

ENERGY

This module is devoted to the energy issue and the impact of human energy use and our individual habits on the condition of the environment. In the course of their studies, participants will learn about different energy sources, what energy efficiency is, and what impact the everyday behaviour of energy users has on energy consumption. Using an inquiry-based learning method, the module will allow learners to formulate critical conclusions about the way their environment works. Through participating in a workshop concerning the impact of social media and the way we communicate online as well as changing consumer habits, participants will become equipped with the necessary knowledge to create their own media content for the purposes of urging their peers to pay attention to the way they use energy in their daily lives.

Title of the module	The energy for change.
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all,</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 13: Take urgent action to combat climate change and its impacts.</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.</p>
Learning goals	<p>To make students aware of the importance of energy and energy use habits for environmental protection and the development of a sustainable society.</p> <ul style="list-style-type: none"> • The student will know about various energy sources, what energy efficiency is, and what impact the everyday behaviour of energy users has on energy consumption. • The student will acquire the ability to design their own social media campaigns aimed at changing energy consumption habits. • The student will develop the competences to analyse his/her environment, make a normative evaluation of various solutions existing within it, problem solve,

	communicate and engage in productive teamwork
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Duration	Total duration: 3 months (12 weeks) Proposed schedule: 4 mini-lectures meetings (1st and 2nd week), 2 masterclasses with employees (3rd and 4th week), 1 workshop (5th week), Project (weeks: 6-12).
Number of participants	20
Prerequisites	The module is designed for young people 16-30. No previous knowledge of sustainability issues is necessary. A degree of familiarity with the use of social media is recommended, but not necessary.
Teaching methods recommended	Group work (project-based learning), masterclass, mini-lectures, inquiry-based learning, problem-based learning.
Recommended methods for competency-level verification before and after taking the module	It is recommended to use a simple pretest and post-test in the form of open-ended questions. The level of competence achieved should also be measured regarding the final outcomes of the module in the form of interactive case studies.
References	Gillingham, K., Newell, R. G., & Palmer, K. (2009). Energy Efficiency Economics and Policy. <i>Annual Review of Resource Economics</i> , 1(1), 597-620. Goldemberg, J., Lucon, O., & Nigro, F. (Eds.). (2018). <i>Energy, Environment and Development</i> (2nd ed.). CRC Press. Scott, D. M. (2019). <i>The new rules of marketing and PR: How to use social media, online video, mobile applications, blogs, news releases, and viral marketing to reach buyers directly</i> . John Wiley & Sons. Smil, V. (2017). <i>Energy and Civilization: A History</i> . MIT Press.

MINI LECTURES MEETING AND DISCUSSION

The mini-lecture (with moderated discussion) is a format that should be applied at the beginning of the module. Its aim is to provide participants with a basic knowledge of various energy sources and their use. The lectures also aim to stimulate reflection concerning the importance of consumer habits in electricity usage.

Title of the activity	
Powering the World: Understanding energy and its impact	
ARD area	Energy
ARD module	Good Energy
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 12: Ensure sustainable consumption and production patterns,</p> <p>SDG 13: Take urgent action to combat climate change and its impacts.</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation,</p> <p>DG 8 - Sustained, inclusive and sustainable economic growth, full and productive employment and humane working conditions for all.</p>
Learning goals	The goal is to learn about the meaning of energy, energy resources and energy efficiency.
Knowledge	<p>Participant knows about:</p> <ul style="list-style-type: none"> the fundamental concepts and principles of energy generation, distribution, and consumption, including traditional and emerging energy sources, the current trends and innovations in the energy sector, with a focus on renewable energy, prosumption, hydrogen technology,

	<p>and advanced nuclear technologies,</p> <ul style="list-style-type: none"> the legal and social frameworks that govern energy production and consumption, and also the challenges and opportunities associated with integrating new energy solutions into existing systems.
Skills	<p>Participant can:</p> <ul style="list-style-type: none"> critically analyse and explain the processes and infrastructure involved in energy generation, transmission, and distribution, identify and evaluate the potential of various energy innovations, such as renewable energy, hydrogen technology, and small modular reactors, to address global energy challenges, apply their understanding of energy systems and trends to design, discuss, and implement sustainable energy solutions within their communities or professional environments.
Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> engage in informed discussions and debates about the future of energy, considering both technological advancements and societal impacts, critically assess the environmental, economic, and social implications of different energy sources and technologies, advocating for sustainable practices, collaborate with others to develop and implement energy projects or initiatives that contribute to the transition towards a low-carbon and sustainable energy future.
Duration	4 meetings, 1-2 hours for each one
Number of participants	20
Prerequisites	No prerequisites
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Lecture, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module and also on a short quiz after each lecture.

<p>Detailed activity plan</p>	<ol style="list-style-type: none"> 1. Introduction to the topic provided by the facilitator (00:10h). 2. Mini - lecture (00:20 h). 3. Discussion moderated by the facilitator (00:20 h). 4. Summary (00:10 h) <p>Lecture topics:</p> <p>First meeting</p> <ol style="list-style-type: none"> 1. How Does Energy Reach Our Homes and Institutions? <p>Second meeting</p> <ol style="list-style-type: none"> 2. New Energy Trends <p>Third meeting</p> <ol style="list-style-type: none"> 3. The Secrets of Hydrogen <p>A topic should be chosen to facilitate the discussion of new trends in the production of sustainable energy.</p> <p>Fourth meeting</p> <ol style="list-style-type: none"> 4. Small Atom, Big Power <p>A topic should be chosen that facilitates the discussion of new trends in the production of sustainable energy.</p>
<p>Tips for facilitators</p>	<p>The issues introduced by the lecture should be well known from everyday life, but their context and significance may not be well understood at first. The use of examples related to the participants' daily activities is recommended. The lecture is of great importance in this module, it plays the role of ordering existing knowledge and inspiring further activities. The creation of a safe and welcoming environment where participants feel comfortable asking questions and taking part in discussions is highly desirable. This promotes active learning and the achievement of a deeper level of understanding.</p>

MASTERCLASSES WITH EMPLOYEES

The masterclass is a format that should be applied after the master lectures have already been conducted, at that point the participants will have a basic knowledge concerning energy sources and their use. During the masterclass, students will be introduced to the perspective of energy sector entrepreneurs. They are expected to provide participants with knowledge of trends in the sector, eco-innovation, renewable energy sources and sustainability policies in the sector.

Title of the activity	Entrepreneurship in the energy sector: empowering the next generation
ARD area	Energy
ARD module	Good Energy.
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy sources for all,</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 13: Take urgent action to combat climate change and its impact,</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.</p>
Learning goals	The goal is to learn about the perspective of energy sector entrepreneurs concerning upcoming trends in using energy.
Knowledge	<p>Participant knows what the entrepreneurs' perspective is concerning:</p> <ul style="list-style-type: none"> • the specifics of the energy sector, • expected trends of energy users,

	<ul style="list-style-type: none"> the role and importance of eco-innovation in the energy sector, possible activities carried out by the energy sector to promote sustainability.
Skills	<p>Participant can:</p> <ul style="list-style-type: none"> critically interpret their contribution to the implementation of sustainability in the energy sector, identify energy usage trends and understand their significance for both the energy sector and the environment.
Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> include and respect different perspectives in view of the same problem, construct independent normative judgements, participate in discussions and communicate their opinions.
Duration	2 meetings, 2-3 hours for each one
Number of participants	1 group of 20 students
Prerequisites	Participant has participated in mini-lectures, has a basic knowledge of energy sources and consumer trends.
Required materials	Computers/laptops, flipchart/blackboard
Teaching methods recommended	Masterclass, discussion
Methods for learning outcome verification	Learning outcomes will be verified based on practical tasks performed at the end of the module.
Detailed activity plan	<ol style="list-style-type: none"> 1. Introduction to master-class provided by the moderator (0.5h). 2. Presentation of employee perspective (0.5 h). 3. Debate moderated by moderator (1-2 h). <p>Master-classes topics:</p> <p>Proposed topics that should be selected and agreed upon in collaboration with the business environment of the organization running the Academy</p> <ul style="list-style-type: none"> - <i>Harnessing the Power of the Sun: Inside a Solar Energy Startup</i>, Sector/Industry: Solar Energy, Renewable Energy Startups - <i>Building a Sustainable Future: The Role of Green Hydrogen in</i>

	<p><i>Energy Transition,</i> Sector/Industry: Hydrogen Production, Clean Energy Technologies</p> <ul style="list-style-type: none"> - <i>From Wind to Wallet: How Wind Farms Generate Energy and Revenue,</i> Sector/Industry: Wind Energy, Renewable Energy Investments, - <i>Energy Efficiency in Action: How Smart Grids Are Revolutionizing Power Management,</i> Sector/Industry: Smart Grid Technology, Energy Management Solutions, - <i>Circular Economy in Energy: Turning Waste into Power,</i> Sector/Industry: Waste-to-Energy, Circular Economy Solutions, - <i>The Future of Urban Heating - How the Ecological, Transformation Will Change Consumer Behaviour,</i> Sector/Industry: Urban Heating Solutions, District Heating Companies, Energy Efficiency Consulting, - <i>The Future of Electric Mobility: Integrating Renewable Energy with EV Charging Networks,</i> Sector/Industry: Electric Vehicle Charging, Renewable Energy Integration, Mobility Solutions.
<p>Tips for facilitators</p>	<p>The outcome of the participants' work in this module is the creation of independent social media spots promoting the attitude of a responsible energy user. Representatives of the energy sector will be able to convey knowledge about anticipated trends and convince young people of the importance of paying attention to the natural resources used to produce energy. Their practical experience should correspond to the topic. Creating a safe and welcoming environment where participants feel comfortable asking questions and taking part in discussions is highly desirable. This promotes active learning and the development of a deeper level of understanding.</p>

WORKSHOP ON CREATING SOCIAL IMPACT CONTENT IN SOCIAL MEDIA

The workshop is a format that should be applied after the first activities (master lectures and masterclasses with business representatives) have already been conducted, at that point the students will have a basic knowledge about energy sources, the energy sector and energy consumer behaviours. Students should approach the workshop with the conviction that they need to change their own attitudes and take note of the impact of an individual's behaviour on the lifestyles of society as a whole. This particular activity will give participants the required knowledge concerning the creation of social impact content in social media.

Title of the activity	Power online. Creating social impact content in social media.
ARD area	Energy
ARD module	Good Energy.
Key competencies	Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area	<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all,</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 13: Take urgent action to combat climate change and its impacts .</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.</p>
Learning goals	The goal is to learn about the methods used to create social impact content in social media.
Knowledge	Participant knows:

	<ul style="list-style-type: none"> • how to create content in social media, • what the rules are in the design of social marketing, • what the trends are in social media, this information can be applied in the area of social marketing.
Skills	<p>Participant can:</p> <ul style="list-style-type: none"> • construct a plan for social marketing in social media, • share tasks in a group, • promote their ideas in social media.
Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> • work in a group to implement a particular content creation activity, share tasks, manage the content publishing process, • take the initiative to create content online, • take cultural context into account in content creation and social media communication.
Duration	1 meeting, 6 hours
Number of participants	1 group of 20 students
Prerequisites	Student has participated in previous activities (masterclass and mini-lectures), has basic knowledge about energy sources, the energy sector and energy consumer behaviours.
Required materials	Computers/laptops, flipchart/blackboard, markers, crayons, sticky notes
Teaching methods recommended	Group work (project-based learning), inquiry-based learning, problem-based learning.
Methods for learning outcome verification	Learning outcomes will be verified based on the practical tasks performed at the end of the module.
Detailed activity plan	<p>30 minutes - The role and importance of social media – mini-lecture</p> <p>60 minutes - What is Creative Content? (Message, Communication Channels, Tools, Marketing Funnel, Remarketing) – mini-lecture</p> <p>60 minutes - Cultural conditioning of content creation - discussion</p> <p>180 minutes - Creating content for social media - group work,</p>

	design thinking
Tips for facilitators	As a part of the delivery of this workshop, a key element is to draw participants' attention to the fact that it serves to deliver the subsequent elements of the module. By focusing their attention and engagement over the course of the workshop, students will gain the necessary knowledge that they will use in the next activity. Social media is to be used by students as a tool to solve a problem, not as a solution in itself, hence the emphasis should be on balancing the appeal of the message with its relevance.
The role and importance of social media – mini-lecture	
TIME:	30 minutes
OBJECTIVES:	<p>To understand the influence of social media on modern communication, behaviour, and society.</p> <p>To highlight the positive and negative impacts of social media on individuals and communities.</p> <p>To encourage participants to reflect on their own social media practices and their broader implications.</p>
RESULTS:	<p>Participants gain an overview of the role of social media in shaping public discourse and personal habits.</p> <p>They can identify key trends and challenges associated with social media use.</p> <p>They are more conscious of their own interactions with social media and its effects on their lives.</p>
MATERIALS:	<p>Slides or visual presentation materials.</p> <p>Examples of social media content, trends, or campaigns (screenshots, videos, or live demos).</p> <p>Handouts with key concepts and discussion prompts (optional).</p> <p>A projector or online platform with screen-sharing capabilities.</p>
INSTRUCTIONS:	<p>Introduction (5 minutes)</p> <ul style="list-style-type: none"> • Welcome participants and introduce the topic. • Pose a thought-provoking question (e.g., "How many hours do you spend on social media daily?" or "What role does social media play in shaping your opinions?"). <p>Mini Lecture (20 minutes)</p> <ul style="list-style-type: none"> • Discuss the evolution of social media and its growing influence on various aspects of life, including communication, marketing, politics, and personal habits. • Explain the key benefits of social media (e.g. connectivity,

	<p>access to information, community building).</p> <ul style="list-style-type: none"> • Highlight challenges such as misinformation, addiction, and privacy concerns. • Use real-world examples or case studies to illustrate these points. <p>Q&A and Reflection (5 minutes)</p> <ul style="list-style-type: none"> • Open the floor to questions and invite participants to share their own experiences with social media. • Encourage participants to reflect on both the value and the challenges they associate with their use of social media.
DEBRIEFING AND EVALUATION:	<p>Summarize the main points of the lecture, emphasizing a balanced perspective on social media's role.</p> <p>Invite participants to share one key takeaway from the session.</p> <p>Just as an option, conduct a quick feedback exercise using a poll or chat function.</p>
TIPS FOR FACILITATORS:	<p>Tailor examples to the demographics and interests of your audience (e.g. popular platforms, trends, or campaigns).</p> <p>Maintain a neutral tone, encouraging participants to form their own opinions.</p> <p>Be prepared to discuss sensitive topics, such as misinformation or online harassment, with care.</p> <p>Use visuals or stories to make the lecture engaging and relatable.</p>
ONLINE FORM:	<p>Use an online meeting platform like Zoom or MS Teams for the session.</p> <p>Share slides and videos via screen sharing.</p> <p>Encourage participation through polls, chat, or breakout discussions.</p> <p>Provide participants with links to additional resources or a summary document post-session.</p>

What is Creative Content? (Message, Communication Channels, Tools, Marketing Funnels, Remarketing) – Mini-Lecture

TIME:	60 minutes
OBJECTIVES:	<p>To define the concept of creative content in social media campaigns.</p> <p>To explore the key components of content creation, including messaging, communication channels, and tools.</p> <p>To introduce participants to marketing funnels and remarketing strategies.</p>

	To inspire participants to think strategically about how creative content drives engagement and conversions.
RESULTS:	<p>Participants understand the role of messaging, channel selection, and tools in content creation.</p> <p>They can outline the stages of a marketing funnel and how it applies to social media campaigns.</p> <p>Participants gain insights into remarketing techniques and their applications.</p>
MATERIALS:	<p>Presentation slides explaining key concepts (with visuals, diagrams, or examples).</p> <p>Case studies or examples of creative content (e.g. social media campaigns, ads).</p> <p>Templates for marketing funnels and campaign planning (optional).</p> <p>Access to examples of remarketing tools or strategies (e.g. Facebook Pixel, Google Ads).</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> • Introduction (5 minutes) Start with a question: <i>"What makes a social media post or campaign stand out to you?"</i> <p>Briefly outline the session agenda and emphasize the strategic role of creative content.</p> <ul style="list-style-type: none"> • What is Creative Content? (10 minutes) Define creative content as the combination of message, design, and strategy that captures audience attention and drives action. <p>Highlight the key elements:</p> <ul style="list-style-type: none"> ○ Message: Clear, engaging, and tailored to the target audience. ○ Communication Channels: Selecting platforms based on audience behaviour and campaign goals. ○ Tools: Using content creation platforms (e.g. Canva, Adobe Suite) and analytics tools to optimize performance. • Marketing Funnels (15 minutes) Explain the stages of a marketing funnel and how they relate to creative content: ○ Awareness: Create content that grabs attention (e.g. videos, infographics). ○ Interest: Offer value through educational or entertaining posts (e.g., blog links, how-tos). ○ Decision: Use persuasive messaging (e.g. testimonials, special offers). ○ Action: Clear calls to action (e.g. "Sign up," "Buy now"). <p>Show examples of content tailored to each stage of the funnel.</p> <ul style="list-style-type: none"> • Remarketing (10 minutes)

		<p>Define remarketing as targeting people who have previously interacted with your content or website.</p> <p>Explain key strategies:</p> <ul style="list-style-type: none"> ○ Using cookies and tracking pixels to retarget users. ○ Crafting personalized ads based on past behaviour (e.g. abandoned carts, page visits). ○ Leveraging email campaigns and retargeted social media ads. <p>Provide real-world examples of remarketing in action.</p> <ul style="list-style-type: none"> • Discussion and Reflection (15 minutes) <p>Open the floor for participants to share their experiences with creative content, marketing funnels, or remarketing.</p> <p>Discuss the challenges they face in creating engaging content or converting audiences.</p> <p>Encourage participants to brainstorm how they can incorporate these strategies into their own campaigns.</p>
DEBRIEFING EVALUATION:	AND	<p>Summarize the session, emphasize the interconnectedness of the message, tools, channels, and strategy.</p> <p>Ask participants to share one insight or technique they found particularly useful.</p> <p>Provide a short survey or poll to evaluate the session's clarity and relevance.</p>
TIPS FACILITATORS:	FOR	<p>Use relatable, real-world examples of creative content and campaigns.</p> <p>Keep technical explanations of tools and strategies simple and accessible.</p> <p>Be ready to answer questions about specific platforms or tools used for remarketing and analytics.</p> <p>Encourage active participation during the discussion to ensure engagement.</p>
ONLINE FORM:		<p>Use slides and screen-sharing to present key concepts and examples.</p> <p>Share links to resources or tools (e.g. tutorials for Canva, Google Ads).</p> <p>Use breakout rooms for small group discussions, if time allows.</p> <p>Record the session (with consent) and share it for participants to review later.</p>

Cultural conditioning of content creation - discussion	
TIME:	60 minutes
OBJECTIVES:	<p>To explore how cultural values, norms, and context influence content creation for social media.</p> <p>To develop participant awareness of cultural sensitivity and diversity in messaging.</p> <p>To encourage critical thinking about the impact of cultural conditioning on audience perception and engagement.</p>
RESULTS:	<p>Participants understand the importance of cultural factors in content creation and their influence on audience reception.</p> <p>They gain insights into how to adapt content for diverse cultural contexts.</p> <p>Participants develop skills to identify and address potential cultural biases in social media content.</p>
MATERIALS:	<p>Examples of culturally diverse content (both effective and problematic).</p> <p>Discussion prompts or case studies to guide the conversation.</p> <p>Flipcharts or a virtual whiteboard for summarizing key points.</p> <p>Access to cultural frameworks or models (e.g. Hofstede's cultural dimensions, Hall's high- and low-context cultures) for reference.</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> Introduction (10 minutes) <p>Begin with a short explanation of cultural conditioning and its impact on content creation.</p> <p>Share an example of a social media campaign that succeeded or failed due to cultural factors.</p> <p>Present a brief overview of cultural frameworks (e.g. high- vs. low-context communication, individualism vs. collectivism).</p> Discussion Setup (5 minutes) <p>Divide participants into smaller groups (if online, use breakout rooms).</p> <p>Provide each group with a discussion prompt or case study (e.g. "How would this campaign be received in different cultural contexts?" or "What adjustments would you make to this message for a specific audience?").</p> Group Discussion (30 minutes) <p>Each group discusses the prompt provided or analyses a case study, focusing on cultural factors that influence content creation.</p> <p>Encourage participants to share personal experiences or insights related to cultural differences in communication.</p> Group Presentations and Collective Discussion

		<p>(15 minutes)</p> <p>Each group presents their findings or conclusions to the larger group.</p> <p>Facilitate a collective discussion, highlighting similarities and differences in perspectives.</p> <p>Summarize key insights and practical takeaways from the session.</p>
DEBRIEFING AND EVALUATION:		<p>Reflect on how cultural factors shape audience expectations and responses.</p> <p>Ask participants to share one new insight they gained about cultural conditioning in content creation.</p> <p>Use a quick feedback poll or open discussion to evaluate participant understanding and engagement.</p>
TIPS FOR FACILITATORS:		<p>Choose examples and prompts relevant to the cultural backgrounds and professional contexts of the participants.</p> <p>Ensure a safe and respectful environment for discussing potentially sensitive cultural topics.</p> <p>Encourage active participation by validating diverse viewpoints and experiences.</p> <p>Be prepared to provide additional resources or frameworks for participants who want to deepen their understanding.</p>
ONLINE FORM:		<p>Use an online meeting platform with breakout room functionality.</p> <p>Provide discussion materials (e.g. case studies or prompts) in advance via email or chat.</p> <p>Use a shared document or virtual whiteboard to collect and display group findings during presentations.</p> <p>Record the session (if participants agree) for future reference or as a resource for those unable to attend.</p>

Creating Content for Social Media - Group Work, Design Thinking	
TIME:	180 minutes
OBJECTIVES:	<p>To apply design thinking principles to create engaging and impactful social media content.</p> <p>To encourage collaboration and creativity in developing tailored</p>

	<p>content for specific audiences.</p> <p>To provide hands-on experience in brainstorming, prototyping, and refining social media campaigns.</p>
RESULTS:	<p>Participants generate actionable content ideas for social media platforms tailored to a specific target audience.</p> <p>Teams produce prototypes of social media posts or campaigns, incorporating feedback and iteration.</p> <p>Participants understand the iterative nature of the design thinking process and its application to content creation.</p>
MATERIALS:	<p>Large sheets of paper, sticky notes, markers (if in-person).</p> <p>Online collaboration tools such as Miro, MURAL, or Google Jamboard (if online).</p> <p>Templates for audience personas, empathy maps, and content calendars.</p> <p>Examples of successful social media campaigns for inspiration.</p> <p>Devices or software for digital prototyping (e.g. Canva, Figma).</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> • Introduction and Team Setup (15 minutes) Introduce the session's goals and briefly explain the design thinking process: <ul style="list-style-type: none"> ○ Empathize ○ Define ○ Ideate ○ Prototype ○ Test <p>Divide participants into small groups (4–6 members per group).</p> <ul style="list-style-type: none"> • Empathize and Define (30 minutes) <p>Empathize:</p> <ul style="list-style-type: none"> ○ Each group selects or is assigned a target audience (e.g. young professionals, small business owners, educators). ○ Use empathy maps to explore the audience's needs, challenges, and behaviours. ○ Discuss: "What does this audience care about? What motivates them on social media?" <p>Define:</p> <ul style="list-style-type: none"> ○ Groups articulate the problem or opportunity their content will address. ○ Create a problem statement: <i>"How might we create content that [solves a challenge or meets a need] for [target audience]?"</i> <ul style="list-style-type: none"> • Ideate (45 minutes) Encourage brainstorming using techniques like:

	<ul style="list-style-type: none"> ○ Rapid Ideation: Groups list as many content ideas as possible within 10 minutes. ○ SCAMPER Method: Explore ways to modify, combine, or adapt existing content ideas. <p>Focus on generating diverse ideas without judgment.</p> <p>After brainstorming, groups vote on their top 2–3 ideas to develop further.</p> <ul style="list-style-type: none"> ● Prototype (60 minutes) <p>Groups create mockups or prototypes of their chosen content ideas, focusing on:</p> <ul style="list-style-type: none"> ○ Visual design (e.g. images, graphics, colours). ○ Messaging (e.g. captions, hashtags, calls to action). ○ Platform-specific elements (e.g. Instagram Stories, LinkedIn posts, TikTok videos). <p>Use tools like Canva or hand-drawn sketches for visual prototypes.</p> <p>Prepare a short presentation or storyboard for their content.</p> <ul style="list-style-type: none"> ● Test and Feedback (30 minutes) <p>Group Presentations:</p> <ul style="list-style-type: none"> ○ Each group presents their prototypes to the larger group, explaining their design decisions. <p>Feedback Session:</p> <ul style="list-style-type: none"> ○ Encourage constructive feedback based on the target audience, clarity, and creativity. ○ Use a structured approach (e.g. "I like..., I wonder..., What if...") to guide discussions. <ul style="list-style-type: none"> ● Reflection and Wrap-Up (15 minutes) <p>Reflect on the process and its outcomes:</p> <ul style="list-style-type: none"> ○ What was challenging? ○ What did participants learn about creating content? ○ How might they apply this process in their work? <p>Summarize key takeaways from the workshop.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>Use a quick poll or survey to evaluate the session's effectiveness.</p> <p>Ask participants to share one idea or insight they plan to implement in their content creation.</p> <p>Optionally, provide a follow-up guide with design thinking resources and social media tips.</p>
<p>TIPS FOR FACILITATORS:</p>	<p>Foster a creative and nonjudgmental environment during brainstorming.</p> <p>Offer guidance during the prototyping phase to ensure feasibility and relevance.</p> <p>Keep the session dynamic by mixing hands-on work with short presentations or breaks.</p>

ONLINE FORM:	Be flexible and supportive of different levels of experience with content creation tools.
	Use breakout rooms for group discussions and collaborative tools like Miro or Google Docs.
	Share templates and visual aids in advance to help participants prepare.
	Encourage groups to present prototypes using screen-sharing or shared files.
	Record presentations or discussions (with consent) for participants to review later.

GROUP PROJECT ABOUT CREATING SM CONTENT

Participants in this activity should have attended other activities from this module (mini-lectures, masterclasses, individual work, workshops on social media content creation). It is particularly important to have gained the relevant skills from the workshops and knowledge about energy, energy consumption, natural resources and the reduction of energy consumption through people's daily habits. Participants should also be familiar with the principles of creating social impact content in social media.

Title of the activity		We have the power to influence others!
ARD area		Energy
ARD module		Good Energy.
Key competencies		Systems thinking competence, strategic action competence, interpersonal competence, partly normative competence
Thematic area		<p>The content area of this module is related to the following SDG goals:</p> <p>SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all,</p> <p>SDG 11: Make cities inclusive, safe, resilient and sustainable,</p> <p>SDG 13: Take urgent action to combat climate change and its impact.</p> <p>And also indirectly:</p> <p>SDG 9: Build resilient infrastructure, promote sustainable industrialization and foster innovation.</p>
Learning goals		The aim is to develop an understanding of possible changes in

	behavioural habits affecting the consumption of energy, and to shape attitudes in order to influence the behaviour of people around us. This activity will result in the creation of a social media campaign module by the groups involved.
Knowledge	<p>Participant knows about:</p> <ul style="list-style-type: none"> examples of everyday attitudes and behaviours that support the reduction of material consumption and energy use, barriers and constraints to influencing one's environment for the purpose of forming sustainable attitudes in it, the principles of effective communication and audience targeting in social media, various methods for monitoring and analysing the impact of social media campaigns.
Skills	<p>Participant can:</p> <ul style="list-style-type: none"> create a mini social media campaign, use modern social media tools, plan and manage implementation risks, adapt content to cultural needs, develop engaging and persuasive content for social media platforms, implement and monitor a social media campaign using analytics tools.
Competences	<p>Participant is able to:</p> <ul style="list-style-type: none"> work effectively as a member of a group in order to implement a social media campaign activity, share tasks, manage the content publishing process, manage implementation risks, take the initiative to create content online, communicate effectively within intercultural contexts, critically evaluate the success of a social media campaign and apply the lessons learned to future projects, present and defend the campaign's strategy, content, and results to stakeholders.
Duration	6 weeks (28 hours)

Number of participants	20 person (4-5 groups)
Prerequisites	Student has participated in previous activities (masterclass, mini-lectures, individual task, social media workshop), has basic knowledge of energy sources, efficiency, use and trends. Has some knowledge of the tools required to influence human behaviour.
Required materials	Access to social media channels, tools for creating multimedia content (Canva, Adobe Spark), access to graphic and photo resources, guides to social media communication, analytical tools for monitoring engagement (Google Analytics, Hootsuite), computers/laptops with appropriate software, stable internet connection, cameras, and microphones
Teaching methods recommended	Group work (project-based learning), problem-based learning
Methods for learning outcome verification	Learning outcomes will be verified by posting content according to a timetable proposed by the project group.
Detailed activity plan	<p>At each stage of their work, groups have access to a mentor to consult with regard to their progress</p> <ol style="list-style-type: none"> 1. The group establishes the objective of the social campaign, selects the target group, chooses the appropriate social medium, creates a schedule of activities (1 week), 2. Production of marketing content (1 week), 3. Implementation of the social campaign (2 weeks), 4. Presents the social campaign (1 meeting, 5th week), 5. Evaluates the project and campaign (2 meetings, 6th week).
Tips for facilitators	The group work on the project is an excellent opportunity to encourage young people to define and solve the problems around them on their own initiative. They are free to take the initiative in implementing their social campaign. They can be encouraged to choose different target groups and different areas of their activity: e.g. young people in an urban space, students at university, schoolchildren on their way to school.

We have the power to influence others!	
TIME:	28 hours
OBJECTIVES:	<ul style="list-style-type: none"> To develop an understanding of the possible changes

	<p>in behavioural habits affecting the consumption of energy, and to shape attitudes in order to influence the behaviour of the people around us. This activity will result in the creation of a social media campaign module by the groups involved.</p>
RESULTS:	<ul style="list-style-type: none"> 4-5 social campaigns for SM about consumer behaviour
MATERIALS:	<p>Access to social media channels, tools for creating multimedia content (Canva, Adobe Spark), access to graphic and photo resources, guides concerning social media communication, analytical tools for monitoring engagement (Google Analytics, Hootsuite), computers/laptops with appropriate software, stable internet connection, cameras, microphones</p>
INSTRUCTIONS:	<p>This activity involves group work supported by a mentor, it is aimed at developing and implementing a social media campaign focused on energy consumption. The process encourages both individual and collaborative efforts and concludes with a final presentation where each group showcases their campaign. The goal is to equip participants with the skills required to design and execute effective social media campaigns that promote sustainable energy habits. Through mentoring, participants will refine their campaign objectives, produce compelling marketing content, and effectively engage with their target audience. Participants will gain practical experience in campaign management, develop a deeper understanding of energy-related behaviour change, and enhance their ability to influence public attitudes through social media. The activity concludes with presentations during Week 6 as a part of the evaluation process, thereby allowing for feedback from invited stakeholders to further refine the campaigns</p> <p>Work with Mentor (6 Weeks)</p> <p>Week 1: Establishing the Campaign Objective (1 hour with mentor, 3 hours of group work)</p> <p>In the first week, the group works with the mentor for 1 hour to establish the objective of their social campaign, select the target audience, choose the appropriate social media platforms, and create a schedule of activities. The mentor guides the group in defining clear and achievable campaign goals that align with the broader objective of promoting energy-saving behaviours. The remaining 3 hours are spent by the group independently finalizing their campaign plan and timeline.</p> <p>Mentor's tip: Encourage the group to think creatively about the target audience and the best ways in which to engage with them through social media.</p>

Week 2: Production of Marketing Content (1 hour with mentor, 3 hours of group work)

During this week, the mentor spends 1 hour assisting the group in developing the content for their campaign, this includes messaging, visuals, and any multimedia elements. The mentor provides feedback on initial ideas and offers advice on how to create compelling and persuasive content. The group then spends 3 hours independently producing and refining their marketing materials.

Mentor's tip: Suggest that the group drafts a few variations of their content to test which version might be most effective in conveying their message.

Weeks 3-4: Implementation of the Social Campaign (2 hours with mentor, 6 hours group work)

Over the course of two weeks, the group works with the mentor for a total of 2 hours to implement their social media campaign. The mentor helps to monitor the campaign's progress, offering insights concerning engagement metrics and suggesting adjustments as needed. The group independently manages the day-to-day operations of the campaign for 6 hours, responding to audience interactions and making any necessary tweaks to improve campaign effectiveness.

Mentor's tip: Encourage the group to keep a log of their activities and responses, this will be useful for the evaluation phase.

Week 5: Evaluation of the Project and Campaign (2 meetings, 2 hours each)

The fifth week involves two 2-hour meetings focused on evaluating the project and the effectiveness of the social media campaign. During the first meeting, the group reviews the campaign's performance and discusses what worked well and what could be improved. The mentor helps guide this discussion, offering insights into best practices for campaign evaluation. The second meeting is dedicated to summarizing the lessons learned and documenting the campaign's impact.

Mentor's tip: Encourage the group to think critically about the feedback received and how it may be applied to future campaigns.

Week 6: Preparation for Presentation (1 hour with mentor, 3 hours group work)

In the sixth week, the group spends 1 hour with the mentor to prepare for the final presentation of their social media campaign. The mentor assists the group in organizing their presentation, ensuring that all key elements—such as campaign objectives, content, implementation, and evaluation—are clearly communicated. The group then spends 3 hours independently rehearsing and refining their presentation. Mentor's tip: Advise the group to conduct a practice run of their presentation, focusing on timing, clarity, and delivery.

	<p>Presentation of Social Campaign</p> <p>Week 7: Presentation of Social Campaigns as a part of the Evaluation section (1 meeting, 2 hours total)</p> <p>At the end of the seventh week, all groups will present their social media campaigns as part of the evaluation process. Each presentation will include:</p> <p>Campaign Objectives: The main goals and target groups selected during the first week.</p> <p>Campaign Content: An overview of the marketing materials produced, including any visuals or multimedia elements.</p> <p>Campaign Implementation: A summary of how the campaign was executed, including the strategies used and audience engagement metrics.</p> <p>Evaluation and Impact: Insights into the effectiveness of the campaign, lessons learned, and any adjustments made during the process.</p> <p>It is recommended to invite stakeholders such as local energy companies, environmental NGOs, and community leaders to the presentation. These guests should provide feedback on the campaigns, highlighting strengths and offering suggestions for future improvements.</p> <p>An online format is possible and even recommended for maintaining regular contact with a mentor during group work on the social media campaign. Contact with the mentor can take place online using selected platforms and tools. Similarly, consultations on campaign development can be conducted online. While the final presentations of the social media campaigns can also be held online using dedicated tools, an offline format is recommended for a more engaging experience.</p>
<p>DEBRIEFING AND EVALUATION:</p>	<p>The result of the practical tasks performed, in the form of prepared group projects - developing social campaigns, is subject to evaluation. The evaluation is qualitative.</p>
<p>TIPS FOR FACILITATORS:</p>	<ul style="list-style-type: none"> • Build a trust-based relationship with the group and foster a safe learning environment. • Encourage self-reflection and critical thinking among participants. • Guide mini-groups in setting realistic and achievable project goals • Provide constructive feedback and help refine project ideas. • Facilitate problem-solving by asking guiding questions instead of providing direct solutions.

ONLINE FORM:

An online format is possible and even recommended for maintaining regular contact with a mentor during group work. Contact with the mentor can take place online using selected forms and tools. Similarly, project consultations can be conducted online. Project presentations can be held online using dedicated tools; however, an offline format is recommended.