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The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for Neets”

Project number 2018-1-SK-01-KA204-046335

Workshop scenario

General information about the workshop

Let's get visible

Name of Social Competence	Social skills and social media
Name of the workshop	Let's get visible
Learning Objectives	<ul style="list-style-type: none"> • to learn to use social media to one's advantage • ability to set personal time management strategy • awareness of personal habits and behavior patterns regarding time management and overall efficiency • to identify one's key competences • to improve one's self-confidence • to learn how to present oneself • to realize what (what values) is important for them in the field of work
Duration	5 hours
Didactic materials needed	<ul style="list-style-type: none"> • name tags • flipchart • markers • blank sheets of paper • pens • worksheets
Innovative approach	Write it down here
Learning results/outcomes	<ul style="list-style-type: none"> • to learn to use social media to one's advantage • ability to set personal time management strategy



	<ul style="list-style-type: none">• awareness of personal habits and behavior patterns regarding time management and overall efficiency
Attachments listed	<ul style="list-style-type: none">• 1_Competition_form_social_media• 2_Test_questions_social_media

Agenda of the workshop

1. Getting acquainted
2. Course content, course rules
3. Social skills and social media
 - 3.1. What I'm proud of
 - 3.2. Impression of oneself
 - 3.3. Analyzing one's skills and competences
 - 3.4. Work values
 - 3.5. "Let's Get Visible"
 - 3.6. The role of social networks in the recruitment process

Description of the activities

Activity 1	Getting acquainted
Didactic materials needed	<ul style="list-style-type: none"> • name tags • blank sheets of paper • pens
Type of activity	Game

Description

Participants are seated in a circle. A lecturer asks participants to introduce themselves in three sentences (E.g. Who am I? What am I currently doing? Where am I from?). The participants receive name tags from the lecturer and stick them to their T-shirt/blouse/sweater.

Next, the trainer asks participants to think about the proverbs they know. They should select the proverb which somehow characterizes them or they identify with it. The participants share in a group the proverbs they have come up with.

The written description of the activity. Please don't make separate tables for points 3.1, 3.2, etc. In this example scenario, it's 5 tables.

Activity 2	Course content, course rules
Didactic materials needed	<ul style="list-style-type: none"> • flipchart • markers
Type of activity	Brainstorming

Description

The trainer introduces shortly course aims and course programme to participants. With the help of a brainstorming technique the participants determine course rules (e.g. It is necessary to respect others, their feelings and opinions.)



Description of the activities

Activity 3	Social skills and social media
Didactic materials needed	<ul style="list-style-type: none"> • worksheet What I´m proud of • worksheet Impressions • worksheet Analysis of Skills • pens • worksheet Values, • small cards with various work values
Type of activity	Game

Description

3.1.

The trainer asks participants to work on their own first. They should think about an event/achievement in their life which they are proud of. In this regard they should try to identify why they are proud of it. What qualities/competences did they prove during that event/achievement? The trainer distributes worksheets with guiding questions to participants.

In the next phase, the participants are asked to present the event/achievement they are proud of to their colleagues. While listening to presentations, the other participants may help the person who is presenting to identify his/her other competences.

3.2.

The trainer asks participants to think about their strengths and potential development areas. They should not look for their weaknesses. Instead they should focus on their strong points and figure out how they can be further developed. A worksheet distributed to participants by the trainer should help them. The participants write down their ideas in the worksheet.

The trainer asks the participants to share briefly some of the ideas written down in the worksheet.

3.3.

The trainer distributes the worksheet Analysis of Skills to participants and he/she asks them to go back to their past and complete one worksheet for a job they have held and one separate identical worksheet for a role / position in the non-working field (e.g. role of a family member, role of a student/pupil).

Seated in a circle the participants are asked to present quickly their newly discovered skills and competences not mentioned in discussions before.

3.4.

The trainer distributes small cards on which various work values are written. The trainer asks participants to choose the work values that are important for them



in their working life. The participants should write down the values in a separate worksheet earlier distributed to them by the trainer.

3.5.

The trainer brings 5 products of certain jobs. Each group imagines that it is the manufacturer of the product they have received. They try to define all the target groups of this product. The group chooses one of those target groups and tries to design 5-10 postings for social media (facebook) to reach this target group. The goal is to make this product and its manufacturer more visible on social networks.

3.6.

Online safety rules

Participants will be provided with basic information about safe online behavior and acquire sheet with those basic rules. As a group work they will be asked to add any other rules which apply to them personally and find them useful for their online behavior.

Elements of online self presentation and exposure

Through group work with exemplary profiles and chat and email conversations participants will gain the ability to differentiate positive and negative elements as well as identification of possibly dangerous behavior and suspicious elements in conversations. They will be introduced to good practice of professional email communication (ex. cover letter, CV, letter of complaint etc.). The trainers and the participants will create an exemplary pattern for their future professional communication and presentation based on our discussion.

Introduction to powerful online tools and social sites

Participants will be introduced to relevant social media and tools which could help them boost their professional growth. They will acquire the ability to use presentation tools, relevant social sites, communicational tools on a level suitable for young professionals through active participation and editing profiles of exemplary personas from previous activity.
