



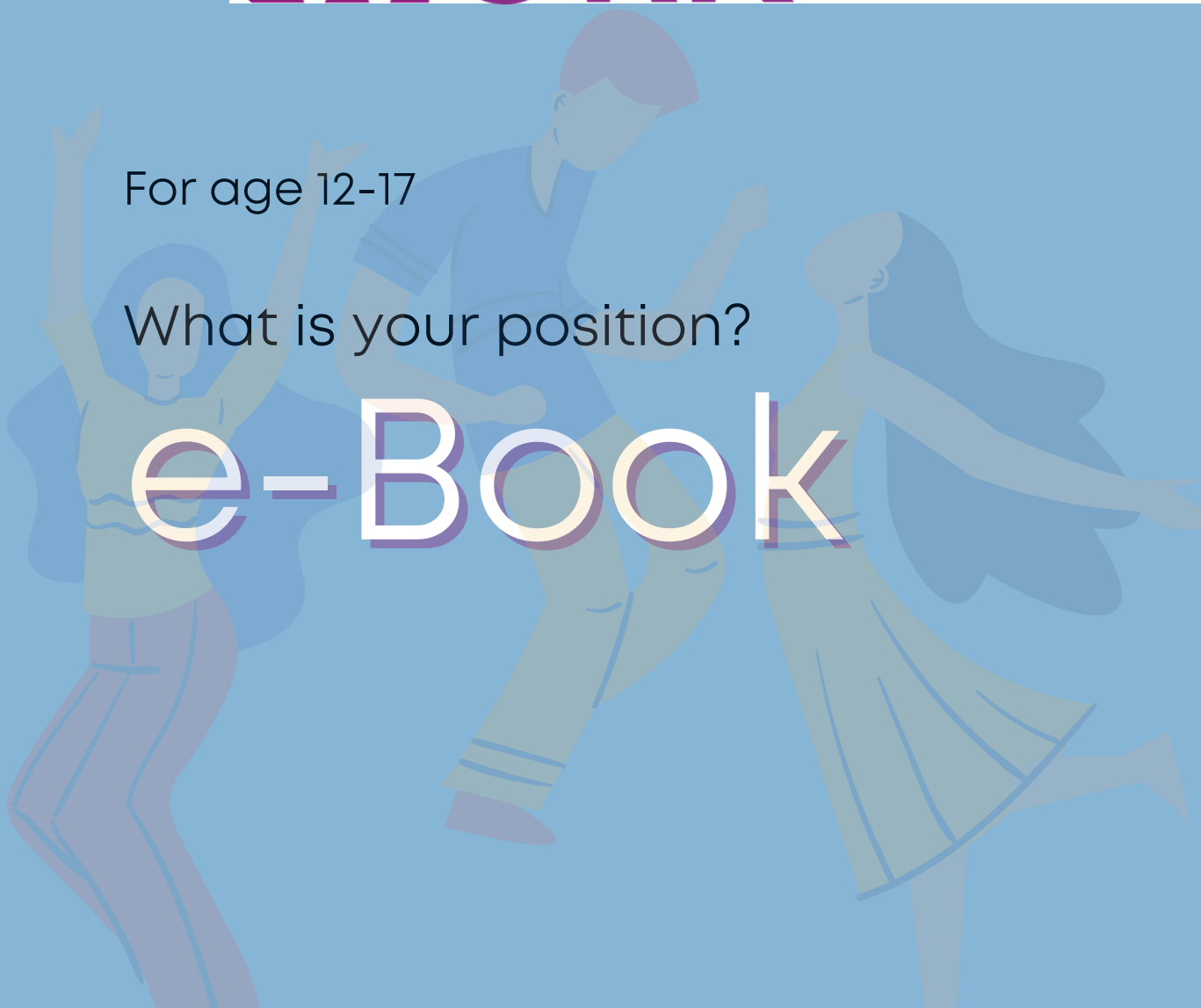
Click [here](#) to watch introduction video

THE DIDACTIC MINE ^{OF} YOUTH WORK

For age 12-17

What is your position?

e-BOOK



What is your position?

Overview

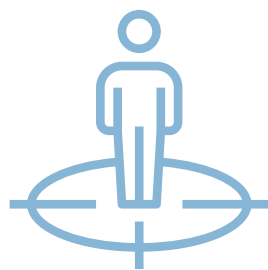
The activity brings the participants to strengthen their knowledge on entrepreneurship and related concepts (social business, profit, community growth, business risk, ...).

By simply asking participants to position themselves in one side of the room according to whether they agree or disagree with some statements that will be provided, they will have the opportunity to reflect, take a decision, change their point of view thus clarifying concepts related to entrepreneurship and social entrepreneurship that are often confused.

The activity is simply but effective for participants from 12 years old onward.

Learning objectives

- To clarify concepts related to entrepreneurship and social entrepreneurship.
- To link the idea of sustainability to business.
- To understand the positive impact of business and entrepreneurship on the community and society as a whole.
- To stimulate curiosity to deepen the knowledge of the above-mentioned concepts.





Age

12-17 years old.



Time

30-45 minutes.



Group Size

From 6 to 30 participants.



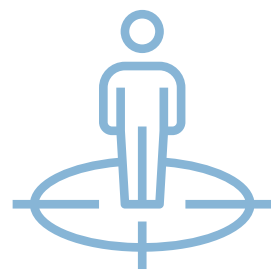
Materials

- Make sure that you have a room big enough to allow participants to move according to their agreeing/disagreeing preferences.
- 1 block of flipchart and a flipchart board.
- Video projector
- Laptop



Preparation

- Prepare 10-12 statements that touch the various aspects of entrepreneurship, social entrepreneurship, and related issues. The statements should be clear not to raise discussions of how to perceive them. You can find a list of examples in the handouts.



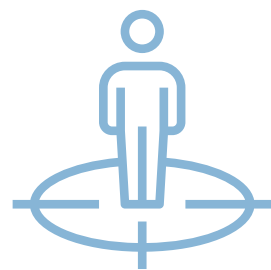
- Prepare a power point presentation or any other digital presentation to show the statements.
- Alternatively, you can write the statements on the flipchart, making sure that the handwriting is easy to understand.
- Make sure that both the flipchart and the slides are visible to all participants. Prepare a short presentation to explain the main notions that you are going to investigate through the activity. It will be useful at the end to better fix the concepts and provide additional explanation to the participants.
- Study all concepts you are going to bring to be able to explain them to the participants!
- According to the space you have divide the room in 2 parts with a tape strip or in any visible way and place signs of agree and disagree that are distant enough from each other to allow participants to position also in the middle (not agreeing not disagreeing). There should be enough space so that the position of the participants is clear.

Description

Part I

1. Introduce the activity to the participants.

- A certain number of statements will be shown to them.
- Their task will be to move according to whether they agree or disagree with the statement.
- Explain that everybody has to take a stand and that staying in the middle implies also a decision.
- Everybody is free to change their mind during the discussion, and therefore change sides.

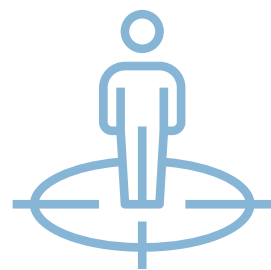


2. Start the activity by showing and reading loud the first statement. Give participants time to read and understand the statement.
3. Ask them to take their side, and, once everybody is set, invite them to explain their decision.
 - Asking for voluntary presentations from one side and the other and from those in the middle.
4. Once the discussion starts, let them interact and interfere only to give the floor and avoid one-to-one discussion.
5. It is not the purpose of the activity to reach a consensus. Decide when it is time to end the discussion and move on to the next statement.
6. While participants are discussing you may want to take notes on specific issues to bring them back in the second part of the activity.

Part II

1. When the statements are finished, consider asking participants about how they felt (if the discussion was very vivid for example) and give room to resolve any outstanding issues.
2. Show your presentation spending more time on the concepts that were less clear or more argued during the previous activity.
3. Leave space for comments and questions.
4. Close the activity by showing this video:

<https://www.youtube.com/watch?v=aTo0qtdVMpM>





Tips for facilitators

- Do not show too many statements, it can be overwhelming.
- Write down more statements than you plan to show as during the discussion some concepts may be brought up spoiling your next statements.



Debriefing and Reflection

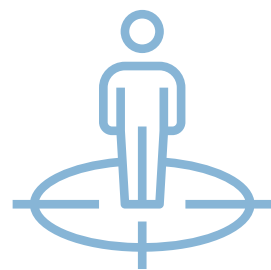
The actual debriefing should have already started in the second part of the activity. In addition, you can explore more about the outcomes of the activity:

- Was it useful? What did they learn or what was clarified?
- Ask participants if they have changed their views and if yes what was the trigger for it.
- Explore if anyone would have been inspired to start a social business and for which reasons.



References

The activity is an adaptation of the “Where do you stand?” activity widely used in non formal education when the trainers want to introduce difficult concepts in a light way to then bring the participants to better understand the topic and get deeper into it.



HANDOUT

Examples of statements

1. Everyone can be an entrepreneur.
2. Social enterprise does not need a lot of money to be started/run.
3. One needs to have proper education to be able to start a business.
4. Entrepreneurs should prioritise sustainability and environmental responsibility in their business practices.
5. Profit is very important for social enterprise.
6. An association and non-governmental organization can be a social enterprise.
7. The private sector has the resources and entrepreneurial skills to create social change.
8. Big private companies in the development sphere can make changes at a far larger scale than many smaller NGOs combined.
9. Blending profit and non-profit organizations might lead to abuse or potential conflict of interest.
10. A businessman and an entrepreneur are the same person.
11. An employee cannot be an entrepreneur.
12. Government initiatives are more effective than entrepreneurial efforts in addressing social problems.
13. Innovation is a key element for both traditional entrepreneurship and social entrepreneurship.
14. Balancing profit motivation with ethical considerations is a non-surmountable challenge for entrepreneurs.
15. The notion of 'failing fast' in entrepreneurship may be counterproductive in the social sector, where long-term sustainability is crucial for impact.
16. The rise of technology-driven social enterprises raises questions about digital equity and the potential exclusion of marginalized communities.
17. The concept of 'conscious consumerism' can drive positive change, but it also can bring people to spend more and to do the interests of the big firms in the name of community/environment sustainability.
18. Social entrepreneurship faces the challenge of achieving scalability without compromising its original mission and values.

