**Upskilling Rural**

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| ***Module Title:*** | **Marketing (Target and Media)** | | | | |
| ***Session n. 1*** |  | | | | |
| ***Duration*** | *1h* | | | | |
| ***Delivery method*** | Blended ☒ | Face to face □ | | Online learning □ | Distance learning (Learning Platform) □ |
| Time: | | Time: | Time: |
| Notes on the choice:  \**The trainer will choose the course delivery method taking into account the interested students location, the available teaching space and resources, social situation, etc.* | | | | |
| ***Intended learning outcomes:*** | * Define the target group and its characteristics * Identify the different types of media and how to select them based on objectives and target group * Recognize the different types of social media and their characteristics | | | | |
| ***Session Details:*** | **Lesson Item:** | | **Method(s) and instructions for trainers:** | | **Required Resource(s):** |
| **Introduction** | | The tutor will briefly introduce the topic and the objectives of the lesson.  The first activity can be a brainstorming to understand the view of the participants on the topic and direct the lesson accordingly.  Proposed theme: “What is the social media you use the most? Why do you use it? What are its characteristics? Let’s discuss together”.  The tutor will ask the participants the following question and will then:   * (for face-to-face lesson) ask them to write on a coloured post-it their idea and stick it on a white poster (the tutor will provide it). * (online lesson) Each participant will state his/her view and will write then on the chat available their response. The tutor, at the end, should briefly summarize all the answers. | | * PC/ Laptop & Video * Conferencing platforms (Zoom, Teams or ClickMeeting) – for online lessons * Paper, pens, post-it – for face-to-face sessions |
| Activity 1**:** | | After the brainstorming the tutor will start with the lesson focusing on “marketing – target and media”.  After this brief discussion the tutor will focus on the unit, following the order of the material of the micro-credential unit connected.  Discussions and questions are highly encouraged. | | * PC/ Laptop & Video * Conferencing platforms (Zoom, Teams or ClickMeeting) – for online lessons * Projector – for face-to-face sessions * Micro-credential unit 8 “Marketing – Target and Media” powerpoint. |
| Post-Activity Discussion | | At the end of the lesson the tutor will discuss with the group their considerations about the lesson, asking:   * What was the most interesting topic for you? Why? * What topic you have not understood completely? * Did you know all the topics explained in this lesson?   Which topic would you like to be explained more in detail? | |  |
| ***Evaluation methods*** | Informal non-formal evaluation | | The tutor will divide the participants in 2 groups (random selection). Each group will, on the base of what was learnt during the lesson identify the target group and media to use based on a short script given by the tutor.  Possible short scripts: (tutor can add as many details as wanted)   * You need to promote a new protein bar * You need to promote a new shampoo * You need to promote a new hybrid car   The members of the 2 groups need to work together in order to identify the target group in detail and the media they would like to use to market their product. At the end of 45 minutes the 2 groups will pitch their ideas.  The tutor will listen to the arguments and give informal feedback to the participants. | | |
| ***Didactic materials*** | Face to face : power point presentation, paper, pens, post-its, projector | | | | |
| Distance learning - power point presentation, | | | | |
| ***Additional notes and tips for trainers***  The tutor has to engage the participants in all times. It is important to always keep attention and motivation high. The use of digital tools or other resources depends on the delivery method chosen and on the characteristics of the participants of the classroom. It is important therefore to understand well the classroom in order to adapt the method of training. | | | | | |