

## TRAINER'S MATERIALS

**MODULE:** COMMUNICATION KIT

**TOPIC 1:** ASSES THE IMPACT OF COMMUNICATION

### TRAINER'S MANUAL OF THE TRAINING SESSION

**DURATION OF THE SESSION: 120 MINUTES**

Time	Table of content	How
10'	<p><b>Introduction to the training</b></p> <p>The trainer will introduce himself and will interact with each participant. He also will ask them to introduce themselves in a fast conversation.</p> <p>At the beginning he can ask some questions to each participant to introduce the topic and interact with them. For example: What is a diffusion plan, How the results can be disseminated and transferred or Why is communication about your Erasmus + project important?</p> <p>Then the teacher can start explaining the main topic of this session. After it, attendants will be able to answer the questions asked at the beginning correctly and including the theory explained to them. The kit will provide you with strategies and resources that contribute to effective communication and dissemination within the framework of your Erasmus + project. The activities aimed at communication, dissemination and use of results are a way to show the work done, publicizing the successes and results of your project, in order to maximize its impact.</p>	<ul style="list-style-type: none"> <li>- <i>Introduction and interaction</i></li> <li>- <i>Questions about the topic before starting</i></li> <li>- <i>Take into account the main objectives of the training</i></li> </ul>
20'	<p><b>Topic presentation</b></p> <p>Before starting the lesson, participants can ask this questions in a paper:</p> <ol style="list-style-type: none"> <li>1. What is a diffusion plan?</li> <li>2. Why is communication about your Erasmus + project important?</li> <li>3. How the results can be disseminated and transferred</li> </ol>	<p><i>Write the answers down and discuss them together to make a final answer.</i></p>

	<p>4. When to carry out dissemination activities and use of the results</p> <p>After answering these questions in a paper, discuss them with all the participants and try to reach an agreement to get the best answer.</p> <p>After that, participants should show the answer to the teacher and he/she will make the pertinent corrections.</p>	
45'	<p><b>Role play - exercicie 1</b></p> <p>Create three groups to optimize the activity and select the next characters:</p> <ul style="list-style-type: none"> <li>- Speakers (2 people)</li> <li>- Evaluators (the other members of the group)</li> </ul> <p>Speakers should have to prepare a plan to convince the evaluators about supporting a project. Remember to analyse the case before starting your speech (Who is the target group? Which impact are we looking for? Why are partners important for the project? ...?). You can have a look at the participant's book to prepare a perfect speech.</p> <p>Evaluators will be given a table to provide a mark to the speakers. At the end they will reach an agreement to decide if they want (or not) to support the project.</p>	<p><i>Exercises given by the teacher to the participants</i></p> <p><i>Exercise 1</i></p> <p><i>Participant's handbook</i></p>
40'	<p><b>A poster for my project - Exercice w</b></p> <p>In the same groups, design a Poster to share on social networks about your poster. Take into account who will look at it and where you will post it. Then you will have to explain it to the other groups.</p>	<p><i>Exercise n°2</i></p>
5'	<p><b>Summary of the session</b></p> <p>Repeat the aim of the sesion and mention the main points to remember about the training and the topic</p>	<p><i>Trainer's speech to summarise and repeat main ideas.</i></p>