

GreenComm Vocational Training Program



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ABOUT THE PROGRAM

One of the main objectives of the GreenComm project is to design and develop vocational training modules to improve communication and media literacy skills of youth workers. The GreenComm VET programme is a non-formal vocational training based and 7 different practical VET programme modules for youth workers working in the field of environment and climate change.

The training modules were shaped by identifying the real needs of youth workers in using new media channels and communicating with young people about climate change.

The GreenComm VET program is a non-formal and practical training program model for youth workers working in the field of environment and climate change. The training module and Green Communication Toolkit have contents mainly based on understanding and communicating with young people, understanding media and journalism, effective message/content principles, storytelling, communicating content through social media, making content viral, popular culture and dealing with popularity.

GreenComm VET Programme

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Training Opening and Introduction (1 Hour)	Understanding and Communicating with Young Citizens (2 Hours)	Distributing Content via Social Media (3 Hours)	Dealing with Popular Culture and Popularity (3 Hours)	Applied Content Production (3 Hours)	Introduction of Green Communication Platform (2 Hours)	General Evaluation and Presentation of Results (2 Hours)
Understanding Media and Journalism (2 Hours)	Storytelling (3 Hours)				Content Creation and Management on the Platform (3 Hours)	Certification Ceremony (1 Hour)
Effective Message and Content Principles (2 Hours)		Making Content Viral (2 Hours):	Media Literacy and Communication Skills Assessment (2 Hours)	Content Testing and Evaluation (2 Hours)		
TOTAL: 5 HOURS	TOTAL: 5 HOURS	TOTAL: 5 HOURS	TOTAL: 5 HOURS	TOTAL: 5 HOURS	TOTAL: 5 HOURS	TOTAL: 5 HOURS

Day 1: Introduction and Basics

01. Training Opening and Introduction

Session Duration: 1 Hour

Skills Focused:

- Becoming a team
- Building trust within the group
- Expressing yourself

Materials to be used:

- Post-it notes
- Flipchart papers
- Colored pencils

Objectives of the Session:

- Participants getting to know each other
- Creating an environment of trust within the group
- Warming up and adapting to the training process

Session Flow and Methods:

1. Getting to Know Game (20 minutes)

- Participants form a circle.
- The instructor leads the “Name + movement” game.
- Each participant introduces himself/herself with a name and a movement. Then, before the participant next to him/her says his/her own name, says the name of the previous person and does the movement, then says his/her own name and does the movement. The next participant says the names of the other two people and does the movement, then starts his/her own. Thus, each participant says the names of the previous people and does the movement, reinforcing the names.

Methods: Icebreaker, introduction game, group interaction

Day 1: Introduction and Basics

01. Training Opening and Introduction

2. Sharing Expectations & Concerns and Educational Goals (20 minutes)

- Participants write 2 post-its titled “My expectations from the training are...” (green color) and “My concerns are...” (yellow color) and paste them on the flipchart.
- The trainer reads and summarizes what has been written, and if there are any specific concerns, he or she directs participants to discuss them privately after the session, anonymously.
- Then the main objectives of the training are explained to the participants.

Methods: Participant-focused sharing, group discussion

3. Group Agreement (20 minutes)

- The trainer asks the question, “What rules should there be in this training?”
- Participants make their suggestions, they are written on the flipchart, and common rules are determined together.

Methods: Group discussion, democratic decision

Expected Learning Outcomes:

Participants;

- They get to know each other and gain motivation to meet new people.
- They determine the rules of the educational process together.
- They learn to express themselves in groups.

Day 1: Introduction and Basics

02 Understanding Media and Journalism

Session Duration: 2 hours

Skills Focused:

- Media analysis skills
- Critical thinking
- Group discussion skills

Materials to be used:

- Toolkit: Guide to Media and Journalism
- Toolkit: Tools for Training Modules: Media Function Cards
- Toolkit: Tools for Training Modules: Journalism Principles Poster
- Flipchart papers
- Colored pencils

Objectives of the Session:

- Participants will learn the functions of the media and the principles of journalism.
- Ability to analyze media content critically

Session Flow and Methods:

1. The Role and Functioning of the Media (40 minutes)

- The trainer first provides the participants with the information under the title of “The Role and Importance of the Media” from the Media and Journalism Guide in the Green Communication Toolkit, accompanied by a presentation. Participants can also follow this information via the toolkit.
- After the participants are informed, they participate in a group study to better remember the information.
- Participants are divided into 5 different groups. Each group examines the Media Function Cards from the Tools for Training Modules in the Green Communication Toolkit and selects one of them.

Day 1: Introduction and Basics

02

Understanding Media and Journalism

- Defines the media function on the card, finds its own example of news, social media post, video, etc. for this function.
- Groups write their examples on a flipchart and present them to the whole group.
- Thus, media functions will be more memorable with function-oriented news.
- **As an alternative session, the instructor can prepare sample media content (news, social media posts, videos, etc.) in advance and distribute them to the groups along with the “Media Function Cards.” Then, the groups match the contents with the functions on these cards and discuss among themselves which media function the content fulfills. Then, they present to the other groups and get information about whether the matches are correct.**

Methods: Group work, presentation

2. Principles of Journalism (40 minutes)

- The instructor first provides the participants with the information under the title of “Basic Principles of Journalism” from the Media and Journalism Guide in the Green Communication Toolkit, accompanied by a presentation. Participants can also follow this information via the toolkit.
- Participants are divided into 5 different groups. Each group examines the Journalism Principles Poster from the Tools for Training Modules in the Green Communication Toolkit and chooses one of the principles.
- Each group chooses a principle and acts out a news event that either violates or supports that principle.
- Each group makes their short theatrical presentation. After the theatre, they ask the other groups which of the other principles the case they acted complies with and which it does not comply with, and they discuss it.
- In this way, the relationship between the principles and the relevant cases is reinforced.

Day 1: Introduction and Basics

02 Understanding Media and Journalism

As an alternative session, participants evaluate the news or media content they read or watch within the framework of these principles: Which principles were followed? Which principles were not followed? They take notes and can share these with other participant groups.

Methods: Drama, group work

3. Examples and Discussions (40 minutes)

- The instructor asks questions to the large group and then asks the participants to give examples.
 - "Which media function is most effective in environmental communication? Why?"
 - "How can a violation of journalistic principles affect public opinion?"
 - "Which is more effective on environmental issues, social media or traditional media? Do you have an example?"
 - "Do you think journalism principles apply to social media as well? Why?"
 - "How can media make a stronger impact in an environmental campaign?"
- He/she completes the session by collecting the answers he/she received from the participants and giving examples from himself/herself.

Methods: Large group discussion

Expected Learning Outcomes:

Participants;

- They define media functions.
- Explain the principles of journalism.
- They analyze media samples.
- They learn new information in the fields of media and journalism.
- Individual knowledge capacities are improved.

Day 1: Introduction and Basics

03 Effective Message and Content Principles

Session Duration: 2 Hours

Skills Focused:

- Ability to design messages and develop content
- Creativity
- Target audience-oriented thinking
- Teamwork and collaboration

Materials to be used:

- Toolkit: Tools for Training Modules: Successful Message Examples Box
- Toolkit: Tools for Training Modules: Message Design Checklist
- Toolkit: Tools for Training Modules: Message and Content Generation Template
- Flipchart papers
- Colored pencils
- Post-it notes
- Projector + computer (if available)

Objectives of the Session:

- Participants learn the key elements of an effective message
- Practice producing audience-focused content on the environment and climate change
- Gaining the ability to evaluate produced content with peer feedback

Session Flow and Methods:

1. Warm-up and Introduction (10 minutes)

The instructor prompts the large group to brainstorm by asking the following questions.

- "Have you seen a social media message or campaign that has impacted you lately? What was it?"
- "Why did you remember it?"

Day 1: Introduction and Basics

03 Effective Message and Content Principles

Participants take the floor, give their answers, and discuss them among themselves. The instructor writes down the common words (e.g. short, eye-catching, emotional, humorous) on the flipchart. He/she summarizes the topic by explaining why these words stand out.

Methods: Brainstorming, verbal sharing

2. Successful Message Analysis (20 minutes)

The trainer shows the participants “Successful Message Examples” from the Tools for Training Modules in the Green Communication Toolkit. (For example, “Act now for climate.”) Here, he/she can also show different messages that inspire him/her.

After each message, he leads a group discussion among the participants by asking the following questions:

- “What do you think is the most powerful aspect of this message?”
- “What target audience does it appeal to?”
- “Is there anything in this message that needs improvement?”

For each question, short ideas are taken and key words are written on the flipchart. The instructor then makes a general summary based on these key words.

Methods: Visual analysis + group discussion

3. Message Creation Guidelines (20 minutes)

The trainer shares the “Message Design Checklist” from the Tools for Training Modules in the Green Communication Toolkit with the participants and they review it together.

The instructor provides explanations for each item on the list (e.g., audience appropriateness, brevity, conveying emotion, call to action).

Day 1: Introduction and Basics

03 Effective Message and Content Principles

Afterwards, “Successful Message Examples” are reviewed and participants are asked to evaluate these messages using the checklist.

In this way, successful message examples are reinforced.

Methods: Practical checklist study

4. Content Development: Message Design (40 minutes)

Participants are divided into groups of 4-5 people. Each group chooses an environmental theme (e.g. marine pollution, plastic waste, climate strike, global warming).

The groups are given the “Message and Content Production Template” from the Tools for Training Modules in the Green Communication Toolkit.

Using this template, all groups produce successful messages and content specific to the environmental theme. Then, each group writes the messages they prepared in the template on the flipchart.

Methods: Group work, workshop, co-production

5. Presentation and Feedback (30 minutes)

Each group takes turns presenting.

Other groups and the instructor contribute to the presentation with these feedback questions:

- “Which element stood out the most?”
- “Would the target audience share this message?”
- “What do you suggest to make it even more effective?”

Day 1: Introduction and Basics

03 Effective Message and Content Principles

Questions can be varied.

The instructor gives one positive feedback and one suggestion for improvement at the end of each presentation.

Method: Peer review, facilitative feedback

Expected Learning Outcomes:

Participants;

- They learn the basic elements of effective messaging.
- They see to it that designing a message that is appropriate for the target audience for an environmental theme.
- They gain the ability to evaluate and develop the messages produced.

Day 2: Communication Skills

01

Understanding and Communicating with Young People

Session Duration: 2 Hours

Skills Focused:

- Empathizing with young people
- Effective communication skills
- Listening and understanding skills
- Shared decision making within the group

Materials to be used:

- Toolkit: Tools for Training Modules: Audience Cards
- Toolkit: Tools for Training Modules: Empathy Cycle Poster
- Toolkit: Tools for Training Modules: Message and Slogan Template
- Flipchart papers
- Post-it notes
- Colored pencils

Objectives of the Session:

- Participants understand the needs and expectations of young people
- Experience effective techniques when communicating with young people
- Recognize the basic tools for designing youth-focused communication messages

Session Flow and Methods

1. Warm-up and Discussion (15 minutes)

The instructor asks the whole group the following question:

- "When was the last time you had a long conversation with a teenager? What was the topic? What was the most challenging aspect of that conversation for you?"

Day 2: Communication Skills

01

Understanding and Communicating with Young People

Participants think about this question individually, then pair up and discuss it with the person next to them. Those who wish to do so can take the floor and share a short summary of their speech with the entire group. The instructor writes the highlighted words on the flipchart (e.g. impatience, humor, technology language, distance).

Methods: Small group sharing, large group reflection

2. Needs and Expectations of Young People: Young People Profiles (30 minutes)

The trainer divides the participants into 5 different groups. He/she gives each group “Target Audience Cards” from the Tools for Training Modules in the Green Communication Toolkit.

Each card features a different youth profile (e.g. 16-year-old TikTokker, 20-year-old climate activist). These profiles can be duplicated by the instructor.

Each group discusses and takes notes on the youth profile card they received. During the discussion, answers to the following questions are sought:

- Who is this young man? What are his unknown personality traits?
- What does this young man want?
- How to communicate?
- What are this young person's interests, priorities, and communication language?

Methods: Group work, presentation

3. Needs and Expectations of Young People: Empathizing (30 minutes)

After the other session is over, the trainer explains the “Empathy Cycle Poster” from the Tools for Training Modules in the Green Communication Toolkit.

Day 2: Communication Skills

01

Understanding and Communicating with Young People

Each group answers the questions on the “Empathy Cycle Poster” for their own youth profile, prepares a presentation and presents it to the other groups. Feedback is received from the other groups and the instructor, and the youth’s profile, needs and expectations are clarified.

Then, the instructor asks the participants general questions about the topic to find out whether they understand it or not. If there are any parts that are not understood, he goes over them and removes the question marks.

Methods: Group work, visual aid application, presentation

Toolkit 4: Effective Communication Strategy (45 minutes)

Each group develops a communication message appropriate for the young person’s profile, based on the empathy cycle. While developing this communication message, they benefit from the “Message and Slogan Template” from the Tools for Training Modules in the Green Communication Toolkit.

The questions in the template are filled in in detail. At the end of this process, each group; presents their own youth profile and the message they prepared with a role-play and shows it to the other participants by acting out the effective communication process that should be. After all groups present their role-play work, they receive feedback from the other groups.

The trainer evaluates the role-plays and the participants by receiving feedback and concludes the session.

Day 2: Communication Skills

01

Understanding and Communicating with Young People

As an alternative session; instead of role-play, all groups fill out the “Message and Slogan Template” and make it into a presentation, present it to all participants and receive feedback on the presentation. If the training environment is not suitable for role-play, this study can also be carried out through the presentation.

Methods: Group workshop, role-play, presentation, peer feedback

Expected Learning Outcomes:

Participants;

- They explain the communication needs and expectations of young people and draw inspiration from each other.
- They learn to design a communication message for a specific youth profile.
- They discuss and present their communication strategies in groups.
- Presentation skills and self-expression abilities improve.
- They get used to the dynamics of group work.

Day 2: Communication Skills

020 Storytelling

Session Duration: 3 Hours

Skills Focused:

- Storytelling skills
- Creativity and critical thinking
- Group work and presentation skills
- Emotional expression and empathy

Materials to be used:

- Toolkit: Tools for Training Modules: Story Design Wheel
- Toolkit: Tools for Training Modules: Storytelling Roadmap
- Toolkit: Forms & Templates: Storytelling Template
- Flipchart papers
- Colored pencils
- Projector and computer (if available)

Objectives of the Session:

- Participants learn the basic elements of storytelling
- Practice making an environmental message more effective by creating a story
- Experiencing creative ways of expression

Session Flow and Methods:

1. Warm-up and Story Sharing (20 minutes)

The instructor asks the large group the following question:

- “What was a story or movie that had the most impact on you in your life?”

Participants pair up with each other and discuss the answer to the question. Then, pairs who wish to do so can share the elements that impressed them with the larger group.

Methods: Pair sharing, group mirroring

Day 2: Communication Skills

02 Storytelling

2. Creating Powerful Stories (50 minutes)

The trainer explains the “Story Design Wheel” from the Tools for Training Modules in the Green Communication Toolkit to the participants. Then, the participants are divided into 5 different groups and each is asked to identify an environmental problem (e.g. plastic pollution, deforestation, water scarcity, global climate change, endangered species, etc.). They are asked to create a story specific to the topic they have determined. This story will be created using the “Story Design Wheel” and answers will be given to the questions on the wheel.

After each group creates their own story according to the questions on the wheel, the next step will be moved on.

Methods: Group work, visual aid application

3. Persuasive and Engaging Storytelling (50 minutes)

The trainer explains the “Storytelling Road Map” from the Tools for Training Modules in the Green Communication Toolkit to the participants. Then, the groups elaborate on their previous stories using this map and expand their stories. They follow the paths on the map and work to create a convincing and interesting story about the problems they identified.

Methods: Visual aid, presentation, creative expression

Day 2: Communication Skills

02 Storytelling

4. Creating a Short Story (60 minutes)

The trainer explains the “Storytelling Template” from the Forms and Templates in the Green Communication Toolkit to the participants and distributes it to each group. Although the questions in this template are similar to those in the “Story Design Wheel”, the difference is that the participants will encounter the questions in the wheel for the first time, develop ideas about them, and then try to create a story and plot with the map. There is no place to write a story in the wheel and the end of the story is not clear. In the “Storytelling Template” story, the end of the story has been reached, the information in the wheel has been finalized, and the story is requested to be completed with the writing area.

All groups will write the final version of their stories on this template and then present their final version to the other groups.

All groups will give feedback on these presentations, and at the end the instructor will wrap up the topic by giving their own feedback. Then, the session evaluation will begin.

Methods: Group workshop, presentation, peer feedback

Expected Learning Outcomes:

Participants;

- They learn the basic elements of storytelling.
- They learn to produce an environmental message in story format.
- They develop their narrative skills through group presentations and feedback processes.

Day 3: Social Media and Content Sharing

01 Sharing Content on Social Media

Session Duration: 3 Hours

Skills Focused:

- Developing a social media strategy
- Content planning
- Target audience-oriented thinking
- Teamwork and creative production

Materials to be used:

- Toolkit: Tools for Training Modules: Social Media Strategy Wall
- Toolkit: Tools for Training Modules: Content Sharing Calendar Template
- Flipchart papers
- Colored pencils
- Post-it notes
- (If available) projector + computer

Objectives of the Session:

- Participants learn the features and content strategies of social media platforms
- Understanding the importance of distributing content at the right time, on the right platform and with the right method
- Gain hands-on experience by creating a content distribution plan

Session Flow and Methods:

1. Warm-up and Platform Experience Discussion (30 minutes)

The instructor asks the following questions to the entire group and receives answers from those who wish to speak:

- “Which social media platform do you use most on a daily basis?”
- “What types of content do you share or save the most?”

The instructor writes the answers he receives on the flipchart as keywords (e.g. Instagram, Snapchat, YouTube, Reels, survey, entertaining content). Finally, he summarizes them using these words.

Methods: Individual reflection, large group discussion

Day 3: Social Media and Content Sharing

01 Sharing Content on Social Media

2. Social Media Platforms and Strategies (50 minutes)

The instructor first reads the social media platforms that the participants wrote on the flipchart and uses the most. He asks the participants for what purposes these platforms are used, what type of content they mostly contain, and creates a short discussion environment.

Then, he/she explains the “Social Media Strategy Wall” from the Tools for Training Modules in the Green Communication Toolkit to the participants. The participants are divided into 5 groups and choose a campaign topic (e.g. climate crisis, plastic pollution reduction, water saving).

Note: Previously created groups can continue this workshop on the same topics they previously selected, as requested by the trainer and participants.

Groups create a social media campaign strategy plan related to their topic by answering the questions on the “Social Media Strategy Wall.”

After preparation, if the training area is available, post-its are stuck on the walls and the presentation is made on the wall. If not, post-its are stuck on the flipchart and the presentations are made. Those outside the group making the presentation provide feedback with the trainer. The trainer wraps up the topic after each group and works to ensure that social media strategies are good.

Methods: Group work, strategy development, presentation

3. Analysis of Successful Content Examples (40 minutes)

Before the workshop, the trainer prepares a presentation consisting of social media content such as a successful post, TikTok video, campaign poster, etc. Then, he/she presents this presentation to the participants to use in the workshop.

Day 3: Social Media and Content Sharing

01 Sharing Content on Social Media

Then he asks the participants to analyze the examples by asking the following questions:

- “What is remarkable about this content?”
- “What elements make this content shareable?”
- “Which platform is this content suitable for and why?”

Questions may be varied by the instructor.

Then, a brainstorming session is held with the participants on these questions. The instructor notes the keywords that come out of these conversations on a flipchart.

After all the questions, the instructor summarizes the topic using the words he/she took notes on and informs the participants.

Methods: Visual analysis, brainstorming, individual participation

4. Content Sharing Techniques (60 minutes)

The trainer shows and explains the “Content Sharing Calendar Template” from the Tools for Training Modules in the Green Communication Toolkit to the participants.

Participants return to their morning groups and prepare a 1-week content plan based on the Social Media Strategy Wall they created. While preparing this content plan, they use the questions from the template as a basis and use the information they learned throughout the day.

Groups present their sharing calendars in turn and receive feedback from other groups. Finally, the instructor gives his/her feedback and wraps up the groups.

When all groups have completed their presentations, the overall evaluation is discussed and the workshop is concluded.

Methods: Group workshop, planning exercise, peer feedback

Day 3: Social Media and Content Sharing

03 Creating Viral Content

Expected Learning Outcomes:

Participants;

- They learn the features and differences of social media platforms.
- They learn how to create a content strategy that suits the target audience.
- Through group work, they learn to design and present a content sharing plan.

Session Duration: 2 Hours

Skills Focused:

- Creative content development
- Target audience-oriented thinking
- Using digital communication tools strategically
- Generating ideas and making presentations within a group

Materials to be used:

- Toolkit: Tools for Training Modules: Viral Content Components Analysis Cards
- Toolkit: Tools for Training Modules: Viral Content Design Canvas
- Flipchart papers
- Colored pencils
- Post-it notes
- Projector + computer to show video samples (if available)

Objectives of the Session:

- Participants' understanding of the concept of viral content
- Analyzing the elements that make up viral content through examples
- Creating content with viral potential through group work

Day 3: Social Media and Content Sharing

03 Creating Viral Content

Session Flow and Methods:

1. Introduction and Discussion: “What Goes Viral?” (20 minutes)

The instructor begins to structure the session by asking participants a few questions:

- "What was the most interesting viral content you've ever seen? Why did it stick in your mind?"
- Is viral content good content?
- What are the characteristics that distinguish viral content from other content?

The instructor asks these questions, collects answers from the participants, and writes the common answers on the flipchart. (e.g. humor, twist, emotionality, challenge, etc.)

Methods: Individual sharing, question and answer

2. Viral Content Analysis and Creation Strategies (50 minutes)

The trainer shows the participants the “Viral Content Components Analysis Cards” from the Tools for Training Modules in the Green Communication Toolkit.

Afterwards, he divides the participants into 5 different groups and asks them to find 1 different viral content from each group and evaluate and analyze these contents with analysis cards.

Groups analyze the viral content they find and evaluate the content according to the cards and seek answers to the following questions:

- What ingredients are included in this content?
- Why do you think this content went viral?
- What is missing from this content?
- If you wanted to create a viral piece of content, what component cards would you use in that content?

Day 3: Social Media and Content Sharing

03 Creating Viral Content

After all the groups have done their work, they make presentations with the viral content they found and the answers to the questions. They develop their own viral content creation strategies by getting feedback from other groups.

The instructor ends the workshop by giving feedback to each group and finally wrapping up the topic.

Methods: Group analysis, visual reading, presentation

3. Viral Content Design (50 minutes)

The trainer shows and explains the “Viral Content Design Canvas” from the Tools for Training Modules in the Green Communication Toolkit to the participants.

Then, participants continue with their morning groups and start working. First, each group chooses an environmental theme. (e.g. single-use plastics, carbon footprint, climate crisis)

They try to produce content that will create a buzz on social media and go viral on the topic they choose. They design this content using the steps in the Viral Content Design Canvas.

They start filling in content ideas on the canvas. After preparation, groups present their content ideas to other groups on the canvas. Other groups and the instructor give feedback on the content.

Finally, the instructor makes a general evaluation of the canvases and concludes the workshop.

Methods: Group design, presentation, creative expression

Day 3: Social Media and Content Sharing

03 Creating Viral Content

Expected Learning Outcomes:

Participants;

- They analyze the components of viral content.
- They develop an environmentally themed viral content idea.
- They learn to present content strategy and receive peer feedback through group work.

Day 4: Popular Culture and Popularity

01

Popular Culture and Dealing with Popularity

Session Duration: 3 Hours

Skills Focused:

- Analyzing popular culture
- Ability to criticize the media
- Using cultural context in content production
- Developing comments within the group

Materials to be used:

- Toolkit: Tools for Training Modules: Popular Culture Analysis Matrices
- Toolkit: Tools for Training Modules: Popularity Strategies Planner
- Flipchart papers
- Post-it notes
- Colored pencils
- Video samples and projection device (if available)

Objectives of the Session:

- Participants' understanding of the effects of popular culture on media
- Ability to consciously construct popularity strategies in content production
- Experience in in-group analysis and creative strategy development

Session Flow and Methods:

1. Opening Question and Discussion (30 minutes)

The trainer starts the session by asking a few questions to all participants.

- What is the cultural trend you encounter most frequently on social media?
- What do you think was the most popular content of the last period and why did it spread so much?
- What are the elements needed to become popular?

Day 4: Popular Culture and Popularity

01

Popular Culture and Dealing with Popularity

Participants think about the questions individually and write their answers on post-its. Then the answers are read and pasted on the flipchart. In the meantime, the instructor groups similar thoughts on the flipchart. Then, he makes a general summary, especially on Popular Culture and Popularity.

Methods: Collecting ideas with post-its, individual discussion

2. The Effects of Popular Culture on Media and the Masses (60 minutes)

The trainer shows and explains the “Popular Culture Analysis Matrices” from the Tools for Training Modules in the Green Communication Toolkit to the participants.

Participants are divided into 5 different groups and each group chooses a media content (video, news, series scene, music trend, etc.). The instructor can enrich these media contents. Participants discuss the 4 different titles in the matrix among themselves in terms of this media content and fill in the matrix.

Groups make presentations with the matrix they prepared.

The instructor asks the groups various guiding questions during the presentation:

- Why might this content have spread so widely?
- Who is it addressed to? What does it promise?
- What kind of impact does it have on the media and the masses?

After these questions, feedback is also received from other participants. Finally, the instructor wraps up the topic and ends the workshop.

Methods: Visual reading, group work, presentation

Day 4: Popular Culture and Popularity

01

Popular Culture and Dealing with Popularity

3. Popularity Strategies (60 minutes)

The trainer shows and explains the “Popularity Strategies Planner” from the Tools for Training Modules in the Green Communication Toolkit to the participants.

Participants are divided into groups. Each group uses the “Popularity Strategies Planner” template to produce a content or campaign example. Then they bring their work into a poster and visualize it. They make their presentations based on this poster.

Each group will introduce their own poster in turn and provide information to other participants on the topics included in the planner. Participants will also work to make the work more popular by giving detailed feedback on these topics.

Here, the instructor will both collect participant feedback and contribute to the workshop by sharing his/her own views with the groups.

Methods: Group design workshop, creative production, peer feedback, poster making

Day 4: Popular Culture and Popularity

01

Popular Culture and Dealing with Popularity

4. Evaluation Circle (30 minutes)

Participants sit in a circle.

The instructor asks participants various questions to both evaluate and think about their work:

- What made you think the most today?
- Would you use popularity in a way that you find unethical?
- What was the first thing that came to your mind so far?
- How did you feel during teamwork?
- Are you more inclined to individual or teamwork, or what?

Questions can be varied by the instructor. Participants share their thoughts in turn and the session ends.

Methods: Emotional and global assessment, individual reflection

Expected Learning Outcomes:

Participants;

- They analyze the effects of popular culture on media with examples.
- They develop content strategies based on cultural elements.
- They take an active role in group presentation and feedback processes.

Day 4: Popular Culture and Popularity

02

Media Literacy and Communication Skills

Session Duration: 2 Hours

Skills Focused:

- Media content evaluation
- Critical thinking
- Self assessment
- Giving and receiving peer feedback

Materials to be used:

- Toolkit: Forms and Templates: Media Content Analysis Form
- Toolkit: Forms and Templates: Feedback and Evaluation Form
- Flipchart papers
- Colored pencils
- Sample media content (poster, short video, social media post, etc.)

Objectives of the Session:

- Participants critically analyze media content
- Evaluating own communication and group skills
- Developing a habit of peer feedback and applying it constructively

Session Flow and Methods:

1. Introduction and Purpose Sharing (15 minutes)

The instructor explains that they will analyze media content in this session.

Then he asks the following question to the whole group:

- What did you learn in the last 3 days that helped you the most?

Those who want to speak from the participants do so, and other participants join them to create a discussion environment specific to this question.

Methods: Open group chat

Day 4: Popular Culture and Popularity

02

Media Literacy and Communication Skills

2. Media Content Analysis Detectives (45 minutes)

The trainer prepares the participants for a simulation environment. This simulation is a detective simulation. The trainer shows the participants the "Media Content Analysis Form" from the Forms and Templates in the Green Communication Toolkit and explains it.

Then, each group is given an environmentally themed media content. (poster, Instagram post, video, documentary, etc.) The trainer has previously left clues in various places in the training area for these media content. Each clue leads the participants to the next clue. They start filling out the analysis form with the information in the clue they found. Because these clues contain more detailed information about the media content.

Groups collect clues within the specified time, fill out the "Media Content Analysis Form" and get ready for presentation.

Each group shares the results of their analysis with the clues they found to the other participants. The other participants give feedback to the groups about what kind of detectives they are.

After the instructor gives feedback to all groups individually, he/she wraps up the general topic, removes the participants from the simulation and ends the workshop.

Methods: Simulation, group analysis, presentation

3. Communication Skills Assessment (60 minutes)

The trainer prepares the "Feedback and Evaluation Form" from the Forms and Templates in the Green Communication Toolkit for this workshop. This form is a draft form that can be used for many different evaluations. The questions that will be included in the form are as follows: (The trainer can develop or change these questions according to the subject)

Day 4: Popular Culture and Popularity

02

Media Literacy and Communication Skills

- How actively did I participate?
- What was my strength in teamwork?
- Which communication skill should I improve?
- Note for Tomorrow / Feedbacks

Participants write their answers to these questions individually on the form. After all participants have answered the questions, each participant will be paired with someone they worked with in a group before to tell the other party what they want to say on the form and ask for feedback from them.

After this mutual feedback exercise, participants will find new partners and continue to receive different feedback.

The instructor guides the process of providing this feedback:

- Focus on the positive
- Give suggestions for development
- Be short and clear

requests from participants.

Then, in the larger group, participants who want to talk about this evaluation process take the floor and tell the other participants how they have developed awareness. The trainer ends the whole process in a gentle and encouraging way.

Methods: Self-assessment, constructive peer feedback, voluntary reflection, group sharing

Expected Learning Outcomes:

Participants;

- They learn basic questions to analyze media content.
- They develop self-awareness regarding their communication skills.
- They experience giving and receiving feedback from their peers.

Day 5: Practice and Testing

01 Applied Content Production

Session Duration: 3 Hours

Skills Focused:

- Implementing the content production process from start to finish
- Creativity
- Using technical tools and templates
- Teamwork and project management

Materials to be used:

- Toolkit: Green Communication Toolkit: Media and Journalism Guide
- Toolkit: Green Communication Toolkit: Communication Strategies Guide
- Toolkit: Green Communication Toolkit: Tools for Training Modules
- Toolkit: Green Communication Toolkit: Forms and Templates
- Flipchart papers, colored pencils
- Participants' own phones/computers (if possible)
- Technical support materials (e.g. Canva, CapCut, Instagram tools)

Objectives of the Session:

- Participants will produce their own environmentally themed content using the information and tools they learned in the previous days.
- Each group collaboratively prepares a campaign piece
- Gaining experience in technical production processes

Session Flow and Methods:

1. Preparation and Tools Reminder (20 minutes)

Participants have used and tested many tools, guides, templates and forms in different workshops so far. Then, they will use these tools to create their own content.

Before using these tools, the instructor asks the participants questions about the tools to clear up any unclear points and reminds them of all the tools.

Methods: Clear information, reminder

Day 5: Practice and Testing

01 Applied Content Production

2. Establishing Our Media Company: Content Creation (120 minutes)

The trainer explains the structure of the session. Participants will be divided into groups and each group will produce their own content. In order to produce this content, they must first establish a media company. The groups will decide what principles they will adopt within this media company, what kind of broadcast they will make, and what their communication strategies will be. This session is designed to provide a proof of everything learned from the first day and is presented to the participants.

After establishing their media companies, the groups will address an environmental problem and address this problem by;

- What kind of content they will produce on their own media platforms,
- How they're going to try to go viral,
- How they will become popular culture material,
- How to influence the media and target audience
- How to tell a story
- Which social media channels to use

they will decide.

They will design this entire process using the tools in the “Green Communication Toolkit”.

The trainer walks around the groups throughout the process, answers questions, provides technical support. Then the participants put the whole process into a presentation and are ready to present it to the other participants.

Methods: Simulation, open briefing, group work

Expected Learning Outcomes:

Participants;

- They produce original content using the techniques they have learned.
- They manage the production process and share tasks within the group.
- They learn how to prepare the content they have prepared for presentation in a format suitable for sharing.

Day 5: Practice and Testing

01 Applied Content Production

2. Establishing Our Media Company: Content Creation (160 minutes)

The trainer explains the structure of the session. Participants will be divided into groups and each group will produce their own content. In order to produce this content, they must first establish a media company. The groups will decide what principles they will adopt within this media company, what kind of broadcast they will make, and what their communication strategies will be. This session is designed to provide a proof of everything learned from the first day and is presented to the participants.

After establishing their media companies, the groups will address an environmental problem and address this problem by;

- What kind of content they will produce on their own media platforms,
- How they're going to try to go viral,
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- How to influence the media and target audience
- How to tell a story
- Which social media channels to use

they will decide.

They will design this entire process using the tools in the “Green Communication Toolkit”.

The trainer walks around the groups throughout the process, answers questions, provides technical support. Then the participants put the whole process into a presentation and are ready to present it to the other participants.

Methods: Simulation, open briefing, group work

Expected Learning Outcomes:

Participants;

- They produce original content using the techniques they have learned.
- They manage the production process and share tasks within the group.
- They prepare the content they have prepared for presentation in a format suitable for sharing.

Day 5: Practice and Testing

02 Content Testing and Evaluation

Session Duration: 2 Hours

Skills Focused:

- Giving and receiving critical evaluation and peer feedback
- Monitoring communication content
- Ability to perform impact analysis

Materials to be used:

- Toolkit: Media Content Analysis Formu
- Toolkit: Evaluation Post-its (color coded: yellow=like, blue=can be improved)
- Flipchart, calm
- Content prepared by groups
- Projector and speaker (for video displays) (if applicable)

Objectives of the Session:

- Participants' evaluation of the content they produce from the target audience perspective
- Developing the habit of constructive peer feedback
- Practicing content improvement by getting feedback within the group

Session Flow and Methods:

1. Content Presentations (60 minutes)

Groups explain in detail to other groups the media companies they have established, the environmental problem they are addressing, and the content they have developed for it, within the scope of their presentations.

Participants prepare colored post-its for aspects they “liked” and “could be improved” during the presentation.

After each group presentation, the other group participants stick feedback post-its around the presenters or leave them in the appropriate place. After the written feedback, verbal feedback is also given. The trainer gathers each group and ends the session.

Methods: Presentation, peer review, creative feedback technique

Day 5: Practice and Testing

02 Content Testing and Evaluation

2. In-Depth Analysis with Media Content Analysis Form (30 minutes)

Each group reviews the content of a different group assigned to them via the “Media Content Analysis Form” in the Toolkit:

All groups do this work for each other so that the content produced reaches its final form. The group that fills out the form presents the evaluation to the relevant group in a short verbal form. In this way, any feedback that was not provided through the form and that was missing is completed.

Methods: Feedback loop, group analysis

3. Evaluation Sharing and Mini Feedback Circle (30 minutes)

The trainer asks the participants the following 3 questions individually and receives answers:

- What was something that impressed me during the presentations?
- What was the most constructive feedback I gave today?
- What do I want to improve in my own content?

After the answers are given, other participants can add to these answers and give their own answers.

Then, a small evaluation circle is held. Participants share what they could not say. The session is concluded.

Methods: Individual reflection, voluntary sharing

Expected Learning Outcomes:

Participants;

- They analyze another study with content evaluation forms.
- They learn to give and receive constructive feedback.
- They analyze suggestions to improve their own content.

Day 6 Green Communication Platform

01

Introduction of Green Communication Platform

Session Duration: 2 Hours

Skills Focused:

- Use of digital platforms
- Access to educational resources
- Content interaction with the user interface
- Digital literacy

Materials to be used:

- Platform presentation prepared by the instructor
- Digital device (preferably a laptop or tablet) for each participant
- Internet connection
- Projection (if necessary)

Objectives of the Session:

- Familiarity of participants with the structure and function of the Green Communication Platform
- Learn how to access training modules and tools on the platform

Session Flow and Methods:

1. Opening and Expectation Sharing (30 minutes)

The trainer starts the session by asking questions to the participants.

- “Have you ever used a digital platform that shares educational content?”
- “How do you feel about publishing your own content in another medium?”

Participants individually write these questions on post-its and paste them onto the flip chart.

The instructor reads these texts and shares voice messages about common concerns and expectations.

Methods: Written reflection, sharing

Day 6 Green Communication Platform

01

Introduction of Green Communication Platform

2. Introduction of Green Communication Platform (60 minutes)

The trainer conveys the basic features of his platform to the participants. He talks about the purpose of establishing this platform. He goes over the contents of the platform:

The following tools will be included in detail within the platform.

- Green Communication Toolkit: A Guide to Media and Journalism
- Green Communication Toolkit: A Guide to Communication Strategies
- Green Communication Toolkit: Tools for Training Modules
- Green Communication Toolkit: Forms and Templates

It will provide information on how to find and use these tools within the platform.

And then;

- GreenComm VET Programme

It will explain the file that has been referenced in the training conducted so far by showing its content to the participants. It will provide information on how to use this training program.

The platform will also include different resources such as information about the project and contact information of the partners.

Methods: Live demo presentation

Day 6 Green Communication Platform

01

Introduction of Green Communication Platform

3. Sharing and Q&A (30 minutes)

After the participants receive information about the platform and content, the instructor will direct the participants to various questions:

- What motivated you the most on the platform?
- Was there anything that made it difficult for you to use the website?
- Are the vehicles easily accessible?

Participants share their answers verbally. The instructor takes notes of all of them, groups the answers, makes a general wrap-up and ends the session.

Methods: Open sharing, Q&A

Expected Learning Outcomes:

Participants;

- Get to know a different digital platform.
- Learn how to access training modules and tools.
- Increases their competence in the digital environment.

Day 6 Green Communication Platform

02 Content Development for the Platform

Session Duration: 3 Hours

Skills Focused:

- Digital content management
- Project execution on the platform
- Technical compliance and ability to use digital tools
- Collaboratively developing an online sharing strategy

Materials to be used:

- Content previously produced by participants
- Personal laptops/tablets
- Platform session information
- Internet connection

Objectives of the Session:

- Collecting participants' ideas for content development on the Green Communication Platform
- Managing uploaded content by editing descriptions, tags and other information
- Editing the content in digital environment and testing it before publication

Session Flow and Methods:

1. Content Preparation Review (150 minutes)

The instructor divides the participants into 5 different groups. He/she gives each group a task written on a flipchart:

Day 6 Green Communication Platform

02 Content Development for the Platform

1. Group: Media and Journalism & Communication Strategies Guide
2. Group: Tools for Training Modules
3. Group: Forms and Templates
4. Group: GreenComm VET Programme
5. Group: Green Communication Platform

Participants check the content they produce by going over the tools, templates and forms they have seen before. They discuss how accurate the content produced with the help of these tools is. They question how efficient the training program is. They discuss how adequate the platform is.

Each group begins working on their own task sheet for 40 minutes, presenting their pros, cons, and suggestions for improvement.

Then, group 1 takes over the task of group 2, and group 2 takes over the task of group 3. In other words, each group takes over the task of the next group and works on improving that task paper for 20 minutes. Each group works for 20 minutes and takes the task paper of the next group. In this way, each group contributes to each task paper.

Participants finally go to their own task sheets, read the notes added by other groups, and compile all feedback into a presentation.

Methods: World Cafe method, in-group self-assessment, technical review

Day 6 Green Communication Platform

02 Content Development for the Platform

2. Making Presentations (30 minutes)

All participants share the presentation they prepared for their own task papers with the other participants for 3 minutes. Then, they listen to the participants' different feedback, if any.

The instructor asks each group about the contributions of other groups, apart from their own writings, and emphasizes the extent to which they were useful. After the groups' answers, the instructor wraps up the topic and ends the workshop.

Expected Learning Outcomes:

- Participants can upload content on digital platforms
- Participant can digitally organize their content with description, tags and target audience
- Participant gets to experience evaluating and suggesting content to others

Day 7: Closing and Certification

01 General Evaluation and Presentation of Results

Session Duration: 2 Hours

Skills Focused:

- Presentation and narration skills
- Self-assessment and group assessment
- Reflect and receive feedback
- Evaluating the process and preparing for closing

Materials to be used:

- Toolkit: Evaluation and Feedback Forms
- Project contents prepared by the participants
- Flipchart papers
- Colored pencils
- Presentation screen (projection/TV)
- Camera (if available) – to record the process

Objectives of the Session:

- Participants' evaluation of the training process from their own perspectives
- Participants share their gains in the process through the presentation of projects.
- Creating a sense of shared achievement by encouraging learning from each other within the group

Session Flow and Methods:

1. Opening and Focus (15 minutes)

The session begins in a circle and the trainer asks the participants the following question:

- “How did this training process make you feel in one word?”

Participants respond in turn with one word. The instructor writes the words on a flip chart. These words set the emotional and mental stage for the presentations.

Methods: Emotional opening, collective memory

Day 7: Closing and Certification

01 General Evaluation and Presentation of Results

2. Learning Presentations (60 minutes)

All participants prepare their own learning presentations about the content they produce and what they have learned during the training process. This presentation generally includes the following information:

- How would you rate yourself in terms of learning between the first and last day?
- During the project, what kind of tasks did you generally take on? (presentation, idea development, content production, design, etc.)
- What are the subjects and contents you learned?
- Which words and tools did you see for the first time?
- What was the most challenging and most enjoyable part of the process?

After the preparation process, participants who want to share their presentations are given 1 minute to make their presentations. Then, other participants and the instructor give feedback and the session ends.

Methods: Presentation, appreciation-focused feedback

3. General Evaluation Exercise (30 minutes)

The “Feedback and Evaluation Form” in the Toolkit is distributed to all participants. Here, participants are asked to evaluate each day and workshop. Participants fill out the form in writing. The form is anonymous. Then, participants who wish to can share their 1 suggestion or satisfaction out loud.

Methods: Written assessment, voluntary voice sharing

Day 7: Closing and Certification

01 General Evaluation and Presentation of Results

4. Closing Mini Circle (15 minutes)

Finally, the instructor guides the participants towards the conclusion with the following question:

Now, what would you like to say as a final word?

Participants take turns expressing their feelings and thoughts. After the participants share, group applause is made and the feeling of “We did it!” is emphasized.

The trainer concludes this session by thanking all participants.

Method: Closing circle, emotional reflection

Expected Learning Outcomes:

Participants:

- They evaluate the educational process constructively.
- They develop awareness of the evaluation process.
- They develop self-confidence by remembering the projects and content they produced and saying “I did it / we did it”.
- They experience a sense of collective learning by recognizing the contributions of others.
- Their self-awareness is enhanced.

Day 7: Closing and Certification

02 Closing and Feedback

Session Duration: 2 Hours

Skills Focused:

- Reflection (personal reflection)
- Giving constructive feedback
- Listening and sharing skills
- Evaluating the training process and closing

Materials to be used:

- Toolkit: Feedback and Evaluation Form
- Coloured post-its (three colours)
- Large “Wall of Emotions” or blank flip chart
- Music (optional)
- Pencils, table, chair arrangement in circle format

Objectives of the Session:

- Participants express their individual and group evaluations about the training process.
- Developing the habit of constructive feedback
- Providing closure through emotional connection

Session Flow and Methods:

1. Emotion Wall Activity (45 minutes)

The instructor sticks 3 different colored post-its on the wall on which he writes:

- “What did I like the most?” (Red post-it)
- “What needed improvement?” (Yellow post-it note)
- “What is left for me?” (Blue post-it)

Participants write their answers on post-its in 3 different colors and stick them on the wall under the relevant heading.

Day 7: Closing and Certification

02 Closing and Feedback

After everyone has stuck their post-its on the wall, all participants begin to examine and read the entire wall, thus building a bridge from the experiences of different participants to their own experiences.

The instructor then reads a few examples out loud and wraps up the session.

Methods: Silent reflection, written feedback

2. Reflection Circle: “This Training Showed Me...” (45 minutes)

The whole group forms a circle. The instructor begins with the following sentence:

- “This training showed me...”

Each person completes this sentence in their own way. Emotional moments are supported, laughter is encouraged with applause. The instructor can also add different questions.

Methods: Circle technique, voluntary sharing

3. Farewell Ritual: “I Left My Mark” Memoir Sharing (30 minutes)

The trainer gives the group a blank A3 paper. He/she asks everyone to leave a small symbol, word or drawing. All participants fill this paper in their own way and leave a memory. Later, if they want, the participants can take a photo of this memory sharing and receive a memory as a gift to themselves that will remember the entire training process.

Methods: Meaningful closure, symbolic expression

Expected Learning Outcomes:

Participants;

- They have the opportunity to evaluate the educational process personally.
- They make an emotional contribution to group memory.
- He/she takes ownership of the project and education and is more willing to work towards the realization of such projects.

Day 7: Closing and Certification

03 Certificate Ceremony

Session Duration: 1 Hour

Skills Focused:

- Celebrating Participation
- Appreciation of self and group
- Making success visible
- Taking ownership of the closure of education

Materials to be used:

- Participant certificates
- Reward/souvenir cards (optional)
- Background music (optional)
- Phone/camera for taking photos
- Slide/video collage (if prepared)

Objectives of the Session:

- Participants feel that they have completed the training process successfully.
- Strengthening group belonging by creating a collective celebration environment
- To show participants that their labor and production are valuable.

Session Flow and Methods:

Opening and Thank You Speech (10 minutes)

The instructor gives a short thank you speech: “We have all grown, learned and produced together on this journey. This success was not just about producing content; it was about being able to learn, support and share together.” The certificate ceremony is not just about giving a document, it is a session that is held to make the participants’ achievements visible and to create an unforgettable moment.

Methods: Instructor explanation

Day 7: Closing and Certification

03 Certificate Ceremony

2. Distribution of Certificates (35 minutes)

Certificates are given to the participants one by one. Each participant is called by name and comes to the stage with a short applause. The trainer gives the first certificate to the participant.

Optionally, a short word of appreciation may be said about each participant:

- “You brought positive energy to the group throughout the process.”
- “We will not forget the most creative poster idea.”
- “Your courage to express yourself was inspiring.”

Then, the participant to whom the trainer gave the certificate gives the certificate to someone else and says a word of appreciation about him/her. If the trainer has anything to add, he/she can join the conversation. The participant who received the certificate and the participant who gave it take a photo and leave a memory behind.

In this way, a collective certification ceremony is held.

Methods: Ceremonial appreciation, visual recording

Expected Learning Outcomes:

Participants;

- They feel that they have completed the process successfully.
- They realize that they are valued and appreciated within the group.
- They store the process of establishing an emotional bond in their memory as a positive experience.
- Their self-confidence improves.
- The feeling of success increases.

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