



**ECO-MEDIA**

**PR3. Youth Work and Young Engagement in the Scope of Climate Change**

**Training Content for Youth Engagement**

**Syllabus**

2021-1-ES01-KA220-ADU-000026310



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## PARTNERS



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## MODULES SYLLABUS

As part of the project ECOMEDIA in an effort to promote Youth Work and Young Engagement in the Scope of Climate Change, six training modules for youth engagement have been developed:

1. Digital activism
2. E-volunteering for social challenges
3. Networking
4. European opportunities for e-volunteering
5. Community media for social responsibility
6. Active citizenship

This document contains the structure of the modules, module's overview, objectives and targeted skills.



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# Module 1

<b>MODULE TITLE</b>	<b>Digital Activism</b>
<b>Module Overview / Introduction</b>	
<b>Title</b>	<b>Welcome</b>
<b>Module Description</b>	<p>This introduction section aims the following:</p> <ul style="list-style-type: none"> <li>● Presentation of an overview of the module 'Digital Activism'.</li> <li>● Presentation of the aims and objectives of the module.</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	30m
<b>LESSON 1</b>	
<b>Title of the topic</b>	<b>Introduction to Digital Activism</b>
<b>Topic Description</b>	<p>This lesson is an introduction to Digital Activism across the world. Definition of key terms, historical overview. Presentation of examples and success stories.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of Digital Activism.</li> <li>● Develop a critical-comparative understanding of digital activism.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>● Critical thinking</li> <li>● Reflection skills</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	2h
<b>LESSON 2</b>	
<b>Title</b>	<b>Digital Tools to Enhance Activism</b>
<b>Module Description</b>	<p>This lesson focuses on the use of digital tools for activism. There will be an overview of digital tools such as Facebook, Twitter, Instagram, Emails, Video, etc. and their impact on activism. This lesson aims to help the participants understand how the development of an effective online identity can help their voice to be heard. It is crucial for the participants to realize that their online identity reflect the way that they present themselves online. Equally important is to discuss issues related to their security and anonymity, potential dangers, and protection of privacy online.</p>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge on digital identity as a communication means to the target audience.</li> <li>● Identify and critically examine the relationship between digital tools such as social media and activism.</li> <li>● Understanding online dangers and importance of protecting our privacy.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>● Digital literacy – Digital safety</li> <li>● Critical thinking</li> <li>● Communication skills</li> </ul>



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<b>ECO-MEDIA</b>	<ul style="list-style-type: none"> <li>• Reflection skills</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	2h
<b>LESSON 3</b>	
<b>Title</b>	<b>Do's and dont's / Tips / Important Concepts</b>
<b>Module Description</b>	This lesson focuses on the dos and don'ts of digital activism and presents ethical challenges and tips for digital activism.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understand how to do digital activism and what information to share.</li> <li>• Understand the importance of ethical challenges.</li> <li>• Demonstrate knowledge on the importance of ethics in activism.</li> <li>• Tips for digital activism.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>• Critical thinking</li> <li>• Empathy</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	2h
<b>CLOSING SESSION</b>	
The last session of the course is a closing session, brainstorming on the lessons of the module. Additionally, during this closing session, the participants will be asked to evaluate the module by completing a questionnaire with closed-ended and open-ended questions.	
<b>Title</b>	<b>Closing Session</b>
<b>Description</b>	The final session of the module will include the key points made during the three lessons related to Digital Activism. The participants will have the ability to brainstorm and share their thoughts will before the end of the session they will have to complete a questionnaire to evaluate the module.
<b>Duration</b>	30m

## Module 2



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## MODULE TITLE

# E-volunteering for social challenges

### Module Overview / Introduction

<b>Title</b>	Welcome to the module
<b>Module Description</b>	This introduction section aims the following: <ul style="list-style-type: none"> <li>• Presentation of an overview of the module 'E-volunteering for social challenges'.</li> <li>• Presentation of the aims and objectives of the module.</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	15minutes

### LESSON 1

<b>Title of the topic</b>	<b>The role of e-volunteering for social challenges</b>
<b>Topic Description</b>	In Lesson 1, the definitions of e-volunteering and social challenges will be introduced, and further elaborated in terms of the role that e-volunteering plays in alleviating social challenges. Both social activism and volunteering are significant methods for encouraging individuals to take part in social change and human development.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Introduction to E-volunteering</li> <li>• Understanding the differences between Volunteerism – E-volunteerism</li> <li>• Learning The role of E-volunteering in alleviating social challenges and the types.</li> <li>• Learning the Benefits of E-volunteering and How volunteering and social activism foster participation</li> </ul>
<b>Targeted skills</b>	<ul style="list-style-type: none"> <li>• Engagement skills</li> <li>• Communication skills</li> <li>• Leadership skills</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	40 minutes

### LESSON 2

<b>Title</b>	<b>Digital methodologies for the engagement of young people to volunteer</b>
<b>Module Description</b>	In Lesson 2, we examine digital methodologies as effective methods to engage youth in e-volunteering activities.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Understanding of the meaning and characteristics of digital methodologies</li> <li>• Define engagement in the context of youth (generation y, z and alpha)</li> <li>• Apply digital methodologies to engage the youth and motivate e-volunteerism.</li> </ul>
<b>Skills to be addressed</b>	<ul style="list-style-type: none"> <li>• Engagement skills</li> <li>• Inclusive and Collaborative Practice</li> <li>• Sustainability skills</li> <li>• Relationship management skills</li> <li>• Mentoring Skills</li> </ul>



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ECO-MEDIA	<ul style="list-style-type: none"> <li>Digital Skills</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	30 Minutes
<b>LESSON 3</b>	
<b>Title</b>	<b>Repository of digital tools for digital youth work</b>
<b>Module Description</b>	Lesson 3 offers participants the opportunity to learn how they can use the digital tools for digital youth work.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Identify the significance and benefits of using digital tools.</li> <li>Explore effective digital tools for digital youth work.</li> <li>Recognize the challenges and advantages of having a repository of digital tools.</li> <li>Evaluate the selection and implementation of digital tools.</li> <li>Advise the correct use of digital tools for youth work in the context of climate change.</li> </ul>
<b>Skills to be addressed</b>	<ul style="list-style-type: none"> <li>Digital skills</li> <li>Management skills</li> <li>Analytical skills</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	30 minutes
<b>CLOSING SESSION</b>	
The last session of the course is a formative assessment that can take the form of multiple-choice questions, True/False, fill in the blanks, and other similar formats. The final session should culminate with a summative assessment, as well as a post course survey gathering feedback from the participants.	
The final session should culminate with a summative assessment, as well as a post course survey gathering feedback from the participants.	
<b>Title</b>	<b>Closing Session</b>
<b>Description</b>	It will be produced an overall presentation of the all the lessons and a summary of the module. All the participants will have the opportunity to review the module and receive all the clarifications that they may need.
<b>Format</b>	PPT
<b>Duration</b>	15 minutes

## Module 3

<b>MODULE TITLE</b>	<b>Networking</b>
<b>Module Overview / Introduction</b>	
<b>Title</b>	<b>Welcome</b>



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<b>ECO-MEDIA</b>	
<b>Module Description</b>	<p style="text-align: center;">This introduction section aims the following:</p> <ul style="list-style-type: none"> <li>● Presentation of an overview of the module 'Networking.'</li> <li>● Presentation of the aims and objectives of the module.</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	15m
<b>LESSON 1</b>	
<b>Title of the topic</b>	<b>Fundamentals of Networking</b>
<b>Topic Description</b>	This lesson aims to present the fundamentals of networking. The participants will understand what networking is, why is networking necessary and how to conduct networking. Examples and success stories will be presented.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge on what is networking all about.</li> <li>● Demonstrate knowledge on why networking is important.</li> <li>● Demonstrate knowledge on how to network.</li> <li>● Understand how to create relationships and connections to other people.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>● Communication skills</li> <li>● Social skills</li> <li>● Self-confidence</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	1h
<b>LESSON 2</b>	
<b>Title</b>	<b>Types of Networking, Tips, Do's and Don't's</b>
<b>Module Description</b>	This lesson focuses on the types of networking, providing tips for networking, and what to avoid.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge on the different types of networking.</li> <li>● Identify key components of effective networking.</li> <li>● Learn how to avoid pitfalls of networking.</li> <li>● Explore how to develop networks.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>● Communication skills</li> <li>● Social skills</li> <li>● Self-confidence</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	1h
<b>LESSON 3</b>	
<b>Title</b>	<b>Elevator Pitch</b>
<b>Module Description</b>	This final session is devoted to the way we introduce ourselves giving a good impression to potential friends, clients, employers, etc.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge on how to deliver an effective elevator pitch.</li> <li>● Demonstrate knowledge on the structure of the pitch and key elements that must be included.</li> </ul>



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ECO-MEDIA	<ul style="list-style-type: none"> <li>• Public speaking skills</li> <li>• Presentation skills</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	1h
<b>CLOSING SESSION</b>	
<p>The last session of the course is a closing session, brainstorming on the lessons of the module. Additionally, during this closing session, the participants will be asked to evaluate the module by completing a questionnaire with closed-ended and open-ended questions.</p>	
<b>Title</b>	<b>Closing Session</b>
<b>Description</b>	The final session of the module will include the key points made during the three lessons related to Networking. The participants will have the ability to brainstorm and share their thoughts will before the end of the session they will have to complete a questionnaire to evaluate the module.
<b>Duration</b>	30m
<b>Format</b>	

## Module 4

<b>MODULE TITLE</b>	<b>European opportunities for e-volunteering</b>
Module Overview / Introduction	
<b>Title</b>	<b>Welcome to European eVolunteering opportunities</b>



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<b>Module Description</b>	This introduction section aims to present an overview of the module to the participants. Include the learning objectives and outcomes of the module.
<b>LESSON 1</b>	
<b>Title of the topic</b>	<b>Difference between face-to-face and electronic volunteering</b>
<b>Topic Description</b>	In this first lesson we will assess and understand what volunteering is, and we will understand the difference between face-to-face and online volunteering.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>Assessing the relevance of volunteering.</li> <li>Differentiate between face-to-face and online volunteering.</li> <li>To find out the differences in opportunities between face-to-face and online volunteering from the European Union.</li> </ul>
<b>Targeted skills</b>	<ul style="list-style-type: none"> <li>To find and assess the main objectives of a volunteering project.</li> <li>Find the main differences</li> <li>To identify the benefits of electrical volunteering at a general level.</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	20-40 mins
<b>LESSON 2</b>	
<b>Title</b>	<b>Young people and eVolunteering</b>
<b>Module Description</b>	The relevance of young people in eVolunteering and how they can benefit from it.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>The role of young people in eVolunteering.</li> <li>How can it benefit young people?</li> <li>Knowledge for eVolunteering.</li> <li>To appreciate the opportunities for young people and what the European Union has to offer.</li> </ul>
<b>Skills to be addressed</b>	<ul style="list-style-type: none"> <li>Main conclusions of what the European Union can bring to young people</li> <li>Assess the main benefits offered by the EU for eVolunteering</li> <li>Acquire the main skills for e-Volunteering</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	20-40 mins
<b>LESSON 3</b>	
<b>Title</b>	<b>How can I create my own volunteering with what the European Union offers me?</b>
<b>Module Description</b>	Work with youth associations and young people who want to participate on how to create online volunteering that can be useful for any purpose.
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>How to set up e-volunteering.</li> </ul>



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ECO-MEDIA	<ul style="list-style-type: none"> <li>Assess what resources the EU has to offer in order to get it up and running.</li> <li>Identify needs and look for key opportunities to set up a volunteering scheme.</li> </ul>
<b>Skills to be addressed</b>	<ul style="list-style-type: none"> <li>Top tips for youth volunteering</li> <li>Set up with youth associations (give an example)</li> <li>Make it real</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	20-40 mins
<b>CLOSING SESSION</b>	
<i>The last session of the course is a formative assessment that can take the form of multiple-choice questions, True/False, fill in the blanks, and other similar formats. The final session should culminate with a summative assessment, as well as a post course survey gathering feedback from the participants.</i>	
<i>The final session should culminate with a summative assessment, as well as a post course survey gathering feedback from the participants.</i>	
<b>Title</b>	
<b>Description</b>	Evaluation: Case study review and brief activity. Interactive questionnaire  Feedback: Structured questionnaire
<b>Format</b>	
<b>Duration</b>	

## Module 5

<b>MODULE TITLE</b>	<b>Community media for social responsibility</b>
<b>Module Overview / Introduction</b>	
<b>Title</b>	<b>Opening session</b>
<b>Module Description</b>	Presents an overview, structure of the module, learning objectives, skills targeted, and tools needed.



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<b>ECO-MEDIA</b>	
<b>Format</b>	Ppt
<b>Duration</b>	10 mins
<b>LESSON 1</b>	
<b>Title of the topic</b>	<b>“We could be heroes”: what’s social responsibility?</b>
<b>Topic Description</b>	<ul style="list-style-type: none"> <li>● Call to adventure</li> <li>● Understanding social responsibility</li> <li>● Examples of social responsibility</li> <li>● Social responsibility as heroism</li> <li>● Who is a hero?</li> <li>● Strengths and weaknesses</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● I understand how personal actions are connected to the wider world.</li> <li>● I develop as a global changemaker.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>● personal superpowers</li> <li>● writing</li> <li>● drawing</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	115 mins of discovering my inner hero
<b>LESSON 2</b>	
<b>Title</b>	<b>Suiting up: social media for social responsibility</b>
<b>Module Description</b>	<ul style="list-style-type: none"> <li>● Can we do the right thing?</li> <li>● Social media's helps and hurts</li> <li>● Social responsibility of social media heroes</li> <li>● 10 ways to make your social media posting accountable</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● I can research materials and sources and use them.</li> <li>● I realise that media sources can affect our understanding of important events and issues both positively and negatively.</li> <li>● I comprehend the role of social media in advancing social responsibility.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>● Introspection</li> <li>● Communication</li> <li>● Critical thinking</li> <li>● Social media</li> <li>● Teamwork</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	75 mins of social heroics
<b>LESSON 3</b>	
<b>Title</b>	<b>We have the power: tackling climate change with social media</b>
<b>Module Description</b>	<ul style="list-style-type: none"> <li>● This is Your time!</li> <li>● The climate change problem...</li> </ul>



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<b>ECO-MEDIA</b>	<ul style="list-style-type: none"> <li>• ... and its solution</li> <li>• Create your climate action</li> </ul>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• I can use course materials in problem solving and critical thinking skills to solve real-world problems.</li> <li>• I can take effective climate action in a meaningful way.</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>• influencing</li> <li>• Information literacy</li> <li>• Emotions</li> <li>• Brainstorming</li> </ul>
<b>Format</b>	Ppt
<b>Duration</b>	125 mins of tackling climate issue
<b>CLOSING SESSION</b>	
<p>The last session of the course is a closing session, brainstorming on the lessons of the module. Additionally, during this closing session, the participants will be asked to evaluate the module by completing a questionnaire with closed-ended and open-ended questions.</p>	
<b>Title</b>	<b>Closing Session</b>
<b>Description</b>	<ul style="list-style-type: none"> <li>• Evaluation of the module (via a questionnaire)</li> <li>• Toward new horizons</li> </ul>
<b>Duration</b>	20 mins

## Module 6

<b>MODULE TITLE</b>	<b>Active citizenship</b>
<b>Module Overview / Introduction</b>	
<b>Title</b>	Welcome
<b>Module Description</b>	Through this module participants will foster their active citizenship, several key competences and specific knowledge by implementing



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ECO-MEDIA	participatory and engaging educational activities which are strictly related to their life and context.
<b>LESSON (WORKSHOP) 1</b>	
<b>Title of the topic</b>	<b>From problems to solutions</b>
<b>Lesson Description</b>	In this workshop participants will be invited to identify specific local problems and to offer their feasible plan to solve them, working in teams
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Increasing the basic knowledge on problem analysis</li> <li>● Increasing the basic knowledge on public administration and finance</li> <li>● Fostering the following key competences, among others:</li> <li>● Mathematical, science, technology and engineering</li> <li>● Citizenship</li> <li>● Entrepreneurship</li> <li>● Personal, social and learning to learn</li> </ul>
<b>Targeted skills</b>	<ul style="list-style-type: none"> <li>● Mathematical, science, technology and engineering</li> <li>● Citizenship</li> <li>● Entrepreneurship</li> <li>● Personal, social and learning to learn</li> </ul>
<b>Format</b>	PPT
<b>Duration</b>	180' at least (up to one week)
<b>LESSON (ACTIVITY) 2</b>	
<b>Title</b>	<b>Debate for all</b>
<b>Lesson Description</b>	In this activity participants will be invited to reflect and debate around a topic of common and general interest, such as energy, climate or health, supporting two opposite positions
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Increasing the specific knowledge on a topic of common and general interest</li> <li>● Increasing the debate-related skills</li> <li>● Fostering the following key competences, among others:</li> <li>● Multilingual</li> <li>● Mathematical, science, technology and engineering</li> <li>● Citizenship</li> <li>● Entrepreneurship</li> <li>● Personal, social and learning to learn</li> </ul>
<b>Skills to be addressed</b>	<ul style="list-style-type: none"> <li>● Multilingual</li> <li>● Mathematical, science, technology and engineering</li> <li>● Citizenship</li> <li>● Entrepreneurship</li> <li>● Personal, social and learning to learn</li> <li>● Cultural awareness and expression</li> </ul>
<b>Format</b>	PPT
<b>Duration</b>	90'
<b>LESSON (ACTIVITY) 3</b>	
<b>Title</b>	<b>Digital citizenship: rights on the web</b>



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<b>ECO-MEDIA</b>	Through this activity participants will get to know which are their rights on the web and what does
<b>Lesson Description</b>	"digital citizenship" mean
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● Understanding the key rights of the "Declaration of Rights on the Internet"</li> <li>● Understanding what "digital citizenship" means</li> <li>● Fostering the following key competences, among others:</li> <li>● Citizenship</li> <li>● Digital competence</li> <li>● Personal, social and learning to learn</li> <li>● Cultural awareness and expression</li> </ul>
<b>Skills to be addressed</b>	<ul style="list-style-type: none"> <li>● Citizenship</li> <li>● Digital competence</li> <li>● Personal, social and learning to learn</li> <li>● Cultural awareness and expression</li> </ul>
<b>Format</b>	PPT
<b>Duration</b>	60'
<b>CLOSING SESSION</b>	
<b>Title</b>	<b>EVALUATION&amp;FEEDBACK</b>
<b>Description</b>	<p>To evaluate the module we will use different tools, such as:</p> <ul style="list-style-type: none"> <li>● open discussion, driven by the trainer, about topics and materials used and realised during the activities</li> <li>● multiple choice questionnaire, both online or offline.</li> </ul> <p>An online survey will gather proper feedback from the participants about the same module.</p>
<b>Format</b>	PPT
<b>Duration</b>	30'



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