be used. Also, share some important tips to remember when editing an image.</p> <p>Step 4 (35 mins): Following the tips above, ask students to choose any picture from your gallery, and then test how it will change by using different effects on it.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video tutorial on how to use Adobe Photoshop and Adobe Illustrator.</p>	1 hr

Day 12 – Social Competences: Customer service & sales tactics

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
50	<p>Direct Instruction + Hands-on</p> <p>"Implementation of a customer Journey in Class". Lecture and Case studies</p>	<p>Learners will be able to:</p> <p>Understand the customer service techniques</p>	<p>Step 1 (20 mins): Introduction.</p> <p>Introduce the concept of Customer Journey and how should it be implemented.</p> <p>Step 2 (35 mins): Lecturer</p> <p>You will analyse with the rest of the class the Audi Customer Journey Experience. The company set a strategy depending on their types of customers and the services the company is providing. Have a look at the following video and get familiarized with the scheme provided in the Programme for NEETs forehand. You can find the scheme with further explanations here.</p> <p>Step 2 (5 mins): Reflection</p> <p>Guide the students to reflect, to provide other examples of customer journeys</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>If the class understand the Customer journey, and you still have more time until the class finishes, you can provide other examples of customer journeys or tell your students if they know any (e.g. how banks are offering mortgages, and insurances together).</p>	1 hr

Day 12 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
51	<p>Experimental Learning and teamwork exercises</p> <p>Introduction to good communication and misscommunication.</p> <p>Illustration of several business cases to show the negative impact miscommunication can have on companies.</p> <p>Teamwork exercise aimed to create a Social Media calendar prototype.</p>	<p>Learners will be able to:</p> <p>Use the necessary tools and information to create an social media calendar;</p> <p>Create an effective social media calendar.</p>	<p>Step 1 (10 mins): Introduce the concepts of “good communication” and “miscommunication”.</p> <p>Step 2 (15 mins): After showing the miscommunication examples (available in the online course in the box), open a discussion related to this topic. Start by asking students:</p> <ol style="list-style-type: none"> 1. <i>Have you ever heard about a business case of wrong communication?</i> 2. <i>Which were in your opinion the consequences brought by miscommunication?</i> <p>Step 3 (15 mins): Explain how to avoid miscommunication and conclude with a summary related to the considerations emerged during the previous discussion.</p> <p>Step 3: (20 mins) Divide students in groups of 3 and let them create their own social media calendar based on the instructions provided in the final exercise.</p> <p>Provide the pdf file (available in the online course) and ask the students to define the most appropriate social platforms, objectives and editorial lines for the small dairy farm.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection 	<p>Split the lesson in two parts: explanatory, to introduce the role of communication and exercise based to combine the previous lesson into a practical outcome through the creation of a social media calendar.</p> <p>The purpose of the exercise is for students to understand how to structure and implement a social media calendar.</p>	1 hr

Day 8 - Content: Storytelling

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
52	<p>Experiential Learning</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Develop an understanding of audience, platforms, and techniques for crafting engaging stories.</p> <p>Use stories to capture attention, influence behaviour, and communicate messages in an impactful way.</p>	<p>Step 1 (15 mins): Introduction</p> <p>Introduce the concept of storytelling in social media and discuss the importance of using stories to engage with audiences.</p> <p>Step 2 (30 mins): Lectures</p> <p>Share examples of effective storytelling techniques used on social media and discuss the elements of a successful story.</p> <p>Step 3 (15 mins): Exercise</p> <p>Invite the participants to create their own stories and provide feedback to each other.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Teach students how to craft stories, create content and engage with their followers.</p> <p>Explain the impact of storytelling on building relationships and gaining trust with customers.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 13 – Language: Creating your “Persona” – Feedback Round

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
53	<p>Direct Instruction</p> <p>A combination of Discussion/Feedback Round and exercise</p>	<p>Learners will be able to:</p> <p>Give and receive feedback respectfully</p> <p>Improve resume and internet presence</p>	<p>Step 1 (5 mins): Start by explaining that this lesson is a continuation of Activity ID 48. Then, introduce the today’s lesson: “Improving our outcomes”</p> <p>Step 2 (45 mins): Feedback Round</p> <p>Everybody will have the chance to receive feedback on their Personas</p> <p>Before starting presentations, discuss with the class the good practice of giving and receiving feedback. That way you ensure respectful interactions and exchange and pre-vent hurt feelings. (5 mins)</p> <p>This feedback round is optional, nobody is forced to present their persona. But in case people are shy, you should stress how important external feedback is. Also, see “Notes for Trainer” for an alternative approach (40 mins)</p> <p>Let them know that they will have the opportunity to receive feedback on their creation the next day.</p> <p>Step 3 (40 mins): Implementing feedback</p> <p>Invite students to use the remaining time to start and implement new ideas and changes.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	<p>If your group is more on the shy side, you can have small feedback rounds instead of having people present their Persona in front of the whole class.</p>	1,5 hrs

Day 13 - Images editing: Free image editing tools

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
54	<p>Direct Instruction</p> <p>A combination of lectures, reading and video</p>	<p>Learners will be able to:</p> <p>Know how to edit an image;</p> <p>Select the tools to use for image editing;</p> <p>Use basic functions of Adobe Photoshop and Adobe Illustrator.</p>	<p>Step 1 (5 mins): Start the activity by referring back to the previous lesson (Activity ID 49), explaining that this lesson is a continuation.</p> <p>Step 2 (25 mins): Present students with some other tools that can be used for image editing: Photoscape X and Gimp and their pros and cons. Students can also watch a tutorial video on best free photo editing software for PC.</p> <p>Step 3 (30 mins): Following the tips above, ask students to choose any picture from your gallery, and then test how it will change by using different effects on it.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video tutorial on how to use Adobe Photoshop and Adobe Illustrator.</p>	1 hr

Day 13 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
55	<p>Hands-On Learning and Teamwork exercises</p> <p>Practical exercise to gain more familiarity with the social media calendar.</p>	<p>Learners will be able to:</p> <p>Create an effective social media calendar.</p>	<p>Step 1 (5 mins): Start the activity by referring back to the previous lesson (Activity ID 51), explaining that this lesson is a continuation.</p> <p>Step 2 (15 mins): Invite students to continue to fill in the social media calendar (provided in the pdf file) with some ideas on possible editorial lines they could use for their social media calendar.</p> <p>Step 3: (40 mins) After providing some inputs, let the students continue to develop their social media calendar.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet 	<p>In this lesson, your role is to provide new stimuli and input to the students for the realization of their social media calendar. Make sure that everything is clear and that the students can proceed independently with the assigned task.</p>	1 hr

Day 13 - Content: Writing for advertisement

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
56	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand how to craft effective messages;</p> <p>Create engaging visuals;</p> <p>Optimize posts for maximum reach;</p> <p>Identify target audiences;</p> <p>Measure the success of campaigns.</p>	<p>Step 1 (10 mins): Introduction</p> <p>Introduce the subject, discuss the importance of writing for advertisement in social media, and the main objectives of the lecture.</p> <p>Step 2 (35 mins): Demonstration</p> <p>Explain the basics of writing for advertisement in social media, discuss the topics of audience, SEO, and creative writing.</p> <p>Step 3 (15 mins): Teamwork exercise</p> <p>Engage the audience in practical exercises to help them apply the concepts discussed, and answer any questions.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Introduce students to writing for advertisements on social media. Explain elements of effective writing such as brevity, clarity and impact. Show examples of successful social media ads.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 13 – Visual Content: types

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
57	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Know how to introduce live video on SME social media.</p>	<p>Step 1 (15 mins): Ask students what types of media channels for live videos they know and facilitate a discussion about these.</p> <p>Present the importance of live video and technical aspects of filming it.</p> <p>Step 2 (10 mins): Screen the video example (available in the online course) and discuss about it. That tiktoker it's a great example of a good live video strategy.</p> <p>Step 3 (5 mins): Discuss and propose scenarios for using live video on social media in SMEs.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector 	In this lesson, you are a teacher and facilitator.	0,5 hrs

Day 14 – Language: Improving your resume + Creating an English resume

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
58	<p>Direct Instruction</p> <p>A combination of providing feedback and exercises.</p>	<p>Learners will be able to:</p> <p>Give and receive feedback respectfully;</p> <p>Improve resume and internet presence (Persona)</p>	<p>Step 1 (5 mins): Start by explaining that this lesson is a continuation of Activity ID 48 and 53.</p> <p>Then, introduce the today's lesson: "Improving our outcomes".</p> <p>Step 2 (50 mins): Invite the students to continue the independent work on the resume.</p> <p>Depending on the individual situation, this lesson can be used for:</p> <ol style="list-style-type: none"> Finishing ones resume Improving the resume according to feedback (so you should have looked at the handed in resumes by now) When a) and b) are finished, student can start to create an English resume with the help of Europass <p>Step 3 (5 mins): Reflection</p> <p>Guide students to reflect on their own resume and the advantages of continuous improving it.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	In this lesson, you are a teacher and facilitator.	1 hr

Day 14 - Images editing: Use of Adobe Illustrator and Photoshop

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
59	<p>Direct Instruction</p> <p>A combination of lectures, reading and video</p>	<p>Learners will be able to:</p> <p>Know how to edit an image;</p> <p>Select the tools to use for image editing;</p> <p>Use basic functions of Adobe Photoshop and Adobe Illustrator.</p>	<p>Step 1 (5 mins): Start the activity by referring back to the previous lesson (Activity ID 49 and 54), explaining that this lesson is a continuation.</p> <p>Step 2 (25 mins): Summarize the topic by going back to Adobe Illustrator and Adobe Photoshop and explain what the use options are for both tools and how they compare to each other. Point out you can have a 7- day trial period when students have an opportunity to try its features.</p> <p>Step 3 (30 mins): Ask students to prepare a poster in any graphic editing program of their choice. The poster should include text elements, photos and other graphic elements. This poster is to promote their company.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additionally, present students with the video tutorial on how to use Adobe Photoshop and Adobe Illustrator.</p>	1 hr

Day 14 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
60	<p>Hands-On Learning and Teamwork exercises</p> <p>Practical exercise to gain more familiarity with the social media calendar.</p>	<p>Learners will be able to:</p> <p>Create an effective social media calendar.</p>	<p>Step 1 (10 mins): Start the activity by referring back to the previous lesson (Activity ID 51 and 55), explaining that this lesson is a continuation.</p> <p>To tie in with the previous lessons, ask students:</p> <ol style="list-style-type: none"> 1. <i>How is the editorial plan going?</i> 2. <i>Have you already managed to define and set your goals and editorial lines for the small dairy farm?</i> <p>Step 2: (45 mins) After receiving feedback from students, give them time to finalize their social media calendar.</p> <p>Step 3 (5 mins): Discussion</p> <p>Facilitate a discussing about the advantages of keeping the social media calendar.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet 	<p>Check that students have started scheduling posts and writing captions for the established editorial lines. Also, remind them to keep the social media calendar because they will need it for subsequent lessons.</p>	1 hr

Day 14 – Visual Content: types

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
61	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos.</p>	<p>Learners will be able to:</p> <p>Understand the importance of graphics on social media;</p> <p>Understand the types and differences in graphics.</p>	<p>Step 1 (15 mins): Start by asking your learners:</p> <ul style="list-style-type: none"> • What is an infographic? • What elements do infographics have? <p>And discuss about it. Then, invite students to read the definitions.</p> <p>Step 2 (15 mins): Screening of the video Engage your Audience with these 10 Social Media ContentTypes and discussion about graphics and infographics.</p> <p>Step 3 (15 mins): Screening of the video 13 Types of Infographics and When to Use Them + Templates.</p> <p>Step 4 (15 mins): Presentation about infographic tools: Canva, Visme, Piktochart and infogram</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Read this blog in advance in order to be prepared for the class.</p> <p>This lesson links with lesson 84.</p>	1 hr

Day 14 – Social Media Platforms: LinkedIn

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
62	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand the different features of LinkedIn for business;</p> <p>Describe LinkedIn engagement system;</p> <p>Create a LinkedIn business account.</p>	<p>Step 1 (10 mins): Spidergram. Ask students what types of media you can share on the platform and general LinkedIn features you can use. Complete with the rest of the features.</p> <p>Step 2 (20 mins): Presentation about LinkedIn for Business and its methods to improve business visibility with good and bad examples.</p> <p>Step 3 (10 mins): Screening of the video How To Create A LinkedIn Company Page and discussion about creating a LinkedIn profile.</p> <p>Step 4 (10 mins): Practice – Ask students create a LinkedIn account and a carousel post about today's learning experience on LinkedIn platform.</p> <p>Step 5 (10 mins): Debriefing. Ask students:</p> <ul style="list-style-type: none"> • What are some ways to create content on LinkedIn as a small company? <p>How can I use Analytics on LinkedIn to improve my impact on the platform?</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously. Using visual education methods.</p>	1 hr

Day 15 – Language: Create your Persona in English

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
63	<p>Hands-On Learning Exercise</p>	<p>Learners will be able to:</p> <p>Contribute to creation of ones' own "Business Persona" in English</p>	<p>Step 1 (5 mins): Introduction</p> <p>Start by explaining that this lesson is a continuation of the work done during the Activities ID 48 and 53.</p> <p>Step 2 (50 mins): Exercise</p> <p>Students get the opportunity to translate their Persona into English with the tools they see as fit.</p> <p>Step 3 (5 mins): Feedback</p> <p>Give them the opportunity to "hand them in" for receiving feedback from you.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	<p>Again, encourage your students to work together and help each other. However, respect when people want to work and create on their own. Remember: Different people have different needs and operating methods.</p>	1 hr

Day 15 - The importance of corporate visual identity / visual strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
64	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos.</p>	<p>Learners will be able to:</p> <p>Know what a corporate visual strategy is;</p> <p>Understand the importance of corporate visual strategy;</p> <p>Realise benefits of the attractive visual image of the company.</p>	<p>Step 1 (5 mins): Introduce the topic of corporate visual identity and importance of visual strategy. Explain what a corporate visual identity is.</p> <p>Step 2 (5 mins): Explain the corporate visual identity manual in 3 steps using presentation.</p> <p>Step 3 (5 mins): Point out why is visual identity an important part of company's recognition.</p> <p>Step 4 (20 mins): Explain the concept of corporate visual strategy. Ask students to read an article that can offer them some tips on how to start building a vivid visual identity for their brand.</p> <p>Step 5 (20 mins): Prompt a discussion on what benefits can the visual strategy bring to a business.</p> <p>Step 6 (5 mins): Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 15 – Social Competences: Social Media Community Engagement

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
65	<p>Direct Instruction + Hands-on</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Develop the skills to engage with the Social Media Community</p>	<p>Step 1 (20 mins): Introduction</p> <p>Introduction on how to be creative to engage with social media users. The lecture will consider the different target groups of the different companies the student will collaborate with. It is envisaged that local SMEs will join the project, and we can expect businesses like Bakeries, Restaurants, Garages, dealerships, etc.</p> <p>Step 2 (35 mins): Hands on activity</p> <p>After explaining your students how to engage with Social Media Users, they will be asked to find a post of the 7 ways to increase engagement that are listed in the programme.</p> <p>Give them some time to do their research, and provide guidelines of the types of companies they will be working for in their regions.</p> <p>Step 3 (5 mins): Presentation</p> <p>Invite students to present their results and facilitate discussions about the social media community profile.</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>Do a bit of research on what companies are having the most engagement in your local region in platforms such as Instagram.</p>	1 hr

Day 15 - Social media analytics and how to track it

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
66	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Understand the concept of social media analytics;</p> <p>Realise the importance of social media analytics for company's growth;</p> <p>Know the elements of SM Analytics;</p> <p>Know how to track SM analytics:</p> <ul style="list-style-type: none"> - setting goals - deciding which metrics are the most important. 	<p>Step 1 (10 mins): Introduce the topic of social media analytics and what is their purpose.</p> <p>Step 2 (15 mins): Explain the main steps in social media analytics and then what steps the process of SMA follows.</p> <p>Step 3 (5 mins): Explain the importance of SMA and how it can help businesses to improve and better understand their target audiences.</p> <p>Step 4 (20 mins): As students to watch the video to better understand the concept of SMA.</p> <p>Step 5 (10 mins): Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 15 - Social media analytics and how to track it

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
67	A combination of lectures, reading, videos	<p>Learners will be able to:</p> <p>Understand the concept of social media analytics;</p> <p>Realise the importance of social media analytics for company's growth;</p> <p>Know the elements of SM Analytics;</p> <p>Know how to track SM analytics:</p> <ul style="list-style-type: none"> - setting goals - deciding which metrics are the most important. 	<p>Step 1 (10 mins): Start by clarifying that this is a continuation of the previous Activity ID 66. Start with what can SMA tracking do for your business.</p> <p>Step 2 (15 mins): Explain how to track SMA. Concentrate on Setting Goals. Use presentation to explain what smart goals are.</p> <p>Step 3 (20 mins): Present example smart goals for analytics.</p> <p>Step 4 (10 mins): Explain which metrics are the most important to track. Present different categories of metrics and important indicators.</p> <p>Step 5 (5 mins): Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 15 – Advertising: Introduction to Advertising

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
68	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Define the advertising process;</p> <p>Describe the importance of advertising;</p> <p>Classify types of advertising</p>	<p>Step 1 (20 mins): Start by asking your learners:</p> <ul style="list-style-type: none"> • What forms of advertising have you seen on Social Media? • What do you think works and what doesn't? <p>Write their answers on a flipboard and complete with other types of advertising if necessary. Explain each one.</p> <p>Step 2 (20 mins): Presentation about the importance of advertising for business. Explain the process of creating an ad with examples.</p> <p>Step 3 (10 mins): Screen the video Top 7 Advertising Techniques to Engage & Persuade Your Audience and facilitate a discussion about how we can stand out from all the multitudes of ads we see every day. Discuss the importance of communication strategy.</p> <p>Step 4 (10 mins): Individual work. Ask students to create and present a creative ad.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 16 – Language: Improving your English CV and Persona

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
69	Hands-On Learning Exercise	Learners will be able to: Improve English resume and internet presence (Persona)	<p>Step 1 (5 mins): Introduction</p> <p>Start by explaining that this lesson is a continuation of the work done for “Resumes” and “Personas”.</p> <p>Step 2 (50 mins): Exercise</p> <p>Students get the opportunity to continue their independent work on the resumes and Personas</p> <p>Give your students time to improve their resumes and Social Media Presences.</p> <p>Step 3 (5 mins): Reflection</p> <p>Guide students to reflect on the results they obtained.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	Again, encourage your students to work together and help each other. However, respect when people want to work and create on their own. Remember: Different people have different needs and operating methods.	1 hr

DAY 16 - How to stay safe online?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
70	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos</p>	<p>Learners will be able to:</p> <p>Know how to stay safe online;</p> <p>Use online security tools.</p>	<p>Step 1 (20 mins): Introduction</p> <p>Introduce the topic of staying safe online and why it is important.</p> <p>Step 2 (30 mins): Lectures</p> <p>Explain some useful tips to stay online.</p> <p>Present the most important safety rules and use tools designed to help them surf the Internet safely.</p> <p>Step 3 (10 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 16 – Social Competences: Social Media Etiquette

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
71	<p>Direct Instruction</p> <p>Dos and don'ts that essentially apply to all platforms. Demands of each specific platform.</p>	<p>Learners will be able to:</p> <p>Understand the etiquette demands of each specific platform</p>	<p>Step 1 (20 mins): Dos and don'ts of Social Media Etiquette. The session will start with an introduction of Social Media etiquette, definition and what to do/what to not do. The information is well elaborated in the NEETs programme but prepare yourself before hand as it is not an easy topic and various questions could arise amongst students.</p> <p>Step 2 (35 mins): After explaining your students the concept of Social Media Etiquette, you will ask your students to research a case-scenario where a company did not followed an etiquette code mentioned above. Then discuss in class why did they not act properly and how would you have acted.</p> <p>Step 3 (5 mins): Reflection. Guide students to reflect on what they have learned about Social Media Etiquette.</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>If you wish to have more information about Social Media Etiquette, please follow this resource.</p>	1 hr

Day 16 – Advertising: Campaign

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
72	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Plan an advertising campaign;</p> <p>Characterize a successful campaign;</p> <p>Apply advertising methods.</p>	<p>Step 1 (15 mins): Presentation about marketing campaigns. Discuss the importance of ad campaigns with a focus on their planning steps.</p> <p>Step 2 (20 mins): Case study. Screen videos from Dove campaigns: Dove Beauty on your own terms, Dove Reverse Selfie, Baby Dove Under Pressure Postpartum and discuss how the campaign was carried out, what it aims to achieve and how it reaches its target audience.</p> <p>Step 3 (25 mins): Brainstorming. Divide students into groups of 4 or 5 and ask them to come up with a new video idea for the Dove campaign. At the end have them present their ideas and draw conclusions about what makes a successful campaign.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 16 - Content: Usage of hashtags

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
73	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand how hashtags are used to categorize content;</p> <p>Research trending hashtags;</p> <p>Create effective hashtags to maximize reach and engagement.</p> <p><i>Basic equipment for it would be Twitter.</i></p>	<p>Step 1 (15 mins): Introduction</p> <p>Introduce the concept of hashtags and explain why they are used in social media.</p> <p>Step 2 (30 mins): Discussions</p> <p>Discuss the different ways hashtags can be used on each type of social media, such as Twitter, Instagram, and Facebook. Explain how hashtags can be used to reach a wider audience, and the importance of using hashtags correctly.</p> <p>Step 3 (15 mins): Conclusions</p> <p>Conclude the lecture by summarizing the main points and providing tips on how to come up with effective hashtags. Encourage audience participation by asking questions and encouraging discussion.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Teach students about the use of hashtags in social media to easily categorize and search for topics.</p> <p>Be sure to provide them some real-life cases of hashtag usage.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 17 - Security considerations: How to stay safe online?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
74	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos</p>	<p>Learners will be able to:</p> <p>Know how to stay safe online;</p> <p>Use online security tools.</p>	<p>Step 1 (20 mins): Introduction</p> <p>Start by clarifying that this lesson is a continuation of the Activity ID 70. Follow with explaining what tools can be used to stay safe online by watching YouTube clip about free security tools.</p> <p>Step 2 (20 mins): Lectures</p> <p>Explain what are cyberattacks and how to protect against it. Students can watch a video about popular cybersecurity tools.</p> <p>Step 3 (20 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 17 - Content: Typography

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
75	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Identify font types, sizes and colour palettes suitable for social media platforms.</p> <p>Understand how to use typography to create a hierarchy of information and how to create contrast to make content stand out.</p> <p>Identify how to use fonts to create a cohesive brand identity and develop an understanding of how to use typography to deliver a clear message.</p>	<p>Step 1 (15 mins): Introduction</p> <p>Introduce the concept of typography in social media and its impact on the viewers.</p> <p>Step 2 (30 mins):Lectures</p> <p>Explain various typographic elements such as font size, font family, line height, spacing, colour, and hierarchy of text.</p> <p>Step 3 (15 mins): Demonstration</p> <p>Showcase examples of typography used in social media platforms and discuss its impact on the audience.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Showcase the importance of font choice and its impact on the image portrayed in posts.</p> <p>Demonstrate how to effectively use various text styles and sizes to convey messages.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 17 – Social Media Platforms: Snapchat

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
76	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understands the different features of Snapchat for business</p> <p>Describe Snapchat engagement system;</p> <p>Create a Snapchat business account</p>	<p>Step 1 (15 mins): Spidergram. Ask students what types of media they can share on the platform and what features they can use to promote own content. Complete with the rest of the features.</p> <p>Step 2 (15 mins): Flipboard presentation of personal Snapchat profile vs. Snapchat business account.</p> <p>Step 3 (10 mins): Presentation about Snapchat for Business, Snapchat demographics and platform features to improve business visibility.</p> <p>Step 4 (10 mins): Screen the video How to create a business account and discuss about creating a Snapchat profile</p> <p>Step 5 (10 mins): Group activity. Ask students to create and present a snap. Use Snapchat Insights, check the analytics and present to colleagues.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 17 - Social media analytics tools: Why do you need them?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
77	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos.</p>	<p>Learners will be able to:</p> <p>Know analytic tools;</p> <p>Understand why the analytic tools are useful.</p>	<p>Step 1 (20 mins): Introduction</p> <p>Introduce the topic of “Social media analytic tools” and why do we need them.</p> <p>Step 2 (30 mins): Presentation</p> <p>Present the most commonly used SMA tools and their pros and cons.</p> <p>Step 3 (10 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additional video of the example Mandala tool for SMA can referred to students.</p>	1 hr

Day 17 – Scheduling: Date&Time

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
78	<p>Direct Instruction/ PBL</p> <p>Team Discussion/ Learning Gamification and discussion</p>	<p>Learners will be able to:</p> <p>Use and exploit time productively and efficiently;</p> <p>Develop new skills: organization, prioritization, goal setting communication planning delegation and stress management.</p>	<p>Step 1 (15 mins): Analysis of some account and simulations by considering different scenarios:</p> <ul style="list-style-type: none"> For example: TEDx videos <p>Step 2 (15 mins): A combination of lectures and readings plus a personal reflection and team discussion on the following questions:</p> <ul style="list-style-type: none"> Can you really make a promise? Do not promise believing your gut feelings. Reflection on thinking logically. Make sure you have correct resources to get the job done before making a promise. <p>Step 3 (30 mins): Game</p> <p>Points to discuss:</p> <ul style="list-style-type: none"> How could you re-evaluate your time? Would you change anything in your statistics? Are there any steps you could take to increase your productive time? <p>How would you rearrange your time to have some extra time for rest?</p>	<ul style="list-style-type: none"> Handouts + material for the role play 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 18 – Language: Talking to clients

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
79	<p>Direct Instruction</p> <p>Lecture/ Exercise/ Discussion and Reflexion</p>	<p>Learners will be able to:</p> <p>Gain insight in Business Conversation Rules</p> <p>Understand how to deal with different forms of requests.</p>	<p>Step 1 (15 mins): Introduction and lecture about the topic Guidelines when it comes to communication</p> <p>Step 2 (20 mins): Discussion</p> <p>Discuss with your students what other elements there are when it comes to business meetings (e.g. being on time, being prepared, clothing, how and where to meet)</p> <p>Step 3 (1hr 30mins): Exercise – Answering a request</p> <p>Let the students form groups (3-4 persons per group) to discuss how to deal with the presented requests/messages The exercise also asks them to formulate answers for the scenarios</p> <p>Step 4 (55 mins): Discussion of each scenario</p> <p>Go through the scenarios one by one and have the groups introduce their work, their thoughts and questions</p> <p>The discussion will help to see that there is not “the one right” solution and show the advantages and disadvantages of single approaches</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	In this lesson, you are a teacher and facilitator.	3 hrs

Day 18 – Visual Content: Edition

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
80	<p>Direct Instruction</p> <p>A combination of lectures, reading and videos</p>	<p>Learners will be able to:</p> <p>Know how to edit photos with smartphones;</p> <p>Understand various aspects to be taken into account when taking photos: theory and practice.</p>	<p>Step 1 (10 mins): Start by asking your learners:</p> <ul style="list-style-type: none"> It is better to publish on social media an edited or unedited image? And discuss about it. <p>Advice on moderating the debate and introducing the session: Retouching should not have a negative connotation: changing the light, the framing... can improve the photo without lying to the viewers.</p> <p>Step 2 (20 mins): Presentation about: correcting colour, image retouching... (key aspects on photo editing).</p> <p>Step 3 (30 mins): Screening of the video How to Edit Photos on Your Phone: apps and presets. The video should not be viewed all at once. It is recommended to pause and follow the indications on the mobile phone.</p>	<ul style="list-style-type: none"> Laptop Projector Mobile Apps 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Further reading about why editing photos..</p>	1 hr

Day 18 – Advertising: Campaign

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
81	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Plan an advertising campaign;</p> <p>Characterize a successful campaign;</p> <p>Apply advertising methods.</p>	<p>Step 1 (10 mins): Facilitate a discussion with students about what a marketing strategy can contain to attract more consumers. Write their answers on the flipboard.</p> <p>Step 2 (20 mins): Presentation about the impact of a marketing strategy. Focus on DAGMAR and AIDA methods and explain each working step. You can include the following videos: DAGMAR - Marketing and Marketing - What is the AIDA model?</p> <p>Step 3 (20 mins): Divide students into groups of 4 or 5 and ask them to plan a DAGMAR strategy for a well-known national or local brand of your choice. Share worksheets with the DAGMAR template.</p> <p>Step 4 (10 mins): Group presentations. Invite students present their ideas and discuss about their working process.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 19 – Social Competences: Hate speech and cyber bullying

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
82	<p>Direct instruction + hands.on</p> <p>Masterclass: What is cyberbullying? When does it happen? Which topics of conversation were most likely to attract abuse? What happens when people answer to cyberbullies? + see and study the Brandwatch report in class.</p>	<p>Learners will be able to:</p> <p>Understand what cyber bullying is and hate speech, when does it happen and its consequences.</p>	<p>Step 1 (5 mins): Introduce the topic of Hate Speech and Cyberbullying</p> <p>Step 2 (40 mins): Read the Brandwatch Report. Since the Brandwatch report has a very interactive website published, in this lesson, students will jump from the training programme page to the report site to discover important facts and figures on cyberbullying and its importance.</p> <p>TIP! Tell your students to read each of them one different statement and analyse the answers. The report is based in America and UK, but they are completely transferable to Europe.</p> <p>Step 3 (15 mins) – After analysing and debating about the report, ask your students if they have witnessed any type of cyberbullying, and how negative this can be.</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>Be aware of the background of your students again.</p>	1 hr

Day 19 – Social Media Platforms: YouTube

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
83	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understands the different features of YouTube for business;</p> <p>Describe YouTube engagement system;</p> <p>Create a YouTube business account.</p>	<p>Step 1 (10 mins): Start by asking your learners:</p> <ul style="list-style-type: none"> What do you think are the ways by which you can promote a business on YouTube? <p>Step 2 (20 mins): Spidergram. Ask students what types of media you can share on the platform, including video types and formats. Complete with the rest of them.</p> <p>Step 3 (10 mins): Presentation about the benefits of YouTube accounts for businesses and methods to engage the audience.</p> <p>Step 4 (10 mins): Screening of the video How to Create a YouTube Channel for Beginners and discussion about the account features.</p> <p>Step 5 (10 mins): Divide students into group of 4. Ask them create their own thumbnail using a YouTube thumbnail maker.</p>	<ul style="list-style-type: none"> Laptop Projector Flipboard Paper Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 19 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
84	<p>Flipped classroom and project based learning</p> <p>Introduction to Canva through a brief explanation and a video showing the main functionalities of the platform.</p> <p>Practical exercise to permit a learning by doing approach.</p>	<p>Learners will be able to:</p> <p>Use tools to create an effective social media calendar.</p>	<p>Step 1 (10 mins): Before starting the lesson and introducing the Canva platform ask following questions to the students:</p> <ol style="list-style-type: none"> 1. Do you know any platforms / programs to develop graphics? 2. Have you ever used Canva? <p>Step 2 (15 mins): Introduce the Canva platform and explain its main features and characteristics.</p> <p>Step 3 (5 mins): After a general introduction of the platform, show to students the video "how to use Canva".</p> <p>Step 4 (30 mins): Divide the students into groups of 3 and let them go to www.canva.com and become familiar with the platform by creating graphics for the social media calendar created in the previous lesson.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet 	<p>In this lesson, you will introduce the Canva platform by combining, through an exercise, previous lessons in order to obtain a practical outcome.</p> <p>The purpose of the exercise is to provide students with a free tool to create eye-catching graphics for an effective social media calendar.</p>	1 hr

Day 19 – Visual Content: Edition

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
85	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Know how to edit photos with smartphones;</p> <p>Understand various aspects to be taken into account when taking photos: theory and practice.</p>	<p>Step 1 (10 mins): Start the session with a recap of Lesson 80.</p> <p>Step 2 (20 mins): Presentation about the keys in photo editing: lighting and contrast, white balance, saturation and cut.</p> <p>Step 3 (20 mins): Presentation about the photo editing apps for smartphone: Lightroom, afterlight, snapseed, VSCO Cam and PicMoney. Explain each one.</p> <p>Then choose an application and download an application (all are free). Browse and test with this app.</p> <p>Step 4 (10 mins): Individual student work: editing and retouching a photo.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Smartphone ▪ Photo editing apps 	<p>In this lesson, you are a teacher and facilitator.</p>	1 hr

Day 19 – Scheduling: Tools and Platforms

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
86	<p>Direct Instruction/ PBL</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand that investing in social media posting tools can help post regularly;</p> <p>Engage with the audience, track analytics, and leverage social media.</p>	<p>Step 1 (5 mins): Introduce the topic of Scheduling</p> <p>Step 2 (30 mins): Presentation and demonstration</p> <ul style="list-style-type: none"> ▪ Analysis of some accounts and simulations by considering different scenarios. ▪ Presenting social media and tools' importance. ▪ How they are working, how is social media working. <p>Step 3 (25 mins): Discussions</p> <ul style="list-style-type: none"> ▪ Tutorial and team discussion ▪ Presenting what is social media scheduling tool. <p>Example of 3 social media scheduling tools and explain how they are working.</p>	<ul style="list-style-type: none"> ▪ Handouts + material for the role play 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then apply the acquired knowledge</p>	1 hr

Day 20 – Language: Inclusive accessibility in Social Media

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
87	<p>Direct Instruction</p> <p>A combination of lectures, Discussion and Reflexion, Exercise</p>	<p>Learners will be able to:</p> <p>Gain insight in why it is important to create inclusive social media posts;</p> <p>Learn how to create such content;</p> <p>Conduct research for reliable resources.</p>	<p>Step 1 (15 mins): Introduction of the topic and discussion about who benefits from inclusive Social Media content.</p> <p>Step 2 (20 mins): Lecture about important elements for creating inclusive Social Media content with 2 examples</p> <ul style="list-style-type: none"> a) Content for visually-impaired people b) Content for hearing-impaired people <p>Step 3 (3hrs): Exercise – Creation of inclusive content</p> <p>Let the students form groups (3-4 persons per group) to create one or two posts that cater to the target groups named above. Give them creative freedom about what, where and for who they create something.</p> <p>Step 4 (25 mins): Presentations - Each group can present their results and get feedback</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Beamer 	<p>The most important lesson here is that inclusive information is not some “nice extra”, but a human right. Inclusive content is not made for a small minority, but a lot of people can benefit from it.</p> <p>This lesson gives us a chance to be trailblazers by making the creation of inclusive content an every- day occurrence.</p>	4 hrs

Day 20 - Metrics to Measure Content Performance

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
88	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Know elements of SM Monitoring.</p> <p>Use the tools for SM Monitoring.</p>	<p>Step 1 (20 mins): Introduction</p> <p>Introduce the topic of social media metrics tools and why do we need them for the business to succeed.</p> <p>Step 2 (30 mins): Lectures</p> <p>Describe different types of media metrics.</p> <p>Step 3 (10 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additional video of the example Mandala tool for SMA can referred to students.</p>	1 hr

Day 21 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
89	<p>Hands-On Learning/ Teamwork exercise</p> <p>Practical exercise to permit a learning by doing approach</p>	<p>Learners will be able to:</p> <p>Use tools to create an effective social media calendar.</p>	<p>Step 1 (5 mins): Know your students. Before starting the lesson ask students:</p> <ol style="list-style-type: none"> 1. Are you getting familiar with Canva? 2. Have you already produced some graphics? <p>Step 2 (10 mins): After listening to their answers, show them the image in the lesson to give them an example of a fun graphic, made with Canva, which could be used for the small dairy farm.</p> <p>Step 3: (45 mins) Referring back to the previous lesson, let students continue to develop the graphics for their social media calendar.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection 	<p>Make sure students begin to understand how to use Canva and to be creative.</p>	1 hr

Day 21 - Content: Using spellchecking software

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
90	<p>Direct Instruction</p> <p>Practical use of spellcheck software, lecture on how to use them</p>	<p>Learners will be able to:</p> <p>Understand the importance of using spellchecking software in social media, such as setting up the software and basic usage, to ensure accuracy in their messages and posts.</p> <p>Identify common spelling and grammar errors and know when to use appropriate language for social media.</p>	<p>Step 1 (15 mins): Introduction</p> <p>Introduce the concept of spellchecking tools and explain why they are important, particularly in the context of social media.</p> <p>Step 2 (30 mins): Demonstration</p> <p>Demonstrate how to use several spellchecking tools and highlight key features. Show examples of how the tools can be used to improve the accuracy of posts.</p> <p>Step 3 (15 mins): Reflection</p> <p>Explain the importance of proofreading and discuss best practices for using spellcheckers. Encourage questions and feedback from the audience.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Ups Training Programme for NEETS ▪ Spellchecking software 	<p>Install spellchecking software on your device.</p> <p>Demonstrate how to use spellcheckers on different platforms.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

Day 21 – Visual Content: edition

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
91	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Know how to edit videos with smartphones.</p> <p>Aspects to take into account when editing videos.</p>	<p>Step 1 (10 mins): Presentation about the importance of editing videos on social media. Read quotes.</p> <p>Step 2 (40 mins): Presentation about the video editing apps for smartphone: Inshot, capcut, Filmora and Wave video. Explain each one.</p> <p>Then choose an application and download an application (all are free). Browse and test with this app.</p> <p>Step 3 (10 mins): Screen the video How to editone video for multiple social media platforms.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 21 – Advertising: The benefits of ads on each social platform

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
92	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Classify social platforms;</p> <p>Identify specific types of ads for social platforms;</p> <p>Explain the importance of ads on social platforms.</p>	<p>Step 1 (15 mins): Introduce the topic of the lesson and make a table on the flipchart. In one column write a range of social media platforms (Facebook, Facebook Messenger, Instagram, Pinterest, TikTok, LinkedIn, Reddit, Snapchat, WhatsApp, YouTube, Twitter) and in the other column write the following categories social networks, messaging apps, photo and media sharing apps, interactive apps, discussion forums or community groups, bookmarking sites. Ask students to match social platforms to the categories they belong to.</p> <p>Step 2 (15 mins): Presentation on the importance of social media marketing with examples of ads according to each category. You can project examples of videos or screenshots from successful campaigns. One might be the #ShotOniPhone campaign on Instagram, created to actively engage consumers.</p> <p>Step 3 (30 mins): Individual work. Ask students to login to Facebook, Instagram or Twitter from their mobile to find ads. At the end, have them present what they found and say which is the category of the advertisement, what works and what doesn't.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 21 –Scheduling: Tools & Platforms

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
93	<p>Direct Instruction/ PBL</p> <p>A combination of lectures and exercises.</p>	<p>Learners will be able to:</p> <p>Understand that investing in social media posting tools can help post regularly;</p> <p>Engage with the audience, track analytics, and leverage social media.</p>	<p>Step 1 (5 mins): Start by explaining to students that this lesson is a continuation of Activity ID 86.</p> <p>Step 2 (30 mins): Explain how with the help of social media scheduling tools, they can plan social media strategy ahead of time and make posting across platforms easier and more efficient</p> <p>Invite the students to watch tutorials on most used platforms and apps</p> <p>Present 3 most useful applications for social media scheduling:</p> <ul style="list-style-type: none"> Eg.: SocialBee, Sendible, AgoraPulse <p>Step 3 (25 mins): Hands on activity</p> <p>Guide students to simulate the using of these applications.</p>	<ul style="list-style-type: none"> Handouts Laptop Projector Flipboard 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 22 – Social Media Platforms: Pinterest

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
94	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Understand the different features of Pinterest for business;</p> <p>Describe Pinterest engagement system;</p> <p>Create a Pinterest business account.</p>	<p>Step 1 (10 mins): Presentation about Pinterest and platform features to improve business visibility.</p> <p>Step 2 (20 mins): Screening of the video HOW TO USE PINTEREST FOR BUSINESS! MY 7 STEP STRATEGY and discussion about creating a Snapchat profile</p> <p>Step 3 (20 mins): Discussion. Ask your learners how a company can better engage its target audience through Pinterest posts. Show them examples of profiles or pins.</p> <p>Step 4 (10 mins): Divide students into group of 4. Ask them to choose a topic and create keyword- optimized board. Present it to your colleagues.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 22 – Visual Content: edition

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
95 (A)	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises.</p>	<p>Learners will be able to:</p> <p>Know how to use Inshot (smartphone app for editing videos).</p> <p>Understand various aspects to be taken into account when taking photos: theory and practice.</p>	<p>Step 1 (10 mins): Start the session with a recap of Lesson 80 and answer questions.</p> <p>Step 2 (15 mins): Screen the video Inshot tutorial</p> <p>Step 3 (15 mins): Screen the video 7 Advanced Ed-iting tips for Inshot Video Editor</p> <p>Step 3 (20 mins): Put into practice everything learned in the videos by editing your own video.</p> <p>The students put into practice what they have learnt by editing their own video. The teacher will recommend the use of the InShot application.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Smartphone ▪ InshotApp 	<p>In this lesson, you are a teacher and facilitator.</p> <p>In this session we will go deeper into the Inshot tool, it is recommended that the teacher previously download the application and read this article.</p> <p>https://blog.hootsuite.com/understanding-image-copyright/.</p>	1 hr

Day 22 – Visual content: image copyright

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
95 (B)	<p>Direct Instruction</p> <p>A combination of presentations and readings.</p>	<p>Learners will be able to:</p> <p>Know the importance and particularities of image copyright.</p> <p>Identify the royalty-free image banks.</p>	<p>Step 1 (5 mins): Start the session with a recap of the law regarding the property of the images.</p> <p>Step 2 (50 mins): Presentation about the image copyright and royalty free image banks.</p> <p>TIP! Click on the links and show the type of images that appear in the image banks. Pixabay, Stocksnap, Unsplash, Pexels, Vecteezy, google Ad-vanced Image search,</p> <p>Step 3 (5 mins): Reflection. Guide students to reflect on image copirynth as well as the extension to literary works, theatrical works, songs, movies, etc</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Further reading: Image copy-right on social media: Everythingto need to know</p>	1 hr

Day 22 - Social Media Monitoring

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
96	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Know different types of metrics.</p>	<p>Step 1 (20 mins): Introduction</p> <p>Introduce the topic of social media monitoring and using presentation explain why it is important for the business.</p> <p>Step 2 (30 mins): Lectures and demonstration</p> <p>Describe the best social media monitoring tools available</p> <p>Step 3 (10 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Additional video of the example Mandala tool for SMA can referred to students.</p>	1 hr

Day 22 – Scheduling: Performances

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
97	<p>Direct Instruction</p> <p>A combination of Team Discussion</p>	<p>Learners will be able to:</p> <p>Understand that Social media KPIs are measurable metrics that reflect social media performance</p> <p>Understand that keeping track of performances can help focus on the goals that matter.</p>	<p>Step 1 (25 mins): Analysis of some accounts and team discussion: a combination of lectures, readings, and videos.</p> <p>Step 2 (30 mins): Masterclass about tactics that can help to stand out on social media:</p> <ul style="list-style-type: none"> • tell a true story; • create a content strategy; • know the audience; • go for the quality over the quantity <p>For example: time tracking methods: pen and paper, spreadsheets, time tracking software; how a time tracking software can help.</p> <p>Step 3 (5 mins): Reflection. Guide students to reflect on those indicators that help focus on the goals that matter.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methodshelps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 23 – Posting Strategy

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
98	<p>Hands-On Learning / Teamwork exercise</p> <p>Practical exercise to permit a learning by doing approach</p>	<p>Learners will be able to:</p> <p>Use necessary tools to create an effective social media calendar.</p>	<p>Step 1 (15 mins): Start by explaining to students that this is the last lesson, and they will have the opportunity to present their social media calendar to evaluate the work they managed to do during the lessons. Allow the students an extra 15 minutes to finish their graphics should they need it.</p> <p>Step 2 (40 mins): Invite students to present their work.</p> <p>For each presentation, spend a few minutes talking and discussing the strategy used to bring out its strengths, weaknesses and feasibility.</p> <p>Step 3 (5 mins): Reflection. Guide students to reflect on the newly skills for creating appealing and memorable graphics for your posts.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet connection 	<p>As the last lesson, allow students to present their social media calendar to evaluate the work they managed to do during the lessons.</p> <p>For each presentation, spend a few minutes talking and discussing the strategy used to bring out its strengths, weaknesses and feasibility. Also, evaluate the graphics based on the captions realized.</p>	1 hr

Day 23 - Content: Text to image ratio (content of the post)

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
99	<p>Experiential Learning</p> <p>Theoretical lecture followed by practical exercises</p>	<p>Learners will be able to:</p> <p>Create a balanced ratio of text-to-image posts on social media.</p> <p>Text posts should provide useful content, while images should be visually appealing, relevant, and capture the attention of viewers.</p>	<p>Step 1 (15 mins): Introduction</p> <p>Introduce the subject of text-to-image ratio in social media. Explain the importance of both text and images in creating an effective post for your audience.</p> <p>Step 2 (35 mins): Lectures</p> <p>Explain the different types of images that can be used in social media posts and the different ways in which to write effective text for your posts. Cover topics such as how to create an engaging headline, the importance of using keywords, and how to incorporate images into the post.</p> <p>Step 3 (10 mins): Wrap up</p> <p>Wrap up the lecture by discussing how to find the right balance between text and images in social media posts. Explain how to measure the text-to-image ratio and the importance of testing different combinations to see which one works best for your audience.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Ups Training Programme for NEETS 	<p>This lesson will cover the importance of text-to-image ratio in social media and how to optimize this ratio for effective content sharing.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

23 – Visual Content: Image copyright

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
100	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Know the importance and particularities of image copyright.</p> <p>Differentiate between images without and with rights.</p>	<p>Step 1 (10 mins): Start the session with a recap of Lesson 95 and answer questions.</p> <p>Step 2 (15 mins): Presentation on the legally use of image on social media. Permitted images VS prohibited images.</p> <p>Step 3 (15 mins): Set up scenarios and assumptions for students to discuss and decide whether these images can be shared on social media. To solve the cases it is recommended to use the table 'Cheat- sheet, imagecopyright'</p> <p>Step 4 (10 mins): Presentation of 'Consequences of using a copyrighted image without permission'.</p> <p>Step 5 (10 mins): Individual work. Students answer the questionnaire.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Further reading: Image copy-right on social media: Everythingto need to know</p>	1 hr

Day 23 – Advertising: Target audience

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
101	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Describe the concept of target audience;</p> <p>Collect the target audience's needs;</p> <p>Explain the importance of target audience in advertising.</p>	<p>Step 1 (15 mins): Presentation about the impact of marketing research on the target audience. Focus on key characteristics that define the target audience, from demographics to personal occupations and social status. Screening the video: The 4 essential types of consumer profiling</p> <p>Step 2 (30 mins): On the flipboard, compose three different consumer profiles with your students. Try to be inclusive and create profiles that differ according to key characteristics of the target group and name these personas. Define the needs consumers have and what they are likely to buy.</p> <p>Remind students that every choice they make can change their business communication strategy. At the end, ask students to match each profile to a social media platform so that the ads reach their full potential.</p> <p>Step 3 (15 mins): Now you will do a reverse process. Research for statistics about target groups for Netflix and Twitch streaming services in advance. Ask your students what the differences are between the two when it comes to target audience profile. Compare student's opinions with the statistics.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr

Day 23 – Social Competences: Cultural diversity

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
102	<p>Direct Instruction + Experiential Learning</p> <p>A combination of a lecture and 2 group exercises.</p>	<p>Learners will be able to:</p> <p>Understand the different cultural differences and knows how to respect each background</p>	<p>Step 1 (10 mins): You will introduce the topic of cultural diversity and how can different cultures have different perceptions on different Social Media Posts.</p> <p>Step 2 (25 mins): In class, ask each students about their backgrounds and origins. If all students are from the same country, then ask for different regions within the country. What are the cultural differences? Discussion in case of "stupid comments"</p> <p>Step 3 (25 mins): You will prepare 6 different scenarios: (i.e. users from a muslim country, north European country, South America, Asian, African and east-European) and will present one post considered as "controversial". How controversial could that be in each presented region? Choose posts from Instagram from top celebrities to give a push of motivation to your students.</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>You can write "#controversial" in platforms like Instagram to find effective posts for this activity.</p>	1 hr

Day 24 – Social Competences: Age diversity

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
103	<p>Direct Instruction + Experiential Learning</p> <p>A combination of a lecture and an activity of posting about singers of different generations.</p>	<p>Learners will be able to:</p> <p>Understand the needs and level digital literacy of the different generations.</p> <p>Understand how age affects the use of social media</p>	<p>Step 1 (15 mins): You will introduce the topic of age diversity and different age groups depending on their use of Social Media.</p> <ul style="list-style-type: none"> - People over 65s - People aged 50-64 - People aged 30-49 - Millennials - Generation Z <p>After understanding their social media use (e.g. frequency or platforms, you can start with the next activity.</p> <p>Step 2 (40 mins): Invite the students to find anartist that is or was famous for each generational group. Then, tell your students how would they publish an effective post for their target audience?</p> <p>Step 3 (5 mins): Discuss the results with the rest of the class.</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>Try to find artists that are “legends” meaning, famous for various of the generational groups, and give your students an extra challenge!</p>	1 hr

Day 24 – Social Media Platforms: Reddit

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
104	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of Reddit for business;</p> <p>Describe Reddit engagement system;</p> <p>Create a Reddit business account.</p>	<p>Step 1 (10 mins): Presentation about Reddit, for business and platform features to engage audience.</p> <p>Step 2 (20 mins): Screening of the video How to post on Reddit and demonstration of creating a Reddit profile.</p> <p>Step 3 (20 mins): Spidergram and discussion. Ask students what is the best way to start a marketing strategy on Reddit. Write and complete their answers.</p> <p>Step 4 (10 mins): Divide students into group of 4 and ask them to inform their audience about forthcoming activities (use imagination). Create a Reddit post and a schedule.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 24 - Content: How write in a formal way on LinkedIn

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
105	<p>Experiential Learning</p> <p>Creating content (text) of the profile</p>	<p>Learners will be able to:</p> <p>Write formal posts on LinkedIn;</p> <p>Understand the etiquette of the platform and how to present a professional image to an external audience;</p> <p>Craft quality posts that engage with the audience in an appropriate way;</p> <p>Create content that adds value to the network.</p>	<p>Step 1 (15 mins): Introduction</p> <p>Introduce the topic of formal writing on LinkedIn and outline the importance of following the rules of formal writing. Explain the basic rules such as using full sentences and proper grammar, avoiding slang and casual language, and using proper punctuation.</p> <p>Step 2 (30 mins): Demonstration</p> <p>Provide examples of formal writing on LinkedIn. Demonstrate how to write a clear and concise message, how to structure your thoughts, and how to communicate in a professional manner.</p> <p>Step 3 (15 mins): Conclusions</p> <p>Discuss the do's and don'ts of formal writing on LinkedIn. Summarize the importance of following the rules of formal writing and encourage the students to practice and review their writing.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Ups Training Programme for NEETS 	<p>Feel free to use provided YouTube materials and content of the platform.</p> <p>Be sure to use examples provided in the course lesson and links at the end to look for more information.</p>	1 hr

Day 24 - How to set up social media monitoring?

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
106	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Choose the best social media monitoring tool for your purposes.</p>	<p>Step 1 (20 mins): Introduce the topic of social media monitoring tools how everyone can use them.</p> <p>Step 2 (15 mins): Using presentation explain how to set up social media monitoring in a few steps.</p> <p>Step 3 (15 mins): Students can watch a video to better understand the use of media monitoring tools with HootSuite as an example.</p> <p>Step 3 (10 mins): Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 24 – Scheduling: Performances, How to get back on track

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
107	<p>Direct Instruction</p> <p>Team Discussion, PBL</p>	<p>Learners will be able to:</p> <p>Understand that Social media KPIs are measurable metrics that reflect social media performance.</p> <p>Understand that keeping track of performances can help focus on the goals that matter.</p>	<p>Step 1 (25 mins): Start the lesson by analyzing some accounts and team discussion</p> <ul style="list-style-type: none"> • Pros and Cons of Performance Based Scheduling <p>Step 2 (30 mins): A combination of lectures and readings plus a personal reflection and team discussion on the following:</p> <ul style="list-style-type: none"> • Projections in scheduling • The differences between Predictive and Pick-a-day Scheduling • How to get back on schedule when you have fallen off track. <p>Step 3 (5 mins): Reflection. Guide the students to reflect on own skills for keeping track of performances</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously</p>	1 hr

Day 25 – Social Competences: Audience diversity and specifics

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
108	<p>Project Based Learning</p> <p>Create a “Persona”</p>	<p>Learners will be able to:</p> <p>Understand the different audience diversity, needs and how they would react to certain posts.</p>	<p>Step 1 (5 mins): Introduce the lesson. Explain to the students that in class, each student will create an own "persona" defining: age, background, gender (if so), nationality, hobbies.</p> <p>Step 2 (50 mins): Creation of “Persona”</p> <p>In a next step, students will present their “Persona” to the rest of the class.</p> <p>Step 3 (5 mins): Reflection and feedback</p> <p>Then you will choose different random posts and students will have to give their opinion on how those personas will see that post.</p>	<ul style="list-style-type: none"> ▪ Screen ▪ Computers 	<p>Again try to find controversial posts or publications of instagramers with more followers.</p>	1 hr

Day 25 – Social Media Platforms: TikTok

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
109	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Understand the different features of TikTok for business;</p> <p>Describe TikTok engagement system;</p> <p>Create a TikTok business account.</p>	<p>Step 1 (10 mins): Presentation about the importance of TikTok in digital marketing, TikTok Business Center, demographics and the algorithm.</p> <p>Step 2 (20 mins): Case study on Ryanair TikTok marketing. Login on TikTok and search for Ryanair’s TikTok account to show your students how to use the viral trends to your business’ advantage.</p> <p>Step 3 (10 mins): Spidergram and discussion. Ask students what is the best way to start a marketing strategy on TikTok. Write and complete their answers. Discuss about key features of TikTok.</p> <p>Step 4 (20 mins): Group activity. Ask students to create a short video and use editing tools before posting.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>Using visual education methods helps students become more engaged in the lesson and use media consciously.</p>	1 hr

Day 25 – Content: Easy word counts, emojis, memes etc.

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
110	<p>Direct Instruction</p> <p>Practical writing, teamwork exercises</p>	<p>Learners will be able to:</p> <p>Effectively use easy words, count words, insert emojis and memes into social media posts to engage an audience and increase traffic to a website.</p>	<p>Step 1 (10 mins): Introduction</p> <p>Introduce the topic of easy word counts, emojis, memes etc in social media. Explain how it is impacting communication online.</p> <p>Step 2 (35 mins): Demonstrate and explain</p> <p>Break down the different types of easy word counts, emojis and memes used in social media. Provide examples of each one and explain how they are used.</p> <p>Step 3 (15 mins): Conclusions</p> <p>Summarize the main points of the presentation and lead a discussion surrounding the use of these tools and their effects on communication.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Internet ▪ The Follow-Us Training Programme for NEETS 	<p>Explain to students the various terms used in social media such as word count, emojis, memes and others. Discuss why and how these terms are used in social media and how they can be utilized effectively.</p> <p>Feel free to use provided YouTube materials and content of the platform.</p>	1 hr

DAY 25 - Social media monitoring tips

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
111	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos</p>	<p>Learners will be able to:</p> <p>Know how to make social media monitoring profitable.</p>	<p>Step 1 (40 mins): Introduction</p> <p>Introduce tips to make social media monitoring profitable. Explain four main ones.</p> <p>Guide the students to:</p> <ul style="list-style-type: none"> • Set clear goals for themselves • Find the terms that the target audience uses • React to feedback and trends • Choose the appropriate social media monitoring tool <p>Step 2 (10 mins): Lectures</p> <p>Introduce some more tips and best practices about social media monitoring.</p> <p>Step 3 (10 mins): Evaluation</p> <p>Ask students to fill in the quiz to check their knowledge.</p>	<ul style="list-style-type: none"> ▪ Computer ▪ Mobile phone ▪ Tablet ▪ Pencil ▪ Notebook 	In this lesson, you are a teacher and facilitator.	1 hr

Day 25 – Advertising: Ad formats

Activity ID	Method & Activity Description	Learning Objectives	Instruction	Materials & Equipment	Notes for Trainer	Time
112	<p>Direct Instruction</p> <p>A combination of lectures, reading, videos, and teamwork exercises</p>	<p>Learners will be able to:</p> <p>Enumerate types of ad formats;</p> <p>Describe the characteristics of specific ad format;</p> <p>Review ad formats through user experience.</p>	<p>Step 1 (10 mins): Presentation about the types of ad formats. Define what static display advertisements and what interactive ad formats are. Give examples of ad formats in each category and explain how they work according to user experience.</p> <p>Step 2 (10 mins): On a flipboard make two tables with advantages and disadvantages for static ads and interactive ads. Involve students and have them find 5 advantages and 5 disadvantages for each.</p> <p>Step 3 (30 mins): Divide students into two groups, one to brainstorm static ad ideas and the other to come up with interactive ad ideas. Choose in advance a big brand that everyone knows. Give them large sheets of paper and tell them to brainstorm as many ideas for a brand campaign that will use that specific category of ad formats they have.</p> <p>Step 4 (10 mins): Invite groups to present the results and discuss based on their ideas.</p>	<ul style="list-style-type: none"> ▪ Laptop ▪ Projector ▪ Flipboard ▪ Paper ▪ Post-its ▪ Markers 	<p>In this lesson, you are a teacher and facilitator.</p> <p>The practical activity helps learners to participate in the learning process, to be more attentive and then to apply the acquired knowledge.</p>	1 hr