YOUTH
WORKERS
BOOKLET

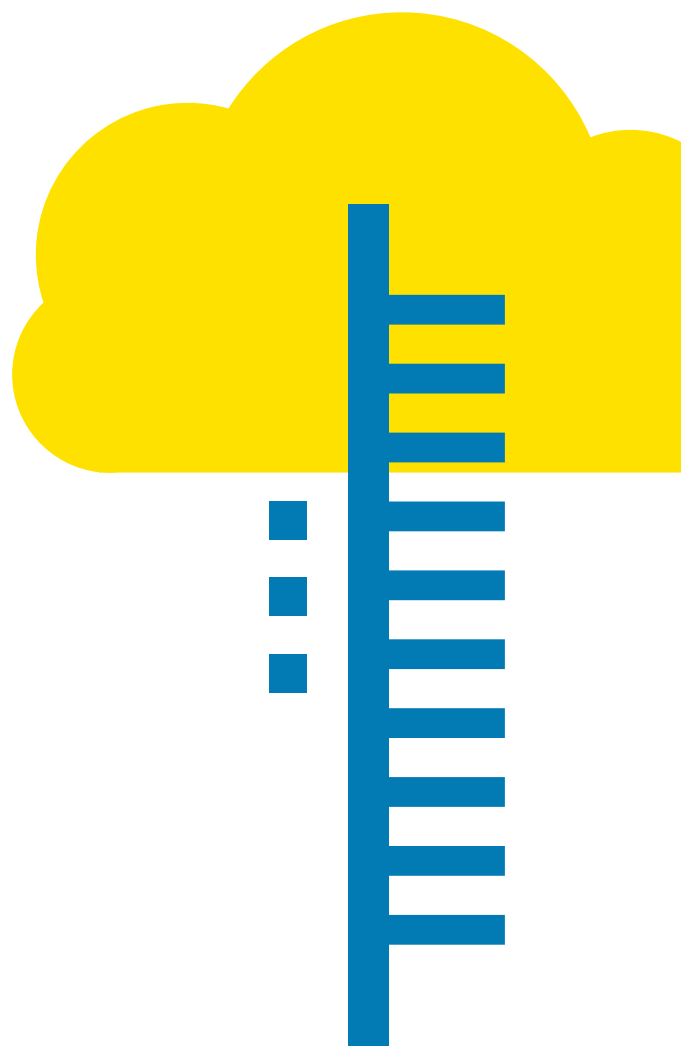# DIGITAL MENTORING

# FOR YOUTH EMPLOYMENT

# BOOKLET AGENDA

# INTRO

There are more than **15 million young people** (16-24 yrs old), unemployed in the EU space. Their transition from education to labour market is difficult, while the modern society is characterized by the widespread use of Internet and Social Media.

The digital natives have a competitive advantage to find a job if they use properly social media channels and they create a powerful digital reputation. However, they are also exposed to many safety & privacy risks associated with the use of social media, relevant in the context of job searching.

**The Digital Mentoring booklet guide** you to become a Digital Mentor who's objective is to increase youth digital literacy skills, so they can build the skills and confidence necessary to use technology, social media and the internet. With the support of this booklet you will get one-on-one support to develop local workshops that can improve youth digital knowledge.

It contains free activities you can organize for beginners, helping them to develop digital skills to make the most of the online world.

**Digital mentors** do not need to be tech-geniuses! All that a digital mentor need is a basic knowledge of technology and the internet and some patience. Mentors help learners understand basic tasks and concepts, and guide them to make the most of the digital world. Digital mentoring is a fantastic opportunity to get involved in your community and learn new life skills.

This toolkit was developed as a result of the project Digital Mentoring for Youth Employment,

co-funded through **Erasmus+ Programme.** The project represents the initiative of Associació Empresarial L'alqueria Projectes Educatius and other 6 European non-profits active in the field of social and digital inclusion of NEET young people or with fewer opportunities.

Its contents provide the information and resources needed for non-profit organization, project coordinators, youth leaders and youth workers to develop a digital literacy program based on a **Digital Mentoring model**

"Mentoring" will be the methodology to be transferred as a non-formal learning tool for shared learning, where the mentors will be able to offer to young people their support, advice and information related to the project issues.

The mentoring relationship is a two-way process which potentially benefits both mentee and mentor as they can learn from each other.**.**

# DIGITAL MENTORING FOR YOUTH EMPLOYMENT

**Digital Mentoring for Youth Employment** is a 5 months project initiated by Associació Empresarial L'alqueria Projectes Educatius, in partners Cultura E Dintorni (Italy), APPIS - Associação Paredes pela Inclusão Social (Portugal), FilmWorks Trust (United Kingdom), Asociatia Dialoguri Europene (Romania), Penthesileia (Greece), Alphabet Formation (Belgium) and co-funded through Erasmus+ Programme.

The **main objective of the project is to promote the employment of young people**, through a more effective and appropriate use of social media, and achieve it through the following specific objectives:

**1.** To raise awareness of youth workers on the effective use of social media to access the labour market. Social media will therefore be presented from a new perspective, by giving evidence of how they affect youngsters' future insertion in the labour market;

**2.** To provide youth workers and educators with tools to create and use innovative and interactive educational and training materials, in order to help young people to build their social media profiles in view of their entrance in the European labour market; To train youth workers and leaders to be "Social Digital Mentors" for young people

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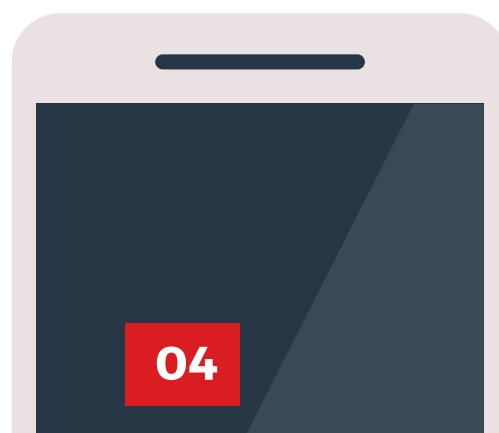
# DIGITAL MENTORING
# IN A NUTSHELL

**What is a digital mentoring program?**

Digital mentoring programs are regular sessions where digital mentors are paired with learners to provide them with technology support and help them discover the digital and social media world.

Navigating technology and the internet is a social exercise and we believe that digital mentoring is about people, not technology! Digital mentoring programs are designed to be flexible and help people use all types of technology; not just a computer.

## Why do we need digital mentoring?

Digital mentoring gives people a unique chance to be given personalised digital support. Unlike structured classes, mentoring lets people guide their own learning and see their individual needs being met.

## What is a digital mentor?

A digital mentor is someone who provides face-to-face, one on-one-support to help people learn about how to use their tech devices (whether phone, laptop, computer or tablet) and helps them build the skills and confidence necessary to use the internet, so that they can be part of the digital society and economy.

## What is expected of a digital mentor?

Digital mentors do not need to be tech-geniuses! Everything a digital mentor needs is basic knowledge of technology and the internet and some patience.

Mentors help learners understand basic tasks and concepts, and guide them to make the most of the digital world. Digital mentoring is a fantastic opportunity to get involved in your community and learn new life skills.

# SETTING UP A DIGITAL MENTORING PROGRAMME

## SESSION STRUCTURE

Establish a system for taking bookings. Ideally, individual bookings should be up to one hour long, but you can also organize ½ or 1 day full non-formal workshops. The sessions can be dedicated to 1 or 2 (individual mentoring) or up to 30-40 people. The session should be social as well as educational so a cup of tea and tasty biscuits would be a valuable inclusion.

## PICKING A VENUE

Think of a space in your organisation or to another venue that can host your workshops on a a weekly basis. Having access to the internet and a power source is vital, and also to have a minimum of materials such markers, flipchart and A4 papers, pen etc. If learners are to bring their own devices, then they should be able to connect to WiFi. Consider the needs of your learners and make sure that the venue is safe and accessible to them.

## RECRUITING VOLUNTEERS

If there's a big request from the young people from your community to attend these types of activities, you can recruit volunteers digital mentors and train them before. The toolkit will be exactly what you need to develop a multiplying team of digital mentors. The impact of your program will be even bigger if you have people to support and join you in this learning process.

# SETTING UP A DIGITAL MENTORING PROGRAMME

## TRAINING VOLUNTEERS

Digital mentoring is not a structured way of learning and each session is different, so a mentor cannot prepare for a session in a traditional sense. Mentors rely mostly on their existing knowledge and of course on the methods proposed in the toolkit. We can connect you to training resources to get your volunteers familiar with the concept of digital mentoring and learn more about how to be a successful mentor.

## LEARNING RESOURCES

The digital mentoring model is a departure from resource-based learning because is a free learning tool that allows learners to learn technology basics at their own pace. This is an effective way of consolidating knowledge and learning to navigate technology independently.

## ORGANISATIONAL CONSIDERATIONS

A digital mentoring program does not require a lot of staff commitment if the right organisational tools are put in place. This toolkit contains templates and step-by-step instructions to organize your own sessions. You could consider recruiting a volunteer project coordinator to help oversee the program and support your administrative requirements.

# THE AVATAR OF A DIGITAL MENTOR

## Qualities:

1. Patience!!
2. A good listener
3. Non-judgmental attitude
4. Group dynamics

## A mentor does not need:

1. To have technical knowledge
2. To know about hardware
3. To be able to provide advice on purchasing new devices or plans
4. To know the answer to every question!
There's Google for that:)

## A mentor for youth does need:

1. Good understanding of basic computer, phone and internet skills, social media networks
2. Sometimes will be asked to write down instructions so learners can practice
3. Mentoring is about guiding and showing, not doing it for the learners
4. To be able to explain technology and social media in simple language

## Mentors should always ask a new learner:

1. What they would like to learn
2. The level of knowledge they already have
3. What is the purpose they use social media
4. What are the safety, security and privacy filters they have.

# SAFETY, SECURITY & PRIVACY

There are lots of ways we can keep ourselves and our information safe when we are online. We have some guidelines for **Online Safety, Privacy and Security.**

## SECURITY

There are many security measures in place to help protect you and your information when you use social media.

**1) Use strong passwords:** The first line of defence - Always use passwords that are hard to guess. Always use passwords that are hard to guess. Don't share your password with other people

**2)Set up unrecognised login alerts.** For example, on Facebook you can do that with the following steps: Go to your Security and login settings by clicking in the top-right corner of Facebook and clicking Settings > Security and login. Go to Get alerts about unrecognised logins and click Edit. Choose where you want to receive your alerts, such as from your email account or with a Facebook notification from a recognised device. Click Save Changes.

**3) Set up extra security for your account** - Turn on two-factor authentication and we'll ask you to enter an approval code every time you access your Facebook account from a new phone or computer.

**4) Log out of shared or unused devices**

**5) Watch out for scams or phishing** - Sometimes people are the target of scams on the Internet. For example, you may receive messages telling you that you've won a very fancy prize, that someone needs your help or needs you to look after their money.

**6) Report fake accounts** - If you believe that someone has created a social media account pretending to be you or someone you know, please use a form to file a report.

**7) Run Security Check-up**

# SAFETY ⚙️

When you're sharing with the people you care about and engaging with the communities that interest you, you'll have a more empowering experience.

## 1) Define your circle

## 2) Take a break - If you want to take a break from someone on Facebook – for example, an ex or a friend you don't want to see any more – you can easily limit your interactions with them. See less of someone. Limit someone's ability to see your posts and posts that you're tagged in. Edit who can see past posts.

# PRIVACY ⚙️

The more you know about who's seeing your content, the better you'll feel about expressing yourself in creative ways. Learn how to customise your privacy settings so you can confidently share what you want, with the audience you want to see it.

## 1) Know your audience - Every time you post a status update, photo or video, you can choose who can see it.

## 2) Review your timeline and tags - Tag review and timeline review are options that help you control who sees what you post and what posts appear on your timeline.

## 3) Choose snooze - Seeing too many cat videos or photos from your family holiday? Snooze lets you stop seeing posts from certain people, Pages or groups in your News Feed for 30 days.

## 4) Manage notification fatigue

## 5) Report violating content

## 6) Check your report status
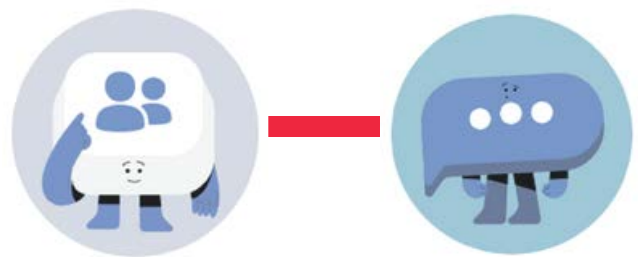


## 3) Access your information - You can access your Facebook information at any time – things such as your account, photos, videos and friend list. When you click Settings in the top-right corner of Facebook, you will see it categorised by topic.

## 4) Understand Social Media Data Policy

# NON-FORMAL ACTIVITIES

Activity no 1 Human Bingo
Activity no 2 Digital mentors network
Activity no 3 Mission Impossible: Xativa Protocol
Activity no 4 Social media games
Activity no 5 Social media myths – Pro or Cons
Activity no 6 The map of social media networks
Activity no 7 Social media for youth employment
Activity no 8 Safety, security and privacy
Activity no 9 Social Media Butterfly Effect
Activity no 10 Mirror, Mirror on the Wall
Activity no 11 Value Determination Process
Activity no 12 Elevator Pitch
Activity no 13 Social Media – How to
Activity no 14 Creative CVs
Activity no 15 Linkedin Workshop
Activity no 16 Social Media Board - Planning your digital reputation
Activity no 17 Conversation with a friend

# ACTIVITY NO 1

# HUMAN BINGO

**Duration:** 30-45 min

**No of Participants:** 20-40 participants

**Materials needed:** 1 Human Bingo sheet, 1 pen/pencils for each participant

**Methods used:** energizers, get to know each other game, group dynamics

**Competences developed:** social and civic initiatives, communication in foreign languages.

**Step-by-step description:** The trainer/facilitator prepare the Human bingo sheets and pen and share to each one of them one sheet and one pen.

The trainer announce the game rules to everyone. Then ask the participants to fill in the bingo boxes with the names of the participants who has those human characteristics, personalities and life facts for the bingo matches.

Reinforce that socializing is a must! This entire game is based around getting to know each other, so encourage chatting and getting to know one another.

They are allowed to write in a box, per sheet only once the name of a participant. Invite them to mingle and to discover the participants.

Declare the winner with a full or completed signed card. Let the players know to come to you when their card is full and you can call out the winner.

Ask that participant to share in the group the answers to the questions. If the participant completed correctly the answers, then he/she win.

# HUMAN BINGO

Ask around to fill in all the spaces – you may only use a person's name once. The person who complete all the spaces, say out loud so everyone can hear you - BINGO

| | | | | | |
|---|---|---|---|---|---|
| Someone who took part in a flash mob | Someone born in the same month with you | Someone who updated their status today | Someone who has a selfie stick | Someone who has a Facebook page | Someone who plays games on their mobile devices. |
| Someone who spends more than 2 hours a day on Social media | Someone who add filters on images and videos | Someone who has more than 4 social networks profiles | Someone who likes to tag people in a photo or in a status | Someone who knows about online dating | Someone who visited more than 7 countries |
| Someone who was volunteer abroad | Someone who knows what LOL, SMH and TMTH means | Someone who was on a mountain peak higher than 2.500 m | Someone who has a friend who she/he never met in person | Someone who reviews and rates businesses online. | Someone who use a social bookmarking site like Pinterest |
| Someone who shares or creates animated Gifs | Someone who uses Siri | Someone who works in a NGO | Someone who takes selfies | Someone who knows more than 3 languages | Someone who've been in other Erasmus+ projects |

# ACTIVITY NO 2

# DIGITAL MENTORS NETWORK

## DIGITAL MENTORS NETWORK

🌐 NAME & COUNTRY:

😊 SENDING ORGANISATION:

👁 EXPERIENCE IN THE YOUTH FIELD:

💬 SOCIAL MEDIA NETWORKS FOR PERSONAL USE:

📱 SOCIAL MEDIA NETWORKS FOR PROFESSIONAL USE:

🕐 AVERAGE TIME SPENT ONLINE DAILY:

👉 TYPE OF CONTENT PUBLISHED IN SOCIAL MEDIA:

**Duration**: 30 min

**No of Participants:** 10-50

**Materials needed:** Digital Mentors Sheet, pens/pencils for each participant

**Methods used:** interview, get to know each other game

**Competences developed:** social and civic competences, Communication in foreign languages

**Step-by-step description:** The trainer distribute the participants in small groups of 2 people. Each one of them receives 1 Digital Mentors Sheet and 1 pencil/pen. One by one must complete the sheet of the other group member by asking him/her the following questions:

 NAME & COUNTRY:
   SENDING ORGANISATION:
 EXPERIENCE IN THE YOUTH FIELD:
 SOCIAL MEDIA NETWORKS FOR PERSONAL USE:
 SOCIAL MEDIA NETWORKS FOR PROFESSIONAL USE:
 AVERAGE TIME SPENT ONLINE DAILY:
 TYPE OF CONTENT PUBLISHED IN SOCIAL MEDIA:

After the first group member create the social media profile of the other participant, they switch their places and is the other member turn to become the interviewer and find out info about his/her colleague.

At the end, all the profiles are gathered and put it on a wall in the activity room so people can visit the profiles during the training course.

At the end of the training course, they will take their own profile and upgrade it based on the know-how found during the training course and their new strategy of using social media and designing their digital reputation.

# ACTIVITY NO 3

# MISSION IMPOSSIBLE: XATIVA PROTOCOL

**Duration:** 90 min
**No of participants:** 10-50
Materials needed: 1 flipchart paper, pens, A4 papers, crayons, colours, scissors
**Methods used:** teambuilding
**Competences developed:** civic and social compentences
**Step-by-step description:** Handle to the whole participants the following sheet of paper with the rules of the mission, without further details. They have 60 min to complete the mission and afterwards 30 min to present the results.

Dear participants,
You are agents working at our Agency headquarters. Your next top secret mission is to face all your fears, „can't do it" attitude and acommplish the impossible with your team. For the following 60 minutes, you must complete all the tasks mentioned below as a team. From this second, you're on your own. Agents, see you in one hour at the headquarter!

1. Create an artistic WELCOME sign for this meeting room and hang it on the door of the training room.

2. All together paint/draw a picture illustration how do you wish this training to be. Everybody starts at the same time on a sheet of paper – without talking! And slowly it will become one picture – without talking!

3. Nominate on a dedicated flipchart paper the names of the people responsible for energizing the groups during the days of the training course. For each day, at least 2-3 people.

4. The entire group learns to sing one song together. The song shouldn't be in English. Sing it in front of the trainers.

5. Take at least 3 different, creative, funny, crazy photographs of the group, including all participants; Show them to the trainers and upload them on the Facebook group.

6. List 20 benefits of being involved in Youth activities on a flipchart paper.

7. Create a weather forecast for the next days.

8. Create a dance choreography that includes moves from every national traditional dance represented in the group.

9. Explain the Erasmus+ Key Action 1 for young people and youth workers in 30 words.

10. What is the total age of the group?

11. Make a list with Bucharest's hot spots to be visited by evening and during the free time, after activities.

12. Create a list with the guidelines of the project that each secret agent should follow during these days.

13. Brainstorm and suggest 10 ways to promote this project offline and online during the training). Who will be in responsible?

14. Write down on a flipchart the contributions you can bring up to the group for this week.

Good luck!

# ACTIVITY NO 4

# SOCIAL MEDIA GAMES

**Duration:** 1 h every day of Youth Mobility
**No of Participants:** 10-50
**Materials needed:** depends of DEOR strategy, usually only social media accounts
**Methods used:** teambuilding, DEOR Competences developed: digital competences, communication in mother tongue
**Step-by-step description**:
**THE CAPITOL**
The trainers/facilitators
**THE DISTRICT**
The district of Digital Mentors is formed by creative youth workers, passionate about social media channels who are open to start a once in a life-time journey. The district has the freedom to choose how to manage the responsibilities given by the capitol in order to reach its objective. This is not a competition between the participants. It is an invitation for cooperation, creativity in a safe space for innovation.
**THE RULES**
To bring victory to your District, you have to work as a team during the whole learning experience and do your best to promote in a SMART way the training course Digital Mentoring for Youth Employment.

Why? It's amazing that all of you have the opportunity to take the best from this learning experience, however we strongly believe that we can do small, but efficient baby steps every single day to share all the know-how and the energy of training course and Erasmus+ experiences with other youth workers and young people from Europe.

Every morning after the energizer you have 10 minutes to present to the CAPITOL the results of your work from your previous day and to calculate every single day your District points.

Come already prepared with your links and materials. Afterwards, you will a 30 minutes meeting with your district to decide the strategy of the day and to delegate tasks in an efficient way. Choose wisely how you gather points without lose your focus during session and become a paparazzi. Instead, your active involvement in the activity helps your team to get out the best from this experience and to share it forward online and offline.

Only the ones who are brave, creative and strong together will reach the final day and win the games .

Every day, your District is in charge to cover the activities, workshops by taking incredible photos, recording short videos and distribute them on Instagram, Youtube or Facebook, make live sessions, gather testimonials, make vox pop interviews with youth locals or write articles on blogs to outline the essential ideas from that day, tips or lessons learned. Keep in mind "Content is King and context is kingdom".

The CAPITOL expects to see useful content shared online so people who knows anything about this project can understand the context and what you learn. Random pictures/videos without stories with impact will be disqualified.

Every day you must gather minimum 50 points to win a badge for your district. You can win the challenge only if you collected all 6 badges. If you choose not to gather the 50 points/per day, you will lose 3 people from your District.  Stay alive till the end!

You can use any means of communication, either online or offline to make your stories heard. Don't be shy and use your sending organisation social media blogs, pages or even your own social media channels.Every day, your district can gain extra points for the quality of the materials, creativity, number of people reached by your stories and videos/picture, diversity of tools and languages used, but most important, for the punctuality of delivering the materials and respecting the deadlines.

The hashtags of the project is #dimeye #digitalmentoring #erasmusplus

## POINTS

| | |
|---|---|
| 5-10 relevant photos with quality content published on Social Media Channels | 20 points |
| 1 Creative Video and Live sessions with quality messages published on Social Media Channels | 20 points |
| 1 Visual Quote of the day published on Social media | 10 points |
| 1 Article related to topic of the project published on Blogs | 30 points |
| 2 Testimonials written/video with of participants | 20 points |
| 3 Short Interviews with young locals about the topic of the project | 30 points |
| Creative promotion (other than mentioned above) | 40 points |

# ACTIVITY NO 5

# SOCIAL MEDIA MYTHS

**Duration:** 50-60 min

**No of Participants:** 10-50

**Materials needed:** paper tape, sheet with questions

**Methods used:** debate, group discussion

**Competences developed: Dig**ital competence, Mathematical competence and basic competences in science and technology, communication in foreign languages

**Step-by-step description:** The activity room will be shared in 2 areas with a tape: Agree side and Don't agree side. The trainer will read a set of 8 debatable statements. The participants will be asked by trainer to position themselves after each statement according to their beliefs. To each round, the trainer will ask 2-3 participants from each side to justify their answers. At the end of the statements, will continue a short debriefing session regarding the role of social media in our life and how people changed their behaviour since the usage of these networks.

**Statement 1:** Technology and social media have brought power back to the people.

**Statement 2:** It takes discipline not to let social media steal your time.

**Statement 3:** The more social media we have, the more we think we're connecting, yet we are really disconnecting from each other.

**Statement 4:** Social media is reducing social barriers. It connects people on the strengths of human values, not identities.

**Statement 5:** Social media – it's not real life.

**Statement 6:** It's a dialogue, not a monologue, and some people don't understand that. Social media is more like a telephone than a television.

**Statement 7:** When you meet people you've interacted with on social media, they are not like they are on social media.

**Statement 8.** I don't live my life seeking validation from people on social media.

# ACTIVITY NO 6

# THE MAP OF SOCIAL MEDIA NETWORKS

**Duration:** 90 min

**No of Participants:** 10-50

**Materials needed:** A4 and flipchart papers, different colours markers

**Methods used:** group brainstorming, presentation

**Competences developed:** digital competences, Mathematical competence and basic competences in science and technology, communication in foreign language

**Step-by-step description:**

The participants will be distributed in international groups and each one of them will represent the "Ambassadors of Social Media network/ Apps" as following:

Group 1 Snapchat
Group 2 Facebook
Group 3 Linkedin
Group 4 Instagram
Group 5 Pinterest
Group 6 Whatsapp

Each group will have 45 minutes to brainstorm and search info about their "Favourite social media network/apps" and prepare a poster with news, key-facts, figures, new info, settings that happened during the last year.

After the brainstorming, they can use free presentations, or they can use flipchart papers to introduce their social network

Each group will have 5 minutes maximum for the presentation. At the end of the presentations, the participants will vote one social network they would like to further use or to create a new profile on a poster with an X. The team with the biggest number of votes receive the title of "Most voted Social media by Digital Mentors".

The aim of the activity is to encourage the participants to explore new features of social media networks, their safety policies and also their settings that can help young people to promote themselves or to find new jobs. The indicators introduced in the presentations by the participants can show to digital mentors what is important for them when they use social media networks.

# ACTIVITY NO 7

## SOCIAL MEDIA 4 YOUTH EMPLOYMENT

**Duration:** 70 min
**No of Participants:** 10-50
**Materials needed:** A4 papers
**Methods used:** brainstorming, presentation, creativity activation
**Competences developed:** communication in foreign languages, sense of initiative and entrepreneurship.

**Step-by-step description:** The participants will be asked to form 4 international groups. Each one of them will receive 4 different flipchart papers (10 ways to use social media for recruitment, 10 ways to use social media to find a job, 10 ways to use social media to promote your NGOs, 10 ways to use social media to build your personal branding). They have 40 minutes to brainstorm and write on the flipchart papers and 5 minutes for group presentation.

# ACTIVITY NO 8

## SAFETY, SECURITY AND PRIVACY

**Duration:** 120 min
**No of Participants**: 10-50
**Materials needed:** none
**Methods used:** role play
**Competences developed:** social and civic competences, competence and basic competences in science and technology, communication in foreign language

**Step-by-step description:**
The trainer will facilitate at first a group discussion starting from 3 key-questions:
1) What types of communication do you think social networks are best for?

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2) What kind of information do you hope to get via and share over social networks?

3) What kind of information is appropriate to share, and what isn't? After the discussion, the participants will be distributed in 4 groups and they will have to create a short role play where they have to re-create real-life situations they've seen, heard about for the following situations:

**A. Cyberbullying** – illustrate what it is and what to do when you encounter cyberbullying cases online.

**B. Privacy issues**

**C. Scams** – Illustrate how to spot fraudulent content on social network services and potential consequences of falling prey to these schemes.

**D. Information Permanence** (Most of the times, what appears online tends to stay there forever, impact public perception and is not something you can always control any longer.

They have 60 minutes to have a group discussion and prepare a 3-4 minutes role play. Afterwards, they will play it in front of the group.

**Debriefing:**
How can we take action when we notice cyberbullying and scams cases?
How to protect our privacy in online?
How to deal with information permanence?

After debriefing, we will watch the TEDx video **How I turn negative comments into positive conversations**
https://www.ted.com/talks/dylan_marron_how_i_turn_negative_online_comments_into_positive_offline_conversations/?utm_campaign=social&utm_medium=referral&utm_source=facebook.com&utm_content=talk&utm_term=technology

After this we will create together a list of 10 tips for safe social networking for young people and record it with a camera to create a video.

## ACTIVITY NO 9

## SOCIAL MEDIA BUTTERFLY EFFECT

**Duration:** 45 min

**No of Participants:** 10-50

**Materials needed:** flipchart papers, markers in different colors, pen/pencils

**Methods used:** graphic facilitation Competences developed: communication in mother tongue,

**Step-by-step description:**
The trainer will share with the participants that the usage of social media networks in our daily life will have an impact on our psychological and social behaviour.
During the session we will explore the positive, neutral and negative of impact of social media.

The participants will be distributed in 5 international groups and they will create the Avatar of a Digital Native, emphasizing the effects of Social Media on their behaviour, relationship, job benefits, mental health, identity, competences, active citizenship, information /misinformation, social benefits, privacy etc. Each team will have afterwards 5 minutes to present their avatar.

**Debriefing question:** what advice will you give to a youngster who uses social media after this session?

## ACTIVITY NO 10

## MIRROR, MIRROR ON THE WALL

**Duration:** 90 min

**No of Participants:** 10-50

**Materials needed:** devices with internet

**Methods used:** brainwritting

**Competences developed:** digital competences, learning to learn, communication in foreign languages.

**Step-by-step description:**
Intro activity - The trainer will introduce to the participants the concept of Egosurfing (also Googling yourself, vanity searching, egosearching, egogoogling, autogoogling, self-googling) is the practice of searching for one's own name, or pseudonym on a popular search engine in order to review the results. Social media is a powerful indicator of how you're perceived by people you may or may not know.

Ego surfing is a great exercise and habit to get into so you're never caught unaware when someone (particularly a hiring manager or recruiter) checks you out online. Since the best defense is a good offense, find out what is available online related to your name. If you don't know about it, you won't be able to address it. When you do know about it, you can differentiate yourself from the individual(s) with the problem. Each participant will have 10 minutes to search their names on search engines and to analyse the results. Afterwards, the trainer will ask if they are happy with the results of their search. If they are not, how exactly could we improve our presence on google and Social media?

Main activity
Brainstorming on Personal branding online in groups of 5 during 30 minutes using 3-6-5 brain writing method. In brief, it consists of 6 participants supervised by a moderator who are required to write down 3 ideas on a specific worksheet within 5 minutes, this is also the etymology of the methodology's name. The outcome after 6 rounds, during which participants swap their worksheets passing them on to the team member sitting at their right, is 108 ideas generated in 30 minutes.
In the last phase they present the results of the brainstorming while the trainer writes down the main ideas of their brainstorming process.

## ACTIVITY NO 11

## VALUE DETERMINATION PROCESS

**Duration:** 90 min
**No of Participants:** 10-50
**Materials needed:** A4 papers, pen/pencils for each participant
**Methods used:** speed date, interviews
**Competences developed:** learning to learn
**Step-by-step description:**
Make 2 rows with chairs and each participant should have a conversation partner in front of him/her.

After each question from the set bellow, the row from the right side will move one chair on left and have new conversation partner.

The questions are listed bellow. Ask the participants at each question to have 3 different options as answers. At the end they will review their answers and identify the most used 3 of them:

1. How do you fill your space?
2. How do you spend your time?
3. How do you spend your money?
4. Where are you the most organized?
5. Where are you the most focused & disciplined?
6. What dominates your thoughts?
7. What do you vizualize the most?
8. What do you most often talk to you the most?

9. What do you most often talk to others about?
10. What inspires you?
11. What are the most consistent long-term goals that you set?
12. What do you love to learn and read about the most?

At the end, ask the participants to share in the big groups which are the their 3 most important values and if they manage their professional and personal individual life according to them in order to achieve their potential.

## ACTIVITY NO 12

## ELEVATOR PITCH

**Duration:** 60 min
**No of Participants:** 10-50
**Materials needed:** A4 papers, pens/pencils
**Methods used**: self-reflection, public speaking
**Competences developed:** learning to learn, social and civic compentences, communication in foreign language
**Step-by-step description:**
An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does. You can also use them to create interest in a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of

20 to 30 seconds, hence the name. They should be interesting, memorable, and succinct. They also need to explain what makes you – or your organization, product, or idea – unique. Each participant will have to imagine that he/she is in an elevator with a person that they appreciate or that they want to establish connection/create a partnership for their work.
We will project the following vide: https://www.youtube.com/watch?v=y1Y02_oZP8U and this one: https://www.youtube.com/watch?v=uyxfERV5ttY
Individually, each one will write his/her own speech during 20 minutes,

After, they will have to present it in groups of 5 people. They will be asked to offer and give feed-back in order to improve their speech. Based on the feed-back, they will have to rewrite it/adjust it. They can use this description for Facebook, Linkedin at Summary section and on their CVs.

### When to use an Elevator Pitch?
You can use one to introduce your organization
You could use them in your organization to sell a new idea to the president of the organization
or to tell people about the change initiative that you're leading.
You can even craft one to tell people what you do for a living.

### How to create an elevator speech?
**1. Identify Your Goal**
**2. Explain What You Do** - Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. If you can, add information or a statistic that shows the value in what you do.

**3. Communicate Your UVP** - Your elevator pitch also needs to communicate your unique value proposition. Identify what makes you, your organization, or your idea, unique. You'll want to communicate your UVP after you've talked about what you do.

**4. Engage With a Question** - After you communicate your UVP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation.

**5. Put it all Together** - When you've completed each section of your pitch, put it all together.Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Otherwise you risk losing the person's interest, or monopolizing the conversation.

**6. Practice** - Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural, or forget important elements of your pitch.

ELEVATOR PITCH

# ACTIVITY NO 13

## SOCIAL MEDIA: HOW TO

**Duration:** 180 min
**No of Participants:** 10-40
**Materials needed:** camera, phones, A4 papers, pencils/pens
**Methods used:** video shooting, brainstorming
**Competences developed:** Digital competences
**Step-by-step description:**
Spread the participants in 2 groups. Each group will receive as mission to create 1 short video (maximum 1 minute video).
Topic of the video 1: How to use social media to get a job. Topic of the video 2: How to stay safe online. They have to shoot their ideas, find actors and edit the video. Besides that, they will have to create a short communication strategy to promote their video and create minimum 3-4 visuals & posts with strong call-to-action messages as teasers of the campaign (it can be quotes, testimonials, short call-to-action messages). You can suggest the participants to use Canva tool to create them.

# ACTIVITY NO 14

## CREATIVE RESUMES

**Duration:** 90-120 min
**No of Participants:** 10-50
**Materials needed:** computers
**Methods used:** graphic facilitation, presentation
**Competences developed:** digital competences, learning to learn
Step-by-step description: The trainer will show the participant a series of creative CVs from her own portfolio or available on internet.



Afterwards, based on the following structure, they have as task to create their own creative CVs using any app, social media network and online tools. For example for video: Animoto and for graphics Canva.

# ACTIVITY NO 15

# LINKEDIN SESSION

**Duration:** 180 min

**No of Participants:** 10-50

**Materials needed:** computer, video projector

**Methods used:** presentation Competences developed: learning to learn, mathematical competence and basic competences in science and technology, communication in foreign language, communication in foreign language

**Step-by-step description:** Most people ask themselves WHY should I use LinkedIn network? Someone invited me to LinkedIn, I made a Profile, have a few connections and now I wonder WHY am I on this website?

How can I benefit from LinkedIn? The trainer will ask the participants who has an updated Linkedin profile and why they choose that social network. Afterwards, she/he will share what are the advantages of using Linkedin network and present her/his own updated Linkedin profile. After the presentation, the participants receive the needed time to update their own profile and to ask feedback on it.

# ACTIVITY NO 16

# SOCIAL MEDIA BOARD

**Duration:** 60 min
**No of Participants:** 10-50
**Materials needed:** A4 papers
**Methods used:** brainstorming
Competences developed: learning to learn, digital competences
**Step-by-step description:**
The participants will be asked to create their social media board and to plan for one month posts that they can add on Facebook based on their expertise/ My element and how they want to promote themselves. They will work on A4 papers and at the end they will give some examples of posts that they would like to post on their social networks

If you want to succeed in social media, you must set a publishing Schedule, indicating dates and themes, creating a plan and establishing a routine, to avoid the temptation to abandon your intention. Choose one or more topics that you feel comfortable with, and divide them into categories and subcategories.
Make a list of weeks on the left side of the sheet, and decide how many times a week you will publish or post articles. Write the headlines, and if you have previously written articles, use them as a backup when you have no ideas.

![Digital Reputation Planner DIM:EYE board with sections: My 3 Values are, SMART objectives, At the moment I, I want to position myself as, I have as resources, My channels are, My strategy is, This month I will]

# ACTIVITY NO 17

# CONVERSATION WITH A FRIEND

**Duration:** 60 min

**No of Participants:** 10-50

**Materials needed:** 1 sheet Conversation with a friend and 1 pencil for each participant

**Methods used:** self-reflection, evaluation

**Competences developed:** learning to learn, communication in mother tongue, communication in foreign language

**Step-by-step description:** Each participant will receive a sheet with Conversation with a friend. They have to imagine they share their experience they had during the youth mobility with a friend and imagine a dialogue, emphasizing the AHA moments and what they have learned that could be useful for their friend also. What would you tell him/her? What would your friend ask you about the training course. Please take 10 minutes to complete the dialogue boxes.
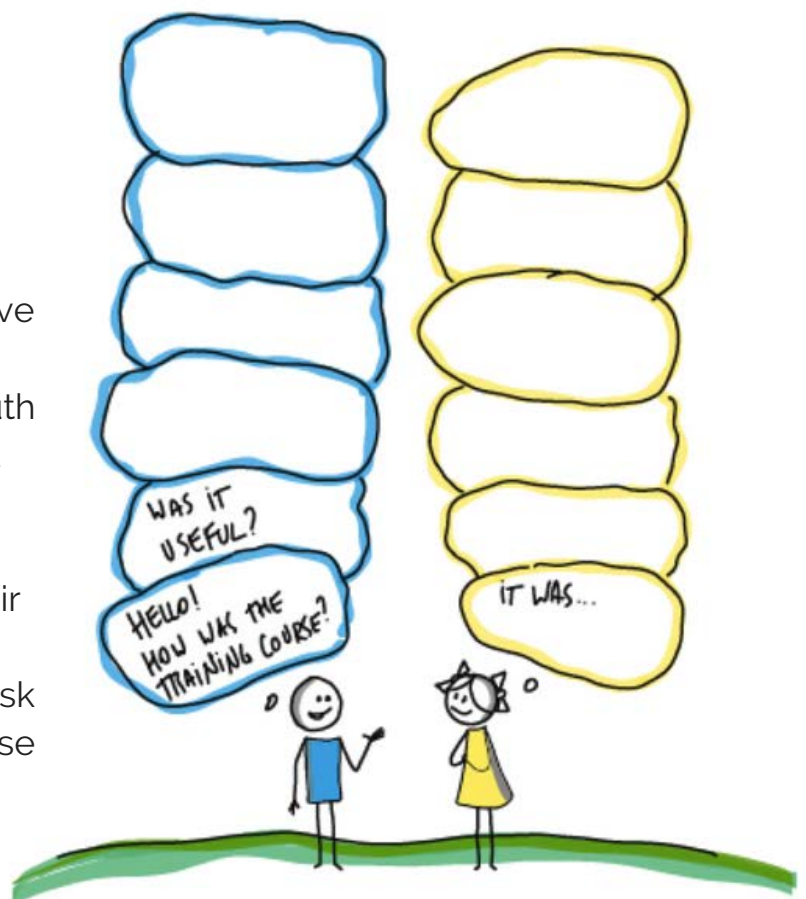
# ERASMUS+ PROGRAMME

**Erasmus+** is the European Union (EU) programme which supports projects, partnerships, events and mobility in the areas of education, training, youth and sport. The programme, which runs from 2014 to 2020, provides funding opportunities for cooperation in all these
areas, both among European countries and between European countries and Partner
Countries throughout the world.

Erasmus+ recognises the importance of the extra-EU international dimension in all these areas, especially in higher education. The programme builds on the experience and success of former EU programmes in higher education (Alfa, Edulink, Erasmus Mundus and Tempus) and supports the international exchange of students, academics, ideas and good practice between institutions.

The programme has been developed by the EU's European Commission in Brussels and is implemented by the Executive Agency for Education, Audiovisual and Culture (EACEA) in Brussels and the National Agencies (NAs) located in each of the 33 Programme Countries.

Funding is based on annual 'Calls for Proposal', which are invitations published by or on behalf of the European Commission to present, within a given deadline, a proposal for activities that corresponds to the objectives specified and fulfils the conditions required.

**Erasmus+ general information**
Erasmus+ Programme Guide
http://ec.europa.eu/programmes/erasmus-plus/index_en.htm
**Erasmus+ short leaflet for individuals** in English, French, Spanish, Portuguese, Russian, Arabic, Chinese
http://bookshop.europa.eu/en/come-to-study-or-teach-in-europe-pbNC0313339/

# ASSOCIACIÓ EMPRESARIAL L'ALQUERIA PROJECTES EDUCATIUS

Associació Empresarial l'Alqueria Projectes Educatius is an association of trainers and secondary education school and VET teachers in different disciplines and focuses its activities on the field of education, training and culture in the European context.

Founded in October 2009 in Valencia, its main objectives are:
- Collaboration with countries of the European context for the promotion of training, education and culture.
- Promoting lifelong learning to enhance employability, especially for young people in Europe.
- Offering carrier guidance to young unemployed people - Encouraging the use of ICT and social media for job searching and youth employability
- Dissemination of innovative teaching methods (i.e., video-games and gamification, social media, collaborative learning and non-formal learning).
- Promoting European and active citizenship. For this purpose, the association performs different

activities addressed to several target groups in collaboration with government
agencies, schools, companies and trade unions.

These activities are:
- Organization of courses and seminars for young people, trainers and teachers
- Management and participation in European projects and initiatives
- Organization and participation in events, conferences and seminars in the field of education, culture and traditions.
- Management of mobilities for young people.

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**The booklet has been created and designed by Emilia-Alexandra Radu, in partnership with Associació Empresarial L'alqueria Projectes Educatius**

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Emilia Radu is an experienced learning designer and co-founder of Monomyths Association (www.monomyths.ro) with vast experience in delivery of training for children, young people and professionals. Highly involved in designing learning experiences (training, creative workshops) for youngsters from 3 Asia, Africa and Europe on topics such as: soft and professional skills, social media, PR, creativity, journalism, ideation, CSR, personal branding, internal communication, talent management, based on non-formal education methods (interactive sessions, roleplays, simulations, gamification). In the last 7 years, she created interactive learning experiences for almost 650 people (more than 4.000h of training).