JIMINY
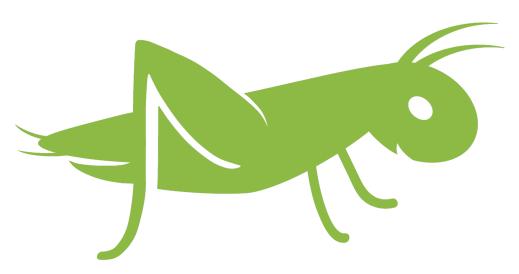
Journey to Increase your techniques of eMotional Intelligence, digital awareNess and entrepreneurship lifestYle

TRAINING PLAN FOR ADULT EDUCATORS

2. DIGITAL AWARENESS

2.2. How to Create Digital Resources/ Content? How to use Social Media

April, 2021

CONTENTS

1. INTRODUCTION

1. 1.   Learning Objectives

The following subchapter aims to discuss the creation of digital resources and content, as well as the use of social media, the compliance with regards to GDPR and other relevant aspects. Through this subchapter we will try to answer the following questions: Which software do I need to master in order to begin my entrepreneurial path? How can I learn to use it? Do I need to know how to create multimedia content or other graphic elements? What is a network? Do I need to be aware of data protection regulations?

The Learning Objectives are:

- Getting to know different alternatives of free software specialized in office work
- Getting to know different alternatives of free software specialized in multimedia content creation
- Gaining access to free resources to master the given software
- Understanding the concept of network in today's world
- Learning how to properly use LinkedIn
- Learning how to properly manage the social media accounts of their own enterprise

1. 2.   Competencies

Competences to be acquired after receiving the module:

- Autonomy and self-work
- Digital skills
- Communication skills
- Adaptability
- Flexibility
- Stress management
- Teamworking
- Presentations
- Written communications, hosting meetings, collaboration, strategic planning, networking, creativity.

2. TRAINING OUTLINE

This training outline presents a recommended approach for providing the training on the **Module 2.2. How to Create Digital Resources/ Content? How to use Social Media?** After an in-depth reading of the JIMINY Self-Help Handbook Module, the training outline should be adapted to the needs of your audience and to your own training style.

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
45 min.	Introduction to the training 1. Welcoming the learners 2. Icebreaker – Presentation of trainer and learners: ask participants to stand in a circle, and one by one, they will need to say their	1. A welcoming flipchart paper/ slide 2. Flipchart and markers to	Module 2.2 – points 1.1 and 1.2 (pag 89)

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	name and a skill starting with the same letter as their name, which can define them (for example, Hillary is Happy). The following person will need to repeat the names previously said, until arriving to their name (for example, Dan is the third in the circle; he will need to repeat Hillary is happy, Lucas is lucky, before saying I am Dan and I am divine!). 3. Set a series of rules everyone will need to agree (for example, not using the mobile phone while others are speaking, encourage everyone to participate, avoid negative comments). 4. Present the learning objectives of the subchapter. 5.	establish the rules of the session 3. Brief presentation explaining the learning objectives	
15 min	Initial test	Initial tests copies for all learners (do not include the Answer Sheet)	Chapter 5.1. - Initial test (pag 106-107)
20 min	Explanation of Office Suits - Explain participants what Office Suits are - Ask participants their experience and expertise using Office Suits - Establish which Office Suits they believe are most useful / difficult to use	Flipchart and markers	Chapter 2.1.1 (pag 90-93)
	Exercise: Design your own CV using a given template by Google Docs Ask learners to create their CVs using a template given by Google Docs. This way, the learner will check out how this kind of templates work and will develop his/her own CV while learning how to use a word processor. He/she has to include an image and a link to his/her LinkedIn account. If there are not enough computers, they can do it in pairs or groups of three.	Computer, internet access	Chapter 2.1.1 and 3.1 (pag 105)
30 min	Discussion on conference calls - Ask participants the most difficult thing they see when participating in a conference call (difficulty understanding others, internet issues, lack of confidence in your own capabilities…). - Among all the group, create a series of ideas to solve the difficulties mentioned - Show the different conference tools and explain how to register	Flipchart and markers Projector, computer, and internet	Chapter 2.1.2 (pag 93-96)
45 min	Multimedia content - Explain the different programs included in chapter 2.1.3 (pag 96-99).	Projector, computer and internet	Chapter 2.1.3 (pag 96-99)

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Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	- Show how GIMP is used, explaining how to download it. If participants can access to computers, it would be interesting if they tried to make some changes in a picture	If possible, one computer per pair or per participant	
30 min	Discussion on Networking - Create 4 different plans (for example, setting up a restaurant, a tourist shop, a consultancy, and a bank). Establish different roles among participants, each of them specific for one of the plans. They will need to network among them to find which of the roles other trainees have could be useful for them. - Discuss among the group the importance and benefits of networking.	4 plans created (the number may depend on the number of people participating). Individual roles per student corresponding a specific plan.	Chapter 2.2.1 (pag 99-100)
45 min	Use of social media professionally - Introduce the different social media that can be useful professionally. - Set up a comparison between them: how to use them professionally? Which things should be considered? Which things should be avoided? - Provide feedback on how to manage social media professionally (pag 103-104)	Projector, computer, and internet to show social media Flipchart and markers	Chapter 2.2.2 and 2.2.3 (pag 100-104)
1 h 30 min	Exercise: Develop your own social media strategy. Divide the learner in groups and give a certain sector of activity. Ask each group to develop their own social media strategy, answering the following questions: • Which is your audience? • Which are the characteristics of your audience? Are they young people, old, active, sportive…? • Which social media platforms are appropriate for your activity? • Can you write three well known enterprises related with your activity? • Design a timeline stating your goals managing social media. Encourage them to create a visual result; they do not need to make something deep and well written, it would be better something easy to explain. They will have 45 minutes to prepare it. Once they have finished, they should present it to other groups. They will have 5 minutes each.	Paper and pens, internet connection Flipchart paper, markers	Chapter 2.2.3 and 3.1 (pag 105)
10 min	Conclusion	Projector, one slide summarising	

Recommended Time	Learning Activities/Advice for Trainer	Materials	Resource
	- Summing up the submodule, explaining the main outcomes seen in the session		
45 min	Quiz - Divide the different questions from the assessment among groups, and ask them to provide a thorough response to the question provided - Ask the rest of the groups to provide their opinion on the response given by the presenting group; they will not be allowed to just say "I agree" or "I disagree", they need to justify their answer. - If it seems like any of the topics discussed are not clear enough for learners, try to deepen the subject.	Paper and pens	Chapter 5.1. - Initial test (pag 106-107)
45 min	Final assessment - Provide a print copy of the final assessment; each learner must answer it individually. - Once everyone has finished, correct it in groups and discuss why each answer is correct or wrong, in case of doubts	Final assessment copies for all learners - do not include the answers	Chapter 5.2 (pag 109-110)

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