



REMCREAD

Empowering Refugee & Migrant Women
through Creative Methods and Digital Literacy

MODULE 2: Introduction to Social Media Platforms Lesson plan



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Module 2. Introduction to social media platforms

Introduction:

The module “Introduction to social media platforms” focuses on enabling participants to use major social media platforms strategically and safely, whether for personal expression, networking, advocacy, or promoting products and services.

It was developed in an interactive format, which can be used in different environments such as single workshop or multiple-day training, online or offline, as well as blended. The materials are easy to adapt and use as a whole or just as individual activities. We recommend the adaptation to the needs of the group.

The **aim** of this module is to equip learners with the knowledge, skills, and attitudes needed to navigate different platforms—Facebook, Instagram, TikTok, and YouTube—understanding their key features, audiences, opportunities, and associated risks. Participants also learn to assess online safety measures and develop a user persona to better tailor content to their specific target groups.

The structure of the module is based on a lesson plan that includes:

- **Icebreakers** that explore participants’ current social media habits and preferences.
- **Terminology and feature exploration** to familiarize participants with key concepts and platform-specific tools.
- **Social Media Scavenger Hunts** where small groups discover features and settings directly within each platform.
- **Risk scenario discussions** that develop strategies for safe and ethical social media use.
- **Persona creation exercises** to help participants identify their target audience and design content that resonates.
- **Summary and reflection activities** to consolidate learning and address questions.

Educators can use the module as a complete package or select activities to match participants’ needs, language levels, and digital skills. Each section includes learning outcomes, clear instructions, material lists, timing guidelines, as well as tips for facilitators to support easy facilitation.

Ultimately, this module empowers educators to guide migrant and refugee women in using social media platforms as safe, creative, and purposeful tools for connection, self-expression, and personal or professional growth.

Below is the Learning Outcome Matrix, analysing the Knowledge, Skills and Attitudes on which the module is based.



	KNOWLEDGE	SKILLS	ATTITUDES
2.1 Introduction to Social Media and 4 different platforms	Understanding common terminology, different types of online platforms and their features/services. Understanding the potential online risks or dangers associated with social media usage.	Ability to identify potential threats such as identity theft or cyberbullying. Ability to distinguish between secure and fake social media content. Self-assurance in utilizing social media platforms as a valuable tool for personal branding	Acknowledging the importance of thinking critically. Comfort and ease in using social media platforms for business promotion and engagement. Creativity and adaptability in crafting content tailored to audience preferences. Having confidence in the awareness of the primary threats one may encounter and in the ability to effectively address them.
Youtube	Understanding the primary usage of the YouTube platform including the knowledge of its features. Understanding the possibilities with this platform to use it for personal promotion and branding. Understanding the main risks or dangers associated with using the platform.	Capability to use various features of the YouTube platform such as creating an account, watching videos, uploading videos, liking videos, creating playlists, and sharing video links. Ability to identify potential threats and implement measures to minimize exposure to such content.	Acknowledging that familiarity with navigating a platform typically improves over time. Having confidence in using the platform for promotion and branding.
Facebook	Understanding the possibilities with this platform to use it for personal promotion and branding. Understanding the typical demographics of users to choose the target audience.	Capability to use various features of the platform such as creating an account, creating posts, commenting, uploading stories, pictures and videos. Ability to identify potential threats and implement	Acknowledging that familiarity with navigating a platform typically improves over time. Having confidence in using the platform for promotion and branding.



	Understanding the main risks or dangers associated with using the platform.	measures to minimize exposure to such content.	
TikTok	Understanding the primary usage of the TikTok platform including the knowledge of its features. Understanding the possibilities with this platform to use it for personal promotion and branding. Understanding the typical demographics of users to choose the target audience. Understanding the main risks or dangers associated with using the platform.	Capability to use various features of the TikTok platform such as video recording/uploading/editing, livestreaming, sharing, following, geolocation). Ability to identify potential threats and implement measures to minimize exposure to such content.	Acknowledging that familiarity with navigating a platform typically improves over time. Having confidence in using the platform for promotion and branding.
Instagram	Understanding the primary usage of the Instagram platform including the knowledge of its features. Understanding the possibilities with this platform to use it for business promotion and branding. Understanding the typical demographics of users to choose the target audience. Understanding the main risks or dangers associated with using the platform.	Capability to use various features of the Instagram platform such as creating an account, following people, sharing videos/images in the form of posts/stories/highlights,, chatting with other members. Ability to identify potential threats and implement measures to minimize exposure to such content.	Acknowledging that familiarity with navigating a platform typically improves over time. Having confidence in using the platform for promotion and branding.
2.2 Creating a persona for the target group	Understanding the target group Understanding how to reach the target group through different platforms	Ability to identify the main characteristics of the target group Ability to identify the right type of content that would fit the target group	Having confidence to build a persona for their target group Creativity and adaptability in crafting content tailored to audience preferences.

Learning Outcomes:

On completion of this lesson, learners will be able to:

- Understand common terminology, different types of online platforms and their features/services.
- Choose the right platform for their target group
- Identify safety risks on Social Media platforms
- Learn about creating a persona for their target group

Duration: approximately 4h

Activities	Objective	Advice for the trainer	Materials	Timing	Further Reading/ Link to Resources
ICEBREAKER: The facilitator is introducing himself/herself to the group if he/she didn't deliver the other workshops before. At this point, the group should already know each other, but the facilitator can propose a small activity to energize the group. The room will be split in YES/NO/MAYBE(or other options) areas and the participants will have to position themselves according to their answer. After asking each	- Get to know better their peers and get into the topic of the workshop	Depending if the group is familiar or not, a round of names is a good idea, so the participants would feel more comfortable and get to know each other. The statements can be changed according to the focus of the workshop or the level of knowledge of the participants. Also the statements from the BINGO activity can be adjusted to	A big training room where participants have space to be split in smaller groups	20 min	

question/statement, the facilitator asks the participants sitting in the middle (maybe position) to explain why they choose to sit there. Possible statements, but they can be changed according to the previous day's discussions: • I mostly use Facebook/IG/TIK-TOK • I spend more than 2 hours a day on social media. • I use social media to stay updated on news and current events. • I have made new friends or connections through social media. • Social media has negatively impacted my productivity at some point. • I feel like I need a break from social media at times.		the group to make it more personal.			
Or SOCIAL MEDIA BINGO The facilitator gives handouts to everyone with the BINGO where there are different statements. The participants have to go around and ask the others if they identify with the statement and write down their names. The names should not repeat. When one person fills up	- Get to know better their peers and get into the topic of the workshop - Learn about each other and what social media platforms each one prefers and uses regularly		A big training room where participants have space to be split in smaller groups Handouts with Social Media BINGO	20-30 min	

one line or the whole page (here depends on how much time there is allocated for the activity) the activity is over and the participants are invited to return to their seats.					
Activity 2.1 Introduction to Social Media Platforms – theory part – terminology Begin with a brief introduction to the importance of social media in today's world, especially in the context of migrant and refugee women who might use these platforms to connect with their communities, access resources, and express themselves. Explain that the session will focus on four major platforms: Instagram, Facebook, TikTok, and YouTube. Based on the PPT, the facilitator introduces the specific terminology for the Social Media world, asking the participants if they knew some of the terms that are not so common. Then ask the participants if they would add some other terms that they encountered while navigating on the Social Media platforms. Second part, the facilitator explains the characteristic of each platform including Key features, User	- Learn the main terminology and features of each platform - Identity knowledge gaps - Delve deeper into the Social Media platforms topic	All the terminology and information is in the PPT presentation and it can be adjusted as well, based on the group.	A video projector, a laptop and the presentation	40 min	https://www.ubiquitousinfluence.com/post/tiktok-slang#

demographics, In which cases can be used etc Check PPT for detailed content to be used for this session					
Activity 2.2 Social Media Scavenger Hunt Separate the group in smaller groups and assign a Social Media platform to each group – for this workshop, ideally would be 4 groups, so we can discuss only about FB,IG, TIK-TOK and YOUTUBE. Each group receives an envelope with tasks related to that specific platform that they have to perform and present at the end of the activity After 30 min see at which stage the group is and if needed give them more 10 min. Then ask each group to present what they have been working on, in this way they will present the unique features of each Social Media platform	- Discover by themselves new features and settings on different social media platforms - Enhances knowledge and skills by using the platforms directly - Strengthen teamwork and cooperation	By this time the trainer should have identified more or less the knowledge of the group on certain platforms, so try mixing the more knowledgeable participants with those that know less, for the best learning experience.	Printed tasks, enough space in the room or outside for the participants to be able to work in peace. Social Media Scavenger Hunt handout	40 min	
Activity 2.3 Risks and safety measures on Social Media platforms	Help participants recognize and understand potential risks on Social Media platforms	Is recommended to harness the knowledge of the group at first, before teaching them which are the best practices in such cases.	Printed scenarios , flipchart or whiteboard, markers,	40-50 min	https://www.youtube.com/watch?v=vPIWDFtP0TQ

Split the group in smaller groups and hand them different scenarios and ask them to discuss in the groups how to act in such a case. Discuss in the big group all the scenarios and the possible actions that should be taken to prevent scams, theft etc. Take notes on a flipchart of all the risks encountered creating a table with frequent risks. Ask the group at the end if they would like to add any other. More in depth info about privacy settings can be found in Module 3	• Equip participants with strategies to enhance safety and security online • Understand how to protect themselves and their communities • Raise awareness of risks that people with low digital and media literacy can stumble upon		Projector and screen for presentation		
Activity 2.4 Creating a persona for your target group 1. Understanding Your Target Group Discuss what is a persona and the importance of understanding the needs, preferences, and digital skills of migrant and refugee women. 2. Ask the participants to create in small groups, a	• Understanding their target group • Understanding how to reach their target groups on Social Media • Learning how to create a persona for their target groups	When activity is used with migrant/refugee women, they should focus on the people they think would like their products, maybe people they know, friends etc For mixed language groups and low language skills in the local language or English, provide handouts in a language they speak well. Remind the participants that they should be non-judgemental and avoid making assumptions	Printed template for persona creation, projector and screen for presentation.	45-60 min	https://www.qualtrics.com/experience-management/research/user-personas/

persona for their target groups – in this case based on the people they are working with. Each group will receive a template for creating the persona and 3 ideas of content for their persona. Ask the groups to present their persona one by one and ask the rest of the group what they think and provide feedback. At the end discuss based on the reflection questions that are in the presentation.					
Activity 2.5. Summary and questions Wrapping up the workshop and answer any additional questions that appear.	Highlighting key principles and addressing concerns.			5-10min	
For learning more about Content creation check Module 4.					

Social Media BINGO

Find a person, who...

Has shared a video on YouTube.	Has tried a trending TikTok challenge.	Uses Facebook to keep up with old friends or family.	Has posted a picture of food on Instagram.
Knows how to schedule a perfect post for maximum engagement.	Has learned a new skill by watching YouTube tutorials.	Has experienced the thrill of having a post go viral (or semi-viral!).	Has spent way too much time choosing the perfect profile picture.
Has tagged friends in a post that made them laugh.	Always shares photos from their travels on their IG or FB	Posted a travel vlog on YouTube	Is in charge of the Social Media of an NGO/business
Shared a funny meme that got a lot of likes.	Tried to recreate a TikTok dance (successfully or not!).	Knows how to schedule posts through Meta	Met someone through Social Media

Social Media Scavenger Hunt

Group 1: Facebook

1. Create a Private Group and Set Guidelines:

Set up a mock private Facebook group for a community project or cause. Create and agree on group rules, roles for group members (e.g., moderator, admin), and guidelines for posting and commenting. Create a welcome post and discuss how to moderate the group effectively.

2. Plan a Facebook Event:

Imagine you are hosting an event for a community (e.g., a digital skills workshop). As a group, create a Facebook Event, fill in all relevant details (title, description, location, etc)

3. Content Moderation Scenario:

You're managing a Facebook Group, and a member posts something that violates community guidelines. Role-play a scenario where one member is a moderator handling the situation, and the rest are group members responding. Discuss how to handle the issue professionally and fairly.

4. Create a Custom Friends List:

Create a new friends list with at least three "friends" (real or random profiles) and set the visibility of a post to this list only.

5. Create a privacy friendly post

As a group, discuss a topic you'd like to share publicly on Facebook—something educational or positive that relates to your community work. Create a Facebook post using one group member's personal profile, focusing on making it both engaging and privacy-friendly.

- Explore and adjust the privacy settings for the post (e.g., Public, Friends, Friends except..., Specific Friends).
- Experiment with tagging options: add a location, tag a friend (if comfortable), or add a feeling/activity to the post.
- Discuss the pros and cons of different privacy settings and why you might choose one over another.

Group 2: Instagram

1. Explore and Use Instagram's Interactive Features:

As a group, explore the different interactive features available on Instagram Stories. Each member should create a story using at least one of the following:

- Polls
- Question box
- Quiz sticker
- Emoji slider
- Countdown timer

Share your stories within the group (using the "Close Friends" list if desired) and discuss how each feature works, what kind of responses you get, and what situations you might use them in.

2. Hashtag Research and Strategy:

As a group, research and compile a list of 10 relevant hashtags for your everyday work in your NGOs. Discuss which hashtags are too broad, which are too niche, and how to balance them for better reach.

3. Instagram Explore Page Analysis:

- Go to the Explore page as a group. Each member searches for a specific hashtag relevant to a shared interest (e.g., #refugeecommunity or #digitalinclusion). Observe the content that appears and note the types of accounts and posts that are popular.
- Discuss in the group what types of content tend to show up in the Explore feed and why certain posts might be highlighted over others. What do you notice about the types of posts (photos, Reels, Stories) that are popular?

4. Understanding Instagram's Privacy Settings:

- Navigate to the privacy settings together as a group. Each member should explore the privacy options under "Account Privacy," "Story Settings," and "Blocked Accounts."
- Discuss the different privacy features and what they do. Try adjusting privacy settings for Stories (like hiding stories from specific followers) and experimenting with restricted and blocked accounts. Reflect on how these settings could help in maintaining online safety.

5. Play with Instagram Filters and Effects:

- In pairs or as a group, explore the camera filters and AR effects available in Instagram Stories. Each member picks a filter or effect to experiment with, takes a picture or video, and shares it with the group (you can use the "Close Friends" feature for sharing).
- Discuss how filters and effects change the feel of a post or Story. Which effects seemed fun, professional, or eye-catching? How does using filters change the interaction with followers?

Group 3: Tik-Tok

1. Explore TikTok's For You Page (FYP):

- Spend some time scrolling through the "For You" page as a group. Each team member should note down the types of content that appear (e.g., dance challenges, educational videos, comedy, etc.).
- Discuss what content is appearing and why it might be featured on the FYP. Compare what each team member saw—did you see similar or completely different videos? Discuss how TikTok's algorithm seems to personalize content.

2. Experiment with TikTok Effects and Filters:

- In pairs or as a group, explore the various effects and filters available in TikTok's video editor. Each person should create a short, fun video using an effect or filter they've never tried before and save it as a draft (without posting).
- Share your drafts within the group and discuss how the different effects and filters work. Which effects were easier to use? What type of content do you think each effect would be good for?

3. Discover and Save Trending Sounds:

As a team, explore trending sounds by tapping the "Sounds" icon when creating a video or searching for popular sounds on the Discover page. Each team member should find and save a sound that interests them.

4. Deep Dive into TikTok Privacy and Safety Settings:

- Navigate to the "Privacy and Settings" menu as a group. Explore different privacy settings, such as who can comment, duet, stitch, or message you.

- Discuss the pros and cons of different privacy settings.

What measures are available to protect users, and how can they be adjusted to make TikTok safer for specific audiences?

5. Challenge: Participate in a TikTok Trend Without Posting:

Choose a popular TikTok trend or challenge together (e.g., a dance or lip-sync) and recreate it using your group's style. Record the video, experiment with video editing features like trimming, speed adjustments, or adding text, but **only save it as a draft** without posting.

Group 4: YouTube

1. Explore the YouTube Search and Filter Options:

As a group, choose a topic you're interested in (e.g., educational content, how-to videos, or cultural stories). Use YouTube's search bar to find videos on the topic and explore the filter options (e.g., filter by upload date, view count, or type of video).

2. Experiment with YouTube's Captions and Subtitles:

Pick a video as a group and watch it with captions turned on. Test both the auto-generated captions and the ones manually added by the content creator (if available). If possible, change the language of the subtitles to see how well YouTube's translations work.

3. Discover YouTube Playlists:

- Explore YouTube playlists together by finding a topic of interest (e.g., digital skills tutorials or cultural stories). Each member should find and share one playlist that they find well-organized or helpful.
- Discuss why certain playlists were more engaging than others. Explore how playlists can be used to organize content, save videos for later, or follow a structured learning path.

4. Explore and Test YouTube's Comment Features:

As a group, choose a popular video and explore the comment section. Look for pinned comments, top comments, and replies. Discuss how the comment section is organized and what kinds of comments get the most visibility.

5. Learn About YouTube's Privacy Settings and Content Controls:

- Together, explore the privacy settings for a personal YouTube account. Look into options like keeping playlists private, restricting video visibility, managing watch history, and parental controls (like Restricted Mode).

- Discuss what each privacy feature does and how it could be useful for maintaining control over your account. Experiment with turning features on and off and discuss why certain settings might be appropriate for different audiences.

Risks on Social Media scenarios:

1. Instagram:

Scenario 1:

Luisa, a social worker working in a school for adult refugee women, frequently shares photos and videos from her daily work, including content with her community. One day, she posts a video from a workshop session, not realizing that in the background is visible sensitive personal information of one of the women attending the workshop. The video gets very popular gaining a lot of likes, comments and shares. Until Luisa realizes, the video reached hundreds of people.

Discussion points:

1. What are the privacy risks in this situation?
2. How could Luisa have prevented this privacy breach?
3. What steps should she take immediately to mitigate the potential harm?
4. How can she better manage privacy settings to avoid such incidents in the future?

Scenario 2:

Aischa, a refugee woman from Syria living in Belgium, starts using Instagram to share her journey of integration in Belgium. She posts a picture celebrating her first job in the new country. However, besides positive messages, she receives a lot of hateful and discriminatory comments from anonymous accounts, as well as private messages from unknown people. This makes her feel unsafe and is affecting her self-esteem.

Discussion Points:

1. What kind of unsafe behaviour is Aicha confronted with?
2. What can she do to avoid such messages in the future?

3. What features can she use to protect herself and manage the situation?

2. Facebook:

Scenario 1:

Annabel, an adult educator, manages a Facebook Group for migrant women living in Austria where they share resources and support each other. One day, a member shares an article claiming immigrants are being offered free healthcare services in one of the local clinics. The information spreads quickly in the group, but Annabel discovers that the article is from 2015 and the clinic doesn't offer anymore this services. This situation leads to confusion and frustration among the group members.

Discussion points:

1. What kind of risky behaviour is represented in this scenario?
2. How could Annabel should have reacted before allowing the article to be shared in the group?
3. What tools does Facebook provide to help manage and moderate group content?
4. How should Annabel address this issue with the group to prevent future misinformation?

Scenario 2:

Nour, a social worker, receives a message on Facebook Messenger from a colleague's account asking for help with an urgent financial issue. The message contains a link to a payment site. Trusting her colleague, Nour clicks on the link and enters her payment details, only to realize later that the colleague's account was hacked, and she lost the money and her account is compromised.

Discussion points:

1. What kind of risk situation is presented in the scenario?
2. What signs Nour should have noticed that the message was a trick?

3. What steps should she take immediately after she realized she got tricked?
4. What Facebook features should be used to report the hacked account and protect her account and data for future scams?

3. Tik-Tok

Scenario 1:

Haya, a young refugee woman joins TikTok and gets involved in a viral challenge that involves performing a risky physical move. She records herself attempting the challenge, but while trying to perform the move, she injures herself, but she posts the video online. The video gets popular very fast, attracting also negative comments, questioning why she participated in such a dangerous challenge.

Discussion Points:

1. What are the dangers of participating in challenges on TikTok?
2. How could Haya should have evaluated the risks before attempting the challenge?
3. What steps can she take to remove the video and manage the negative attention?
4. How can she use TikTok's privacy settings to control who sees her future posts?

Scenario 2:

Mira, a 15 years old girl living in a refugee camp in Italy, begins using TikTok to pass time and connect with others. She starts getting videos with violent or sexually explicit content which makes her uncomfortable. She is unsure how to avoid such content and continues to be exposed to it as she scrolls through her feed.

Discussion Points:

1. What risks does Mira face when exposed to inappropriate content on TikTok?
2. How can Jasmine use TikTok's safety features to filter out such content?

3. How can her guardians or educators support her in using TikTok safely?

4. YouTube

Scenario 1:

Kati, a refugee advocate, uploads a video on Youtube discussing her work with refugee women. The video receives a lot of positive feedback, but it also attracts a number of hateful and derogatory comments from trolls. Kati feels overwhelmed by the negativity and is not sure how to handle the situation and is discouraged to continue her advocacy work.

Discussion Points:

1. How can Kati manage and moderate the comments on her videos?
2. How can she report abusive comments and block users who are harassing her?
3. What features does YouTube provide to filter out or hold comments for review?
4. What are the emotional impacts of dealing with negative comments, and where can she seek support?

Scenario 2:

Antony, a social worker creates educational videos for refugee children and uploads them on YouTube. In one of her videos, he is using a popular song he downloaded from an online website. A few weeks later, Antony receives a copyright strike from YouTube which impacts his ability to upload new content and potentially leads to the removal of his video.

Discussion Points:

1. What are the risks associated with using copyrighted material on YouTube?

2. How could Antony have checked if the music he used was free or required a license?
3. What steps should he take after receiving the copyright strike?
4. How can avoid copyright issues in the future and what features YouTube provides for creators?

Create your user persona

Name - Give them a name	
Basic facts – Age, country of origin, current city household (children/elders), languages spoken, literacy level.	
Digital profile & devices - Device(s) used (smartphone, feature phone, tablet), data situation (limited/unlimited), internet access (home Wi-Fi / public Wi-Fi / mobile data / none).	
Digital skills – Novice / basic / intermediate – can they download apps, take photos, send voice messages, watch videos?	

Daily routine & time online - When can they access the internet? (morning/afternoon/evening) How long?	
Goals & motivations (top 3) - Why would they use social media? (stay in touch, learn language, find work, entertainment, support)	
Challenges (top3) - E.g., language barrier, fear of sharing personal info, childcare, low literacy, distrust of content, low data budget.	
Trusted sources & networks - Who do they trust?	
Content preferences - Formats they prefer (short videos, audio messages, images, text, live sessions), language needs (native language subtitles), tone (formal/informal).	
Privacy & safety concerns	
Accessibility needs - Large text, audio-first, simple visuals, translations, captioning.	
Top 2–3 platforms they are likely to use (initial guess)	

Additional points that can be discussed:

- **Attitudes:** What are their attitudes towards religion, politics, social classes, the environment etc.?
- **Interests:** What are their interests and hobbies?
- **User Environment:** Are they a computer user or a mobile user?