



EMPOWERING VET TEACHERS AND EXPERTS ON CAREER MANAGEMENT IN THE INFLUENCER ERA

Curriculum for VET educators

TITLE:

Curriculum "Empowering VET teachers and experts on career management in the influencer era"

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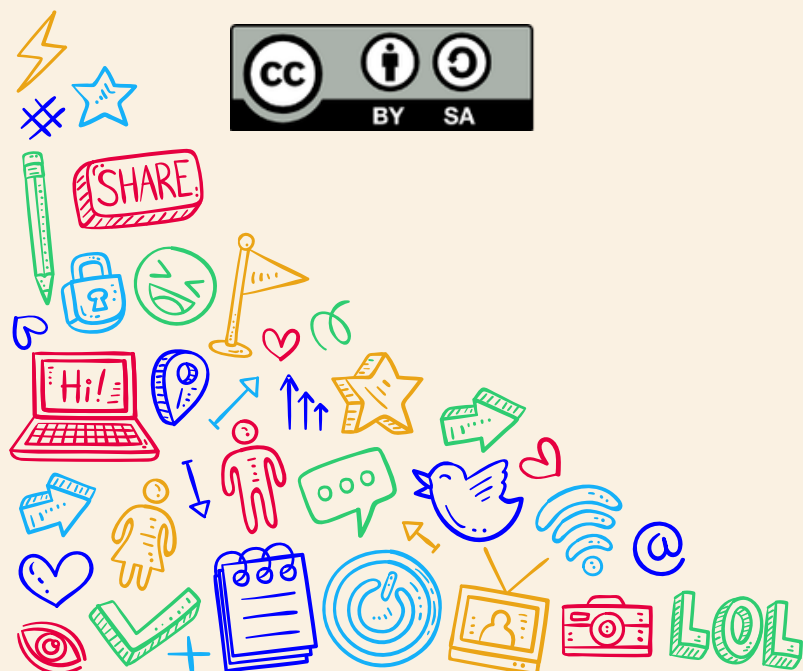
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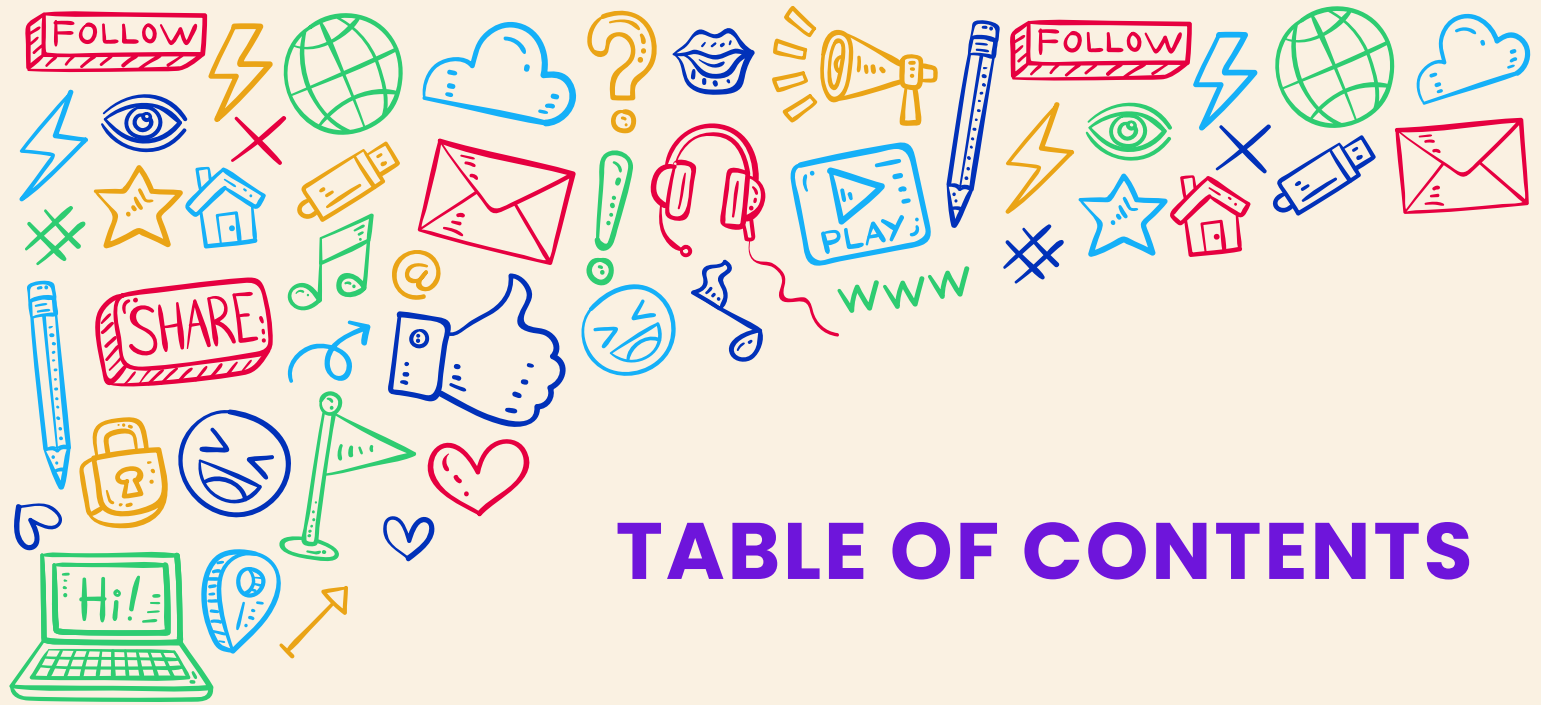


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SUMMARY OF THE PROJECT

Despite the growing economic opportunities and societal impact of influencer careers, there is a significant gap in structured career management education and support for individuals aspiring to succeed in this fast-evolving, non-traditional profession.

Young influencers face numerous challenges, including the lack of formal structures, recognition and the need for strategic planning. When designing this project, our goal was to develop career management programmes specifically tailored to the needs of influencers, thus to provide them with the necessary tools and knowledge to navigate the complexities of this profession. By addressing the unique challenges and requirements of influencer careers, our project also aims to empower VET teachers in developing capacities in their work with young people in building sustainable and successful careers in this rapidly changing industry.

Our project specifically targets teachers and students in vocational education and training (VET) schools, where there is a significant interest in becoming influencers but a lack of specialised career planning and counselling. Our surveys, observations and research indicate that while many VET students are drawn to the idea of influencing as an easy way to earn money, they soon realise the challenges and educational gaps that exist. Furthermore, VET teachers are often not equipped to provide career planning and counselling that aligns with modern technology trends and the realities of the influencer profession.

Our project aims to fill this gap by empowering VET school teachers to organise career planning and counselling for their students, with a focus on the influencer profession and its unique challenges. We also aim to promote the appreciation of social values in careers, encouraging students to use their influence for positive social impact. By providing structured support and education for both teachers and students, our project seeks to ensure that young people are well-prepared to navigate the world of influencing and make informed decisions about their careers.

Finally, the project aims to bridge the gap between vocational education and evolving digital professions by equipping both students and teachers with the tools needed for long-term success and responsible engagement in the influencer industry.

The main goal of the project is:

To contribute to education of VET students in informed career orientation and empower VET school teachers to provide effective career planning and counselling that aligns with social media trends and promotes social values among students.

Specific objectives:

- To educate VET students in making informed career choices as influencers, understanding the nuances of influencer work in relation to career management, through an innovative toolkit with practical guidance and piloting workshops;
- To empower VET teachers and associated experts in career management for emerging professions in digital and creative industries through a comprehensive 6-day curriculum with key concepts, educational sessions, and local training courses.
- To foster partnerships with VET schools and enhance the capacities of partner organisations in career management for influencers through online project platform, dissemination activities and networking events at the local and national levels.



Project activities are:

- Online kick-off meeting
- R1 Toolkit “Empowerment of VET students on making informed career choices in influencer careers”
- Piloting workshops of the Toolkit with VET students – in Serbia, Germany, Croatia
- Online mid-term meeting
- R2 Curriculum "Empowering VET teachers and experts on career management in the influencer era"
- Local training courses of VET teachers and experts – in Serbia, Germany, Croatia
- R3 Online Project platform
- National conference in Serbia
- National conference in Germany
- National conference in Croatia
- Online evaluation meeting



INTRODUCTION AND HOW TO USE THE CURRICULUM

The digital transformation of the labour market has significantly reshaped career pathways and professional opportunities for young people. One of the most visible manifestations of this shift is the emergence of influencer careers and digital professions, which have become increasingly attractive to VET students. These new career pathways demand new and innovative approaches to career guidance, requiring educators to understand the mechanics of social media platforms and broader implications of digital entrepreneurship, personal branding, and the evolving nature of work in the 21st century.

This curriculum addresses the urgent need to equip VET teachers, pedagogues, psychologists, and associated experts with the knowledge, skills, and practical tools necessary to provide high-quality career guidance in this rapidly changing landscape. The curriculum recognizes that influencer careers represent more than a trend that will soon disappear - these careers are presenting us with fundamental shifts in how young people conceptualize work, identity, and professional success. Understanding these shifts is essential for educators who want to support students in making informed, realistic, and sustainable career choices.

The curriculum is structured around three interconnected modules, each addressing critical dimensions of career management in the influencer era. Module 1 explores the foundations of influencer work and marketing, examining how influencer culture shapes career choices and the ethical considerations that guides both educators and students. Module 2 focuses on career management methodologies and the competences required to support students in navigating the complexities of influencer-driven career expectations, including critical media literacy, financial literacy, and the tension between authenticity and image. Module 3 addresses the practical application of social media platforms in career development, providing educators with concrete strategies for teaching students how to leverage digital tools effectively and professionally.

Throughout the curriculum, emphasis is placed on developing critical thinking skills that enable educators to evaluate influencer-driven trends, recognizing both opportunities and risks. The curriculum also acknowledges the importance of cross-curricular integration, demonstrating how career guidance related to influencer professions can be embedded within existing VET subjects and aligned with national educational frameworks. By connecting career guidance to broader competences such as entrepreneurship, digital literacy, personal and social development, and citizenship education, the curriculum ensures that students receive holistic support that prepares them for specific career paths and lifelong learning and adaptability in a dynamic labour market.

This curriculum is designed to be accessible, practical, and adaptable. It provides detailed workshop plans, learning objectives aligned with Bloom's taxonomy, interactive methodologies, and ready-to-use worksheets.

Ultimately, this curriculum aims to **empower educators to become confident, informed guides for students exploring influencer careers and digital professions**. By equipping teachers and experts with the tools to navigate this complex topic, the curriculum contributes to the development of a generation of **young people who can make thoughtful, informed career decisions that align with their values, talents, and aspirations in the world that is becoming more and more digital**.



Each workshop is designed to balance **theoretical input with practical application**, ensuring that participants not only understand concepts but also develop the confidence and competence to implement them in their own educational contexts. Reflection activities are embedded throughout the curriculum, encouraging participants to critically analyse their own assumptions, experiences, and practices related to career guidance and digital professions.

ADAPTING THE CURRICULUM

Even though this curriculum is structured as a six-day training program, it can be adapted to meet the needs of different contexts and audiences. Individual modules can be delivered as standalone sessions, allowing institutions to focus on specific areas of interest or need. Workshops within modules can also be selected and combined to create customized training programmes that address particular learning objectives or time constraints.

USING THE WORKSHOPS

Each workshop follows a consistent structure that helps in easier preparation and delivery::

1. **Workshop title and duration:** Clearly identifies the focus and time allocation for the session.
2. **Background:** Explains the importance of the topic and what participants will gain from the workshop.
3. **Aim:** States the overarching purpose of the workshop in infinitive form (e.g., "to explore," "to develop," "to analyze").
4. **Objectives:** Lists 3-5 specific, measurable learning objectives that participants will achieve.
5. **Competences addressed:** Identifies which of the eight key competences for lifelong learning are developed through the workshop.
6. **Methodology and methods:** Describes the pedagogical approaches and specific techniques used (e.g., group work, discussions, case studies).
7. **Workshop flow:** Provides a step-by-step guide to activities, including timing and detailed instructions for facilitators.
8. **Materials needed:** Lists all resources required for the workshop, including papers, markers, digital tools, and multimedia resources.
9. **Background documents and further reading:** Offers academic and professional sources for deeper exploration of the topic, with full citations and links.
10. **Recommendations for multiplying this session:** Suggests strategies for scaling or adapting the workshop for different audiences or settings.
11. **Usage in different VET surroundings:** Explains how the workshop content connects to various VET professions and subject areas, demonstrating cross-sectoral applicability.

USING THE WORKSHEETS

For some of the workshops, there are worksheets prepared, that serve as participant handouts. The intention of the worksheets is to guide individual reflection and self-assessment, to provide structure frameworks for analysing case studies and scenarios, to support skill development through practical exercises and to serve as reference materials that can be used in further teaching practice.

Worksheets are included after each workshop. Facilitators are encouraged to review worksheets in advance and adapt them to reflect the specific needs and contexts of their participants.



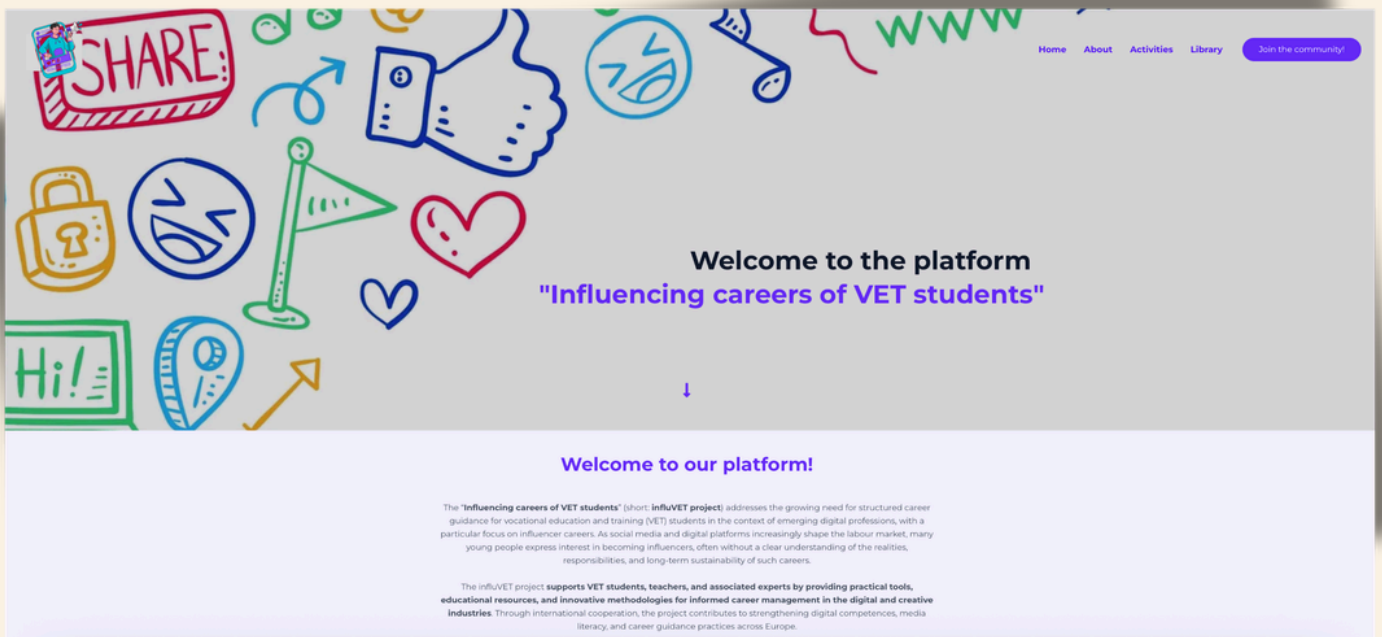
ASSESSMENT AND EVALUATION

Each module is concluded with an evaluation session that allows participants to reflect on their learning, provide feedback on the training, and identify areas for further development. Evaluation methods may include group discussions, written reflections, self-assessment tools, and feedback forms. These **evaluation activities serve both formative and summative purposes**, helping facilitators to assess the effectiveness of the curriculum and participants to consolidate their learning.

CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

This curriculum serves as a foundation for ongoing professional development in the area of career guidance for influencer careers and digital professions. Participants are encouraged to engage with the recommended readings, explore additional resources, and participate in communities of practice where they can share experiences, challenges, and innovations with peers.

The InfluVET project website and online platform provide more opportunities for networking and collaboration. **Join our platform on www.influvet.eu** and network with other VET educators and experts!



Online project platform: www.influvet.eu



EXPLANATION OF THE CURRICULUM TOPICS

This curriculum addresses three interconnected domains that are essential for effective career guidance in the context of influencer careers and digital professions. Each domain represents a critical area of knowledge and competence that VET educators and experts should develop in order to support students in making informed, realistic, and sustainable career choices in the digital age.

Down below, you will find more information about each topic, which corresponds to the module developed.

TOPIC 1: INFLUENCER WORK AND MARKETING

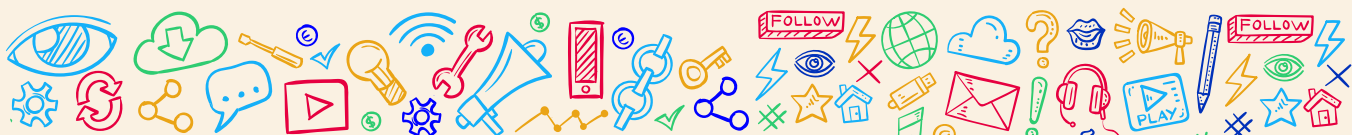
The rise of influencer culture represents one of the most significant shifts in how young people conceptualize work, success, and professional identity. Influencers intertwine the areas of content creation, entrepreneurship, marketing, and personal branding, creating career pathways that did not exist before (Audrezet and Charry, 2024). For many VET students, influencer careers appear attractive, accessible, and are corresponding to their interests in digital media and self-expression (WorldSkills, 2024; ASA JFF, 2025). However, the realities of influencer work, including the business models, income volatility, ethical considerations, and psychological demands, are often poorly understood by both students and educators.

This topic equips educators with a comprehensive understanding of basics of influencer marketing, how it functions as an industry, and how it shapes career choices of young people. The influencer marketing industry has grown into a 17,4 billion USD industry by 2023 (Lou and Yuan, 2023), and the creator economy is a 250 billion USD global force (Forbes, 2025). In this module, educators learn to distinguish between the aspirational narratives promoted by influencers and the practical realities of building sustainable careers in this field. The topic also addresses the ethical dimensions of influencer culture, including issues of authenticity, transparency, consumer protection, and the potential for influencers to share unrealistic standards or harmful behaviors.

When they develop expertise in this area, educators become more equipped of guiding students through different questions: ***What does it mean to work as an influencer? What skills, resources, and strategies are required? What are the risks and good sides? How can students evaluate if influencer careers are in contact with their values, talents, and long-term goals?*** This knowledge enables educators to provide informed career guidance that is based in reality: it's not romanticised or being looked as the worst profession.

Key concepts covered within this topic will be the following:

- Definitions and typologies of influencers (nano, micro, macro, mega influencers);
- Business models and revenue streams in influencer marketing (sponsored content, affiliate marketing, brand partnerships, merchandise) (Lou and Yuan, 2023; PMC, n.d.);
- The role of social media platforms and algorithms in shaping influencer success;
- Ethical considerations, including disclosure requirements, authenticity, and responsibility to audiences;
- The impact of influencer culture on consumer behavior and career aspirations;
- Trends and future directions in influencer marketing and digital entrepreneurship (Audrezet and Charry, 2024; Forbes, 2025).



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TOPIC 2: CAREER MANAGEMENT METHODS AND STUDENT EMPOWERMENT

Effective career guidance requires more than knowledge of specific professions; it demands a spectrum of methods and approaches that will help educators to support students in exploring their interests, understanding their competences, and making informed decisions. In the context of influencer careers, this challenge is particularly visible, as students are often influenced by ideal representations of influencer lifestyles that don't mention the challenges (Cabell, 2021).

This topic focuses on improving competences of educators with practical career management methods that empower students to critically evaluate expectations about influencer careers. Educators learn how to facilitate self-assessment processes and identify their passions, strengths, and values, and to connect these insights to realistic career pathways. The topic also puts the attention to the development of critical media literacy, enabling students to deconstruct influencer content and recognize the techniques used to show idealised images (Kellner and Share, 2019; European Journal of Training and Development, n.d.). Financial literacy is also addressed, as understanding income variability, business expenses, and financial planning is crucial for students considering entrepreneurial or freelance careers (PMC, 2024).

A central theme of this topic is the tension between authenticity and image crafting. Influencers often present specific and polished versions of their lives, which then can **raise questions about personal authenticity over professional success**. Therefore, educators learn strategies to help students navigate this dilemma, and at the same time how to foster self-awareness and ethical decision-making. This topic also addresses the psychological dimensions of influencer careers, including the pressures of public visibility, the impact of social comparison, and the importance of resilience and mental health.

When they develop expertise in this area, educators become equipped to support students in making career choices that are grounded in self-knowledge, critical thinking, and realistic expectations. This empowerment sees students as actively included actors in their own career development, who can make appropriate decisions when provided with quality guidance and support.

Key concepts covered within this topic will be the following:

- Career management theories and frameworks (e.g., Holland's typology, Super's life-span theory, social cognitive career theory) (Nayak, 2020; ScienceDirect Topics, n.d.; ALIS, n.d.; Lent, Brown, and Hackett, 2002);
- Methods for facilitating self-assessment and career exploration (interest inventories, values clarification, skills audits);
- Critical media literacy: analyzing influencer content, recognizing persuasion techniques, evaluating credibility (Kellner and Share, 2019; European Journal of Training and Development, n.d.);
- Financial literacy for digital entrepreneurs: income streams, budgeting, taxation, financial planning (PMC, 2024);
- Navigating unrealistic expectations: addressing social comparison, perfectionism, and the gap between perception and reality;
- Authenticity and identity in career development: balancing personal values with professional demands;
- Supporting mental health and resilience in the context of public-facing careers.



TOPIC 3: SOCIAL MEDIA AND CAREER DEVELOPMENT

Social media platforms have become important tools for career development, networking, job searching, and professional branding in every sector of work (Tkachuk et al., 2025). For students interested in influencer careers, social media is a primary medium that is used in these kinds of careers. However, effective use of social media for career purposes requires more than technical knowledge - it also needs strategic thinking, ethical awareness, and an understanding of how different platforms are used for different professional purposes.

This topic provides educators with the knowledge and skills to teach students how to use social media effectively and responsibly for career development. Educators learn about the distinctive features and professional applications of major platforms, including Instagram, TikTok, Twitter (X), and LinkedIn. While Instagram and TikTok are central to influencer careers, LinkedIn represents a critical tool for professional networking and job searching in most of the VET sectors, making it relevant for all VET students regardless of their career aspirations.

The topic also highlights the importance of personal branding, which is the process of strategically presenting online in ways that communicate professional identity, values, and competences (Harvard Business School Online, 2024; Northeastern University, 2024). Educators learn how to guide students in developing authentic, coherent personal brands that are in contact with their career goals. The topic also addresses professional etiquette and online communication skills, including how to engage with audiences, respond to criticism, protect privacy, and navigate the risks associated with digital visibility (Digital Marketing Institute, 2025).

A critical dimension of this topic is digital safety and security. Educators are equipped with skills to understand the risks of oversharing personal information, the permanence of digital content, the potential for cyberbullying and harassment, and strategies for protecting online reputations. The topic also addresses the ethical responsibilities of content creators, including the importance of accuracy, transparency, and respect for intellectual property.

When they develop expertise in this area, educators become capable of preparing students to use social media as a tool for career advancement while keeping in mind the ethical, psychological, and security considerations that accompany digital visibility.

Key concepts covered within this topic will be the following:

- Platform-specific features and professional applications (Instagram, TikTok, Twitter/X, LinkedIn);
- Personal branding: defining professional identity, creating coherent narratives, visual and verbal communication (Harvard Business School Online, 2024; Northeastern University, 2024; Digital Marketing Institute, 2025);
- Content creation strategies: planning, producing, and optimizing content for different platforms and audiences;
- Professional etiquette and online communication: tone, responsiveness, conflict resolution, audience engagement;
- Privacy and security: managing personal information, understanding platform policies, protecting digital reputation;
- Using social media for career exploration: researching industries, following professionals, identifying trends (Tkachuk et al., 2025);
- Networking and relationship-building in digital spaces;
- Ethical content creation: accuracy, transparency, intellectual property, responsible influence.



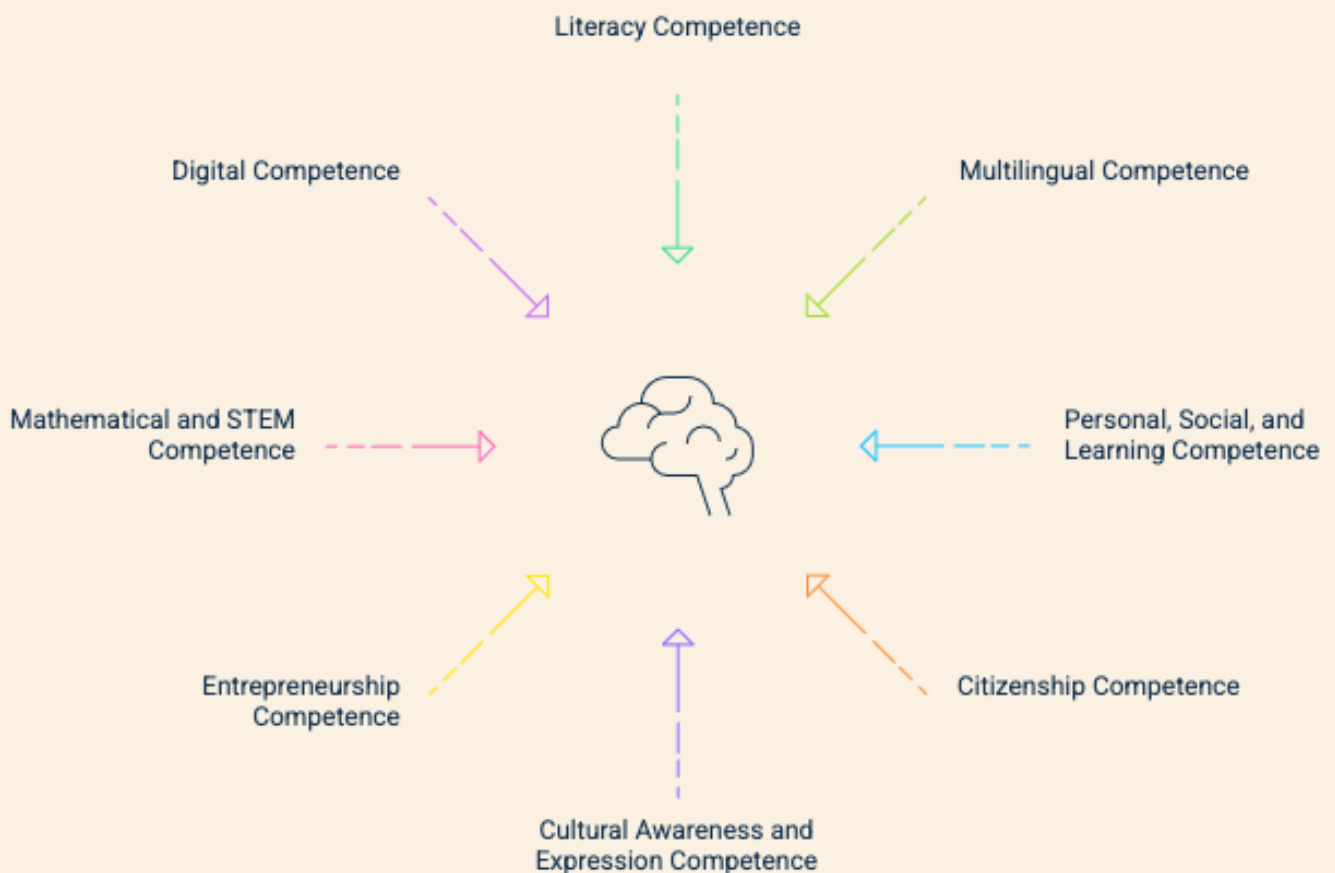
EIGHT KEY COMPETENCES FOR LIFELONG LEARNING

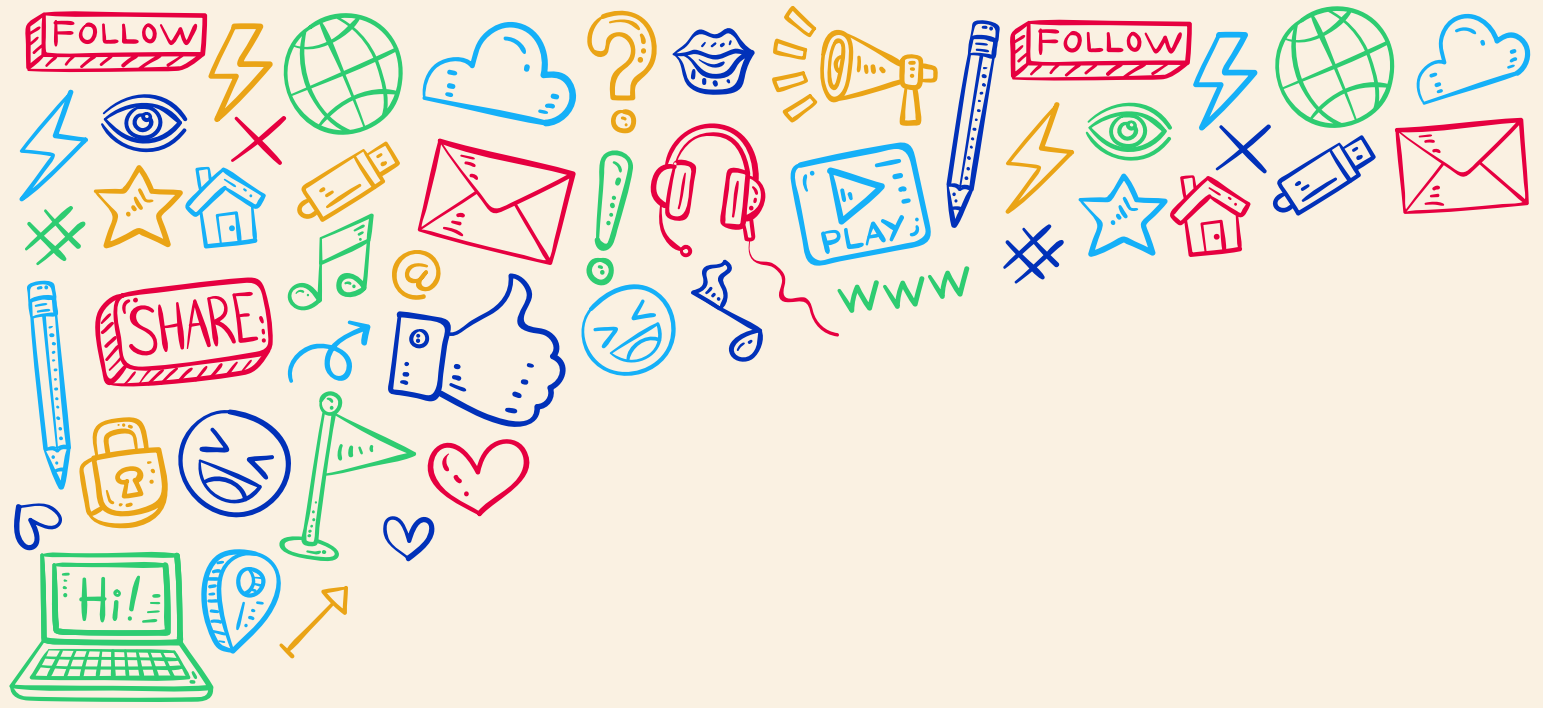
Throughout this curriculum, workshop activities are connected to the European Union's framework of eight key competences for lifelong learning, as outlined in the Council Recommendation of May 2018. These competences represent the **knowledge, skills, and attitudes essential for personal fulfillment, employability, social inclusion, and active citizenship** in contemporary European societies. By aligning curriculum content with this framework, the InfluVET project ensures that **career guidance related to influencer professions contributes to broader educational goals and supports holistic student development.**

Educators are encouraged to help students recognize how the competences they develop through exploring influencer careers, such as digital literacy, entrepreneurship, and critical thinking, are valuable across a wide range of professions and life contexts.

This competence-based approach aligns with contemporary educational frameworks and supports the integration of career guidance into broader VET curriculum.

8 key competences for life-long learning





Module 1

Influencer work and marketing: impact on career management



MODULE 1 OVERVIEW

Module 1 provides an introduction to the world of influencer marketing and its impact on career management and career choices of young people. This module addresses the need for educators to understand influencer work as a significant dimension of the modern labour market that shapes how students perceive professional success, identity, and opportunity.

The module begins by establishing basic knowledge about what influencer marketing is, how it functions as an industry, and the various forms it takes across different platforms and sectors. Participants will explore business models that are connected with influencer careers, including sponsored content, brand partnerships, affiliate marketing, and merchandise sales. The module examines the role of social media algorithms in determining influencer visibility and success, providing participants with insights into the technical and strategic dimensions of influencer work.

A central focus of the module is the relationship between influencer marketing and career choices. Participants will analyse how influencer culture shapes students' career choices. The module improves the competences of educators to help students navigate influencer-driven trends in career development, recognising both the opportunities and the risks associated with influencer careers or being influenced by influencer narratives in making career decisions. Ethical considerations are integrated throughout the module, where participants engage in critical discussions about the ethical responsibilities of educators in guiding students toward careers that align with their values and well-being.

LEARNING OUTCOMES (BLOOM TAXONOMY)

By the end of this module, participants will be able to:

REMEMBERING

Define key terms related to influencer marketing, including influencer, sponsored content, engagement rate, brand partnership, and algorithm

List the main types of influencers (nano, micro, macro, mega) and their distinguishing characteristics

Identify the primary social media platforms used by influencers and their distinctive features

UNDERSTANDING

Explain how influencer marketing functions as a business model and industry

Describe the various revenue streams available to influencers and the factors that determine income levels

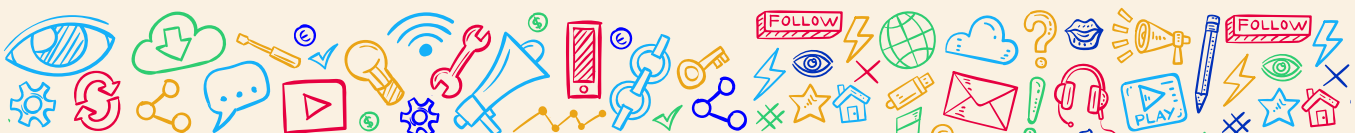
Summarize the ways in which influencer culture shapes career aspirations and choices among VET students

APPLYING

Demonstrate the ability to analyze influencer content to identify marketing strategies and persuasion techniques

Apply career guidance frameworks to support students in evaluating the suitability of influencer careers for their individual circumstances

Use case studies of influencers to illustrate key concepts and facilitate student discussions



ANALYSING

Differentiate between authentic self-expression and strategic image crafting in influencer content

Examine the ethical implications of influencer marketing practices, including transparency, authenticity, and audience responsibility

Compare the realities of influencer work with the perceptions commonly held by students.

EVALUATING

Assess the potential benefits and risks of influencer careers for students with different interests, skills, and values

Critique influencer-driven trends in career development, identifying both opportunities and problematic aspects

Judge the ethical acceptability of specific influencer marketing practices using established ethical frameworks

CREATING

Design career guidance activities that help students critically evaluate influencer careers and make informed decisions.

Develop strategies for integrating discussions of influencer marketing into existing VET curricula and career counseling practices.

Formulate ethical guidelines for students interested in pursuing influencer careers, addressing issues of transparency, authenticity, and responsibility.

CONNECTIONS TO SUBJECTS AND CROSS-CURRICULUM TOPICS

Module 1 content can be integrated into existing subjects and cross-curricular topics within the VET system. Down below, there are some examples.

Connection to subjects:

- **Economics and business subjects:** Influencer marketing provides a contemporary case study for exploring business models, entrepreneurship, marketing strategies, consumer behavior, and digital commerce. Students can analyse influencer businesses as examples of small-scale entrepreneurship, examining revenue streams, cost structures, market positioning, and competitive strategies.
- **Marketing and sales:** Influencer marketing is a core component of contemporary marketing practice. VET programs in marketing, advertising, and sales can incorporate influencer marketing as a topic, exploring how brands collaborate with influencers, how influencer campaigns are designed and evaluated, and how influencer marketing can be a part of bigger marketing strategies.
- **Media and communication:** Subjects focused on media production, journalism, public relations, and communication can examine influencer content as a form of media, analysing production techniques, narrative strategies, audience engagement, and the ethical responsibilities of content creators.
- **Information and communication technology (ICT):** Influencer work relies heavily on digital technologies, including content creation software, social media platforms, analytics tools, and digital marketing technologies. ICT programs can explore the technical dimensions of influencer work, including video editing, graphic design, search engine optimization, and data analysis.



- **Tourism and hospitality:** Influencers play a significant role in promoting tourism destinations, hotels, restaurants, and travel experiences. VET programs in tourism and hospitality can examine how influencers shape consumer preferences, how businesses collaborate with influencers for promotional purposes, and how students might use influencer strategies to promote their own future businesses or employers.
- **Fashion and design:** Fashion influencers are among the most prominent and influential figures in the influencer economy. Subjects in fashion, textile design, and styling can explore how influencers shape fashion trends, how they collaborate with brands and designers, and how students might use social media to showcase their own creative work.
- **Health and social care:** Influencers in the health, fitness, and wellness sectors have significant impact on public perceptions and behaviors. VET programs in health and social care can critically examine the role of influencers in promoting health information, the risks of misinformation, and the ethical responsibilities of health-related content creators.

Connection to cross-sectorial topics in VET curriculum:

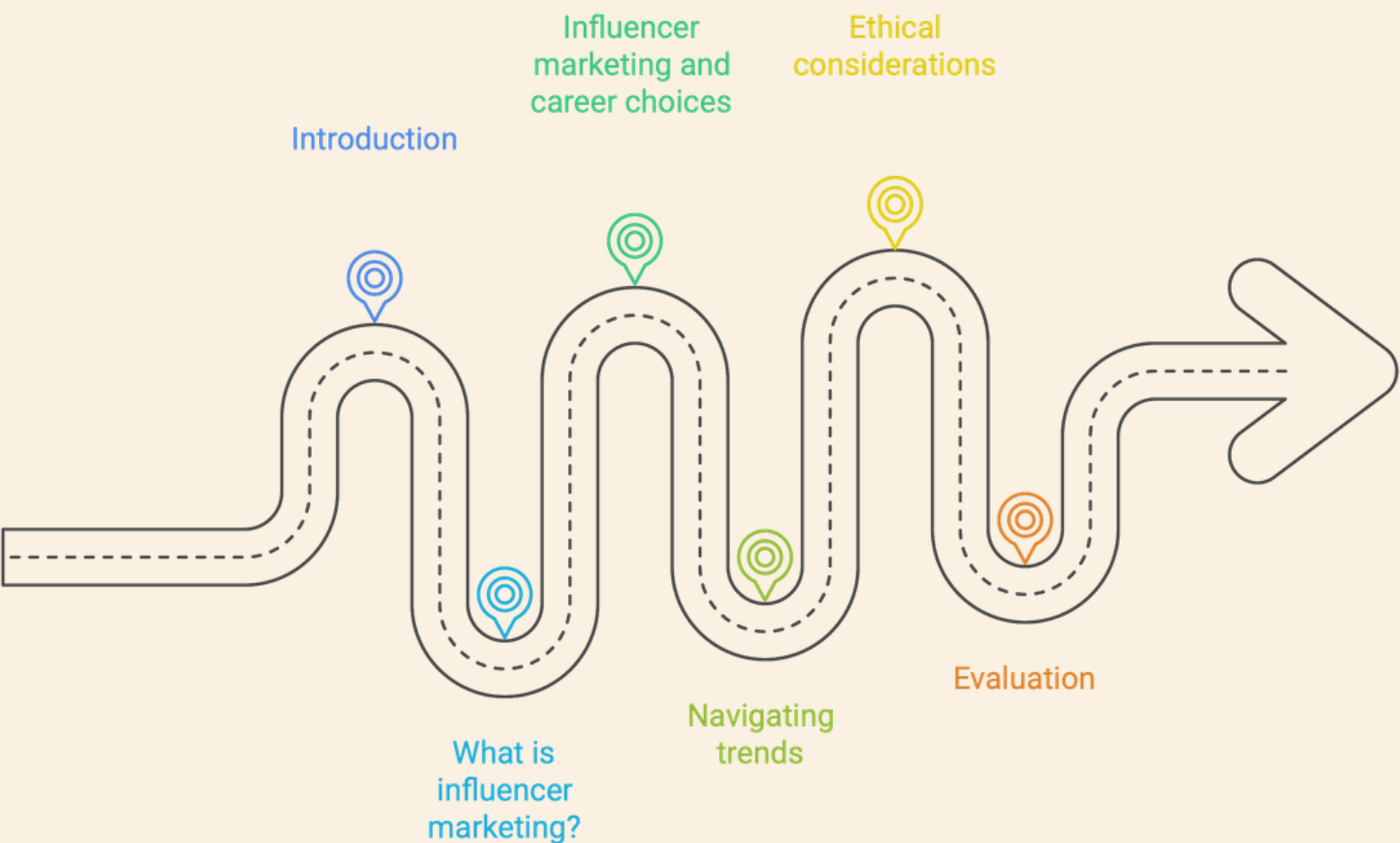
- **Entrepreneurship:** Influencer careers are inherently entrepreneurial, requiring individuals to identify opportunities, build personal brands, negotiate partnerships, and manage their own businesses. Module 1 content directly supports the cross-curricular topic of entrepreneurship by providing concrete examples of digital entrepreneurship and by equipping educators to guide students in developing entrepreneurial mindsets and skills.
- **Personal and social development:** Exploring influencer careers involves critical reflection on identity, values, self-presentation, and the relationship between personal authenticity and professional success. Module 1 activities support personal and social development by encouraging students to examine their own values, to develop self-awareness, and to make career choices.
- **Citizenship education:** Influencers have significant social influence and bear ethical responsibilities to their audiences and to society. Module 1 addresses citizenship education by exploring the ethical dimensions of influencer work, including transparency, honesty, social responsibility, and the potential for influencers to contribute positively or negatively to public discourse and social values.
- **Use of ICT:** Digital literacy and the effective, ethical use of information and communication technologies are central to influencer careers. Module 1 content supports the cross-curricular topic of ICT use by addressing digital platforms, content creation technologies, online communication, and the critical evaluation of digital content.
- **Health:** Influencers in the health, fitness, beauty, and wellness sectors have significant impact on young people's health behaviors and body image. Module 1 can be connected to health education by critically examining the health-related messages promoted by influencers, the risks of misinformation, and the importance of evidence-based health information.
- **Learning to learn:** Career management itself is a dimension of learning to learn, as it involves self-assessment, goal-setting, information gathering, and reflective decision-making. Module 1 supports learning to learn by modeling career exploration processes and by equipping educators to facilitate student self-assessment and career planning.

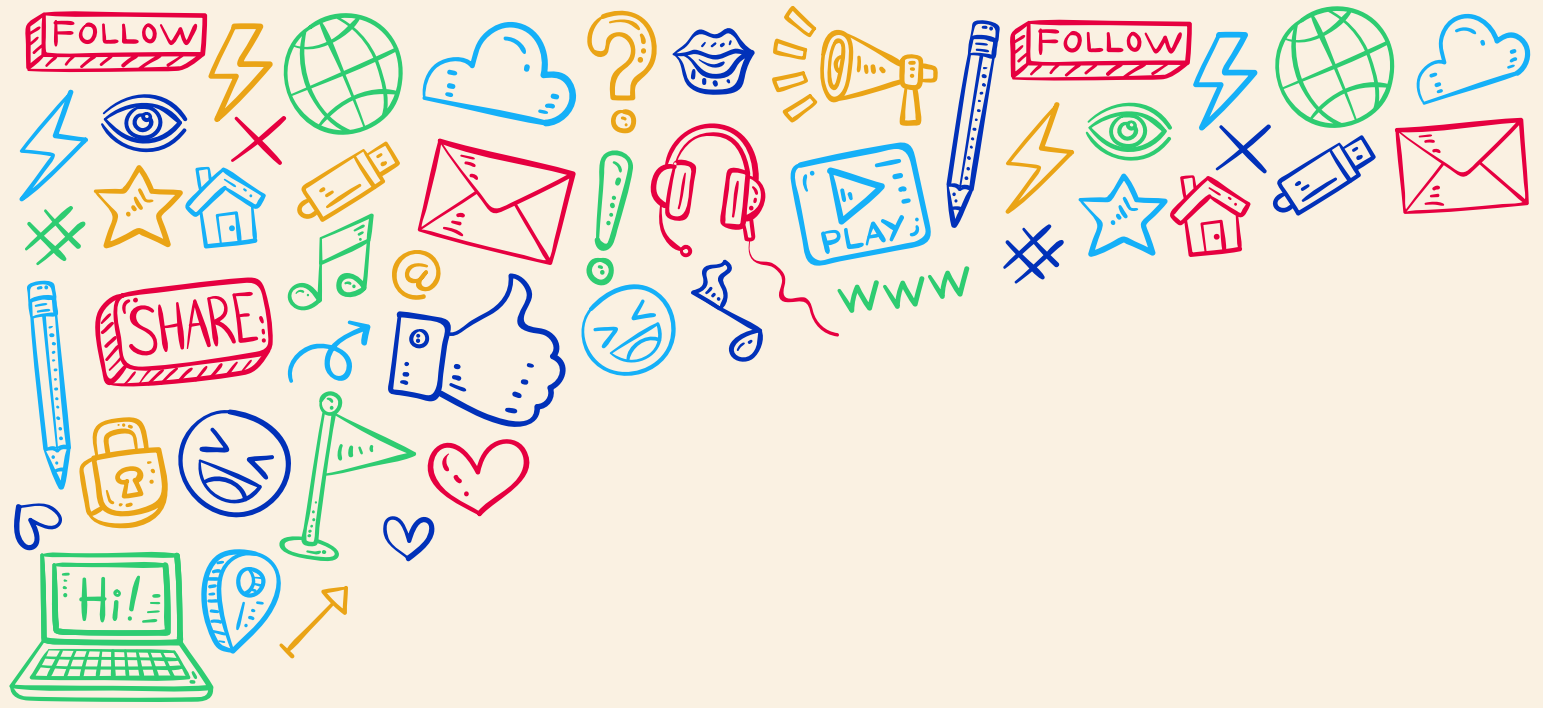


WORKSHOPS CONNECTED WITH THE MODULE 1

Module 1 consists of the workshops, which are designed to address specific learning objectives and to provide interactive learning experiences for participants:

- Introduction and welcome for participants (90 minutes)
- What is influencer marketing? (120 minutes)
- Influencer marketing and career choices (120 minutes)
- Navigating influencer trends in career development (120 minutes)
- Ethical considerations in influencer culture (120 minutes)
- Evaluation of the module (90 minutes)





Workshops for the Module 1



Workshop title: Introduction and welcome for participants

Duration: 120 minutes

Background: The opening workshop of any training program sets the tone for the entire learning experience. This session helps in creating a safe and relaxing learning environment, clarifies expectations and objectives, builds connections, and creates a shared understanding that will support learning throughout the module. For many participants, the topic of influencer careers and digital professions may be unfamiliar or may raise skepticism. Some educators question the legitimacy of influencer work as a career pathway. At the same time, others may feel overwhelmed by the quick digital changes we are witnessing of digital change. This workshop acknowledges these perspectives and positions the curriculum as a resource for understanding new careers, regardless of participants' previous knowledge or attitudes toward influencer culture.

Aim of the workshop: to welcome participants and establish a positive learning environment, including explaining the objectives and structure of Module 1

Objectives of the workshop:

- **to identify** the key topics and learning outcomes of Module 1;
- **to articulate** their own expectations, questions, and concerns related to influencer careers and career guidance;
- **to recognize** the relevance of influencer culture to their professional practice as VET educators;
- **to establish** connections with other participants.

Competences addressed by this workshop:

- Personal, social, and learning to learn competence
- Citizenship competence
- Digital competence

Methodology and methods:

- Icebreaker activities
- Group discussion
- Interactive presentation
- Expectation mapping
- World café



Workshop flow:

Activity: Welcome and getting to know each other (20 minutes)

Educator welcomes participants of the training. Introduction to the influVET project is given, as well as the purpose of the curriculum (more information can be found in the first part of this curriculum where topics covered are detailed explained). The training course will focus on empowering VET educators and experts to provide quality career guidance related to influencer careers and digital professions.

Participants are then invited to share in a big group the following:

- their name
- school they are working at and what is their role (e.g. teacher or associate expert)
- how was their travel
- one thing that comes to the mind when they hear the word “influencer”

Activity: Getting to know each other and expectations (20 minutes)

After the circle, ask participants to pair up with someone they do not know well. Each pair should discuss in their pairs (5 minutes) in which they once again introduce themselves, share their professional role, and respond to the following question: *"What is at least one thing you find interesting or problematic about influencer culture?"* After they are finished, invite participants to share their partner's response with the larger group.

Then, tell participants that we will talk about expectations. Give out post-it notes and markers to participants. Afterwards, ask participants to write down their expectations for the training course, including what they hope to learn, questions they have and any fears or uncertainties they bring to the training course. Participants should write one expectation, question, or fear per sticky note. Participants can write as many things as they want.

Explain to participants that they can put the post-it notes on the flipchart, with three columns:

- **Expectations:** What I hope to learn
- **Questions:** What I want to know
- **Fears / Concerns:** What I'm uncertain about

When they are finished, ask participants to place their post-it notes on the poster. Once done, educator groups similar themes and explain the diversity of perspectives.

Afterwards, educator explains how the module will address many of the expectations and questions raised and acknowledge concerns with empathy and transparency. If anything is not covered within the modules, then say that you can provide them with additional support afterwards and with literature.



For the end of the activity, emphasize that the module is designed to be practical, interactive, and that it will be applicable to their work with students.

Activity: World café discussion in groups: influencers and careers (80 minutes)

Educator now says that we will open some of the topics of the module. Organise participants into pairs and trios (depending on the group size, groups can be with 4-5 people). Each group needs to go to a table with a large sheet of paper and markers.

Educator explains the World Café method: groups will discuss a question for 12 minutes, and after the time is up they need to rotate to a new table. When they are on the new table, they should just continue the list created, or question what has been written.

Questions on the tables (one per table):

- How do you think influencer culture is shaping the career aspirations of VET students?
- What challenges do you face as an educator in providing career guidance related to digital professions?
- What ethical issues do you think arise in the context of influencer careers?
- How can we help students critically evaluate career expectations related to influencer careers?

After everyone is finished, the last group needs to create a summary and prepare the presentation for the whole group. After each presentation, the discussion is held about the findings.

In the end, educator asks participants:

- How was this activity for you?
- What were your “aha” moments?
- Did you find out something new from colleagues?
- How can you best support your students in these topics? What do you find could be the most challenging?

In the end, educator thanks participants for their active engagement and openness. Educator explains that participants will in the next session explore the fundamentals of influencer marketing and begin to develop a shared vocabulary for discussing this topic.

Also, educator encourages participants to reflect on the discussions and to bring their questions and insights to the next session. In the end, educator reminds participants that the training is a collaborative learning process and that their experiences and perspectives are valuable contributions to the group's learning.



Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers (for expectation mapping and World café), laptop and projector (for presentation), name tags or name tents for participants, printed copies of the module schedule and overview

Recommendations for multiplying this session:

- This introductory workshop can be adapted for use with different actors in the school system - for example, it can be used with students, but also with parents. If doing so, questions for the world café should be adapted to your target group.
- For online version, you can use digital tools such as Miro or Padlet for expectation mapping and breakout rooms for world café discussions.
- If interesting, you can invite a guest speaker (e.g., a young professional who has experience with social media or digital entrepreneurship) to share their perspective during the introduction, providing a real-world connection to the topic.

Background documents and further reading:

- European Commission. (2018). *Council Recommendation on Key Competences for Lifelong Learning*. Retrieved from <https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>
- Hootsuite. (2025). *Social Media Trends 2025*. Retrieved from <https://www.hootsuite.com/research/social-trends>
- OECD. (2019). *The Future of Education and Skills: Education 2030*. Retrieved from <https://www.oecd.org/education/2030-project/>
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.



Workshop flow:

Activity: Defining influencer marketing (25 minutes)

Educator begins the session with the question to participants to share their understanding of the term influencer. Key words and phrases are written on the flipchart. Usually, responses include visibility, popularity, promotion, lifestyle, marketing, or social media.

When everything is collected, educator notes that there is different definitons, and that we will present one of them now.

Influencer marketing can be defined as a form of digital marketing in which brands collaborate with individuals who have established credibility and an engaged audience on social media platforms in order to promote products, services, or ideas through content that integrates commercial messages into personal communication.

(adapted from De Veirman, Cauberghe & Hudders, 2017; Abidin, 2016)

Then educator discusses briefly:

- Why might students trust influencers more than advertisements?
- What role does identification play?
- How does this connect to career aspirations?

Educator holds a brief discussion, connecting participants' insights to concepts of trust, relatability, and parasocial relationships. This discussion should be practical and connected to classroom experiences.

After this, educator provides a strutctred presentation that cover the following topics:

- **How Influencer marketing is different from tradidional advertising:** Completely contraty to traditional advertising, which relies on paid media placements and one-way communication, influencer marketing is based on trust, authenticity, and two-way engagement. Influencers are perceived as peers or inspirational persons. They are not seen as corporate persons, or even companies, so their recommendations could be more impactful.
- **The rise of influencer marketing:** Then, the factors that have contributed to the growth of influencer marketing are presented, including the decline of trust in traditional advertising, the rise of social media platforms, the democratization of content creation and the shift toward personalized, authentic communication.



Activity: Typologies of influencers (30 minutes)

Educator explains that influencers are often categorised based on their follower counts, as different influencer “tiers” are connected with different marketing purposes.

Educator then presents the four main types of influencers:

Influencer type	Number of followers	Characteristics	Marketing applications
Nano Influencers	1,000 - 10,000	High engagement rates, niche audiences, strong personal connections, perceived as highly authentic	Local businesses, niche products, community-based marketing
Micro Influencers	10,000 - 100,000	Strong engagement, specialized expertise, trusted by followers, cost-effective for brands	Targeted campaigns, product launches, brand awareness in specific niches
Macro Influencers	100,000 - 1 million	Broad reach, professional content creation, established personal brands	Large-scale campaigns, brand partnerships, mainstream product promotion
Mega Influencers	1 million+	Massive reach, celebrity status, high production value, often represented by agents	Major brand campaigns, mass market products, high-budget collaborations

After this presentation, participants are divided in four groups, and each group has one influencer type. Each group should have printed profiles of 2 to 3 real influencers. Alternative is that they search influencers on their phones, if internet is available. They can also recall who students say they follow online. Then, groups analyse their influencer type and should prepare a short 5 minute presentation answering these questions:

- What makes this influencer type distinctive?
- What advantages and disadvantages does this influencer type have?
- What types of students might be suited to pursuing this influencer tier?

Each group presents their findings - 5 minutes per group. Educator summarises key insights and emphasizes that most influencers begin as nano or micro influencers and that being successful requires strategic thinking, consistency, and audience engagement.



Activity: Revenue streams and business models (30 minutes)

Educator then explains that understanding how influencers make a living (generating income) income is essential for helping students evaluate the economic sustainability of this type of careers. Educator presents the main revenue streams for influencers:

- **Sponsored content:** Brands pay influencers to create content featuring their products or services. Payment varies based on follower count, engagement rate, and what topic they are mostly covering. Sponsored content must be shared with audiences (e.g., #ad, #sponsored);
- **Affiliate marketing:** Influencers earn commissions by promoting products through unique affiliate links. When followers purchase products using these links, influencer receives a percentage of the sale (e.g. using the code for a discount);
- **Brand partnerships and ambassadorships:** Some influencers create long-term collaborations in which influencers become ambassadors, and they create ongoing content and represent the brand at events (e.g. being ambassador for sports brand, or even fast-food chains);
- **Merchandise and product lines:** Some influencers create and sell their own products, such as clothing, accessories, digital products, or courses;
- **Platform revenue sharing:** Some platforms (e.g., YouTube, TikTok) share advertising revenue with content creators based on views and engagement (e.g. sending a rose on TikTok live, or number of likes and shares count into income);
- **Subscriptions and memberships:** Platforms like Patreon allow influencers to offer exclusive content to paying subscribers (e.g. subscribing to a special comic book editions or podcast episodes only for members);
- **Public appearances and speaking at events:** Successful influencers may be paid to appear at events, conferences, or brand happenings.

After that, participants are divided in smaller groups. Each group receives the same hypothetical scenario:

"A micro influencer with 50,000 followers in the fitness niche is approached by a sportswear brand for a sponsored post. The brand offers €500 for one Instagram post and three Instagram stories. The influencer's average engagement rate is 5%. Should the influencer accept this offer? What factors should they consider?"

In their groups, they should discuss:

- What should this person consider before accepting?
- Is follower count enough to evaluate the offer?
- What about audience trust?

After they are finished, groups go together through questions and discuss about different factors, such as: audience expectations, financial needs of influencers, and possibility of long-term brand relationships. Educator closes the activity with highlighting



that influencers need to always make this business decisions, and they also involve strategic thinking.

Activity: Revenue streams and business models (30 minutes)

Furthermore, educator says that one part of understanding influencer marketing is also being aware that social media algorithms play a crucial role in determining which content is seen by audiences. This can help influencers being a success or not visible.

Educator then provides an overview of how algorithms work:

- **Engagement metrics:** Algorithms prioritise content that generates high engagement (likes, comments, shares, saves). Influencers must create content that encourages interaction;
- **Consistency and frequency:** Algorithms favor accounts that post regularly and consistently, rewarding active content creators;
- **Relevance and personalization:** Algorithms analyse user behavior so that personalized content is delivered to audiences. Influencers need to understand their target audiences and create content that aligns with their interests;
- **Platform-specific features:** Algorithms often prioritize new platform features (e.g., Reels on Instagram, Shorts on YouTube) to encourage adoption.

After this presentation, educator should facilitate a short discussion that highlights the importance of digital literacy, strategic thinking, adaptability, and resilience. Some questions asked could include:

- What skills do students need if success depends on algorithms?
- How does this affect mental health and resilience?
- How might metrics that are created by algorithms (likes, views, followers) influence young people’s self-esteem and motivation?
- How does dependence on algorithms influence the stability and sustainability of an influencer career?

Educator notes in the end that there are many more questions that we will open in this training course, but algorithms are one of the important aspects that influence if someone is success or not.

Activity: Case study analysis (20 minutes)

Educator should give to groups a brief case study of a successful influencer (choose an example relevant to the local context or a well-known international figure). Participants should research information about their niche, follower count, content strategy and revenue streams.

Ask participants to reflect on the following questions:

- What factors contributed to success of this influencer?



WORKSHEET: UNDERSTANDING INFLUENCER MARKETING

Which revenue stream do you think would be most sustainable for a beginning influencer? Why?

CASE STUDY ANALYSIS

Influencer Name/Example:	Niche/Topic:	Follower count (approximate):

What factors contributed to this influencer's success?



What skills and competences does this influencer demonstrate?

What challenges might this influencer face?

ROLE OF ALGORITHMS

How do social media algorithms affect influencer success?

What does this mean for students who want to become influencers?

What questions might students have about influencer careers that I can now answer?



Workshop title: Influencer marketing and career choices

Duration: 120 minutes

Background: The relationship between influencer culture and career choices among young people is a topic that becomes more and more present in everyday realities. Research shows that social media influencers become significant role models for young people, shaping consumer preferences, but also influencing on career aspirations, perceptions of success, and understandings of what constitutes meaningful work. For many VET students, influencers represent inspirational persons, who achieved success, financial independence and are creative. However, the influence of influencer culture on career choices is not uniformly positive. Therefore, this workshop helps educators understand how influencer marketing shapes career choices and how to develop strategies for helping students make informed and realistic decisions. The workshop explores the psychological and social mechanisms through which influencers shape career aspirations, including parasocial relationships, social comparison, and the appeal of autonomy and creativity.

Aim of the workshop: to explore how influencer marketing shapes career choices among VET students and to equip educators with strategies for helping students make informed decisions about influencer careers and digital professions.

Objectives of the workshop:

- **to explain** the psychological and social mechanisms through which influencers shape career aspirations among young people;
- **to analyse** student testimonials and case studies to identify common themes in students' perceptions of influencer careers;
- **to differentiate** between realistic and unrealistic perceptions of influencer work;
- **to apply** career decision-making frameworks to support students in evaluating influencer careers;
- **to develop** guidance strategies that help students critically assess their motivations and readiness for influencer careers.

Competences addressed by this workshop:

- Personal, social, and learning to learn competence
- Digital competence
- Citizenship competence
- Entrepreneurship competence

Methodology and methods:

- Testimonial analysis
- Gap analysis
- Group discussion



Testimonial 1: *"I want to be a beauty influencer because I love makeup and fashion. I see influencers traveling the world and getting free products from brands. It seems like the perfect job: you get to do what you love and make money from it. I don't think I need to finish school because I can just start posting content now."*

Testimonial 2: *"I'm interested in becoming a gaming influencer. I spend a lot of time playing video games anyway, so why not make money from it? I know it takes time to build an audience, but I'm willing to work hard. I just don't know where to start or what equipment I need."*

Testimonial 3: *"I follow a lot of fitness influencers, and they inspire me to stay healthy. I want to help others the way they've helped me. But I'm worried about whether I can actually make a living from it. My parents think it's not a real career."*

Testimonial 4: *"I love creating content and editing videos. I've been posting on TikTok for a year and have 5,000 followers. I want to grow my account, but I also want to have a backup plan. I'm studying graphic design in VET school, and I think the skills will help me create better content."*

Participants are divided into small groups (3 to 4 people per group). Each group analyses the testimonials and discusses:

- What motivates each student to pursue an influencer career?
- What realistic and unrealistic perceptions does each student hold?
- What guidance would you provide to each student?
- What questions would you ask to help each student reflect on their career choice?

Groups share their analyses with the full group (10 minutes total). Educator highlights common themes and emphasizes the importance of understanding students individual motivations and circumstances. Special attention is given to the questions that would be asked to help students reflect on their career choices.

Activity: Perception vs. reality gap analysis (25 minutes)

Educator explains that one of the key challenges in career guidance related to influencer careers is addressing the gap between students' perceptions and the realities of this work.

Educator should create a large table on a flipchart or whiteboard with two columns: **"Common perceptions"** and **"Realities"**. Ask participants to call out common perceptions students have about influencer careers. For each perception, facilitate a discussion about the corresponding reality.

Down below are some examples of possible perceptions and realities, if you need to advance in brainstorming and analysis:



Common perceptions	Realities
Influencers make a lot of money quickly	Most influencers earn little or no income; building a sustainable income takes years of consistent work
You just post content and brands pay you	Influencer work involves business management, negotiation, content strategy, analytics, and continuous learning
It's easy and fun	Influencer work requires long hours, creativity under pressure, dealing with criticism, and maintaining consistency
You become famous	Most influencers remain micro or nano influencers; fame is rare and often comes with significant downsides
You have complete freedom	Influencers must align with brand expectations, platform algorithms, and audience preferences, limiting autonomy
You don't need education or skills	Successful influencers typically have skills in content creation, marketing, communication, business management, and digital literacy

After this discussion, educator asks participants: *"How can we help students understand these realities without discouraging them from pursuing legitimate interests in digital careers?"* Discussion is held about this.

Educator closes the activity with noting of the importance of providing balanced information that acknowledges both opportunities and challenges, and of helping students develop realistic expectations and backup plans.

Activity: Framework for making decisions in careers (25 minutes)

Educator introduces a simple career decision-making framework that participants can use with students interested in influencer careers.

Framework: Four P's of career decision-making

- **Passion:** Does the student have genuine interest and passion for the content they want to create? Is this passion sustainable over time?
- **Preparation:** What skills, knowledge, and resources does the student currently have? What do they need to develop? Are they willing to invest time in learning?
- **Plan:** Does the student have a realistic plan for building an influencer career? Have they set specific, measurable goals? Do they have a timeline?
- **Plan B:** Does the student have alternative career pathways or backup plans? Are they pursuing education or skills that provide flexibility?



Then, participants are divided in pairs. Each pair role-plays a career guidance conversation in which one person is the educator and the other is a student interested in becoming an influencer. The educator uses the Four P's framework to guide the conversation. After 10 minutes, pairs switch roles.

When they are finished, educator debriefs the activity:

- How was this for you?
- What insights did you gain from this exercise?
- What challenges did you encounter?
- How can this framework support your career guidance practice?

Activity: Developing guidance strategies (15 minutes)

In the end of this workshop, educator asks participants to work individually or in pairs to complete the worksheet section on guidance strategies. Participants identify 3-5 specific strategies they can use to help students make informed decisions about influencer careers.

Examples might include:

- Encouraging students to start creating content while pursuing formal education;
- Helping students identify transferable skills they can develop through content creation;
- Connecting students with local influencers or digital professionals for informational interviews;
- Teaching students to set realistic goals and track their progress;
- Discussing the importance of financial literacy and backup plans.

The whole session is closed with sharing in a group one thing everyone has individually received (one “aha” moment, or one learning, or one improvement).

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers laptop and projector (for presentation), printed student testimonials (4 copies per group), worksheet (printed copies for participants)

Recommendations for multiplying this session:

- This workshop can be adapted for use with VET students by simplifying the language and focusing on practical activities. For example, students can create their own "4 P's" career plans.
- If you will plan to do this workshop online, use breakout rooms for role-playing and collaborative documents for the gap analysis.



- If possible, you can invite VET graduates who have pursued both traditional and non-traditional career pathways to share their experiences and insights with students.

Background documents and further reading:

- Duffy, B. E., & Hund, E. (2015). "'Having it all' on social media: Entrepreneurial femininity and self-branding among fashion bloggers." *Social Media + Society*, 1(2). <https://doi.org/10.1177/2056305115604337>
- Glucksman, M. (2017). "The rise of social media influencer marketing on lifestyle branding: A case study of Lucie Fink." *Elon Journal of Undergraduate Research in Communications*, 8(2), 77-87.
- Super, D. E. (1980). "A life-span, life-space approach to career development." *Journal of Vocational Behavior*, 16(3), 282-298. [https://doi.org/10.1016/0001-8791\(80\)90056-1](https://doi.org/10.1016/0001-8791(80)90056-1)



WORKSHEET: INFLUENCER MARKETING AND CAREER CHOICES

Activity: Student testimonial analysis

Choose one student testimonial from the workshop and analyze it:

Student's main motivation:	Realistic perceptions this student holds:
Unrealistic perceptions or misconceptions:	Questions I would ask this student:
Guidance I would provide:	

Activity: Perception vs. reality gap analysis

Identify three common misconceptions students have about influencer careers and the corresponding realities:

Common perception	Reality
1.	
2.	
3.	



How can I address these misconceptions with students without discouraging legitimate interests?

Activity: Four P's career decision-making framework

Apply the 4 P's framework to a hypothetical student interested in influencer careers:

<p>1. Passion Questions to explore: Does the student have genuine, sustainable interest?</p>	<p>2. Preparation Questions to explore: What skills and resources does the student have/need?</p>
<p>3. Plan Questions to explore: Does the student have realistic goals and a timeline?</p>	<p>4. Plan B Questions to explore: Does the student have alternative pathways or backup plans?</p>



Additional activity: Case study

Think of a real or hypothetical student you work with, who has expressed interest in influencer careers:

What is the background and interests of this student?

How would I apply what I learned in this workshop to support this student?



Workshop title: Navigating influencer trends in career development

Duration: 160 minutes

Background: One important element of influencer culture are trends that change quickly. And yes, they can significantly impact the career aspirations and choices of young people. In the previous few years, there have been developments in rise of specific content formats (e.g. short and snappy videos) and new platforms have been created. All these trends create opportunities and challenges in career development. For VET educators, it is important that they have competences to help students to navigate the dynamic landscape. Therefore, this workshop has a focus on developing critical analysis of trends that are driven by influencer culture, but also to guide students to make strategic career decisions. In the module, participants will learn how to identify emerging trends and help students to develop adaptable skills.

Aim of the workshop: to improve educators skills to critically analyse career trends in influencer world, so they could guide students in the future.

Objectives of the workshop:

- **to identify** current and emerging trends in influencer marketing and digital content creation;
- **to analyse** the factors that drive trends;
- **to develop** strategies for helping students build adaptable skills that are transferable to different trends and platforms;
- **to apply** a trend analysis framework to guide students in making informed career choices.

Competences addressed by this workshop:

- Critical thinking
- Initiative and entrepreneurship
- Digital competence

Methodology and methods:

- Input
- Trend analysis
- Scenario-based learning
- Group discussion



Workshop flow:

Activity: Megatrends in the world (75 minutes)

Educator opens the session by asking participants to brainstorm current trends in the world. If they know some of trends, it should be written on flipchart. Some examples could be: rising technology, pandemics becoming more common, health issues rising, etc.

Educator shortly presents some of the Megatrends developed by organisation Sitra from Finland (<https://www.sitra.fi/tyokalu/digitaaliset-megatrendikortit/>).

After the input from educator, participants are divided in smaller groups of three persons. Each of the group receives several Megatrends cards (that can be found on the link above) and one flipchart paper with markers. Usually 5 cards per group is more than enough. Their task is the following: *“Think about what factors are driving that change and what factors are influencing its direction. What effects might this trend have on the future in 5 or 10 years’ time? What positive things could happen?”*

Participants in groups discuss the cards and write their findings. The most important things are written on a flipchart they received with the cards. Enough time should be provided to participants to think and reflect - usually 35 minutes should be enough.

When finished, participants are invited to present the Megatrends to others and their answers. Short discussion is held after each presentation of trends.

Educator then asks the following questions:

- How was this for you?
- How can you connect this with understanding the trends?
- What did you get out of this?
- Can you connect this anyhow with influencer careers?

The activity should be closed by announcing that there will be still more talking about trends in this session and that we are going more narrow in the topic.

Activity: Identifying trends in influencing world (30 minutes)

Participants should be in the beginning of this activity introduced with the overview of recent trends - specifically connected with influencer world. Some of them can include: rise of AI influencers, growth of live shopping, importance of social responsibility.

To get a better overview, there is a summary from Oglivy about these trends:



Trend	What is happening?	Why this matters for VET
Creator commerce & social selling explosion	Influencers are moving from brand promotion to direct selling via TikTok Shop, live shopping, affiliate systems, and integrated checkout tools. Social commerce is rapidly expanding globally.	Influencer work is shifting from visibility to performance and revenue generation. Students need entrepreneurial skills, financial literacy, negotiation skills, and understanding of sales psychology. The pressure of algorithm-driven sales increases instability and stress.
AI influencers & hybrid human-AI models	AI-generated influencers and livestream avatars are scaling quickly. AI automates editing, analytics, content production, and even negotiations. However, trust still largely favors human creators.	Students may compete with AI systems, not only other creators. Creativity, authenticity, ethical awareness, and critical digital literacy become more important than pure technical skills. Educators must address transparency and AI ethics.
From posts to serialized creator “worlds”	Creators are building recurring formats, episodic storytelling, cross-platform IP, and long-term audience relationships. Brands prefer sustained partnerships over one-off posts. Audiences increasingly “return” rather than just scroll.	Influencer work is evolving into media production and long-term brand building. Students need storytelling skills, format development, consistency, and strategic thinking. This shifts focus from short-term virality to long-term identity building.
ROI over vanity metrics	Likes and impressions are no longer sufficient. Brands demand measurable ROI: revenue, conversions, customer lifetime value, brand lift, and performance analytics.	Influencer careers are becoming data-driven and performance-based. Students need data literacy, KPI understanding, analytical thinking, and the ability to interpret metrics. Creative work is increasingly evaluated through commercial impact.
Equity partnerships & creator-owned brands	Top creators seek ownership, equity stakes, and co-founded brands rather than payment per post. The shift is from “rented reach” to “co-owned IP.” Athletes and creators are becoming entrepreneurs.	Influencer careers increasingly require business knowledge, contract literacy, intellectual property awareness, and long-term strategic planning. Students must understand ownership models and entrepreneurial risk.
Social beyond the feed: IRL & private communities	Growth of private communities (Discord, Patreon, Substack), “dark social” channels (WhatsApp, Telegram), and in-real-life (IRL) creator events. Audiences seek more authentic, smaller-scale interactions due to AI fatigue.	Community management, moderation skills, ethical leadership, and offline engagement skills become important competences. Students must understand trust-building and responsible management of private digital spaces.



Afterwards, In small groups, have participants research and present on a specific trend, using their phones or laptops. Each group should identify the key characteristics of the trend, its potential impact on career development, and examples of influencers who are already talking or using this trend. Participants can use the worksheet (at the end of this workshop) to record their findings.

Harvesting and presentations are done in the plenary.

Activity: Developing adaptable skills (40 minutes)

The activity starts with a short brainstorming session on the core skills that are needed and important to have no matter the trends of platforms. These might include storytelling, video editing, community management, and data analysis.

Individually, participants should create a "skill map" that identifies the core competences students can develop through their interest in influencer culture, and how these skills can be applied to a variety of career paths.

To help the process, in the worksheet, there is a table that can help fill in these findings.

In the end, educator asks participants to share in a big group and writes them down on a flipchart.

Activity: Closing and reflection (15 minutes)

For the end, ask participants to write down a short reflection on their learning, using a tool like a "3-2-1" prompt (3 things I learned, 2 things I found interesting, 1 question I still have).

Invite some volunteers to share their findings. Try to answer the questions they still have, or tell them we will come back to it in the next modules.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers laptop and projector (for presentation), worksheet (printed copies for participants)

Recommendations for multiplying this session:

- This workshop can be updated regularly to reflect the latest trends in influencer marketing. You can always check Oglivy and Megatrend websites to update with the new trends.



- This workshop could be quite demanding for some participants. Allow time to detect things, and go around the room to provide help when needed.

Background documents and further reading:

- Ogilvy. (2026). *2026 influencer trends: You should care about*. retrieved February 2, 2026 from https://www.ogilvy.com/sites/g/files/dhpsjz106/files/pdffdocuments/O260210_Influencer%20Trends%202026-2.pdf
- Sitra. (n.d.). *Digitaaliset megatrendikortit*. retrieved February 2, 2026, from <https://www.sitra.fi/tyokalu/digitaaliset-megatrendikortit/>



WORKSHEET: NAVIGATING INFLUENCER TRENDS

Activity: Trend analysis

Choose a current influencer trend and answer the following questions:

What is the trend? (e.g., a specific content format, a new platform, a particular niche)	Who are the key influencers driving this trend?
What are the key characteristics of this trend?	What are the potential benefits and issues of this trend for creators and people who follow them?
How sustainable do you think this trend is? Why?	



Activity: Skill mapping

Identify the core skills that are important in different trends and platforms. For each skill, provide an example of how it can be applied in different career paths. The list has been started, but there are empty rows to add skills.

Skill	Application in influencer career	Application in other careers
Storytelling		
Video Editing		
Community management		
Data analysis		



Workshop title: Ethical considerations in influencer culture

Duration: 120 minutes

Background: The rise of influencer culture has brought also significant ethical challenges that are often not clear to young people. Issues such as hidden advertising, promotion of unrealistic body images, and the spread of misinformation are quite common in the influencer world. This workshop will give VET educators knowledge and tools to guide students in critically examining the ethical dimensions of influencer marketing and in developing ethical thinking.

Aim of the workshop: to raise awareness of the ethical issues which are part of the influencer culture.

Objectives of the workshop:

- **to identify** and **analyze** a range of ethical issues in influencer marketing;
- **to understand** the importance of transparency and disclosure in advertising;
- **to critically evaluate** the concept of authenticity in influencer culture;
- **to discuss** the social responsibility of influencers;
- **to develop** and **apply** a framework for making ethical decisions in the context of influencer marketing.

Competences addressed by this workshop:

- Literacy competence
- Personal, social and civic competence
- Citizenship competence

Methodology and methods:

- Case study analysis and ethical dilemma scenarios
- Debate
- Group discussion
- Working in pairs

Workshop flow:

Activity: What is "ethical" in influencer culture? (20 minutes)

Educator begins the session with a brainstorming session on what it means to be an "ethical" influencer. Key themes and ideas are noted on a flipchart.



Afterwards a brief overview of the key ethical issues in influencer marketing are presented. More information can be found below, and under recommended readings, there are articles related to each of the topics.

Ethical dilemma	Short description	Why is it important?
Transparency	Transparency means clearly telling audiences when content is sponsored or paid for by a brand. This is crucial because many followers trust influencers as if they were friends, not advertisers. When paid content is not labelled clearly, audiences can feel abused. Furthermore, this can break advertising rules.	Unclear sponsorship can damage trust, harm consumers' ability to make informed decisions, and lead to legal consequences (e.g., fines in some countries). A transparent approach protects audiences, influencers, and brands.
Authenticity and deception	Authenticity refers to being honest and genuine with the audience. Ethical questions are often risen when influencers exaggerate, share fake experiences, or promote products they don't use. Followers may feel betrayed if content blurs the line between honest opinion and paid promotion.	Losing authenticity means that influencers lose trust and credibility, and this can have potential to happen to the whole influencer world. Hiding the commercial motivation behind content leads to skepticism and reduced engagement by followers or audiences.
Social responsibility	Social responsibility shows how influencer content affects audiences' wellbeing, behaviour, and perceptions of social norms. Influencers have quite a significant reach, especially among younger people, so their choices matter - for example, how they talk about body image, lifestyles, materialism, or mental health.	Influencers can (sometimes unconsciously!) promote unhealthy ideals, unrealistic expectations, or harmful products. Ethical consideration means thinking beyond commercial goals to understand impacts on followers, including emotional wellbeing and social norms.
Misinformation	Misinformation refers to false or misleading information that spreads either unintentionally or intentionally. Influencers, as any other content creator, can play a role in sharing misinformation - especially when algorithmic systems prioritise engaging (but unverified) content.	Widespread misinformation can harm public understanding of health, science, politics, and social issues. Because influencer content is often seen as "trusted advice," this can make misinformation even more persuasive



Activity: Case studies in influencer ethics (45 minutes)

After the input, participants are divided into small groups. Each group is provided with a case study of an ethical controversy involving an influencer. Each group should discuss their case study identifying the ethical issues. Each group will then present their findings to the larger group.

Dillema 1:

A popular fitness influencer is offered a lucrative sponsorship deal with a company that sells weight-loss teas. The influencer has never used the product and has doubts about its effectiveness and safety. However, the money from the sponsorship would allow her to quit her part-time job and focus on creating content full-time.

Dillema 2:

Lana (22) is a lifestyle influencer with 85,000 followers on Instagram. She recently posted a photo promoting a new skincare serum. In the caption, she wrote about how much she “loves the product” and how it “changed her skin.” At the very end of the caption - after 15 hashtags and three paragraphs - she added “#sp.” The brand paid her €1,200 for the post. Some followers later commented that they did not realize it was sponsored and felt misused for hidden marketing. A local journalist shared the story and questioned what is a proper disclosure of an advertising.

Dillema 3:

Sara (24) runs a popular “wellness and beauty” Instagram page. She launches a “30-day summer body challenge” with daily workout routines and strict meal plans. She frequently edits her photos to enhance her looks. Several teenage followers begin posting that they feel “ugly” or “not good enough.” Because of that, one parent contacts Sara, writing that the content she is creating promotes unrealistic standards. Sara responds: “I’m just sharing my lifestyle. I’m not responsible for how people feel”.



Dilemma 4:

Leo (21) built a following by sharing “crypto investment tips.” He recently promoted a new cryptocurrency project, claiming it is “safe and guaranteed to grow.” However, he did not share that he was paid with tokens from the project. Two months later, the cryptocurrency collapses. Some followers lose significant amounts of money. Leo says: “I’m not a financial advisor. People should do their own research.”

Dilemma 5:

Marko (19), a fitness influencer on TikTok, promotes a protein supplement. He tells his audience it’s “part of his daily routine.” In reality, he has never used the product consistently. He accepted the sponsorship because it was paid well. Later, one of his friends publicly reveals that Marko privately complained about the product’s taste and quality. Followers start questioning his authenticity.

Each group should answer the following questions:

- What is the ethical dilemma in this scenario?
- Who are the stakeholders in this situation? (who could be affected by the influencer's decision?)
- What would you do if you were the influencer in this situation? What consequences might your decision have in the short and long term?

When finished, groups present - each group will have 3-5 minutes to present their findings.

Activity: Price of authenticity (40 minutes)

Educator leads a discussion on the concept of authenticity in influencer culture. The activity starts by asking participants:

- What does “authentic” mean in the context of social media?
- Can authenticity exist in a commercial environment?
- Is authenticity a personal quality, a strategy, or both?

Then, educator briefly introduces the idea of the “authenticity paradox”: which is the issue between being genuine and earning income through sponsored partnerships. When content becomes monetised, authenticity may become part of a brand strategy rather than personal expression.

Afterwards, group is divided into two sides. Side A argues in favor of the statement:

“It is impossible to be an authentic and successful influencer at the same time.”



Side B argues against the statement.

Allow groups 10 minutes to prepare arguments. Each side then presents its position (5 minutes per side). Use the remaining time for further discussions or reflection.

Some questions for side A (Authenticity and success are incompatible)

- If income depends on brand partnerships, doesn't that automatically influence what you post?
- Can someone remain neutral when they are financially dependent on sponsors?
- Is "authenticity" often a marketing strategy and not a real quality?
- Does becoming a successful influencer require compromising personal values?

Some questions for side A (Authenticity and success can coexist)

- Can transparency about sponsorship help with saving the authenticity?
- Isn't every profession influenced by income? Why should influencers be different?
- Can long-term success depend on maintaining genuine trust?
- Are audiences sophisticated enough to make distinction between authentic and fake influencers?
- Can selective brand partnerships strengthen or weaken authenticity?

Educator invites short reflection in the big group:

- Has your position changed after hearing the other side?
- Is authenticity a fixed state, or something that can be changed over time?
- What does this debate mean for VET students who want to become influencers?

Activity: Developing an ethical framework (35 minutes)

Educator introduces a simple and practical framework for ethical decision-making that students can apply when facing dilemmas in influencer culture or digital careers.

Explain that ethical decision-making does not require complex legal knowledge. Instead, it requires structured reflection. Present a simple 3-step framework that students can remember and apply in real situations.

Step 1: Golden rule test: Would I consider this fair if I were on the receiving end?

Some additional questions: If I were a follower, would I feel misled? If I were a parent of a young follower, would I be comfortable with this? If this decision were made public, would I feel proud of it?

Step 2: Stakeholder analysis: Who could be affected by this decision?



- Abidin, C. (2016). “Visibility labour”: Engaging with influencers’ fashion brands and #OOTD advertorial campaigns on Instagram. *Media International Australia*, 161(1), 86–100. <https://doi.org/10.1177/1329878X16665177>
- Fardouly, J., & Vartanian, L. R. (2016). Social media and body image concerns: Current research and future directions. *Current Opinion in Psychology*, 9, 1–5. <https://doi.org/10.1016/j.copsyc.2015.09.005>
- Holland, G., & Tiggemann, M. (2016). A systematic review of the impact of the use of social networking sites on body image and disordered eating outcomes. *Body Image*, 17, 100–110. <https://doi.org/10.1016/j.bodyim.2016.02.008>
- Vraga, E. K., & Bode, L. (2020). Defining misinformation and understanding its bounded nature: Using expertise and evidence for describing misinformation. *Political Communication*, 37(1), 136–144. <https://doi.org/10.1080/10584609.2020.1716500>
- Tandoc, E. C., Lim, Z. W., & Ling, R. (2018). Defining “fake news”: A typology of scholarly definitions. *Digital Journalism*, 6(2), 137–153. <https://doi.org/10.1080/21670811.2017.1360143>



WORKSHEET: ETHICAL CONSIDERATIONS IN INFLUENCER CULTURE

ACTIVITY: CASE STUDIES IN INFLUENCER ETHICS

Analyse the case study using the following questions.

What is the ethical dilemma in this scenario?	Who are the stakeholders in this situation? (who could be affected by the influencer's decision?)	What would you do if you were the influencer in this situation? What consequences might your decision have in the short and long term?



Workshop title: Evaluation of Module 1

Duration: 90 minutes

Background: Evaluation is an important component of any learning experience. This provides a structured opportunity for participants to reflect on their learning, check their knowledge, and provide feedback on the content and delivery of Module 1. It also is a connection with the next module, helping participants to see the connections between the different parts of the curriculum.

Aim of the workshop: to evaluate the learning outcomes of Module 1, consolidate knowledge, and gather feedback for future improvements.

Objectives of the workshop:

- **to recall** and **summarise** the key concepts and themes of Module 1.
- **to reflect** on their own learning and identify key takeaways.
- **to apply** their knowledge to a real-world case study.
- **to provide** constructive feedback on the content and delivery of Module 1.

Competences addressed by this workshop:

- Literacy competence
- Personal, social and civic competence

Methodology and methods:

- Group discussion
- Individual reflection
- Feedback session

Workshop flow:

Activity: My learning journey through the module (45 minutes)

Participants are invited to individually reflect on their learning journey through Module 1. For that purpose, they will receive papers and markers, so they can be creative. They can draw a river of their journey or express themselves as they want. Within the river, or their other creative work, they should include the following questions:

- What was the most surprising thing I learned?
- What is one thing I will do differently as a result of this module?
- What is one question I still have?

When finished, participants are divided in pairs to share their learning journeys with each other.



Educator says that the learning journeys will be collected, as they would be updated in the next modules.

Activity: Recalling the learning outcomes and objectives (10 minutes)

Educator goes through the learning outcomes and ask participants in a interactive session did we manage to reach them. If something is still missing or there is some additional things needed, educator says they will receive additional support afterwards with literature, sources or books they can research in their free time.

Activity: Associative cards final round (35 minutes)

On the floor, educator puts different associative cards. They are showing people and objects in different relations. The task of the participants is to stand up and walk around and check the cards. They should pick two cards, which should correspond to these questions:

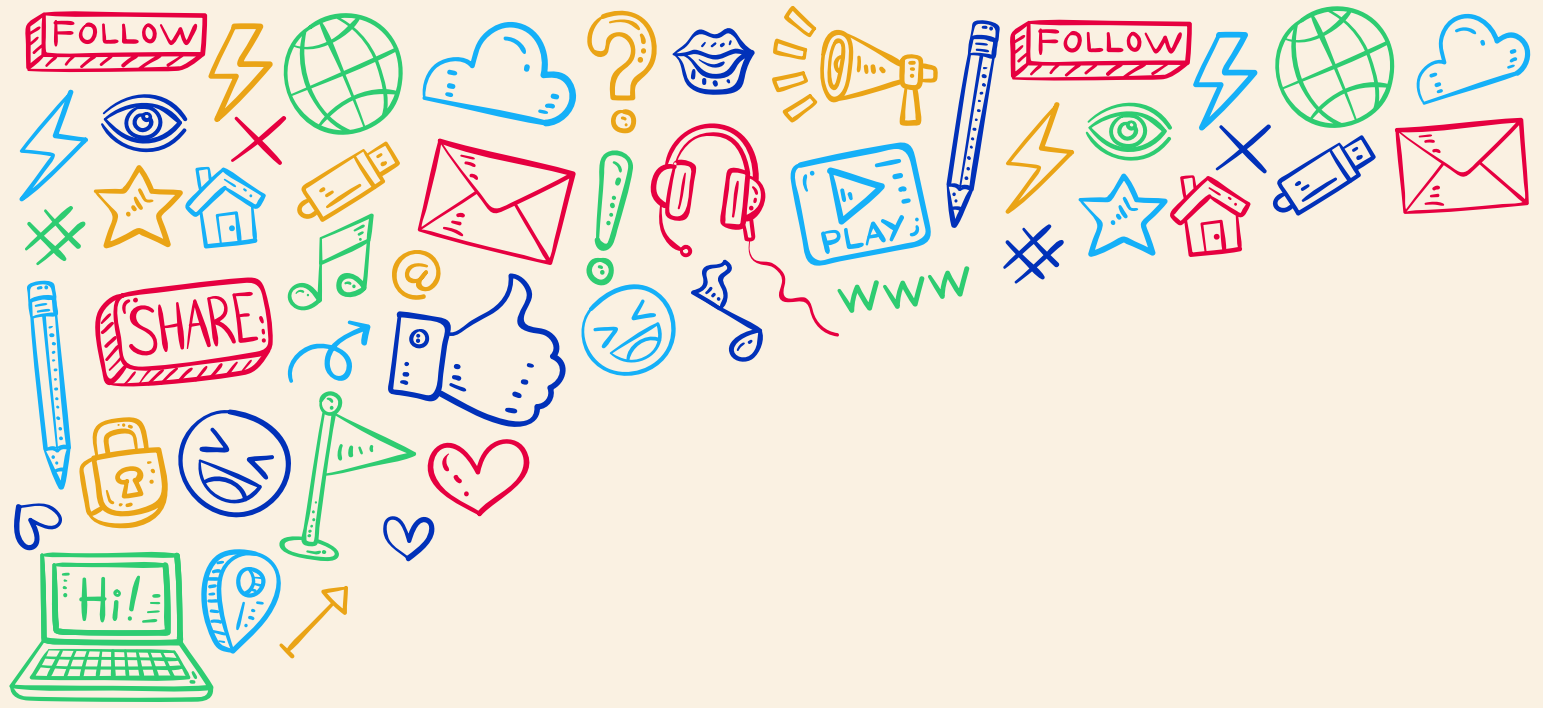
- *How was Module 1 for me? What I am bringing back?*
- *What should be improved in the future?*

Participants share their cards and answers to the questions, including the educator.

Educator thanks participants for their active engagement and announces the dates for the next module.

Materials needed: markers and pens, A3 papers, laptop and projector (for presentation), associative cards.





Module 2

Introduction to career methods and empowering students to choose the best career



MODULE 2 OVERVIEW

Module 2 shifts the focus from understanding influencer marketing as an industry to developing practical career management methods that empower students to make informed and realistic career choices. This module recognises that effective career guidance requires more than knowledge of specific professions. It also needs to have a variety of approaches that will help educators to facilitate self-assessment, critical thinking, and decision-making processes.

The module begins by exploring foundational concepts of career management, including theories of career development, the importance of self-awareness, and methods for helping students identify their passions, strengths, and values. The module highlights the importance of helping students connect their self-knowledge to realistic career pathways.

A central focus of Module 2 is the development of critical media literacy - the ability to analyse, evaluate, and critically engage with media content, particularly influencer content. Educators will learn strategies for teaching students to deconstruct influencer narratives, recognize persuasion techniques, identify commercial motivations, and differentiate between authentic expression and strategic image crafting. Media literacy is crucial for helping students make career choices that are informed, not guided by the image they see on the social media.

Financial literacy is another key component of the module as understanding the economic realities of influencer careers and digital entrepreneurship is important for making an informed decision. Educators will explore how to teach students about income variability, business expenses, taxation, financial planning, and the importance of financial stability and security. The module “debunks” the common misconception that influencer careers offer easy paths to wealth.

The module also addresses the psychological and emotional dimensions of career choices, particularly in the context of expectations from influencer jobs. Participants explore how to help students navigate unrealistic expectations, social comparison, and perfectionism.

A recurring theme throughout Module 2 is the tension between authenticity and image crafting. Influencers often present carefully curated versions of their lives, raising questions about the extent to which professional success requires compromising personal authenticity.

LEARNING OUTCOMES (BLOOM TAXONOMY)

By the end of this module, participants will be able to:



REMEMBERING

Identify key career management theories and frameworks relevant to VET education

List methods for facilitating student self-assessment and career exploration

Know the components of financial literacy relevant to digital entrepreneurship and influencer careers

UNDERSTANDING

Explain the importance of self-awareness and values clarification in career decision-making

Describe strategies for promoting critical media literacy

Summarise the financial realities of influencer careers, including income variability, expenses, and financial planning needs

APPLYING

Demonstrate the ability to facilitate self-assessment activities that help students identify their passions, strengths, and values

Apply critical media literacy frameworks to analyze influencer content with students

Use financial literacy tools to help students evaluate the economic viability of influencer careers

ANALYSING

Examine the psychological impact of social comparison and unrealistic expectations on students' career choices and well-being

Differentiate between authentic self-expression and strategic image crafting

Analyse case studies of students navigating career choices influenced by influencer culture

EVALUATING

Assess the suitability of different career management methods for different student populations

Critique influencer narratives that promote unrealistic expectations or problematic values

Evaluate students' readiness to pursue influencer careers based on their self-awareness, skills, and financial literacy

CREATING

Design career guidance activities that integrate self-assessment, critical media literacy, and financial literacy

Develop strategies for supporting students in understanding the tension between authenticity and image crafting

Formulate approaches for promoting resilience, self-acceptance, and realistic expectations among students influenced by influencer culture

CONNECTIONS TO SUBJECTS AND CROSS-CURRICULUM TOPICS

Module 2 content is highly relevant in different VET programmes and surroundings. Topics covered could be integrated in different subjects and cross-curricular topics.



Connection to subjects:

- **Psychology and pedagogy:** If the school has subjects of psychology or pedagogy, Module 2 can provide valuable content on self-awareness, identity development, social comparison, and the psychological dimensions of career choices. Educators can explore theories of identity, motivation, and decision-making, and apply them in the context of career expectations in the field of influencer work.
- **Economics and business/accounting:** Financial literacy is a core component of economics and business education. Module 2 content on income variability, budgeting, taxation, and financial planning can be integrated into economics curricula, using influencer careers as case studies for exploring entrepreneurial finance and financial decision-making.
- **Language class and communication:** Critical media literacy involves analyzing texts, identifying rhetorical strategies, and evaluating the credibility of sources: all these skills are important to language and communication education. Module 2 activities can be integrated into language classes, and can revolve around persuasion communication.
- **Civic education and ethics:** The ethical dimensions of career choices, including questions of authenticity, integrity, and social responsibility, are relevant to civic education and ethics curricula. Module 2 content can support discussions about ethical decision-making, the relationship between personal values and professional choices, and the responsibilities of individuals in shaping their own lives and contributing to society.
- **Career guidance and counseling:** Module 2 is directly relevant to career guidance and counseling programmes in schools, as they provide practical methods for facilitating self-assessment, career exploration, and decision-making. The module equips career counselors with tools to address the specific challenges that arise with influencer culture and digital career pathways.

Connection to cross-sectorial topics in VET curriculum:

- **Personal and social development:** Module 2 is connected with the topic of personal and social development, as it emphasizes self-awareness, values clarification, identity development, and the ability to make informed decisions. Activities in Module 2 support students in developing a strong sense of self, and recognising their unique strengths and interests, as well as making choices that are contacted with their identity.
- **Learning to learn:** Career management is a dimension of learning to learn, as it involves self-assessment, goal-setting, information gathering, reflective thinking, and adaptive decision-making. Module 2 equips educators to facilitate these processes, helping students develop metacognitive skills and taking ownership of their own learning.
- **Entrepreneurship:** Financial literacy and the ability to evaluate business opportunities are core entrepreneurial competences. Module 2 content on financial planning, income variability, and economic viability supports the cross-curricular topic of entrepreneurship, preparing students to make informed decisions about entrepreneurial career pathways, including influencer careers.
- **Citizenship education:** Critical media literacy is a key component of active citizenship, which helps individuals to critically evaluate information, recognize manipulation and misinformation, and make informed decisions as consumers and citizens. Module 2 content supports citizenship education by equipping students with the skills to critically engage with influencer content and to recognize the commercial and ideological dimensions of media messages.

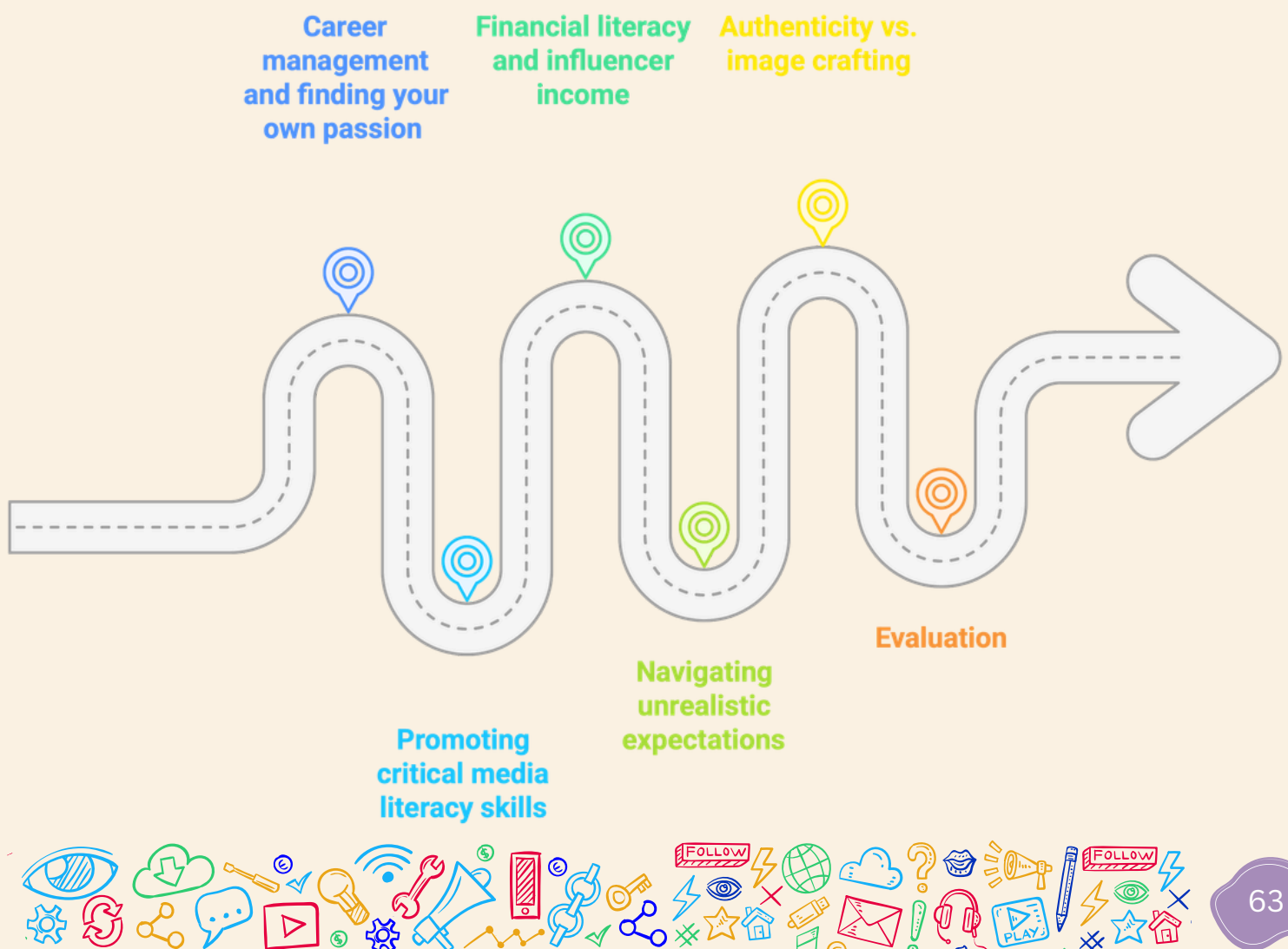


- **Health:** The psychological and emotional dimensions of career choices, including the impact of social comparison, unrealistic expectations, and perfectionism are relevant to health education. Module 2 content can be connected to health curricula by addressing the mental health implications of social media use, the importance of self-acceptance and resilience, and strategies for maintaining well-being in the context of digital visibility and public-facing careers.
- **Use of ICT:** Critical media literacy involves understanding how digital technologies shape communication, influence, and information dissemination. Module 2 content supports the cross-curricular topic of ICT use by addressing the role of algorithms, the construction of online identities, and the ethical use of digital platforms.

WORKSHOPS CONNECTED WITH THE MODULE 2

Module 2 consists of the following workshops, each designed to address specific learning objectives and to provide interactive learning experiences for participants:

- Career management and finding your own passion (120 minutes)
- Promoting critical media literacy skills (120 minutes)
- Financial literacy and influencer income (120 minutes)
- Navigating unrealistic expectations set by influencers (120 minutes)
- Authenticity vs. image crafting in career development (120 minutes)
- Evaluation of the module (90 minutes)





Workshops

for the Module 2



Workshop title: Career management and finding your own passion

Duration: 120 minutes

Background: Effective career management crucial for personal and professional fulfillment. In an era of quick economic change and job markets that are changing on the daily basis, having the skills to navigate careers became as important as ever. Therefore, in this workshop, VET educators will get knowledge in career management theories and practical tools for helping students analyse their own passions, strengths and values. Educators can support young people in career choices that are realistic, but also in line with their own personal and professional wishes.

Aim of the workshop: To raise the knowledge of VET educators and experts related to career management theories and the skills to facilitate self-assessment and career exploration processes

Objectives of the workshop:

- **to understand** key career management theories and their application in VET education;
- **to facilitate** self-assessment activities to help students identify their interests, strengths, and values;
- **to guide** students in exploring career pathways that are connected with their personal and professional goals;
- **to make a difference** between passion and profession, and help students find meaningful connections between the two;
- **to create** personalized career exploration plans for students..

Competences addressed by this workshop:

- Personal, social, and learning to learn competence
- Citizenship competence
- Literacy competence
- Entrepreneurship competence

Methodology and methods:

- Self-assessment tool
- Group discussion and brainstorming
- Action planning



Workshop flow:

Activity: Introduction to career management (20 minutes)

In beginning of the activity, educator starts with a quick discussion on why career management matters today (rapid changes in labour markets, new occupations, non-linear career paths). Participants are invited to think of one typical question their students ask about careers (e.g., “What job will still exist in 10 years?”). Collect 5 to 6 examples on a flipchart and use them to point out that career guidance is increasingly about building skills in making decisions, not just giving information.

Educator then does a short input (5-7 minutes) introducing two classic career development perspectives:

- Holland’s Theory of Career Choice (RIASEC): people-environment fit and how interests align with work environments;
- Super’s Life-Span, Life-Space Theory: careers develop over time, with changing roles and life stages.

One simple example for each theory is presented (e.g., how a “Realistic” profile might prefer hands-on learning; how a student’s roles as learner/worker/family member influence choices). Educators note how these theories help educators structure conversations and avoid advice that fits everyone, but it is individualised.

Finding your passion - self-assessment (40 minutes)

Next, educator introduces three short self-assessment tasks and explains that participants will experience them before adapting them for students. Educator’s role is to set a clear, supportive tone, where there are no “right” answers.

- 1) **Values clarification** (What matters most in work and life for you?)
- 2) **Strengths spotting** (What do you do well and enjoy doing it?)
- 3) **Interest inventory** (What topics or activities energise you?)

Educator explains timing (about 8 minutes per task) and encourages participants to write honest notes for themselves—only what they are comfortable sharing. Participants complete the exercises individually.

Educator then invites participants into small groups (3–4 people) to discuss:

- Which questions felt easiest/hardest and why?
- What students might struggle with (language, confidence, limited experience)?
- How to adapt the exercises for different age groups and study profiles?

Educator circulates, listens for themes, and notes practical adaptation ideas on the flipchart (e.g., using examples, offering choice, doing a short version). Some voices are shared in the plenary.



pressure to prove she could turn it into a career. Lea began taking brand collaborations early (free products at first, then small paid deals). She started posting almost daily to keep engagement high. Baking stopped feeling like a hobby - it became performance-driven. She also compared herself constantly to other creators and felt guilty when posts “didn’t do well”.

Lea spent money on ingredients, props, and equipment without tracking costs. Some sponsored products didn’t match her values (overly sugary “health” snacks), but she accepted because she wanted the income and validation. She started losing sleep, her schoolwork suffered, and she felt burnt out. After a few months, her growth slowed due to algorithm changes, and she felt like she had “failed”.

Activity: Creating a career exploration plan (25 minutes)

Then, educator presents a simple Career exploration plan template and briefly explains SMART goals (specific, measurable, achievable, relevant, time-bound). It is emphasized that the plan is not a ‘final decision’, but a structured journey. Educator shares one example of the SMART goal on the flipchart (e.g., “*Within 4 weeks, I will interview one professional in field X and record 5 insights about required skills*”).

Participants are then divided in pairs to create a career exploration plan for a hypothetical student (provided by the educator). Pairs should include 3 - 5 SMART actions in different areas (exploration, skills building, networking, wellbeing). The plan can be found in the worksheet.

Educator then invites pairs to share their strongest SMART goal in plenary.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers, laptop and projector (for presentation), printed copies of worksheet

Recommendations for multiplying this session:

- Encourage participants to share their own career journeys and experiences.
- If there are available, you can use online career assessment tools to make the workshop more interactive.

Background documents and further reading:

- Holland's Theory: Career Key. (n.d.). Holland's theory of career choice. Retrieved from <https://www.careerkey.org/fit/personality/hollands-theory-of-career-choice>
- Super's Theory: ALIS. (n.d.). Super's theory: A career path that evolves with you. Alberta Learning Information Service. Retrieved from <https://alis.alberta.ca/plan-your-career/learn-more-about-yourself/super-s-theory-a-career-path-that-evolves-with-you/>
- Values Clarification Exercise: Therapist Aid. (n.d.). Values clarification worksheet. Retrieved from <https://www.therapistaid.com/therapy-worksheet/values-clarification>



WORKSHEET: CAREER MANAGEMENT AND FINDING YOUR OWN PASSION

CAREER EXPLORATION PLAN TEMPLATE

This plan is not a final decision. It is a structured pathway for the next steps.

Name / ID:

Age / Year group:

VET field / programme:

Current situation (brief):

Interests / topics they enjoy:

Strengths / skills they already have:

Career direction (working idea)

Possible career area(s) to explore (one or two): _____

Why these areas? (link to interests/strengths/values): _____

What I need to find out: _____

SMART Goals (3-5 actions)

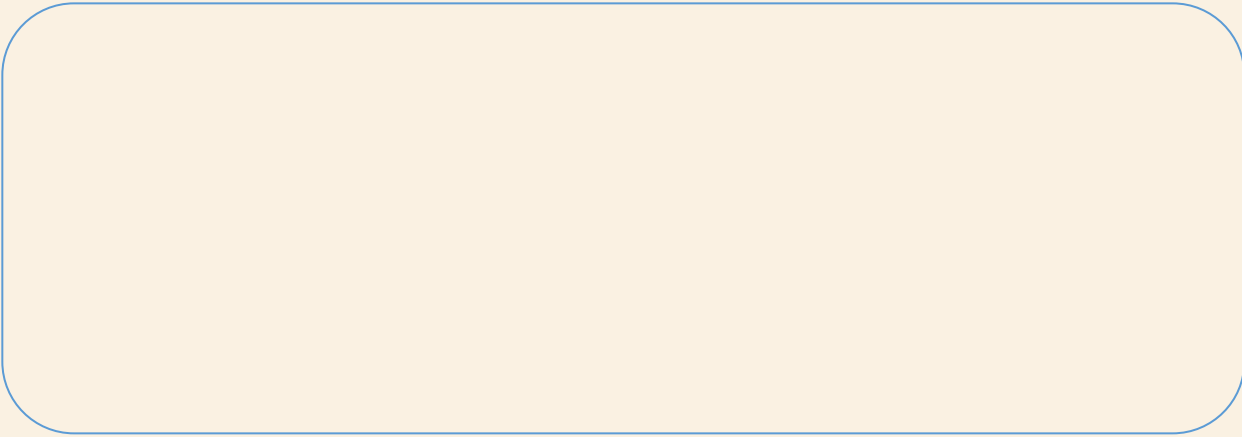
Write actions across different areas: exploration, skills building, networking, wellbeing.

Area	
Exploration	
Exploration	
Skills building	
Networking	
Wellbeing	

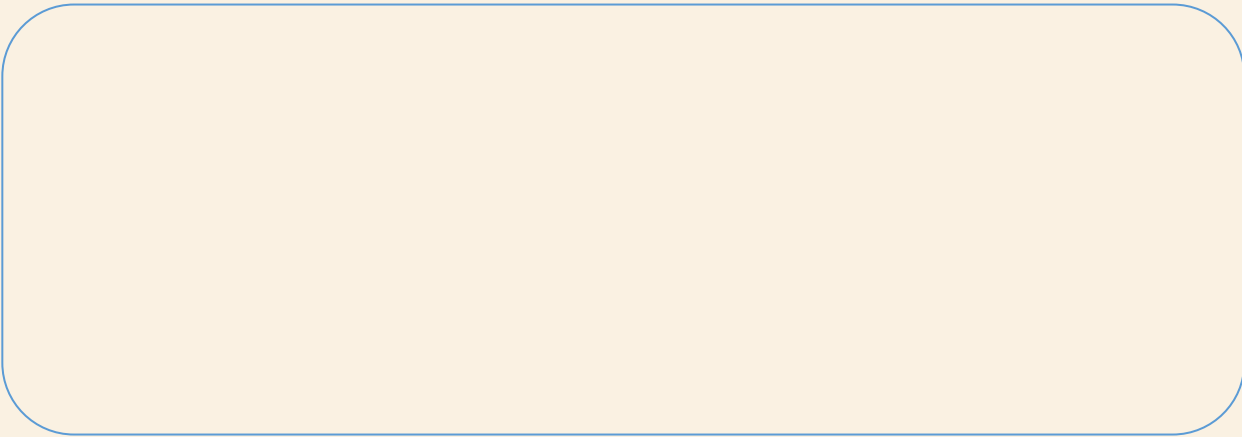


Support and resources

People who can support (teachers, mentors, family, employers):

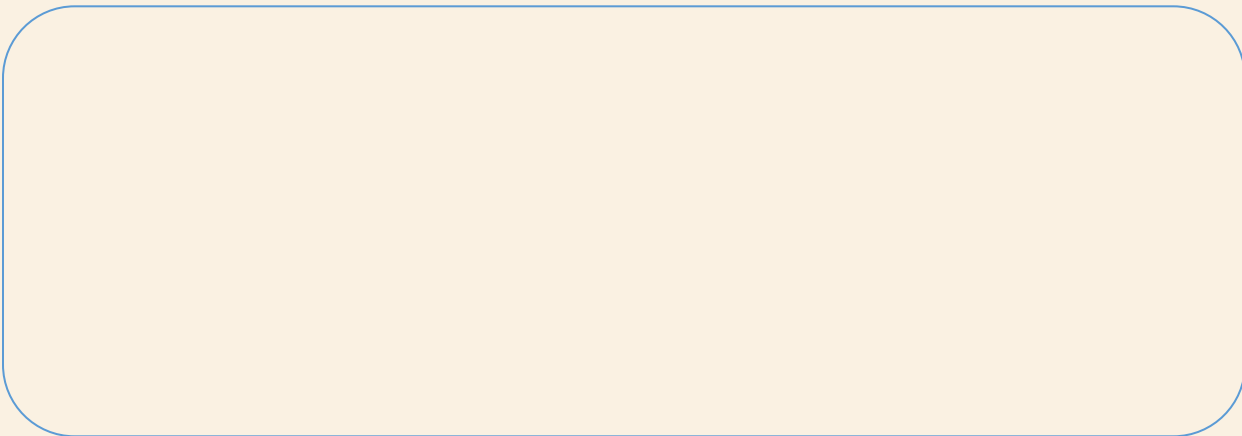


Useful resources (websites, events, guidance services, local employers):



Risks and Plan B

What might get in the way and how will we adapt if it does?



Workshop title: Promoting critical media literacy skills

Duration: 120 minutes

Background: In an era dominated by digital media, the ability to critically analyze and evaluate online content is an crucial life skill. For VET students exploring influencer careers, critical media literacy is a protective measure but a core professional competency. This workshop introduces participants to the fundamental concepts of media literacy and provides them with practical strategies for teaching students how to deconstruct influencer content, identify persuasion techniques, and become more discerning consumers and creators of media. A key focus of the workshop is on identifying the persuasive techniques commonly used in advertising and influencer marketing, such as emotional appeals, testimonials, and the use of authority.

Aim of the workshop: to equip educators with the knowledge and tools to teach critical media literacy skills to VET students, especially to critically analyze influencer content and understand the techniques of persuasion used in digital media

Objectives of the workshop:

- **to explain** the five core concepts of media literacy;
- **to identify** common persuasion techniques used in influencer marketing;
- **to analyze** influencer content using the framework of media literacy;
- **to develop** activities and lesson plans for teaching media literacy to VET students;
- **to foster** a critical and questioning mindset in students regarding the media they consume.

Competences addressed by this workshop:

- Literacy competence
- Digital competence
- Personal, social, and learning to learn competence
- Citizenship competence

Methodology and methods:

- Interactive presentation
- Media analysis
- Group discussion
- Activity design



Workshop flow:

Activity: Introduction to Media literacy (25 minutes)

Educator starts with an interactive presentation on the Five core concepts of media literacy.

You can use different frameworks, as the MediaSmarts key concepts page (<https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/key-concepts-digital-media%20literacy>) or the NAMLE core principles (<https://namle.org/resources/core-principles/>) to present the framework.

For each concept, show a clear example from social media (e.g., a sponsored post, a viral challenge, a news-style TikTok video).

After the input, ask participants:

- Why is media literacy important to students?
- Which of these five concepts do you think is most challenging for your students to grasp? Why?
- What are your suggestions for teaching media literacy?

Activity: Deconstructing influencer content (45 minutes)

After this, educator presents the most common persuasion techniques used in advertising. There are several techniques, but all of them are rooted in the three main principles: ethos, logos and pathos. Also, sometimes influencers use new methods, such as social proof or scarcity. To find out more about the persuasion techniques, you can check the Mailchimp guide (<https://mailchimp.com/resources/persuasive-advertising-techniques/>).

Following the input, in small groups, participants should analyse a piece of influencer content (a video, a series of Instagram posts, etc.). Ask participants to use Worksheet to identify which of the Five core concepts are most relevant and which persuasion techniques are being used. They should also discuss the intended audience and the overall message of the content.

Participants can search for influencers they follow online and go through their videos and stories. Within the group, they need to agree which influencer they will analyse.

When they are finished, each group shares their analysis with the larger group. The facilitator should highlight the similarities and differences in their findings, sharing that media analysis is an interpretive process.



Activity: Creating a Media literacy lesson (50 minutes)

For this activity, tell participants that they will develop a short media literacy lesson. The educator asks them: What kind of activities would be most engaging for your students?

In the same small groups, participants should design a mini-lesson plan for a 45-minute class on a specific media literacy topic (e.g., identifying fake news, understanding algorithms, analyzing sponsored content). Educator reminds them to think about learning objectives, activities, and assessment methods. They should incorporate at least one of the resource links.

Each group presents their mini-lesson plan to the larger group, receiving feedback from their peers and the educator.

For the end, educator asks participants to reflect on their own media consumption habits. How might they apply the principles of media literacy to their own lives? What is one concrete action they will take to promote media literacy in their school or classroom?

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers, laptop and projector, worksheet

Recommendations for multiplying this session:

- This workshop can be adapted for students by having them bring in their own examples of influencer content to analyse.
- Create a "media literacy challenge" where students have to identify persuasion techniques in different types of media over the course of a week.

Background documents and further reading:

- MediaSmarts. (n.d.). *Key concepts of digital media literacy*. Retrieved September 15, 2025, from <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/key-concepts-digital-media%20A0literacy>
- Mailchimp. (n.d.). *Persuasive advertising techniques*. Retrieved September 15, 2025, from <https://mailchimp.com/resources/persuasive-advertising-techniques/>
- Goodman, S. (n.d.). *Social media literacy: Five key concepts*. *Edutopia*. Retrieved September 15, 2025, from <https://www.edutopia.org/blog/social-media-five-key-concepts-stacey-goodman>



WORKSHEET: PROMOTING CRITICAL MEDIA LITERACY SKILLS

Activity: Media deconstruction

Choose a piece of influencer content and use the Five core concepts of media literacy to deconstruct it.

<p>Who created this message?</p>	<p>What creative techniques are used to attract my attention?</p>
<p>How might different people understand this message differently from me?</p>	<p>What values, lifestyles, and points of view are represented in, or omitted from, this message?</p>
<p>Why is this message being sent?</p>	



Workshop title: Financial literacy and influencer income

Duration: 120 minutes

Background: Financial literacy is a life skill that is often overlooked in traditional education. For students wanting to become influencers or digital entrepreneurs, understanding the financial realities of self-employment is important. This workshop deals with the topic of influencer income, providing participants with the knowledge and tools to teach students about the financial aspects of a career in the creator economy. The workshop addresses the common misconceptions about influencer income, which is often shown as being both high and easily reachable. The workshop also covers the financial challenges and responsibilities that come with self-employment, such as irregular income, the need for budgeting and financial planning, and the obligation to pay taxes.

Aim of the workshop: to equip educators with the knowledge and resources to teach VET students about the financial realities of influencer careers, including income streams, budgeting, and taxes.

Objectives of the workshop:

- **to identify** the various income streams available to influencers;
- **to explain** the financial challenges of self-employment, such as irregular income and the need for budgeting;
- **to describe** the basic tax obligations for self-employed individuals;
- **to develop** strategies for teaching financial literacy to VET students in an engaging and accessible way;
- **to critically evaluate** online information about influencer income.

Competences addressed by this workshop:

- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social, and learning to learn competence
- Entrepreneurship competence

Methodology and methods:

- Interactive presentation
- Myth-busting activity
- Budgeting exercise
- Group discussion



Workshop flow:

Activity: Reality of influencer income (30 minutes)

The session should start with a myth vs. reality activity. Ask participants to stand up. The room should be divided in 2 parts. Each part should represent one answer – yes or no. You can also allow for people who are uncertain to stand in the middle.

When educator reads a statement, participants should position themselves - where do they stand. After each positioning, a small discussion is held.

Some statements are the following:

- You can become rich quick as an influencer.
- Influencers get paid a lot for a single post they create.
- More content you post, more money you receive.
- Influencers live a luxurious life because of the income they generate.

Afterwards, educator presents a realistic overview of influencer income streams. Some of the key findings from the data is the following: influencer income is extremely variable - there’s no “standard salary”, and earnings depend on engagement quality, niche, platform and deal type than follower count alone. Nano creators may earn in the low thousands per post while macro/mega creators can earn tens of thousands and more. However, micro/nano influencers often have higher engagement and are increasingly attractive to brands for cost efficiency.

To help you find information, you can use data and infographics from sources like **Influize** (<https://www.influize.com/blog/how-much-do-influencers-make>) or **Business.com** (<https://www.business.com/articles/social-media-stars-how-much-do-they-really-make/>) to show the wide range of earnings and the factors that influence income (niche, engagement, platform, etc.).

Activity: Business of being an influencer (45 minutes)

Educator explains that being an influencer is like running a small business, with all the financial responsibilities that entails. Educator introduces the basic concepts of budgeting, saving, and investing.

Then, in small groups, participants should create a simple monthly budget for a fictional influencer using Worksheet. They should consider both business expenses (equipment, software, marketing) and personal living expenses. This will help them to understand the importance of financial planning.

Next, educator introduces the topic of being self-employed. Taxes for self-employment are different country to country, so we invite the educators to check on the website of their financial authority the instructions for taxes.



Background documents and further reading:

- Derbyshire, L. (2026). How much do influencers really make? (2026 edition). Influize. <https://www.influize.com/blog/how-much-do-influencers-make>
- Dublino, J. (2026). Social media stars: How much do they really make? Business.com. <https://www.business.com/articles/social-media-stars-how-much-do-they-really-make/>



WORKSHEET: FINANCIAL LITERACY AND INFLUENCER INCOME

Activity: Business of being an influencer

Create a monthly budget for a hypothetical influencer with an income of €2,000 per month.

Influencer has an income of 2.000,00 EUR a month.

Down below, try to think what could be the expenses:

Rent for an apartment:	Food:
Transportation:	Business equipment (e.g., equipment, software):
Taxes including the social taxes (estimate):	Savings or other expenses:
Remaining income:	



Firstly, kick-off with brainstorming a list of "healthy social media habits" on a flipchart, such as curating their feed to include more diverse and realistic content, setting time limits for social media use, and practicing digital detoxes.

Afterwards, in small groups, participants should create a "Resilience Toolkit" for students. This toolkit should include a list of resources, activities, and coping strategies that students can use when they are feeling down or discouraged. Encourage them to include links to self-compassion exercises, mindfulness apps, and other mental health resources.

Activity: Closing the workshop (5 minutes)

Educator summarises the key concepts of social comparison and self-compassion, and reiterate the importance of supporting students' mental health in the digital age. Announce that resources and toolkits they have created will be shared afterwards for inspiration.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers laptop and projector (for presentation), speakers

Recommendations for multiplying this session:

- This workshop can be co-facilitated with a school psychologist or counselor.
- Create a school-wide campaign on healthy social media use, with students creating their own content to promote positive messages.

Background documents and further reading:

- Cherry, K. (2025, September 24). *How social comparison theory influences our views on ourselves*. Verywell Mind. <https://www.verywellmind.com/what-is-the-social-comparison-process-2795872>
- Self-Compassion LLC. (n.d.). *Self-compassion practices*. Self-Compassion. <https://self-compassion.org/self-compassion-practices/>
- Gupta, S. (2025, September 8). *5 self-compassion exercises to practice daily*. Verywell Mind. <https://www.verywellmind.com/self-compassion-exercises-to-practice-daily-8619690>



Workshop title: Authenticity vs. image crafting in career development

Duration: 120 minutes

Background: In the world of social media, the line between authenticity and crafted image can be blurry. For VET students, navigating this challenge is tricky. Therefore, this workshop explores the concept of personal branding and the importance of authenticity in building fulfilling career. It will equip educators to guide students in developing a personal brand that is both strategic and true to themselves. Participants will explore how a strong personal brand can help students to stand out in overwhelming digital surroundings, attract opportunities that are connected with their goals, and build their community.

Aim of the workshop: to raise the level of knowledge and provide VET educators and experts with personal branding skills, so they can help students in making distinction between image crafting and authenticity, which is important for their future career.

Objectives of the workshop:

- **to define** personal branding and explain its importance in career development;
- **to identify** the key elements of a strong personal brand;
- **to analyse** the conflict between authenticity and image crafting in influencer culture;
- **to explain** the concept of vulnerability and its role in building connection and influence;
- **to develop** strategies for helping students to build an authentic personal brand.

Competences addressed by this workshop:

- Literacy competence
- Personal, social, and learning to learn competence
- Entrepreneurship competence
- Cultural awareness and expression competence

Methodology and methods:

- Interactive presentation
- Personal branding exercise
- Small group work
- Group discussion



of each approach. Which influencer do they trust more? Which one do they think has a more sustainable career?

When finished, educator leads a group discussion:

- How was this for you?
- What were your main findings?
- How can students be true to themselves while also being strategic about their personal brand?

Activity: Having an authentic brand (30 minutes)

Group is divided into small groups. Each group should find an influencer dealing with specific skill (cooking, mechanic, handy person, accounting) on social media or TikTok. Educator can help with examples of persons, however, it is good that these profiles are local.

After the influencer is chosen, participants should go through the videos and posts and answer the questions:

- What values and strengths are communicated?
- What platforms and formats are used?
- What makes the brand feel authentic/professional?
- What risks or ethical issues could appear?

Groups share their findings and educator highlights transferable elements for students.

Activity: Closing and connecting with school realities (10 minutes)

Educator closes with a final reflection round with a question: *What advice would you give a student trying to balance authenticity and professionalism online?* Advice that is practical is always encouraged (values, boundaries, transparency, long-term trust).

Divide participants in pairs and let them share one piece of advice and let them write each down on post-it. When done, they should post them on flipchart paper. With this, there is a **wall of advices** visible on the spot regarding personal branding. Educator summarizes recurring themes and encourages participants to translate them into classroom.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers laptop and projector (for presentation)

Recommendations for multiplying this session:



- Students can create their own personal brand statements and get feedback from their peers.
- If you have an entrepreneur in the local community, the person can be invited to share how they have built their personal brand.

Background documents and further reading:

- Joubert, S. (2024, July 3). *How to build a personal brand: 10 tips*. Northeastern University Graduate Programs. <https://graduate.northeastern.edu/knowledge-hub/tips-for-building-your-personal-brand/>
- TEDx Talks. (2010, October 6). *The power of vulnerability | Brené Brown | TEDxHouston* [Video]. YouTube. <https://www.youtube.com/watch?v=X4Qm9cGRub0>
- Pebbles-Perretti, N. (2025, July 24). *How to build your personal brand as a student or young professional*. St. John's University. <https://www.stjohns.edu/news-media/johnnies-blog/building-personal-brand-college-students>



Workshop title: Evaluation of Module 2

Duration: 90 minutes

Background: Evaluation is an important component of any learning experience. This provides a structured opportunity for participants to reflect on their learning, check their knowledge, and provide feedback on the content and delivery of Module 2. It also is a connection with the next module, helping participants to see the connections between the different parts of the curriculum.

Aim of the workshop: to evaluate the learning outcomes of Module 2, consolidate knowledge, and gather feedback for future improvements.

Objectives of the workshop:

- **to recall** and **summarise** the key concepts and themes of Module 2;
- **to reflect** on their own learning and identify key takeaways;
- **to apply** their knowledge to a real-world case study;
- **to provide** constructive feedback on the content and delivery of Module 1.

Competences addressed by this workshop:

- Literacy competence
- Personal, social and civic competence

Methodology and methods:

- Group discussion
- Individual reflection
- Feedback session

Workshop flow:

Activity: My learning journey through the module (30 minutes)

Participants receive their learning journeys. Each of them should now add to their learning journeys, and if they need additional paper, they can use it for themselves. They should answer the questions:

- What was the most surprising thing I learned?
- What is one thing I will do differently as a result of this module?
- What is one question I still have?

When finished, participants are divided in pairs to share their updated learning journeys with each other.



Educator says that the learning journeys once again be collected, as they would be updated in the last module.

Activity: Recalling the learning outcomes and objectives (10 minutes)

Educator goes through the learning outcomes and ask participants in a interactive session did we manage to reach them. If something is still missing or there is some additional things needed, educator says they will receive additional support afterwards with literature, sources or books they can research in their free time.

Activity: Pizza evaluation and round of impressions (35 minutes)

Educator presents the flipchart, with a circle on it. The circle (or “pizza”) is divided in several aspects: content of the module, educators, group atmosphere, my own participation, organisation, lunch.

Participants should come to the flipchart and pick their own unique sign. When they have the sign, they should rate how was the module for them. If their sign is the closer to the middle, it means that they were more satisfied. If they have the sign going towards outer part of the pizza, it means that some things could be improved.

With this, a quick visual summary of satisfaction is received.

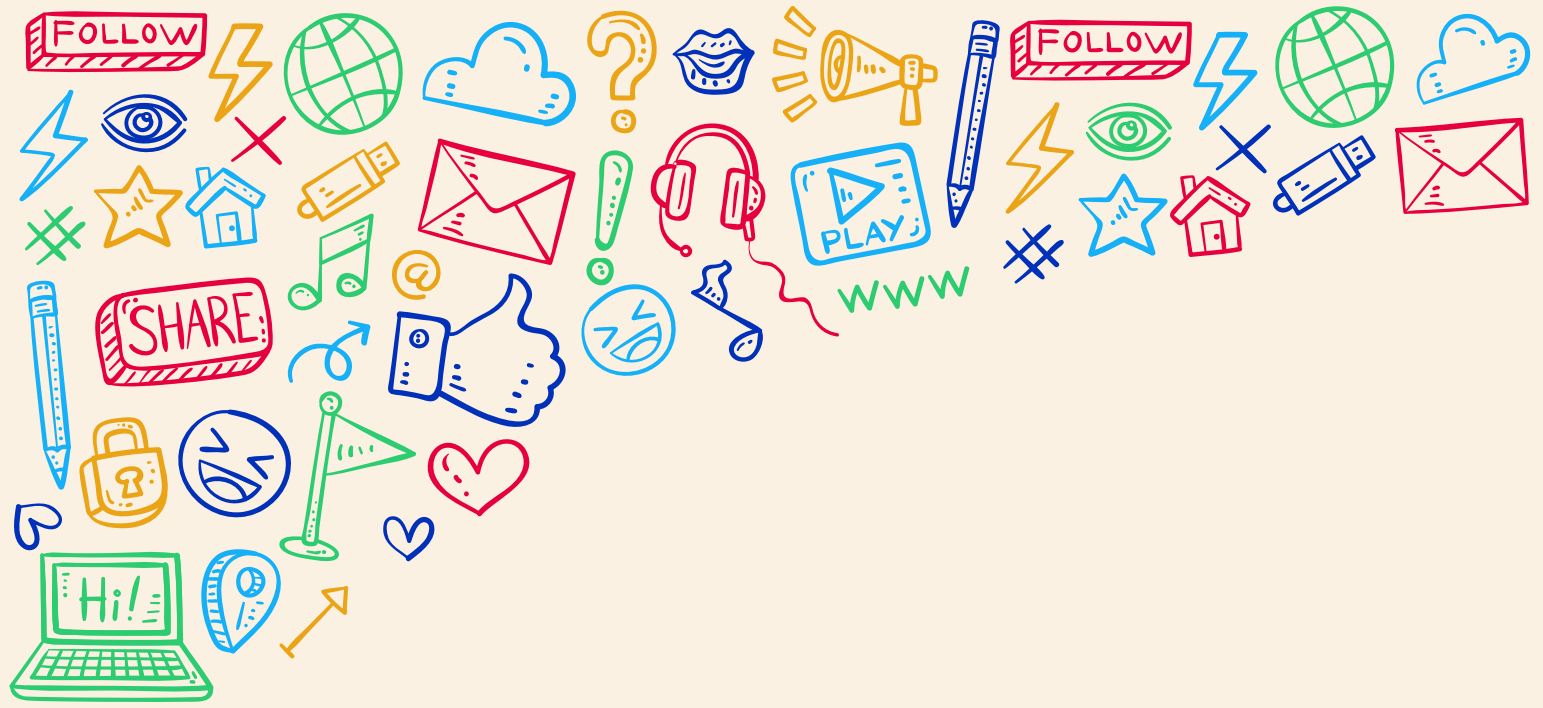
In the circle, participants are than asked to share in two sentences:

- *How was Module 2 for me? What I am bringing back?*

Educator thanks participants for their active engagement and announces the dates for the next module.

Materials needed: markers and pens, A3 papers, laptop and projector (for presentation), flipchart, markers.





Module 3

Impact of social media on career management



MODULE 3 OVERVIEW

Module 3 focuses on the practical application of social media platforms in career development, improving competences of educators on how to use digital tools effectively, strategically, and responsibly for career purposes. The background of the module is understanding that social media has become a key component of career management in all sectors, and is used for different purposes, such as networking, personal branding, learning, job searching and even freelance work.

The module begins by introducing the concept of personal branding, which is the process of strategically presenting online in ways that communicate professional identity, values, and competences. Participants learn how personal branding is different from traditional CV presentation and how personal branding is functioning in different social media platforms. The personal branding is about sharing strengths, interests and values, in a way that will be interesting for other audiences. In this module focus is also put on different social media platforms including Instagram, TikTok, Twitter (X), and LinkedIn. Even though Instagram and TikTok are central to influencer careers and creative professions, LinkedIn still is an important tool that is used for professional networking and job searching.

The module is also dealing with professional etiquette and online communication skills, as effective digital communication needs more than technical usage. Participants explore how to teach students to engage respectfully and professionally with audiences, respond constructively to feedback and criticism, manage conflicts, and build positive online reputations.

One more important topic of Module 3 is connected with digital safety and security. Participants learn how to help students understand the risks associated with digital visibility, including privacy violations, cyberbullying, harassment, identity theft, and reputational damage. The module deals with strategies for protecting personal information, managing privacy settings, understanding platform policies, and responding to online threats.

In the end, the module also explores usage of social media for career exploration, showing how students can use digital platforms to research industries, follow professionals, identify trends, and gain insights into different career pathways. Participants learn how to teach students to use social media as a learning tool, recognizing that digital platforms provide access to professional communities, industry news, and career-related information that can inform career decision-making.

LEARNING OUTCOMES (BLOOM TAXONOMY)

By the end of this module, participants will be able to:

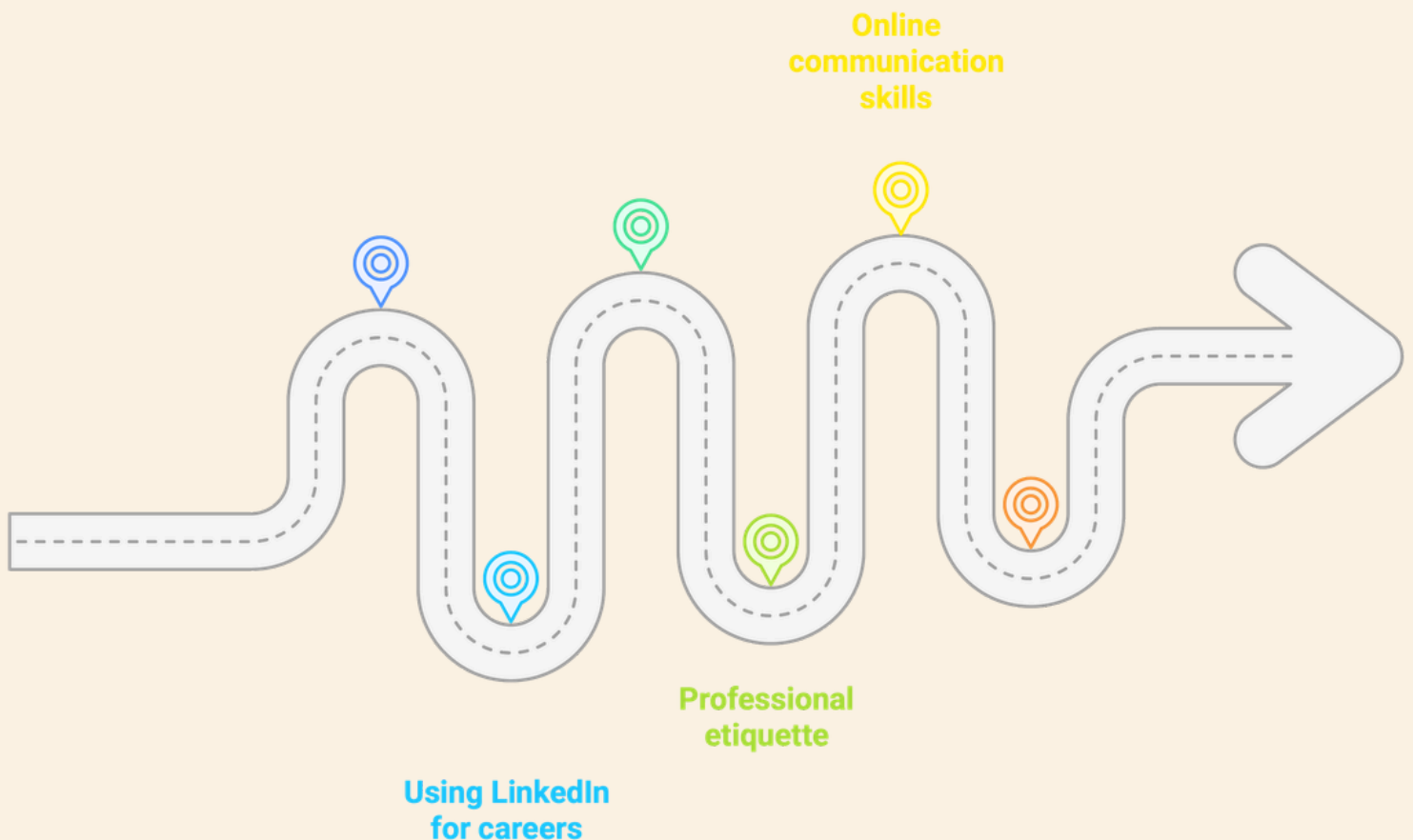


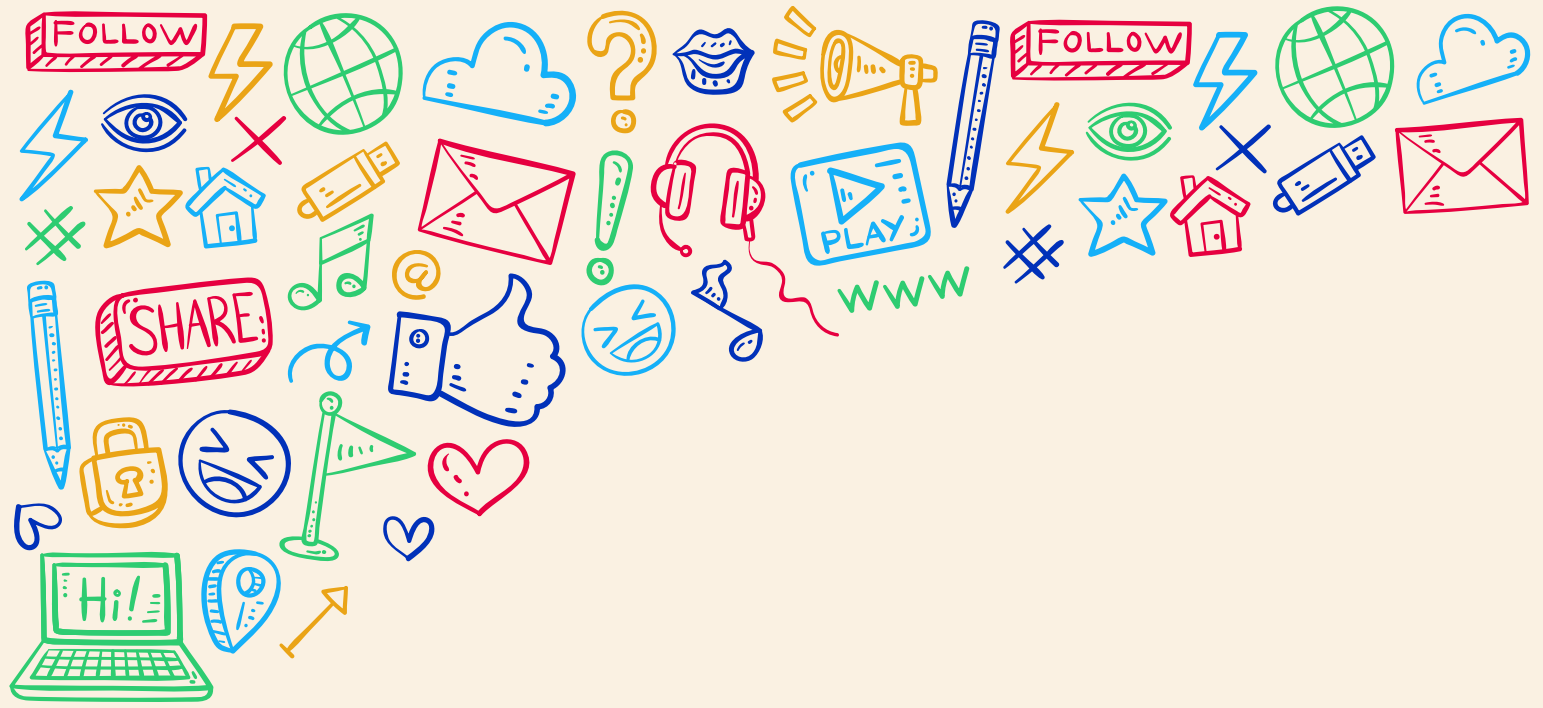
- **Citizenship education:** Ethical online communication, respect for intellectual property, and the responsible use of digital platforms are dimensions of active citizenship. Module 3 content deals with ethical responsibilities of content creators, importance of accuracy and transparency and how to use social media for online debate.
- **Learning to learn:** Using social media for career exploration and learning is a dimension of learning to learn, as it involves information gathering, critical evaluation, networking, and self-directed learning.
- **Health:** The module addresses the psychological and security risks associated with digital visibility, including privacy violations, cyberbullying, and reputational damage.

WORKSHOPS CONNECTED WITH THE MODULE 3

Module 3 consists of the following workshops, each designed to address specific learning objectives and to provide interactive learning experiences for participants:

- Social media: explore the importance of personal branding on platforms like Instagram, Twitter, and TikTok (120 minutes)
- Utilising LinkedIn for career development (120 minutes)
- Utilising social media for career exploration (120 minutes)
- Professional etiquette and online communication skills (120 minutes)
- Evaluation of the module (90 minutes)





Workshops

for the Module 3



Workshop title: Social media: explore the importance of personal branding on platforms like Instagram, Twitter, and Tiktok

Duration: 120 minutes

Background: In today's digital age, a strong online presence is no longer optional, it's essential. For VET students, learning how to build a personal brand on social media is a critical skill for career success. This workshop provides a practical, hands-on introduction to personal branding on three of the most popular platforms for young people: Instagram, Twitter, and TikTok. The workshop moves beyond the theoretical concepts of personal branding covered in Module 2 and focuses on the practical application of these concepts. Participants will explore the unique features and culture of each platform, and will learn how to tailor their content and communication style to each one.

Aim of the workshop: to provide educators with the practical skills and knowledge to teach VET students how to build a professional and authentic personal brand on Instagram, Twitter, and TikTok.

Objectives of the workshop:

- **to compare and contrast** the features and culture of Instagram, Twitter, and TikTok;
- **to analyze** the social media presence of successful professionals in different field;
- **to develop** a content strategy for a personal brand on one or more of these platform;
- **to identify** the potential risks and challenges of using social media for professional purposes;
- **to create** a set of guidelines for students on how to use social media responsibly and effectively for their career development.

Competences addressed by this workshop:

- Literacy competence
- Multilingualism competence
- Digital competence
- Entrepreneurship competence

Methodology and methods:

- Platform analysis
- Case study analysis
- Content creation exercise



Activity: Learning from the professionals (40 minutes)

In the same small groups, participants need to choose a professional or a company in a field that is relevant to their students and analyse their social media presence. They should look at their profiles on at least two different platforms and answer the questions on the **worksheet**. This will help them to see how professionals adapt their content and style to different platforms.

Activity: Your personal brand on social media (45 minutes)

Educator reminds participants about the personal branding session from the Module 2. Ask them:

- What do you remember about personal branding?
- What are key elements?
- Why is it important for students?

Afterwards, participants should work individually to create a simple content plan for a fictional student. They should choose a platform and brainstorm a week's worth of content ideas that would help the student to build their personal brand. They should think about a mix of content types, such as educational posts, behind-the-scenes glimpses, and personal stories.

Participants should share their plans, it is not necessary they share all the plans, but just some interesting aspect of them.

Activity: Closing (5 minutes)

After all of this, educator asks participants to write down one piece of advice they will give to their students about using social media for their career and share it in a circle.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers, laptop and projector (for presentation), printed copies of worksheet

Recommendations for multiplying this session:

- Students can create their own social media content plans and get feedback from their peers.
- You can invite a social media manager or a digital marketing professional to be a guest speaker.

Background documents and further reading:

- Pebbles-Perretti, N. (2025, July 24). How to build your personal brand as a student or young professional. St. John's University, <https://www.stjohns.edu/news-media/johnnies-blog/building-personal-brand-college-students>



- Beu, A., Brown, T., Bulanda, J., Li, F., Mason, T., Mayed, S., & Pena, N. (2025, November 7). Gen Z gets career guidance on social media. JFF Britebound Center, <https://asacareernav.jff.org/gen-z-gets-career-guidance-on-social-media/>



WORKSHEET: SOCIAL MEDIA: EXPLORE THE IMPORTANCE OF PERSONAL BRANDING

Activity: Learning from the professionals

Group members: _____

Field relevant to your students: _____

Chosen professional/company: _____

Name of platform 1: _____

Name of platform 2: _____

1) First impressions

In one sentence, what do you think this profile is trying to achieve on **Platform 1**?

In one sentence, what do you think this profile is trying to achieve on **Platform 2**?

2) Audience and tone

Who is the target audience on each platform? What makes you think so?

Platform 1: _____

Platform 2: _____

How would you describe the tone/style on each platform (e.g., professional, friendly, humorous, trendy, technical)?

Platform 1: _____

Platform 2: _____

3) Content patterns (look at 6-8 recent posts per platform)

What are the 3 most common content themes/topics on Platform 1?

1. _____ 2) _____ 3) _____

What are the 3 most common content themes/topics on Platform 2?

1. _____ 2) _____ 3) _____

What formats do they use most on each platform (e.g., short video, photos, carousel, stories, text)? Why do you think they chose those?

Platform 1: _____

Platform 2: _____



4) Compare and adapt

What stays consistent across platforms (identity/brand/message)? Give 2 examples.

What changes across platforms (content, style, posting rhythm, interaction)? Why?

5) Credibility and media literacy

What signals of professionalism/expertise do you notice (proof of work, behind-the-scenes, certificates, client feedback, results)?

Do you notice promotion/advertising/sponsorship? If yes, how is it presented?

Is there anything that could be misleading, risky, or problematic (e.g., unrealistic claims, missing context, stereotypes)?



6) Transfer to teaching practice

What could your students learn from this example (skills, communication, employability, entrepreneurship)?

Create one quick classroom task inspired by this analysis (10–20 minutes). What would students produce?



Workshop title: Utilising LinkedIn for career development

Duration: 120 minutes

Background: Even though Instagram and TikTok are popular for personal branding, LinkedIn still is the main platform for professional networking and sharing. For VET students, a good crafted LinkedIn profile is important, as they can show their skills, connect with other people from their profession and find job and internships. Therefore, this workshop provides step-by-step guide to creating a powerful LinkedIn presence, empowering educators to help their students already get be one step ahead. Participants will learn how to create a visually inviting LinkedIn profile from scratch, with a focus on writing a strong headline and summary, highlighting their skills and experience.

Aim of the workshop: to equip educators with the skills and knowledge to teach VET students how to create a impactful LinkedIn profile, so they can use the platform for professional networking and career development.

Objectives of the workshop:

- **to create** an inviting LinkedIn profile;
- **to write** a strong headline and summary;
- **to develop** a strategy for building a professional network on LinkedIn;
- **to use** LinkedIn for career exploration and research;
- **to teach** their students how to use LinkedIn effectively and responsibly.

Competences addressed by this workshop:

- Literacy competence
- Digital competence
- Personal, social, and learning to learn competence
- Entrepreneurship competence

Methodology and methods:

- Live demonstration
- Profile critique
- Networking simulation
- Group discussion



Workshop flow:

Activity: Live demonstration of the profile creation (60 minutes)

Educator starts with a live demonstration of how to create LinkedIn profile. To make it easier, there is the possibility to use the official LinkedIn for Students Guide (<https://careers.linkedin.com/content/dam/me/careers/StudentCareers/about/LL-Students-Guide-To-LinkedIn.pdf>) as a framework for the demonstration. Educator goes through each section of the profile, from the photo and headline to the experience and skills sections, providing tips and best practices along the way.

Participants are invited to either: work on their own LinkedIn profiles, applying the tips and best practices from the demonstration; or create a new profile to see how it can look like. Educator should encourage participants to focus on writing a strong headline and summary, as these are the most important parts of the profile. The Jobscan guide (<https://www.jobscan.co/blog/linkedin-summary-examples/>) provides good examples, which can be presented.

Art of networking (30 minutes)

Educator should lead a discussion on the do's and don'ts of networking on LinkedIn. Ask participants: What do you think is important to network on LinkedIn - what are do's and don'ts?

Do's	Don'ts
<ul style="list-style-type: none">• Personalize every connection request: mention <i>how you found them</i> and <i>why you're connecting</i>.• Be specific and respectful: ask for something small (e.g., “one tip” or “5 minutes of advice”), not a big favor.• Show genuine interest: reference their role, project, post, or company work.• Keep it short: 2-4 sentences is usually enough.• Use a professional profile first: clear photo, headline, and a few lines in “About” so people trust you.• Make it mutually relevant: explain what you share (school, field, event, topic) and what you hope to learn.• Follow up politely (once): if they accept, thank them and <i>don't immediately ask for a job</i>.• Engage before you ask: like/comment on a post or read their work so your message feels natural.	<ul style="list-style-type: none">• Don't send the default “I'd like to add you...” with no context.• Don't start with “Hi, can you give me a job?” or push your CV in the first message.• Don't write a long life story or a paragraph-heavy message.• Don't copy-paste the same message to everyone (it's obvious).• Don't be overly casual (“Hey bro”, emojis overload) or overly intense (“I NEED...”).• Don't ask for confidential info (salary details, internal hiring decisions, personal contacts).• Don't tag or DM repeatedly if they don't respond—avoid spamming.• Don't criticize their company/industry in the first interaction.• Don't misrepresent yourself (fake titles, exaggerated experience).• Don't forget to say thanks after acceptance or help.



<ul style="list-style-type: none"> • Be transparent: if you're a student, say so—people often respond well to honest learning goals. • Respect boundaries and time: if they don't reply, leave it. 	
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Emphasize the importance of personalizing connection requests and building genuine relationships.

Then, educator instructs the participants to practice sending personalized connection requests. They should find three people they would like to connect with (e.g., alumni from their school, professionals in their field of interest) and write a personalized connection request to each one. They should not actually send the requests, but should share them with a partner for feedback after the task is over.

Activity: LinkedIn as a research tool (25 minutes)

Educator shows participants how to use the alumni tool to see where graduates from their school are working, how to research companies and industries, and how to follow thought leaders to stay up-to-date on industry trends. Then, ask participants to use LinkedIn to research a company or industry they are interested in. Ask them to find three interesting facts and share them with the group. This will help them to see the value of LinkedIn as a research tool.

Activity: Reflection (5 minutes)

Educator asks participants to write down one action they will take to encourage their students to use LinkedIn for their career development.

Materials needed: computers for participants, post-it notes (multiple colors), markers and pens, flipchart papers, laptop and projector, worksheet

Recommendations for multiplying this session:

- Offer a "LinkedIn Lab" where students can come to get one-on-one help with their profiles.
- If you teach photography, you can organise class to create LinkedIn profile pictures and that VET students learn how to make them.

Background documents and further reading:

- LinkedIn. (2016). *The Student's guide to LinkedIn* [PDF].
LinkedIn. <https://careers.linkedin.com/content/dam/me/careers/StudentCareers/about/LI-Students-Guide-To-LinkedIn.pdf>



- Henderson, R. (2025, May 19). *How to write a LinkedIn summary (with examples)*. Jobscan. <https://www.jobscan.co/blog/linkedin-summary-examples/>
- University of Cincinnati. (2025, November). *LinkedIn profile examples for students: What to include*. UC News. <https://www.uc.edu/news/articles/2025/11/linkedin-profile-examples-for-students.html>



Workshop title: Utilising social media for career exploration

Duration: 120 minutes

Background: Social media is not just a tool for personal branding and networking; it is also a platform for career exploration. For VET students who are still figuring out their career paths, social media can provide a window into different industries, companies, and roles. This workshop gives strategies to educators on how to teach students what would be the best way to use social media for career exploration, from following industry hashtags to conducting informational interviews with professionals. The workshop emphasizes a proactive and curious approach to career exploration. The focus of the workshop is on the practice of informational interviewing.

Aim of the workshop: to equip educators with the knowledge and tools to teach VET students how to use social media for career exploration and how to conduct informational interviews.

Objectives of the workshop:

- **to identify** ways to use social media for career exploration;
- **to develop** a strategy for guiding students in using social media to research careers;
- **to explain** the purpose and benefits of informational interviewing;
- **to practice** the skills needed to conduct an effective informational interview;
- **to teach** their students how to use informational interviews to explore careers and build their network.

Competences addressed by this workshop:

- Literacy competence
- Digital competence
- Personal, social, and learning to learn competence
- Entrepreneurship competence

Methodology and methods:

- Interactive presentation
- Social media scavenger hunt
- Role-playing
- Group discussion



Workshop flow:

Activity: The social media scavenger hunt (30 minutes)

Educator starts with an interactive presentation on how to use social media for career exploration. Great source of inspiration is an UMGC guide (<https://www.umgc.edu/career-connection/articles/how-to-leverage-social-media-for-job-search-success>) that can provide a framework for the discussion. Educator can cover topics such as following industry leaders, joining relevant groups, and using hashtags to track trends.

Participants should go on a "social media scavenger hunt" They should use at least two different social media platforms to find information about a career they are interested in. This could include finding a professional in that field, a relevant company or organization, a recent news article or blog post, or an upcoming event.

The task goes like this: Choose a career and use social media to find the following information:

- What is the career you have chosen?
- What is the typical salary?
- What are required skills and education?
- What are day-to-day responsibilities?
- Who are professionals in this field to follow?

Introduction to Informational Interview (45 minutes)

Educator introduces the concept of an informational interview, including explaining what it is, why it is a valuable career exploration tool, and how it is different from a job interview. To find more information about the informational interview, Duke Career Hub guide (<https://careerhub.students.duke.edu/resources/informational-interviewing-guide/>) provides a clear definition and overview.

In small groups, participants should brainstorm a list of questions they could ask in an informational interview. Educator encourages them to think of questions that are open-ended and that will help them to learn about the person's career path, their industry, and their company.

If someone is stuck with the questions, University at Buffalo guide provides a great list of potential questions (<https://management.buffalo.edu/career-resource-center/students/networking/mentorlink/40-questions-to-ask-in-an-informational-interview.html>).

Then, divide participants in pairs – they should have a role-play requesting and conducting a short (10-minute) informational interview. One person plays the VET



student, and the other plays the professional. The "student" should practice their introduction, their key questions, and their closing. After 5 minutes, the roles switch.

Activity: Building a contact-yes profile (35 minutes)

For this task, participants can think of a fictional VET student or even take themselves as an example. Besides them or a student, they should find a professional whom they want to contact. Participants will need to make a small brief by using the following questions:

- Who are they and what do they do?
- What signals credibility/expertise?
- What common ground can we mention?
- What would be a respectful ask?
- What is the best channel (LinkedIn/email) and why?

Share your findings in trios, and discuss: What could be easy or challenging for VET students? Could they reach out? What could I do as an expert?

Activity: Closing (10 minutes)

Educator summarises the key strategies for using social media for career exploration and once again mentions the value of informational interviewing.

To reflect, participants are asked to write down one thing they will do to encourage their students to be more proactive in their career exploration.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers laptop and projector

Recommendations for multiplying this session:

- Host a "career exploration fair" where students can practice their informational interviewing skills.
- Create a database of alumni and other professionals who are willing to be contacted by students for informational interviews.

Background documents and further reading:

- UMGC Career Services. (2024, July 17). *How to leverage social media for job search success*. University of Maryland Global Campus (UMGC) Career Connection. <https://www.umgc.edu/career-connection/articles/how-to-leverage-social-media-for-job-search-success>



- Duke Career Center. (n.d.). *Informational interviewing guide*. Duke Career Hub. <https://careerhub.students.duke.edu/resources/informational-interviewing-guide/>
- University at Buffalo, School of Management, Career Resource Center. (n.d.). *40 questions to ask in an informational interview*. <https://management.buffalo.edu/career-resource-center/students/networking/mentorlink/40-questions-to-ask-in-an-informational-interview.html>



Workshop title: Professional etiquette and online communication skills

Duration: 120 minutes

Background: As we live in the digital age, skills of online communication and etiquette became crucial for everyday functioning. VET students need to be equipped with the skills to communicate professionally and effectively in different online contexts: these can include emails, social media or having a Zoom call. Therefore, this workshop provides overview of professional etiquette and online communication skills, empowering educators in this field. They will improve their communication and digital competences.

Aim of the workshop: to improve competences of educators in the field of professional etiquette and online communication skills, so they can transfer the knowledge about effective communication and online reputation to their VET students.

Objectives of the workshop:

- **to explain** the key principles of professional communication;
- **to apply** the rules of email etiquette;
- **to describe** the concept of a digital footprint and its importance;
- **to develop** strategies for helping students to build and maintain a positive online reputation;
- **to teach** their students how to communicate professionally in a variety of online contexts.

Competences addressed by this workshop:

- Literacy competence
- Digital competence
- Personal, social, and learning to learn competence
- Citizenship competence

Methodology and methods:

- Interactive presentation
- Email critique
- Persona building
- Group discussion

Workshop flow:

Activity: Professional e-mail writing (30 minutes)

Educator kicks off the session with an interactive presentation on the basics of email etiquette. For the purpose of this input, the **Grammarly** blog post or the **Purdue OWL** guide can cover the key do's and don'ts.



(<https://www.grammarly.com/blog/emailing/email-etiquette-rules-to-know/>)
 (https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html)

Down below in a table is a short overview:

DO's (What you should do)	DON'T's (What you should avoid)
Use a clear, detailed subject line - so the recipient knows the purpose. (grammarly.com)	Don't use vague or empty subject lines (e.g., "Hi", "FYI"). (grammarly.com)
Begin with a proper greeting (Dear/Hello + name). (grammarly.com)	Don't skip a greeting or use overly casual starters. (owl.purdue.edu)
Use a professional sign-off (Regards, Sincerely, Best). (grammarly.com)	Don't end abruptly without a closing. (grammarly.com)
Keep emails concise but complete - include necessary info. (grammarly.com)	Don't write long, meandering emails that waste time. (owl.purdue.edu)
Proofread before sending (grammar, spelling, names). (grammarly.com)	Don't send without proofreading - mistakes look unprofessional. (grammarly.com)
Wait 24 hours before following up on unanswered emails. (grammarly.com)	Don't rush follow-ups; immediate repeat messages may seem pushy. (grammarly.com)
Use CC/BCC appropriately (keep privacy & relevance in mind). (grammarly.com)	Don't hit "Reply All" unnecessarily - don't clutter inboxes. (grammarly.com)
Describe attachments clearly so the reader understands them. (grammarly.com)	Don't attach files without explaining what they are. (grammarly.com)
Use professional tone and audience-appropriate language. (grammarly.com)	Don't use casual slang, jokes, or emojis in formal emails. (grammarly.com)
Adjust level of detail for your audience (student, professor, employer). (grammarly.com)	Don't use text abbreviations (like "u" for "you"). (owl.purdue.edu)
Be direct and to the point - start with purpose early. (owl.purdue.edu)	Don't bury your main message later in the email. (owl.purdue.edu)

In small groups, participants should analyse two poorly written emails. For each email, they should identify the mistakes and then rewrite the email to be more professional.



In the end, the concept of digital footprint is introduced and a video about digital footprint is presented: <https://youtu.be/F7pYHN9iC9I>.

Discussion is held:

- How to build a positive digital footprint?
- What do you need to do? And your students?
- What about GDPR?

Activity: Persona building (60 minutes)

Educator says that up until now we have talked about what NOT to do. Now we should look at something more strategic: Who are you professionally online? And in order to do this, the method which is usually used is Persona building.

Persona building is not a marketing strategy, but it is a tool that helps educators and others understand who are they online, or they can think about their VET students when doing the exercise.

For the purpose of the exercise, they should think about a typical VET student from their school. In small groups of three, they should answer the following questions:

- How old is your persona? (age range, be as precise as possible)
- What are this person's values and attitudes?
- Which everyday life topics interest this person the most?
- What are their biggest challenges in life or at school?
- What motivates your persona and what do they want to achieve in life?
- In which region/local community does the person live and how does that influence them?
- How do they prefer to communicate (online or in person, which platforms do they use...)?
- How do they get information (radio, television, newspapers, flyers, websites, social media, through education...)?
- What would someone learn about the persona from their: email tone, LinkedIn profile or public comments on social media?
- Who does your persona communicate to? What is the communication style they use (formal, semi-formal, short, direct,...)?

On a flipchart paper, they should draw a typical VET student, in the middle. Around the student they should answer these questions. They should name their persona as well.

When they are finished, personas are presented. Educator starts the debrief of the activity:

- How was this exercise for you?
- What surprised you while creating this persona?



- Was it easy or difficult to define their values and motivations? Why?
- Which questions were hardest to answer?
- Does this persona resemble someone you already work with?

Activity: Closing and reflection (10 minutes)

Educator summarizes the key principles of professional etiquette and online reputation management.

The participants are asked how they can use this in this everyday practice and do they find the tools they received useful.

Materials needed: post-it notes (multiple colors), markers and pens, flipchart papers laptop and projector (for presentation)

Background documents and further reading:

- Kramer, L. (2023, July 20). *19 email etiquette rules to know, with examples.* Grammarly. <https://www.grammarly.com/blog/emailing/email-etiquette-rules-to-know/>
- Purdue Online Writing Lab. (n.d.). *Email etiquette.* Purdue University. https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html
- Listen360. (2025, January 21). *Your guide to online reputation management: Keep customers coming back!* <https://www.listen360.com/blog/guide-to-online-reputation-management/>



Workshop title: Evaluation of Module 3

Duration: 90 minutes

Background: This final session of the curriculum provides an opportunity for participants to consolidate their learning from Module 3, reflect on the program as a whole, and plan for the future. The session will begin with a review of the key themes and strategies covered in Module 3, with a focus on the practical application of social media for career development. Participants will then have the opportunity to develop a personal action plan, outlining the specific steps they will take to integrate the tools and concepts from the curriculum into their work with VET students.

Aim of the workshop: to evaluate participants' learning and gather feedback on Module 3 and the curriculum as a whole.

Objectives of the workshop:

- **to reflect** on learning and growth throughout the Module and entire curriculum;
- **to create** a personal action plan for implementing the curriculum in their own work.

Competences addressed by this workshop:

- Literacy competence
- Personal, social and civic competence

Methodology and methods:

- Group discussion
- Video watching
- Action planning

Workshop flow:

Activity: My learning journey through the module (20 minutes)

As on previous modules, participants receive their learning journeys. Each of them should now add to their learning journeys, and if they need additional paper, they can use it for themselves. They should answer the questions:

- What was the most surprising thing I learned?
- What is one thing I will do differently as a result of this module?

When finished, participants are divided in pairs to share their updated learning journeys with each other.





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