

A PATHWAY TO CIVIC ENGAGEMENT THROUGH MEDIA LITERACY

Trainer's Guide

INSTITUTE OF COMMUNICATION STUDIES

2023

Publication title:
A pathway to civic engagement through media literacy – Trainer's Guide

Publisher:
Institute of Communication Studies
17-1-1 Jurij Gagarin, Skopje www.iks.edu.mk/en

Published by:
Associate Professor Zaneta Trajkoska,

Edition:
ResPublica

Authors:
Associate Professor Zaneta Trajkoska (PhD), Associate Professor Meri Karanfilovska (PhD), Biljana Radeva, Aleksandra Temenugova, Bojan Georgievski

Editor:
Associate Professor Zaneta Trajkoska, PhD

Reviewed by:
Paul Mihailidis, Professor, Assistant Dean, and Graduate Program Director at Emerson College, USA

Design:
Zoran Cardula

Place and year of publication:
Skopje, July 2023

The material has been created as part of the **Inclusive and Creative Media Education (ICME) project**. The project is coordinated by the Finnish National Audiovisual Institute and is carried out together with the Institute of Communication Studies and the University of Florence in Italy. The project aims to develop operational models of innovative media literacy activities from inclusive and creative perspectives.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Contents

Trainer's Guide to Developing Media Literacy Skills 4
- Principles for delivering media literacy training 5
- Introduction 7
- Objectives of the model (didactic and methodological objectives) 9
- How can the model be implemented? 10

Phase One – Training 13
- Module 1: Environment and Human Rights 15
- Module 2: Public Interest Campaigns 25
- Module 3: Using social networks as part of communication campaigns 36
- Module 4: Developing a plan for a public interest campaign 47

Phase Two - Planning and creating a campaign for a public interest issue 54
- Unit One: Producing a situational analysis and determining the topic of the campaign 55
- Unit Two: Determining campaign objectives 57
- Unit Three: Determining the target communities/audience for the communication campaign 59
- Unit Four: Writing key messages 61
- Unit Five: Tools and channels for transmitting messages 63
- Unit Six: Producing an implementation plan 65
- Unit Seven: Developing a plan for monitoring and evaluating the campaign 66
- Unit Eight: Planning and piloting of a communication plan 67

Phase Three – Implementation of a public interest campaign 69

Monitoring and evaluation (monitoring and evaluation) of the success of the campaign 71
- Recommendations for trainers to monitor the success of a public interest campaign: 71
- Evaluation of the model 72
- Localizing the model 72
- Guidelines for adapting the media literacy model in a different context 73

Bibliography 74

Trainer's Guide to Developing Media Literacy Skills

The Trainer's Guide to Developing Media Literacy Skills is intended to be a practical guide for everyone who would like to apply a model of inclusive media literacy development, whether in a school, as part of the class teacher's work programme, or a civil society organisation.

The goal is through this Guide to provide guidelines for the implementation of a media literacy model, in order for trainers to be able to work independently within the educational process, or in processes resulting in cooperation with civil society organisations.

The teaching units are organised in separate modules. For each of them there are guidelines for the implementation of the educational activities, which include time for implementation, topics of discussion, tips for discussion and instructions for the exercises.



Principles for delivering media literacy training

When delivering the training, we should apply an approach that will enable transparent, inclusive and quality work, in order to have tangible results from the participants in the training.

- **Focus on learners.** The training should take into account the needs and existing competences of the learners and thereby contribute to creating an environment in which the learners will be able to acquire new knowledge and competences.

- **Safety and community.** Trainings need to take place in an environment where each participant will feel safe that they can be part of a community in which they can learn, advance and freely express their views.

- **Inclusive.** Participants come from different regions, social backgrounds, and ethnic communities, may speak different languages, belong to different religions, or have different gender identity and sexual orientation. The diversity that each learner brings to the training should be seen as an advantage, and each learner should feel comfortable making a contribution.

- **Realistic and practical.** The examples used in the training process need to be either from real life, or based on examples that are close to real events, in order for learners to acquire knowledge and competences that they can apply in a real-world social context.

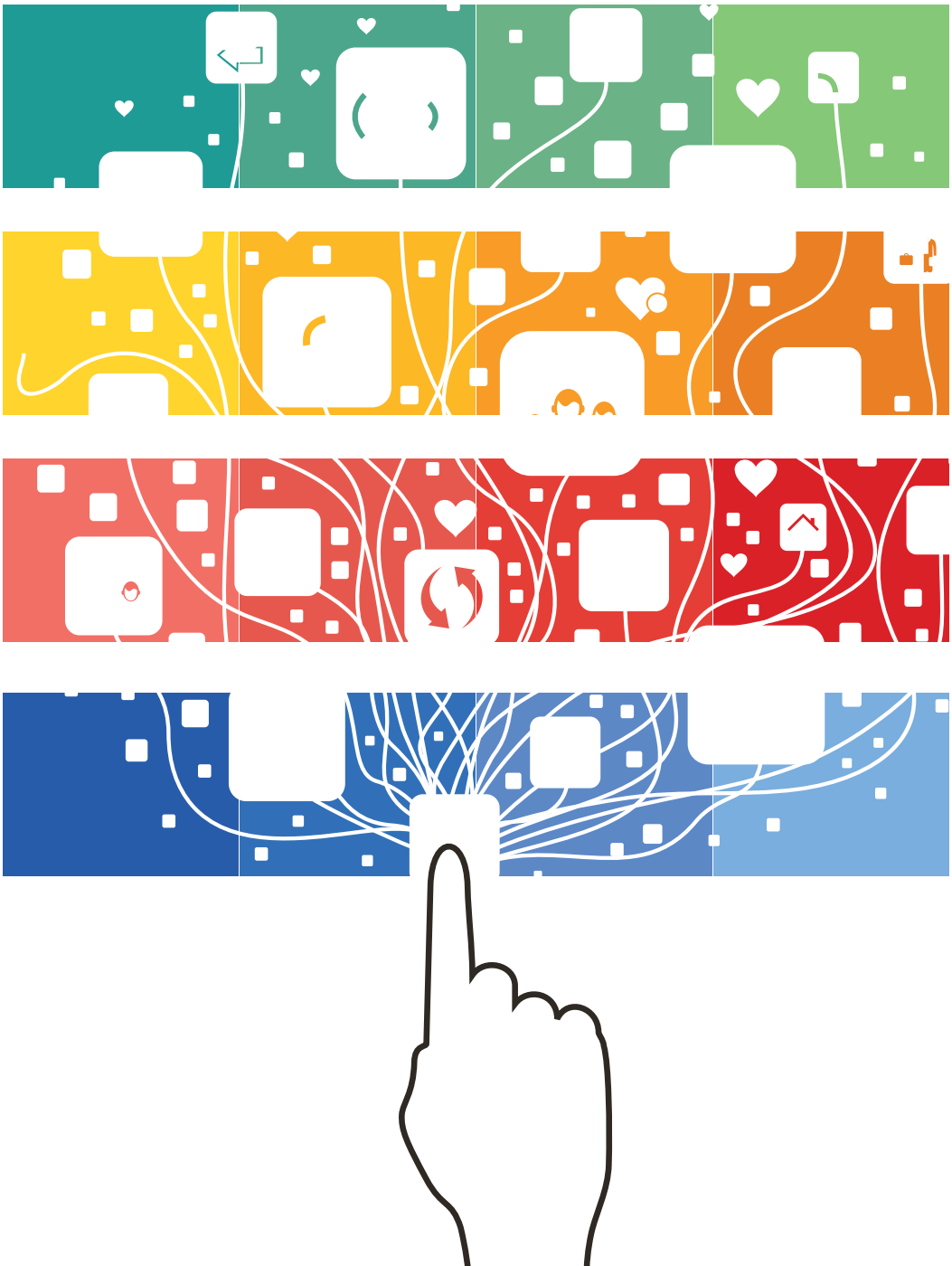
- **Interactive.** The training needs to be dynamic, to offer opportunities for interaction, learner engagement, to work on practical examples, and not just to be passively engaged in receiving new knowledge.

- **Measurable**. The trainings need to produce measurable results, in order to be able to evaluate how effective, adequate, applicable they are and how much they provide quality results.

- **Provided work materials.** Before running each teaching activity, prepare the room with all the teaching aids you will need – laptop, tablets, projector, flipchart boards, papers, markers and other tools for group work. Make sure that the room where the training takes place has an appropriate temperature, suitable seating arrangement and organisation for training with individual and group work.

We hope that this Guide will be useful to every trainer who is motivated to work on improving media literacy in society.

We wish you successful work!



Introduction

Media literacy has significant importance as a skill that citizens need for developing critical thinking, quality consumption of media content, as well as for civic engagement in the society in which they live.

There are many definitions of what constitutes media literacy, but the greatest consensus is around the one according to which 'media literacy is the ability to access, analyse, evaluate and create media content and to participate in the public sphere using media in a variety of contexts.'[1] When we say media, we refer to a variety of media messages, informative and creative content in the form of text, sound or image, which are broadcast through all forms of media such as television, newspaper, cinema, video, website, radio, video games and social media.
Media literacy aims to help citizens recognize how media influence their perceptions and beliefs, shape popular culture and influence personal choices, but also direct them to critical thinking and creative problem solving, enabling them to be prudent users and creators of information.
Therefore, it is necessary for the citizen to possess a series of technical, cognitive, social, civic and creative abilities that are divided into five key elements on which media literacy is based:

1. Access – the ability to find media content, information, data through the use of various ICT tools, as well as the ability to share it with others;

2. Analysis and evaluation – the ability to understand, analyse media content, its quality, reliability, credibility, point of view, taking into account the potential effects or consequences of that message

3. Creativity/production – a set of communication skills for self-expression and communicating with others, i.e., using media and creating media content for self-expression, taking into account the goal and the audience;

4. Reflection – the ability to perceive how media life reflects on personal identity and on the identity and behaviour of others in the context of social responsibility and ethical principles;

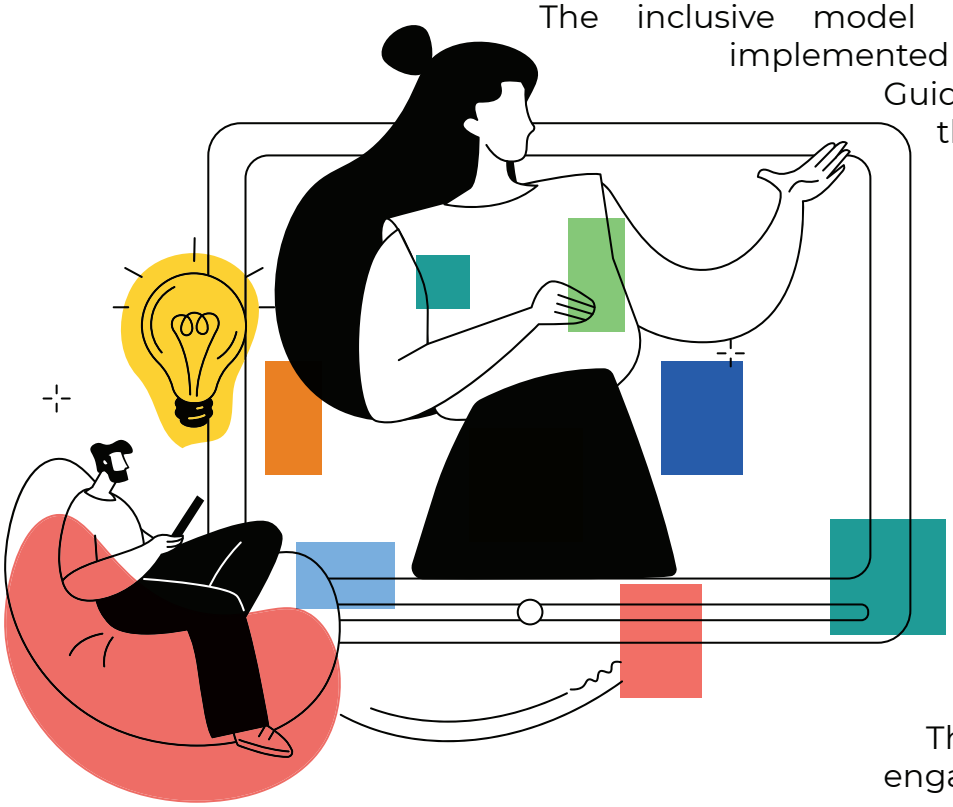
5. Activation/engagement – the ability to act and participate in social trends and in the community through accessing, understanding and using media,

1 Dictionary of Media Literacy, ICS, 2023 https://recnik.medium.edu.mk/termin/mediumska-pismenost/

i.e., the ability to initiate collective problem solving at a local, regional, national and international level.

The rapid development of digital technologies, as well as the growing use of artificial intelligence for creating media content, the rapid spread of disinformation, the development of citizen journalism and the ever-increasing reliance on digital media compared to traditional media, increasingly highlight the need for robust media literacy skills across the population. In addition, the development of digital media culture easily transcends national, linguistic and cultural boundaries and emphasizes the need to find responses that can be used in a wider context.

There is a need for joint engagement of all stakeholders in the society, in order to develop media literacy from a young age, so that learners through the educational process can acquire skills that will enable them to distinguish correct versus incorrect information, to learn what public interest is, how to work in favour of the public interest, to use the media (traditional and new media), as well as the knowledge and skills they acquire about media and communications for them to be engaged citizens in society.



The inclusive model for media education implemented with the help of this Guide can be localized for the Macedonian society, for learners from secondary schools in the Republic of North Macedonia, but it is also tailored to be applied in another cultural, linguistic and social context, considering the topics it addresses and the skills the learners acquire with the support it offers them.

The model is intended to engage teachers, learners,

civil society organisations and media at local level. The Guide will be publicly available and published by the Institute of Communication Studies (ICS), and the resources it offers will be publicly available and free to use for trainers who wish to use this Guide.

Objectives of the model (didactic and methodological objectives)

Media literacy education is crucial for young people because it helps them to become active citizens by developing their communication skills and critical thinking skills.

The model implemented using this Guide uses media literacy to encourage greater civic involvement. Learners will have the opportunity to acquire knowledge and skills on how to be active to improve the situation in the community they live in, as well as to plan and implement campaigns on issues of public interest through cooperation with media and civil society. Through this model, learners are encouraged to take greater social responsibility, as well as engage in more positive changes in their community, i.e., the society in which they live.

The Guide uses as the basis the model developed by the Institute of Communication Studies and is based on Local Action for Better Environmental Policies (SHAPE), a project funded by the European Union and implemented by the Institute of Communication Studies in the period 2018-2020. This Guide provides an upgrade of the basic model, as well as specific guidelines for its piloting and application in different formats in the formal and informal education.

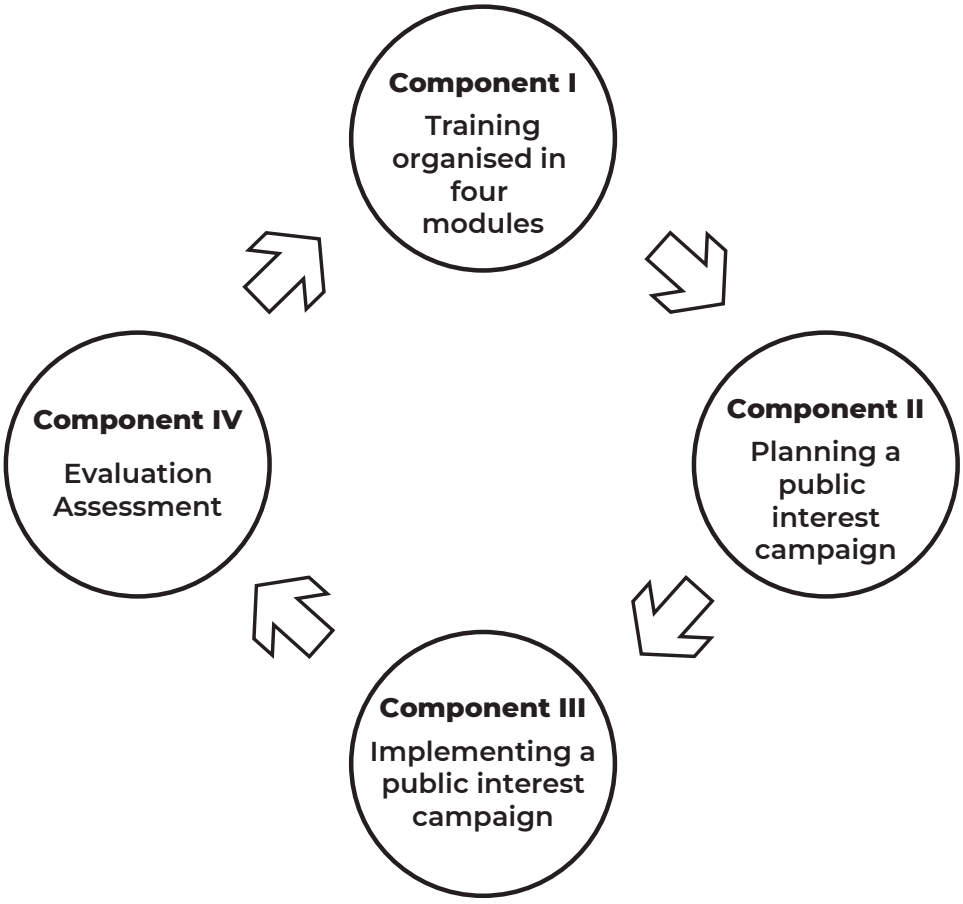
The model is intended to be used by schools, civil society organisations, and should the benefit be seen, also by media organisations that deliver trainings. The Guide provides guidelines for working with teaching units related to environmental activism and is composed in a way that enables delivery of trainings in several areas, not only for the environment. Practically, with this model, learners are given the opportunity to acquire knowledge and skills for their engagement as citizens for events in society, through media literacy skills, critical thinking and production of media content on various topics.

Each teaching unit in this model is developed with a didactic plan that includes introductory activities, exercises facilitated by the trainers, practical exercises that the learners will work on, as well as closing activities in order to dedicate time

to the learners at the end of the teaching activity to process their impressions and establish the knowledge of what they have learned. Resources that can be used for the preparation and implementation of the teaching units are also provided. For certain teaching units, the trainers may decide to invite guests as lecturers who may help in conducting the training.

How can the model be implemented?

The Four Components of the Media Literacy Model



The Four Modules of the Media Literacy Training (Component One)

Module 1 - Environment and Human Rights

In this module, the following topics will be taught: ecology and environment (definitions, why it is important to protect the environment, the difference between ecology and environment, the concept of environment as a basic human right, the Aarhus Convention, EU and Macedonian legislation, example of eco activism).

Module 2 - Public Interest Campaigns

In this module, the participants will learn more about what public interest campaigns are, how they are conducted, how they are planned and implemented. They will work on topics for which public interest campaigns can be implemented, as well as determining communication objectives, target audiences and messages, content calendar, budget and evaluation.

Module 3 - USING SOCIAL NETWORKS AS PART OF COMMUNICATION CAMPAIGNS

In this module, participants will learn how to create and publish social media content for different audiences, publish different messages and create a plan for social media posts.

Module 4 - Developing a Plan for a Public Interest Campaign

In this module, participants will learn about the various tactics and tools available to them for creating a plan for a public interest campaign.

The model is designed to be implemented in any area where greater civic involvement is needed. The implementation of the model can be initiated by schools, but also by civil society organisations, regardless of whether it is working on specific projects, or introducing additional teaching activities outside the regular school curriculum. If the model is implemented in schools, preferable there should be media or journalism clubs, where learners study about some form of media literacy. The clubs are led by teachers who want to teach this type of training, or within the project activities where possible. The groups of learners would be a maximum of 20 learners. When conducting trainings with high school learners from journalism or media clubs in schools, they would have the opportunity to work with mentors from media or civil society organisations. Schools can work on their own, or collaborate with other schools in implementing activities within this model of media literacy.

The model consists of four components:

— **Training organised in four modules;**

— **Planning a public interest campaign;**

— **Implementing a public interest campaign** and

— **Evaluation/Assessment.**

Before implementing the activities, there should be proper preparation of teaching materials and a plan for the teaching units. Suitable work tools should be also provided such as whiteboards, paper, pens, pencils, markers, projector, screen, TV, printer, as well as laptops if the participants do not bring their own computer, mobile phone, or tablet with proper applications and programmes, or if no computers are available at the location, where the training is taking place.

Phase One

Training

Phase One of the model contains four teaching modules:

Module 1 – Environment and Human Rights

Module 2 - Public Interest Campaigns

Module 3 - Using Social Networks as Part of Communication Campaigns

Module 4 - Developing a Plan for a Public Interest Campaign

Each module is divided into four teaching units. Four school classes are planned for each teaching unit, or a total of 16 classes that would be taught in one term (semester), with no more than two teaching classes per week. The contents of the modules are in the area of environment, with guidelines for implementation of the teaching units.

The Guide uses as basis the model developed by the Institute of Communication Studies and is based on Local Action for Better Environmental Policies, project funded by the European Union and implemented by the Institute of Communication Studies in the period 2018-2020, *Together for Nature*, Guide for Eco Activists

Module 1 - Environment and Human Rights

In this module, the following topics will be taught: ecology and environment (definitions, why it is important to protect the environment, the difference between ecology and environment, the concept of environment as a basic human right, the Aarhus Convention, EU and Macedonian legislation, example of eco activism).

1.1. Unit One:

An introduction to environmental and human rights activism

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners should acquire knowledge about the concepts of environment, ecology, eco-activism, environmental protection, the importance of environmental protection and the legal obligations to protect and safeguard the environment. It is important that learners familiarise themselves with these topics in more detail because they will need to work on media and communication content and activities related to these topics.

This teaching unit can be conducted by a guest lecturer who could be a teacher from the same school that teaches ecology and the environment, or an activist in a civil society organisation who could lead a discussion with the learners about the topic and give specific answers to the questions which require particular expert knowledge of the issues.

Introductory activity: 10 minutes
Guidelines for trainers: Give a brief introduction to today's unit and take a short survey with the learners on the following questions:

- What is ecology and what is environment?
- Why is it important to protect nature legally?
- What are the competences of state institutions in environmental protection?
- How can each of us contribute to the protection of the environment and the preservation of natural resources?

Presentation: 30 minutes
Guidelines for trainers: Open a discussion with learners on the topics in attach, try to illustrate them with examples and encourage learners to give examples of the topics discussed.
A teaching aid that you can use for this teaching unit is Together for Nature, A Guide for Eco-Activists, published by ICS, or the contents available on the *Doma* platform from the section Eco-classroom | Дома (doma.edu.mk).

What is ecology and what is environmental protection?[2]

- **Environment** refers to everything around you. It is your home, your school, the place where you work, or play. It includes the homes of your relatives, friends, neighbours, the lake where you can swim, the places where your food is grown or prepared, even the places through which your drinking water travels to your home etc. The environment inhabited by the organism includes all abiotic factors, but also all other organisms (biotic factors) with which that organism shares the habitat.

- **Ecology** is a scientific discipline that studies the distribution and density of living organisms, their behaviour and mutual interactions. As a multidisciplinary science, it strives to study the higher levels of organisation of life on Earth and the relationships between organisms and their environment. The term

[2] Together for Nature, A Guide for Eco Activists, Institute for Communication Studies, 2021, available at zaedno-za-prirodata-eng.pdf (medium.edu.mk)

ecology was first introduced in 1866 by the German biologist Ernst Haeckel and is often used as a synonym for 'natural environment' and, less commonly, 'environmentalism.'

— **Ecologism** is a political and philosophical movement that promotes environmental protection. One of the main concepts of environmentalism is the positioning of man as a part of and not a manager of nature.

Macedonia protected the right to a healthy environment with the Constitution. Article 43 of the Constitution states that: 'Every person has the right to a healthy environment. Everyone is obliged to promote and protect the environment and nature. The Republic provides conditions for practicing the citizens' right to a healthy environment.'

— Why is it important to legally protect nature?

According to the ecological concept, a well-preserved environment maintains the balance of processes in nature and helps in the growth and development of all living organisms on Earth. You can also mention that the right to a clean environment is a basic human right, and therefore, any decision that is made, which refers to a law or the work of an institution, can affect our life. That is why there should be a regulation of how we treat natural resources and the protection of the environment, as well as adequate sanctioning.

Before joining the European Union, each candidate country has to harmonise and implement its legislation in line with the legislation of the European Union (legal acts and court decisions that comprise this body of EU legislation). One of the obligations for joining the European family is the transposing, adoption and implementation of the EU legislation on environment. The priority is the reduction of emissions of air pollutants and greenhouse gases, which is significantly related to energy, transport and health policies. Equally, the successful implementation of the European Union's air quality legislation in the Western Balkans will help neighbouring countries to reach their limit values for some air pollutants.[3]

[3] Together for Nature, A Guide for Eco Activists, Institute for Communication Studies, 2021, available at zaedno-za-prirodata-eng.pdf (medium.edu.mk)

— What are the competences of the state institutions (at central government level, as well as local municipal level) in environmental protection?

The official website of the Ministry of Environment and Physical planning lists the Law on Environment as well as other laws, by-laws and ratified international agreements that apply in our country. The laws and by-laws regulate the competences of the institutions and the mechanisms they have at their disposal when it is necessary to determine and implement certain penalties for polluters.

The government has an obligation to provide access to information, but also to share information about the environment.

— How can each of us contribute to the protection of the environment and the preservation of natural resources?

Practical examples as inspiration for further thinking about how each of us can contribute to the protection of the environment can be: using a bicycle, not throwing litter everywhere but in precisely designated locations, waste selection, recycling, not using single-use plastic, donating clothes and items, install solar panels on our homes, etc. As citizens, we can get involved either through political participation in the institutions (for example, councillors in municipalities), by conducting various communication activities to draw the attention of the institutions and citizens, or by campaigning on a certain topic to get media attention (for example, the case of Greta Thunberg etc.).

Concluding activity: 5 minutes

Distribute sheets of paper to learners and ask them to write down their impressions and what useful they learned today.
Provide them a digital worksheet and ask them to consider and write about their personal connection to the environment and their lived ecosystem. Ask them to not only reflect on what they learned, but to also to consider their own relationship to the environment, i.e. where they stand. Consider a reflective statement on how they interact, where they support, and where they see themselves as distant from their lived ecosystems. Alternatively, you can use the tool https://www.mentimeter.com.

1.2. Unit Two:

Understanding how the media represent environmental and human rights issues

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners should familiarise with how media set the agenda of topics and events they will report on, and especially how they report on environmental and human rights issues.

Introductory activity: 10 minutes
Guidelines for trainers: Give a brief introduction to today's unit. On a projector (or TV), play a journalistic story related to the environment. As an example, some of the stories made by the ICS team in collaboration with journalists can be used, which are also available on the Doma platform in the section Climate change | Дома (doma.edu.mk).

Press story about the exercise: Hard winter: Will we have enough food this winter? published on the Doma (doma.edu.mk) platform.

After the presentation of the news story, announce today's topic by answering these three questions, using learner interaction:

- What topic was covered in the news story?
- How was the public interest represented in this journalistic story?

Presentation: 15 minutes

For this teaching unit, you can invite a journalist from a local media who can discuss and explain to the learners how media sets the agenda, how they determine the topics to be covered in media, how newsrooms work and how the editorial policy is implemented.

Questions to address: Discuss the following topics with the learners:

- **Structure and organisation of newsrooms.** Explain to them that in every newsroom there is an editor-in-chief who is responsible for the overall editorial policy of the media. There are also editors by section (politics, economy, international relations, culture, entertainment, sports, environment, health,

education), as well as journalists who follow specific topics and report on them.

- The rapid rise of the new technology and the increasing use of the Internet and the multitude of digital platforms have influenced the media landscape globally. Digital platforms, and more specifically social media can now be considered as communication and news channels from which increasing number of people get informed about current affairs. Therefore, when considering the media landscape, it is worth noting that besides the traditional media (TV, newspapers, radio) there are digital media which can also be news media and influence how people consume the news. Digital media newsrooms are frequently smaller than the newsrooms of the traditional media, have less staff, equipment and often one-size-fits-all approach to covering events, i.e. instead of sections, they can have a group of journalists that cover any event in the day or the week, without specialising in a certain area.

- **How media set the news agenda**, what is the importance of public interest and how to recognise the intention of media in reporting on a certain topic. Every journalist and editor needs to have the freedom to do their work without external pressures. Editors are responsible for the kind of news that will be represented in a media. In their work, media are led by the public interest and their job is to inform about important issues, educate and report always in favour of the public interest. When there are such cases, journalists should disclose dishonest and illegal operations, crime and corruption and ask for accountability.

- Media make decisions about reporting on a topic taking into account issues such as geographical proximity, how unusual the topic is, whether it is serious, whether it can lead to negative consequences, whether there is exclusivity in reporting on the topic, whether other media outlets are writing about it, whether it can bring changes, does it reveal a big scandal, does it bring readership/viewership, etc.

Practical exercise: 15 minutes
Guidelines for trainers: Divide the learners into two groups. Assign roles to an editor-in-chief, a section editor and a team of journalists.
Give them topics for work that require making journalistic stories.
They need to think about the following questions:

- Is this issue related to public interest?

- Does reporting on this topic drive viewership/readability/clicks?

  Does it disclose abuse, point to someone's responsibility, or make a difference?

  As a newsroom, what kind of story would you have on environment, what would be your main headlines and messages?

  What is being published about environment in other media/what are the current topics on environment in other media, could you provide short summary?

Concluding activity: 5 minutes
Guidelines for trainers: Ask the learners what useful they learned today. Provide them space to write down on a piece of paper the main words, phrases, or conclusions they learned in today's unit.

1.3. Unit Three:

Analysis of media coverage of environmental and human rights activism

Class duration: 45 minutes
Learning objectives: In this teaching unit, learners should be introduced to how media report on certain topics and to learn how to do a basic analysis of media coverage on a certain topic, particularly related to the environment.

Introductory activity: 10 minutes
Guidelines for trainers: Talk to learners about topics related to media reporting and news consumption in order to encourage their awareness of the way media report.
Give a brief introduction to today's unit. On a projector (or TV), play a journalistic story related to the environment. As an example, some of the stories made by the ICS team in collaboration with journalists can be used, which are also available on the Doma platform in the section Climate change | Дома (doma.edu.mk) or from the section In the focus | Дома (doma.edu.mk).

After the presentation of the news story, ask learners to write down three things they noticed most about the story:

- The topic that was discussed

- Journalist's reporting tone (positive, negative, neutral)
- As a reader/viewer, what is your main message that you remember from this story and how would you narrate it to one of your friends?

Exercise: 15 minutes
Guidelines for trainers: Discuss the following questions with the learners:

- Identifying environmental topics that are reported in traditional and digital media as well as content posted about them on social media;
- Is there a difference in the topics reported in the different media platforms?
- Tone of media reporting as well as space that is provided to them
- The informative and educational value of journalistic contributions, as well as of the contents that are published

Exercise: 10 minutes
Guidelines for trainers: Divide the learners into three groups and give each group a news story. After they read/watched the story, ask each group to state:

- What issue is addressed in the journalistic story?
- How is this issue related to the public interest?
- In what tone is it processed (positive, negative, neutral)?
- What, according to them, is the intention of the story (to inform, educate, draw attention to institutions, criticize, call for action, etc.) and favour someone's interest - civil, political, business, etc.)

Concluding activity: 5 minutes
Guidelines for trainers: Ask the learners what useful they learned today? Ask them to share their impressions about today's teaching unit in a maximum of three sentences.

1.4. Unit Four:

Recognising ethical issues in media coverage of environmental and human rights issues

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners will gain knowledge about the main principles that guide the media in their work.

Introductory activity: 5 minutes
Guidelines for trainers: In order to introduce the learners to the topic, ask them before the beginning of the practical work do they know that there is a Code of Journalists, whether journalists have legal obligations to perform their work and what happens when journalists in their work do not respect laws or ethical principles.

Exercise: 15 minutes
Guidelines for trainers:

- Ask participants to think about what quality journalism is and write down their criteria for it.
- Explain that journalists, like other professions, for example lawyers or doctors, have their own professional standards.
- Explain that there are various organisations that set standards for professional journalists (e.g. the Association of Journalists, Council on Media Ethics) and internationally (e.g. the International Federation of Journalists).
- Professional journalists are expected to uphold these standards and ensure that their work is accurate, credible, transparent and accountable.
- Explain that journalists in their work should be guided by the following principles such as 1) trust and protection of the public interest, 2) accuracy and truthfulness, 3) impartiality, 4) transparency, 5) accountability, 6) integrity and independence of the editorial policy, 7) fairness, 8) minimization of harm and offence, 9) privacy and 10) children and young people as sources of information. (Handbook of Public Interest Journalism, ICS)

Exercise: Role Play, 20 minutes
Guidelines for trainers: Divide the learners into two groups and give them each a scenario to work on. Assign roles of editor-in-chief, section editor and reporters.

Guidelines for learners:

Scenario 1:

You are a newsroom in a national television station. Early this morning, you received information from concerned citizens that an oil tanker was spilled into Lake Ohrid, which is a natural resource, a place where there are tourists, in a populated area, as well as protected by UNESCO. What will you do as a newsroom?

Scenario 2:

Representatives of the Ministry of Internal Affairs, who wish to remain anonymous, called your newsroom and informed you that there is a big fire near a former chemical factory near a populated area. Most likely, it has stored chemical waste that should have been disposed of, but was not. They informed you that medical personnel and specialists have already been hired to determine if there is radioactive radiation in the air and that the fire threatens the environment within a radius of 10 km and citizens should stay at home. What will you do as a newsroom?

When determining what actions you will take, consider the following:

- Will you confirm the information and with whom? In which way?
- Will you send a team for insight or wait for official information from the institutions?
- Is this topic in the public interest?
- Is it geographically close, does it disclose new things, is it unusual, exclusive, have other media already reported on it?
- Does it reveal a scandal and point to someone's irresponsibility?

  Can it lead to a change?

Concluding activity: 5 minutes

Guidelines for trainers: Ask learners to write up to 5 words on the classroom board to describe what they learned in today's unit.

Module 2: Public Interest Campaigns

In this module, the participants will learn more about what public interest campaigns are, how they are conducted, how they are planned and implemented. They will work on topics for which public interest campaigns can be implemented, as well as determining communication objectives, target audiences and messages, content calendar, budget and evaluation)

Public interest campaigns are important because they are related to the needs, values and issues that interest citizens and provide them a sense of importance and opportunity to engage for themes that matter to them.
Researchers, and especially political scientists, have long focused either on the role of individuals' social background as reflected by their sociodemographic characteristics (e.g. age, gender, class, income, education), or on the role of proximal political determinants (e.g. political interest, knowledge, or efficacy). The latter are obviously good predictors of citizens' political participation, but they have little informative value. On the other hand, regarding the former set of factors (i.e. social characteristics), research has shown that 'the importance of SES, as far as political commitment is concerned, has declined significantly over the last few decades in most [Western democracies]' (Caprara and Vecchione 2017: 253). This declining trend in the importance of individual's location in society in explaining participation is believed to be linked to modernization and

individualization processes, which went hand in hand with the emergence and growth of well-educated middle-classes, on the one hand, and an increasing personalization of politics, on the other hand (e.g. Garzia 2013; Cross et al. 2018). To be sure, poverty and low educational attainment remain strong barriers to civic participation, but other personal factors are believed to have become more and more important regarding citizens' involvement in many West-European countries. More specifically, there is growing evidence that 'psychological resources and motivation, rather than material resources and social status, play a greater role than in the past in urging people to become involved in politics' (Caprara and Vecchione 2017: 254).

As illustrated by recent works including cross-national comparisons in Europe (e.g. Hafner-Fink 2012; Roets et al. 2014), basic value priorities, notably, are especially important for political activism in old democracies, where the social and political institutions are believed to allow and even encourage citizens to fully develop and express their own personality. In these societies, collective norms and rules are thus believed to lose ground to personal likes and dislikes, interests, and aspirations in the explanation of people's social and political behaviours. This tendency does not apply only to individual forms of participation, such as voting, but also to collective action (e.g. Bennett 2012). Against this background, sociologists Antimo Luigi Farro and Henri Lustiger-Thaler, for instance, invite social scientists to rethink social movements in these terms: 'The collective is becoming more and more of an individualized phenomenon in its projected sentiments, expressions, practices, techniques, memories, and most importantly the personal values upon which individuals base their commitments. To understand the nature of the collective today is concomitant with better understanding the new culture of individualized action.' (Farro and Lustiger-Thaler 2016: 3)

Political scientists are urged to consider citizens' enduring psychological attributes when studying contemporary forms of civic engagement which are believed to be "more often an expression of secular values and individual differences in personality" (Bekkers 2005: 441). As explained above, the holistic models of the Big Five and the Schwartz's value theory offer powerful conceptual tools to investigate the 'psychological resources and motivation' underlying citizens' involvement in society and politics. This is what the present thesis is concerned with: to understand how core individual differences in terms of traits and value priorities may translate into differences in group-based civic participation.

The following resources can be used when preparing the teaching units of this module:

- Campaigns of public interest in the Macedonian way, Public Interest Campaigns in the Macedonian Way: Informing Citizens or Political Propaganda (policy paper) | Институт за комуникациски студии (iks.edu.mk) and infographic issued by ICS
- Together for Nature, A Guide for Eco Activists, Institute for Communication Studies,

As a trainer, before starting the implementation of this module, depending on the assessment for the group that you will make, give the group of learners a task to research, watch, think about the topic, before conducting the lessons.

2.1. Unit One:

What are public interest campaigns and when they are implemented

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners will learn about what a public interest campaign is, when it is conducted, and they will look at several examples of public interest campaigns.

Introductory activity: 10 minutes
Guidelines for trainers: Give a brief introduction to today's unit. In order to follow the discussion more easily and the work of the exercise, you can write the questions in advance on a flipchart board, a whiteboard or present them on a projector, so that during the entire lesson the learners can have them in sight.

Ask learners the following questions to get them thinking about public interest campaigns:

- Which campaign left the greatest impression on you?
- Why did it leave the greatest impression on you (message, graphics, media product, interest of the topic)?
- What was the main message of the campaign?
  Did it motivate you to make a change?

Exercise: 15 minutes
Guidelines for trainers: Present some examples of public interest campaigns and explain to the learners what the key elements of a public interest campaign are.
Examples of public interest campaigns:

- Don't ignore, react! public interest campaign for a better environment implemented by ICS REAGIRAJ.MK (reagiraj.mk)
- Clean it up! a public interest advocacy and lobbying campaign conducted by ICS (Clean it up! (razbistri.se))

Explain that campaigns of public interest are carried out in the interest of the public - the public good, and are aimed at achieving something that is socially good and useful, i.e. they tackle public issues and should provide a solution to a certain problem in the society. However, for a topic to become a problem that deserves to be discussed publicly, it does not depend on the organiser (or the person ordering) of the campaign, but receives such status only after its confirmation in a public discussion. At the same time, the central issue is who defines the public topic as a problem that will then experience treatment in the campaign. It is undeniable that these are those with political, economic and social power, who have the resources to implement the campaign and access to the media, although campaigns are also run by groups and organisations with limited funds and access to the media.

Numerous organisations and activist groups, wanting to show people that they should take further care of the areas (nature, waste, noise, vibration, ionizing and non-ionizing radiation, climate, smell and all other elements that represent an indivisible whole of the environment) and for the media (water, air and soil) of the environment, start various activities such as: zero waste, reducing the pollution of the seas and oceans with plastic, saving the planet Earth, etc.

The purpose of the campaigns can be to inform and educate the public, convince and motivate, mobilize public opinion for a specific idea or activity, etc. Then, it is necessary to know who is the target audience, i.e. to whom it is intended, which is the key message that you want to promote. It is also good to know if there are others running campaigns on this topic.

These campaigns contain a large number of activities, such as organising a competition for the best poster on a given topic, appearing in media shows, organising debates, communicating on social media, etc. However, it should be

noted that creating and running public awareness and education campaigns above all, requires significant planning.

Exercise: 15 minutes
Guidelines for trainers: Divide the learners into two groups. Give them a task to think about a topic on which they would conduct a public interest campaign. Guide them to consider the following:

- Why would they run the campaign?
- What change do they want to make?

Point out that as examples they can think about environmental topics such as: reducing air, water and soil pollution, climate change, waste management, waste selection and recycling, etc.)

Concluding activity: 5 minutes
Guidelines for trainers: Provide space for the learners to process their impressions and establish the knowledge they have acquired in this teaching unit. Each learner should individually write down a topic for environmental protection that they would dedicate themselves to, if one day they decide to be activists. Consider also asking them about their own experiences with public interest campaigns - Have they seen them, acted in them, etc., to help connect their lived experiences to the campaign.

2.2 Unit Two:

Recognising and analysing successful public interest campaigns

Class duration: 45 minutes

Learning objectives: In this unit, learners will have the opportunity to learn more about public interest campaigns by presentation of examples of campaigns.

Introductory activity: 5 minutes
Guidelines for trainers: Inform learners that in today's unit they will be able to learn about several examples of public interest campaigns in order to establish their knowledge of public interest campaigns, as well as to gain motivation to help them plan campaigns in the future.

Exercise: 20 minutes

Guidelines for trainers: Present examples of public interest campaigns and then discuss the following questions with learners:

- What topic is the public interest campaign about?
- What change does it want to bring about?
- Who is it addressing?
- What design does it use?
- What is the key message?
- Will this campaign motivate you to make a change?

Mavrovo National Park - Boshkov Most and Lukovo Pole [4]

In 2013, the international civil society organisations Riverwatch and Euronatur launched the international campaign *Let's preserve the blue heart of Europe*, in cooperation with several national partner organisations (Macedonian Environmental Society, ECO-AWARENESS AND FRONT 21/42), in order to prevent the destruction of the most important rivers and riverbeds in Southeast Europe due to the uncontrolled construction of hydropower projects. One of the key areas of interest is *Mavrovo National Park. Starting in 2013, the campaign supports Macedonian civil society organisations in their fight against the construction of hydropower projects.*

Veles smelter[5]

The inhabitants of Veles led a strong environmental battle against the polluting Smelter after the World Health Organisation declared the city a dangerous place to live in 2000 due to sulphur dioxide pollution. In May 2005 the Smelter was closed, and then, for the first time in Macedonia, the city of Veles, the ecological society Vila Zora and other plaintiffs filed a lawsuit against the Republic of Macedonia at the Basic Court of Veles because it allowed the city and its inhabitants to be poisoned for 30 years without interruption. On November 9, 2011, the largest environmental protest in the country took place, when 20,000 Veles residents took to the streets and said NO after the new owner Metrudhem announced that it was planning to restart the capacity. For this purpose, the documentary film *Veles Kaput* (Video 1, Video 2, Video 3) was recorded and it

[4] Together for Nature, A Guide for Eco Activists, Institute for Communication Studies, Skopje, 2021. Available at: Together for Nature: A Guide to Eco-Activism | Medium (medium.edu.mk))
[5] Together for Nature, A Guide for Eco Activists, Institute for Communication Studies, Skopje, 2021. Available at: Together for Nature: A Guide to Eco-Activism | Medium (medium.edu.mk))

talks about the struggle of the activists. That struggle continues to this day with requests to the competent institutions for remediation and cleaning of the soil used for food production in the Veles region.

Exercise: 15 minutes
Guidelines for trainers: Divide the learners into three groups. Assign them a task to search the Internet on laptops (tablets, desktops, depending on what technology they have) for examples of successful public interest campaigns. Point out that before concluding that a campaign is successful, they need to think about the questions given above.

Concluding activity: 5 minutes
Guidelines for trainers: Ask learners to think about what topic each of them would work on if they were doing a public interest campaign. Do not ask them to answer out loud, leave room for everyone to sort out their impressions, as well as remind themselves of the knowledge from this teaching unit through focused thinking.

2.3. Unit Three:

Determining general and specific objectives of the campaign

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners will find out more about what are the objectives of a public interest campaign, how are they determined and what are their components.

Introductory activity: 10 minutes
Guidelines for trainers: Provide introduction to the learners that before starting a campaign it is necessary to first determine what the objective of the campaign is. Before you start planning, you need to determine if you know what the problem is, if you have information that something is wrong, if you have sufficient information, and if you can do something about it.

Give them an example that if the general objective is to raise the awareness of citizens in the municipality to reduce the amount of generated and improperly disposed waste, in that case possible results of a public interest campaign could

be raising awareness, or motivating people to act to change behaviour.
You can use the examples of campaigns from the previous unit (regarding the protection of Mavrovo National Park and the protection of Veles) to illustrate to the learners about the campaigns and their objectives.
Point out to them that the specific objectives of the campaign need to aim at specific and measurable results, necessary to achieve the general objective.

Specific objectives should be: **clear (specific), measurable, achievable, relevant and time-bound.** To define these objectives, answer the following questions:

- What - determine a desired (measurable) result;
- Who - determine the target group;
- How much - determine how much the desired change should be);
- When - you set a time limit in which it should be done.

Specific	The objective should clearly define the expected outcome and should answer questions such as – who is involved, what will be achieved and where. The specific objective will help define the activities.
Measurable	The objective should include an indicator of progress and should answer questions such as how often or how much. This will determine whether the objective has been achieved.
Achievable	The expected change defined in the objective should be realistic within the given time frame and with the available resources.
Relevant	The objective should contribute to the achievement of the main objective of the campaign. This will support the tailoring of activities that are important to the campaign.
Time-bound	The objective should include a time frame for achieving the desired change.

Exercise: 10 minutes
Guidelines for trainers: Look at the examples of public interest campaigns

from the previous unit and discuss with learners what their general and specific objectives are.

Exercise: 20 minutes
Guidelines for trainers: Divide the learners into two groups to work on a task to determine their general and specific campaign objectives.

Guidelines for learners: In your group, discuss with your classmates the questions mentioned above and think about what is the general and what would be the specific objectives of the campaign that you would work on.

Consider the following:

- Can you describe your objective in one sentence?
- Do you have a time frame?
- How will you implement it?
- Do you have resources?
- How will you measure whether you have succeeded?

Concluding activity: 5 minutes
Guidelines for trainers: Ask learners to give you feedback on how useful the lesson was to them today on a scale of 1 to 5 and how much they felt they learned something new by answering Little, Medium, Significantly, I didn't learn, I don't know.

2.4. Unit Four:

Determining target audiences and stakeholders

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners should acquire knowledge about what are the target audiences and stakeholders in a public interest campaign.

Introductory activity: 10 minutes
Guidelines for trainers:

- Explain to the learners that when planning a campaign, we need to be able to answer the question of who we want to communicate with, that is, who we are addressing to.

- Since the right message needs to reach the right people, in order to create the preconditions for change, it is necessary to do a detailed segmentation of the public and to determine the groups of people that have common characteristics and to which the messages should be directed. It is necessary to think about who are **supporters** – those who, like you, will stand for solving the problem, **neutral** - those who will not support you, but will not be against solving the problem, and **opponents** - those who will oppose and may prevent you from achieving resolution of the problem.

- The target group should be clearly described, that is, all its characteristics should be listed: gender (male or female), age, place of residence (city, village, our neighbourhood, settlement), education, job position, social status, etc.

- The **stakeholder** is defined as *'the public that is affected, may be affected, or has an interest in participating in the decision-making process on environmental issues, policy-making and legislation.'* The stakeholders include organisations that promote environmental protection and at the same time fulfil requirements in accordance with national law. The public must be notified at an early stage of the process (as early as possible).

Exercise: 10 minutes
Guidelines for trainers: Look at the examples of public interest campaigns from the previous unit and discuss with the learners who the target audiences and stakeholders of these campaigns are.

Exercise: 20 minutes
Guidelines for trainers: Divide the learners into two groups to work on the task of identifying target audiences and stakeholders for their public interest campaign.

Guidelines for learners: In your group, discuss with your classmates the questions mentioned above and think about who your audiences and stakeholders are for the campaign you would be working on. Consider the following:

- Do we know who we are talking to?
- Do we know who are our supporters, neutrals, and who are opponents?
- Do we know which people are our stakeholders?
- Do we have a clear picture of our target audience – gender, age, place of residence (city, village, our neighbourhood, settlement), education, job position, social status, etc.
- Do we have a clear picture of the target audience that will have the greatest impact on solving the problem, that is, who is the group whose behaviour needs to be changed?

Concluding activity: 5 minutes
Guidelines for trainers: Ask the learners what useful have they learned today? Ask them to come up with up to five words to describe the things they learned about today.

Module 3: Using social networks as part of communication campaigns

In this module, participants will learn how to create and publish social media content for different audiences, publish different messages and create a plan for social media posts.

Successful community engagement that boosts trust in research involves several qualities that researchers need to demonstrate, such as loyalty, respect, honesty, competence, and shared-value creation. Community engagement usually focuses on a shared value among a group of different people. Audience engagement (also, user engagement) is the cognitive, emotional, or affective experiences that users have with media content or brands. Contrary to passive exposure to news content, engagement is active and intentional orientation toward what users read, view, or hear. Engagement is presumed to result in users acting upon their experiences with media. It implies behaviour, that is, what people do with news. This could result in them consuming more news, interacting with online content, buying certain products, or building upon the provided information to take political action in their personal life.

Social media are unlikely to be the sole solution to changing behaviour, but it appears that they can play a valuable role in contributing to campaign

objectives. To make the most of the opportunities that social media offer, and to minimise the risks, entities who use social media to place content should consider their objectives, invest the appropriate time and resources, and take an approach of testing and learning. To truly understand the possible impact, moving beyond measuring the number of likes and developing outcome measurement frameworks is vital.
Few advantages on using social media include: increased brand awareness, higher conversion rates, low cost advertising, user-friendly interface and in-depth analytics.
Campaigns which are implemented on social media can easily spread from friend to friend by exploiting already familiar activities (e.g. the automated sharing process on Facebook), and by not using complex third-party tools or requiring participants to register. Social media allow for personal approach to communicating with the audience and can be personalised to the different target audiences.

Resources that can be used for preparation:

- Together for Nature, A Guide for Eco Activists, Institute of Communication Studies,
- Create engaging and effective social media content Create engaging and effective social media content – Hootsuite Help Center

3.1. Unit One:

How Social Media Works

Class duration: 45 minutes

Learning objectives: In this teaching unit, participants will learn what social media is, what is the difference between traditional and social media, what are the characteristics of social networks.

Introductory activity: 5 minutes
Guidelines for trainers: Ask learners which social media they use most often, what they use it most often for and what social media content they follow most frequently. Ask them to consider what are the affordances and constraints of

platforms. The exercise could be done like a matrix with learners listing the pros and cons of each social media platform, as well as the content they most frequently consume on these channels and the content they produce.

Presentation: 15 minutes
Guidelines for trainers: Prepare a short presentation with photo and video materials with examples of posting media and communication content on social media and discuss the following topics with learners:

- Social media is already widely used to communicate with different types of audiences. If until a few years ago they were considered entertainment channels, now it is evident that social media are serious platforms for communication.
  Discuss with learners whether they are aware of the impacts of social networks are on young people and mental health, to help them understand how social media have hurt our ability to advance causes, and where it can help.

- Social media have a great advantage over traditional media - they allow instant publication of information at any time, offer multiple formats for publishing information (text, photo, video, graphics) and offer possibility of two-way communication. Users can be both consumers and creators of content. Due to the possibility of 'listening' offered by these media, you will immediately know whether the message and the content you have created are understood and accepted by the target audience or not. They are constantly evolving (new functions are added and algorithms are improved), and therefore in addition to the basic function – communication, they can also be used as platforms for collecting funds or recruiting volunteers for your campaign.

- Among the most famous and most used in Macedonia are *Facebook, Twitter, Instagram, YouTube,* although the situation is constantly changing and new ones appear. Each of the social media has its own characteristics that should be known before starting to use them.

Encourage interaction with learners, guide them to think about which social media they use on a daily basis, where they post content the most, where they read/view content the most, and what type of content they view and post most often.

Exercise: 20 minutes
Guidelines for Trainers: Divide the learners into two groups. Task them with searching social media for environmental content that is part of public interest campaigns, effective content that has made an impression on them. Each group should determine no more than three pieces of content which can be text, photo, video, graphic or any other format in which the content is published.

Concluding activity: 5 minutes
Guidelines for trainers: Ask students to tell you if they should write a social media post related to environment, what would they post and which platform would it be on.

3.2. Unit Two:

Creating social media content for public interest campaigns

Class duration: 45 minutes
Learning objectives: In this teaching unit, learners will acquire knowledge about how social media can be effectively used for communication activities, in an organised and planned manner.

Introductory activity: 10 minutes
Guidelines for trainers: Have a short discussion with the learners about the different social media platforms they use. Encourage them to discuss the content they create and consume most often.

Topics for discussion:

- Social media offers an excellent opportunity to implement campaigns for raising public awareness. They have a reach to a wide audience, but also because they provide an opportunity to precisely focus on the target audience.

- Content published on social media should be planned just like on traditional media with an appropriate strategy with purpose, audience and content calendar. Messages should be created in simple and understandable

language, and all content should be created by taking into account the context and the protection of copyright and intellectual property.

- The most commonly used platforms in Macedonia are Facebook, Instagram and YouTube.[6]

- **Facebook** is the world's most popular connection and content sharing platform where different types of content (text, image, video) can be published. You can create a campaign page or use the organisation's page, and you can also create groups or events. It is also good for long posts that relate to a specific audience. It provides the ability to display a live video, sending a notification to all who follow the page. Maximum length of status: 63,206 characters. • Ideal length of status: 40 – 80 characters. • Ideal video length: 30 – 45 seconds.

- **Instagram** is a photo and video sharing microblog, with a unique dynamic focused on sharing visual content. Image editing tools are built into the application itself. Content can be categorized by adding a hashtag (#). Instagram stories are a great opportunity to share images and short videos, which can tell a whole story viewed in a given time interval. These stories are automatically deleted after 24 hours. • Profile: 150 characters maximum. • Image description: 2,200 characters maximum, but cut in 3 lines.

- **YouTube** is a leading video sharing site. It offers users the ability to search for videos of almost any content, produced by both professional studios and amateurs. Organisations can open their own channel on the platform, similar to a profile page on other social media. On the channel, they can upload video content that they produce themselves or subscribe to follow other existing channels. Uploading videos is easy, and the platform offers the ability to use built-in video editing tools. Already uploaded YouTube videos can be easily shared on other social media or be embedded on other online platforms such as websites or blogs.

Exercise: 10 minutes
Guidelines for trainers: Offer learners some examples of effective content that has been posted on social media. Talk to them about the elements that make this content effective and, through interaction, direct them to think about their

[6] Together for nature – A Guide for Eco Activists, Institute for Communication Studies, Skopje, 2021.

public interest campaign as well.

Questions for discussion:

- What do you like and dislike about this content? Why?
- Would you view this content again?
- Do you find it useful, informative or educational?
- How do you like the design?
- If you were doing it, would you do anything the same, and would you do anything differently?

Examples of content that may be considered:

- Environmental infographics in honour of Earth Day Environmental Infographics in Honour of Earth Day : Gretchen Chern | Design Research & Strategy
- Love Song to the Earth (242) Love Song To The Earth - YouTube
- Weather 2050 Climate change will make America much warmer by 2050. See how these US cities will change. (vox.com)
- 10 Environmental Games That Teach Kids About Earth, Ecology and Conservation10 Environmental Games That Teach Kids About Earth, Ecology, and Conservation (makeuseof.com)
- Data Visualization on Climate Change The Best Visualizations on Climate Change Facts (visme.co)
- What's Your Fashion Footprint Fashion Footprint Calculator (thredup.com)

Exercise: Creating content for social media
Duration: 20 minutes

Divide the learners into three groups. Task them with creating environmental social media content on a topic that they will select themselves. Give them creative freedom to choose whether the content will be a photo, video, graphic, blog. Also let them choose whether the content will be informative, educational, call to action, etc.
Since it is an exercise, learners do not have to finalize the content, they can also come up with a suggested concept for the content.

Concluding activity: 5 minutes
Presentation of the contents of each group.

3.3. Unit Three:

Social media measurement and analytics

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners will find out more about social media measurement and analytics, how it can be conducted and the tools that can be used.

Introductory activity: 5 minutes
Guidelines for trainers: Take a short survey with learners on whether they ever use tools to measure and analyse the content they create and post on social media. If they use, what are they? What are some of the implications of tracking media, what are the reasons why and who benefits from tracking?

Presentation: 20 minutes
Guidelines for trainers: Talk to the learners about the different ways and tools that exist to measure social media performance and give them some examples of analytics.

Discussion topics:

- Monitoring published content should show whether activities are being carried out as planned, how you are progressing and whether you are on track to achieve your goals. It should start from the first day of implementation of the activities and last until the very end.
  Performance measurement (evaluation) is assessment whether the campaign was relevant, efficient, effective, as well as the performance of the organisation implementing it. For short campaigns, the measurement should be carried out after the activities have been completed. If the campaign is long and is divided into phases, an evaluation can be done after the completion of each phase.

- In the campaign planning process, you should also create a framework for monitoring and measuring the success of the campaign. It should contain the data to be collected, when it should be collected, with which methods, how it will be analysed and who will be responsible for collection and analysis.

Examples of what can be measured and analysed:

- **Impressions and reach** - reach is the number of people who saw the post,

while impressions refer to how many times the post was seen. These two parameters provide information about the quality of the published content. Social media algorithms dictate who sees what content. A rapid decline in these two parameters indicates that people are not responding to your content.

— **Audience involvement** - you can measure how much and whether the audience interacts with your posts through the number of likes, shares, comments and clicks. The involvement of the audience contributes to a greater reach of the post, and thus, more people who will receive the posted content. Informational posts that do not contain any call to action usually have a very low level of audience engagement.

Example of what can be measured on mostly used social media platforms:

Facebook	Instagram	Twitter	YouTube
Impressions	Impressions	Impressions	Time (minutes) in watching the video
Page likes/ followers	Reach	Involvement	Involvement
Involvement	Interactions	Top Tweets	Views
Reach	Discovery	New followers	Growth of number of subscribers

Tools that can be used for social media analytics:[7]

— **Built-in social media tools:** • Instagram Insights • Facebook Insights • Twitter Analytics • YouTube Analytics.

— **Falcon.io (Brandwatch)** – social media management and marketing platform. It also includes the ability to 'listen' on social media, which can help you start a conversation with your audience. Additionally, it provides meaningful audience information (demographic, geographic data, etc.) as well as analytics to measure and track performance across platforms.

[7] Together for nature – A Guide for Eco Activists, Institute for Communication Studies, Skopje, 2021.

- **Audience** – a tool that helps identify relevant audiences, discover information you didn't know and make an effective strategy. With this tool you can make an effective visual segmentation of the audience.
- **Fanpage Karma** – offers the possibility to analyse your and other accounts on Facebook, Twitter, Google+, Instagram, YouTube and Pinterest. The analysis provides data on engagement, growth, most used content and keywords, best performing posts, type of posts and supporters, etc.
- **Socialbakers** – a collection of analytics tools that includes all the essential resources you could need – multi-profile tracking, key indicators, competition tracking and automated reports. In addition to analytics tools, it also offers publishing and content optimization tools, identifying social media influencers, digital mapping, and more.

Exercise: 15 minutes
Guidelines for trainers: Through individual work, assign learners to visit several websites where they can see examples of social media analytics.

Concluding activity: 5 minutes
Guidelines for trainers: Ask learners what useful they learned today and ask them to translate that feedback into a post on social media – what would they write, in what form would they post?

3.4. Unit Four:

Using Social Media to Reach and Engage Audiences

Class duration: 45 minutes

Learning objectives: In this teaching unit, learners will find out more about using social media in a manner that will allow them to communicate more effectively through the use of different photos, videos, infographics and other media products. They will also learn which tools to choose, whether it is necessary to do sponsored content and how to get the best results for the money spent on sponsored content.

Introduction: 10 minutes
Guidelines for trainers: Have a short discussion with the learners about who are the most popular influencers, i.e. influential people on social networks and why. Discuss what kind of content they post, if they are addressing their audience, if they are interacting with their followers and what communication style they are practicing, which posts attract the most audience.

Presentation: 10 minutes
Guidelines for trainers: Give them some examples and recommendations of content that could attract a large audience and interaction on social media:

- Put the audience first, listen to the audience, their concerns and needs and respond to them. People like to interact with people and hear about people.

- Use names, pictures and testimonials from real people to increase the importance of the cause you are advocating for. In your organisation there are also people - employees, volunteers, etc. Tell their stories too. Put a human face on the organisation or the issue you are communicating, to make it easier for you to get closer to your audience.

- Post content that will encourage interaction. The essence of social media is socialization/interaction/connection. Social media algorithms are designed to prioritize content that people want to read, comment on, or share. The best way to do that is through storytelling, where quality is more important than quantity.

- Publish content that encourages interaction: content that evokes emotions (mostly positive emotions), images or video (visual content), content that answers questions – 'how to...', 'why...' etc., infographics and interesting statistics, live posts, testimonials or quotes from users, entertainment content; facts and statistics, etc.
  Build relationships and engage social media influencers. Follow the social media accounts of people who have a large number of followers or friends. Engage in discussion and offer your opinion or answer to open questions, especially if they correspond to the scope of work or the theme of the campaign. This will allow you to introduce yourself to their followers and entice them to start following you.

An example of how the Australian Red Cross communicated after the great fires of 2020 through the portrait of Sherrie Nye – a woman, mother, artist and

environmental ranger – whose hometown was affected by the fire, conveys the courage of the community and the strength to carry on: 'That's the way communities are supposed to be.' | Australian Red Cross

Exercise: 20 minutes
Guidelines for trainers: Divide learners into groups of two. Task them with creating a post that they think will be effective and will reach a large audience and engage. The format of the product can be of their choice: text, video, photo, graphic. The topic must be from the area of the environment.

Concluding activity: 5 minutes
Guidelines for trainers: Ask the learners to tell you what useful they learned today by using 5 key words.

Module 4: Developing a plan for a public interest campaign

In this module, participants will learn about the various tactics and tools available to them for creating a plan for a public interest campaign.

4.1. Unit One:

Developing a plan for a public interest campaign

Learning objectives: In this teaching unit, the following questions will be addressed:

- What is public interest and whose competence and responsibility is its protection?
- What is a public interest campaign?
- Examples of famous campaigns
- Determining the topic on which the public interest campaign will be
- What are the components of a public interest campaign plan, what are and how to determine an **objective, target audience, campaign implementation strategy, content calendar/implementation plan, campaign monitoring and evaluation?**

Class duration: 45 minutes
Learning objectives: Learners will acquire knowledge about issues such as public interest and whose competence and responsibility is its protection; what are public interest campaigns, what do they look like and when are they applied; how to make a situational analysis (defining the current situation) and what are the changes that can be made and how civic engagement can help to implement the changes, as well as what actions need to be taken after the campaign is implemented.

Introductory activity: 15 minutes
Guidelines for trainers: Give a brief introduction to today's unit, with the elements of a public interest campaign. Explain to them the components of a public interest campaign plan, what they are and how to determine an **objective, target audience, campaign implementation strategy, content calendar/implementation plan, campaign monitoring and evaluation.**

Give them an example *that if the **general objective** is to raise the awareness of the citizens of the municipality to reduce the amount of generated and improperly disposed waste*, in that case possible results of a public interest campaign could be raising awareness, or motivate people to act by changing behaviour.

Point out to them that the specific objectives of the campaign need to be aimed at specific and measurable results, necessary to achieve **the general objective.** Specific objectives should be: **clear (specific), measurable, achievable, relevant and time-bound.** To define these objectives, answer the following questions:

- What - determine a desired (measurable) result;
- Who - specify target group;
- How much - determine how much the desired change should be);
- When - you set a time limit in which it should be done.

Exercise: 20 minutes
Divide the learners into three groups and instruct each group to discuss and state the components of a public interest campaign plan for the topic they have previously determined.
Provide the learners with a grid so that they could complete the idea and considerations with a structure. Provide as detailed instructions as possible.
Presentation of a completed exercise: 10 minutes

After completing the exercise, it is necessary for each group to share their thoughts. Guide them in presenting their thoughts to provide as focused thoughts as possible so that they can more easily determine the topic of public interest that they will work on and will be the basis of their communication campaign.

Concluding activity: 5 minutes
Finally, ask the learners what useful they learned today? Ask them to come up with up to five words to describe the things they learned about today.

Concluding activity: 5 minutes
Ask the learners what their impressions of this activity are and ask them to write down the key words they learned on a piece of paper as a kind of diary.

4.2. Unit Two:

Creating a campaign implementation plan

Learning objectives: In this teaching unit, participants will work on shaping the components of a public interest campaign plan: **objective, target audience, campaign implementation strategy, content calendar/implementation plan, campaign monitoring and evaluation.**
The participants will have to answer the questions like what is the objective of the campaign, who are they addressing, how the campaign will be implemented, what content will be prepared for the specific audience and what messages will be sent to the target audience. Furthermore, a model of how the implementation of the campaign would be monitored and how successful it is, should be determined.

Introductory activity: 10 minutes
Prepare a worksheet with the components of the campaign and distribute it to the learners. Discuss with them how they would complete the campaign components.

Exercise: 25 minutes
When working in groups, learners should make a proposal for the structure of their public interest campaign plan. Remind them of the theme of the public

interest campaign and the objective that was established to guide their thinking about the other components of the plan:

Questions to address:

- What is a target audience? Who are we addressing and who do we want our message to reach?
- How will our message reach the target audiences, what strategy will we use to reach them?
- What will be included in our calendar of content and activities (implementation plan)?
- How will we know that we have succeeded? How we will measure the success of our campaign?

Presentation: 10 minutes
Each group should decide on a representative who will present the plan on behalf of the group. Allow learners to be creative in the presentation of their plan and to use the form and tools of communication that they feel are most appropriate.

Concluding activity: 5 minutes
Ask learners to describe to you in one sentence what they learned in today's lesson, that is, to narrate the lesson in one sentence.

4.3. Unit Three:

Determining the resources and materials needed for the campaign

Learning objectives: In this teaching unit, the learners will get to know more about how to create a content calendar and a plan for the implementation of activities within the campaign. They will learn to determine what resources are available and what will be needed to implement the campaign.

Class duration: 45 minutes
Learning objectives: In this teaching unit, learners will acquire knowledge about how to plan resources for the implementation of a public interest campaign.

Introductory activity: 15 minutes
Guidelines for trainers: Give a brief introduction to today's teaching unit, with instructions that through some practical exercise learners will have to determine the resources they need to implement a public interest communication campaign.

Exercise: 20 minutes
Instructions for trainers: The trainer needs to prepare a worksheet and divide the participants into three groups. The worksheet should contain the questions from the introductory activity, in order to help learners, have a focused discussion during the conversation.
Guidelines for working on the exercise (for the trainer and learners)
With learners, discuss the following questions in as much detail as possible:

- What resources are needed for the campaign – financial resources, human resources, materials?
- Will you hire volunteers?
- Is it possible to cooperate with civil society organisations or media in order to share the burden and have more effective results?

The resources needed to implement the campaign can be presented in a table, or a separate Excel document can be used for it.

Conclusion: 10 minutes
Use the conclusion of the lesson to repeat the proposals you worked on in the practical exercise to ensure that learners understand what the plan is and what its elements are.
Allow them to express themselves, ask additional questions, process their impressions and establish knowledge of what they learned in today's unit.

4.4. Unit Four:

Evaluating the success of the campaign

Class duration: 45 minutes
Learning objectives: In this teaching unit, learners will develop a plan for monitoring and evaluation of the public interest campaign in order to determine its success.

Introductory activity: 10 minutes

Guidelines for trainers: Give a brief introduction to today's teaching unit, outlining the components that a campaign monitoring and evaluation plan should contain.

In order to follow the discussion and the work of the exercise more easily, you can provide tables with monitoring and evaluation elements that will be placed on a flipchart board, a whiteboard or provided on a projector, so that during the entire lesson the learners can have them in sight.

Exercise: 25 minutes
Guidelines to issue for learners: Together with the other learners in your group, write a plan for monitoring and evaluating the implementation of a public interest campaign.

The plan can be made in a table, in printed or electronic form and contain the elements that will be monitored and how the success of the campaign will be evaluated. Determine whether in your evaluation you will monitor:

- Number of published media articles
- Tone of articles in the media (positive, negative, neutral);
- Are there interviews, polls, debate shows on the topic?
- How much reach, shares and comments the social media posts have
- Are you getting audience feedback on the campaign?
- Observed behavioural change of the target audience.

Presentation: 10 minutes
Each group should appoint a representative to present the plan on behalf of the group.



Phase Two

Planning and creating a campaign for a public interest issue

In this teaching component across eight teaching units, learners will work on developing a plan and scheduled activities for the implementation of a campaign on an issue of public interest. The campaign will be on a specific topic in the field of environment and will address concrete example of a question of public interest.

Unit One:

Producing a situational analysis and determining the topic of the campaign

Class duration: 45 minutes

Learning objectives: Learners will learn to draft an example of a situational analysis (defining the current situation), what changes can be made and how civic engagement can help to implement the changes, as well as what actions need to be taken after the campaign is implemented.

Introductory activity: 10 minutes

Guidelines for trainers: Give a brief introduction to today's unit, with instructions that environmental topics which are important to learners will be discussed. The questions that are given in the introductory activity should be the same that the learners will address in the practical exercise in order to keep the focus of the discussion.

Questions to discuss:

- What environmental topics do you think need more attention in our community/society?
- Why do you think it is important to dedicate yourself to this topic?
- Whose competence do you consider to be the protection of the environment and specifically the topic that you think is important?
- If you could make a change, what would you do? Who would you turn to and how would you organise yourself?

Exercise: 20 minutes
Guidelines for trainers: The trainer should prepare a worksheet and divide the

participants into three groups. The worksheet needs to contain the questions from the introductory activity, in order to help learners have a focused discussion and choose a topic on which they will work, to provide the necessary context for a situational analysis why that topic is important.

Guidelines to be issued to learners: In your group, discuss the questions with your classmates. Consider the following:

- What environmental topics do you think need more attention in our community/society?
- Why do you think it is important to dedicate yourself to this topic?
- Whose competence do you consider to be the protection of the environment and specifically the topic that you think is important?
- What is the situation now? Why should it be changed?
- Who or what does this situation affect?
- If you could make a change, what would you do?
- What are the factors that can influence the implementation of the campaign?
- Who would you turn to and how would you organise yourself (institutions, civil society organisations, mayors, prime minister, ministers, public personalities)?
- How would you learn more about this topic – where would you find information about the situation, as well as the measures you can take?

  What is the potential impact this situation could have if not addressed? etc.

Concluding activity: 15 minutes

After completing the practical exercise, each group should share their thoughts on the topic they have determined as the basis for their communication campaign. You can apply the table I KNOW/WANT TO KNOW/I LEARNED, which will be completed during all classes.

Unit Two:
Determining campaign objectives

Class duration: 45 minutes

Learning objectives: In this teaching unit, the learners will have to decide on the communication objective of a specific public interest campaign. Through discussion and a practical exercise on the chosen topic, they will determine the changes they want to make with their public interest campaign.

Introductory activity: 10 minutes
Remind learners of the topics they worked on in the previous unit and the situational analysis they produced.

Introduce them that in today's unit they need to work on defining campaign objectives and illustrate with a few examples, reminding them of what they learned in previous modules about public interest campaign objectives.

Give them an example *that if the **general objective** is to raise the awareness of the citizens of the municipality to reduce the amount of generated and improperly disposed waste*, in that case potential results of a public interest campaign could be raising awareness, or motivate people to act to change behaviour.
Point out to them that the specific objectives of the campaign need to be aimed at specific and measurable results, necessary to achieve **the general objective**.

The specific objectives should be: **clear (specific), measurable, achievable, relevant and time-bound.** To define these objectives, answer the following questions:

- What - determine a desired (measurable) result;
- Who - specify target group;
- How much - determine how much the desired change should be;
- When - you set a time limit in which it should be done.

Example: At least 20% of high school students in the municipality should be involved in the actions to clean up illegal landfills, in the first three months of the campaign.
At least 10% of homemakers to start selecting, reusing and recycling household waste by the end of the campaign.

Exercise: 20 minutes
Guidelines for trainers: The trainer should prepare a worksheet and divide the participants into three groups.

Guidelines for learners:
In your group, discuss the questions mentioned above with your classmates. Consider the following:
*If **the general objective** is to raise the awareness of the citizens of the municipality to reduce the amount of generated and improperly disposed waste,* in that case possible results of a public interest campaign are: raising awareness, or motivating people to act to change behaviour.

The specific objectives of the campaign need to be aimed at specific and measurable results, necessary to achieve **the general objective**.
The specific objectives should be: **clear (specific), measurable, achievable, relevant and time-bound.**

Example:
At least 20% of high school students in the municipality should be involved in the actions to clean up illegal landfills, in the first three months of the campaign.

At least 10% of homemakers to start selecting, reusing and recycling household waste by the end of the campaign.

Consider the following:
- What do you want to achieve with your campaign?
- Is it clear enough how the objective can be achieved?
- Do you have a deadline by which it would be fulfilled?
- Do you know what resources you would use to accomplish the objective?
- Who would you cooperate with in accomplishing the objective?
- How can you measure that you will have accurate results?

Presentation: 10 minutes
After completing the practical exercise, each group should share their thoughts. Guide them through brainstorming to provide as focused thoughts as possible so that they can more easily determine the general and specific objectives of the campaign.

Concluding activity: 5 minutes
Guidelines for trainers: Give the learners sheets of paper (post-it stickers) and ask them to write up to 5 words to describe what they learned today, then the sheets of paper can be placed on the board in the classroom.

Unit Three:
Determining the target communities/audience for the communication campaign

Class duration: 45 minutes

Learning objectives: In this unit, learners will determine the target audience for a specific public interest campaign. Communication campaigns are aimed at a particular group in order to easily monitor its implementation, how successful the campaign is and whether the planned results are achieved. Learners can segment target audiences by demographic characteristics, behaviours, and interests in order to determine more specific messages and an implementation plan.

Introductory activity: 10 minutes

Guidelines for trainers: Provide a brief introduction to today's unit, with instructions that in today's unit, learners will identify target audiences for their public interest campaign through discussion, questions, and examples.
Remind them of the topic of the public interest campaign and the objective that was decided, so that they can focus on thinking about the target audience for their communication campaign.

Questions to address:

- What is the difference between general public, target audience and stakeholders?
- What questions do we need to answer in order to determine our audience as specifically as possible?
- Who do we want to reach/communicate with our campaign?
- Who are our supporters, who are neutral on this issue, and who are our opponents?

In order to make it easier to follow the discussion and the work of the exercise, you can write the questions in advance on a flipchart board, a whiteboard or present them on a projector, so that during the entire class the learners can have them in sight.

Exercise: 20 minutes
Guidelines for trainers: The trainer should prepare a worksheet and divide the participants into three groups. The worksheet should contain the questions from the introductory activity, in order to help learners, have a focused discussion during the conversation.

Guidelines for learners: In your group, analyse possible target audiences by discussing the following:

- Who do we want to reach through our campaign?
- Who are our supporters, who are neutral on this issue, and who are our opponents?
- Which are the groups you need to encourage to get involved in the different phases/activities?
- What are the stakeholders' interests in regard to your general objective or specific objectives?
- Are the stakeholders somehow connected and how can you find possible ways to work together?
- Are there risks and conflicts and how can you overcome them?

Consider which groups of target audiences are **primary** (*whose knowledge, habits or behaviour must be changed to achieve the objective and to which your messages relate),* **secondary** (*can be affected by the objective*) and **influencers/opinion makers/influencers** *(can help you reach primary and secondary groups).*

Profile Features: *High school students, aged 14-18, male and female, from urban and rural areas using Instagram.*
Desired Change: *To become aware that they can be part of the solution to the problem/ get involved/ support clean-up actions*

Profile Features: *Homemakers, 20-40 years old, from urban and rural areas, who mostly have the obligation to take care of the households, as well as the health of the family, mostly watch TV and use Facebook.*

***Desired change**: To start selecting, reusing and recycling household waste.*

Presentation: 10 minutes
After completing the practical exercise, each group should share their thoughts. Guide them in their brainstorming sessions to provide as focussed thoughts as possible to determine the target audiences for the campaign.

Concluding activity: 5 minutes
Guidelines for trainers: Provide the learners with sheets of paper (post-it stickers) and ask them to write up to 5 words to describe what they learned today, then the sheets of paper can be placed on the board in the classroom.

Unit Four:
Writing key messages

Class duration: 45 minutes

Learning objectives: In this unit, learners will write the main messages for the campaign they plan to implement, aimed at their target audience.

Introductory activity: 10 minutes

Guidelines for trainers: Give a brief introduction to today's teaching unit by presenting video materials with effective messages, advertisements, posters, cartoons and ask learners to share their impressions.
Guide the learners through the activity that the messages needed for a specific campaign should be effective, intended for a specific target audience, as short and concise as possible. They should direct target audiences about what they should think, feel, or act.
Illustrate a key message to them using the *KISS – Keep It Short and Simple* formula.

Exercise: 20 minutes
Guidelines for trainers: The trainer should prepare a worksheet and divide the participants into three groups. The worksheet needs to contain the questions from the introductory activity, as well as few examples for illustration, in order to help the learners have a focused discussion during the conversation.

Should the technical circumstances allow, for this exercise you can provide learners with laptops on which they can search effective messages from previous campaigns.

Guidelines to be issued to learners: In your group with your classmates, prepare suggested messages that you would use in your campaign to reach your target audiences.

Note that messages should:

- Show the importance, urgency and significance of the problem;
- Be closely related to the values, beliefs and interests of the target audience;
- Be easy to remember
- Be created for each target group separately

Example of key messages:

- *High school students - More space occupied by junk - less places for secret meetings with your crush. Create a space for socializing and having fun, join the action to clean up illegal landfills.*
- *Homemakers - What may be trash for you, can be a reason for your child to be merry. Reduce the amount of waste that ends up in landfill. Select, reuse, recycle.*

Tip: In order to define the message more easily, use the formula
Message = problem + offered solution + call to action

Consider:

- What will motivate target groups to change their mind or take action?
- What tone and emotion should your message convey?

  How often will you repeat the message?

Concluding activity: 10 minutes
After completing the practical exercise, each group should share their thoughts. Guide them in their reflections to give as focused thoughts as possible, to decide on the key message.
Allow learners to choose a form in which to present their key message: 'guerrilla action', song, rap, slogan, poster, video clip, drama act, etc.
A poster can be made from all the messages written by the participants.

Concluding activity: 5 minutes
Guidelines for trainers: Ask participants what useful they learned today? Ask them to come up with up to five words to describe the things they learned about today.

Unit Five:
Tools and channels for transmitting messages

Class duration: 45 minutes
Learning objectives: In this teaching unit, learners will choose the communication channels and tools available to them in order to effectively convey their message to reach the target audience.
The tools and channels for transmission of messages are closely related to the habits and behaviours of target audiences, as well as the nature of the messages you want to convey.

Introductory activity: 10 minutes

Guidelines for trainers: Give a brief introduction to today's teaching unit, using YouTube videos and examples from youth campaigns, to help illustrate the communication channels and tools available to learners.
In order to make it easier to follow the discussion and the work of the exercise, you can write the questions in advance on a flipchart board, a whiteboard, or present them on a projector, so that during the entire class the learners can have them in sight.

Questions to address:

- What communication channels and tools are available to us to implement a campaign?

Exercise: 20 minutes
Guidelines for trainers: The trainer should prepare a worksheet and divide the participants into three groups. The worksheet should contain the questions from the introductory activity, in order to help learners have a focused discussion during the conversation.

Guidelines to be issued to learners: In your group, decide with your classmates what communication channels and tools you can use to implement your campaign.

Tip: When determining the channels, tools and additional materials, consider who they are aimed at, whether they are appropriate for your target audience and whether you have the skills and resources to use them.

Enclosed are some examples for illustration that you can use.

Channels	Tools	Additional materials
Newspapers Radio/ TV Web pages Blogs Social media Direct messages/e-newsletters Face-to-face meetings Exhibitions, events, conferences Street festivals Actions/workshops	Media conferences Briefing for journalists Radio/television interviews Tweet-ups / informal socialising Speeches Conferences PR events/meetings/visits Posters/ flyers/ brochures Expert texts Interviews Forums Video	Press releases Blog posts Media announcements Promotional materials/gifts Call to Action/ Enrolment List button Mail distribution list

Presentation: 10 minutes
After completing the practical exercise, it is necessary for each group to share their thoughts.
Motivate learners to be creative and use different examples in presenting their proposals.

Concluding activity: 5 minutes
Guidelines for trainers: Ask the learners what useful they learned today? Ask them to write up to five words on the flipchart board in the classroom.

Unit Six:
Producing an implementation plan

Class duration: 45 minutes

Learning objectives: In this teaching unit, the learners will create a plan for the implementation of a specific campaign. This should be a comprehensive overview that will list the activities that will be implemented, the contents that will be published, the communication channels that will be used, as well as the time frame for the implementation of the activities.

Introductory activity: 10 minutes
Questions to address:

- What activities will we carry out for the implementation of our campaign?
- What contents will be part of our campaign implementation plan?
- What is the timeline for our implementation plan?
- How often should we implement activities?

Guidelines for trainers: Provide a brief introduction to today's unit, reminding learners of the components of a campaign implementation plan.
In order to make it easier to follow the discussion and the work of the exercise, you can write the questions in advance on a flipchart board, a whiteboard or present them on a projector, so that during the entire lesson the learners can have them in sight.

Exercise: 20 minutes
Guidelines for trainers: The trainer should prepare a worksheet and divide the participants into three groups. The worksheet should contain the questions from the introductory activity, in order to help learners produce a final plan for the implementation of the public interest campaign with divided tasks for the learners.

Guidelines to be issued to learners: In your group, discuss the questions mentioned above with your classmates. Consider the following:

- What activities will we carry out for the implementation of our campaign?
- What contents will be part of our campaign implementation plan?
- What is the timeline for our implementation plan?

— How often should we implement activities?

See the spectrum of communication tools and channels, refer back to your target audiences and make a plan how you will approach each target audience, with which communication activity or content.

Tip: Consider who your audience is and on which channel they receive news most often. For example, if you wanted to communicate with high school students, would you post content on Instagram, YouTube or on television? Will you be posting content on social media once a week, three times a week, or once a day? How many interviews are you planning and how often would you appear on television? Are you planning to hold a press conference and where?

Presentation: 10 minutes
After completing the practical exercise, each group should share their thoughts. Learners should be given space for creative planning, so they can write on worksheets, on flipchart paper or on a laptop. They can submit the plan in electronic or printed form. It is important to see the direction of their thinking and whether they are grasping the knowledge

Concluding activity: 5 minutes
Guidelines for trainers: Ask learners to use a drawing to communicate what they learned today.

Unit Seven:
Developing a plan for monitoring and evaluating the campaign

Class duration: 45 minutes
Learning objectives: In this teaching unit, learners will develop a plan for monitoring and evaluation of the public interest campaign in order to appraise its success.

Introductory activity: 10 minutes
Guidelines for trainers: Give a brief introduction to today's teaching unit, outlining the components that a campaign monitoring and evaluation plan should contain.
In order to follow the discussion and the work of the exercise more easily, you can provide tables with monitoring and evaluation elements that will be placed

on a flipchart board, a whiteboard or presented on a projector, so that during the entire lesson the learners can have them in sight.

Exercise: 25 minutes
Guidelines for learners: Together with the other learners in your group, produce a plan for monitoring and evaluating the implementation of a public interest campaign.
The plan can be drafted in a table, in printed or electronic form and contain the elements that will be monitored and how the success of the campaign will be evaluated.

Example of a monitoring and evaluation plan

Activity	Expected result	Indicator	Data source/ verifier	Who will be responsible for data collection?	When will the data be collected?

Unit Eight:
Planning and piloting of a communication plan

In this unit learners should pilot their campaign plan with a group of learners in order to get feedback and refine their messaging and communication plan.

Class duration: 45 minutes
Learning objectives: Learning about practical planning and piloting of a communication plan.

Guidelines for trainers: Choose a group of learners who will be the so-called focus group or surveyed citizens to whom the learners will present the plans for public interest campaigns. The goal is to receive honest feedback about the components of the campaign, which elements are done well, and which

ones need refinement.
Presentations can be organised in one lesson.
Introductory activity: 5 minutes

Presentation time for each group: 10 minutes

Comments and impressions of the surveyed learners: 10 minutes



Phase three

Implementation of a public interest campaign

In this component of the training, the learners will implement a public interest campaign on a topic and example that have been previously decided and for which they have developed a campaign implementation plan.

During the implementation of the public interest campaign, the participants will have the opportunity to work under the mentorship of representatives from civil society and media organisations.

While the learners are implementing the campaign, the trainer should consider the following contents:

- **Has a content calendar been created?**
  Learners should create a content calendar that will list the content and activities that are part of the campaign.

- **Have media contents been produced and how effective are they?**
  Creating effective media content: Learners should use the media literacy skills they have acquired to create media content for their target audience: videos, social media posts, infographics or other materials.

- **Cooperation with media**
  Learners should cooperate with media and journalists in order to promote their contents. They can outline the media and journalists with whom they want to cooperate in the campaign implementation plan.

- **Creating relationships**
  Learners need to develop relationships with media and journalists to increase the chances of their content being published. They can share relevant content, statements or article data with them and attend events or social happenings. Learners should create content that is unbiased and does not use divisive language or messages.

- **Monitoring and evaluation of results**
  Learners should track the performance results of their content and monitor the results of their campaign. They may use analytics tools to track engagement and reach, and conduct surveys or focus groups to gather feedback from their target audiences.

Learners should also remember that the content they create should be credible and respect ethical standards. They should not post misleading or inaccurate

information and ensure that content protects the privacy and rights of others.

Copyright and intellectual property protection
Learners should have information and guidance on legal obligations to protect copyright and intellectual property when creating content for their campaign. They should have permission to use the content that they downloaded, for content that they did not create themselves.

Monitoring and evaluation of the success of the campaign

Learners can evaluate the success of their campaign by measuring the performance of social media posts (post shares, comments, comment tone, reach and likes) in order to determine which content was most effective and conveyed the message, reached the highest number of audiences and encouraged engagement. It is possible to monitor media content related to the campaign (number of posts, type of posts, tone of reporting and framing of the content) as well as conducting surveys with target audiences.

In this phase of the training, the trainers should monitor the success of the campaign, how well the planned activities are carried out in a manner that is appropriate and produces the planned results.

Recommendations for trainers on monitoring the success of a public interest campaign:

- Are the activities that were planned as part of the campaign carried out?
- Are there tangible results for learners' media knowledge and skills?
- Are minors protected from abuse?
- How much the learners apply the knowledge they learned during the training?
- Do the learners have the appropriate skills to implement the campaign?

  How effective is the cooperation with media on local level?

Evaluation of the model

A wide variety of tools can be used in the process of evaluating the performance of the model. Teachers and learners can use tools for self-evaluation of the effectiveness of the conducted training, as well as the results achieved by the campaign. The model will be evaluated through two major components - how much the learners have acquired skills in the field of media literacy and digital activism and whether their campaign is successful.

Conducting an extensive evaluation of the entire model for media literacy and civic involvement is significant in order to determine if there are effective results from the application of the model, which elements should be retained and which are the changes that need to be made to improve the model.

The organisation implementing the model should set a clear general and specific objectives for the model, which can range from strengthening learners' media literacy skills to promoting environmental activism (or other types of engagement, depending on the chosen topic) or increased engagement of the media and civil society organisations.

In the process of evaluating the model, organisations may collect data to measure the results and effect of the model. Tools that can be used are surveys before and after using the model, focus groups, or other forms to obtain feedback from learners, teachers, or partners in implementing the model.
It is necessary to constantly monitor the process of implementing the model in order to determine the effectiveness of all teaching units and to see where changes need to be made, and where additional localisation and adaptation should be made. Based on the findings of the evaluation process, adaptation of the media literacy training model will be made where necessary, in order to maintain quality in the implementation process and tangible results.

Localising the model

Media literacy and media education are topics that transcend national, linguistic and cultural boundaries. Recognising correct versus incorrect information, news consumption habits, and civic engagement on topics of public interest are common themes for many European societies, as well as for

different audiences/communities within a society. But it should also be noted that although there are general principles and common characteristics, each society and community/target audience needs an adapted approach in media education. Therefore, it is necessary that any model for acquiring knowledge and skills for media literacy, in addition to being based on general principles for media education, should also be adapted for the local context in which it will be applied.

Guidelines for adapting the media literacy model in a different context

- Consider the level of civic engagement among young people
- Preparedness of the schools to get involved in such projects and to hold media literacy classes
- Preparedness of civil society organisations to implement initiatives of this type, the readiness and will of schools to use their own resources for the implementation of such teaching
- Openness for cooperation of civil society organisations and schools

Bibliography

Together for Nature – Guide for Eco Activists, Institute of Communication Studies, Skopje, 2021.

Handbook for the Public Interest in Journalism, Institute of Communication Studies, Skopje, 2016. **Handbook for the Public Interest in Journalism | Институт за комуникациски студии (iks.edu.mk)**

Учиме да распознаваме, Медиумска писменост: прирачник за обучувачи, ИРЕКС, 2022.

Речник на медиумска писменост, Институт за комуникациски студии, Скопје, 2023 **https://recnik.medium.edu.mk/**

Worksheet

Worksheet

Module 1 - Environment and human rights

Unit One:

An introduction to environmental and human rights activism

In this teaching unit, you should learn more about the terms environment, ecology, ecoactivism, environmental protection, the importance of its protection and the legal obligations to preserve and maintain the environment.

Exercise: Together with your classmates and the trainer, engage in a discussion and list the words and expressions that according to you fit into each of the different categories of ecology, environment, legal protection of nature and how each of us can contribute to the protection of the environment and the preservation of natural resources

Ecology	Environment	Legal protection of the environment	How each of us can contribute to the protection of the environment and the preservation of natural resources.

Module 1 - Environment and human rights

Unit Two:

Understanding how the media represent environmental and human rights issues

Exercise: 20 minutes
You are a team working in a media newsroom and this morning you have a work meeting where you need to determine which environmental topics are attractive for your newsroom to cover. Among you in the group you have the roles of editor-in-chief, a section editor and a team of journalists.

Explore the following topics:

1. A journalist reports that near the village of Trubarevo in Skopje there is a leak of unspecified liquid from a tank. Residents of the village claim that liquid is poured from tankers with foreign license plates at night. What will you do about this?

2. Residents of the Kochani region claim that due to the installation of the 5G network, there is a plague of storks and this year storks did not arrive in the vicinity of Kochani in the same number as they used to arrive before. They claim that business will destroy nature. How would you approach this claim?

3. A group of high school pupils are protesting in front of the Ministry of Environment and Physical Planning and demand traffic restrictions in the central city area in Skopje due to polluted air. How would you treat this topic?

Consider the following:

- How did you find out about these topics?
- Who called your media or maybe you received an email message or were approached on social media?
- Is the topic popular on social media?
- Is another media outlet reporting on this?
- Are there reactions from the institutions?
- Is this topic of public interest and how does it affect the environment?
- Does it reveal misuse, point to someone's responsibility, or make a difference?
- Is this topic new, unusual, might cause a problem or changes?
- As a newsroom, what kind of story would you have on this topic, what would be your main headlines and messages?
- Does reporting on this topic drive viewership/readability/clicks?

Take notes from your 'meeting' and share them with other attendees at the training.
preservation of natural resources

Module 1 - Environment and human rights

Unit Three:

Analysis of media coverage of environmental and human rights activism

1.Introductory activity:

Write down the three things you noticed most about the news story you just had the opportunity to read:

What topic was covered?

In what tone did the journalist report? Was it positive, negative or neutral?

As a reader/viewer, what is your main message that you remember from this story and how would you narrate it to one of your friends?

2.Exercise

Think about the news story you just had the opportunity to follow and try to answer the following questions:

Which issue is addressed in the journalistic report?

How is this issue related to the public interest?

In what tone is it addressed (positive, negative, neutral)?

What do you think is the intention of the story (to inform, educate, draw attention to institutions, criticize, call for action, favour someone's interest – civil, political, business, etc.)?

Module 1 - Environment and human rights

Unit Four:

Recognising ethical issues in media coverage of environmental and human rights issues

Exercise: Role Play

- **Scenario 1:** You are a newsroom in a national television station. Early this morning, you received information from concerned citizens that an oil tanker was spilled into Lake Ohrid, which is a natural resource, a place where there are tourists, in a populated area, as well as protected by UNESCO. What will you do as a newsroom?

- **Scenario 2:** Representatives of the Ministry of Internal Affairs, who wish to remain anonymous, called your newsroom and informed you that there is a big fire near a former chemical factory near populated area. Most likely, it has stored chemical waste that should have been disposed of, but was not. They informed you that medical personnel and specialists have already been hired to determine if there was radioactive radiation in the air and that the fire threatens the environment within a radius of 10 km and citizens should stay at home. What will you do as a newsroom?

When determining which actions you will take, consider the following:

- Will you confirm the information and with whom? In which way?
- Will you send a team for insight or wait for official information from the institutions?
- Is this topic in the public interest?
- Is it geographically close, does it reveal new things, is it unusual, exclusive, have other media outlets already reported on it?
- Does it reveal a scandal and point to someone's irresponsibility or negligence?
- Can it lead to change?

Worksheet

Module 2 - Public Interest Campaigns

Unit One:

What are public interest campaigns and when they are implemented

Exercise: Determining a topic of public interest for conducting a campaign

Together with the students in your group, watch the video with examples of public interest issues related to the environment:

(242) Environmental Issues Awareness Campaign - YouTube

Consider the following:

- On which topic would you implement a public interest campaign related to environmental protection (reduction of air, water and soil pollution, climate change, waste management, waste selection and recycling, etc.)
- How would you implement the campaign (digital media, civic engagement activities (such as Greta Thunberg), advertising posters, etc.)?
- What change would you like to make?

Worksheet

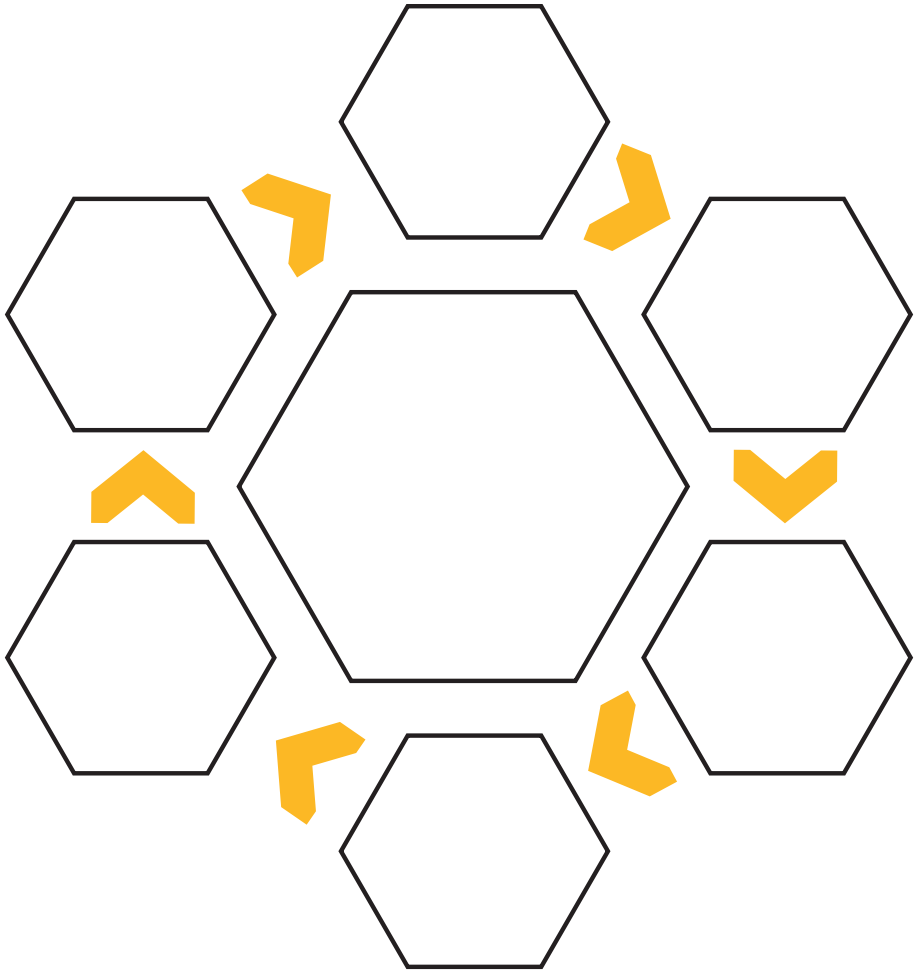
Module 2 - Public Interest Campaigns

Unit Two:

Recognising and analysing successful public interest campaigns

Exercise: In the space below, write down your impressions and thoughts about the examples of campaigns you will see in in today's class. You can express yourself with a word, phrase, idiom, sentence, symbol or drawing.

Think about the topic of the campaign, what change it wants to cause, who it appeals to, what design it uses, what is the key message and whether this campaign motivates you to make a change.



Module 2 - Public Interest Campaigns

Unit Three:

Determining general and specific objectives of the campaign

Learning objectives: In this teaching unit, you should acquire knowledge about what the objectives of a public interest campaign are, how they are determined and what their components are.

Exercise: In the table given below, try to write down the objective of your public interest campaign that you have previously determined that you will work on.

Consider the following:

- Do you know what the problem is?
- Do you have any information that something is wrong?
- Do you think there is anything you can do about that issue?

For example, if the general objective is to raise the awareness of the citizens of the municipality to reduce the amount of generated and improperly disposed waste, in that case possible results of a public interest campaign are: change (raising) of awareness; change in perception; change in thinking; change in behaviour.

When setting your objective, remember the following:

The specific objectives should be: **clear (specific), measurable, achievable, relevant and time-bound**. To define these objectives, answer the following questions:

- What - determine a desired (measurable) result or what you want to achieve?
- Who - determine the target group, that is, who are you addressing?
- How much – what should the change be that you want to make?
- When - you set a deadline when you need to achieve the goal.

Module 2 - Public Interest Campaigns

Specific	The objective should clearly define the expected outcome and should answer questions such as – who is involved, what will be achieved and where. The specific objective will help define the activities.
Measurable	The objective should include an indicator of progress and should answer questions such as how often or how much. This will determine whether the objective has been achieved.
Achievable	The expected change defined in the objective should be realistic within the given time frame and with the available resources.
Relevant	The objective should contribute to the achievement of the main objective of the campaign. This will support the tailoring of activities that are important to the campaign.
Time-bound	The objective should include a time frame for achieving the desired change.

Once you've determined your objective, see if you can answer the following questions: the following questions:

- Can you describe your objective in one sentence?
- Do you have a time frame?
- How will you complete it?
- Do you have the needed resources?
- How will you measure whether you have succeeded?

Determination of general and specific objectives of a public interest campaign:

Module 2 - Public Interest Campaigns

Unit Four:

Determining target audiences and stakeholders

Exercise: In your group, discuss with your classmates who your audiences and stakeholders are for the campaign you would be working on. Consider the following:

- Do we know who we are talking to?
- Do we know who are our supporters, neutrals, and who are opponents?
- Do we know which people are our stakeholders?
- Do we have a clear picture of our target audience – gender, age, place of residence (city, village, our neighbourhood, settlement), education, job position, social status, etc.
- Do we have a clear picture of the target audience that will have the greatest impact on solving the problem, that is, who is the group whose behaviour needs to be changed?

Age

15-19
19-29
30-44
45-60
60-75

Gender

Female
Male

Module 2 - Public Interest Campaigns

Occupation

Employed
Unemployed
Teachers
Students
Head Teachers in high schools
Mayor
Civil society organisations etc.

Residence

Urban
Rural

Education

Students
Completed higher education
Completed high school etc.

People who can influence the campaign

Business sector
Municipal administration
Parents etc.

Worksheet

Module 3 - Using social networks as part of communication campaigns

Unit One:

How Social Media Works

Exercise: IIn a group with your classmates, search for environmental content that is part of public interest campaigns, effective content that has made an impression on them.

Select three pieces of content which can be text, photo, video, graphics or any other format in which the content is published and which made an impression on you.

As an incentive, you can consider some of the following content:
to be changed?

- Clean it up! | Institute for Communication Studies ((razbistri.se)
- Do not ignore! React! (reagiraj.mk)
- Sustainability Social Media Campaigns that Rocked | 2022 (thesustainableagency.com)
- Get Inspired by These Winning Environmental Social Media Campaigns (meltwater.com)
- Record-breaking Black Friday Sales to Benefit the Planet (patagonia.com)
- Не биди Ѓубре! (Don’t be a Garbage) (2) DON’T BE GARBAGE | Facebook

Worksheet

Module 3 - Using social networks as part of communication campaigns

Unit Two:

Creating social media content for public interest campaigns

Exercise: In a group together with your classmates, think and try to create environmental content for social media on a topic of your choice.
You have the freedom to choose whether the content will be a photo, video, graphic, blog, informative, educational, call to action, etc.

As an incentive, you can consider the following content:

- Како ќе изгледа Вардар за 100 години од сега? | Одраз | ResPublica
- Каква храна јадеме | Одраз | ResPublica
- Екоамбасадори | Дома (doma.edu.mk)
- Што е енергетска безбедност? (doma.edu.mk)
- Што се еколошки проблеми? (doma.edu.mk)
- Eco-classroom | Дома (doma.edu.mk)
- Our top 12 environmental campaigns of 2020 (greenhouse.agency)

Worksheet

Module 3 - Using social networks as part of communication campaigns

Unit Three:

Social media measurement and analytics

Exercise: Working individually, visit several of the following web pages where you will be able to see examples of social media analytics:

- Instagram Insights on your Instagram account, if you have one
- Facebook Insights on your Facebook profile, if you have one
- Twitter Analytics on your Twitter account, if you have one
- YouTube Analytics on your YouTube profile, if you have one
- **Falcon.io** – social media management and marketing platform
- **Audience** – a tool that helps identify relevant audiences
- **Fanpage Karma** – offers the possibility to analyse your and other profiles on Facebook, Twitter, Google+, Instagram, YouTube and Pinterest
- **Socialbakers** – a collection of analytics tools that includes all the essential resources you could need – multi-profile tracking, key indicators, competition tracking and automated reports
- **Social Media Analytics Tools - Hootsuite Analytics** sum of analytics tools that includes basic resources you might need and lets you aggregate analytics from all the social networks you use.

Worksheet

Module 3 - Using social networks as part of communication campaigns

Unit Four:

Using Social Media to Reach and Engage Audiences

Learning objectives: In this teaching unit, participants will learn how to use social media in a way that will allow you to communicate more effectively by using a variety of photos, videos, infographics and other media products.

Exercise: With your class partner, create a post that you think will be effective and will reach a large audience and engage. The product format can be of your choice: text, video, photo, graphics.
The topic must be from the area of the environment.

As an incentive, you can consider the following content:

- (242) Environmental Issues Awareness Campaign - YouTube
- Како ќе изгледа Вардар за 100 години од сега? | Одраз | ResPublica
- Каква храна јадеме | Одраз | ResPublica
- Екоамбасадори | Дома (doma.edu.mk)
- Што е енергетска безбедност? (doma.edu.mk)
- Што се еколошки проблеми? (doma.edu.mk)
- Разбистри сè! | Институт за комуникациски студии (razbistri.se)
- Не игнорирај! Реагирај.мк (reagiraj.mk)
- Get Inspired by These Winning Environmental Social Media Campaigns (meltwater.com)
- Record-breaking Black Friday Sales to Benefit the Planet (patagonia.com)
- Не биди Ѓубре (Don't be a Garbage) (2) НЕ БИДИ ЃУБРЕ | Facebook

Worksheet

Module 4 - Developing a plan for a public interest campaign

Unit One:

Developing a plan for a public interest campaign

Exercise: With the students in your group, discuss the presentation related to the components of a public interest campaign plan and the questions it needs to answer.

Match the items with the questions:

Objective	**Who are we addressing?**
Audience we are targeting	**Do we have a plan for implementation with contents and activities that we will do?**
Strategy for the campaign implementation	**How will we make the change?**
Implementation plan /Content calendar	**How do we know we have succeeded in our goal, how will we measure?**
Evaluation and monitoring of the campaign	**What is the change we want to make?**

Worksheet

Module 4 - Developing a plan for a public interest campaign

Unit Two:

Producing a campaign implementation plan

Exercise: Together with your classmates, by working in a group, try to complete the public interest campaign plan.

Objective (What is the change we want to make?)	
Target audience (Who are we addressing and who do we want our message to reach?	
Strategy - How will we make the change and with whom will we cooperate? How will our message reach the target audiences, what strategy will we use to reach them?	
Implementation Plan -What will be included in our content and activities calendar?	
Evaluation and monitoring - How will we know we have succeeded? How will we measure the success of our campaign?	

Worksheet

Module 4 - Developing a plan for a public interest campaign

Unit Three:

Determining the resources and materials needed for the campaign

In this teaching unit, you will learn how to create a content calendar and a plan for the implementation of activities within the campaign. You will also learn to determine what resources are available and what will be needed to implement the campaign.

Consider the following questions:

- How long will the campaign last?
- Do you need financial assets?
- How many people are needed to work on the campaign (team leader, persons responsible for planning, implementation and evaluation of the campaign, person for social media, person for working with the media, person for financial management, person for logistics and organisation, person for design, person for administrative support etc.)
- Will you cooperate with civil society organisations?
- Does your plan include any of the following elements: organisation of conferences, panel discussions, public opinion polls, interviews with journalists, briefings with editors, digital media campaign, poster printing, digital posters, production of advertising material, digital badges, etc.?

Draft a table and try to fill it with the elements you are discussing.

Worksheet

Module 4 - Developing a plan for a public interest campaign

Unit Four:

Evaluating the success of the campaign

In this teaching unit you will work on a monitoring and evaluation plan for a public interest campaign in order to determine its success.

Exercise: Together with the other students in your group, write a plan for monitoring and evaluating the implementation of a public interest campaign.
The plan can be drafted in a table, in printed or electronic form and contain the elements that will be monitored and how the success of the campaign will be evaluated.

Determine whether in your evaluation you will monitor:

- Number of published media articles
- Tone of media articles (positive, negative, neutral)
- Are there interviews, polls, debate shows on the topic?
- How much reach, shares and comments the social media posts from your campaign plan have
- Are you getting audience feedback on the campaign?
- Noted behavioural change of the target audience

Phase Two:
Planning and creating a campaign for an issue of public interest

You need the worksheet to work through all the teaching units in which you will work on the development of a plan and planned activities for the implementation of a campaign for a public interest issue. The campaign will be on a specific topic in the field of ecology and will address a concrete example of a question of public interest.
The worksheet contains all the exercises, so that you can occasionally return to the previous teaching units, remind yourself and establish your knowledge.

Unit One:
Producing a situational analysis and determining the topic of the campaign

Exercise: Producing an example of a situational analysis (defining the current situation) and what changes can be made and how civic engagement can help to implement the changes, as well as what actions need to be taken after the campaign is implemented.

Choose a topic that you can work on, in order to create an appropriate context for a situational analysis of why that topic is important.

Questions to address:

- What environmental topics do you think need more attention in our community/ society?
- Why do you think it is important to devote yourself to this topic?
- Whose competence do you consider is the protection of the environment and specifically the topic that you think is important?
- What is the situation now? Why should it change?
- Who or what does this situation affect?
- If you could make a change, what would you do?
- What are the factors that can influence the implementation of the campaign?
- Who would you turn to and how would you organise yourself (institutions, civil society organisations, mayors, prime minister, ministers, public personalities)?

- How would you learn more about this topic – where would you find information about the situation, as well as the measures you can take?
- What is the potential impact this situation could have if not addressed? etc.

Space for working on the exercise

Second unit:

Determining the objectives of the campaign

In this teaching unit, you will have to determine a communication objective for a specific public interest campaign. Through a discussion and a practical exercise on the chosen topic, you will determine the changes they want to make with your public interest campaign.

Work exercise

In your group, discuss with your classmates the questions we have mentioned above. Consider the following:

If **the general goa**l is to raise the awareness of the citizens of the municipality about reducing the amount of generated and improperly disposed of waste, in that case, possible results of a public interest campaign are change (raising) awareness; change in perception; change in thinking; change in behavior.

The specific goals of the campaign need to be aimed at specific and measurable results, necessary to achieve the **general goal.**

Specific goals should be **clear (specific), measurable, achievable, relevant, and time-bound.**

Example:

At least 20% of high school students in the municipality should be involved in the actions for clearing illegal dumps, in the first three months of the campaign.

At least 10% of women/housewives should start selecting, reusing, and recycling household waste until the end of the campaign.

Consider the following:

- What do you want to achieve with your campaign?
- Is it clear enough how the goal can be achieved?
- Do you have a deadline by which it would be fulfilled?
- Do you know what resources you would use to accomplish the goal?
- With whom would you cooperate in accomplishing the goal?
- How can you measure that you will have accurate results?

Unit Three:

Determining the target audience for the communication campaign

In this unit, you will determine the target audience for a particular public interest campaign. The communication campaigns are aimed at a specific group in order to have easier monitoring of its implementation, how successful the campaign is and whether the planned results are achieved. You can segment your target audience by demographic characteristics, behaviour and interests in order to determine more specific messages and an implementation plan.

Exercise
Questions to address:

- What is the difference between general public, target audience and stakeholders?
- What questions do we need to answer in order to determine our audience as precisely as possible?
- Who do we want to reach through our campaign?
- Who are our supporters, who are neutral on this issue, and who are our opponents?

In order to follow the discussion and do the exercise more easily, you can write the questions in advance on a flipchart board, a whiteboard or present them on a projector, so that during the entire lesson the students will have them in sight.

Exercise: 20 minutes
Guidelines for Trainers: The trainer should prepare a worksheet and divide the participants into three groups. The worksheet should contain the questions from the introductory activity, in order to help the students to have a focused discussion during the conversation.

Guidelines for students: In your group, analyse possible target audiences by discussing the following:

- Who do we want to reach through our campaign?
- Who are our supporters, who are neutral on this issue, and who are our opponents?
- Which are the groups you need to encourage to get involved in the different phases/activities?
- What are the stakeholders' interests in relation to your general goal or specific objectives?

- Are the stakeholders in some way connected and how can you find possible ways to work together?
- Are there risks and conflicts and how can you overcome them?

Consider which groups of target audiences are **primary** *(whose knowledge, habits or behaviour must be changed to achieve the goal and to which your messages relate)*, **secondary** *(can be affected by the target)* **and influencers/opinion makers/ influential people** *(can help you reach primary and secondary groups).*

Profile Features: *High school students, aged 14-18, male and female, from urban and rural areas using Instagram.*
Desired Change: *To become aware that they can be part of the solution to the problem/ get involved/support clean-up actions.*

Profile Features: *women, 20-40 years old, from urban and rural areas, who mostly have the obligation to take care of the households, as well as the health of the family, mostly watch TV and use Facebook.*
Desired change: *To start selecting, reusing and recycling household waste.*

Space for working on the exercise

Unit Four:
Writing key messages

In this unit you will work on writing the key messages for the campaign you plan to implement, aimed at your target audience.

Exercise
In your group with your classmates, prepare suggested messages that you would use in your campaign to reach your target audiences.

Note that messages should:

- To show the importance, urgency and significance of the problem;
- Be closely related to the values, beliefs and interests of the target audience;
- To be easy to remember
- To be tailored for each target group separately

Example of key messages:

- *High school students - More space occupied by junk - less places for secret meetings with your crush. Create a space for socializing and having fun, join the action to clean up illegal landfills.*
- *Women - What is trash for you, can be a reason for your child to smile. Reduce the amount of waste that ends up in landfill. Select, reuse, recycle.*

Tip/Advice: In order to define the message more easily, use the formula
Message= problem + solution offered + call to action

Consider:

- What will motivate target groups to change their mind or take action?
- What tone and emotion should your message convey?
- How often will you repeat the message?

Remember the formula KISS – Keep It Short and Simple.

Space for working on the exercise

Unit Five:

Tools and channels for transmitting messages

In this teaching unit you will choose the communication channels and tools you have available in order to effectively convey your message to reach the target audience. The tools and channels for conveying messages are closely related to the habits and behaviours of target audiences, as well as the nature of the messages you want to convey

Exercise
In your group, decide with your classmates what communication channels and tools you can use to implement your campaign.

Tip: When deciding on the channels, tools and additional materials, consider who they are aimed at, whether they are appropriate for your target audience and whether you have the skills and resources to use them.

Attached are some examples for illustration that you can use.

Channels	Tools	Additional materials
Newspapers	Media conferences	Press releases
Radio/ TV	Briefing for journalists	Blog posts
Web pages	Radio/television interviews	Media announcements
Blogs	Tweet-ups / informal socialising	Promotional materials/ gifts
Social media	Speeches	Call to Action/Enrolment
Direct messages/e-newsletters	Conferences	List button
Face-to-face meetings	PR events/meetings/visits	Mail distribution list
Exhibitions, events, conferences	Posters/ flyers/ brochures	
Street festivals	Expert texts	
Actions/workshops	Interviews	
	Forums	
	Video	

Unit Six:

Producing an implementation plan

In this teaching unit you will work on a campaign implementation plan. The plan is a comprehensive overview that lists the activities that will be implemented, the contents that will be published, the communication channels that will be used, as well as the time-frame for the implementation of the activities

Exercise

In your group, discuss the following questions with your classmates:

- What activities will we carry out for the implementation of our campaign?
- What contents will be part of our campaign implementation plan?
- What is the timeline for our implementation plan?
- How often should we implement activities?

See the overview of communication tools and channels, refer back to your target audiences and make a plan how you will approach each target audience, with which communication activity or content.

Tip: Consider who your audience is and on which channel they most frequently receive news. For example, if you wanted to communicate with high school students, would you post content on Instagram, YouTube or on television? Will you be posting content on social media once a week, three times a week, or once a day? How many interviews are you planning and how often would you appear on television? Are you planning to hold a press conference and where?

Unit Seven:

Producing a plan for monitoring and evaluating the campaign

In this teaching unit you will work on a monitoring and evaluation plan for a public interest campaign in order to appraise its success.

Exercise
Together with the other students in your group, write a plan for monitoring and evaluating the implementation of a public interest campaign.
The plan can be drafted in a table, in printed or electronic form and contain the elements that will be monitored and how the success of the campaign will be evaluated.

Example of a monitoring and evaluation plan

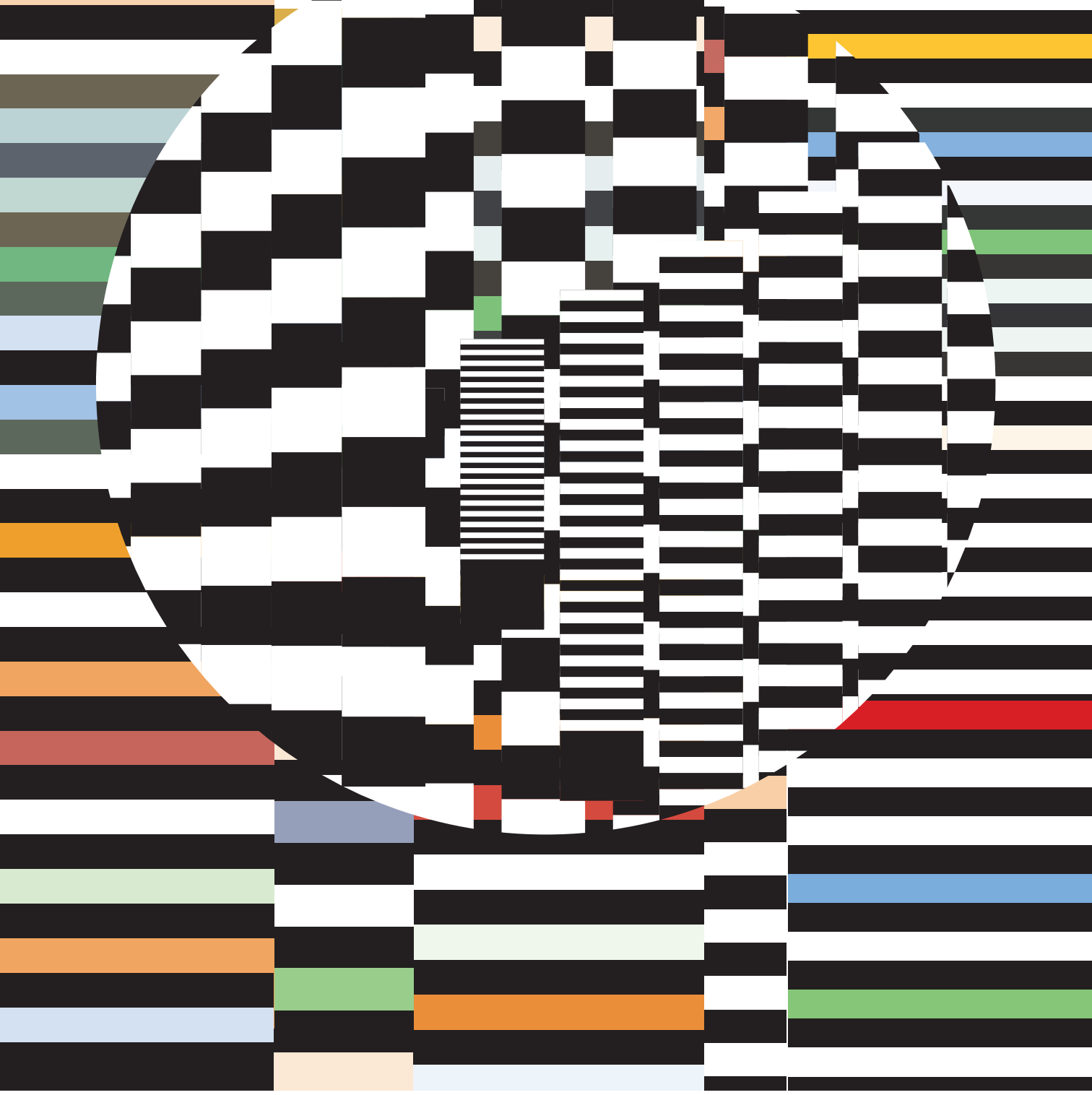
Activity	Expected result	Indicator	Data source/ verifier	Who will be responsible for data collection?	When will the data be collected?

Unit Eighth:

Piloting the implementation plan

In this unit, you will test your campaign plan with a group of students to get feedback and refine your messaging and communication plan. You will gain knowledge about practical planning and piloting of a communication plan.

Exercise
Present your plan to a group of students who will be the so-called focus group, or surveyed citizens. The goal is to elicit candid feedback about the components of the campaign, which elements were done well, and which ones need refinement.



Institute of
Communication Studies