REACT4women
On-site Training

Module 3:
Lesson Plans for youth trainers

REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	5/12/2023	INSPIRE	Creation	C	7
2.0	21/12/2023	Mind the Game	Update	U	9
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5.0	01/05/2024	INSPIRE	Update	U	17

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
1	2022-3-CY02-KA210-YOU-000093826	Proposal document
2	Focus group analysis	

APPLICABLE DOCUMENTS

ID	Reference	Title
1	Module 3	Digital skills: A modern path to improve your re-integration
2		

Contents

Introduction

1. Project Objectives

The project has several objectives. Firstly, it aims to raise awareness about discrimination against young women from vulnerable groups, promoting their inclusion in European societies and enhancing their employability. Secondly, the project seeks to develop Open Educational Resources (OERs) to train young women in essential competencies such as communication, digital, green, and entrepreneurial skills. Thirdly, a serious game is created as an engaging learning tool to motivate young women's participation in the training. Additionally, part of the current project is the implementation of physical activities related to eco-tourism, providing opportunities for young women to apply their skills and boost their self-esteem and sense of belonging. Lastly, the project aims to establish a framework for collaboration with stakeholders and mentoring communities, offering support and assistance to young women in need, thereby facilitating their personal and professional development.

2. On-site training objectives

The on-site training aims at encouraging women's re-inclusion into social life and strengthening their critical competencies.

More specifically the objectives of the on-site training are the following:

- To build knowledge of representatives of the target groups on the topics: entrepreneurship, digital world, social awareness, environment, and sustainability, tourism;
- To improve the social, business, digital and green skills of the participants in the on-site training;
- To raise the preparedness of the target group to enter the eco-tourism labour market

3. Target Groups/trainees

Young women (16-26 years of age) who:

- have undergone and completed rehabilitation programs due to alcohol/drug addiction.
- are facing types of discrimination and are considered to belong to vulnerable groups.
- belong to the NEETs definition and are marginalized without having any education or training opportunities.

Additional target groups:

- Youth educators and trainers who promote social inclusion or/and (Eco)Tourism sustainability.
- NGOs and other groups/associations providing instruction in promoting social inclusion, sustainability, or (Eco)Tourism.
  - Centres for addiction treatment and rehabilitation.
  - Public officials and policymakers engaged in the promotion of equitable opportunities in education and training.

4. Training modules

These training modules and units are developed after analysing the focus groups discussions in the partner countries and the needs of the target groups.

#	Module	Unit	Topics
I	Introduction	Introductory module	Goals and objectives of the training, expectations and expected results, group formation, presentation of the training modules and main topics.
II	Personal & Interpersonal Skills: Become the best version of yourself!	Unit 1 Self-awareness & self-discovery	• Identity & culture • Self-regulation & self-motivation • Self-discovery • Tips & techniques
		Unit 2 Critical thinking & problem solving	• Critical thinking in recovery • Efficient problem solving • Information processing & decision making • Tips & techniques
		Unit 3 Resilience & ability to cope	• Resilience • Empathy & adaptability • Creativity • Tips & techniques
		Unit 4 Self-worth, and etiquette	• Elements of self-worth & self-esteem • Building strong boundaries with others • Business etiquette • Tips & techniques
		Unit 5 Social skills	• Social awareness & relationship management • Advocacy & action • Cultural competency for social justice • Tips & techniques
III	Digital skills: A modern path to improve your re-integration	Unit 1 Job searching resources & assistance	• Online personal branding (building a strong resume, how to look for jobs, navigating your past with addiction) • Tools & programs • Network of stakeholders • Tips & techniques
		Unit 2 Online communication & collaboration	• Choosing the right tools • Information exchange & feedback • Efficient use of social media & video conferencing tools • Tips & techniques

		Unit 3 Creation of digital content	• Writing & storytelling • Digital marketing content • Tools & programs • Tips & techniques
		Unit 4 Information & data literacy	• Non-technical data literacy • Technical data literacy • Organizational data literacy • Tips & techniques
		Unit 5 Online safety & compliance	• Problem-solving in digital contexts • Digital privacy & safety • Online compliance & IPR • Tips & techniques
IV	Entrepreneurial skills: Unleash your professional excellence	Unit 1 Leadership & e-Leadership	• E-Trustworthiness • Team building skills • E-Change management • Tips & techniques
		Unit 2 Customer service skills	• Time management • Patience & attentiveness • Resourcefulness & tenacity • Tips & techniques
		Unit 3 Networking	• Active listening • Public speaking • Positivity & respect • Tips & techniques
		Unit 4 Financial literacy	• Online transactions • Financial management • Sales skills • Tips & techniques
		Unit 5 Green skills	• Green skills for green jobs • Reduce, reuse, recycle • Sustainability & sustainable agriculture • Tips & techniques

Digital skills: A modern path to improve your re-integration

Module III – Lesson Plans

	Module III Digital skills: A modern path to improve your re-integration
	Unit 1: Job searching resources & assistance
Learning Objectives	• To enhance the knowledge of participants on online personal branding • To improve the skills on how to build a strong resume, how to look for jobs, etc. • To present tools and programmes for job opportunities • To offer tips and techniques to the participants
Estimated seat time	**For synchronous learning**: 60 minutes
Method(s)	**Brainstorming, simulation, reflection, individual work, discussion**
Training Activities	1. Introduction of the unit – 5 minutes 2. Discussion: Experience in job searching. Participants share good/bad experiences in job searching. – 10 minutes 3. Brainstorming: Strategies to find a job – 5 minutes 4. Mini lesson: Strategies and tips during a job search - 5 minutes 5. Mini lesson: Online branding, prepare a CV. – 10 minutes Present short tips and techniques on how to prepare a CV - Individual work (or Home assignment). 6. Simulation: The Interview – 20 minutes Ask the participants to think of their dream job and prepare to apply for it. The trainer plays the role of the Employer, while the participants prepare for the job interview. Short simulations of a job interview, followed by short feedback from the observers. What was good, what they would do differently? Etc. 7. Reflection, final discussion – 5 minutes
Training Equipment*	Multimedia projector, computer, screen, markers, flipchart, paper
Handouts	- ***Strategies to find a job*** - ***Building a strong resume*** - ***Tips for job interviews***
References	https://europa.eu/europass/eportfolio/screen/profile-wizard?lang=en https://www.resumecoach.com/how-to-write-a-motivation-letter-with-examples/ https://www.linkedin.com/pulse/cv-writing-tips-dos-donts-louise-bibb/ https://www.g2.com/categories/job-search-sites

Evaluation	**Answer the following questions to make sure your knowledge is up to date:**
	1. To prepare for a job interview you will need to:
	    -be charming and smile;
	    -prepare/update your CV, find information about the company and the job you are applying for;
	    -find connections in the management team
	2. Europass is:
	    - a document that allows to travel across Europe;
	    - a passport issued by a company;

Unit 1: Job searching resources & assistance

	- a set of online tools to help with creating CVs, cover letters and help users to find jobs and courses in the EU. 3. Starting salary is important, but it is best to avoid the subject until they bring it up first or you know they want to hire you. - **True. The salary topic is one of the most fragile parts of the job search. If the job offeror brings up the topic, then it could be discussed.** - False. You should ask first about the salary. It means you know your price and you are interested to be hired.

Module III **Digital skills: A modern path to improve your re-integration**	
Unit 2: Online communication & collaboration	
Learning Objectives	- To improve the knowledge and skills of the participants to choose the right tools in online communication; - To improve the knowledge and practical skills to exchange information and efficiently use social media & video conferencing tools; - To provide tips & techniques on the topics
Estimated seat time	**For synchronous learning**: 90 minutes
Method(s)	**Brainstorming, simulation, reflection, individual work, discussion**

Training Activities	1. Introduce the unit, present the goals, and expected results of this training unit; 5'
	2. Start a discussion by asking the participants various questions related to online communication, i.e.: 10'
	  - Do they use social media;
	  - What type of social media they use;
	  - How much time daily they spend in social media;
	  - Do they consider social media, in general, as a positive or a negative experience;
	  - Is social media important for the job search;
	  - Does social media influence their decisions;
	  - What is the most used (by them) social media platform;
	  - How many years of experience do they have in social media platform usage.
	3. Present the material **Information exchange & feedback – 5'**
	4. Practice exercise: Ask the participants to work in pairs with the following tasks:
	  a) Write an e-mail to your colleague informing her that you would be absent the next week and she has to take some of your work tasks;
	  b) Respond to the request of the work colleague.
	5. Individual work: Each participant writes down 3 personal goals for social media usage. (e.g. Finding job; Finding friends; Become famous; Sell products; Communicate with friends, etc) - 20'
	6. Present the materials **Choosing the right tools** and **Use of social media. – 5'**
	7. Individual work: Each participant chooses one social media platform, shares, and justify the decision. -10'
	8. Present the material **video conferencing tools. – 5'**
	9. Participants vote which video conferencing tool should be tested. – 5'
	10. Test the tool (with the highest results in the vote) with participants – 10'
	11. Closing and conclusions. – 5'

Module III Digital skills: A modern path to improve your re-integration	
Unit 2: Online communication & collaboration	
Training Equipment*	Multimedia projector, computers/smartphones, screen, markers, flipchart, paper, internet access
Handouts	- **Information exchange & feedback.** - **Use of social media.** - **Video conferencing tools.**
Evaluation	1. The following are social media platforms: - **Facebook** - Zoom - **Instagram** 2. Tho following are video conferencing tools: - **Skype** - **Google meet** - LinkedIn 3. Write down at least three important rules while using video conferencing tools: e.g. • **Prepare and test before starting the call** • **Clear agenda** • **Backgrounds and lighting**

	Module III
	Digital skills: A modern path to improve your re-integration

Unit 3: Creation of digital content	
Learning Objectives	- To improve the knowledge and practical skills on writing & storytelling and how to create appealing digital marketing content - To present tools & programs and give some tips & techniques on the topics.
Estimated seat time	**For synchronous learning**: 90 minutes
Method(s)	**Brainstorming, simulation, reflection, individual work, group works, discussion**
Training Activities	1. Present the training unit, its goals and expected results. – 5' 2. Mini lesson: **Creating digital content** (use material in the handout). – 10' 3. Present the main steps in **storytelling** in digital environment. – 10' 4. Group work (in triples) – 20' Prepare digital content: - Outline the objective? - Target Audience? - Choose Media - What will be the headline? - Do you consider adding Visual content? 5. Present the handout **Writing, Editing and Storytelling Tools – 10'** 6. Individual work: Chose a tool and test it. – 20' 7. Q&A – 10' 8. Closing and conclusion – 5'
Training Equipment*	Multimedia projector, computer, screen, markers, flipchart, paper
Handouts	**Creating digital content** **Writing and Storytelling** **Writing, Editing and Storytelling Tools**
Evaluation	1. Miro is An AI-powered writing assistant that helps with grammar, spelling, and style suggestions to improve the overall quality of your writing. - True - **False** 2. Canva is a graphic design tool that allows you to create visually appealing graphics, presentations, and social media posts to complement your written content. - **True** - False 3. Point out at least 3 important steps to create a compelling story. • **Craft compelling headlines;** • **Use appealing language;** • **Use visualization - graphics, images.**

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Unit 4: Information & data literacy	
Learning Objectives	- To understand the main differences between Non-technical data literacy and Technical data literacy; - To provide information on Organizational data literacy - To offer tips & techniques
Estimated seat time	**For synchronous learning**: 60 minutes
Method(s)	**Brainstorming, simulation, reflection, individual work, discussion**
Training Activities	1. Introduce the training unit, offer an energiser to boost the motivation and concentration of participants. – 5' 2. Mini lesson «Non-technical Vs. Technical data literacy» - 5' 3. The danger of a one-sided story. Share personal stories of misinterpretation of facts or pictures. – 10' "The dangers of a one sided story" **4.** Mini lesson **Misinformation and fake news – 5'** 5. Present the **Misinformation and fake news detection tools – 5'** 6. Present "questionable" news and ask participants to try some of the tools and prove is it true or fake. – 20' 7. Discuss and decide together true or fake – 5' 8. Closing and evaluation – 5'
Training Equipment*	Multimedia projector, computer/smartphones, screen, markers, flipchart, paper
Handouts	**Non-technical data literacy Technical data literacy Misinformation and fake news Misinformation and fake news detection tools**
References	Misinformation, Disinformation, and Propaganda: Resources of Cornell University https://guides.library.cornell.edu/evaluate_news/resources
Evaluation	1. The difference between Non-technical Vs. Technical data literacy is: **Non-technical data literacy is the ability to understand, interpret, and make informed decisions based on data without requiring advanced technical or programming skills. Technical data literacy refers to the ability to work with, and analyze data using advanced technical skills, tools, and techniques.** 2. There are no tools, apps or programmes that could help to debunk fake news. You have to rely only on yourself. - True - **False**

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Unit 4: Information & data literacy		
	3. In order to spot misinformation or fake news you have to have programming skills. - True - **False**	

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	Unit 5: Online safety & compliance
Learning Objectives	- To improve the participants' process of problem-solving in digital contexts. - To increase the awareness on digital privacy & safety topics among the participants. - To master knowledge in online compliance & IPR topics. - To provide useful tips & techniques on the topics.
Estimated seat time	**For synchronous learning**: 60 minutes
Method(s)	**Brainstorming, simulation, reflection, individual work, discussion**
Training Activities	1. Introduce the training unit. Explain that it seems rather technical and a bit boring, but it is very important and crucial to succeed in online endeavour. – 5' 2. Brainstorm "How we solve problems?" – 5' 3. After listing all the answers from the participants start a discussion on how we could solve problems in digital context. – 10' 4. Mini lesson **Problem-solving in digital contexts – 10'** 5. Mini lesson **Digital privacy & safety – 10'** 6. Practice: Individual work. Participants check their online status – passwords, test how to set VPN, etc. – 10' 7. Mini lesson **Online compliance and Intellectual Property Rights (IPR) – 5'** 8. Reflection, discussion and closing the session. – 5'
Training Equipment*	Multimedia projector, computer, screen, markers, flipchart, paper
Handouts	**Problem-solving in digital contexts** **Digital privacy & safety** **Online compliance and Intellectual Property Rights (IPR)**
References	Digital problem solving: https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1003&context=digital_equity_findings Digital privacy: https://digital-strategy.ec.europa.eu/en/policies/digital-privacy Intellectual property rights: https://europa.eu/youreurope/business/running-business/intellectual-property/rights/index_en.htm
Evaluation	1. What is IPR? **Intellectual Property Rights** 2. It is better to use a Virtual Private Network (VPN) when connecting to public Wi-Fi networks. - **True** - False

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Unit 5: Online safety & compliance	
	3. There is no problem to use the same password in different online accounts. - True - **False**