

THE DIDACTIC MINE OF YOUTH WORK

e-Book



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Organizations involved in the project:

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Corbiz Corporate Business Solutions Ltd.

Comune di Cinisello Balsamo

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More information about the project at

<https://didacticmine.socialentrepreneurship-youth.eu/>

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Introduction

The project

Preface

This project builds upon the extensive experience of each partner in the field of youth work and competence development.

We recognize how much social entrepreneurship and youth work have in common when it comes to fostering sustainable community development and benefitting individuals and, particularly, youth.

The Project was written right after the COVID-19 pandemic which highlighted global socio-economic challenges, there emerged a critical reflection on the sustainability of traditional development models. This encouraged a 'Great Economic Reset', emphasizing the need for environmentally sustainable development that takes also into consideration economic sustainability.

On the other hand, the European Training Strategy was undergoing a renovation process, showing the need for more effective capacity building in youth work and structured support for youth workers in education and training.

In this context, the partnership decided to build a Project that enhances entrepreneurial competencies as those competencies that can help the overall development of the individual, independently from his career orientation and empathizes social entrepreneurship as a tool for sustainable development providing answers to community challenges.

The Project comprises two main tools: a didactic manual and a board game. While designed to complement each other, these tools can also be used independently. Their primary aim is to assist youth workers in transferring entrepreneurial competencies and knowledge on the Sustainable Development Goals to young people with the intent of raising awareness about the positive impact entrepreneurship can have on building a sustainable society.

Project mission

Rooted in the priorities set by the European Commission for the Erasmus Plus program, our Project develops along three fundamental dimensions: environmental sustainability, inclusion and diversity, and the empowerment of young individuals. The goal is to leave a positive mark on youth work, fostering a sustainable and inclusive future.

Our project seeks to stimulate environmental consciousness, with all actions meticulously planned to minimize our footprint. Aligned with the 2030 Agenda for Sustainable Development, Didactic Mine addresses the transition of young individuals from youth to adulthood, promoting active citizenship, initiative, and youth entrepreneurship.

The objectives

In this context, the objectives are:

1. Developing an entrepreneurial mindset:
 - Provide practical and adaptable resources for youth workers and learners.
 - Foster a competence-centered approach to empower individuals in social entrepreneurship.
2. Raising awareness for sustainable development:
 - Equip the youth work and education sector with information to understand individual impacts on communities and the environment.
3. Capacity building in youth NGOs:
 - Offer flexible instruments adaptable to diverse target groups and scenarios.
 - Stimulate users to build interconnected tools, enhancing the quality and relevance of their activities.
4. Promoting social and economic inclusion for youth:
 - Provide guidance and training to empower young people in their transition to adulthood.
 - Facilitate access to tools for self-direction and increased opportunities, particularly for youth with fewer opportunities.

Project results

The E-Book: Resource for Youth Workers, which contains 30 didactical activities targeted at 3 different age groups: kids, teenagers and young adults. It contains non-formal education activities to support the development of entrepreneurial competencies linked to sustainability.

The Boardgame: It is an interactive tool on entrepreneurship and Sustainable Development Goals that brings the players to learn important concepts while competing to reach the final goal: accessing a problem that afflicts society and finding a solution for it through a social enterprise idea. The problems are based on real cases that bring examples of best practices of social enterprises.

Join us on this educational voyage, where our Didactic Manual serves as a compass, guiding youth workers, learners, and organizations in the realm of social entrepreneurship and sustainable development.

Together, we navigate towards a future where individual actions contribute to the well-being of communities and the planet.

The Manual features activities taken from educational manuals, tool kits and websites, the output of entrepreneurial projects or part of entrepreneurial education cycles from public and private institutions. The activities have been adapted or reworked to serve the needs of this manual.

If you come across any instances of improper use, please do not hesitate to reach out at didactic.mine@gmail.com.

The Project Team

The E-Book

The *Didactic Mine of Youth Work E-book* is a dynamic and comprehensive toolkit to inspire entrepreneurial education and social entrepreneurship in young individuals.

Tailored to benefit youth workers, youth organizations, youth leaders, youth centres, and educators alike, this e-book wants to support during the important transition from childhood to adulthood. The Didactic Mine of Youth Work E-book is made of didactic activities on entrepreneurial education and social entrepreneurship which are also related to SDGs.

It is adaptable to different targets and can be used with young people of different ages and in different settings.

It contains 30 activities tailored to three distinct age groups:

- Kids aged between 6 and 11.
- Teenagers aged between 12 and 17.
- Youth in NEET from 18 to 30.

Each activity is thoughtfully accompanied by a brief video presentation, featuring diverse trainers and youth workers involved in their creation.

It can also be downloaded in its printable version.

The E-book is a valuable resource for youth workers and educators who are looking for concrete and easy-to-use activities to impart entrepreneurial education and social entrepreneurship. The E-book tackles a series of competencies that are needed to start a (social) enterprise.

The activities serve as catalysts for young people, fostering the development of crucial life skills, including critical thinking, active citizenship, and ethical decision-making. For teenagers aged 12 to 17, the activities guide them in crafting future plans, unlocking their potential, and building self-awareness. As for older age groups, starting from 18, the activities are meticulously designed to nurture skills and competencies that pave the way for successful entry into the workforce.

How to use the toolkit

In this chapter, we will guide you through how to effectively utilize the Didactic Mine of Youth Work E-Book to empower and educate young people on entrepreneurial skills and social entrepreneurship.

This resource is designed to be flexible, easy to use, and adaptable to various age groups and settings. Whether you're a youth worker, a teacher, or someone interested in fostering a spirit of entrepreneurship in young minds, this guide will help you make the most of the E-Book's valuable content.

The one that you are reading is the final version after testing. We hope that you will find it useful, and we would really appreciate receiving your feedback. If you notice any mistakes or you would like to improve any parts, please do not hesitate to write to didactic.mine@gmail.com.

The Didactic Mine of Youth Work E-Book is a comprehensive resource that contains 30 didactic activities focused on entrepreneurial education and social entrepreneurship. Here's how you can effectively use the E-Book:

- Tailoring to the participants: Before diving into the activities, consider the age and background of your audience. Choose activities that best suit their level of understanding and engagement. The E-Book's adaptability is one of its strengths.

Nowadays, young individuals are increasingly comfortable with utilizing digital tools for their education. Youth workers are adapting to this trend by exploring the integration of traditional non-formal education methods with digital tools. This combination allows for a dynamic and comprehensive educational approach that aligns with the needs of modern learners.

In this sense, the activities, and exercises that we are proposing can easily be implemented with traditional methods, with digital tools or with a combination of both. The trainer is free to add elements to the sessions (they can include movie nights for example) if they feel confident on how to run them!

- Preparing the environment: Create a conducive learning environment, whether it's a classroom, community center, or youth club. Ensure you have the necessary materials for each activity.

Try out the devices and check all materials before starting.

ALL activities with kids should be planned by creating a comfortable environment, with jokes and funny sketches.

Especially when working with kids it is necessary to make sure that they are familiar or able to understand the terms that you use. Consider the opportunity to create a keyword dictionary.

Considering that we are talking about sustainability, let's try to re-module the activities, wherever it is possible, by using digital tools, using less paper and wasting less materials.

- Make sure to prepare yourself on the content and additional knowledge if needed. Familiarize yourself with the definitions of social entrepreneurship and social innovation and search for some real examples to support your explanations.
- Read the full activity before starting to play it.
- Step-by-Step implementation: Each activity in the E-Book is accompanied by clear instructions and objectives. Follow these steps to ensure a smooth and educational experience for the participants.

Time suggested can vary depending on the number of participants and the characteristics of the group. Be ready to adapt it!

For all activities, the facilitator needs to introduce the concepts that are going to be addressed in the activity. According to the age of the participants, the introduction could be made through a short video, a discussion, a short cartoon, a few questions, or an interactive digital game.

Start the sessions with an energizer to make participants feel more relaxed and ready to learn and participate.

In some activities, we suggest alternatives, in others we leave the youth workers free choice. Once they will get familiar with theoretical concepts and with the activities it will become easier to build the sessions according to their own style and to the group of participants.

In some cases, we recommend introducing the activities by a presentation with concepts or theoretical inputs, in other cases it is better to close the sessions with theoretical inputs. In any case, an introduction and closing should be always present.

- Encouraging discussion: Promote open dialogue and discussion during and after each activity. Encourage participants to share their thoughts, ideas, and reflections on what they've learned.

At the end, after the debriefing, the facilitator should always wrap up the conclusions even if very shortly - if they are dealing with kids.

Consider reducing or increasing the questions for the debriefing according to the time and to the reactions of participants.

For junior facilitators and trainers, we recommend reading also the “T- Kit n°6” created thanks to a partnership between the Council of Europe and the European Commission. It aims to equip youth workers and youth trainers with the essentials of non-formal education training. It is a practical tool for them to develop training competencies and learn more about educational theory, concepts, tools, practices, and resources, as well as hands-on tips, as this handbook is written by trainers for trainers and youth workers in the European youth field. The T-Kit is available at [T-Kit 6: Training Essentials](#)

Insights into the topics

Social entrepreneurship

Social entrepreneurship is a dynamic and innovative approach to addressing pressing social and environmental issues while also sustaining businesses. This chapter aims to provide a thorough understanding of the concept and how it aligns with the Didactic Mine of Youth Work project's objectives.

Social entrepreneurship involves the application of entrepreneurial principles to create positive, lasting change in society. The European Commission (EC) provides an official definition of social entrepreneurship, which is relevant to understanding the project's context.

According to the EC: "Social enterprises are businesses with a social aim. They operate like any other business, but they are driven by the objective of having a positive impact on society. Their profits are primarily reinvested to achieve these social goals." At its core, it seeks to tackle social and environmental challenges through creative and sustainable solutions. Social entrepreneurs are driven by a dual mission: to generate revenue like traditional businesses and to address specific social or environmental issues. Social entrepreneurs often focus on areas such as poverty alleviation, environmental sustainability, education, healthcare, and community development. They use business strategies, innovative thinking, and a strong commitment to effecting change.

Social entrepreneurship is crucial for various reasons:

- **Solving Complex Problems:** It offers new and effective solutions to entrenched social and environmental issues that governments and traditional non-profits may struggle to address adequately.
- **Economic Empowerment:** It can create jobs, stimulate economic growth, and enhance the well-being of communities by addressing local problems.
- **Sustainability:** Social enterprises often adopt sustainable and ethical practices, contributing to a more environmentally responsible future.
- **Empowerment:** It empowers individuals to take charge of their communities, fostering a sense of ownership and responsibility.

To gain a deeper understanding of social entrepreneurship, you can explore various theoretical frameworks and references:

- *Societal Impact Theory:* This theory suggests that businesses and entrepreneurs can create positive societal impacts while generating profits.
- *Triple Bottom Line (TBL):* The Triple Bottom Line assesses a business's performance based on social, environmental, and financial dimensions.
- *Hybrid Value Creation:* This concept focuses on creating value for both the business and society.

In the context of the Didactic Mine project, social entrepreneurship is adapted as follows:

"Social entrepreneurship, within the Didactic Mine project, is an approach that merges entrepreneurial principles with a deep commitment to solving social and environmental issues. Its primary goal is to empower young individuals to develop innovative, sustainable, and socially responsible solutions to address challenges within their communities. The profits generated through these social enterprises are channelled into achieving social objectives."

This adapted definition emphasizes the project's mission to equip young individuals with the skills and knowledge to drive positive change in their communities.

Sustainable development goals

Sustainable Development Goals (SDGs) are a set of global objectives aimed at addressing some of the most pressing challenges facing our planet. These goals, established by the United Nations, provide a blueprint for creating a more sustainable, equitable, and prosperous world. In this chapter, we'll explore the significance of SDGs and how they align with the Didactic Mine of Youth Work project's mission. The United Nations adopted the 2030 Agenda for Sustainable Development in 2015, outlining 17 interlinked goals, known as the Sustainable Development Goals (SDGs). These goals encompass a broad range of social, economic, and environmental issues, with the aim of eradicating poverty, protecting the planet, and ensuring prosperity for all. Each SDG has specific targets, and their achievement depends on the collaboration and commitment of governments, organizations, and individuals worldwide.

The SDGs play a pivotal role in shaping our global future for several reasons:

- **Global Cooperation:** They represent a rare instance of international cooperation, with countries, organizations, and communities working together to address shared challenges.
- **Holistic Approach:** The goals take a holistic approach, recognizing the interconnectedness of social, economic, and environmental issues.

- **Inclusivity:** The SDGs prioritize inclusivity, ensuring that no one is left behind in our pursuit of a better world.
- **Youth Empowerment:** The goals empower young people to take an active role in achieving sustainable development, encouraging innovation and responsible citizenship.

To gain a deeper understanding of Sustainable Development Goals, explore the following theoretical inputs and references:

- *United Nations 2030 Agenda:* The official United Nations website provides comprehensive information on the SDGs, including their background, targets, and progress. Explore here.
- *UN Sustainable Development Knowledge Platform:* This platform offers a wealth of resources, reports, and data related to the SDGs, along with progress updates. Visit the platform.
- *Academic Journals:* Journals such as the "Sustainable Development" journal and the "European Journal of Sustainable Development" provide scholarly insights and research related to sustainable development.

In the context of the Didactic Mine of Youth Work project, SDGs are pivotal. More specifically, by:

- **Incorporating SDGs into Didactic Activities:** The Didactic Mine E-Book includes activities that specifically align with the SDGs. These activities educate young people on the goals and inspire them to take action in their communities.
- **Empowering Youth Advocates:** By educating youth about the SDGs, we empower them to become advocates for sustainable development. They become agents of change, working towards achieving the goals in their local contexts.
- **Holistic Understanding:** We encourage young people to understand the interconnectedness of the SDGs. By recognizing that progress in one goal can positively impact others, we promote a comprehensive approach to sustainable development.

- **Global Awareness:** We emphasize that the SDGs are not just global goals but also local actions. Through the Didactic Mine project, we strive to create a sense of global citizenship, encouraging youth to think beyond borders and collaborate with others worldwide.

The Sustainable Development Goals are a universal call to action to end poverty, protect the planet, and ensure prosperity for all. They offer a unique opportunity to engage young people in meaningful ways, fostering a sense of responsibility and global citizenship.

In the Didactic Mine of Youth Work project, the SDGs are integrated into educational activities, encouraging young individuals to embrace these goals and work towards creating a more sustainable, equitable, and prosperous future for all. By instilling a sense of purpose and global awareness, we aim to empower youth to become leaders in the journey towards achieving the SDGs.

THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

e-Book

THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Spending choices
makes a difference!

e-Book

Spending choices makes a difference!

Overview

This activity provides a valuable way to raise awareness about the connection between personal finance decisions and their ecological footprint.

The participants will have the opportunity to reflect on how their spending choices can impact both their savings and environmental sustainability.

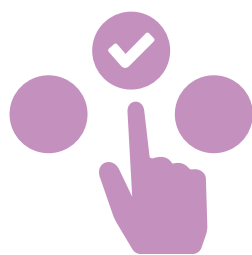
In this engaging exercise, participants will use a ball with numbers written on it. Each number corresponds to a question, inviting participants to share their personal spending choices.

The activity is particularly well-suited for the age range of 6-8, being very simple and easy to play.

Its primary objective is to introduce the participants to fundamental concepts about personal choices and sustainability.

Learning objectives

- To explore ways, we make choices about money.
- To recognize the influence of people in our lives on money spending.
- To understand how the choices of the individuals can influence the sustainable development of an entire community.
- To learn by listening to each other and reflecting on the choices that others are making.
- To learn how to put yourself in the shoes of others.





Age

Participants 6 to 11 years old (recommended for age range 6-8).



Time

30 - 40 minutes.



Group Size

Max 15 (a bigger number could make the activity less interactive).



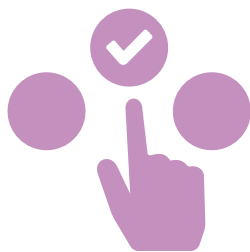
Materials

- Beach ball, volleyball, soccer ball, or other large, light ball. Do not choose anything heavy or that could in any way harm the participants.
- Timer.
- “Questions about money choices” list from the handouts.



Preparation

- Prepare the ball by writing on it as many numbers as the questions.
- Read the “Questions about money choices” and eventually revise them according to the group (number and content).
- Print the questions list to read during the game.



Description

1. Explain that people make different choices about what to do with money and that sometimes the choices are influenced by others.

- These could be family, friends, or other people in their
- lives. You can also ask them who these “influencers” can be.

2. Be sure that the participants understand the key vocabulary:

- Goal: Something, such as an outcome, you wish to achieve or accomplish in a specific amount of time.
- Money: You can use money to buy goods and services. Money looks different in different places around the world.
- Save: Setting something, like money, aside to use in the future.
- Spend: The act of using money to buy goods or services.

To make it easier for the participants you can prepare some A3 posters with the key word and its explanation. Show the posters and then find a way to keep them visible for the whole duration of the activity.

3. Tell participants that they will play a game where they will answer questions about how they would choose to use money.

4. Ask the participants to sit forming a circle.

5. Show them the ball with the numbers on it.

6. Explain that they will receive the ball and after answering the question they will have to throw it again to someone.

7. When the participant catches the ball, they will call out the first number they see.



8. The facilitator will ask the participant the question from the “Questions about money choices” corresponding to that number.

- Tell them that the same questions may come up more than once, but it will be answered by different participants.
- Explain that there are no right or wrong answers to the questions.

9. The participants will have up to 60 seconds to answer the question.

10. Don't give space for discussion or comments now but tell them that there will be time for it at the end of the activity.

11. Continue the game until the time you've allocated for the activity runs out or all participants have had a turn.

12. Bring the group back together and open the brainstorming



Tips for facilitators

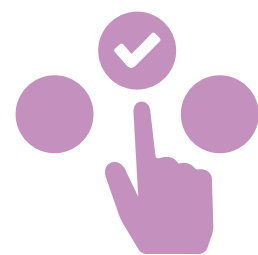
You may need to clarify the questions to draw out a full answer.

Consider using the information in the “Expanding understanding” column in the “Questions about money choices” list to complete the answer of the participant or to add to the discussion.

Keep in mind that participants' answers may vary, as there may not be only one right answer. The important thing is for participants to have reasonable justification for their answers.

When explaining the meaning of the answers, remember also to address the topic of sustainability. This is particularly easy for questions n° 7, 8, 9 and 10.

Avoid giving your opinions but rather bring them to reflect on their answers.





Debriefing and Reflection

- Ask for some volunteers to share any thoughts or questions about the questions and answers.
- Ask them who helps shape their choices.
- Are there any other situations they want to mention where their choices had an impact on the others and on the community as a whole?
- What can we do to make responsible choices?



Variations

Variation 1:

- At point 8: if you have a group bigger than 10, you can decide to keep on bouncing the ball until all questions are called out and to open the discussion after each answer.
- In this way you will not stop the enthusiasm of the Participants to immediately express their own opinion/answer and the discussion can be more alive than moving it all to the end of the activity.
- If you opt for this choice, during the brainstorming wrap up what was discussed drawing conclusions that could be agreed by the participants.

Variation 2:

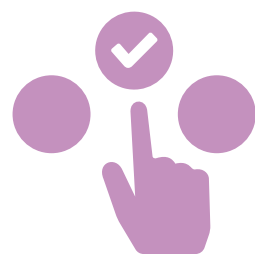
- Create 10 additional questions in order to give the opportunity to each participant to answer a different question and proceed as indicated in the activity.



References

The activity has been readapted and inspired by the activity [Bouncing ball spending game](#), from [“The Consumer Financial Protection Bureau”](#) an agency of the US Government.

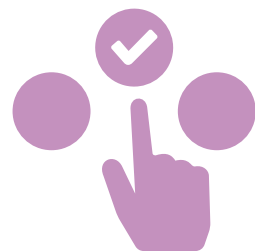
On their website, you can find valuable activities on youth financial education and on consumer education.



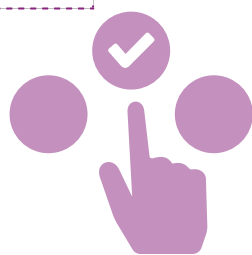
HANDOUT

Questions about money choices

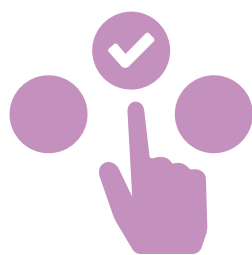
Questions	Expanding Understanding
<p>1. When people buy things, do you think it's important for them to think carefully before they spend money? Why or why not?</p>	<p>Thinking carefully about your spending choices can help you to make sure that you make the best decisions for you. It can also help you to develop the skills you'll need to manage your money in the future.</p>
<p>2. Imagine you got 20 EUR for your birthday. Would you spend it all or save some? Why?</p>	<p>Some people like to save money, and some people like to spend money. It's a good idea to understand when it is better to save or to spend so that you'll be able to afford the things you want in life.</p>
<p>3. Imagine that a lot of your friends got the same kind of backpack. Would you want the same backpack, too? Why or why not?</p>	<p>Sometimes we want what other people have. But before you decide how to spend your money, it's important to reflect on whether it is necessary or not. Maybe you already have one that you can still use and in this way, you can save the money and invest in something else that you need. You are not wasting materials and resources but using what you already have. Link to SDG: 1, 2, 12.</p>
<p>4. Imagine you got a 20 EUR gift card to your favorite store. Would you spend it all on yourself or buy something for someone else?</p>	<p>In life, we have many spending choices. The important thing to remember is to make the best choice for you and for the community and environment Link to SDG: 1, 2, 10, 11.</p>



<p>5. Who is someone in your life who influences the way you think about spending money?</p>	<p>Our parents, grandparents, siblings, and friends can influence the way we think and feel about money. Try to take the participants to understand why.</p>
<p>6. What is an example of something a person’s friends or family can persuade you to spend money on?</p>	<p>Our family and friends can persuade us to change the way we spend money. Sometimes this can help us, but sometimes it can get us off track. Sometimes we may be persuaded to buy something we definitely do not need, because probably we already have something similar that for example we could upcycle, giving it a second life, saving money and contributing to be more environmentally sustainable. It can be a good idea to remember what’s important to you and what is important for the community as you’re building habits for handling money. Link to SDG: 1, 2, 12.</p>
<p>7. What is an example of something people need?</p>	<p>There are things in life that we need and things that we want. Our needs include things we have to have to survive, like food, clothing, and shelter. Understanding what a need is can help you make good choices with your money, and the choice can give a small contribution to environmental sustainability. To tell the difference between a need and a want, ask yourself, “Is this something I need, or do I just really want it?”</p>
<p>8. What is an example of something you want, but you don’t need?</p>	<p>Our wants may include things we enjoy but can live without, like a new toy, a video game, or a candy bar. Understanding the differences between needs and wants can help you make good choices with your money.</p>



<p>9. Before you spend money, what is one thing you should think about?</p>	<p>It's a good idea to think carefully about what you're buying before you spend money. For example, you could think about how much money you have to spend, whether you need what you're about to buy, and whether there is another option that would cost less money and be more sustainable.</p> <p>Link to SDG: 12, 15</p>
<p>10. Do you think the choices you make about how to spend your money impacts only your life or wider community around you?</p>	<p>When we spend our money on things we really need and we really will use, it can help the environment and the community. For example, if I buy things that last a long time, it means I don't have to throw them away as often, which is good for the Earth - there is less waste and trash. Also, if I buy things from the stores in my town, it can help the people who work there. So, my choices with money can make things better for me and the people and the planet.</p> <p>Link to SDG: 11, 12</p>
<p>11. How can we tell the difference between things we need and things we want?</p>	<p>Things you need are the most important stuff to make you comfortable and safe. Things you want are the extra fun things that make you happy, but you can still be okay without them.</p>



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Entrepreneur mindset
video and poster

e-Book

Entrepreneur mindset video and poster



Overview

The "Entrepreneur Mindset Video and Poster" activity introduces participants to the entrepreneurial mindset by showing a TEDx video about the journey of a young entrepreneur.

They analyze the shown mindsets and create self-portraits that highlight their best qualities. Participants then create dream teams on posters, encouraging collaboration and reflecting on the importance of entrepreneurial skills for future success. This activity encourages self-awareness, goal setting, and the use of entrepreneurial mindsets in various aspects of life.

The activity provides an extensive learning opportunity that combines video analysis, self-reflection, creativity, and teamwork to instill the entrepreneurial mindset while promoting self-awareness and personal development.



Learning objectives

- To gain a comprehensive awareness of what an entrepreneurial mindset entails, emphasizing that it extends beyond business ventures to include critical life skills and thought patterns.
- To understand the value of a growth mindset and how to continue to learn, adapt, and develop their entrepreneurial skills over time.
- To identify and analyze a successful young entrepreneur's mindsets.



- To ensure better understanding of entrepreneurial thinking, self-awareness, teamwork, and the importance of a growth mindset as they embark on their entrepreneurial journey.



Age

9-11 years old.



Time

45-60 minutes.



Group Size

-



Materials

- Mindset Cards (one set to distribute across groups and then enough for each student to also have one set of cards) - handout.
- [The Making of a Young Entrepreneur: Gabrielle Jordan Williams TEDx video](#)
- Large sheet of paper (butcher paper, poster board) (1 per girl)
- Markers, coloured pencils.
- Magazines/pictures, scissors, tape, or glue (optional).





Preparation

1. Read through the entire lesson.
2. Gather materials.
3. Print Mindset Cards.
4. Watch the Making of a Young Entrepreneur: Gabrielle Jordan Williams's TEDx video.



Description

I PART OF THE ACTIVITY

1. **Briefly explain to the participants that they are going to be watching a video that will help them understand the mindset of an entrepreneur.**
 - Before you show the video, ask participants if they have heard the word “entrepreneur” before and take a few answers/ideas.
 - Keep this discussion short, as the idea is they have the experience of the activity to help them understand the concept of entrepreneurship more in depth.
 - Show video to the participants.
2. **Explain that in this next activity, they will experience what it is like to be an entrepreneur and they will learn more about how people who are entrepreneurial think and behave.**
 - Emphasize that being entrepreneurial isn’t just about setting up and running a business; whatever they choose to do in the future, they will benefit from entrepreneurial skills and ways of thinking (mindsets)!



3. Group Formation:

- Form small groups of 2-4 people.

4. Distribute one set of the 12 Mindset Cards evenly amongst groups (if you have six groups of participants, each group will get two cards).

- Have someone from each group volunteer to read the cards they got to the whole group.
- Show Gabrielle Jordan's TEDx video and instruct the girls to find connections or examples that match the word, sentence, or image on their card.

5. After the video, give groups 3-5 minutes to discuss how something Gabriella said matched the word, sentence, or image of the Mindset Cards. Have each group share with the whole group.

6. Ask the participants to explain why the mindset that Gabrielle exhibited was important to her success.

- Show the video again if you think it would be helpful and if time allows.

II PART OF THE ACTIVITY

- Entrepreneur Poster.

1. Give each participant a copy of all Mindset Cards.

2. Give the participants their large pieces of poster board/paper along with markers, colored pencils, magazines, and/or any other art supplies you have available.



- Ask them to first draw an image of themselves however they want to. For example, it could be a spirit animal or a superhero. Encourage them to be creative with this activity. They should also write on the posters the mindsets they believe they have.

3. Ask the participants to annotate their poster with the top 3 entrepreneurial mindsets and skills they want to learn and develop over the coming Venture Lab activities.

- Ask them to note down why they have prioritized these mindsets and skills.
- This allows you to emphasize that everyone can continue to learn and develop (this idea is what it means to have a growth mindset). Allow them to copy what's on the cards or come up with their own, positive statements.

4. Explain that once they have drawn themselves, they are going to add other team members to their drawings to create a picture of what kind of team they'd like to work with as an entrepreneur.

- It's important to work in teams, as you can learn from the strengths of others too! Their "dream teams" can include well-known real people, people they know from school or home, or "types" of people (artists, accountants, etc.).
- They should label each person and include notes about what they bring to the team.

5. Give the children time to complete their posters.



6. At the end of the activity, ask the participants to share their posters, and if there is room, hang the dream team posters on the walls and let them do a “gallery walk” to see each one up close.

- Ask them to consider how and why each dream team poster is different.

7. If possible, keep the dream team posters up throughout the time you spend working through the Venture Lab activities.

- In the weeks to come, remind the participants about the importance of teamwork and believing in the strengths that they bring to a team.
- Check-in to see which mindsets they are developing and encourage them to share the progress they’ve made on their goals to become more and more entrepreneurial!

8. Debriefing and discussion.



Tips for facilitators

- Ensure that each group has a copy of the Mindset Cards.
- Encourage active participation and engagement by asking open-ended questions and creating an inclusive atmosphere where all voices are heard. Coordination of video viewing is required, as is the ability to replay specific segments for deeper analysis if necessary.
- If possible, set up a gallery of the work so that participants can see each other's dream team posters. Encourage discussions about the differences and unique characteristics of each poster.



Debriefing and Reflection

- Which Entrepreneurial Mindsets Did You Discover?
- What role did Gabrielle's mindsets play in her success?
- Which Mindset Do You Most Identify With? Why?
- Why Is a Growth Mindset Essential for Entrepreneurs?
- Which entrepreneurial mindsets do you want to cultivate? How Can Entrepreneurial Mindsets Help You in Your Life? What Qualities Should an Entrepreneurial Dream Team Have? What Will You Do to Maintain Your Entrepreneurial Mindset?

Variations

- Have participants write short stories or create videos illustrating how they applied entrepreneurial mindsets in real-life situations. This encourages storytelling and reflection.
- Instead of individual dream teams, have participants work together to create a "super entrepreneurial team" poster.
- Alternatively, it's possible to share the cards with the participants digitally (prepared prior by facilitator).

References

- https://www.sdgirlscouts.org/content/dam/sdgirlscouts-redesign/documents/girlsandprogramsGirlScouts_Junior_VentureLab_Entrepreneurship_Patch_Curriculum_GSSD.pdf



HANDOUT

Mindset Cards

<p>FAILURE IS OK</p>	<p>GROWTH MINDSET</p>
<p>Failure is an opportunity to learn and a necessary step for success and discovery</p> 	<p>I can learn and achieve anything. I have the power to stretch my brain and sharpen my mind.</p> 
<p>COURAGE</p>	<p>PERSISTANCE & GRIT</p>
<p>I can make great things happen if I dare to step out of my comfort zone(s).</p> 	<p>I can work through failure in order to create solutions for the problems I am passionate about.</p> 
<p>OPPORTUNITY SEEKING</p>	<p>PROBLEM-SOLVING</p>
<p>I actively observe the world around me find ways to add value, innovate or solve a problem!</p> 	<p>I am a doer that develops creative solutions to problems around them.</p> 



CURIOSITY

I always ask “Why?” and “What if...”
I seek new and creative ways of learning
and doing.



OPTIMISM

I am confident and hopeful in my ability
to make it through challenges and make
a positive impact on the world around
me.



RESOURCEFULNESS

I develop quick and clever ways to
overcome challenges.



ADAPTABILITY

I make smart changes when facing
difficult challenges without losing heart
or giving up.



EMPATHY

I think about other people’s needs and
feeling and keep them in mind when
solving a problem.



ENTREPRENEUR

I can come up with an idea and make it
into a product or service.



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

What do social
enterprises do?

e-Book

What do social enterprises do?



Overview

This activity focuses on understanding and drawing inspiration from successful social enterprises, particularly emphasizing youth entrepreneurship.

Through engaging case studies, films, and debates, this activity exposes participants to the world of social entrepreneurship, helping them to understand, appreciate, and take inspiration from creative enterprises that have a beneficial effect on society while earning sustainable revenue.

By the end of the activity, participants leave not only with a better understanding of what social enterprises do but also with inspiration to consider their role in driving social change through entrepreneurial endeavors.

The activity encourages critical thinking, idea generation, and reflection, inspiring participants to consider their potential to drive positive social change through innovative ventures.



Learning objectives

- To gain a clear understanding of what social enterprises are and how they operate.
- To investigate examples of different types of social enterprises – their products and purposes.



- To get inspiration from real-life case studies of successful social enterprises, particularly those involving young entrepreneurs.
- To recognize the diverse range of products and services offered by social enterprises and understand how these products/services benefit society. Communicating, creative thinking, collaborating, enquiring, confidence building, evaluating, analyzing, understanding, influencing, working with and leading others.



Age

8-11 years old.



Time

60 minutes.



Group size

Up to 20.



Materials

- Access to the internet.
- Large paper or flipcharts.
- Pens.
- Case studies - Handouts.





Preparation

- Print Case studies from Handout.
- Find some short videos in your language about some social enterprises and examples of youth who running the social enterprises.



Description

1. Presentation of Welcome to the activity "What Do Social Enterprises Do?"

- This exercise will introduce you to the world of social companies. These are companies that attempt to generate a profit while simultaneously having a beneficial influence on the world.
- Share with the participants some case studies that outline the journeys of other successful social enterprises.

2. Motivational Videos.

- Begin by watching some interesting short movies on real-life social
- companies. These movies will highlight the wonderful work being done by social entrepreneurs, particularly young people, throughout the world.
- Additionally, presents anecdotes about young people who initiated their social enterprises within their communities.

3. Divide the group into small groups of 4-5 people.

4. Provide each group with the Case studies in handouts and ask each group to discuss and record their responses to the following questions:



- What is the purpose of each social enterprise?
- What product/service does the social enterprise provide?
- Who does the social enterprise support? How?
- What do they think is the most exciting and feasible idea they have come across?

5. Ask them to report back on their discussions to the rest of the groups and make a list of any initial ideas that they might take forward if they were to set up their social enterprise.

- One person from each group can summarize the key points and exciting ideas they found in the case studies.
- Make sure to listen carefully to the other groups too.

6. Theoretical input about social entrepreneurship and its purposes should be provided.

- This will help us understand the concepts, principles, and purposes behind social enterprises.

7. Debriefing and discussion

8. Conclusions and summarizing. Remind the participants that social enterprises aim to make the world a better place while also being financially sustainable.

- Participants might be inspired to start their own social enterprise someday!



Tips for facilitators

- Get to know the case studies and films you'll be presenting to the participants. Being well-prepared will allow you to successfully steer the debate.



- Encourage participants to think creatively and come up with new ideas based on the case studies. Inform them that their ideas can make a difference.
- Before delving into the case studies, briefly describe the social businesses' locations, backgrounds, and beneficiaries. This provides context for participants to better understand it.



Debriefing and Reflection

- Are there any common themes or approaches you noticed across the different social enterprises?
- How might you apply the ideas and strategies from these case studies to develop your own social enterprise idea?
- What aspect of those Social Enterprise ideas do you find the most exciting and feasible?
- What challenges do you foresee in starting and running a social enterprise based on the insights gained from these case studies?
- Share one key takeaway from today's workshop that has inspired or influenced your perspective on social entrepreneurship.
- What do you think are the unique strengths and advantages that young people bring to the world of entrepreneurship and social innovation?
- Becoming a social entrepreneur is one way to help people and solve problems, but it's not the only way. What other careers can you think of that focus on helping people or solving problems? Which of these careers is the most interesting to you? Why?



- What differences are there between entrepreneurs and social entrepreneurs? Do you need different traits or characteristics to become a social entrepreneur? Why yes or why not?

Variations

Variation 1:

- Take participants on a field trip to visit real social enterprises in their neighborhood. They have the opportunity to meet with the founders and learn directly about the effects and challenges of social entrepreneurship.

Variation 2:

- Invite successful social entrepreneurs to share their experiences and views with the attendees as guest speakers. This can serve as inspiration in the actual world.

Variation 3:

- Investigate social enterprises from various nations to raise global awareness. Discuss cultural differences as well as the particular problems and possibilities that these businesses confront.



References

- https://www.britishcouncil.org/sites/default/files/social_enterprise_classroom_resource.pdf - Building better lives. Social enterprise in schools: a resource pack for teachers Page 5



HANDOUT

Case Studies

THE KARMA PROJECT: BISHOPBRIGGS ACADEMY, SCOTLAND, AND KARMA PROJECT, INDIA

As part of SEA's Social Enterprise in Schools Programme, Bishopbriggs Academy in East Dunbartonshire, Scotland, has developed a relationship with the Karma Project in Bodhgaya, India. The Karma Project runs a privately funded school that provides free education for 70 children that would not otherwise receive it. Pupils and women's groups in Bodhgaya make fair trade jewellery, money pots, bags and other craft products using ethical materials that are sold in Scotland. Bishopbriggs Academy set up a social enterprise, Unicorn Trading, and through partnering with Karma Project, pupils sell their products, providing the main source of funding for the Karma Project.

FRIDAY COMMUNITY CAFÉ: KILPATRICK SCHOOL (ADDITIONAL SUPPORT NEEDS), SCOTLAND

Kilpatrick School Run a craft shop and community café which supports charities at home and abroad. The Kilpatrick Social Enterprise Workshop and Friday Café teams support health and education in the slums of Kampala through working with the social enterprise, Awamu.

Pupils, staff, parents and friends of the school look forward to Friday mornings when the café serves a range of cakes, freshly baked by the pupils, together with a choice of drink. The school shop is also open for a browse or to buy a hand-crafted card or special gift.

The schools have enjoyed watching the development of the vegetable gardens, which they contributed to last year. Pupils also enjoyed watching 15 year old Kakooza, a really enthusiastic farmer and entrepreneur, who shared his progress with the school showing them his gardens and how to make a sack garden. They can't wait to make their own sack gardens in the spring.

Supporting Awamu has made the business a social enterprise and given pupils' efforts a purpose. They feel empowered when using their skills to help others and are motivated to build as many vegetable gardens as they can. Kilpatrick School's vegetable gardens are being planned and the pupils are currently working on a healthy eating recipe book which will feature a few recipes from their friends in Kampala. In December 2014, the school held a Social Enterprise Christmas fair at school. This was very well attended by the whole Kilpatrick community and raised another £500 for Awamu.



This year (2015) they are supporting pupils in Kampala to start secondary school, as education is not free in Uganda. This enabled the school to send a cheque for £800 to Awamu in January and so a few pupils will be starting secondary school this year due to pupils' efforts. Pupils had the opportunity to meet Hussein, and they look forward to soon meeting other friends in Kampala.

Pupils at Kilpatrick and in Kampala are sharing letters and drawings, getting busy compiling a book featuring these as well as recipes from Clydebank to Kampala!

BALLOT STREET SPICES: VICTORIA PARK PRIMARY ACADEMY, SMETHWICK, BIRMINGHAM

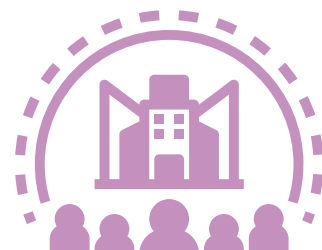
A group of staff, parents and pupils from Birmingham have come together to form a social enterprise to support and create opportunity in a culturally rich community. Ballot Street Spice is a new social enterprise that aims to bring the local community together to create employment opportunities for parents; and real and meaningful learning for the pupils whilst celebrating the cultural diversity that exists in Smethwick. 'We want to create a community impacting social enterprise that will create employment and opportunities here, where there is great need. Ballot street spice represents the spice heritage of our local area.' says Shindy Mahal of Ballot Street and Victoria Park Primary Academy.

Ballot Street Spice was born out of the school's Spice Academy; a weekly spice club where pupils and families from diverse backgrounds come together to learn, cook and share spice blend recipes. The use of spice historically is something that we seldom think of; but Ballot Street aims to capture centuries of cultural history, culinary heritage and traditions before all is lost with modern generations reaching to the supermarket shelves to buy their neatly packaged spice blend.

THE LU BAN LOCK PUZZLE: DEVONPORT HIGH SCHOOL FOR BOYS, ENGLAND, AND ZHEJIANG SCI-TECH ENGINEERING SCHOOL, CHINA

A collaborative relationship was developed between Devonport High School for Boys in England and Zhejiang Sci-Tech Engineering School, in China. Social Enterprise Qualification (SEQ) students at Zhejiang Sci-Tech Engineering School in China surveyed a range of teenagers in order to find a social issue to address. They found that many young people were addicted to playing online games, something considered detrimental to physical and psychological health.

To address this issue, the students developed a traditional Chinese intelligence toy, the Lu Ban Lock (a handheld puzzle originating in ancient China), to stimulate brain activity, which they made from recycled materials. They are working in partnership with SEQ students from Devonport High School for Boys, who are designing the packaging and marketing the product for sale in the UK and China.



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Business model
-Lemonade stand

e-Book

Business model – Lemonade stand



Overview

- A lemonade stand business idea is a small business venture activity that involves selling lemonade to customers in a local area. It is a popular entrepreneurial activity for children, as it allows them to learn about business, marketing, and finance in a fun and engaging way. Starting a lemonade stand is a great way for participants to develop important skills like communication, problem-solving, and creativity as well.

This activity is also about a social mission because it stimulates participants to donate a portion of the profits to organizations trying to save honeybees.

Lemonade stand activity will activate their background knowledge and allow them to complete the Business Model referring to the concept of social entrepreneurship.



Learning objectives

- Utilize the lemonade stand activity to apply the basic concept of social entrepreneurship by incorporating a social mission into the business model.
- To understand the different parts of a business model including product creation, customer identification, marketing, and financial aspects.
- Learn about the positive impact of business that can have on the community and environment through social initiatives.
- Develop communication and problem-solving skills and stimulate business creativity.





Age

Participants 6 to 11 years old.



Time

60-90 minutes.



Group Size

Up to 20.



Materials

- Picture of a lemonade stand (one per group).
- Business Model Handout (one per group).
- Business Model Handout (for facilitators).
- Pencils.
- Laptop, projector.
- Screen for the projector.
- Flipchart paper.





Preparation

Read through the entire activity.

Print copies of:

- Picture of a Lemonade stand (one per group).
- Business Model Handout (1 copy per group).
- Business Model Handout (for facilitators) 1 copy.
- Prepare for projection or write on flipchart paper questions for the Business model.



Description

1. Engage Participants with Discussion on Experiences:

- Begin by asking the participants about any experiences they might have had in selling things, whether it's selling cookies, toys, fruits, or anything else. Encourage them to share why they did it, what motivated them, and if they had a plan related to making a profit, investing, or addressing a social problem in their community.
- Encourage an open discussion where participants can express their thoughts, feelings, and experiences related to selling goods or services. This sets the stage for understanding the context and relevance of the lemonade stand business activity.



2. Group Formation:

- Form small groups of 3–4 participants.
- Ask the group: Have you ever thought about owning your own business? Explain to the participants that people who start a business are often called entrepreneurs and are responsible for making many choices about their businesses every day. They must decide what to sell, the price to sell it, how many to order, how to market or advertise, and what resources they need to sell their products.

3. Introduction to the Lemonade Stand Image

- Give each group a picture of the lemonade stand (the picture is in the handouts)
- Ask the groups to closely examine the image and discuss it in their small groups.
- Ask them: What do you see in this picture? Is there anything that this image reminds you of? What do you think is going on in this image? Which elements of the business you are recognizing in the picture? - 10 minutes. Ask each group to briefly present their conclusions.

4. Business Model Creation

- Explain to participants that now their task is to envision and develop a business model for their very own lemonade stand, focusing on not only providing a refreshing product but also making a positive impact on their community by saving honeybees through donating a portion of the profits to related organizations.



- Tell the participants that in this phase, they will learn about the resources needed to open a neighborhood lemonade stand and how to create a business plan. Explain that resources include natural resources, human resources, capital resources, and entrepreneurship used to make goods and services.

Distribute the Business Model Handout (one per group) and explain what the business model is. (For every business, we need a plan). Explain each question from the business model and give to participants some examples.

- Use the following questions to guide their thinking and fill out the Business Model Handout. Project or display the questions for guidance; without answers (flipchart paper or on a shared screen).

1. What product is being sold? (product/service)

- Answer: Lemonade.

2. What makes this unique and different? (competitive advantage)

- Answer: It's fresh-squeezed juice with fair-trade honey.

3. Why would they buy this and not something else? (competitive advantage)

- Answer: It's made from natural ingredients.

4. Where do people buy it? (distribution channel)

- Answer: A stand or temporary place where people pass by, on the street, or in the park.

5. What is needed to offer it? (resources)

- Answer: Lemons, cups, jug, ice, honey, sign (and other things possibly too!)

6. How much does it cost to make or offer? (expenses)

- Answer: Resources, staff salary (employee).

7. How do customers pay for it? How do you bring in money? (revenue model)

- Answer: Direct Sales of lemonade, honey and food to customers.



What will you do with the money left over after you pay expenses? (profit) - social concepts of business - Answer: to donate a portion of the profits to organizations to save honeybees, etc.

5. Presentation and Sharing:

- Ask each group to present and share their business plan. Allocate 2–4 minutes for each question for groups to discuss and share their thoughts with the whole group.
- Ask a different person from each small group to share their group's answers after discussing each question.
- By initiating the activity with a discussion about their personal experiences and feelings related to business and selling, participants will feel more connected and engaged with the subsequent activities, enhancing their learning, and understanding of entrepreneurship, social entrepreneurship and business planning.



Tips for facilitators

- Be aware that this activity is intended for children from 6 to 11 years old. When explaining technical terms, keep that in mind, and try to explain in simple words and constantly check with them if they understand and if can they give specific examples of their own.
- The participants may have questions and express confusion about some of the vocabulary and concepts. This is normal and expected.



- When they are working in small groups, you need to observe each group and try to support those groups by providing additional information and or providing answers to potential their questions.



Debriefing and Reflection

- What did you learn about running a business from this activity?
- Can you share one thing that surprised you about how a lemonade stand operates?
- Did you encounter any challenges while planning your lemonade stand? How did you overcome them?
- What adjustments did you make to your plan during the activity?
- How does having this business model help the owners of the lemonade stand?
- How do you think your lemonade stand could positively impact your community?
- What other social or environmental issues could a business like a lemonade stand help address?
- How can small actions, like a lemonade stand, make a big difference in our community?
- How did donating a portion of the profits to save honeybees make you feel?
- Are you now more aware of the differences between entrepreneurship and social entrepreneurship? What are the main differences?



Variations

In this activity, we introduce the Business Model Canvas, but you can introduce other business models .



- In step 4 one handout of the Business model can be provided to each participant instead of one handout per group (you do not need to divide participants into groups).
- Beside the Lemonade stand you can sell other things and services in the community (cookies, dog sitting services, jewelers' selling, etc.).



References

VentureLab Entrepreneurship



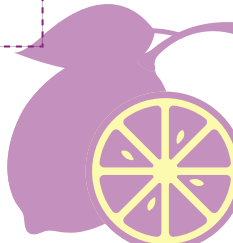
HANDOUT

Business Model

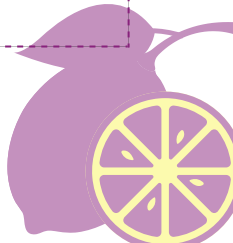


By: _____

<p>Product or Service:</p>	<p>Competitive Advantage <i>This is different from other products because...</i></p>	<p>Target Market or Customer <i>The people who buy this product are mostly...</i></p>	<p>Distribution Channels <i>This product is sold in/on...</i></p>	<p>Resources <i>The resources needed to make this product are...</i></p>
<p>Expense (Money spent on resources and people) <i>I will spend money on...</i></p>		<p>Revenue (Money earned) <i>I will make money by...</i></p>		<p>Profit (Revenue - Cost - Profit) <i>I will spend my profit...</i></p>



LEMONADE	
<p>Product or Service:</p> <p>Competitive Advantage <i>This is different from other products because...</i></p> <p>It's sold with food. It's fresh squeezed juice.</p>	<p>Target Market or Customer <i>The people who buy this product are mostly...</i></p> <p>People walking by the stand.</p>
<p>Distribution Channels <i>This product is sold in/on...</i></p> <p>A stand or temporary place where people pass by.</p>	<p>Resources <i>The resources needed to make this product are...</i></p> <p>Lemons Cups Pitches Sugar Ice Sign Markers</p>
<p>Revenue (Money earned) <i>I will make money by...</i></p> <p>Direct sales of lemonade to customers</p>	<p>Profit (Revenue - Cost - Profit) <i>I will spend my profit...</i></p> <p>Buying more resources to make more lemonade.</p>
<p>Expense (Money spent on resources and people) <i>I will spend money on...</i></p> <p>Resources, Staff salary</p>	



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Wacky Inventions
Cards

e-Book

Wacky Inventions Cards



Overview

- This activity inspires creativity through play and curiosity. By considering two different ordinary objects, players are challenged to combine them into a brand-new product, igniting the entrepreneurial spirit of innovation.
- Creating something new and that does not exist requires the use of imagination.

This game isn't just about having fun; it's about engagingly practising real-world entrepreneurial skills.

It's a way to foster innovation and originality, traits highly valued in entrepreneurship. Using our imagination to consider 'wacky' ideas is more than a game; it's a methodology that leads to creative thinking and potentially groundbreaking products or services that could change the world.



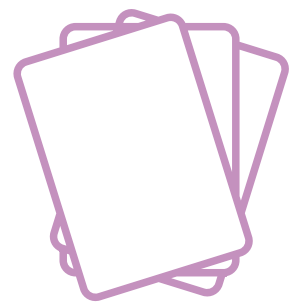
Learning objectives

- To develop their creativity by combining two ordinary objects to invent something new and imaginative.
- To foster the entrepreneurial spirit of innovation and originality, traits highly valued in entrepreneurship.
- To practice entrepreneurial thinking by coming up with names, slogans, and persuasive pitches for their inventions.
- To reflect on creativity and curiosity, linking participants' experiences to the idea of how entrepreneurs generate new ideas.



Age

6 - 11 years old





Time

45 minutes



Group Size

up to 20 participants



Materials

- Wacky Inventions cards.
- A4 paper (recycled).
- Pens.
- Markers.
- Scissors.



Preparation

- Print the Wacky Inventions cards and cut them out.



Description

1. Divide participants into small groups (3-4 participants per group).

2. Give each group 2 different Wacky Inventions cards.

3. Ask them to look at cards and:

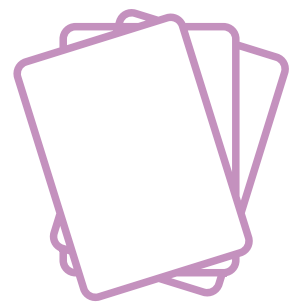
- **OBSERVE:**

- For each object, ask: What does it do? Who uses it? What else could we do with it (or some of its features/parts)?
- Give them time to think in small groups about answers.

- **BRAINSTORM:**

- How might we combine the different features of the product to come up with something new?
- The wackier the better! Again, give them some time to brainstorm in small groups.

4. Take two cards, for example: a tent and a radio. Show them to participants. Explain that for example from a tent and a radio you might create a wacky invention called Tune Tent!



- Imagine a tent equipped with a built-in radio – the TuneTent! Set up camp, and with the TuneTent, your outdoor experience becomes a music-filled adventure.
- The tent fabric is embedded with speakers that play your favorite tunes, creating a festive atmosphere wherever you go.
- Control the music with a remote or your smartphone, and the TuneTent also comes with a pocket to store your devices. It's camping and entertainment rolled into one!
- Gather around, sing along, and make your camping trips a musical escape with TuneTent!

5. Now when you show an example of how to combine 2 cards and create something new, give each group two new cards. Explain that now they should do the same. Ask participants to:

- **OBSERVE:** What does it do? Who uses it? What else could we do with it (or some of its features/parts)? Give them time to think in small groups about answers.
- **BRAINSTORM:** How might we combine the different features of the product to come up with something new? The wackier the better! Again give them some time to brainstorm in small groups.
- **PITCH:** Ask groups to prepare a 20-second pitch for their new product! Explain that they must give a name or slogan and persuade the audience to buy it.

6. Ask each group to present their invention, following their pitch.

7. Discussion and debriefing.

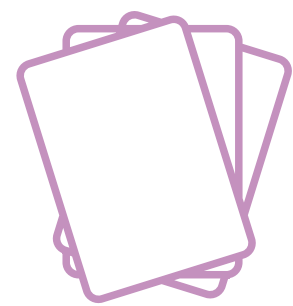
8. Conclusion

- Summarize the key takeaways from the activity, emphasizing the value of creativity and innovation.



Tips for facilitators

- To use the Wacky Inventions online card generator go to <https://venturelab.org/wacky-inventions/>
- Instead of random cards, provide participants with cards that follow a specific theme, such as "eco-friendly inventions," etc.
- This encourages creativity within a defined context.





Debriefing and Reflection

- What did you do to show curiosity and creativity?
- Ask the participants how they felt during the activity. Did they enjoy being creative and coming up with new ideas?
- Ask them to share a moment from the activity that made them smile or surprise them.
- How do they think -if entrepreneurs come up with new ideas in a similar way?
- Do you think you did any of those things today when you were coming up with wacky inventions?
- Did you like using existing products and coming up with new ways to use them?
- How might that help you as an entrepreneur?
- Divide participants into groups or let them work individually, depending on group size and preferences.
- Ask participants to take on different roles as they present their inventions. For example, they can pretend to be a salesperson, a TV show host, or even a character from a favourite movie.



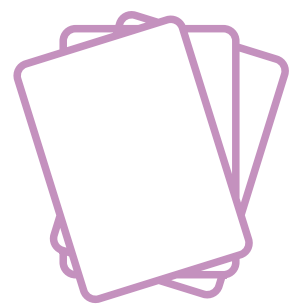
Variations

- Divide participants into groups or let them work individually, depending on group size and preferences
- Ask participants to take on different roles as they present their inventions. For example, they can pretend to be a salesperson, a TV show host, or even a character from a favorite movie.



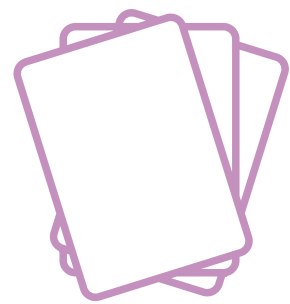
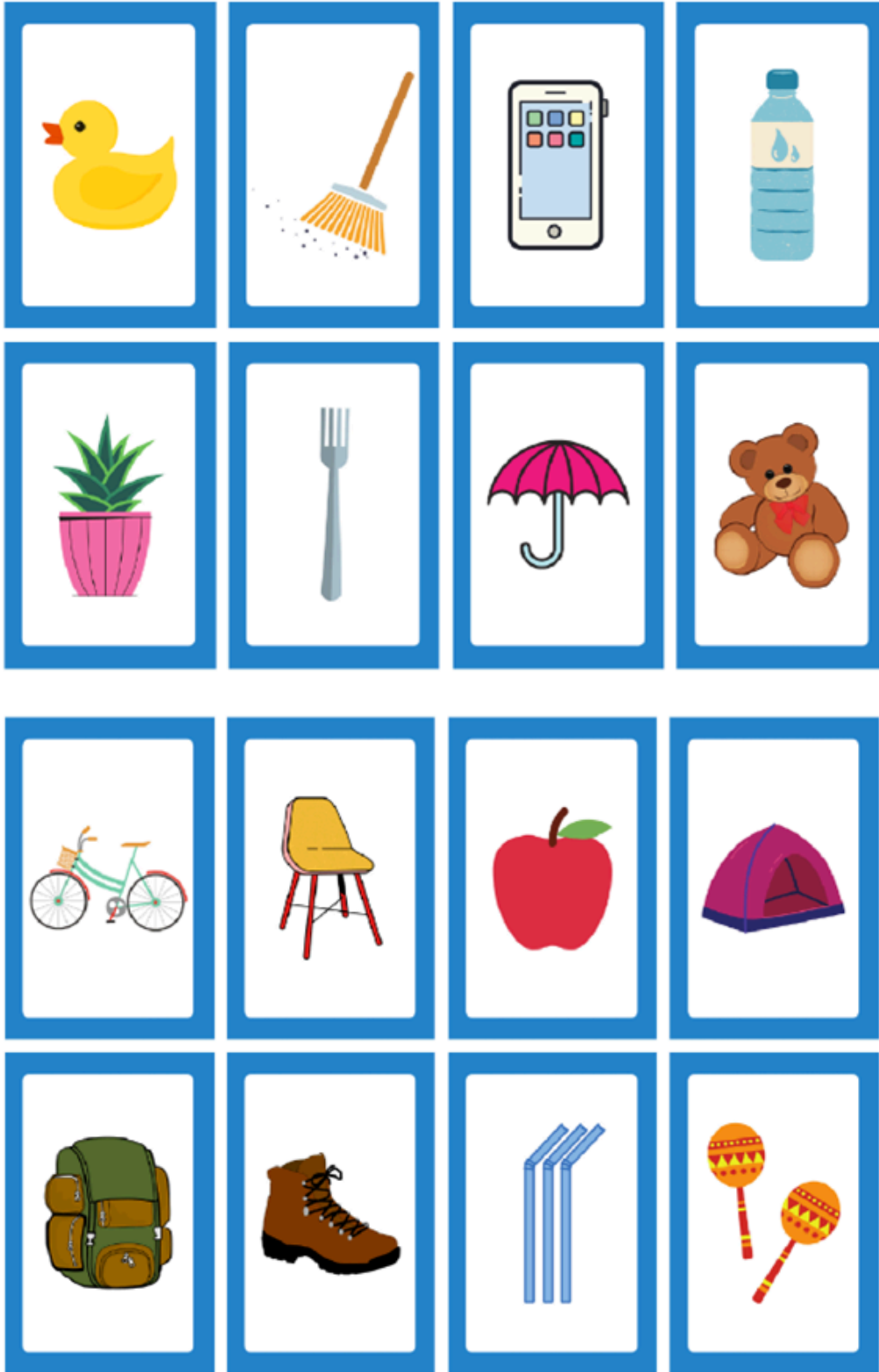
References

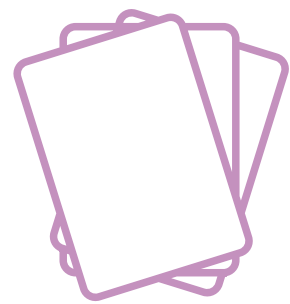
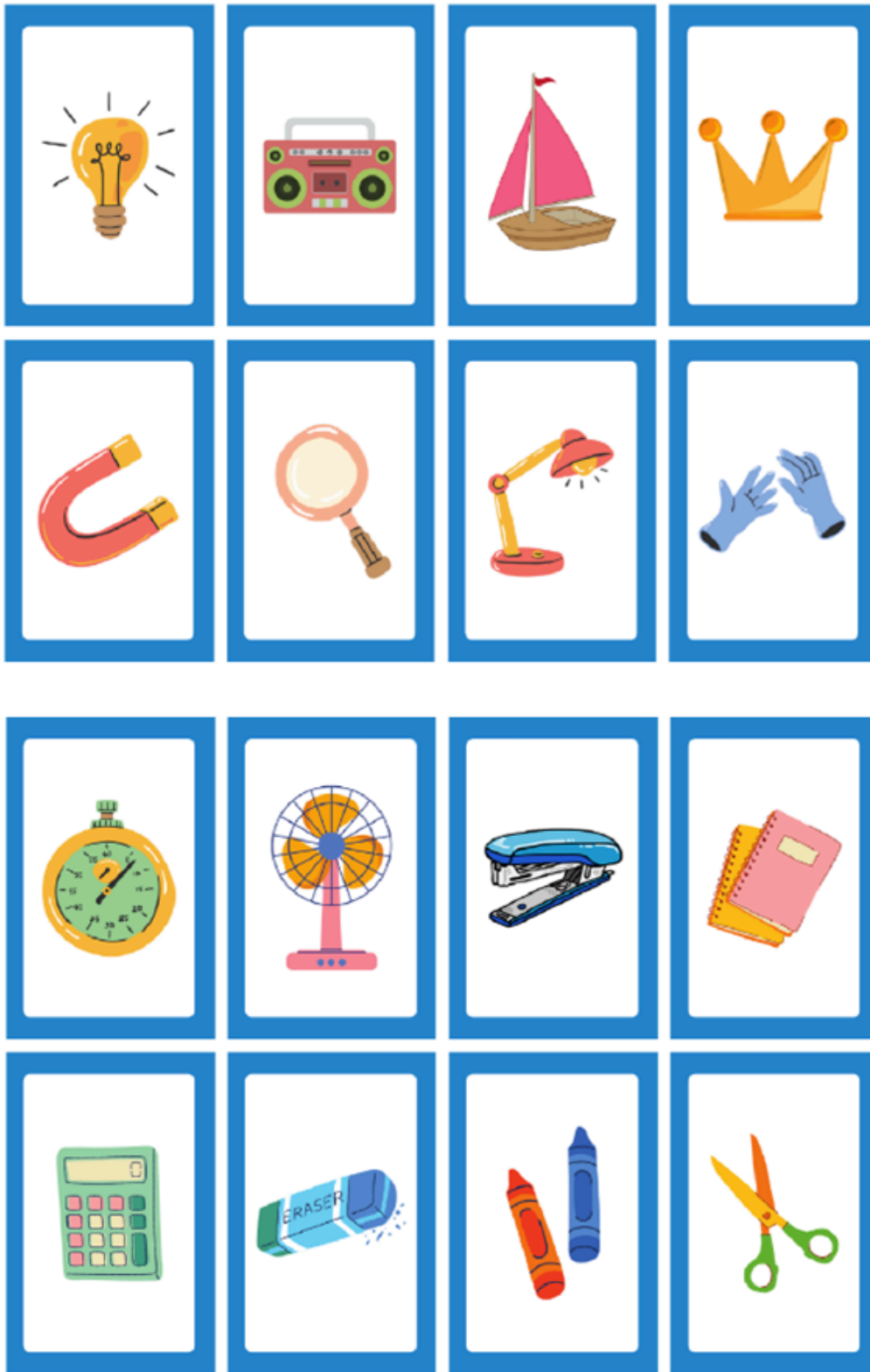
- <https://venturelab.org/wacky-inventions-game/>

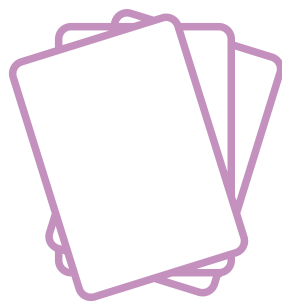


HANDOUT

Wacky Invention Cards







THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

How to save the Egg?

e-Book

How to save the Egg?



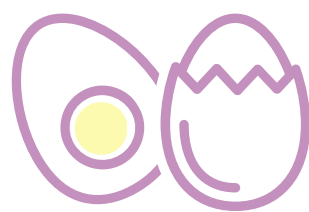
Overview

The participants, divided into small groups, will have the task of creating a strategy to protect an egg from breaking when it's dropped from a specific height. It is an engaging and educational activity to promote teamwork, critical thinking, and problem-solving skills while also being a hands-on experiment. The participants will have to use only household items, this will make the task more challenging and will stimulate creativity. The activity gives participants also the chance to utilize strategic planning skills to reach a goal.



Learning objectives

- To help develop entrepreneurial mindsets like:
 - Problem-solving.
 - Resourcefulness.
 - Learning from failure.
 - Adaptability.
- To learn working in a team.
- To stimulate creativity and self-expression.
- To develop critical thinking.
- To learn how to listen and accept others' ideas.
- To learn that is important not to waste materials.





Age

Participants from 6 to 11 years old.



Time

45 minutes.



Group size

Any group size (recommended no more than 30).



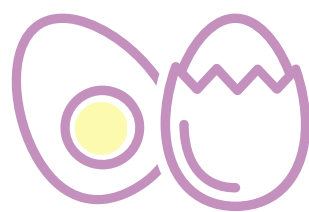
Materials

- 2 raw eggs per team (there may be accidents...).
- Tape, glue, glue guns and other adhesives.
- String.
- Scissors for participants.
- Old newspaper/magazines or other recycled materials like old clothes.
- Prepare a set of recycled materials (cardboard tubes, foam, Styrofoam, sponges, straws, anything you have around) for each team. The set should be the same for each team.



Preparation

- Make sure that the set contains different kinds of materials so the teams will have a bigger variety to experiment with. At the same time do not exaggerate with the number of materials you provide, or you risk that they will spend the entire time in choosing what to use.
- The idea behind giving the same materials to all groups is to show afterwards how the different groups will use them in different ways.
- Prepare the “drop zone” with the newspapers/magazine or old cloth.



- Create a comfortable, fun, and motivating environment for the participants. In this way you make the activity more interesting for them.
- At the beginning you could show the eggs and ask participants what they think would happen if you dropped it on the ground.

Description

1. Divide the group into teams (according to the number of participants that you have – we recommend no more than 5 per team). When they are ready, hand each team one egg.

2. Tell them what their challenge is:

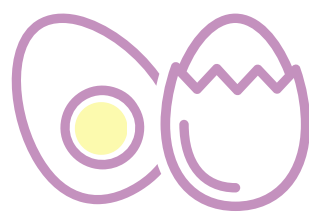
They will need to create a strategy to protect their egg which will be dropped from a certain height (the height is not relevant to the goal of the activity. Can be any height but important is to underline the goal).

- Make sure that you are considering safety, and that YOU are the only one doing the dropping.

3. Time to create the egg protectors. Tell them that they can use only those resources that are in the set you gave them. Give them 15 min and eventually add 5 more minutes.

4. Go around the groups and check if they have questions and how they are proceeding. Make sure they are using the materials properly not to get injured.

5. When everyone is done, drop the creations one by one, and check if the eggs broke.





Tips for facilitators

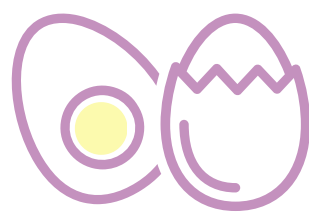
- During the creative process, check that participants use the materials in a proper way – avoid unnecessary wasting and underline this choice to them. According to the age of your group you could make the activity more or less competitive. For example, 8-11 years old participants can be more competitive than 6-7 years old ones.
- Make the final drop a big show—the more dramatic you are, the more fun it will be.



Debriefing and Reflection

- You can consider the following questions to animate the debriefing and to favor the understanding of the learning objectives:
- What materials have you used? Why? (What did you take into consideration when you made the choice?).
- How did you plan your strategy?
- Why do you think your strategy was successful/unsuccessful?
- If you had another chance, how would you improve the strategy to protect the egg?
- Were you able to cooperate? Was there anyone taking the lead?

To reach your goal and let the participants understand the link with the real world, bring some examples where entrepreneurs might use these same skills, for example protecting a lunar rover when it lands on the surface of the moon or making cars safer to drive.



- Bring as many examples as possible for each of the learning objectives.
- Explain also that the choice of the materials was made in order to be more sustainable towards the environment.
- Social entrepreneurs have sustainability as a goal. Starting from this sentence you can eventually add more content on SDGs, if the group shows interest.

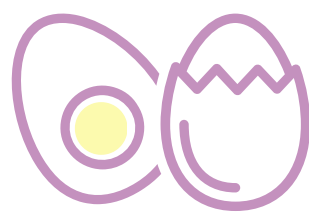
Variations

- Another idea could be to put all the materials on a desk. Then participants will have to look at the materials and discuss an action plan to prevent the egg from breaking and therefore choose one by one just one item each. Their choice in choosing one material and not another one will be made in accordance with their action plan.
- You could decide to play a second round and add more challenges.
- If you see that the group likes challenges, you could tell them that they must use most of the materials contained in the set.

References

The activity has been readapted and inspired by a well-known activity in non-formal education sector. You can get additional inputs from:

- [Egg Drop - Science World](#)
- [The Incredible Egg - Egg Drop Challenge • Beyond the Chalkboard](#)



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

SCAMPER

e-Book

SCAMPER



Overview

- This fun and interactive activity aims to teach participants about entrepreneurship, sustainability, and upcycling through the SCAMPER method.
- It encourages them to think creatively and come up with innovative ways to recycle or upcycle everyday items, reducing waste and being eco-friendly while giving new purposes to create innovative products and/or services.
- When we SCAMPER something, we think about changing it in some way to come up with something new. SCAMPER - stands for Substitute, Combine, Adapt, Modify, put to another use, Eliminate, and Reverse.
- The participants, divided into small groups, will have the task of creating new ideas for ways to improve the products or services using the SCAMPER method.



Learning objectives

- To develop creative thinking concepts in order to generate creative ideas for improvement or innovation.
- Encourage participants to think critically, challenge assumptions, and tap into their creative thinking abilities to explore unconventional solutions for product improvement and sustainability.
- Identify a product and service for analysis and consider its potential for improvement, upcycling or innovation.
- Practice applying the SCAMPER framework to their chosen product or service in order to demonstrate adaptability and creativity in various contexts.





Age

6-11 years old.



Time

45-60 minutes.



Groups Size

Max. 20 participants.



Materials

- Paper A4 (possibly recycled).
- Pencils, markers.
- Projector and laptop.
- Handouts.



Preparation

- Prepare pictures of a couple of products/objects (doughnuts, sofas, bicycles, tables, chairs) to be projected to the participants.
- Print handouts for each group or each participant (you can divide participants into small groups, or they can work individually).



Description

1. Take an existing product or service that you want to improve or one that you think could be a good starting point for future development.

2. Ask questions about the product you've identified (see examples).

Question examples:

- **Substitute:** What can be replaced? What materials or parts could you swap? (for example, components, materials, people).
- **Combine:** What can be combined? Can you combine this item with another? (for example, other features, and devices).
- **Adapt:** What can be added? How could you adjust or change this product to serve a new purpose? (such as new elements or functions).
- **Modify:** What can be modified? How could you change the shape, look, or feel of your product? (for example, change the size, shape, color, or other attribute).
- **Put to other use (purpose):** Could you put the product to a different use, or use it in another industry? Can you use this product somewhere else or in another way?
- **Eliminate:** What can be removed or simplified? What can make the item small, lighter, faster, or simpler?
- **Reverse:** What would happen if you reversed the product's production process? What can be swapped or flipped? What if you change the order? Could you reverse the order?

3. Look at the answers that you came up with. Ask participants, do any of them stand out as viable solutions? Could we use any of them to create a new product, or develop an existing one?

4. Divide participants into small groups (3-4 participants in each group).



5. Give each group an empty handout and explain that now they will SCAMPER something in real life. Show/project a picture of a doughnut. Tell them that the doughnut is with chocolate. Ask them to brainstorm how they could change up the doughnut by using the other things to create a new snack!

6. Ask groups to use SCAMPER to brainstorm how they could change up the doughnut to create a new one. Ask them to fill out a handout.

7. When all the groups are finished, ask them to present.

8. Explain to the participants that SCAMPER can be a powerful tool for making a positive impact on the environment. Encourage them to think about using SCAMPER to find creative ways to reduce waste, be eco-friendly, recycle or upcycle old items instead of throwing them away.

9. Again give each group an empty handout. Show/project a picture of an old bicycle. Tell them that the bicycle is old and that the owner wants to throw it away.

10. Ask them to come up with new ideas for ways to improve the product using SCAMPER.

11. Presentation of each group and debriefing and discussion.





Tips for facilitators

- This activity asks children to think about a common object in a new way. Support them by asking them questions that help them brainstorm if they get stuck. Even a question like “What else could you change?” can help.



Debriefing and Reflection

- Which ideas do you think are the best for making the product better? Why do you like them?
- Did you start thinking differently about the product you looked at? Did you get any new ideas to make it better?
- Did talking to others help you think of more creative ideas? Did they have different thoughts?
- Why is it important to use items for as long as possible rather than throwing them away quickly?
- What are some creative ways to upcycle old or unwanted items into something fun or useful?
- In what ways can you apply the principles of SCAMPER to other situations, products, and services?



Variations

- Allowing participants to select their own products or services for the activity can make it more engaging and personalized activities.
- Encourage participants to select a product or service with a focus on sustainability. Ask them to think about how their ideas could make the chosen item more eco-friendly.
- Instead of working in small groups, participants can work individually.



References

- VentureLab Entrepreneurial Mindsets workbook! (Page 37)



HANDOUT

A DONUT



A BICYCLE



A CHAIR



A T-SHIRT



PROCESS	QUESTIONS	YOUR IDEA
Substitute	What materials or parts could you swap?	
Combine	Can you combine this item with another?	
Adapt	How could you adjust or change this product to serve a new purpose?	
Modify	How could you change the shape, look, or feel of your product?	
Put to another use	Can you use this product somewhere else or in another way?	
Eliminate	What can make the item small, lighter, faster, or simpler?	
Reverse	What if you changed the order? Could you reverse the order?	



A PRODUCT

PROCESS	QUESTIONS	YOUR IDEA
Substitute	What materials or parts could you swap?	
Combine	Can you combine this item with another?	
Adapt	How could you adjust or change this product to serve a new purpose?	
Modify	How could you change the shape, look, or feel of your product?	
Put to another use	Can you use this product somewhere else or in another way?	
Eliminate	What can make the item small, lighter, faster, or simpler?	
Reverse	What if you changed the order? Could you reverse the order?	



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Turning an idea
into a business

e-Book

Turning an idea into a business



Overview

In this activity, the participants will have the chance to reflect on possible ideas for business that they could start. It is based on 3 elements that will help them to reflect on possible business ideas:

- They have an idea that will help to solve a need or a problem that they see in the local community.
- They have a talent or skill that could be used to help someone else.
- They have a passion or interest that could bring a business idea with social impact.
- The main goal is to let them reflect on how an idea passion or talent can be transformed into a business idea that could be beneficial for the community.



Learning objectives

- Reflect on the social role that a business can have.
- Understanding some of the main features of being an entrepreneur.
- Reflect on how your ideas, talents, and passions can lead to business ideas that can have a positive social impact.
- Practice using a mind map to start your own business.
- Develop critical thinking.





Age

Recommended for participants that are 9 - 11 years old.



Time

75-90 minutes.



Group Size

20 participants.



Materials

- Pens, pencils, markers, flipchart board and flipcharts.
- Handouts “Brainstorm business ideas” – one per participant.
- Handout “Mind Map” – one per participant.



Preparation

Prepare an introduction:

- Before starting the session, introduce the activity by asking the participants a couple of questions to bring them into the topic, for example:
 - What is your dream job?
 - What job would you like to do when you grow up?
 - Would you like to work for a company or to establish your own business?
- And explain to them in simple terms the differences between working for others and having their own business.

We suggest that you also bring some easy concepts on the competencies and skills that an entrepreneur should have (like self-confidence, leadership, problem-solving, and teamwork, just to mention a few).

And finally, a short explanation of what a social enterprise is. They must understand the social role of social enterprises.



Description

1. Prepare an introduction to bring the participants into the topic. You can follow the suggestions in the “Preparation” section.

2. You can also present 1 or 2 social enterprises of your country that were born from easy ideas, or individual talents or passions and they have become social enterprises.

3. Explain the activity:

It is made of 2 parts.

- In part 1 they will reflect on their ideas, talents, and passions and think about what kind of business they could start. The business should have a positive social impact.
- In part 2 they will develop their business idea by providing brief answers to questions.

4. Distribute the handout “Brainstorm business ideas”.

5. Explain the handout and the task: they will have to fill in the third and 4th columns with three business ideas based on three different brainstorming approaches:

- An idea they have or a problem they’d like to solve.
- A talent or skill they have that others can benefit from.
- A passion that could be put to good use.

6. Once they record their business ideas, create small groups of 3-4 people, and ask them to share their ideas for a couple of minutes.

- Sharing will help them to individuate their own preferred idea and to have it clearer in their mind. This will help the next step.

7. Once each participant has individuated their favourite idea, distribute the handout “Mind Map”. One per participant. It is an individual task.



8. Explain the handout and ask participants to write their ideas in the center square.
9. Then, participants will develop their social enterprise idea by providing brief answers to each question in the outer squares.
10. Divide participants into pairs and ask participants to use their mind maps as a resource to tell their partner about their entrepreneurial ideas.
11. Bring the group back together.
12. Ask for volunteers to share their ideas.



Tips for facilitators

The activity is challenging, help the explanation and implementation with additional visual tools like posters with information or videos to explain the concepts you would like to pass.



Debriefing and Reflection

- What challenges might you face if you started this business? How would you deal with those challenges?
- Do you think you'd like to start your own business? Why or why not?
- What is the positive impact of your idea on the community?



References

The activity has been readapted and inspired by [Starting Your Own Business | Consumer Financial Protection Bureau](#), from "[Consumer Financial Protection Bureau](#)".

An agency of the US Government. On their website, you can find valuable activities on youth financial education and on consumer education



HANDOUT

Give it a try! Use the prompts to help you come up with a few business ideas.

Write your answers and related business ideas below.

Prompts	Sample answers and related business ideas	Your answers	Related business ideas
An idea you have or problem you'd like to solve	<p>Sample answer: Elderly people need a space where they can spend time together.</p> <p>Sample business idea: Create a social center for elderly people.</p>		
A talent or skill you have	<p>Sample answer: I'm great at soccer.</p> <p>Sample business idea: Offer soccer clinics to teach younger kids how to play.</p>		
A passion or interest you have	<p>Sample answer: I love dogs. Sample business idea: Open a dog-walking business.</p>		



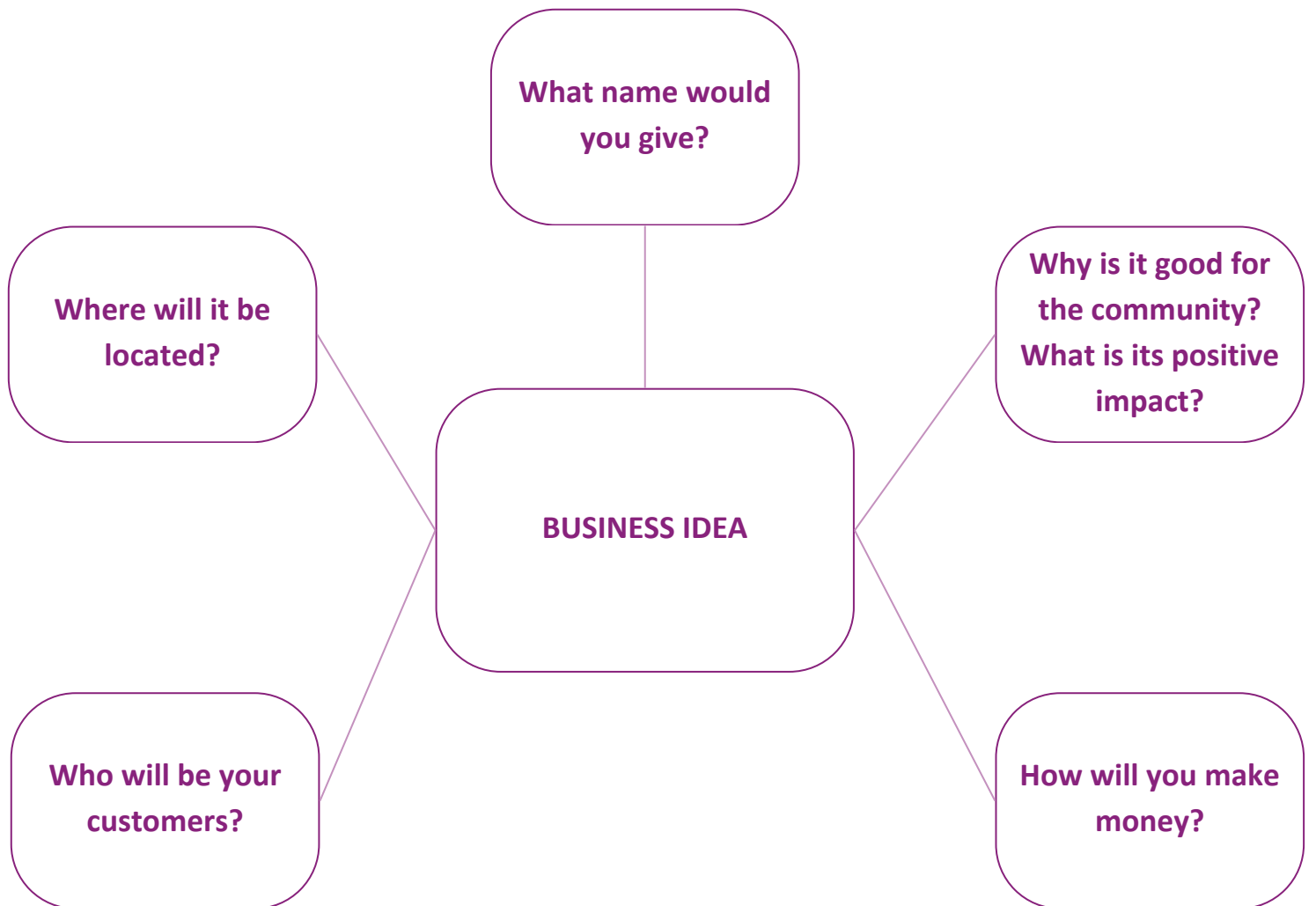
MIND MAP

Digging deeper into a business idea

Now, pick one of the business ideas you thought of and do some mind mapping to explore what that business could look like.

Create your mind map

1. Write the business idea in the center square.
2. Then write answers to each of the questions in the outer squares.



THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Social Enterprises
support sustainability

e-Book

Social Enterprises support sustainability



Overview

- The participants divided into small teams will have to match the SDGs with the social enterprises presented.
- It is teamwork that will bring participants to explore the concepts of social entrepreneurship and sustainability of a given community.
- They will learn that “business” is not always seeking individual interest, but it can contribute to answering the needs of a community.
- It contains 2 possible variations for younger and older age groups in the range of 6-11 years old.



Learning objectives

- To understand the concepts of social entrepreneurship.
- To learn about the SDGs.
- To stimulate the young participants in understanding that “business” does not necessarily seek the benefits of the entrepreneurs only.
- To work in a team and listen to each other.
- To learn how to express ideas.
- Citizenship skills – becoming aware of the needs of their community, and realizing that young people can make a difference in social and environmental issues.





Age

6-11 years old.



Time

50-60 minutes.



Group Size

Recommended for 9-15 participants.



Materials

- Sustainable Development Goals explanatory cards - 1 set per group.
- Social Enterprises Explanatory cards.
- 1 dice.



Preparation

- Read all activities before starting.
- Prepare a presentation about social entrepreneurship and SDGs in advance and adapt it to the age group. Images, simple slides, and short videos are usually appreciated by 6 - 9 years old.
- Print and cut the cards.
- Set up the room according to the means you have. There should be the possibility for all groups to watch the SEE card and to place the SDG card(s) facing down on a flat surface. Therefore, we suggest using a big table around which all groups can sit, or several small tables (one per group) placed in a circle.



Description

1. Explain that in this activity we will be looking at examples of social enterprises and considering the needs of our own community.

2. Provide a brief introduction to the participants explaining what a social enterprise is using simple terms and stressing the purpose of improving people's lives in our communities and addressing social or environmental issues.

3. Ask if anyone has heard about the Sustainable Development Goals. And provide a brief introduction using simple terms.

- All this introductory part should take around 15 min.

4. Divide the participants into groups of 3 - 4.

5. Provide each group with a set of SDG cards.

6. Explain the game:

- Each group has a set of SDG cards.
- On the table, there is a set of Social Enterprises Explanatory (SEE) cards.
- Each group throws the dice, the one that gets the higher number will start picking one SEE card and showing it to all groups.
- The facilitator reads the SEE card.
- All groups try to match the Social Enterprise with 1 or more SDGs - explain that the choices should be kept secret and the SDGs cards chosen will be placed on the table facing down.
- Once all groups have faced their cards one by one, they turn the card(s), starting with the one that picked the SEE card. Each group will explain the reasons why the Social Enterprise card is connected with the SDGs card(s) chosen.
- The group that matches the correct cards wins the SSE card.



7. Play 3 - 4 rounds maximum and help the participants explain the connections and eventually add information and explanation.

- The game should take no more than 30 minutes.

8. Close the activity with a short debriefing to let the participants understand the objectives of the game.



Tips for facilitators

- Suggested sources for getting prepared.
 - https://participants.kiddle.co/Social_enterprise
 - https://participants.kiddle.co/Sustainable_Development_Goals
- It will be helpful to explore what participants already know about social enterprises. This enables them to connect new knowledge with what they already know.
- Note: Many social enterprises address more than one SDG, so they can be paired with more than one SDG. However, there should be at least one social enterprise that is matched to each SDG.
- Before cutting out the learning cards, you can see two cards next to each other, where the social enterprise addresses that specific SDG.



Debriefing and Reflection

- Start the debriefing by asking what they have learned and eventually answering their questions.





Variations

Variation 1:

- Giving a set of SEE cards and a set of SDGs to each group and asking each group to make the match. The goal is to match as many cards as possible.
- This variation could be simpler for younger age groups (6 to 9) but is less challenging.

Variation 2:

- Substitute steps 1 and 2 with the following:
 - Ask participants what they know and what they are wondering about Social Entrepreneurship and about SDGs and invite them to answer questions n1 and 2 on the flipchart.
 - Leave the third question for the debriefing part.
- If you choose this variation, you should also prepare 3 flipcharts each having one of the following questions:
 - 1. What do we already KNOW about social enterprises?
 - 2. What do we WONDER about this topic? What questions do we have?
 - 3. What have we LEARNED about this topic?
- Do the same for the SDGs
 - Hang the papers on the wall or place them on desks: they must be accessible to participants.
- This variation is suitable for participants aged 9-11.



References

The activity has been readapted and inspired by lesson 1 on page 8 of the [Decent Work and Economic Growth | British Council](#)

- https://www.britishcouncil.org/sites/default/files/decent_work_and_economic_growth_collaborative_template_1.pdf



HANDOUT



Pupils in a secondary school in Tanzania have started a beekeeping business.

They sell honey and make products such as candles out of beeswax.

Profits are used to support pupils from poorer families and to build beehives for community members who are in poverty and need a source of income.



Pupils in Cameroon started a business, growing and selling cassava.

Cassava is an important food item in many countries, providing people with carbohydrates - the main source of energy.

Starting this project allows pupils to provide low-cost food to other members of their community.



Mental health is now considered to be just as important as physical health.

Pupils in a school in Ireland started a project to combat depression and anxiety. They support young people to practice positive thinking.

One of the tools they are developing is an online app that generates a positive message every day.

4 QUALITY EDUCATION



Pupils and groups of women in India make jewellery, money pots, bags and other craft items.

These products are sold by pupils in a school in Scotland.

Profits made in Scotland are used to help fund a small school in India that provides education free of charge.

The school is attended by children who otherwise would not be able to go to school.

5 GENDER EQUALITY



Young women in rural Pakistan have started a plant nursery business. They grow seeds, small plants and buds and then sell them. The founder now employs six other women.

This is one of many social enterprises started with support from the British Council programme, Active Citizens.

6 CLEAN WATER AND SANITATION



Pupils in Sierra Leone started a water-harvesting business and now sell clean water in their community. Water harvesting means collecting rainwater running from rooftops as well as floodwater from local streams. This water can be used for drinking and irrigation.

The reason for starting this business was that they had no wells in their community.

7 AFFORDABLE AND CLEAN ENERGY



Pupils in Cameroon started making and selling solar panels. These solar panels are useful for charging mobile phones and providing electricity for lamps.

8 DECENT WORK AND ECONOMIC GROWTH



Pupils, parents and staff members in a school in England have started a social enterprise making original spice products. They roast, grind and blend spices to make original products and create decent work opportunities for community members. In addition, this project brings together community member from different backgrounds so that they can learn and cook together.
<http://ballotstreet.co.uk/>

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Esoko is a for-profit company with an important social mission: supporting farmers in Africa to make agriculture a profitable business. Esoko has built a text messaging system that provides information about market prices, weather conditions, and tips on farming. The system also matches buyers and sellers. As such, it provides important infrastructure for poor farmers, allowing them to increase their income.
<https://esoko.com/>

10 REDUCED INEQUALITIES



Pupils in a school in Uganda started a business making and selling low-cost school uniforms. Many families are normally unable to afford school uniforms. This is sometimes the main reason why children from these families cannot attend school. It is important to create the conditions for all children to have equal access to school and other opportunities in life.

11 SUSTAINABLE CITIES AND COMMUNITIES



Streetbank is a social enterprise founded in England. Through their website, you can give away things you no longer need and share things with your neighbours (like ladders and drills). You can also offer your skills to your neighbours, such as languages or gardening. The idea is to create friendlier neighbourhoods, save money and ensure that fewer things end up in landfill.
<http://www.streetbank.com/>

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



GoodWeave is an international social enterprise using the power of consumers to fight child slavery. Rugs with a GoodWeave mark are made by companies that promise not to use child labour. The companies are randomly inspected by GoodWeave to make sure they are true to their world. If children are found, they are rescued and supported with education and other important services.

Around the world, more than 150 million children live in servitude. They have given up their childhoods and their education.

<https://goodweave.org/>

13 CLIMATE ACTION



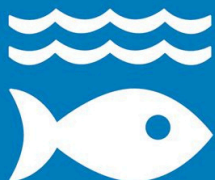
A social enterprise in the Philippines has designed a low cost solar light. It is called Liter of Light, and it is now used in more than 650,000 homes in 20 countries.

Around the world, one out of seven people does not have access to electricity. Many of these either live in darkness, or use candles or kerosene lamps, which emit toxic fumes and contribute to climate change.

The solution by Liter of Light is safer and cheaper than the alternatives, and it reduces air pollution.

<https://literoflight.org/>

14 LIFE BELOW WATER



New Works is a social enterprise that collects unused fishing nets from the ocean in the Philippines. This is important because discarded fishing nets continue to trap sea birds, turtles and other animals.

The company recycles the fishing nets to make carpets.

<http://www.net-works.com/>



Sidai is a social enterprise supporting farmers in Kenya. Veterinarians and livestock professionals help farmers keep their livestock healthy and productive. Affordable and high quality health service enables livestock to have more offspring, avoid diseases, and improve milk and egg production, among other things. The support from Sidai protects animals from needless suffering and supports farmers with added income.
<https://www.sidai.com/>



Search for Common Ground is an organisation that works to avoid violent conflict. They build through three main activities: dialogue, media and community. They bring people together across dividing lines to listen to each other, discover and achieve shared goals. They use TV dramas, radio shows and music videos to get people thinking about the causes of violence and how to overcome differences. They provide a safe space for neighbours and families to work out their conflicts at the local level. Search for Common Ground provides young people with the skills, networks and resources to launch their own businesses and social enterprises.
<https://www.sfcg.org/>

Cards with Sustainable Development Goals





Pupils in a secondary school in Tanzania have started a beekeeping business.

They sell honey and make products such as candles out of beeswax.

Profits are used to support pupils from poorer families and to build beehives for community members who are in poverty and need a source of income.

Pupils in Cameroon started a business, growing and selling cassava.

Cassava is an important food item in many countries, providing people with carbohydrates - the main source of energy.

Starting this project allows pupils to provide low-cost food to other members of their community.

Mental health is now considered to be just as important as physical health.

Pupils in a school in Ireland started a project to combat depression and anxiety. They support young people to practice positive thinking.

One of the tools they are developing is an online app that generates a positive message every day.

Pupils and groups of women in India make jewellery, money pots, bags and other craft items.

These products are sold by pupils in a school in Scotland.

Profits made in Scotland are used to help fund a small school in India that provides education free of charge.

The school is attended by children who otherwise would not be able to go to school.

Young women in rural Pakistan have started a plant nursery business. They grow seeds, small plants and buds and then sell them. The founder now employs six other women.

This is one of many social enterprises started with support from the British Council programme, Active Citizens.

Pupils in Sierra Leone started a water-harvesting business and now sell clean water in their community.

Water harvesting means collecting rainwater running from rooftops as well as floodwater from local streams. This water can be used for drinking and irrigation.

The reason for starting this business was that they had no wells in their community.

<p>Pupils in Cameroon started making and selling solar panels. These solar panels are useful for charging mobile phones and providing electricity for lamps.</p>	<p>Pupils, parents and staff members in a school in England have started a social enterprise making original spice products. They roast, grind and blend spices to make original products and create decent work opportunities for community members. In addition, this project brings together community member from different backgrounds so that they can learn and cook together. http://ballotstreet.co.uk/</p>	<p>Esoko is a for-profit company with an important social mission: supporting farmers in Africa to make agriculture a profitable business. Esoko has built a text messaging system that provides information about market prices, weather conditions, and tips on farming. The system also matches buyers and sellers. As such, it provides important infrastructure for poor farmers, allowing them to increase their income. https://esoko.com/</p>
<p>Pupils in a school in Uganda started a business making and selling low-cost school uniforms. Many families are normally unable to afford school uniforms. This is sometimes the main reason why children from these families cannot attend school. It is important to create the conditions for all children to have equal access to school and other opportunities in life.</p>	<p>Streetbank is a social enterprise founded in England. Through their website, you can give away things you no longer need and share things with your neighbours (like ladders and drills). You can also offer your skills to your neighbours, such as languages or gardening. The idea is to create friendlier neighbourhoods, save money and ensure that fewer things end up in landfill. http://www.streetbank.com/</p>	<p>GoodWeave is an international social enterprise using the power of consumers to fight child slavery. Rugs with a GoodWeave mark are made by companies that promise not to use child labour. The companies are randomly inspected by GoodWeave to make sure they are true to their world. If children are found, they are rescued and supported with education and other important services. Around the world, more than 150 million children live in servitude. They have given up their childhoods and their education. https://goodweave.org/</p>

<p>A social enterprise in the Philippines has designed a low cost solar light. It is called Liter of Light, and it is now used in more than 650,000 homes in 20 countries.</p> <p>Around the world, one out of seven people does not have access to electricity. Many of these either live in darkness, or use candles or kerosene lamps, which emit toxic fumes and contribute to climate change.</p> <p>The solution by Liter of Light is safer and cheaper than the alternatives, and it reduces air pollution.</p> <p>https://literoflight.org/</p>	<p>New Works is a social enterprise that collects unused fishing nets from the ocean in the Philippines. This is important because discarded fishing nets continue to trap sea birds, turtles and other animals. The company recycles the fishing nets to make carpets.</p> <p>http://www.net-works.com/</p>	<p>Sidai is a social enterprise supporting farmers in Kenya. Veterinarians and livestock professionals help farmers keep their livestock healthy and productive. Affordable and high quality health service enables livestock to have more offspring, avoid diseases, and improve milk and egg production, among other things.</p> <p>The support from Sidai protects animals from needless suffering and supports farmers with added income.</p> <p>https://www.sidai.com/</p>
<p>Search for Common Ground is an organisation that works to avoid violent conflict. They build through three main activities: dialogue, media and community.</p> <p>They bring people together across dividing lines to listen to each other, discover and achieve shared goals. They use TV dramas, radio shows and music videos to get people thinking about the causes of violence and how to overcome differences. They provide a safe space for neighbours and families to work out their conflicts at the local level.</p> <p>Search for Common Ground provides young people with the skills, networks and resources to launch their own businesses and social enterprises.</p> <p>https://www.sfcg.org/</p>		

THE DIDACTIC MINE OF YOUTH WORK

For age 6-11

Everyone can be a
Social Entrepreneur!

e-Book

Everyone can be a Social Entrepreneur!



Overview

- Starting from understanding what social problems are, the participants will hear about social entrepreneurs that created successful businesses and finally, they will investigate possible ideas for social enterprises that could give answers to a specific problem: a beach full of litter.
- The activity stimulates creativity, problem-solving skills and teamwork while learning about the social impact of the businesses.
- They will address the topic by making use of a variety of tools: they will be listening, reading, and inventing creative solutions.

Learning objectives

- To explore the meaning of social enterprise and understand what a social entrepreneur does.
- To approach the concept of sustainability.
- To develop a sense of initiative and entrepreneurship.
- To raise awareness on the role of individuals in sustainable development.



Age

8-11 years old.



Time

60 minutes.





Group Size

9-15 participants



Materials

- Pens, markers.
- Blank paper.
- Whiteboard or flipchart board.
- Copies of The Beach Problem, one per participant.
- Video Projector.



Preparation

- Read through the entire activity.
- Write the list of problems from the handouts on the whiteboard or flipchart.
- Write on a flipchart or A3 sheet a simple and clear definition of social problem, you will need as a reference during the session.
- Study the cases from the handout "social entrepreneurs" and get ready to present them to the participants in a way that is clear and simple considering their age. We recommend that you choose a maximum of 3 cases.
- Prepare some A3 panels with keywords that refer to the case to help focalize the attention of the participants.
- Make copies of The Beach Problem worksheet, enough for one per student.



Description

1. Explain the activity: Starting from understanding what social problems they are will go through examples of social entrepreneurs who created successful businesses. Finally, they will investigate possible ideas for social enterprises that could give answers to a specific problem: a beach full of litter.



2. Read loud and if necessary, explain the list of problems that you have written on the flipchart before starting the activity.

3. Work together to classify the problems into “social problems” and “other problems”. Make clear what a social problem is in simple terms.

4. Explain that now you are going to present some good practices of social enterprises that gave answers to problems of the community and read the good practices one by one.

- After each example leave a couple of minutes for questions and comments.

5. Ask them to list the social problems that were addressed by the entrepreneurs.

6. Guide the participants to understand that each of these entrepreneurs noticed a social problem in their community or the world. Then, they created their business to address this problem.

7. Tell them that now it will be their turn to address a social problem. Working in small groups will brainstorm solutions like a social entrepreneur.

8. Create small groups of 3 people and pass out copies of “The Beach Problem”, one per participant.

9. Distribute blank paper, markers, and pens to each group.

10. Read out loud the beach problem, then ask, “What is the social problem present in the story?”.

11. Allow the small groups to discuss and guide them to the understanding that beach pollution is a social problem. It is caused by humans, and it negatively impacts the community.



12. Tell participants that they will be working as a team to brainstorm solutions to the social problem in The Beach Problem. They should come up with possible solutions. For example, a beach cleanup, an educational campaign, the installation of trash and recycle cans on the beach, etc.

13. Bring the group back together to list the solutions.



Tips for facilitators

- Use visual tools, if possible, if you use handwriting make sure that you write clearly and with capital letters.
- If you are having participants of younger age (including 8) it could be better not to have more than 12 participants, so that you are going to have only 4 small groups. Having 5 groups could be boring for the participants and they could lose attention.



Debriefing and Reflection

- The activity is quite long and already a lot of comments and confrontation were allowed. We recommend not to make a long brainstorm and close the session by congratulating the solutions. Remind them that anyone can become a social entrepreneur! Encourage them to look for problems in their community and spend time thinking about how they could solve them.



References

The activity has been readapted and inspired by an activity from [Social Entrepreneurs: Classroom Lesson Plan | Career Girls](#).

- Career Girls is a 501(c)(3) non-profit, while CareerGirls.org is a comprehensive video-based career exploration and readiness tool for girls



HANDOUTS

List of problems

- A kitchen with a leaky faucet
- Poverty
- A community without enough affordable housing
- A father who loses his job
- A park with a broken swing set
- Air pollution caused by cars or factories
- A community that doesn't have enough jobs

Social Entrepreneurs

Social entrepreneurs see a social problem and decide that they want to do something about it and start an organization, or an initiative, or a program to address that problem.

For any social action to create a meaningful impact, you have to somehow build a sustainable model, and a social entrepreneur is somebody who can do that.

Healthy Career Initiative

"I have an organization called a Healthy Career Initiative. We brand our name as a Ghana Code Club, and we go to schools to initiate coding clubs for elementary school children to learn to code."

Annie Cannons

"I run a nonprofit organization called Annie Cannons, which transforms human trafficking survivors into software engineers. Our graduates work with experts on continuously more challenging products so that they can learn new skills, and they're earning at the same time, so they actually make money while they're doing that. And the third piece of what we do is actually build technologies that they ideate, that solve problems they care about. Because we believe that survivors are the ones to imagine solutions to problems that only survivors truly understand."



Helpsy

“95% of all clothing, shoes and other textiles can be given a second life. Sadly, over 85% just ends up in the trash! Reducing, reusing, and recycling textiles and clothing can make an impact on this massive waste issue.

Currently functioning within the northeastern U.S. (and hopefully on a much larger scale, soon), HELPSY has about 2,000 collection bins in eight states and is working with hundreds of nonprofits, businesses, and towns as hosts. It also collects from thrift stores, paying them for overages and hosting clothing drives benefiting organizations. HELPSY also offers free home pick-ups in parts of New York City and Westchester County, with more areas hopefully to follow soon. From there, a whopping 95 percent of what's collected is reused, upcycled, or recycled (and, most importantly, given a second life and kept out of landfills).”

P. M. Kato Consulting

“I’m the owner of P. M. Kato Consulting and I make games for training and education in the healthcare sector. So I work a lot with patients. I also work a lot with doctors who care a lot about their work. And I can see when they play the games that I make that it helps with their relationships, it helps them understand things better, it improves their work, and it makes a difference.”

Meliora Cleaning Products

“Kate Jakubas is an environmental engineer by trade. Growing up as one of the kids who had a “rock collection” instead of a lemonade stand (as she put it), she hadn’t considered herself at any point destined to be a business person.

However, with her care for the environment and her engineering drive to solve problems, she became inspired to determine what potential toxic and environmentally harmful chemicals she could remove from her own personal consumption. She wanted to make sure the ingredients were safe for those in her household and the environment, but the ingredients weren’t even listed! It became clear that it was hard to be a responsible consumer and to do no harm. After formulating her own vegetable soap and using it to do her own laundry, she knew she could offer better products that were rooted in simple ingredients and build a company that was honest about how products are made. This then turned her onto household products and led to the founding of Meliora Cleaning Products, which she runs with her husband, Mike.”



Care Academy

“I am the CEO and co-founder of Care Academy, and we provide online professional development for caregivers. I was a caregiver myself. I’ve been doing it since I was 18 years old and just had an epiphany one day that I could have been better trained. And so what I say to our staff is that I am building something I could have used. And I think that’s the best way that you can be an entrepreneur is to solve a problem that you understand.”

The Beach Problem

Angel was excited to spend a day at the beach. She had collected her beach towel, a new magazine, and plenty of sunscreen. She was ready for a fun day with some of her friends!

After laying out her towel, Angel noticed that there was quite a bit of trash near her spot. Empty food wrappers, plastic cups, and straws littered the ground. She even saw a small crab trapped in a soda bottle down by the water.

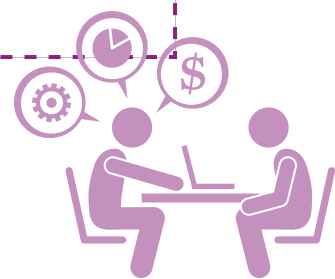
“Yuck! When did the beach get so dirty?” Angel asked her friend Jada.

“I don’t remember it being this dirty last summer...” replied Jada.

After carefully stepping over the trash, Angel and Jada waded out into the warm, salty water. While they were swimming, Jada suddenly screamed, “Something is touching my leg! Help!!” Jada reached down and pulled out an old piece of fishing net. “Wow, there is even garbage in the water!” she muttered.

After drying off, Angel, Jada, and their friends started talking about the state of the beach. “It wasn’t like this last year. I wonder what happened?” said Angel.

“I don’t know. But it makes me feel sad for the animals and all the people who want to come here to swim and have fun. We should do something about it. What do you guys think?” asked Jada



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

e-BOOK

THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Understanding Entrepreneurship

e-BOOK

Understanding Entrepreneurship



Overview

This activity aims to provide a comprehensive understanding of entrepreneurship by examining the real-life experiences of successful entrepreneurs. Through in-depth research and discussions, participants will uncover the challenges and innovations that shaped the journeys of entrepreneurs.

By delving into the individual stories, participants will not only identify common themes but also gain insights into the competencies crucial for entrepreneurial success. The activity fosters critical thinking encourages collaborative learning and sets the stage for insightful discussions on the diverse facets of entrepreneurship.



Learning objectives

- To identify common themes in narratives of entrepreneurs.
- To define the competences of a successful entrepreneur and their contribution to the world.
- To understand how innovations and business are linked.
- To discuss what similarities and differences students noticed among the different entrepreneurs.



Age

12-17 years old.



Time

45 minutes.



Group Size

Up to 30.



Materials

- Handout: Study a Star Entrepreneur.
- Handout: Entrepreneur Bios.



Preparation

The activity and the entrepreneurs' biographies will need to be translated for a better efficacy of the activity.



Description

1. Introduction

- Define "entrepreneur" for participants, emphasizing the calculated risk, innovation, and persistence involved in creating a new business. Also, you can add (someone who takes a calculated risk to create a new business, often by innovating a new solution to a problem or need. Additionally, the word comes from French and is usually translated as "undertaker" or "adventurer". This highlights how difficult doing business is). Given that most new businesses fail, successful entrepreneurs tend to be persistent and tenacious in the face of obstacles.
- Briefly discuss the challenging nature of entrepreneurship and the characteristics of successful entrepreneurs.



2. Divide participants into small groups (4-5 people each).

3. Explain that each group will research a different entrepreneur using the provided handouts.

4. Distribute the "Study a Star Entrepreneur" activity sheet and "Entrepreneur Bios" to each group.

5. Participants read and take notes on the entrepreneur assigned to their group.

- Encourage additional internet research if time allows.

6. Groups share what they learned with other groups. Each group briefly reports on their assigned entrepreneur, using their notes for reference.

Encourage groups to take notes as they listen to other groups to conclude different entrepreneurs' stories.

7. Lead a group discussion about similarities and differences noticed among the different entrepreneurs.

8. Debriefing Questions:

- Engage participants in a reflective discussion using debriefing questions.
- Encourage critical thinking about lessons learned, challenges faced by entrepreneurs, and competencies deemed essential.

9. Closure:

- Summarize key takeaways from the activity.
- Reinforce the importance of persistence, innovation, and calculated risk-taking in entrepreneurship.





Tips for facilitators

- The activity requires a good knowledge of the English language. Especially when it's done in an international setting where students are not native English speakers, the facilitator needs to make sure that everyone can keep up with the group and understands what needs to be done.



Debriefing and evaluation

- What challenges and obstacles did these entrepreneurs face along the way?
- What are the main reflections on an activity?
- What lesson/s did you learn from this activity?
- Which competences should entrepreneurs have?
- From the different entrepreneurs' stories, which competences do you believe are essential for success in entrepreneurship?
- What did you learn from different entrepreneurs' stories?



Variations

Have participants create their own business dictionary by researching the following business literacy terms that they might hear on Shark Tank.

- Equity.
- Valuation.
- Patent.
- Patent pending.
- Stake.
- Proprietary.



- Customer acquisition costs.
- Distribution.
- Licensing.
- Business model.
- Proof of concept.
- Sweat equity.
- Royalty.
- Market value.
- Margin.
- Liquidity.
- Break even.



References

[What did you learn from different entrepreneurs' stories?](#)



HANDOUT

STUDY AN ENTREPRENEUR

It's not easy to start a business! Read and research the life and work of an entrepreneur, then answer the questions about him or her below.

Part 1

When innovations or business did this entrepreneur contribute to the world?

Who or what inspired this person to become an entrepreneur?

When and how did this person start their company?

What challenges and obstacles did this person face along the way?

Part 2

In the space below, take notes on other entrepreneurs that your classmates researched and presented.

Compare the entrepreneurs' stories. What common traits or themes do you see?



HANDOUT

ENTREPRENEUR BIOS



ROBIE CABRAL

BenjiLock

When Robbie Cabral moved from the Dominican Republic to the United States, he struggled to make ends meet. He worked as a dishwasher and custodian before finally getting hired for a job in real estate. However, the company laid him off after just six months, leaving him unemployed with a newborn baby at home.

That was when Cabral's fortunes began to change. **He was in the gym locker room when he came up with the idea that would change his life.** He wondered why no fingerprint-based padlocks existed, so he decided to make one. He patented his idea and worked hard to make his new dream a reality. This led him to an appearance on the TV show Shark Tank, where businessman Kevin O'Leary bought into his idea. O'Leary helped Cabral sign a deal to work with security company Hampton Products International. His invention, called BenjiLock, is expected to hit the market in late 2018.



JAMIE SIMINOFF

Ring

When tech giant Amazon bought a company called Ring for over a billion dollars in February 2018, it was a big deal for the company's founder, Jamie Siminoff. He had worked hard on Ring, and now that hard work had paid off—big-time.

Siminoff had been fascinated by technology ever since childhood, but he didn't come up with his most successful idea until he was an adult. While working in his home office, Siminoff was annoyed that he couldn't hear the doorbell from his office in the garage. This got him thinking about a solution: a "smart doorbell" that would alert his cell phone when someone was at the door and show him video of who was there. In 2013, he pitched his idea on Shark Tank, but was not able to reach a deal to partner with any of the show's business experts. Still, his appearance was the marketing boost his fledgling company needed, and he signed that billion-dollar deal five years later—the result of one great idea and a whole lot of hard work.



ANDREA SRESHTA AND

ANNA STORK

LuminAID

Many entrepreneurs just want to get rich, but others aren't motivated by wealth. This is true of Andrea Sreshta and Anna Stork, the founders of LuminAID. Sreshta and Stork met while they were studying architecture at Columbia University in New York City. They were both still in school there in 2010, when an earthquake hit Haiti. The disaster left many people without homes or power. So Sreshta and Stork came up with an invention to help: a solar-powered light that could pack flat so it was easy to transport.

The two women appeared on a 2015 episode of Shark Tank, where they partnered with investor Mark Cuban. Today, LuminAID products can do more than just provide light; they can charge cell phones too, making them even more valuable in disaster relief efforts. **With their company, Sreshta and Stork are helping people in need, one light at a time.**



HANDOUT

ENTREPRENEUR BIOS



MADAM C.J. WALKER

Madam C.J. Walker had to overcome a lot of hardship to find business success. She was born as Sarah Breedlove in Louisiana in 1867. Both of her parents had lived as slaves, but Breedlove was born free. Still, she lived a hard life. She married for the first time when she was just 14 years old and gave birth to a daughter a few years later.

Breedlove saw a business opportunity in the fact that black women didn't have many options when it came to hair-care products. She worked for a while for Annie Turnbo Malone, a successful entrepreneur, selling hair products to black women. Soon, she struck out on her own, creating her own line of products and promoting them under a new name she thought had more marketing potential: Madam C.J. Walker. She worked hard to sell her products, and that hard work paid off; some say she was the first American woman to become a self-made millionaire.



ANDREW CARNEGIE

Andrew Carnegie was born in Scotland in 1835. When he was young, his family moved to Pennsylvania, where he started working when he was just 12 years old. Carnegie worked hard and rose quickly in his career; by 24 years old, he was already superintendent of the Pennsylvania Railroad Company's Pittsburgh division.

Carnegie had a knack for smart investments that went big. His keen business sense paid off most when he decided that the future was in steel. He proved to be a brilliant businessman who dominated the steel industry by pioneering new techniques for manufacturing the metal more effectively and efficiently. In 1901, he sold his company for \$250 million, retired from business, and devoted his life to philanthropy. He worked to give his vast wealth away to those in need, saying that a "man who dies rich dies disgraced."



HAMDI ULUKAYA

Hamdi Ulukaya was born in 1972 in Turkey, where he spent his early life as a nomadic shepherd. His family made cheese and yogurt. Ulukaya wasn't planning to stay in the family business when he moved to the United States, but that's exactly what he ended up doing. In 2005, he saw an ad for an old yogurt factory that was for sale. At that point, the Greek-style yogurt that Ulukaya grew up eating was a rare find in the U.S. He bought the closed-down factory, betting his savings that Americans would grow to love the yogurt of his youth.

Ulukaya's gamble paid off. Within five years, his company, Chobani, had reached over a billion dollars in sales. **He earned a reputation for treating his employees well, offering them good wages and benefits, and giving jobs to refugees.** Today, Ulukaya's yogurt can be found in refrigerators across America.



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Who is an entrepreneur?

e-BOOK

Who is an entrepreneur?

Overview

The activity is aimed at identifying the figure of the entrepreneur. The entrepreneur is not an isolated character, but his actions have an impact on the society. Through this activity, the participants will understand which are the traits, characteristics, and competencies that a person should have to be an entrepreneur.

The activity is made of 2 parts, the first focusing on the general understanding of the figure of the entrepreneur and its role in society, the second bringing to analyze the necessary skills divided into “personal”, “interpersonal” and “practical”.

Through a mix of methods - working in small group activities, presenting, acting, and watching short videos – the participants will get an overview of what an entrepreneur is.

Learning objectives

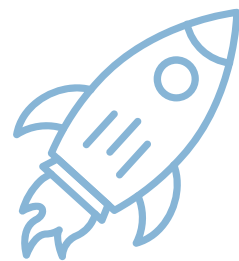
- To understand the role of an entrepreneur in society.
- To evaluate personal qualities/abilities necessary to become an entrepreneur.
- To identify the most important abilities that people should develop in order to be an entrepreneur.

Age

12-17 years old.

Time

110-120 minutes.



Group Size

Min. 12 max. 20 participants.



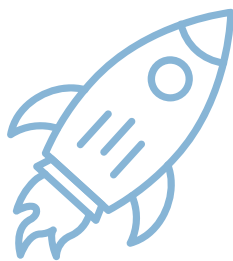
Materials

- 1 Flipchart and flipchart board.
- Video projector.
- Laptop.
- Make sure that there is at least 1 laptop per group (if you want to use an online collaborative tool instead of paper).
- Stable internet connection.
- Access to a digital platform where the results of the group work can be stored and available also after the activity is finished.
- Spare/recycled paper where participants can take notes.
- Pens.
- Markers.



Preparation

- Get ready and study the [Entre Comp Framework](#) to better direct the activity and draw conclusions.
- Study the activities and be ready to explain the different skill sets that you will be providing.
- It is strongly recommended that digital support be used to collect the ideas the groups will elaborate on, to leave the outputs available after the activity is concluded. Therefore, make sure to prepare the digital space before starting the activity.



Description

1. Explain to the participants that the activity is made of 2 parts.

- The first part is bringing the participants to identify the entrepreneur.
- The second part brings the participants to define the characteristics of an entrepreneur.

2. Part I (suggested time 30 min)

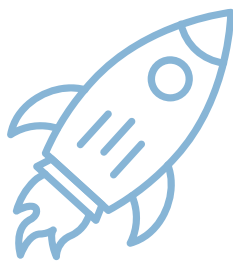
- Divide the participants into 4 small groups.
- Ask the **first group** to discuss the **benefits** of being an entrepreneur.
- Ask the **second group** to discuss the **disadvantages** of being an entrepreneur.
- Ask the **third group** to discuss how an entrepreneur is **seen in the community** in which he works.
- Ask the **fourth group** to discuss how an entrepreneur **views himself/herself**.
- Each group needs to report the most relevant content on a poster or digital platform.
- Give them 10 min. to discuss and prepare the poster or digital platform.
- Once the groups are ready, ask them to present their output and open the floor for comments.

The idea is to reflect on the fact that the decision to become an entrepreneur should be well-weighed.

To close this first part, show the following YouTube videos about what an entrepreneur is:

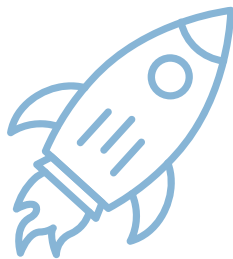
- <https://www.youtube.com/watch?v=V7yKJZd-iCY>
- https://www.youtube.com/watch?v=DW4f_QFUE8g

Open the space for comments but do not force it. The activity is not done yet, there is still space for sharing.



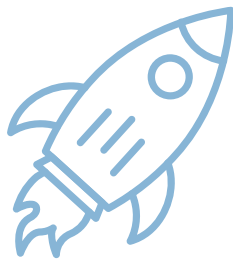
3. Part II (suggested time 70 min)

- Divide the group into small groups of 4/5 people.
- Ask all groups to draw an image that represents the entrepreneur and to list the characteristics that it must have used as a “model” of a well-known entrepreneur from their community or internationally famous. Give them 10 min.
- Ask the groups to quickly present the work done avoiding repeating what the others already mentioned.
- Explain to them that now they will have to work on the specific skill set that you will provide.
- First, give each group a set of Personal Skills that an entrepreneur should have and ask them to rank the skills in order of importance. The traits have to be placed on the poster with the draw of an entrepreneur. Give them 10 min.
 - **Risk tolerance**
 - **Vision**
 - **Drive and persistence**
 - **Desire for control**
 - **Resilience**
 - **Optimism**
 - **Willing to take risks**
- Open space for brainstorming to better clarify the meaning of the different skills and their importance.
- Now, give each group a set of Interpersonal Skills that an entrepreneur should have and ask them to choose the most important among them and to create a short play to present it. Each group should present 1 or more skills if they succeed in combining them. Each play should not last more than 3 min. The other groups should guess which traits are represented.



- **Negotiation.**
 - **Ethics.**
 - **Leadership and Motivation.**
 - **Communication.**
 - **Listening.**
 - **Personal Relations.**
-
- Open space for brainstorming to better clarify the meaning of the different skills.
 - Finally, give each group a set of Practical Skills that an entrepreneur should have and ask them to reflect and share with other participants which of those they are confident with and which they would like to develop further. Provide them with paper to take notes. Give them 10 min.
 - **Decision Making.**
 - **Goal Setting.**
 - **Planning and Organizing Strategy.**
 - **Business Knowledge-Sales, Marketing-Finance Creative Thinking.**
 - **Critical thinking.**
 - **Problem-Solving.**
 - Open space for brainstorming to better clarify the meaning of the different skills and share why they want to improve them (if anyone wants to share).

According to the age group (for 15-17 could be possible), the facilitator can give inputs about each of the skills explaining why those are important for an entrepreneur.



4. Once the brainstorming is done, introduce the idea behind the Entre Comp framework and explain what entrepreneurship means as considered in the Entre Comp.

5. Share a copy of the Entre Comp Flower (paper or digital) that you find in the handouts of this activity.

6. Recap the most important skills and abilities that people should develop to be successful as an entrepreneur, as emerged from the group exercises done.

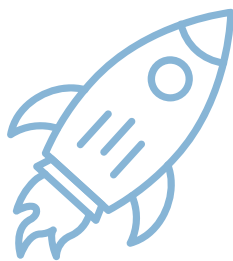
7. Enter new abilities taken from the flower explaining why they could be added.

8. Remind the participants that having these qualities/abilities does not automatically mean that one will succeed in his/her own business. One may have the qualities/abilities that bring to become successful, but still needs to work hard to develop the business.



Tips for facilitators

- Do not forget that you are working with young people, make breaks with energizers, introduce interactive tools if needed.





Debriefing and Reflection

- What are your main reflections on this activity and what did you learn?
- Why is it important how a community sees an entrepreneur?
- What do you think are the most important skills you must possess in order to become a successful entrepreneur?
- What will be the abilities you need to develop?



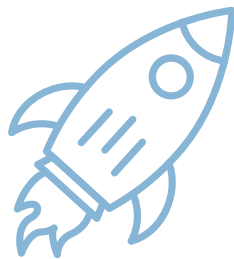
Variations

- If your group is 12-14 years old, you could decide to make only part 1 of the activity and simplify part 2 asking participants to identify the most important traits/qualities of an entrepreneur. After they present the poster, you could divide the qualities identified into “personal”, “interpersonal” and “practical”, adding what is missing referring to Entre Comp flower and explaining each trait and quality.

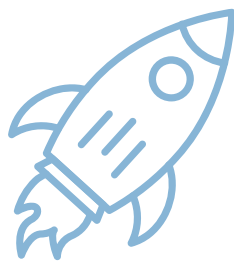


References

- The activity is based on Module 1.2 of the “[Educational Modules to Increase Entrepreneurial Skills](#)” developed for the ESTEEM project - Enhance and Stimulate Trust while exploring new forms of Entrepreneurship Modules.
- To get familiar with the “Entre Comp” framework, start from the official documentation <https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>



HANDOUT



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Entrepreneurship is creativity. What do you see?

e-BOOK

Entrepreneurship is creativity.

What do you see?



Overview

The workshop aims to encourage participants to develop creative thinking about social entrepreneurship and the social economy. Divided into small groups, they will have to create a story that establishes a social business. It is an engaging activity that involves the use of pictures to create a storyboard by using collage and comic techniques. By the end of the activity, participants will have a better idea of how a social business can be established.



Learning objectives

- To clarify concepts related to entrepreneurship and social entrepreneurship.
- To link the idea of sustainability to business.
- To stimulate participants in developing creative thinking.
- To understand how entrepreneurial ideas can be generated by observation.
- To encourage a discussion on the values that social entrepreneurship and social economy bring and to understand how they can contribute to community growth.
- Develop teamwork and communication skills.



Age

12-17 years old.



Time

90 - 110 minutes (could be less, according to the group size).

Group Size

From 10 to 25 participants.

Materials

- Photos/images.
- Old magazines.
- Pens, colour pencils, crayons.
- Glue.
- Computer.
- Video projector.
- 1 block of flipchart and a flipchart board.
- Spare paper.

Preparation

- Prepare a short presentation on “social entrepreneurship” and “social economy” – it will help to understand the goal of the activity especially if participants are new to these concepts.
- If you prefer you can also show some short videos to present the concepts and choose the method that is more suitable to the participants, you are working with.
- Select a set of pictures that can inspire ideas for business – you can create a mix of pictures that represent normal life situations, products, and services. You have to leave space for creativity so do not provide pictures that are explicitly recalling a business idea.
- Prepare one set for each group you are planning to make. The sets do not have to be the same.



Description

1. Explain the activity without revealing the goal. Divided into small groups they will have to create a story that is related to the establishment of a social business.
2. Divide participants into small groups of 4-5 and provide each team with a folder containing 10 random pictures, 1 magazine, pens, crayons and markers, and paper to stick the collage and make the storyboard.
3. Each group should choose 3 pictures and brainstorm about what they represent to come up with a story.
4. Their task is to develop a story about the social economy connected to the photos they chose. They will create a comic by making a collage of pictures, images from magazines and some writing.
 - The main elements are the pictures they have chosen.
 - They can add a maximum of 2 images from a magazine OR draw 2 images/figures if needed to add content to the story.
 - They can add some text if useful to clarify the story.
5. They will have 45 minutes in total.
 - Each team will have a maximum of 5 minutes to present their story.
6. Allow participants to ask questions about the stories.
7. Put all stories on the floor and invite participants to sit around them.
8. Open the floor for the debriefing.





Tips for facilitators

- When concluding the activity, after or during the debriefing, mention the concepts that you have introduced at the beginning of the activity with the presentations or videos. It will help participants to fix the concepts and to reflect on the experience.



Debriefing and reflection

- How was the process to create the story? Was it challenging? Did you get stuck at any point?
- Which strategy was used to create the story?
- Which are the elements on which the group focused more when choosing the pictures? And in the creation of the story?
- Do you see (dis)advantages of the social economy and social entrepreneurship for you, your community?
- How can we promote more social entrepreneurship and social economy in our societies?
- Do you think this activity reflects reality?
- How can we make huge corporations become more responsible?



Variations

You can decide to use digital tools for the activity. In this case, make sure that you have at least one computer per group and that you have access to digital platforms. Participants could create their storyboards directly on the digital platform. Images, in this case, should be shared online.





References

The activity is a remake of the “Creating Thinking. What do you see?” activity used during the project “Entrepreneurship 4 Youth”, realised under the Erasmus Plus programme – KA2 Strategic Partnership and available on [Salto Resources](#)



THE DIDACTIC MINE ^{OF} YOUTH WORK

For age 12-17

Pitching your business idea!

e-BOOK

Pitching your business idea!

Overview

The activity will bring participants to explore how to develop persuasive speeches that spark interest in what an organization/business does. It is an interactive and engaging activity through which they will learn how to craft an effective pitch that sails their business idea.

Learning objectives

- To be able to explain an idea creatively and concisely.
- To understand how to explain the start-up idea and leave the investor curious for more.
- How to better understand our audience and how to focus on mutual benefits to participants and their audience.
- To develop teamwork.
- To address communication skills and their importance in the different life spheres.
- To explore the meaning of enterprise – it is not only business.



 **Age**

12-17 years old.

 **Time**

60 minutes.

Group Size

10-20 participants.

 **Materials**

- Spare paper.
- Pens, markers, crayons.
- Access to an elevator (if possible).
- 1 block of flipchart and a flipchart board. Video projector.
- Laptop.

 **Preparation**

The pitching activity will need a bit of theatrical preparation in order to be funnier and more engaging, so think in advance how to present the investor(s). It can be someone aside from the group or it can be even one of the participants, who is assigned the role – this depends also on how many participants you have. To add a bit more theatrical aspect, you can use some additional elements - hat, beard, lots of fake money - to make the person more “investor looking”.



Description

1. Present the activity:

- They will have to reflect on a business idea and to create a short presentation (“pitch”) that will be catchy enough to convince the investors to put money on their idea.
- Explain that usually entrepreneurs need to explain their business idea to potential funders or customers to persuade them of the value of their idea.
- This activity will help them to be concise in presenting the main points of their idea.

2. Ask participants to close their eyes. Ask them to imagine the following:

- You are waiting for the elevator in a big building. Suddenly you see a person who represents a funding institution that often supports young entrepreneurs. When the elevator comes, the person goes in together with you. Both of you are going to the top floor of the building. This leaves you two minutes to explain your business idea and evoke their interest... What will you say?

3. Wait one minute and then ask participants to open their eyes again.

4. Explain that what they have just done in their mind is called an ‘elevator pitch’: a speech not longer than two minutes that only includes: about 150-225 words, lots of passion and a hook that catches your audience’s attention.

5. Ask the participants to form pairs or groups of three and prepare such an elevator pitch.



6. To facilitate the process, give the participants the handouts with additional information that will help them during the preparation of the pitch.

7. Tell them that the pitch should include information on:

- Who are you/ your venture?
- What is your product or service?
- Why should people buy this from you?
- What makes it special?
- To whom are you selling it?
- How do you expect to make money?
- They will have to measure the time when practicing. They will not be allowed to talk for more than 1 minute!

8. Give them 20 minutes to prepare the pitch.

9. Agree on an order by which the pitches will be presented.

10. The rest of the audience will have to be quite when the pitches will be presented.

11. After the designated time has passed, let the actual investor arrive.

12. Let the show start! Remember to keep timing and close the pitch exactly after 1 minute.

13. Ask the audience to take notes on each pitch. They will have to give their feedback at the end.

14. After all pitches are presented, make a short activity to help the presenters to go out of their role – it could be a simple breathing exercise that you play all together.



15. Start getting feedback from the audience, for each pitch ask:

- What did they learn about the idea?
- Was it good or there would be something they would change?
- Would they be interested in buying the product? Why (not)?
- Was there any missing information?



Tips for facilitators

- If you think that the group needs some encouragement in thinking about a business idea you can distribute the handout “existing problems in society” to participants, so they can use them or get inspired. It doesn’t matter if they choose the same topic, their pitch will differ anyway.
- If you opt for this option, remember to explain that the business ideas can be linked with one of the topics provided or it can be linked with some other problems that participants can imagine.
- If your group is advanced (age 16-17 for example) you can provide them with the handout “Additional tips for a good pitch” as a supplementary help for improving their future pitches.



Debriefing and Reflection

The debriefing has already started with the closing of the activity, so we recommend not to make it too long.

- How did it feel to do the pitch? Difficulties?
- Can they imagine doing this in real life?
- What do they feel they need to improve?



- Close the debriefing by underlying that presenting information shortly and appealingly is a very useful skill not only when it comes to a business idea, but also in personal life, when presenting yourself at a job interview, when presenting a proposal for any kind of action you want to propose even a trip to friends, or when you want to present multiple possibilities to choose from, when you want to present a concept in a way that is not misleading, even when you have to talk to a doctor to explain your health condition... In this way, they will have a deeper understanding of the importance of communication and will be stimulated to develop/improve this competence.

Variations

- The business idea can be developed in more specific areas of social business, like – tourism, green energy, sustainability.

References

- The activity is based on the well-known “Elevator Pitch” activity widely used in entrepreneurial education. This version is a remake inspired by several existing exercises encompassed in Erasmus Plus projects and in other educational activities that can be found on the web.



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Start your business with a paperclip!

e-BOOK

Start your business with a paperclip!



Overview

"Start Your Business with a Paperclip" is a dynamic activity emphasizing the power of brainstorming and creativity in catalyzing innovative solutions to problem-based scenarios.

This engaging session centers on creativity, encouraging out-of-the-box thinking through brainstorming. With materials like pens, sticky notes, flip-chart papers, and a paper clip, participants engage in defining and exploring creativity, generating diverse ideas for alternative paper clip uses.

Categorizing these ideas and analyzing them through perspectives such as Fluency, Originality, Flexibility, and Elaboration adds depth to the creative process.



Learning objectives

- To evaluate creative potential.
- To enhance out-of-the-box thinking/attitudes.
- To understand how creativity and innovation help in business development.





Age

12-17 years old.



Time

45 minutes.



Group Size

5-20 participants.



Materials

- Pens.
- Sticky notes.
- Flip-chart papers.
- Markers.
- Paper clip.



Preparation

- Ensure you have the necessary materials ready, including pens, sticky notes, flip-chart papers, markers, and a paper clip for each participant.
- Prepare to initiate a discussion on creativity by asking participants for their definitions and qualities of creativity.
- Emphasize the importance of generating a multitude of ideas without judgment, encouraging a free-flowing brainstorming environment.



Description

1. Initiate the discussion by asking the participants for a definition of “creativity” and write down their answers on a flip-chart paper.

2. Then ask them what are the main things/aspects that one person should have to be considered creative.

- The same, write down their answers on flip-chart paper.

3. Give each participant a paper clip and many sticky notes, and then give them three minutes to think of as many as possible alternatives for using a paper clip.

- For each idea, they should use a different sticky note.

4. Then, ask the participants to stick their ideas on a flip-chart paper, while presenting them.

- For each new participant, ask them to stick on the flip-chart paper only the new ideas, something that was not previously mentioned.

5. After all the ideas are on the flip chart, with the help of the participants, split the ideas from the sticky notes into three categories: They use the clipped paper as it is.

- They change something in the design of the paper clip.
- They add a new object to the paper clip creating a new product.



6. Introduce and explain the four analysis perspectives: Fluency, Originality, Flexibility, and Elaboration. Facilitate a discussion on each perspective, encouraging participants to reflect on their ideas and analyze how they align with these criteria.

- **Fluency** (how many uses each person found in comparison with the total number of uses found by the group). It's important to analyze fluency to understand the collective creative potential within the group. The more diverse uses generated, the richer the brainstorming session, reflecting a higher level of creative engagement.
- **Originality** (how unusual one idea is). It's important to analyze fluency to understand the collective creative potential within the group. The more diverse uses generated, the richer the brainstorming session, reflecting a higher level of creative engagement. In the context of this activity, it helps in identifying ideas that stand out and go beyond conventional uses. Analyzing originality is crucial to fostering out-of-the-box thinking, which aligns intending to enhance creative attitudes among participants.
- **Flexibility** (how many areas the idea covers; for instance, if a person mentioned the idea of using clip papers as earrings, and as parts of a necklace, then the person covered just one area of activity). Analyzing flexibility aids in understanding the breadth of creative thinking and how versatile participants are in exploring various domains of application.
- **Elaboration** (how detailed the ideas were). It provides insights into the depth of creative thinking. More detailed ideas indicate a higher level of engagement and thoughtfulness. This aligns intending to understand how creativity and innovation contribute to business development.



7. Ask the participants how they reached these ideas, and then introduce the idea that creativity can be trained, through daily exercises like this one.

8. Now, ask the participants why creativity could be important in business.

Based on their answers, explain to them that it is not enough to be creative, to think outside the box, but it is equally important to be able to put in practice your creativity for solving problems in the community, for responding to needs or to respond to business opportunities. So, creative ideas need to be put into practice through innovation.



Tips for facilitators

- Help them reach the idea that it is very important to keep challenging themselves and that the best ideas usually come later, rather than at the beginning of the process.



Debriefing and Reflection

- Ask the participants to share what happened once they saw the others' ideas on how to use a paperclip.
- Did you find it challenging to come up with multiple ideas, or did the ideas flow easily?
- Did they get more ideas as well?
- By looking at the alternative uses the participants found, ask them after how many alternative uses, they actually started to get more creative in using a paper clip?



- What does this tell them?
- Which perspective (Fluency, Originality, Flexibility, Elaboration) do you think was most evident in your ideas, and why?
- How do you believe these analysis perspectives contribute to the overall goal of enhancing creativity and innovation?



Variations

- The chosen object for thinking of alternative uses can vary (a jar, a spoon, a balloon, a chair, etc.).
- The scenario can be extended with an additional activity in which you split the participants into groups of five and ask the groups to prepare an ad / a poster to sell an idea resulting from the previous activity on how to use a paperclip. Then, they should pitch their ideas for one minute per group.



References

- <https://yourkite.org/toolkit/start-your-business-with-a-paper-clip/>



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

The Business Environment

e-BOOK

The Business Environment

Overview

The activity brings the participants to reflect on the positive impact that a company can have on society. Divided into small groups the participants will create businesses that give answers to some needs of the society. The accent is put on “business = solution for a problem of the community”.

It explores the concepts of business environment, sustainability, and decision-making for the good of the business and the community. The business environment may offer many opportunities to the entrepreneur although it may also create difficult obstacles. And this is the concept that this activity brings up!

Learning objectives

- Helping to understand what impact a business can have on the society in which it is functioning.
- Exploring the concept of business environment and the consequences that this can have on the choices that an entrepreneur should take.
- Exploring the nature of entrepreneurship and the personal issues with which an entrepreneur must deal with.
- Practicing decision-making skills.
- Learning how to listen to others’ ideas and accept that others’ ideas could be better than ours.





Age

12-17 years old.



Time

80-90 minutes.



Group Size

From 6 to 30 participants.



Materials

- 1 Flipchart and flipchart board.
- Video projector.
- Laptop.
- Make sure that there is at least 1 laptop per group.
- Stable internet connection.
- Access to one digital platform where the results of the group work can be stored and available also after the activity is finished.
- Spare/recycled paper where participants can take notes.
- Pens.
- Markers.





Preparation

- Study the concept of the business environment before setting up the details of the activity.
- Prepare a short presentation to explain the concepts of business environment and social entrepreneurship (if you wish to introduce this theme). Choose any suitable tools for the group you are going to work with (short video, PPT or other presentation tool slides, digital interactive tool...).
- It is strongly recommended to use digital support to collect the ideas that the groups will elaborate on to leave the outputs available after the activity is concluded. Therefore, make sure to prepare the digital space before starting the activity.



Description

1. **Introduce the concept of business environment.**
2. **Invite participants to reflect on social challenges that are present in their local context and ask them to write down all their findings. Give them 10 min.**
3. **Make a small working team of 5/6 people.**
4. **Ask participants within the subgroup to share their results and to choose the social challenge(s) they find most interesting for the group. Give them 10 min.**



5. Each team needs to elaborate on a product or a service that can tackle the challenge(s) identified. Ask each group to prepare a two-minute presentation to share the idea they elaborate on and a logo.

- They should underline the social value and impact of their idea and the elements of the business environment that they took into consideration.
- Each group should give a title to their invention and write it down on the flipchart or a specific column of the digital platform. Give them 30 min.

6. Once the groups are ready invite them to present their ideas; Advice to pay attention to the presentations as at the end they will have to give their vote to the one they will find as the most innovative.

- Set a time limit, in general, 3-4 min should be enough; do not allow more than 5 minutes each.

7. Give now one pin to each participant, this will be the way to express their vote. They will place the pin to the most interesting invention. Participants cannot vote for their own ideas. The team that gets more pins is the winning team.

8. The facilitator can close the activity with a short debriefing about the process and lead the group to reflect on the role of an entrepreneur in society and the value of social inclusion in business sharing a video (2:27 min) context of this activity, it helps in identifying ideas development





Tips for facilitators

- We would suggest playing this activity after the one named “Who is an entrepreneur?”, this could help to better fix the traits of an entrepreneur.
- When you are presenting the concept of the business environment and depending on the preparation and interest of the group, you may like to differentiate between:

External Macro Environment factors (beyond the control of a specific organization):

- External Macro Environment factors (beyond the control of a specific organization):
 - Economic Conditions: Such as unemployment rates, inflation rates, and economic growth.
 - Socio-Cultural Factors: Including cultural norms, demographics, and social trends.
 - Political and Legal Factors: Government policies, regulations, and stability.
 - Technological Advancements: Innovations that impact industries and operations.
 - Environmental Concerns: Factors related to sustainability and environmental regulations.
- External Microenvironment factors (closer to the organization):
 - Customers: Their preferences, needs, and buying behavior.
 - Suppliers: The availability and reliability of suppliers.
 - Competitors: The competitive landscape within the industry.
 - Market Trends: Emerging trends in the market that can influence the business.



- Stakeholders: The interests and expectations of various stakeholders, including shareholders, employees, groups of interests, and the community.
- Society's opinion and its valuation of entrepreneurship affect the business environment.
- It is therefore necessary to look at entrepreneurship in a wider context, taking in high consideration the social impact of a business, or the risk of having the whole community against the entrepreneur is high.
- If you decide to use any digital platform instead of flipcharts to present innovative ideas, then find a virtual pin ("like" for example) that can be placed on the idea.



Variations

- At point 8 according to the interest of the group you can introduce the concept of social entrepreneurship taking inspiration from the video and preparing a basic presentation to invite the participant to explore more.



References

The activity is based on Module 1.2 of the [“Educational Modules to Increase Entrepreneurial Skills”](#) developed for the ESTEEM project - Enhance and Stimulate Trust while Exploring new forms of Entrepreneurship Modules.



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, ...).

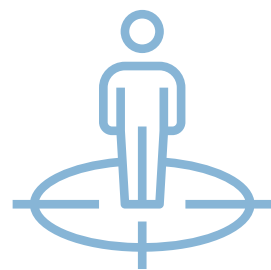
By simply asking participants to position themselves in one side of the room according to whether they agree or disagree with some statements that will be provided, they will have the opportunity to reflect, take a decision, change their point of view thus clarifying concepts related to entrepreneurship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



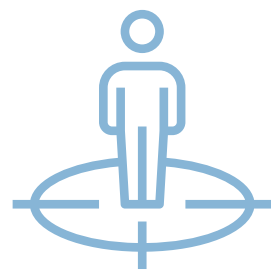
Materials

- 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.



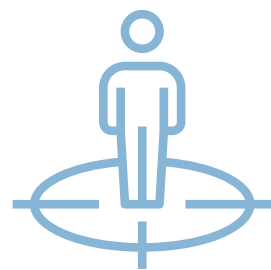
- Prepare a power point presentation or any other digital presentation to show the statements.
- Alternatively, you can write the statements on the flipchart, making sure that the handwriting is easy to understand.
- Make sure that both the flipchart and the slides are visible to all participants. Prepare 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.

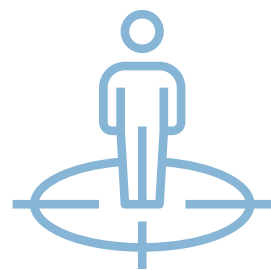
- A certain number of statements will be shown to them.
- Their task will be to move according to whether they agree or disagree with each statement.
- Explain that everybody has to take a stand and that staying in the middle implies also a decision.
- Everybody is free to change their mind during the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

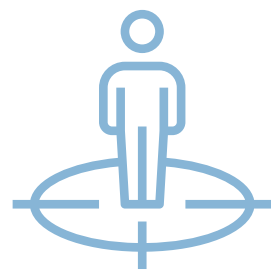
The actual debriefing should have already started in the second part of the activity. In addition, you can explore more about the outcomes of the activity:

- 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

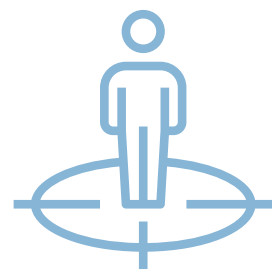
The activity is an adaptation of the “Where do you stand?” activity widely used in non formal education when the trainers want to introduce difficult concepts in a light way to then bring the participants to better understand the topic and get deeper into it.



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.



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Turning hobbies into earnings

e-BOOK

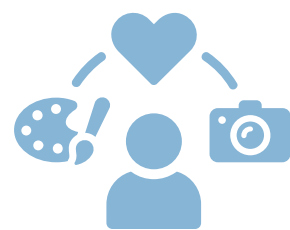
Turning hobbies into earnings

Overview

The "Turning Hobbies into Earnings" activity is designed for participants aged 11-14 to explore the concept of the gig economy and discover how their hobbies and skills can be transformed into potential sources of income. The primary purpose of this activity is to introduce participants to the idea that their passions and abilities can lead to money-making opportunities in the gig economy.

Participants gain an understanding of how their interests might convert into practical, short-term job opportunities by thinking back on their hobbies, exchanging ideas in groups, and evaluating different possible gigs. In addition to promoting financial literacy, the exercise helps participants become more creative and entrepreneurial by having them explore and find ways to monetize their interests.

By doing this activity, financial education is presented in a relevant and practical way, allowing participants to see the value of their abilities outside of the traditional workforce and encouraging a proactive attitude towards monetizing their interests.





Learning objectives

- To reflect on participants' personal hobbies and activities that they enjoy during their free time and recognize the skills they have developed through their hobbies and activities.
- To explore skills through hobbies that can become opportunities for earning money in the gig economy.
- To engage in group discussions to brainstorm and creatively explore unconventional ideas, emphasizing collaboration and innovative thinking.
- To increase participants' awareness of alternative ways to earn money beyond traditional employment, fostering a sense of financial empowerment and entrepreneurial thinking.



Age

11-14 years old.



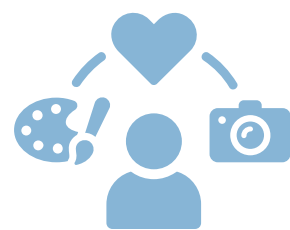
Time

30-45 minutes.



Group Size

Max. to 25 participants.





Materials

- Turning hobbies into earnings - Handout.
- Pens.
- Markers.
- Flipchart paper (recycled).
- A4 paper (recycled).



Preparation

- Print copies of all materials for each participant or prepare for participants to access them electronically.

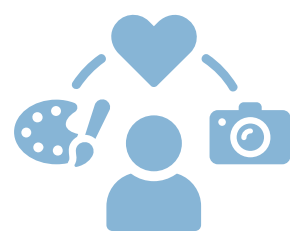


Description

1. Introduce the idea of the gig economy, where people may be hired for a short-term gig to complete a specific task or assignment.

2. Explain that sometimes, the skills and experience we've developed through our hobbies and activities qualify us for certain gigs.

- Be sure participants understand key vocabulary:
 - *Gig: A single project or task for which a worker is hired to work on demand. Some gigs are a type of short-term job, and some workers pursue gigs as a self-employment option.*
 - *Gig economy: Generally, an informal term for situations where people are hired for single projects or tasks or short-term jobs, often through a digital marketplace.*
 - *Job: A specific arrangement where you do tasks for an employer.*



3. Ask participants to reflect on things they enjoy doing in their spare time.

- Encourage them to list at least two hobbies or activities they're passionate about and skilled at.

4. Divide participants into groups of four or five.

5. Ask each participant, to list in the box from the handout one or two hobbies or activities that they like to do in their free time and that they are skilled at.

6. Ask them to pick one hobby or activity and share it with the rest of their group.

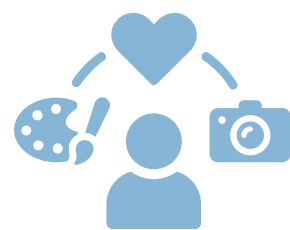
- Give participants time to share with their group the hobbies and activities they each listed.

7. In the next step give to group a second handout and ask the group to create a group list that details hobbies/activities and skills related to each activity.

- Let participants know that in their discussions, groups may come up with additional ideas to the ones they generated individually.

8. As a group, identify which activities may lead to money-making gigs.

- Participants should review their group list and identify hobbies and activities that they feel could make money.
- Ask participants to put a checkmark next to ideas they think could become money-making gigs.



If participants get stuck during work, you can share a few of the following ideas: Pet sitting, dog walking, pet grooming, pet obedience training.

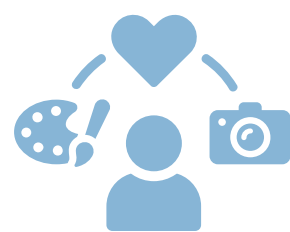
- Household chores or yard work (such as painting, mowing lawns, raking leaves, shoveling snow, etc.).
- Photography.
- Giving lessons in music, swimming, skiing, etc.
- Tutoring.
- Become a referee or umpire.
- Baking.
- Babysitting.
- Starting a band to play at weddings or other events.

9. Bring the groups back together to share their ideas.

- Encourage participants to record ideas raised by other groups that they think could be a good fit for them.

10. Give the groups a last handout and give them time to answer the “Digging deeper” question.

11. Bring groups again together for their presentations and debriefing process.





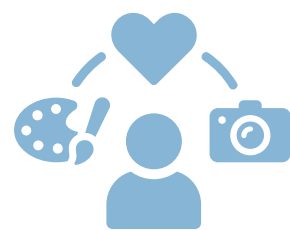
Tips for facilitators

- Listen in on group discussions and help redirect them as needed to stay on task. Encourage participants to openly express their hobbies, passions, interests and thoughts by creating an environment that is open and judgment-free. This encourages originality and a range of viewpoints.
- Incorporate discussions about the Sustainable Development Goals, highlighting how their possible economic ideas complement larger international goals for a sustainable future.
- Give examples from real life of people who succeeded in converting their interests into profitable businesses. (for example, Satoshi Tajiri – Pokémon, William Boeing – The Boeing Company, Walt Disney, etc.)



Debriefing and Reflection

- What did you find interesting about yourself and your skills while thinking about your hobbies?
- What skills did you identify through your hobbies, and how do you plan to improve these skills to create potential earning opportunities?
- What were some cool ideas your group came up with during the activity? How did working together help create even better ideas?
- Can you think of ways your hobbies and skills might help make the world a better place? How do your ideas connect to things we can do to help people and our planet?
 - Considering the Sustainable Development Goals, how can the things you thought about doing for fun also help reach those big goals?
- Did you find anything challenging when thinking about turning hobbies into money-making ideas? How did you and your friends figure it out?
- If you could pick one idea from today to explore more, what would it be? How might you take a small step toward making it happen?





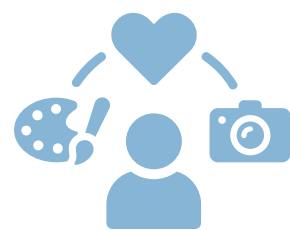
Variations

- If the participants currently have no hobbies or do not want to share them with others, instead of focusing on individual hobbies, have each participant share a unique skill or talent they possess. Then, challenge them to collaboratively create a mini entrepreneurial list of ideas where each skill contributes to a larger event or project.



References

- <https://www.consumerfinance.gov/consumer-tools/educator-tools/youth-financial-education/teach/activities/turning-hobbies-earnings/>



HANDOUT

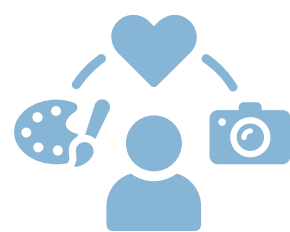
Exploring key financial concepts

Many people enjoy using their spare time to take up a hobby or participate in an activity that requires them to learn new skills or abilities. Sometimes these hobbies or activities can turn into money-making opportunities. Examples of some of these hobbies or activities include gardening, carpentry, songwriting, or sewing. Being hired to do a single short-term task or project or job can be called a “gig.” This type of occasional work is part of what people call the “gig economy.” Some people pick up short-term gigs here and there to make extra money outside their main job, while others create their own self-employment by combining lots of gigs.

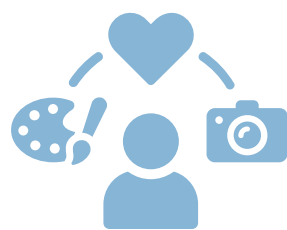
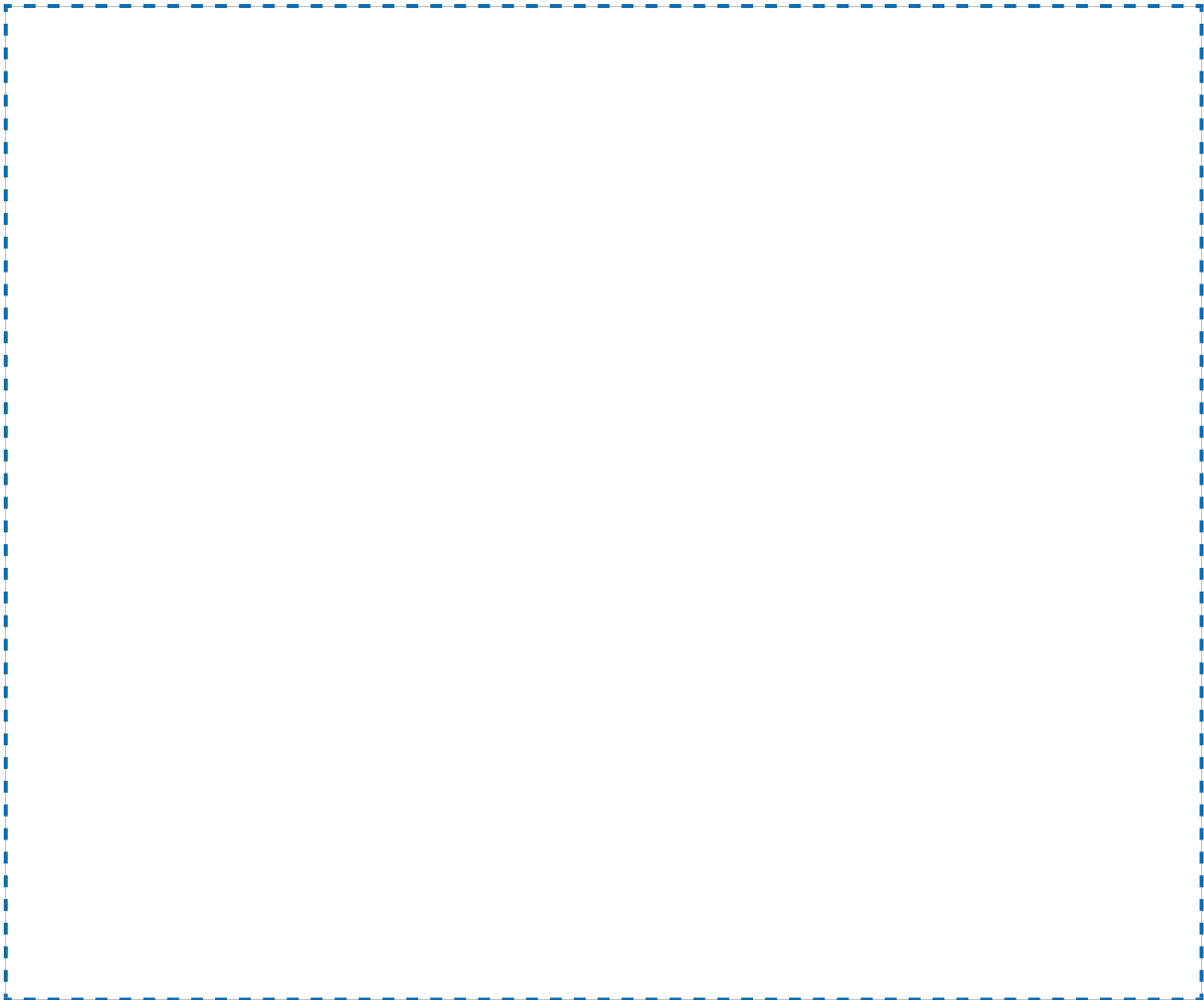
When people pick up gigs outside their main jobs, it’s commonly referred to as a “side hustle.” Side hustles may be an informal arrangement that can give people the chance to do something they wouldn’t normally get to do in their regular job.

People also can use their side hustle to try out a new career without quitting the job they already have.


While employers have been hiring workers for a single task or a short-term assignment for a long time, the gig economy has changed in recent years. Now there are many companies that connect workers with these jobs through websites or mobile applications.

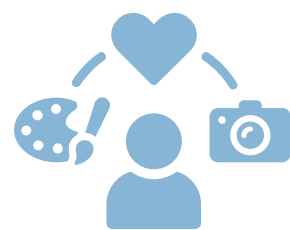


My hobbies and favourite activities



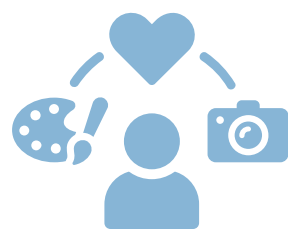
Group list

Hobby or activity	Related skills	 If it's a potential gig	Type of gig
Example: Enjoy spending time with babies and little kids	Taking care of little kids; attended a babysitting class at a community college to get a certificate.	<input type="checkbox"/>	Babysitter Nanny
1.		<input type="checkbox"/>	
2.		<input type="checkbox"/>	
3.		<input type="checkbox"/>	



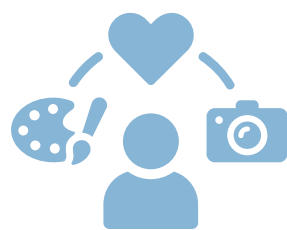
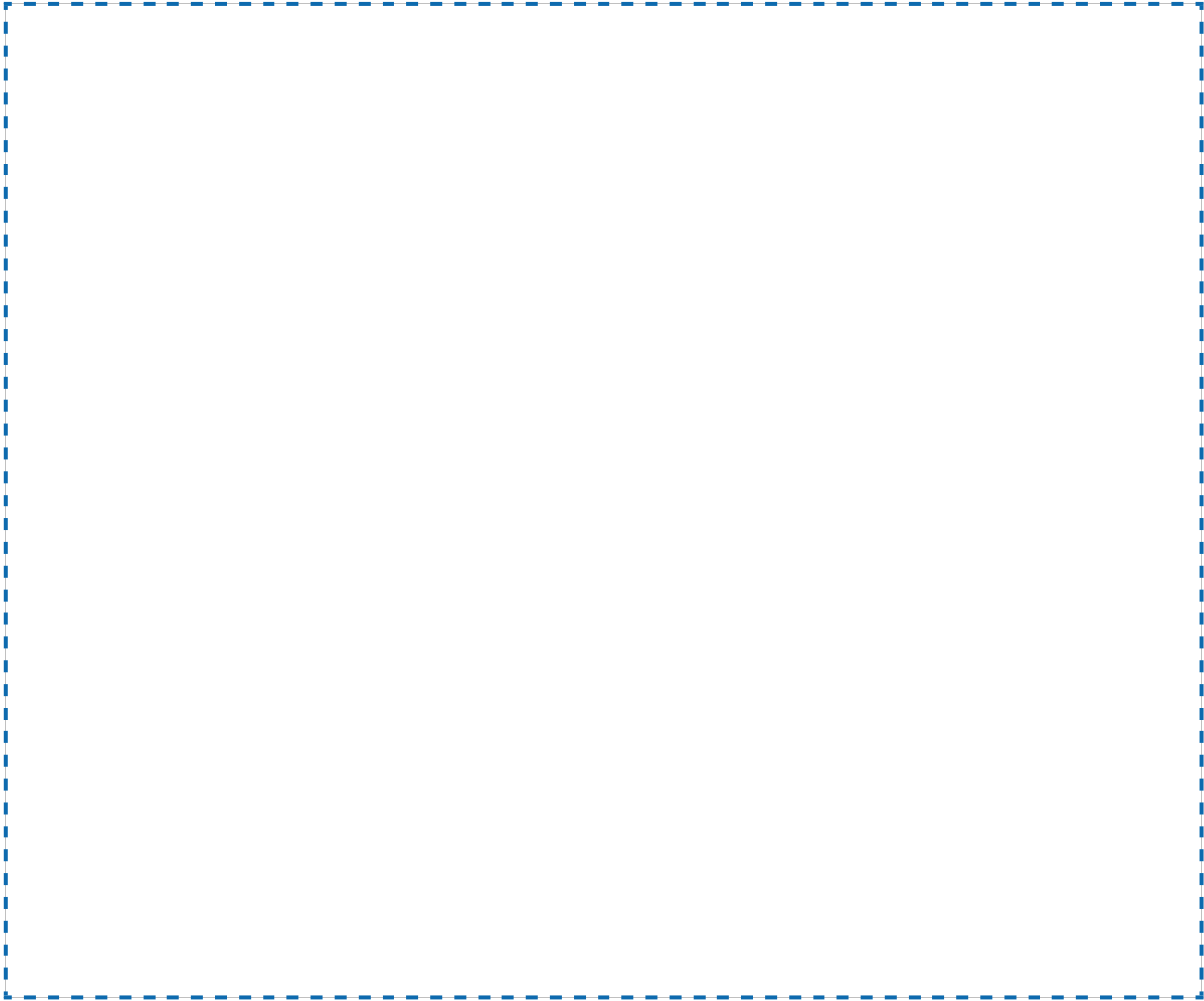
Group list

4.		<input type="checkbox"/>	
5.		<input type="checkbox"/>	
6.		<input type="checkbox"/>	



Digging deeper

What's one hobby, activity, or other idea that you think you would like to turn into a money-making gig? Why?



THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Building a Business Plan

e-BOOK

Building a Business Plan



Overview

This activity is ideal for aspiring entrepreneurs and younger participants, emphasizing the analysis and planning components of business development.

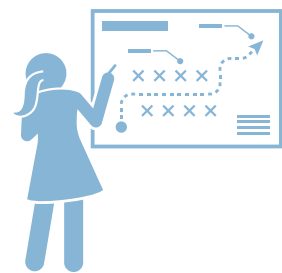
It is intended to improve critical thinking skills by exploring the important parts required for creating a business plan. Participants are challenged to go deeper into all aspects of planning in order to have a better knowledge of the strategic thinking essential for successful entrepreneurship.

The key learning objectives include exposing participants to the concepts of business planning and challenging them to create elements for their projected business such as a logo, tagline, or mission statement.



Learning objectives

- Get participants familiar with the concept of building a plan for a business.
- To improve critical thinking skills by exploring the various components of business planning in detail.
- To introduce participants to the essential concepts and principles of business planning.
- To develop analytical abilities for evaluating numerous components required to create a complete business plan.
- Encourage participants to apply their theoretical knowledge by actively designing aspects such as logos, taglines, and mission statements for their potential business.





Age

12-17 years old.



Time

60 minutes.



Group Size

Up to 30 participants.



Materials

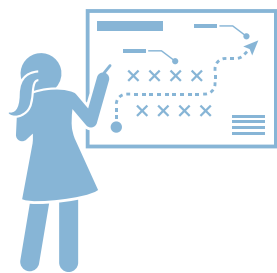
- A4 papers.
- Pens.
- Flip-chart papers.
- Markers.
- Handout: Make Your Business Plan.



Description

1. Start by asking everyone what entrepreneurs need one. Discuss why entrepreneurs need one.

- Work together as a group to come up with important parts of a business plan and it's the main components.



2. Talk about the main pieces of a business plan and explain to participants that effective business plans should have these components:

- **Business description** (an explanation of what the business will be and what the business will do for customers).
- **Market analysis** (a study of the competition in the industry).
- **Marketing and sales strategy** (a plan for how to sell the business's services or products and convince people to buy them).
- **Funding requirements** (an estimate of how much money will be needed to make the company successful).
- **Financial projections** (an estimate of how much money the company will be able to make).

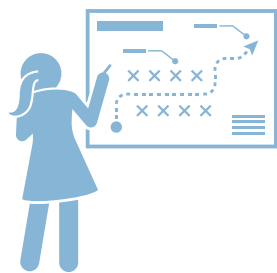
3. Distribute the "Make Your Business Plan Handout" to provide participants with a structured guide for the activity.

4. Challenge participants to step into the entrepreneurial mindset by individually selecting a company they genuinely admire.

- Whether it's a renowned film studio, a prominent clothing brand, or a cutting-edge video game company, allow each participant to make their unique choice to ensure a diversity of opinions.

5. Now that you have selected a company you admire, use this organizer (Make Your Business Plan Handout) to create a business plan as if you were starting it yourself.

- The more detail you include, the better your plan will be — and the more successful your business!



Parts that should be filled in the Handout are:

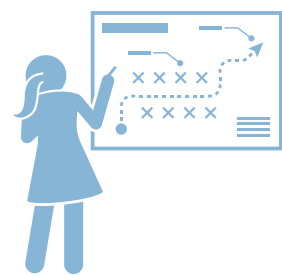
- **BUSINESS DESCRIPTION AND SUMMARY** - What product or service will this company provide? How will it do so? What need will it fill?
- **MARKET ANALYSIS** - What other companies and products will this company compete with? What are the strengths and weaknesses of those competitors? What advantage will your company have over its competitors?
- **MARKETING STRATEGY** - How will your company sell its products or services? How will it convince consumers to pay for them?
- **FUNDING** - How much money will it take to start your company? What will this money be used for?
- **FINANCIAL PROJECTIONS** - How will your company make money?

6. If the group dynamic is collaborative, you can surely have them work in small groups, encouraging collective brainstorming and the exchange of innovative ideas. If participants choose the same known company, encourage them to celebrate the individuality of each business idea.

- This can stimulate interesting debates, with each group providing unique perspectives on how they envision starting and growing the chosen company from scratch. This diversity will enrich the exercise, allowing participants to examine many facets of company planning and learn from each.

7. After participants have chosen their admired companies and formulated business plans, provide a space for both individual and group presentations.

- Each participant or group can showcase their vision for starting the business from scratch, emphasizing key components like business description, market analysis, and financial projections.



8. Group Discussion and Feedback: Following the presentations, facilitate a group discussion where participants can share their insights, ask questions, and provide constructive feedback to their peers.



Tips for facilitators

- When you distribute the "Make Your Business Plan Handout" ensure that participants understand the purpose of each section and how it contributes to the overall business plan. Encourage participants to fill in each section of the handout comprehensively, fostering a deeper understanding of the business planning process.



Debriefing and Reflection

- What are the basics of a business plan with examples?
- In what ways has this exposure to business planning concepts changed your perception of entrepreneurship?
- Do you think that activity and developed business plans can be applied to reality?
- How did the activity challenge your critical thinking skills in the context of business planning?
- Which aspect of the planning process did you find most challenging or required additional exploration?
- What will be your next steps regarding the business plan?



Variations

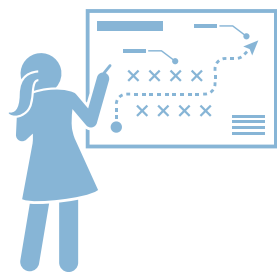
- Challenge students to design a new logo, tagline, or mission statement for their company. Emphasize the importance these elements carry for marketing



References

Activity is adapted

https://www.scholastic.com/sharktank/pdfs/Shark_Tank_Teaching_Guide.pdf



NAME _____

MAKE YOUR BUSINESS PLAN



Now that you have selected a company you admire, use this organizer to create a business plan as if you were starting it yourself. The more detail you include, the better your plan will be—and the more successful your business!

Company Name _____

BUSINESS DESCRIPTION AND SUMMARY

What product or service will this company provide? How will it do so? What need will it fill?

MARKET ANALYSIS

What other companies and products will this company compete with? What are the strengths and weaknesses of those competitors? What advantage will your company have over its competitors?

MARKET STRATEGY

How will your company sell its products or services? How will it convince consumers to pay for them?

FUNDING

How much money will it take to start your company? What will this money be used for?

FINANCIAL PROJECTIONS

How will money company make money?

THE DIDACTIC MINE OF YOUTH WORK

For age 12-17

Boat factories in the market!

e-BOOK

Boat factories in the market!



Overview

This activity is about an investment made by a business angel and factories who are building boats and selling them on the market. The activity explains the concepts of demand and supply and shows how production and sales can be influenced by competition, market requirements and market fluctuations; and explains how you can change the market in your favor when you know how to optimize costs, production, marketing, and sales.

Therefore, "Boat Factories in the Market!" presents an opportunity to integrate the concept of recycling and sustainability into the business simulation. By using recycled (already used) papers for boat construction, the activity highlights the importance of environmentally friendly practices in business operations. Additionally, the activity aligns with Sustainable Development Goals (SDGs) related to responsible consumption, industry innovation, and environmental sustainability.



Learning objectives

- To understand and recognize the interconnectedness of production, sales, and the market while considering the principles of sustainability, responsible consumption, and industry innovation.
- Apply economic concepts like demand and supply in a simulated market with an emphasis on environmentally sustainable practices.
- Develop creative problem-solving skills and adaptability to market changes, incorporating sustainability as a core principle in business decision-making.





Age

12 to 14 years old.



Time

60 minutes.



Group Size

5 to 30 limit the group size not to waste too much paper even if it spare paper already used.



Materials

- Collect many A4 recycled (already used) papers (from 50 to 100 papers, depending on the size of the group), you can use even old magazines if the size fits.
- Coloured pencils.
- Colored notes, that will be used as mock money they can be again made with already used paper.
- Handout “how to fold a boat with paper step by step instructions”.



Preparation

- Be prepared on the concepts of business angels, investment, demand, and supply and with the principles of sustainability and responsible consumption.



Description

Step 1: Introduction

1. Explain that sometimes, the skills and experience we've developed through our hobbies and activities qualify us for certain gigs. Begin by splitting participants into groups of four or five, each representing a boat factory.
2. Provide each group with the "How to fold a boat with paper instructions" handout.
3. Distribute 10 A4 papers (recycled) and colored pencils to each group, clarifying that these resources are an investment from a business angel for building boats and preparing for a boat fair.
4. Set the stage by explaining that this activity integrates concepts of demand and supply, emphasizing the influence of competition, market requirements, and fluctuations on production and sales. Highlight the significance of incorporating principles of sustainability, responsible consumption, and industry innovation into business operations.
5. Therefore, explain to the participants they do not have to pay for these resources as this is an investment made by a business angel who asks them to use paper sheets and coloured pencils to build boats and prepare the factory for the next boat fair, where they have to sell their boats. They have only 8 minutes to build the sustainable boats, and boats and prepare for selling them at the fair. The boats should have a price. Give no instructions on how the boats should be built nor on the number or price.

Step 2: First Fair

1. Instruct groups to build boats without specific guidelines on design, quantity, or pricing within the 8-minute timeframe.
2. Act as the business angel during the fair, buying all boats without negotiation. Provide mock money to groups based on their requests.
3. Inform groups that to continue building boats, they must purchase papers and pencils, setting prices for each. Allow 8 minutes for decision-making.



Step 3: Second Fair

1. Resume the role of the business investor, expressing financial constraints due to a crisis.
2. Buy only three boats (the cheapest) and do not buy from each factory! Groups with remaining money can choose to buy more resources (paper or more pens).
3. You give them the good news, a new investor is coming on the market, and he is interested in boats, but he/she has a precise technique/scheme that factories should follow in building the boats. You provide each group with the scheme for building the boat and preparing for the fair.
4. Provide each group with the scheme and allocate 10 minutes for preparation of the new boats or re-modelling the old ones.

Step 4: Third Fair

1. Act as the investor at the third fair, buying only boats that meet quality standards, environment sustainability and responsible consumption.
2. Conclude the game by explaining the concepts of demand and supply, illustrating how production and sales are influenced by market dynamics.
3. Emphasize the importance of optimizing costs, production, marketing, and sales for success in a competitive market, aligning with principles of sustainability and responsible business practices.



Tips for facilitators

- At the end of the activity, provide a clear explanation connecting the demand and supply rules experienced in the game with the real-world importance of sustainability in business operations. Emphasize the role of recycling in fostering responsible consumption and its positive influence on the market dynamics.



Debriefing and Reflection

- What is a reflection on an activity?
- What is it that you have personally learned from this session?
- Now that you learn how your clients might react to your products, what will you do differently? (For instance, in the first phase, when the demand on the market is high – maybe it is worth to set bigger prices and produce more).
- How market demand and customer preferences might be influenced by eco-friendly practices. Explore the potential positive impact on sales and customer loyalty (SDG 8 - Decent Work and Economic Growth).
- How did the choice to use recycled materials impact your boat factory's performance in the market?
- Considering the phases of high demand, did you observe any correlation between setting eco-friendly practices and customer preferences?
- Reflecting on the environmental impact of your boat factory, what changes would you make in future production to align with sustainability goals?
- In what ways can your potential future business incorporate sustainable practices, and how might it influence customer perception and demand?

Variations

- Consider choosing another object that can be built from recycled materials, ensuring it aligns with sustainability objectives and provides a balance between complexity and feasibility.

References

- <https://yourkite.org/toolkit/launch-your-boats/>



HANDOUT

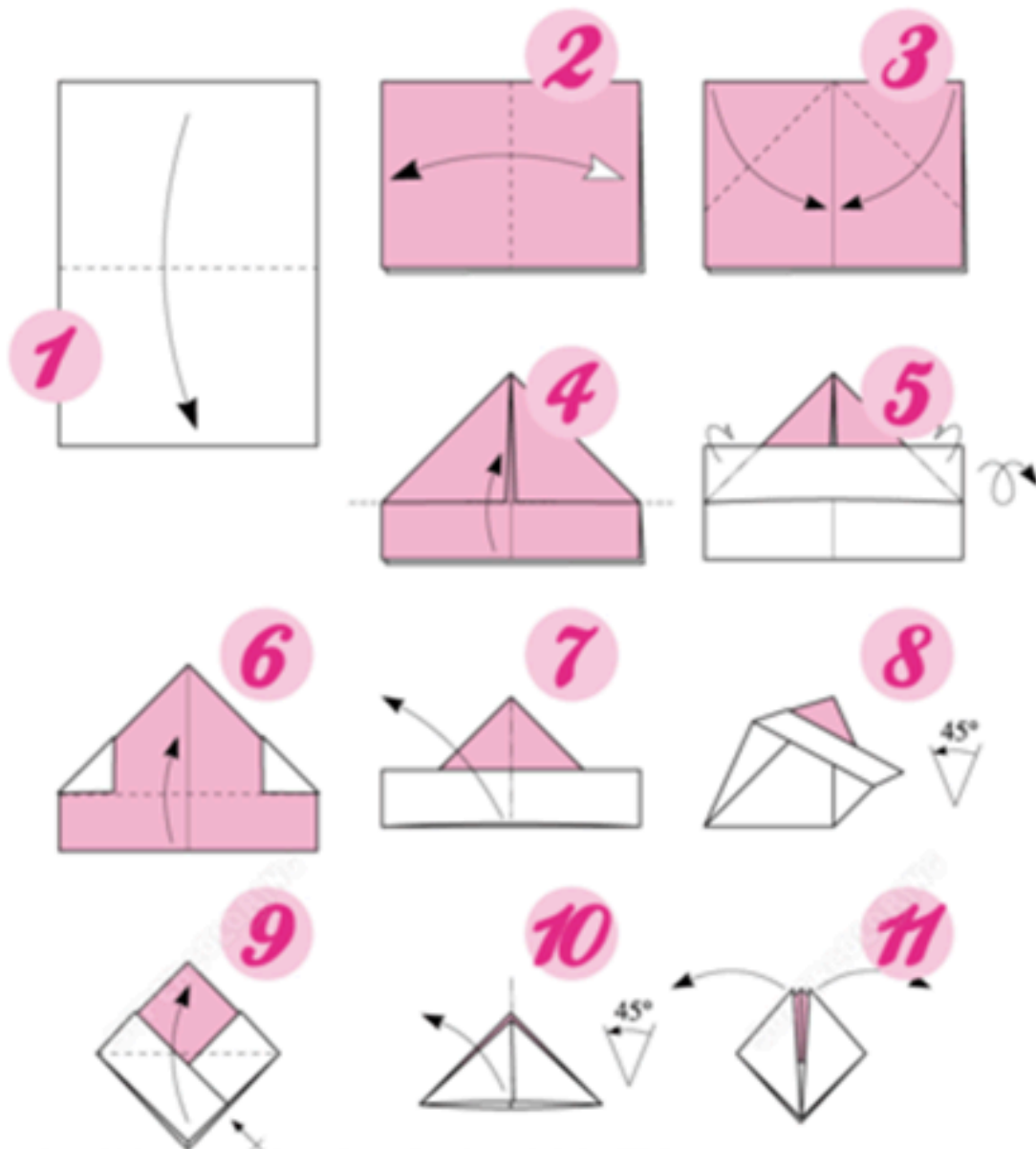
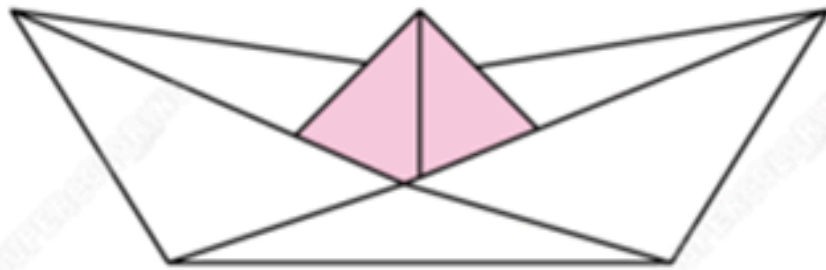


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THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

e-Book

THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Circular Economy - Roleplay

e-Book

Circular Economy - Roleplay

Overview

This group dynamic allows the players to discuss and evaluate the impact of different solutions by playing with various possible scenarios. The game makes a significant contribution to meeting SDGs and, in particular, goal 12: responsible production and consumption.

Circular Economy – CE – is a strategy that consists of establishing a continuous cycle of positive productive development, optimizing the use of resources, and minimizing the risks inherent to the system. It does this by managing a finite quantity of renewable resources and flows. It also strengthens value chains and promotes local development. Sustainable Development Goal 12: responsible production and consumption, promotes circular economy.

Learning objectives

- The main objective will be to facilitate a dialogue through a game with possible scenarios to understand the circular economy and the variables which influence decision-making on waste management and the positioning and behavior of different actors.
- To improve participant's capacity to debate and look for joint solutions.





Age

18-30 years old.



Time

90-120 minutes.



Group Size

10-30 participants.



Materials

- Handouts with roles.
- Blank sheets of paper (A4).
- Pens.
- Markers.



Preparation

- Make sure to read all the roles before the game so that you can answer players' doubts.
- Divide participants into groups of 5 people. If there is an odd number of players, you can allow one role to be played by 2 different people. It is recommended to use the role of the President of the Tourism Board or Mayor for roleplay in pairs (in this case, you can add the figure of deputy–mayor with the same agenda).
- Each group needs a separate table. Put pens on each table; the players will need them to take notes on their roles. Blank sheets of paper (A4) would also be useful.
- Put all 5 roles on each table.



Description

1. In the plenary, introduce the idea behind the game to all the participants.
2. Briefly explain the 5 roles and ask whether anyone in each group wants to play a specific role.
3. Give the participants 15-20 min to read the roles and prepare the negotiating strategy.
4. Establish a time limit for the negotiation; around 60 min is advisable.
5. Ask if there are any questions and talk to each person separately to answer any questions. The players must not know what instructions have been given to the other players.
6. Make sure to mention that this is a game and that the main objective is to enjoy it and to play the role as well as possible.
7. Players are allowed to act in ways in which they would probably not act in real life.

The course of the game

8. Try to intervene as little as possible. If you see that a group is not advancing in the negotiation process, suggest that they start to write down the basis for an agreement on a sheet of paper.
9. You could also suggest that the players could start by controlling the budget and by making calculations to check whether their agreement would be feasible.
10. Inform the players (once every 15 minutes) how much time they have left until the end of the game.



Possible doubts of the players

11. There could be some confusion between the PR campaign (whose objective is to attract more tourists) and the sustainability campaign (which is a different project organized by an NGO).

12. The budget of the Tourist Board is \$40,000.

13. The total expenditure associated with all the agreements should not exceed the budget (which must cover buying products from the cooperative, investing in the PR campaign, investing in the sustainability campaign, and participating in the cost of providing a landfill dump).



Tips for facilitators

- Clearly introduce the game's concept and its alignment with Sustainable Development Goal 12 for responsible production and consumption.
- Encourage participants to control the budget and make feasibility calculations, enhancing realism in the negotiation process.
- Briefly explain the five roles, allowing participants to express preferences for specific roles within each group.



Debriefing and Reflection

- Which group has reached an agreement?
- Are you satisfied with the agreement that has been reached?
- What was the key element that helped to reach the final agreement (in each group)?
- Do you think that it would be easy to implement the negotiated agreement in reality?



- Are there any other important stakeholders who are missing from the roleplay?
Which stakeholder had the strongest position? Why?
- What similarities are there between the roleplay and the participant's local experiences?
- What position should the public administration take in a similar real-life situation?



Variations

- You can request groups to document their negotiated agreements in a brief report, fostering communication, presentation skills and public speech.
- Create additional group task to integrating an SDG awareness campaign into their circular economy plans.



References

- https://www.uclg.org/sites/default/files/eng-juego_de_rol-agrupado.pdf



HANDOUT with roles

- **MAYOR**

Instructions for the role-play

1. Read your role and prepare for the negotiation (25 - 30 minutes).
2. Start the role play by briefly presenting your character and interests.
3. Negotiate the best possible agreement for you.
4. During the game, you can suggest any solution that is compatible with the instructions.
5. The role play ends with the drafting of a negotiated agreement accepted by all parties.

The Challenge

The high season has just ended on Bonito Island. It has been the busiest season to date, with over 20,000 tourists visiting the tiny island of 6,400 inhabitants. However, it can hardly be seen as a success. The season ended with a viral social media video that has caused a scandal. The video was made by one of the tourists. It shows the island's most famous beach filled with garbage and the image of a dead bird with plastic in its stomach has reached the international media. The video ends with a question, "Is this the paradise you want to visit?". To deal with this difficult situation you have decided to create the Waste Crisis Think Tank and have invited four stakeholders to take part in the process of finding a solution: an Agricultural Cooperative, the director of the Tourism Board, an Ecological NGO and the Head of the Municipal Waste Service.

Who you are

You are the Mayor of the Bonito Island. You deeply care about your community, and you are worried about the recent scandal. Unfortunately, the media coverage has not helped the island's reputation, and it could have a long-lasting impact on the island's economy.

You believe all the parties involved in finding a solution should work together in order to reach an agreement and improve the situation. As the Mayor, you will listen carefully to the ideas of all the stakeholders in order to prepare a joint proposal.



Your interests

Bonito Island’s economy has been rapidly expanding thanks to tourism, but it is still struggling to cover even the basic needs of the community. After long negotiations with the board, you have agreed to use \$30,000 out of the budget to solve the waste crisis. This is the maximum amount you can spend during the negotiation.

Tourists produce 400 tons of waste a year, which accounts for the vast majority of the waste produced on Bonito Island (compared to 50 tons produced by its inhabitants).

There is no other alternative than to build a landfill waste dump on the island. The Municipal Waste Manager has put in a lot of work and study to prepare two feasible options:

Available options and potential costs of building the landfill.

Small landfill (450 tones)	
Set up cost: Building the landfill	\$25,000
Waste management per year (collecting, processing and composting)	\$5,500
Transport per year	\$2,500
Total	\$33,000



Big landfill (600 tons)	
Set up cost: Building the landfill	\$35,000
Waste management per year (collecting, processing and composting)	\$6,500
Transport per year	\$3,500
Total	\$45,000

You believe that it is possible to make the landfill self-sustainable in the long term. The big landfill would be the better option because it would cover the current and future needs of the island. You also think that the Tourism Board should participate financially in the creation of the landfill (in the end their customers are the ones producing the vast majority of waste).

It will be hard to change the situation without the Tourism Board investing in green energy and educational programmes and promoting recycling and environmentally friendly habits among tourists and employees. You can consider financial participation in the creation of a sustainability campaign if there are sufficient funds.

You believe that the Agricultural Cooperative is an important partner which can help to find a solution. You are willing to support the Agricultural Cooperative in bilateral negotiations with the Tourism Board and ensure that the hotels on the island will buy more local products. You also hope that the Cooperative can be a potential buyer of compost produced in the landfill (which would bring in additional funds and make the investment more sustainable).

You can consider including the informal economy as a part of the solution. You can agree to provide waste collectors with a license for 75 tons of waste collection a year.

Your main goal is to ensure the sound management of the waste in the municipality and to improve the reputation of the island.

- **PRESIDENT OF AGRICULTURAL COOPERATIVE**

Instructions for the role-play

1. Read your role and prepare for the negotiation (25 - 30 minutes).
2. Start the role play by briefly presenting your character and interests.
3. Negotiate the best possible agreement for you.
4. During the game, you can suggest any solution that is compatible with the instructions.
5. The role play ends with the drafting of a negotiated agreement accepted by all parties.

The Challenge

The high season has just ended on Bonito Island. It has been the busiest season to date, with over 20,000 tourists visiting the tiny island of 6,400 inhabitants. However, it can hardly be seen as a success. The season ended with a viral social media video that has caused a scandal. The video was made by one of the tourists. It shows the island's most famous beach filled with rubbish and the image of a dead bird with plastic in its stomach has reached the international media. The video ends with a question, "Is this the paradise you want to visit?". To deal with this difficult situation, the mayor has decided to create a Waste Crisis Think Tank and invited four stakeholders to take part in the process of finding a solution: an Agricultural Cooperative, the director of the Tourism Board, an Ecological NGO and the Head of the Municipal Waste Service.

Who you are

You are the representative of the Agricultural Cooperative. You speak for the interests of farmers who supply local inhabitants and hotels with fresh products. The ecological crises may offer a big opportunity for you and your cooperative. Participating in the think tank will give you a chance to talk about the difficult situation facing local producers and also about new ways of developing more ecological farming.

Your interests

Your main goal is to sell more local products directly to the hotels represented by the Tourism Board. They seem to be open to negotiations as they want to improve their image and make their offer more attractive to tourists (0km cuisine).

The Cooperative is able to provide hotels with up to 80 tons of products and no less than 50 tons per year. The optimal option for you would be to sell as many tons as possible for \$140 per ton and you are not willing to accept less than \$110/ton.

If you can sign the contract for 50 or more tons a year, the Cooperative will have enough money to invest in professional equipment. In this case, the Cooperative will be able to offer additional transportation services, and you will be able to make a competitive offer to transport waste and therefore start negotiations with the Municipal Waste Services:

in the case of a small landfill dump (450t), the minimum price per year that you would be willing to agree to is \$2,000, but your goal is to get the best price possible

in the case of a big landfill dump (600t), the minimum total price per year that you would be willing to agree to is \$2500, but your goal is to get the best price possible.

If you sell more than 60 tons of products a year to the Tourism Board, you will need to buy more compost. In such a case, you can sign a contract with the Municipal Waste Service. You will be able to buy from 50 to 70 tons of compost per year. An acceptable price for you would be \$50-55 per ton.

Your main goal is to represent the interests of the local farmers.

- **REPRESENTATIVE OF THE ECOLOGICAL NGO**

Instructions for the role-play

1. Read your role and prepare for the negotiation (25 - 30 minutes).
2. Start the role play by briefly presenting your character and interests.
3. Negotiate the best possible agreement for you.
4. During the game, you can suggest any solution that is compatible with the instructions.
5. The role play ends with the drafting of a negotiated agreement accepted by all parties.

The Challenge

The high season has just ended on Bonito Island. It has been the busiest season to date, with over 20,000 tourists visiting the tiny island of 6,400 inhabitants. However, it can hardly be seen as a success. The season ended with a viral social media video that has caused a scandal. The video was made by one of the tourists. It shows the island's most famous beach filled with rubbish, and the image of a dead bird with plastic in its stomach has reached the international media. The video ends with a question, "Is this the paradise you want to visit?". To deal with this difficult situation the mayor has decided to create a Waste Crisis Think Tank invited four stakeholders to take part in the process of finding a solution: an Agricultural Cooperative, the director of the Tourism Board, an Ecological NGO and the Head of the Municipal Waste Service.

Who you are

As a representative of the Ecological NGO, you would like to use the current situation as an opportunity to finally talk about environmental problems on Bonito Island. The think tank organized by the municipality will give you a chance to convince other participants of the importance of new ecological solutions.

When the shocking video about the island became an internet sensation, you received a lot of support from other ecological NGOs around the world.

Working together, you should be able to put a lot of pressure on the local hotel industry and be able to influence its decisions. Your knowledge and experience is essential to establish a common consensus. Share the information you have with other stakeholders so they can work more efficiently.

Your interests

You strongly believe that it would be impossible to improve the current situation without a well-planned, multidimensional Sustainability Campaign. The first pillar of this should be investment in green energy and making improvements to the hotel sector's water supply system. The second should be education and raising public awareness. Your organization has already created a plan for a major campaign. Its estimated total cost would be \$13,000. With this amount invested in the campaign, you believe that it would be possible to reduce waste production on the island. A small landfill dump would then be sufficient to meet the island's needs. If you are not able to collect the total amount needed, you could agree on a minimum of \$7,000. This, however, would affect the quality of the campaign.

The Tourism Board is desperate to clean up its image and obtain an international Eco-Tourism certificate. However, it cannot do this without a recommendation from your organization. So far, it is a long way from achieving this goal. To be successful, it will need to:

1. Invest not less than \$9,000 in a Sustainability Campaign
2. Buy at least 50 tons of local products

You cannot consider a waste management system to be effective unless it includes the informal economy. You are certain this would save a large amount of money; studies indicate that every 25 tons per year collected by the informal sector implies a saving of \$1000. You are here to defend the interests of informal workers, and they have told you that they could collect up to 125 tons per year. Likewise, you have to convince the Mayor to give them the necessary licence to do so.

You think the landfill should be created on the island as soon as possible. The options available and the potential costs of building the landfill dump are:

Small landfill (450 tons)	
Set up cost: Building the landfill	\$25,000
Waste management per year (collecting, processing and composting)	\$5,500
Transport per year	\$2,500
Total	\$33,000

Big landfill (600 tons)	
Set up cost: Building the landfill	\$35,000
Waste management per year (collecting, processing and composting)	\$6,500
Transport per year	\$3,500
Total	\$45,000

You are sure that there is a way to find the resources necessary to construct the landfill dump and fully meet the island's needs. Use your knowledge and analytical skills to help to find the best possible solution.

Your main goal is to find new green solutions to environmental problems. Use your knowledge and analytical skills to find the best possible solution.

- **PRESIDENT OF THE TOURISM BOARD**

Instructions for the role play

1. Read your role and prepare for the negotiation (25 - 30 minutes).
2. Start the role play by briefly presenting your character and interests.
3. Negotiate the best possible agreement for you.
4. During the game you can suggest any solution that is compatible with the instructions.
5. The role play ends with the drafting of a negotiated agreement accepted by all parties.

The Challenge

High season has just ended on Bonito Island. It has been the busiest season to date, with over 20 000 tourists visiting the tiny island of 6 400 habitants. However it can hardly be seen as a success. The season ended with a viral social media video that has caused a scandal.

The video was made by one of the tourists. It shows the island's most famous beach filled with garbage and the image of a dead bird with plastic in its stomach has reached the international media. The video ends with a question "Is this the paradise you want to visit?". To deal with this difficult situation the mayor has decided to create a Waste Crisis Think Tank and invited four stakeholders to take part in the process of finding a solution: an Agricultural Cooperative, the director of the Tourism Board, an Ecological NGO and the Head of the Municipal Waste Service.

Who you are

As the President of the Tourism Board you represent the interest of the local tourism businesses. The ecological scandal has already adversely affected the number of tourists visiting the island and your board will do anything to rebuild its reputation. You believe investing in an advertising campaign and showing the public a more ecological side of Bonito Island's tourism is the best way to proceed.

Your interests

You held an assembly of all the hotel owners on the island and they have pledged \$40,000 to help solve the crisis. This is the maximum amount you can spend during the negotiation.

You think the landfill is necessary and it should be mainly paid by the municipality. However, you are willing to consider participating financially in a symbolic way. You can learn about the costs of the landfills from other stakeholders.

Your main goal is to put an end to the crisis affecting the local tourism sector. You can do this by investing in a powerful and effective PR campaign to attract more tourists . For a good quality campaign you would have to pay a PR Agency \$15000. If you invest less than \$8,000 in a PR campaign, the members of your board may not support your plan.

One of your main goals is to rebuild the island's reputation as a perfect holiday destination. In order to do this you need to obtain an international certificate of Eco-Tourism. This will not be possible without the backing of the Ecological NGO. In order to get their support, you are willing to introduce energy and water-saving solutions at the hotels and to invest in a sustainability campaign, if sufficient funding is available.

You have worked with local farmers in the past but you have never signed any official agreements with the Agricultural Cooperative. Now you are considering doing so and you are open to negotiation. Local hotels may easily consume 30 tons of local products a year but it would probably be interesting to buy a bigger amount of good quality local food, and to sell this to guests as added value "0km cuisine". Buying 70 tons is your absolute maximum (however risky). Ideally you would like to pay \$90/ton of products, and you are not able to pay more than \$120/ton.

You do not think that including workers from the informal economy would be a good idea. From your experience you know the informal waste collectors working on the beaches do not make the best impression on guests and you are not willing to take risks.

Your main goals are to put an end to the crisis caused by the ecological scandal and to promote an increase in tourism.

- **HEAD OF THE MUNICIPAL WASTE SERVICE**

Instructions for the roleplay

1. Read your role and prepare for the negotiation (25 - 30 minutes).
2. Start the role play by briefly presenting your character and interests.
3. Negotiate the best possible agreement for you.
4. During the game you can suggest any solution that is compatible with the instructions.
5. The role play ends with the drafting of a negotiated agreement accepted by all parties.

The Challenge

The high season has just ended on Bonito Island. It has been the busiest season to date, with over 20,000 tourists visiting the tiny island of 6,400 habitants. However, it can hardly be seen as a success. The season ended with a viral social media video that has caused a scandal. The video was made by one of the tourists. It shows the island's most famous beach filled with rubbish and the image of a dead bird with plastic in its stomach has reached the international media. The video ends with a question, "Is this the paradise you want to visit?". To deal with this difficult situation the mayor has decided to create a Waste Crisis Think Tank and invited four stakeholders to take part in the process of finding a solution: an Agricultural Cooperative, the director of the Tourism Board, an Ecological NGO and the Head of the Municipal Waste Service.

Who you are

You are the Head of the Municipal Waste Service. Until now, local stakeholders have not been interested in improving the archaic (or even non-existent) waste management system on Bonito Island, but the current difficult situation has made them understand that important changes need to be done. Your knowledge and experience in waste services will be crucial to find the best possible solution. You will also be the person responsible for making sure that the negotiated agreement is financially feasible.

Your interests

You believe that it is crucial to finally build the landfill on the island and that investing in a big one (600 tons) seems to be the most efficient option. Available options and potential costs of building the landfill:

Small landfill (450 tons)	
Set up cost: Building the landfill	\$25,000
Waste management per year (collecting, processing and composting)	\$5,500
Transport per year	\$2,500
Total	\$33,000

Big landfill (600 tons)	
Set up cost: Building the landfill	\$35,000
Waste management per year (collecting, processing and composting)	\$6,500
Transport per year	\$3,500
Total	\$45,000

You are willing to look for cheaper ways of transporting waste. If this is not possible, the municipality will take care of the transportation, which will cost from \$2,500 (for a small landfill) to \$3,500\$ (for a big landfill).

You believe the waste management system needs to be improved and if the best way to do that is to include the informal economy, you will support that. This would help to make the landfill more sustainable.

Based on your expertise 50% of the waste produced every year is organic. The most profitable option for you would be to sell it locally. One of the best ways to do this would be to negotiate with the Agricultural Cooperative. Each year you are able to sell around 150 tons of compost, your goal is to sell all of it and the Cooperative could be a potential buyer. You are willing to accept \$53-60 for a ton of compost. If you manage to sign a contract it will directly reduce the yearly cost of maintaining the landfill.

Your main goal is to improve the system of waste management of Bonito Island. Use your knowledge and experience to find the best solution to the current crisis.

THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Generating social entrepreneurial ideas
starting by a problem

e-Book

Generating social entrepreneurial ideas starting by a problem



Overview

A good social enterprise should be able to produce products or services to answer problems that affect society in general or a community in particular.

Through this activity, the participants will explore and practice the steps necessary to generate a good social entrepreneurial idea starting from defining the social conditions or problems that it could address. They will see that very often the social issues will suggest the idea.



Learning objectives

- This session will enable participants to use the problem tree tool to generate social enterprise ideas.
- Learn how to conduct a proper context analysis by using the problem tree through which to establish a cause-effect relationship between social problems and consequences.
- Learn how to transform negative effects into opportunities for social business development and community growth.
- To stimulate critical observation and logical correlation.





Age

18-30 years old.



Time

90 minutes.



Group Size

5-20 participants.



Materials

- Flip charts.
- Markers, pens.
- Spare paper to take notes.
- Sticky notes (at least 5 different colours: problems, causes, effects, actions, positive results).
- Laptop.
- Video projector.



Preparation

- Choose which color of sticky notes assign to problems, causes, effects, actions, positive results.
- Study the logic behind the problem tree and the social enterprise idea generation. Include concept of social entrepreneurship and its characteristics.
- To feel more confident, you could prepare a presentation of a short video to add theoretical inputs – there are many around.
- Remember to underline that in social enterprise, the first step is to define the social conditions or problems to address. Very often the social issues will suggest the idea for the social enterprise.



Description

1. Introduce the concept of (social) business idea generation. Inform participants of the various tools that can be used in social enterprise generation including problem tree, community mapping, solution tree, and many others.

- You are going to explore a combination of problem trees and solution trees.

2. Explain the activity. In small groups, they are going to work on the individuation of community/social problems and transform them into opportunities for social entrepreneurship.

3. Group participants according to their locations (neighborhood for example), interests or agreed-upon criteria.

Part I - Individualizing the problem - 10 minutes.

- Introduce the Problem Tree, and present how it should look. The problem chosen will be placed in the trunk. There will be causes (placed in the roots) and effects (placed in the branches).
- Each group should be equipped with a flipchart, markers, and 3 blocks of sticky notes from different colours. All groups should have the same colours.
- Let each group draw a tree similar to the image in the handouts.
- Ask them to think about problems of their community or of the society (in any case the problems should be specific, or it will be difficult to find an answer for them).
- Write the problems on the assigned colour of sticky notes - 1 problem per note.
- Ask them to place the “problem cards” on the trunk of the tree. Now they have to brainstorm and identify which of the problems concern them as community members (members of that group). They have to choose one.
- The chosen problem should be written on a new sticky note and placed in the trunk. The problem should be written as a sentence by specifying it like this: *“Subject – verb – object/complement”*.



Part 2 - Individuation of the causes – give them 10 min.

- Ask participants to identify the causes of the problems, and to list them on the assigned color of sticky notes - 1 cause per note.
- Ask them to place the “causes cards” on the roots in such a way that the most serious are to the left and the less serious are to the right. If any of the causes are linked, they can draw a line between them.

Part 3 – Individuation of the effects/consequences – give them 10 min.

- Ask them to think about the possible negative effects of the problem and write them on separate sticky notes, following the same system as for the previous cards.
- The effects should be placed in the branches: most serious effects on the left and less serious effects on the right.

Part 4 – Encourage each group to analyze their problem and to reflect on how entrepreneurs have turned that problem into enterprises that are PROFITABLE, SOCIAL and ENVIRONMENTALLY sustainable - (30 min).

- Introduce the concept of the solution tree.
- To facilitate the analysis, you can give the groups the “Questions to help analysis” from handouts.
- Their task is to transform the negative statements connected to the causes into positive ones, putting the bases for possible solution(s).
- Provide each group with additional sticky notes and invite them to find “actions” to neutralize the causes of the problems. The cards should go next to the causes to which they refer. If they refer to more than 1 because they can draw junction lines.



- In the example proposed in the handouts, one of the actions to answer the causes could be to “find new groups of friends with similar interests”. In the same way, they should find “positive results” as consequences of the “actions” that should neutralize the negative effects. Let the participants write 1 sticky note per positive result and stick it next to the effects – same procedure as for the “action” cards. In the example proposed, one of the “positive results” could be “gathering for leisure activities of the same interests”.
- At this point, participants should be able to wrap up and outline a social enterprise that proposes a valuable solution for the problem. Remind participants that the enterprises should be profitable, socially, and environmentally sustainable.
- They are now ready to present the findings to the other groups. Allow each group max 5 minutes to present the logic behind their social enterprise mentioning all elements that they consider relevant. They must keep the time limit.



Tips for facilitators

- If you are working with international participants, you can decide to group them by nationality, or by interest on a specific topic/problem that they have in common in their realities. You could individuate 5-6 topics/problems and let them choose, then regroup the participants in order to have groups of similar numbers.
- Try to have groups no bigger than 5-6 people to facilitate participation and interaction.
- Problems should be phrased as negative situations. Problems must be realistic.



Debriefing and Reflection

- What was the most difficult part?
- Was it easy to find a type of social enterprise that was providing the expected solution?



- Do you think that this method is realistic? yes/no/why ?
- Do you find this method easier compared to others already explored? (if any)
- An additional reflection could be brought by mentioning that social enterprises will usually have to compete with purely commercial businesses. This means social enterprises will face the same challenges and risks as more traditional businesses. If you a social enterprise wants to succeed it should be as good as (or even better than) traditional businesses with a pure profit.



Variations

- You could make the overall activity by using an online collaboration tool. In this case, make sure that you have a good internet connect and that participants have at least one computer per group.
- When you are giving the task for finding the solution, at point 4 of part 4, you could provide each group with a new flipchart and let them draw a new tree – “solution tree”. In this case you should introduce the concept.



References

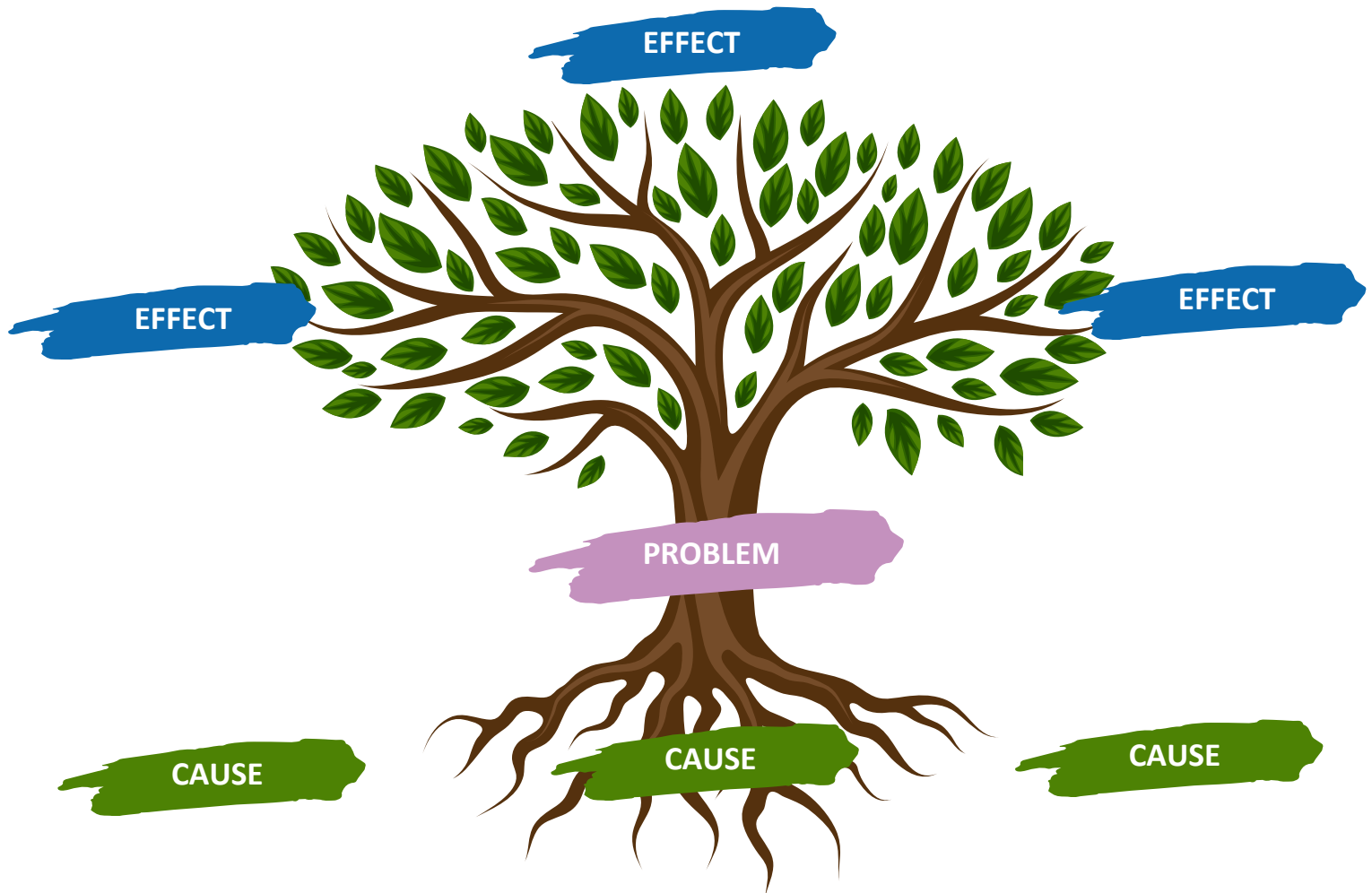
This activity took inspiration from the publication “TRAINING MANUAL ON SOCIAL ENTERPRISE”, Published under the Project: “Action for Strengthening Institutions and Communities in Promoting Women’s Rights”

https://www.britishcouncil.ug/sites/default/files/british_council_-_social_enterprise.pdf

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HANDOUT



Example of statements that can help reflection

A problem is not the absence of a solution, but an existing negative state or situation

Consider that the problems can also be causes of the core problem

Consider that the problems can also be effects of the core problem



Example of questions to help analysis

Do we have additional causes that could help better explain why the problem happens?
 Does the picture that you have built with the tree (problem, causes, effects) represent the reality? Is there anything else that could be added?
 Have you taken into consideration the economic, political and socio-cultural dimensions to the problem considered?
 Which effects/consequences concern you the most? Why? Can they bring to worse effects?
 Which effects/consequences are the most critical and which aspects of them should be considered in thinking about a way forward?

And about the causes? What possible solutions or options might there be?
 Considering

Which causes and consequences are getting better, which are getting worse and which are staying the same?
 Which causes are easiest/most difficult to address? Where could a policy change help address a cause or consequence, or create a solution?
 What decisions have we made, and what actions have we agreed upon?

Problem tree example

Example of problem: Elderly people suffer from loneliness

Possible causes:

- No friends – all died already
- No friends with similar interests
- Children grown up and went for their lives
- No children, neither grandchildren
- They cannot work anymore – they are retired
- People do not have time to spend with elderly
- Lack of leisure services for elderly people

Effects/consequences:

- Depression in elderly people
- Sadness in the grownup children that cannot spend enough time with them
- Loss of possible benefits by having the possibility to exploit their experience
- Rise of crimes against elderly people



THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

WORLD CAFÉ- social entrepreneurship and
international volunteering

e-Book

WORLD CAFÉ - social entrepreneurship and international volunteering



Overview

This World Café activity promotes debates about the connections between social entrepreneurship, international volunteering, and the Sustainable Development Goals (SDGs) for community development.

Participants engage in meaningful conversations to explore creative solutions, share experiences, and gain a better understanding of how these projects contribute to good social change and SDG alignment.



Learning objectives

- To collect and link ideas on a topic of mutual interest, e.g. on social entrepreneurship and international volunteering to develop collaborative thinking and knowledge exchange.
- Increase participants' awareness and understanding of the concept and potential impact of social entrepreneurship.
- To share ideas, experiences and collaborative problem-solving in small-group rounds, strengthening their abilities to collaboratively plan.
- Empower young participants to take an active role in shaping their communities through social entrepreneurship and volunteerism.





Age

18 years old or older.



Time

40-60 minutes / it depends on the size of the group.



Group Size

15 to 30 participants.



Materials

- 4 small tables.
- 4 (maximum 5) chairs around each table.
- Flipchart paper.
- Markers or coloured pens.
- A vase of flowers (optional) or some snacks.
- Checkered or white linen tablecloth or block paper (optional).



Preparation

For effective preparation, carefully select questions in advance to be written or printed on flipchart paper for each table, ensuring adequate space and a well-organized layout to facilitate meaningful discussions without disruption among participants.



Description

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

1. Setting: Create a “special” environment, most often modelled after a café, i.e. small tables covered with a checkered or white linen tablecloth, block paper, colored pens, a vase of flowers, and an optional “talking stick” item. There should be four chairs at each table (optimally) – and no more than five.

2. Welcome and Introduction: The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.

3. Small-Group Rounds: The process begins with the first of three or four fifteen-minute rounds of conversation for small groups of four (five maximum) people seated around a table. At the end of the first round, each member of the group moves to a different new table. You may shorten the time for the subsequent two rounds to ten minutes and the last round to eight minutes.

It is advisable to choose to leave one person as the “table host” for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.

4. Questions: Each round is prefaced with a question specially crafted for the specific context and desired purpose of the World Café. The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction.



- Possible questions for each table:

1. What do you understand by the term “Social Entrepreneurship”?
2. How will your organization benefit by incorporating Social Entrepreneurship into its work?
3. What do you need (resources, skills, knowledge about the community, imagination, etc.) to implement Social Entrepreneurship (with the support of the volunteers)?
4. What challenges do you foresee with implementing Social Entrepreneurship in the context of international volunteering?
5. How cultural diversity and inclusion can be integrated into social entrepreneurship initiatives to ensure broad community engagement and impact.
6. How can social entrepreneurship specifically target marginalized groups and contribute to reducing inequalities within communities?
7. How can young entrepreneurs make their projects help the community and the environment while following global goals?
8. How can young people who are not in employment, education, or training (NEET) collaborate through entrepreneurial initiatives to make a positive impact on specific community goals and create opportunities for themselves?
9. Are there successful examples where volunteering experiences have directly influenced the creation of youth-led social enterprises addressing SDGs.



10. How can collaborations between volunteer-driven initiatives and local businesses create a positive ecosystem that encourages NEET youth to explore entrepreneurship for social change?

5. Harvest: After the small groups (and/or in between rounds, as needed), individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in the front of the room.

6. Group discussion should be provided at the end with a summarizing activity focusing on elements of Social Entrepreneurship, SDGs and international volunteering initiatives and possibilities.



Tips for facilitators

- Ensure each round of small-group discussions stays within the allocated time, allowing for a smooth flow of conversation and a deeper exploration of the chosen topics.
- Emphasize the importance of visually capturing key insights on flipchart paper, creating a tangible record of the discussions that can be reflected upon during the debriefing.
- During the debriefing, guide participants in drawing connections between their insights and the Sustainable Development Goals, reinforcing the broader impact of social entrepreneurship and volunteering initiatives.





Debriefing and Reflection

- What key insights did the World Café discussions provide on social enterprise and international volunteering?
- How could your organization gain from integrating social entrepreneurship, and what steps can you take to put these ideas into practice?
- What is the role of volunteers in social entrepreneurship and how can their help be maximized, and what challenges might come up?
- What possible advantages for organizations were found during the talks about integrating social entrepreneurship into organizational activities, and how may these advantages help achieve particular SDGs?
- How to encourage collaboration among young entrepreneurs and NEET youth for community goals and SDGs? What specific actions can be taken to create opportunities for young people?



Variations

- Provide space specifically for participants to share personal stories related to social entrepreneurship and volunteering, emphasizing the impact of individual experiences in driving positive change.
- Shorten each chat to just 10 minutes, keeping conversations focused on key aspects of social entrepreneurship, volunteering, and SDGs for a fast-paced and dynamic exchange.



References

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THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Social Entrepreneurship: Securing a better world through business

e-Book

Social Entrepreneurship: Securing a better world through business



Overview

In this activity, participants work in groups to assess where businesses are on spectrums related to the goals of the organizations. They learn about various approaches to giving back to the world while running a business. They recognize that the best approach is a matter of perspective. They critically think about the level of community benefit of the approaches to philanthropy. They also learn that business can be more than just a money generating enterprise.

Their assigned goal is to determine the extent that a firm's business activities should be viewed on three criteria - social mission, contribution to society, sustainability - by ranking businesses. Deciding which firms give the most back is challenging since it may be a matter of perspective. This activity allows for critical thinking, discussion and debate, and efforts at persuasion. Debriefing is necessary to identify the concepts experienced.



Learning objectives

- Understand social responsibility and social entrepreneurship.
- Critically analyze what aspects make a firm a social entrepreneur.
- Learn ways to incorporate giving back into business.
- Debate and discuss the role of business in society and the contributions to society of various business.





Age

18 years or older.



Time

90 minutes.



Group Size

From 10 to 30 participants.



Materials

- Business Profiles:
 - Centre for Digital Inclusion.
 - Heifer International.
 - L'Occitane en Provence.
 - TOMS Shoes.
 - Vision Spring.
- Firm Names in Large Letters on Coloured Sheets of Paper.
- Worksheets.





Preparation

- Use some online coworking tools where will be uploaded documents with profiles of each organization, the firm names, and a worksheet to create packets for each group (5 people per group).
- Determine spaces where each group can gather to discuss the organizations. Determine space in the room for the lineup activity.



Description

1. Explain that organizations vary greatly in their mission to contribute to society, but many firms today explicitly consider this part of their mission. Define with participants the following approaches by the organization:

- **Non-profit:** An organization with no intention to make a profit, often with a social mission.
- **Non-profit with income ventures:** Non-profits that start for-profit businesses to pay for their mission or use income ventures as a way of implementing their mission (e.g., creating businesses that allow those in need to earn a living). **For-profit firms with a social mission:** A for-profit firm with some portion of the firm devoted to a social mission, though profits are the primary driver of business (firms range greatly on the extent of their social contributions and are often deemed 'socially responsible businesses').

2. Ask students to think about and describe how non-profit and for-profit businesses differ. Consider giving them examples of each, e.g., non-profit (Salvation Army) and for-profit (Walmart). Then have them describe firms that may not fall into one category or another (e.g., TOMS shoes). Discuss the role of these various organizations in society.



3. Conduct a discussion of what they think businesses owe to society. Define social responsibility (The European Commission has defined Corporate Social Responsibility - CSR as the responsibility of enterprises for their impact on society and, therefore, it should be company-led. Companies can become socially responsible by:

- Integrating social, environmental, ethical, consumer, and human rights concerns into their business strategy and operations
- Following the law

4. Divide students into groups of 5 as described.

5. Share with each small group the online packet including profiles of each organization, and the firm names, and provide a worksheet as well.

6. Have each group gather to read the organization profiles, then rank the organizations on the criteria Focus of the firm on a social mission: To what extent is the firm's social mission its central focus?

- The students should then give each member of the group an organization name (these will be used to present their ordering to the class).

7. Ask for a group to volunteer to go first. This group should go to the front of the classroom and line up in the order they ranked the firms on focus on social mission (with each member holding a different firm name and standing in a line according to their ranking - e.g., the #1 firm will be first in line and the #5 firm will be last).

8. Ask if any of the other teams ranked the organizations differently on this factor.

- If so, have them come to the front and stand in line in their order. Have the groups discuss the differences and reasons for their orders.



9. Have each group gather again and now rank the organizations on the criteria **contribution of the firm to society**: To what extent does the firm's operations positively influence society? The students should then give each member of the group an organization name (these will be used to present their ordering to the class).

- Have a different group go first this time. This group should go to the front of the classroom and line up in the order they ranked the firms on focus on the contribution (with each member holding a different firm name and standing in a line according to their ranking - e.g., the #1 firm will be first in line and the #5 firm will be last).

10. Ask if any of the other teams ranking the organizations differently on this factor. If so, have them come to the front and stand in line in their order. Have the groups discuss the differences and reasons for their orders.

11. Have each group gather again and now rank the organizations on the criteria **Sustainability**: To what extent is the firm's approach to its business sustainable? Which firm is most likely to be able to continue operations for the longest period of time? The shortest? The students should then give each member of the group an organization name (these will be used to present their ordering to the class).

12. Have a different group go first this time. This group should go to the front of the classroom and line up in the order they ranked the firms on sustainability (with each member holding a different firm name and standing in a line according to their ranking - e.g., the #1 firm will be first in line and the #5 firm will be last).



13. Ask if any of the other teams ranking the organizations differently on this factor. If so, have them come to the front and stand in line in their order. Have the groups discuss the differences and reasons for their orders.

14. Stop groups from working so that everyone can participate in the debriefing session.



Tips for facilitators

- Discuss other current examples of how business can improve society. Encourage participants to continue to find examples to share from the news for weeks to come.
- Make an introduction about social responsibility and how it has become an important trend in the business world today. You can start with this introduction and refer to this E-book in the introduction part. Many firms have social missions, and the consumer is often aware of these missions. However, there are many ways to mix social responsibility and business.
- This has led to several forms of business with a social mission. Some businesses exist entirely with a social purpose, others include social missions as a side business. The goal of this activity is to help students understand how firms give back to society and how these differ in their contributions to society, their sustainability, and their profit.





Debriefing and Reflection

- What criteria did you use to decide where a firm ranked in focus on social mission? contributions to society? sustainability? There is no correct answer, draw attention to the differences in the criteria. For example, a firm with only a medium focus on its mission may be seen as the greatest contributor or the most sustainable.
- What additional information would have been helpful to complete this exercise?
- In what different ways do the organizations we've discussed use business to fulfil a social mission? To pay for the social mission, as part of the social mission. Discuss how the firms used in this lesson use for-profit ventures.



Variations

- You can prepare other examples of companies more related to your country, topics and/or specific needs of the participants.



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HANDOUTS

- **COMPANY PROFILE 1**

Center for Digital Inclusion

Started by Rodrigo Baggio with the dream of all Brazilian youth having access to computers, CDI works to get computers and information technology to the disenfranchised. For CDI, information technology can foster citizenship and development on the political, social and economic fronts. As of 2002, CDI has reached some 700,000 graduates since 1995 and it continues to grow rapidly.

CDI works differently than most educational endeavours. Despite his concern about the growing digital divide, founder Baggio wanted to guarantee community buy-in. Baggio set up CDI to work in a franchise system: CDI would provide a basic startup manual and community leaders had to initiate requests for a franchise, find a building, locate potential teachers, recruit students and develop and school management plan and budget and ensure the teachers were paid with local money. Only after the community can provide all that will CDI judge whether or not the efforts are sustainable and then provide donated hardware software and training for the local teachers. The schools, Information Technology and Citizens Rights Schools are then maintained by the local community without interference.

Most ITCRSs are located in the slums of large cities, providing access to children and teenagers who cannot afford to buy their own computers or attend schools that have them. The schools offer hope for change to the underprivileged youths and a chance to improve their situation in life.

The schooling CDI centers aim to provide goes beyond basic computer literacy; rather, they want the students well versed in computer skills that will serve them in everyday life. Schools offer a curriculum on standard school fare and merge that with computer training and internet research.



CDI gets its computers from international business and development banks, and some 8,000 have been donated to the Information Technology and Citizens Rights Schools. By 2002, CDI established 642 ITCRSs in Brazil and about 200 more in Japan, Colombia, Chile, Mexico and Uruguay.

For more information: <http://cdiglobal.org/>

Bornstein, D. (2004). How to Change the World: Social entrepreneurs and the power of new ideas. Oxford: Oxford University Press.

Welch, W. H., & Hopkins, D. (2008). The Tactics of Hope: How social entrepreneurs are changing our world. San Rafael, CA: Earth Aware.

- **COMPANY PROFILE 2**

Heifer International

Heifer International is a non-profit organization based on the principle of “Passing the Gift.” Started in 1944 by farmer Dan West, Heifer International provides families around the world with the gift of livestock or plants asking that any offspring from that animal be gifted to another family, spreading the wealth. Since its establishment, Heifer International has expanded its donations to target world hunger, providing disaster relief and teaching sustainable agriculture.

The model Heifer uses is very straightforward: a donor decides what animal, or plant, to purchase from the ark. Goats are the most popular animal on the ark, and they target many of the efforts Heifer has taken on: one dairy goat can produce up to a ton of milk a year, allowing for extra milk to be sold or made into cheese, butter or yoghurt. Manure goes to fertilize the garden and goats are not picky eaters, so they are efficient at producing milk. Baby animals are passed on to neighbours or extended family and the cycle starts again.



Heifer International does not seek out communities or populations in need but is contacted by a community group. There is a formal application process that must be completed. Heifer does not just provide livestock or plants and leaves. It invests in the community, providing training on how to care for the animals, emphasising sustainable farming practices such as how to avoid overgrazing, and how to live and work the land without harming it.

In Imadol, Nepal thirteen women were able to take donations of two sheep or goats or a single ram or buck following training provided by Heifer and triple their income. The increase created enough money to allow the women to send their children to school, improve their homes, buy clothes, invest in the land and open businesses. The funds even allowed them to establish their own microfinance practice to get medical attention.

Today, Heifer International has 525 active projects in 47 countries and 30 states in the US. Heifer also works with local ecologies to protect and preserve threatened species.

For more information: <http://www.heifer.org/>

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- **COMPANY PROFILE 3**

Loccitane en Provence

"L'OCCITANE is a global, natural and organic ingredient-based cosmetics and well-being products enterprise with strong regional roots in Provence. We are committed to bringing products of the highest quality under the L'OCCITANE brand to our customers around the world. We design, manufacture and market a wide range of cosmetics and well-being products based on natural and organic ingredients sourced principally from or near Provence.

" (Cited from website - <http://www.loccitane.com/investors/Default.aspx>)

L'Occitane en Provence, a for-profit business, and its foundation provides a variety of examples of social responsibility within the corporate world as well as support for social entrepreneurship among its suppliers. By looking at who the customers are, who they buy from and where their products come from, L'Occitane en Provence has set the bar for corporate social responsibility high.

L'Occitane en Provence works to make all its products as sustainable as possible, using recyclable packaging; using as little as possible of limited resources. New efforts to establish refills for customers eliminate package waste are taking off as well as using less material to create the packaging to begin with.

In 2008, L'Occitane en Provence received the Helen Keller Achievement Award in Corporate Responsibility for. L'Occitane separates itself from its competitors by imprinting Braille on its products' packaging, a practice started in 1997. Braille labels are not the only efforts to benefit the blind. L'Occitane also runs a summer perfume school for visually impaired teenagers close to its headquarters in Manosque, France. The program allows the teens to learn the art and science of creating scents and they learn about working as a perfumer. Donations from limited edition products go to charities for the blind and the company sends teams of ophthalmologists to undeveloped countries and regions around the world to treat common eye diseases and ailments.



Founder Olivier Baussan and his company have created a close relationship with women's collectives in Burkina Faso to establish fair trade in the region for the shea nuts. Additionally, The L'Occitane Foundation has set up literacy centers to train women across the country, established microcredit programs, and professional training to create and increase income.

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- **COMPANY PROFILE 4**

TOMS shoes

About one in eight people in the world live with a mental disorder.

When you buy TOMS, you help fund access to mental health resources.

Inspired by his time in Argentina while on the show *The Amazing Race*, founder Blake Mycoskie started TOMS Shoes in 2006 with the goal of donating one pair of shoes for every pair of shoes purchased supporting larger health, education, and community development programs through strategic partnerships. Since the beginning of TOMS, our community has made a positive impact on over 100,000,000 lives—and we're far from finished. TOMS Shoes is a for-profit business that works in cooperation with non-profit organizations and non-government organizations to distribute shoes year-round.



During his time in Argentina, Mycoskie realized the plight of the village children was easily preventable with a pair of shoes. In developing countries, children typically go through life barefoot- walking for miles to school, water sources and for medical attention. Bare feet are susceptible to injury and disease, and children and their families often cannot afford to treat or prevent the causes. Diseases such as hookworm, podocosis, jiggers and tetanus are just some of the risks associated with going barefoot in tropical climates. Treatment for these diseases is expensive and unattainable for most.

Shoes are necessary for more than just disease prevention, they are part of the school dress code as well in many schools. Shoes keep children healthy and allow them to attend school. Education provides the best opportunity for children in developing countries to improve their futures and that of their communities. In many African communities shoes are still considered luxury items. Those who have shoes, and access to them, are in the highest tiers of society. Shoes are motivators for children to continue with schooling.

TOMS recognizes that children's feet grow and built that into the giving program; they return to the same villages with new shoes. TOMS only provides the size a child needs at a given time and the shoes are made to order. Repeat giving allows for adaptation should the need change, giving TOMS unique flexibility.

The shoes TOMS and its giving partners donate are based on traditional alpargata shoes from Argentina but adapted for comfort and durability.

TOMS does not market its product, rather it relies on word of mouth to sell shoes. As the popularity of TOMS has grown and knowledge of the mission of "One for One," TOMS has established an annual "One Day Without Shoes" to draw attention to the plight of children around the world. TOMS has celebrity supporters who have aided in spreading the message to the general public, musicians such as Hanson and the Dave Matthews Band to bring the TOMS message to college campuses across America.



TOMS is expanding the One for One movement to include eye care now. Looking to the incredible success that the shoes had, TOMS wants to do the same with vision impairments in developing countries. TOMS has launched a line of glasses and the purchase goes to support the sight for another person through one of three ways: medical treatment, prescription glasses, or sight-saving surgery.

They give 1/3 of our profits for grassroots good through cash grants and building deep partnerships with nonprofits working to create impact in three areas: mental health, access to opportunity, and ending gun violence. In 2022. they distributed fund of 1.7 million dollars to

TOMS has been awarded Best for the World™ B Corps in the Community area. That means they are in the top 5% of B Corps organizations of our size in the Community category.

They are also a proud member of the Fair Labor Association (FLA), and they remain committed to purpose, planet, people, and taking it one step further by making sure their products and processes reflect their commitment to bettering worker's rights in manufacturing and production.

For more information :

The official TOMS website, <https://www.toms.com/>

TOMS Eyewear One for One <http://www.toms.com/eyewear/our-movement/>

Ramberg, J. J. (2008). Doing Good: Sole Saver. Entrepreneur, 36(6), 30. Retrieved from EBSCOhost

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- **COMPANY PROFILE 5**

Vision Spring

The Vision Spring mission is to provide non-prescription glasses to people in need in the developing world. Founder Jordan Kassalow realized this need on his medical missions, some 40 per cent of the people he saw did not need medical treatment but some form of vision aid.

Livelihoods and jobs were lost because the glasses found in drug stores across the United States were neither readily available nor affordable in the developing countries he visited. Without the help they needed to see, these people lost their jobs and needed new sources of income. The idea for Vision Spring was born.

In 2001 Vision Spring (formerly Scojo Foundation) started its work in India. Vision Spring operates on the microfranchise level, training individuals in their home villages as “vision entrepreneurs,” these vision entrepreneurs are the best way to reach the largest number of needy people. Once trained in basic eye care, vision entrepreneurs receive their business-in-a-bag so that they may conduct community outreach and vision screenings. The business-in-a-bag contains materials needed to market and sell eyeglasses. Vision entrepreneurs typically partner with schools and churches to increase community reach.

Screenings conducted by the vision entrepreneurs determine a customer’s need. Up-close vision problems are treated with mass-produced drug store glasses while more complex issues are referred to Vision Spring optical shops or eye hospitals.

The return on eyeglasses to the local community productivity is huge. Vision Spring cites the AMD Alliance International Study saying the cost of vision loss globally was nearly \$3 trillion USD worldwide in 2010. Vision loss limits economic opportunity and causes quality of life to suffer. Eyeglasses are a cost-effective way to provide improved productivity and increase the



quality of life for people living in developing countries. Vision Spring calculates that a \$4.00 pair of glasses has the ability to improve a person's productivity by 35 per cent, with more than 600,000 pairs of glasses sold to date which means more than \$230 million in economic impact.

Vision Spring has expanded its work from India to Bangladesh, El Salvador, South Africa and other countries across the globe via partner organizations. Vision Spring and its partners support more than 5,000 vision entrepreneurs who run their own businesses selling glasses, most of whom are women, giving them the funds to invest in their children and further their education.

For more information:

<https://visionspring.org/>

<http://www.skollfoundation.org/entrepreneur/jordan-kassalow/>



Use this worksheet to rank the firms on each of the listed factors:

FOCUS OF FIRM ON SOCIAL MISSION	CONTRIBUTION OF FIRM TO SOCIETY	SUSTAINABILITY
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

Focus of firm on social mission: To what extent is the firm's social mission its central focus?

Contribution of firm to society: To what extent does the firm's operations influence society in a positive way?

Sustainability: To what extent is the firm's approach to its business sustainable? Which firm is mostly likely to be able to continue operations for the longest period of time? The shortest?



THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

How about social business?

e-Book

How about social business?



Overview

"How About Social Business" is an activity for participants over 14 years old, focusing on social entrepreneurship. It engages groups in addressing a community problem, first through charitable solutions and then by challenging them to develop business ideas.

The activity introduces the differences between non-profit organizations, social enterprises, and traditional businesses, emphasizing the social impact of business ventures. Use this activity to promote critical thinking about business solutions that benefit communities.



Learning objectives

- To introduce the concept of social entrepreneurship and how businesses can positively impact and help the communities.
- To gain knowledge of various business models, including non-profit, social enterprise, and traditional business, and understand how each contributes to addressing social issues.
- To enhance critical thinking skills and ability to generate innovative solutions through addressing a community problem and developing business ideas.





Age

Over 14 years old.



Time

90 minutes.



Group Size

From 10 to 20 participants.



Materials

- Flipchart papers.
- Markers.
- Video projector.
- Laptop/computer.



Preparation

- Read about social entrepreneurship and social entrepreneurs.
- Prepare the flipchart paper with the table of differences between non-profit organizations, social enterprises, and traditional businesses.
- Read about **The Empowerment Plan**.



Description

1. Split the participants into groups of five people, and present them with the following problem from the community - 5 minutes:

- “There are 200 homeless people living in your city, with limited access to shelter, food, clothes, water, etc. During wintertime, their situation is worsening, because of the cold weather.

2. First, ask the groups to make a list of possible solutions they might find to help the homeless people.

- After 15 minutes, each group presents the solutions they found to help the 200 homeless people.

3. Most of the time, people will think of services and goods they can provide for free for the homeless people, as a charity does.

- Now, challenge the groups to develop a business idea through which they could help the homeless people. Give them 30 minutes for it.

4. Before starting the group work explain to them the following model adapted from *Changing the world: a young person guide to social entrepreneurship*, by UnLtd for Social Entrepreneurs:

- If you have to develop a formula that describes what a social enterprise is, how would you write it? After participants answer, you can also give this example: “Interest/Passion + Trying to solve a social problem + making a profit and reinvesting it = social entrepreneurship”.



	Nonprofit	Social Enterprise	Business
Mission	Helping a community, group of people, advocate for a specific cause	Tackling social problems, improving communities, people's life chances, or the environment. Selling goods and services in the open market, but reinvesting the profit back into the community. Focused on: helping customers, or employees from disadvantaged groups.	Making money (profit) for the owner/shareholders.
Money	Using traditional fundraising methods from individual donors, companies or funding public or private bodies.	Profit made from sale of services / products.	Profit made from sale of services or products.



5. Present the following example of social enterprise developed to help homeless people from Detroit – The Empowerment Plan

(<http://www.empowermentplan.org/>):

- Begin by verbally introducing The Empowerment Plan, providing key details about its mission, approach, and impact. Highlight the core elements, such as hiring homeless individuals, manufacturing transformative coats, and the distribution process.
- You can do a presentation with multimedia elements or give participants 10 minutes to explore the organization's official website (<http://www.empowermentplan.org/>) and gain a visual understanding of its initiatives.
- “The Empowerment Plan is a Detroit-based nonprofit organization dedicated to serving the homeless community. Our goal is to help build a better life for those who have become trapped in the cycle of homelessness. We mostly hire homeless parents from local shelters to become full-time seamstresses so that they can earn a stable income, find secure housing, and gain back their independence for themselves and their families. The individuals we hire are trained to manufacture a coat that transforms into a sleeping bag at night, and a bag when not in use. The coats are distributed to homeless people living on the streets at no cost to them through partnerships we have established with outreach organizations in communities around the nation.
- We believe in giving second chances to those who want it, and providing warmth to those who need it.”





Tips for facilitators

- Familiarize yourself with the concept of social entrepreneurship and read about The Empowerment Plan in advance.
- Foster an open and inclusive atmosphere where participants feel comfortable sharing ideas. Emphasize that there are no right or wrong answers and encourage creativity.
- Encourage them to consider innovative and sustainable solutions that go beyond traditional charitable approaches.



Debriefing and Reflection

- How did your group approach the initial problem of homelessness, and what solutions did you come up with initially?
- How did your perspective change when you were challenged to develop a business idea instead of a charitable solution?
- How did you differentiate between nonprofit organizations, social enterprises, and traditional businesses in the context of the activity?
- What did you learn from The Empowerment Plan example, and how does it align with the concept of social entrepreneurship?
- In your opinion, how can the formula "Interest/Passion + Trying to solve a social problem + making a profit and reinvesting it = social entrepreneurship" be applied to your own interests or passions?
- What challenges did your group encounter while developing a business idea for addressing homelessness, and how did you overcome them?
- what are the main lessons you learned from this activity about social entrepreneurship and its potential impact?



Variations

- For step 1
 - You can use a different community problem, for which participants should think about solutions.

References

<https://yourkite.org/toolkit/how-about-a-social-business/>



THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

The European entrepreneurship competence
framework – EntreComp

e-Book

The European entrepreneurship competence framework – Entre Comp

Overview

The activity will bring participants to get to know better the Entre Comp framework and how to use it to co-create actions for entrepreneurship competence development in a specific field, topic, or issue.

The activity is a mix of group work, sharing, reflection and ideas co-creation.

Learning objectives

- Get to know better Entre Comp and how it can be used to inspire action in entrepreneurship.
- Allow participants to reflect on value creation in their personal and professional lives in the light of Entre Comp.
- Understand that entrepreneurial competencies could be useful in all life spheres.
- Practice teamwork.
- Practice communication skills.





Age

18 -30 years old.



Time

75-90 minutes.



Group Size

Recommended for 20 participants, in order to have working groups of 5 people.



Materials

- Video projector.
- 1 Flipchart board and 1 block of flipchart.
- 4 tables, with 5 chairs each.
- 4 colors of sticky notes (4 packets of each color).
- 20 markers.
- Pens.



Preparation

- 4 tables with 5 chairs each, in a banquet or fishbone setting.
- Equip each table with small yellow sticky notes and markers.
- Print 8 idea templates (A4).
- Print 2 A0-size Entre Comp posters to be displayed on the walls.
- Print A3-size Idea Template - 3 per table.
- Prepare a presentation about Entre Comp or show a video taken from the many available.



Description

1. Present the activity giving a general overview of the session's aim and objectives.

2. Divide them into small groups of a maximum 5 people and invite them to join a table.

3. What is Entre Comp?

- Ask participants to brainstorm and answer individually the following question: “What does 'Being Entrepreneurial' mean to you”, in 1 word.
- Collect the answers either using a word-cloud application or writing them down on a flipchart.
- Briefly discuss the terms and use them to introduce the definition of “entrepreneurship” given by Entre Comp, along with the general Entre Comp framework (project the Entre Comp flower on the screen or show a poster or handout).
- Show the video or your presentation to add some theoretical and official input.
- Add a quick round of presentations. It may be general, for the whole audience, or within each table (this will save time).

4. Reflecting on self (10 min):

- Ask participants to reflect on the questions: “Which Entre Comp-related skills and attitudes do you have? How do you use them in your daily life?”, by checking the Entre Comp flower.
- Allow them a maximum of 5 min.



- Once the reflection is finished, ask them to choose their 3 most relevant competencies individually, and to rate them according to relevance by a positive, neutral, and negative emoji drawn on a sticky note. Ask them to stick the notes on one of the 2 posters on the wall, next to the respective competence.
- Invite participants to introduce each other and share their thoughts while sticking the notes on the posters.

5. Reflecting on work /purpose (10 min):

- Ask participants to explore Entre Comp by reflecting on the following questions: “Through your work, do you apply these competencies in your specific issue/field/sector? How do you do this (or how could you do this)? What is the main type of value created (social, cultural, or financial)?”
- Once the reflection is finished, ask them to choose 1 concrete example of an idea/activity and write it on a color-coded sticky note referring to social, cultural, or financial value creation – define in advance which color is for social, cultural, or financial.
- Cluster them on a blank flipchart according to their main value creation type, getting help from the participants so that their value is agreed upon.
- Pick a few of them from each type and read them aloud. Invite participants to comment if you see there is interest and time for it.

6. Co-creating Value with Entre Comp (30 minutes)

- Explain to participants that their task is to create new ideas or actions focusing on one type of value creation.



- Set 4 tables and ask participants to sit at one, according to the primary value (social, financial, cultural, mixed) they work on or wish to work on. Provide them with markers, and paper to take down notes, and give them 25 minutes to brainstorm ideas to create actions for a specific topic which uses Entre Comp.
- Distribute the 'Idea Templates' and tell each group to appoint one person to take notes and fill in a template for their favourite/most relevant idea, including the following information:
 - *Title.*
 - *Value created.*
 - *EntreCompcompetenciesaddressed.*
 - *What's next (see sample).*

7. Outcomes, Sharing & Closing Remarks (15 minutes)

- Ask each table to share their idea/s in plenary (90'' per table - depending on many ideas).
- Close the session by commenting on the contributions and follow-up information on how to engage further and develop the ideas with Entre Comp.

Tips for facilitators

- The Entre Comp framework needs time to be understood and get familiar with it. Consider enough time to prepare for the session.
- At point 6, keep in mind that, although you are introducing value creation, the link to the Entre Comp must be present during the activity to bring it back to the next step.
- Remind participants that it is a brainstorming process that should promote a constant flow of ideas. Facilitators may support the process with special care to not disrupt or lead it.



- In the beginning, you can give examples of how Entre Comp can be used by different organizations – highlighting the five goals outlined in the Entre Comp into Action user guide:
 - I WANT TO MOBILISE
 - I WANT TO CREATE VALUE
 - I WANT TO APPRAISE AND ASSESS
 - I WANT TO IMPLEMENT
 - I WANT TO RECOGNISE
- At point 7, each group can share their favorite idea back to the audience with the visual aid of their mind maps.



Debriefing and Reflection

- You could use a word cloud to start the brainstorming by asking: What is your main takeaway from this session, in one word?



Variations

- At point 6 for the presentation, each group can draw their action/idea on a mind-map starting from the core value created and including the Entre Comp priority competences addressed. Provide flip-chart paper and markers.

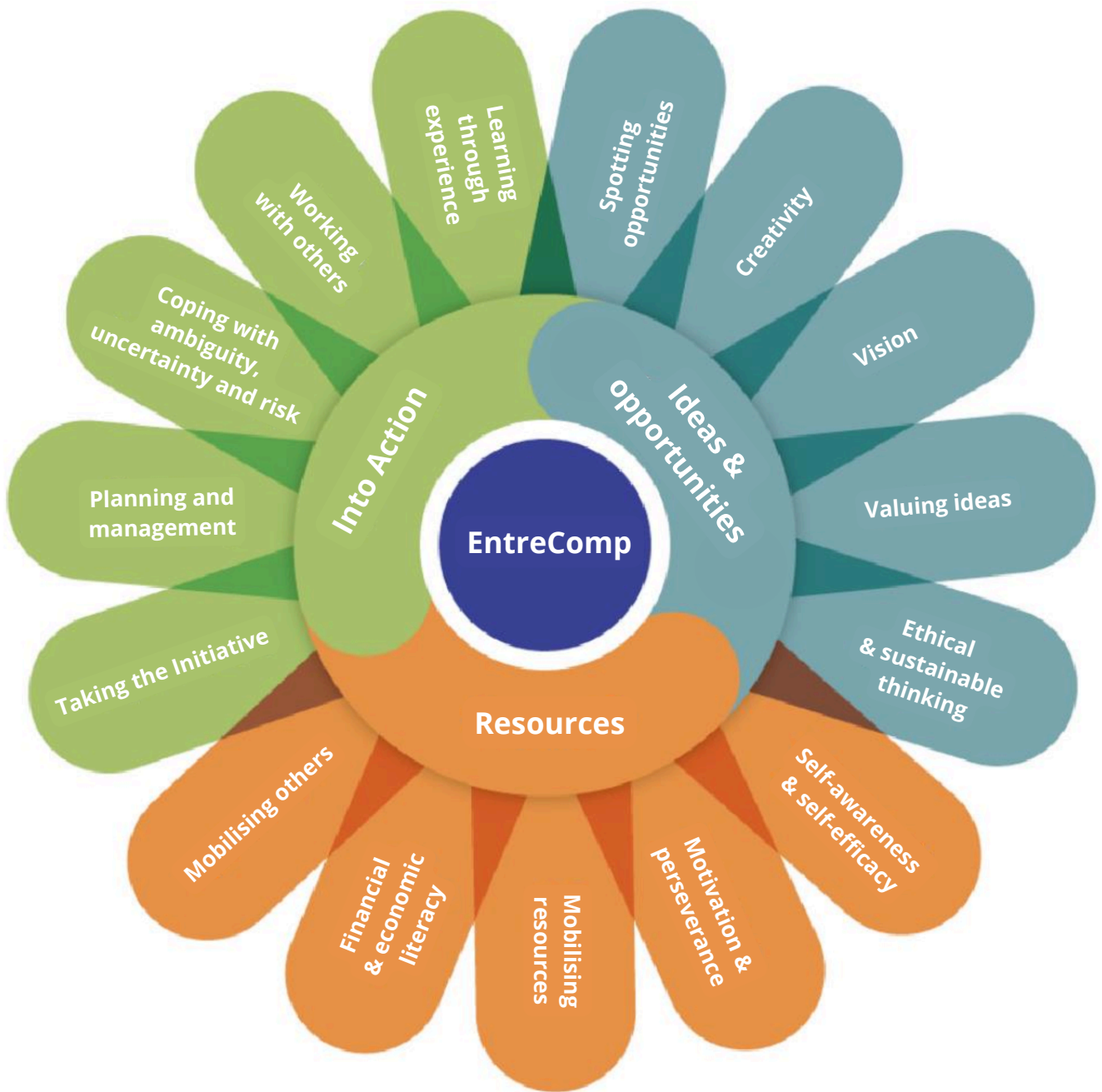


References

- The activity is taken from the workshop “Inspired by EntreComp: Diving into the European Entrepreneurship Competence Framework in a 75 - 90 minute workshop”. The original workshop can be found [here](#).



HANDOUTS



Inspired by EntreComp: Idea Template		
<p>Competence addressed</p> <p>Spotting opportunities <input type="checkbox"/></p> <p>Creativity <input type="checkbox"/></p> <p>Vision <input type="checkbox"/></p> <p>Valuing ideas <input type="checkbox"/></p> <p>Ethical and sustainable thinking <input type="checkbox"/></p> <p>Self awareness and self-efficacy <input type="checkbox"/></p> <p>Motivation and perseverance <input type="checkbox"/></p> <p>Mobilising resources <input type="checkbox"/></p> <p>Financial and economic literacy <input type="checkbox"/></p> <p>Mobilising others <input type="checkbox"/></p> <p>Taking the initiative <input type="checkbox"/></p> <p>Planning and management <input type="checkbox"/></p> <p>Coping with uncertainty, ambiguity and risk <input type="checkbox"/></p> <p>Working with others <input type="checkbox"/></p> <p>Learning through experience <input type="checkbox"/></p>	<p>Description of the idea</p>	<p>Value created</p> <p>Financial <input type="checkbox"/></p> <p>Cultural <input type="checkbox"/></p> <p>Social <input type="checkbox"/></p>
<p>What's next to turn this idea into action</p>		
<p>NOTES</p>		



THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Marketing as an ally of entrepreneurs!

e-Book

Marketing as an ally of entrepreneurs!



Overview

The activity will help participants to understand the most important keys of marketing necessary to elaborate a successful marketing campaign.

The activity, made of 2 parts, is introduced by short theoretical inputs, and before diving into the 2nd part some other theoretical pills are delivered to provide participants with the information necessary to accomplish the second task.



Learning objectives

- To understand the role of marketing in entrepreneurship and how to use it.
- To understand how to use the 4P and to create the USP.
- To elaborate on a marketing campaign.
- To practise teamwork and communication skills.
- To stimulate participants curiosity on marketing as a tool to make a product/service shine.



Age

18 -30 years old.



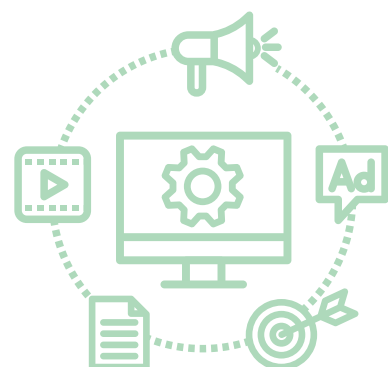
Time

120 minutes.



Group Size

From 1 to 30 participants.





Materials

- 1 block of flipchart and a flipchart board.
- Spare paper to take notes.
- Pens, markers.

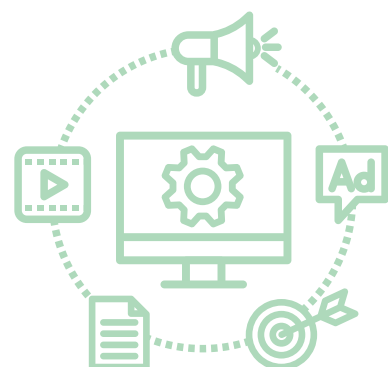
If you foresee using online tools:

- Video projector.
- Laptop.
- Access to internet and to appropriate online collaborative tools.



Preparation

- Study all concepts you are going to touch and be ready to explain and answer questions!
- Prepare a presentation on the main concepts that you are going to touch on in the activity. In the handouts, you can find some of them. For the market segmentation, you can use one of the many videos. The video “How To Use Market Segmentation: Explained & Examples”, for example. (<https://www.youtube.com/watch?v=wFxlzCtw8QU>). It should last no more than 10 minutes.



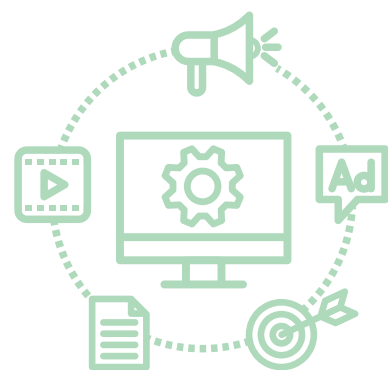
Description

Part I: The 4P and the USP in Marketing

1. Present the activity using the presentation previously prepared. Stop before talking about “Market Segmentation” (10 min).
2. Ask participants to form small groups of 5 people.
3. They have to think about 1 product/service for which they would like to create a marketing campaign and the concept of USP (10 min).
4. Ask participants to analyze their product giving answers as accurately as possible to the questions of the 4P (Promoting – Product – Place – Price) (20 min).
5. Stimulate the groups to make comparisons between their future company and the ones of competitors by using the “your product” list and to elaborate a USP to communicate to the market (20 min).
6. Give space for presenting their USP.

Part II: Market segmentation

1. Continue your presentation by introducing the market segmentation concept, its components, and the cycle of a product.
2. Ask participants to work again in the previous groups. Considering the previous product and the related USP elaborated, they need to understand what their customers value most about their product and create their own marketing campaign for their potential customers with different strategies for each different market segment (20 min).



3. Ask them to identify where their product is in its life cycle, so they can better understand the type of marketing they should use.

4. Invite the groups to decide on an economical budget for their campaign. Their findings so far should help them to narrow down their potential market. (20 Min).



Tips for facilitators

- Be prepared with the concept of 4 P and the understanding of the cycle of the product phases.
- Let participant understand that money is never unlimited, especially in the first phase of their investment.
- Bring as many examples as possible of marketing campaigns of other companies to narrow down the concept of the marketing campaign.



Debriefing and Reflection

- What did you learn from this activity?
- Which were the most difficult steps to elaborate?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- What do you think is the most important thing everyone should know that is related to the theme?



References

The activity is based on the Module 5 of the [“Educational Modules to increase entrepreneurial skills”](#) develop for the ESTEEM project - Enhance and Stimulate Trust while Exploring new forms of Entrepreneurship Modules



HANDOUTS

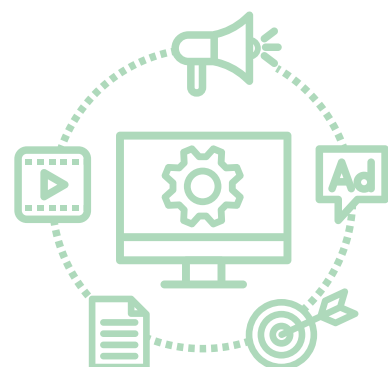
The 4 P in marketing

Product

- What does the customer want from the product/ service? What needs does it satisfy?
- What features does it have to meet these needs?
- Are there any features you've missed out?
- Are you including costly features that the customer won't actually use?
- How and where will the customer use it?
- What does it look like? How will customers experience it?
- What size(s), color(s), and so on, should it be?
- What is it to be called?
- How is it branded?
- How is it differentiated versus your competitors?
- What is the most it can cost to provide, and still be sold sufficiently profitably?

Place

- Where do buyers look for your product or service?
- If they look in a store, what kind? A specialist boutique or in a supermarket, or both? Or online? Or direct, via a catalogue?
- How can you access the right distribution channels?
- Do you need to use a sales force? Or attend trade fairs? Or make online submissions? Or send samples to catalogue companies?
- What do your competitors do, and how can you learn from that and/or differentiate?



Price

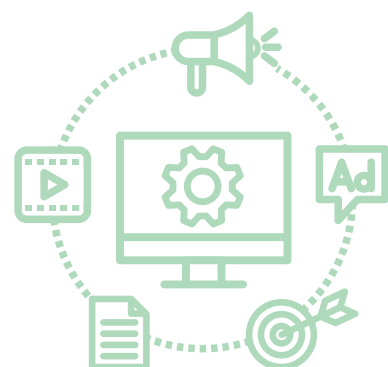
- What is the value of the product or service to the buyer?
- Is the customer price sensitive? Will a small decrease in price gain you extra market share? Or will a small increase be indiscernible, and so gain you extra profit margin?
- What discounts should be offered to trade customers, or to other specific segments of your market?
- How will your price compare with your competitors?
- How and where will the customer use it?

Promotion

- Where and when can you get across your marketing messages to your target market?
- Will you reach your audience by advertising online, in the press, or on TV, or radio, or on billboards? By using direct marketing mailshot? Through PR? On the Internet?
- When is the best time to promote? Is there seasonality in the market? Are there any wider environmental issues that suggest or dictate the timing of your market launch, or the timing of subsequent promotions?
- How do your competitors do their promotions? And how does that influence your choice of promotional activity?

Unique Selling Proposition (USP)

It's your "Competitive Edge" The unique thing that you can offer that your competitors can't.
The reason why customers buy from you, and you alone.



USP Analysis

1. *Understand what Your Customers Value*
2. *Rank Yourself and Your Competitors*
3. *Identify where You rank well*
4. *Develop a simple, easy communicate USP*

USP Tips

Relevance: The competence must give your customer something that strongly influences him or her to choose your product or service.

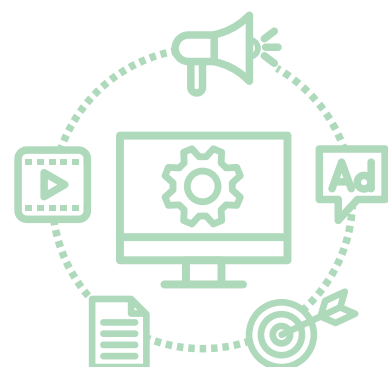
Difficulty of imitation: The core competence should be difficult to imitate. This allows you to provide products that are better than those of your competition.

Breadth of application: It should be something that opens up a good number of potential markets. If it only opens up a few small, then success in these markets will not be enough to sustain significant growth.

Your Product

Characteristics that influence customer to buy:

- Quality of Merchandise
- Catalog Quality
- Speed of Delivery
- Ease of ordering
- Website appearance and navigation



THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Financial management: a tool for organizations
of any type!

e-Book

Financial management: a tool for organizations of any type!

Overview

Financial management is much more than controlling the flow of money, and it is not confined to one special department. The activity points out the most relevant elements of financial management and brings the participants to understand why good financial management is vital for any organization: profit or non-profit, social enterprise or usual company.

The activity also explores the main elements of a “balance sheet” showing that it is not that monster that everyone can imagine, but it has a logic that works!

Learning objectives

- To discover the role that finance has within any kind of organization.
- To understand how financial management is organized.
- To learn about specific information and services that finance provides.
- To stimulate curiosity to explore the topic further.
- Practicing teamwork.
- Practicing active listening and expressing own opinions.
- Practicing decision making.





Age

18 -25 years old.



Time

90 minutes.



Group Size

From 12 to 20 participants.



Materials

- Tables for the group work – other suitable space.
- 1 block of flipchart and a flipchart board.
- Spare paper to re-use.
- Video projector.
- Laptop.



Preparation

- Prepare a power point presentation or any other digital presentation about financial management. You can find the main elements in the handout “Fundamental elements of financial management”.
- Study all concepts you are going to touch and be ready to explain and answer questions!



- Decide how you want to deliver the task for part 1 and prepare for it. You can write them on an online collaborative tool, or you can write them down on paper.
- Print and cut the elements in the list “Balance sheet and Income statements items” and their description.

Description

1. Introduce the activity to the participants. The activity is made of 2 parts.

- **Part I**
They will have to pay attention to a short presentation that you will show, it will help them focus on the activity and be prepared for it. Here, they will have to reflect on some concepts and accomplish group tasks.
- **Part II**
They will learn about the items of a usual “balance sheet”.

Part I (60 minutes in total)

1. Introduce the concept of financial management with your presentation (15 min).
2. Create small groups of 3-5 people, provide them with half flipchart, markers and ask respectively to:
 - Group 1 - Write down three reasons why they believe financial management is important in any organization.
 - Group 2 - How in their understanding the finance function help an organization of any type to perform better?



- Group 3 - Which is (are) the most comprehensive functions in financial management?
- Group 4 - Imagine which decisions a given enterprise should take to respond to the main functions of financial planning.

They will have to answer their task on the flipchart. Give them 20 minutes for this activity. Consider, that they might need more time.

3. Once they are ready invite them to leave the flipchart and go around the tables to read what the others did. They do not need to stay in their group but make sure that they are well distributed in all tables. They can write questions and/or add missing elements on the flipcharts. They have to visit as many tables as possible.

4. After 15 minutes stop the activity and present their work, table by table, clarifying doubts and adding missing elements.

Part II (30 min in total)

1. Form small groups of 3-5 people.
2. Provide the two lists (elements and descriptions from the Balance Sheet and Income Statement) to each group and ask them to match the element with the correct description.
3. Give 20 minutes to accomplish the task.
4. Check the correct answer with the full group (10 min).



Tips for facilitators

- The activity could be more beneficial if inserted in a wider education context like training on (social) entrepreneurship or management for organizations of any kind.



- The content of the handout is made to help the facilitator/trainer to concentrate on specific identified concepts of financial management. It is not exhaustive but quite full of notions. We recommend a wise screening in order
- not to overwhelm the participants with too many notions. The information can be shared also as a follow up of the activity.

According to the group you can decide to organize 2 different sessions, for part 1 and for part 2.

Debriefing and Reflection

- Was it useful? Why?
- What was the most interesting learning point?
- How is this activity related to previous that you have been participating in Didactic Mine training? (if the activity is part of a course).

Variations

The activity could be planned also as a mix of traditional and digital methods. If you decide to run it as a mix, make sure that you have access to a collaborative online tool or platform, an internet connection, and at least 1 laptop or similar digital device per group. In this case, you will be asking participants to comment and add questions and information directly on the collaborative online tool.

Part 2 can also be run by using the same online tool, in this case, you could assign different colors to the groups, for example.

References

The activity is based on Module 4 of the [“Educational Modules to increase entrepreneurial skills”](#) develop for the ESTEEM project - Enhance and Stimulate Trust while Exploring new forms of Entrepreneurship Modules



HANDOUTS

What is financial management?

There is a common distinction between two types of financial management: corporate finance and managerial or business finance. Corporate finance typically refers to capital investment and is most often associated with market decisions and maximizing shareholder value. Managerial and business finance tends to focus on accounting for, and controlling, financial assets.

For our purposes, we are going to assume that financial management refers to both of these. Financial management is the reporting, acquisition, allocation, and utilization of financial resources.

Note that this definition doesn't say anything about maximizing profit. Financial decisions are, in fact, based upon the organization's strategic direction, and its desire to grow and remain competitive. The strategy is commonly set by the shareholders and investors, as it is their resources that are being deployed.

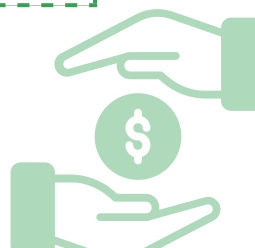
This could be maximizing profit, but could equally be building a valuable business for resale. When the shareholders and investors are satisfied that the company is moving in the right direction, they make finances available to carry out the strategy. That may mean making decisions in the short term that sacrifice profit for investment. Improving shareholder value is key to financial management.

Finance management is not an isolated function, and it is not the sole responsibility of the financial controllers in any organization. If, for example, the ones that are responsible for budget management have sound finance management skills, this will help them to identify areas where the organization or department is performing well, and where it is not; as well as where savings could be made or where further investment is needed. Not only will this help the organization to make good business decisions, but it will also mean that the organization is performing well and will have long-term financial health

What does financial management involve?

- Analyzing the financial situation.
- Making financial decisions.
- Setting financial goals and objectives.
- Developing financing plans.
- Providing effective finance systems

In this way business and financial strategies are planned together and if we look at the impact of management decisions in any kind of organization, this is recognized as an important element of long-term profitability and sustainability



Key functions in financial management

<p>Financial planning</p>	<p>It is about managing the organization’s cash account, and making sure that the organization meets its obligations to its investors (if any).</p> <p>It is responsible for:</p> <ul style="list-style-type: none"> • Relationships with the organization’s banks. • Managing cash and credit. • Obtaining financing. • Paying dividends. • Insurance.
<p>Financial accounting (or control)</p>	<p>It is on how financial resources are managed, budgeted and accounted for. It is responsible for:</p> <ul style="list-style-type: none"> • Accounting. • Preparing financial statements. • Internal auditing. • Payroll. • Setting budgets. • Paying taxes.
<p>The planning function</p>	<p>This is the branch of financial management that addresses investment and financing decisions. The goal is to ensure that enough funding is available to meet an organization’s operational needs. Short-term needs include paying people’s salaries, funding sales made on credit, and investing in equipment or market securities. In the longer term, financial planning is needed to ensure that the money is available for capital investments and other business opportunities, such as mergers and acquisitions.</p>
<p>Investment decisions</p>	<p>It relates to how much the organization should invest, and what specific assets it should invest in. They can include:</p> <ul style="list-style-type: none"> • Capital budgeting: deciding whether projects are worth developing from a financial perspective. • Valuing investments using present value, opportunity cost of capital, and future value, to make sure that money is well spent. • Assessing a project’s risk and establishing whether it is likely to return enough of a profit to justify that risk. • Identifying assets that are worth more than they cost, and which give a sufficient return on that cost.

<p>Financing decisions</p>	<p>It relates to raising the cash required for investments. They can include:</p> <ul style="list-style-type: none"> • Determining capital structure. • Raising finance. • Determining interest or dividend policies for investors. • Managing working capital.
<p>The Accounting Function</p>	<p>The accounting profession can be split into two branches: financial and management. Financial accountants are the ones who prepare the financial statements and audit the record keeping process. Managerial accountants focus more on making daily financial resource decisions.</p>
<p>Financial Accounting</p>	<p>Financial accountants provide information that helps managers make decisions about the day-to-day management of the organization. Producing financial statements is one of their most important duties. This process includes bookkeeping, as well as preparing the statements. The three key financial statements they provide are: 1. The Balance Sheet - This statement captures a company's financial position at a specific time. The balance sheet gets its name because total assets must equal total liabilities and equity. What a company owns must be equal to what it owes its creditors and owners. The balance sheet has three sections:</p> <ul style="list-style-type: none"> • Assets: the things of future value that the company owns, including vehicles, computers, cash, accounts receivable, and goodwill and trademarks. • Liabilities: obligations to pay or provide goods or services at some later date, including loans and accounts payable. Other outflows include staff costs, monies owed to suppliers, and taxes. • Equity: the amount of net assets (assets minus liabilities) owing to the owners of the business. The total equity is the sum of the owner's contributions to the company plus its earnings or losses.

	<p>2. The Income Statement/Profit and Loss Statement - This statement shows the inflow of revenue and the outflow of expenses.</p> <ul style="list-style-type: none"> • Revenue is the monies earned for services performed, or goods sold. • Expenses are the associated costs of delivering those goods or services. They also include indirect costs that keep the business legal, such as taxes. The difference between revenue and expenses is the net income. <p>3. Statement of Cash Flow - This statement records inflows and outflows of cash during a period of time</p>
<p>Management Accounting</p>	<p>The goal of management accounting is to support a dynamic decision-making process and help managers make great business decisions. It receives numbers from the financial accountants and interprets and modifies them for practical, internal decision making. It makes sure that:</p> <ul style="list-style-type: none"> • Assets are being used efficiently. • Business assets are secure. • The company is maximizing its shareholder value. <p>Some of a management accountant's duties include:</p> <ul style="list-style-type: none"> • Helping set corporate objectives and developing strategic plans for the finance department, as well as for the organization as a whole. • Designing systems for recording events and transactions for management information systems. • Generating, communicating and interpreting financial information. • Monitoring outcomes against budgets, plans and other benchmarks. • Developing benchmarks to monitor and control financial and non-financial performance data. • Improving systems by identifying and managing financial risk and auditing internal processes

Balance Sheet and Income Statements Items	Description of Balance Sheet Items
ACCOUNT PAYABLE	This is a current liability that represents the cash you owe to your creditors. When you make a purchase and pay for it at a later time, you have an obligation to pay that is recorded as a liability on your Balance Sheet.
ACCOUNTS RECEIVABLE	Money owed to an organization by its customers for goods or services that they have already received, or that they have agreed you can invoice. When you extend a customer credit, you no longer have the asset they purchased. If they don't pay you right away, then the amount is consider as
ACCRUAL*	An expense which is accounted for in one accounting period, but which is not actually paid for until the next. It allow a business to reflect when its expenses are incurred.
AMORTIZATION	The depreciation of an intangible or tangible asset.
ASSET	Anything of value that the organization owns and that can be used to generate revenue in the future. It can be tangible – inventory or equipment – or intangible – It is called as "economic resource".
BALANCE SHEET	A financial report showing the things of value that the organization owns (assets) and what it owes (to creditors and investors) at any one point in time. The daily transactions of the organization cause the balances of these items to change. For example, when you sell an item, your cash on hand (or another asset) will increase and your inventory will decrease. This is why it is a "point in time" statement. It's also known as a Statement of Financial Position and Statement of Financial Condition.
BOOK VALUE	The depreciated value of an asset at any time between its purchase and the point where it is depreciated to zero. It does not necessarily reflect what you would get for the asset if you sold it at that time.

COST OF GOODS SOLD*	The costs directly associated with the production and selling of the merchandise sold, for example, materials or sales commission.
CREDITOR	A person or organization who has supplied you with goods or services for which you have not yet paid.
CURRENT ASSET	Assets that you can be expect to convert into cash in one operating cycle, typically one year. Current assets typically include cash, cash equivalents, accounts receivable, and inventory.
CURRENT LIABILITY	An obligation to pay a creditor within one year, using an existing resource or by creating another current liability (for example, a short term bank loan).
DEBTOR	A person or organization to whom you have supplied goods or services, but which has not yet paid you for these.
DEPRECIATION	A method of spreading the initial purchase cost of a tangible asset over the period for which it remains useful. Tax authorities generally stipulate an acceptable depreciation period for certain items. When "straight line" depreciation is used, the purchase cost is spread equally over the depreciation period. Depreciation is recorded as a liability offsetting the original value of the asset on your balance sheet.
EBIT (Earnings Before Interest and Taxes)*	A calculation that shows an organization's net income before applying tax and interest payments. It is useful for determining how profitable a company is because it matches revenue from operations with expenses from operations.
EBITDA (Earnings Before Interest, Taxes, Depreciation and Amortization)*	A measure of an organization's ability to earn a profit from its operations and other incomes, without the effect of the non-cash expenses of depreciation and amortization (while an organization records depreciation as an expense, there is no cash paid out in the transaction).

EQUITY	The value of net assets owing to the owner of the organization. If a company were to dissolve (in a controlled way), creditors have the first claim against the assets. Once all the liabilities are paid, the balance that remains is the owner's share. This is the equity that the owners are owed by the organization.
EXPENSE*	Assets or obligations incurred in the process of generating revenue. Buying inventory, paying rent and paying salaries are examples of common expenses incurred in the course of doing business.
FIFO (First in, First out)	This is an inventory valuation method where the first item brought into inventory is the first one taken out of inventory. The assumption is that the first items purchased are the first ones sold. For example, you purchase 100 dresses for resale at a cost of \$50 each and then purchase another batch for \$60 each. For the first 100 dresses you sell, you remove \$50 from your inventory account. For the 101st dress you sell, you take \$60 out of inventory. FIFO approximates replacement cost of inventory items and is a more accurate depiction of the actual flow of goods in and out of an organization. Many jurisdictions require FIFO inventory valuation for income tax purposes.
FIXED ASSET	An asset that is used over more than one accounting period (usually for longer than a year), such as computer and other office equipment, production machinery and trucks. These are also known as Capital Assets.
FIXED COST*	Expenses that are incurred regardless of sales. Items like salaries and insurance can remain the same whether you sell 100 units or 10,000 units.
GOODWILL	The value attached to an organization's ability to produce superior earnings compared to its competitors. It is an intangible asset that typically only appears on the balance sheet if the organization is purchased. It often represents the premium a purchaser pays for the company after the difference between tangible assets and liabilities is accounted for.

<p>GROSS PROFIT*</p>	<p>The difference between the revenue and the cost of goods sold during an accounting period. This represents the amount of revenue an organization has left to cover the expenses of operating the business. It is often expressed as a percentage of sales, so that comparisons can be made from one period to another to monitor costs.</p>
<p>INCOME STATEMENT*</p>	<p>A financial report summarizing the organization's progress during a specified period of time. It summarizes revenue earned and expenses incurred, and the difference is recorded as net income for the period. It is used as a guide to how profitably the organization conducts its activities. It's also known as a Profit and Loss Sheet (P&L) or Account.</p>
<p>LIABILITIES</p>	<p>An obligation to pay for an asset or provide a good or service in the future to a creditor. Until the organization fulfills its obligation, the creditor has a claim against the assets of the business. Common liabilities include bank loans and accounts payable.</p>
<p>LIFO (last in, first out)</p>	<p>This is an inventory valuation method where the last item brought into inventory, is the first one taken out of inventory. The assumption is that the last items purchased are the first ones sold. For example, you purchase 100 dresses for resale at a cost of \$50 each and then purchase another batch of 100 for \$60 each. For the first 100 dresses you sell, you remove \$60 from your inventory account. For the 101st dress, you take \$50 out of inventory (assuming no other dresses have been purchased in the interim). In a period of rising prices, LIFO would produce a higher inventory cost and thus lower income. This would result in lower income taxes paid so many jurisdictions do not allow LIFO valuation for income tax purposes.</p>
<p>LIQUID ASSETS</p>	<p>Assets that can be sold quickly for cash without any significant loss in value. Cash in the bank, as well as marketable securities (stocks and bonds) are highly liquid.</p>

NET INCOME*	The excess of revenues over expenses for an accounting period. If the figure is negative, it is referred to as a Net Loss. It's important to recognize that net income does not equal cash or the amount of money brought in. This is also called Net Profit or "The Bottom Line".
RESERVES	A portion of equity that is not available for regular business use. It is often allowed to accumulate to cover future liabilities or other major expenditure planned.
RETAINED EARNING	The accumulated earnings of the company that are not distributed to owners. These funds are retained for the organization's future use or for distribution to the owners in the future.
REVENUE*	The inflow of assets (cash and accounts receivable) to the organization in exchange for goods and services. Revenue is sometimes called Sales or Turnover.
STATEMENT OF CASH FLOWS*	It that shows the cash flows in and out of a business for an accounting period. It identifies the sources and uses of the cash, and categorizes these as cash from operations, financing, and investing. The main purpose of the statement is to determine whether the organization has enough cash to cover its short-term obligations. It is also referred to as the Statement of Changes in Financial Position.
VARIABLE COST	Expenses that vary with sales of the organization. As you sell more, your material costs increase, as do things like transportation, wages and utilities. Some of these may be strictly variable and others have a fixed portion as well. For instance, you incur a minimum wage cost regardless of production.

THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Ethical entrepreneurship
challenge: crafting a sustainable business
model for positive impact

e-Book

Ethical entrepreneurship challenge: crafting a sustainable business model for positive impact

Overview

The activity will help participants to better understand ethical and responsible approaches to business in the tourist sector. They will reflect and learn about the Ten Global Compact Principles (UN) and the related Sustainable Development Goals.

Divided into small groups they will analyze companies' case studies and build their imaginary sustainable tourism companies and will discover that they can also make a profit!

Learning objectives

- Understanding entrepreneurs/companies' responsibilities towards different stakeholders.
- Understanding the role of social enterprises and its difference from the one of a regular business.
- Learning about the 10 Global Compact Principles.
- Learning about the SDGs and their relation to sustainable tourism.
- Practicing teamwork

Age

18 -30 years old.

Time

70-80 minutes.



||| | Group Size

From 10 to 25 participants.



Materials

- 1 block of flipchart and a flipchart board.
- Spare paper to re-use.
- Pens, markers.
- If you foresee using online tools.
- Video projector.
- Laptop.
- (Mobile phones).
- Access to the internet and to appropriate online collaborative tools.



Preparation

- Study all concepts you are going to touch and be ready to explain and answer questions! Suggestions:
- Read the SDGs related to sustainable tourism (8.9, 14.7, and 12.b.).
- Read the Ten Principles of the UN Global Compact.
- Print out, on separate papers, the companies' cases, and the summaries of the related news (available in the handouts of this activity).
- Prepare an interactive activity on the Ten Principles UN Global Compact. You can use a digital app or traditional methods.
- On A4 spare paper, write down key concepts for this activity. For example, Global Compact 10, Impact, Management, Corporate Responsibility, Innovation, SDGs, Revenue, Sustainable Tourism, Social Entrepreneurship, Business, Community. Write one key concept on each sheet.
- The idea is to stick or hang the sheets around the working space, before starting the activities. It will help create a proper environment for reading the keywords all over.



Description

Introduce the activity saying that they will be working on social entrepreneurship and ethical responsibility, and they will create their own company based on The Ten Principles of the United Nations Global Compact.

1. Ask the participants to define sustainable tourism and social entrepreneurship. If nobody volunteers, the facilitator must give a brief definition. The keywords spread around the space can be also mentioned to reinforce some concepts. In addition, a short presentation can be shown.

2. Place the papers with the companies' cases on the floor. Ask the participants to go around to read them. Tell them to stand next to the one they want to know more about.

3. Group participants according to the case they have chosen, making sure that each group contains max 5 people.

4. Provide each group with the SUMMARIES OF THE NEWS card of its company. They have 10 minutes to read it and reflect on the situation. If they would like they can also get the link to the original article - provide the links to those groups that ask for it.

5. When all groups are ready play the "True or False Global Compact Principles" game – handouts of this activity (20 min).

- There are right and wrong principles. Working within their small group they have to individuate the correct and wrong ones.
- Once the game is over, the facilitator will read the list with the right 10 Global Compact Principles. Leave space for comments and questions if needed.

6. Keeping in mind the principles and the way of conduct of the company chosen, each group must re-think the company and create the code of conduct that will guide it.

- The company they create must be related to the problem of the card they have chosen. It should transform the negative aspects into positive ones.
- Remember them that: the imaginary company must refer to the 10 UN Principles; do not forget the impact on employees, customers, suppliers, community, and environment; the company should make a profit (20 minutes).

7. Ask the groups to present the result of their work (allow around 3 minutes per group).



Tips for facilitators

- The examples of companies provided are international; the facilitator can find local or national ones.



Debriefing and Reflection

- What did you learn from this activity?
- As an entrepreneur, for whom should you feel responsible while running your business?
- What do you think will be the advantages and the disadvantages of being responsible for your community (customers, employees, community as a whole) while running your business to make a profit?
- How can a company be more socially responsible and still be profitable?
- How do you lead an organization/company ethically and responsibly?



Variations

- The facilitator can give direct access to the news by printing the summary on the front and the link/QR code on the back.
- At point 4 instead of providing the participants with the summary of the news, you can give them the link directly and let them read and find out by themselves about the most important aspects. In this way you add the element of learning how to read and search for the information. The risk is that participants will lose the focus of the activity which is thinking like a social entrepreneur, not like a journalist.
- Instead of The Ten Principles UN Global Compact, you could use the *OECD Guidelines for Multinational Enterprises* (pp. 19-20)
- The activity could be adapted to any other sector.

References

The activity has been inspired by “Build an ethical and responsible business” from the YourKITE Project and remade by the Didactic Mine team



HANDOUTS

COMPANIE’S CASES

Case A

This company destroyed the coastline with a hotel that was never finished.

Case B

This activity is one of the most polluting ones and the company has been fined 20 million dollars penalty for “environmental crimes”

Case C

This company puts in danger animals to make a profit from it

Case D

This resort is damaging mangroves and coral reefs

SUMMARIES OF THE NEWS

Case A

Almost two decades ago a huge hotel was built on the coastline of Spain in one of the largest protected nature sanctuaries in southern Europe.

Covering almost 150 square miles of volcanic land, the park encompasses open plains, shrubby hills and coves. It also includes a few existing fishing villages and former mining settlements. The buildable section of the protected area was bought by a Spanish real estate developer, which received a local permit to build its beachfront hotel.

Environmental activists got a judge to stop the construction works in 2006. The hotel was never finished and today remains unused.

Then a new court battle began over who should be responsible for the demolition and the rehabilitation of the landscape.

- *Original source “Haunting the Coast of Spain: The Ghost Hotel of Algarrobico”, by The New York Times (2021)*



Case B

A USA cruise line (based in Miami, USA) will pay a criminal penalty of 20 million dollars for environmental violations.

The U.S. District Judge approved the deal and showed herself frustrated as the company continued to violate environmental laws during the years-long case. "You not only work for employees and shareholders. You are a steward of the environment" she said.

The company is guilty of six violations, including dumping of plastic mixed with food waste in Bahamian waters. The company also admitted to falsifying records related to their environmental impact.

In 2013, an engineer explained to the authorities that engineers from the company were using a device to bypass the ship's water treatment system and dump oil waste straight into the ocean.

- *Original source "Carnival Cruise Lines Hit With \$20 Million Penalty For Environmental Crimes", by NPR (2019)*

Case C

The article starts by telling the story of a morning in Maasai Mara, Kenya. The cheetahs were trying to have breakfast, and 27 tourist vehicles were encircling the animals, waiting for the show.

Many people go on safaris and expect to see the 'Big Five' animals and killings of zebras by cheetahs. This leads to too many tourists surrounding these animals at the same time, producing too much stress for them.

The 'Big Five' are: lion, elephant, buffalo, rhinoceros, and leopards.

There are a set of rules that guides must follow, such as being at least 25m (82ft) away from cat species and not forming a circle around animals with the cars. There are also only supposed to be 5 vehicles at the same time.

These rules are often not followed because tourists expect to see the 'Big Five' as well as animal killings, pressuring guides to please the tourists.

Even if safaris are not related to killing animals anymore, tourists still want to see the 'Big Five' and since guides are underpaid and live off tips, they often break the rules.

Risks of mass tourism in Kenya:

- *A 2018 study showed cheetahs have fewer children when they live in the places of Maasai Mara that have a lot of tourists*

- *Animals like black rhinos, elephants, roans, sable antelopes and some others are becoming extinct - 15 to 51 left in Kenya.*

- *Original source "Maasai Mara safari overcrowding stresses Kenyan wildlife" by BBC (2021)*



Case D

A Chinese Real Estate company excavated a waterway through the mangroves and a coral reef to provide access to a multi-million-dollar resort and casino on Fiji island. It removed mangrove trees and destroyed extensive parts of a reef. The company has been fined \$FJ1 million by the High Court in Suva (Fiji).

Justice also ordered the company to pay a \$FJ1.4 million fine, refundable once the damage had been remediated.

The judge said the company had "caused substantial harm to the environment" and the sentence reflected the "community's disapproval for the offender's lack of respect for the environment".

While the affected areas could not be restored to their natural states, he said the damage could be mitigated with works with an estimated cost of about \$FJ1.3 million.

- *Original source "Chinese resort developer Freesoul fined \$650,000 for damaging Fijian mangroves and reefs" by ABC News (2022)*

The Ten Principles of the UN Global Compact address companies' behaviour. Which of the following statements are inspired by the principles?

Correct	Wrong
Elimination of forced and compulsory labour	Business cannot prioritize respect for human rights
Abolition of child labour	The Ten Principles of the United Nations Global Compact must be adopted by all companies
Companies should work for the elimination of discrimination in respect of employment and occupation	Companies should guarantee a high benefit rate per year
Defend employees' rights to associate and negotiate	Guarantee the right to work of their employees at any cost
Support and respect human rights above all	Sustain the use of technology
Work against corruption	Respect the environment of the local area where they work and produce



Sustain the use and development of environmentally friendly technologies	Avoid employing child labor force from the community where the company is based
Promote environmental responsibility	Talk about climate change policies
Being sure of not participating in human rights abuses	Be careful when dealing with money laundering
Have a mindful approach to environmental challenges	Have a good policy for dismissal

10 PRINCIPLES GLOBAL COMPACT UN	
Human Rights	<ul style="list-style-type: none"> • Principle 1: Businesses should support and respect the protection of internationally proclaimed human rights. • Principle 2: make sure that they are not complicit in human rights abuses.
Labour	<ul style="list-style-type: none"> • Principle 3: Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining. • Principle 4: the elimination of all forms of forced and compulsory labour. • Principle 5: the effective abolition of child labour • Principle 6: the elimination of discrimination in respect of employment and occupation.
Environment	<ul style="list-style-type: none"> • Principle 7: Businesses should support a precautionary approach to environmental challenges. • Principle 8: undertake initiatives to promote greater environmental responsibility. • Principle 9: encourage the development and diffusion of environmentally friendly technologies.
Anti-Corruption	<ul style="list-style-type: none"> • Principle 10: Businesses should work against corruption in all its forms, including extortion and bribery.



THE DIDACTIC MINE ^{of} YOUTH WORK

For age 18-30

Business Model Canvas: Value Proposition and
Customer Segment

e-Book

Business Model Canvas: Value Proposition and Customer Segment

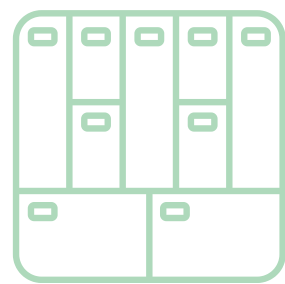
Overview

The Business Model Canvas is more than a Business Model. It is a tool to outline the strategic details of a product or service providing valuable indication for a company or a start-up. Understanding the Model and how to use it takes time; this activity gives participants the opportunity to discover its main features focusing on the “Value Proposition” and on the “Customer Segment” through an interactive and engaging exercise!

The activity also offers directions for further learning.

Learning objectives

- To understand how the Business Model Canvas works.
- To learn how to think to develop a business idea.
- To understand the relationship between the product and the customer.
- To better understand the figure of the (social) entrepreneur.
- To stimulate curiosity to explore the topic further.
- Practicing teamwork.
- Practising active listening and expressing own opinions.
- Practising decision making





Age

18 -30 years old.



Time

120 minutes according to the group size.



Group Size

From 12 to 20 participants.



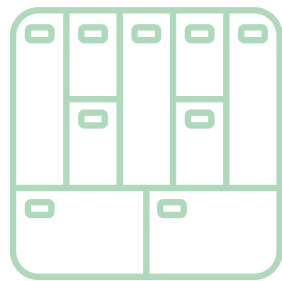
Materials

- Tables for the group work – other suitable space.
- 1 block of flipchart and a flipchart board.
- Spare paper to re-use.
- Post-it of different colors.
- Pens, markers.
- Video projector.
- Laptop.



Preparation

- Prepare a PowerPoint presentation or any other digital presentation about the Business Model Canvas making sure to underline the importance of the model, its benefits and that it cannot be learnt in one session. Do not forget to mention the differences between this Model and the Business Plan. You can get inspired by the text included in the handout of this activity.

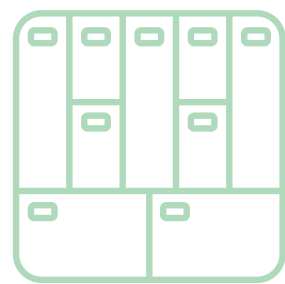


- Consider also preparing a presentation on the “Value Proposition” and the “Empathy Map”.
- Study all concepts you are going to touch and be ready to explain and answer questions!
- Prepare a “scoreboard” flipchart with three columns, one for the name of the proponent/entrepreneur, one for the name of the future company and one for the score.

Description

Present the activity to participants: they will first be invited to think about a business idea, then will hear about some theoretical inputs and then they will continue working on their idea receiving from time-to-time additional inputs and instructions. They have to pay attention to each step.

1. Ask to participants to reflect on a business idea. The business idea should be answering a need or a problem of the community in which they live (country, town, neighborhood) (10 min).
2. Provide them with spare paper where they can take notes, markers, crayons, or pens. Give 5 tokens to each participant.
3. They will have to present their idea to the others. The speech should not exceed 1 minute and should include the name of the company and information about the product or service they want to launch in the market.
4. While they are presenting, the facilitator will record each proposal on the flipchart previously prepared.
5. Once all presentations are done explain to them that all 5 tokens have to be “invested” in one or more companies (cannot be used to invest in their own idea). The token represents the virtual stocks of the company chosen.



6. Call each participant and ask him/her where they want to invest the tokens.

7. The 4 companies that get more tokens are the ideas that will be developed in the exercise. Ask participants to regroup in one of the 4 chosen companies. Adjust the groups in order to have 4-5 people in each group.

8. Add theoretical inputs through your PowerPoint presentation and/or by showing this video (10 min): <https://www.youtube.com/watch?v=IP0cUBWTgp>

9. Ask participants to draw the 9-segment canvas on a poster. Provide each group with Post-its, pens, and markers.

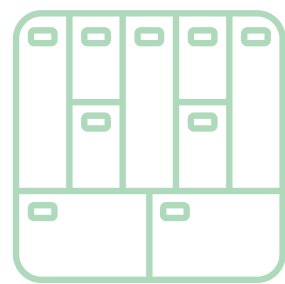
10. Explain to participants that the Model foresees a change of mind as the idea progresses, so invite them to write on the Post-it to be able to move and replace them if needed.

THE VALUE PROPOSITION – 50 min

1. Explain the Value Proposition (10 min <https://www.youtube.com/watch?v=kiWkRiynPAo>)

2. Each group needs to elaborate on the value proposition of their product or service. Provide some guidelines to elaborate on it (20 min):
 - Why your clients should buy your product or service.
 - What product or service are you building, for whom and what does it solve? Your product/service what are your gain creators?
 - What are your painkillers?
 - Is the product or service reducing or eliminating wasted time, costs, negative emotions, and risks?
 - The product saving? Let me feel better. Make things easy?

3. Invite the groups to share their Value Proposition and provide feedback (10 min).



THE CUSTOMER SEGMENT – 45 min

1. Continue with the next part of the activity, making sure that you explain why the “Customer Segment” is important.

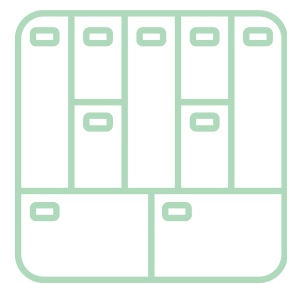
2. Present the “Empathy Map” – you can find the well-known image in the handouts of this activity (15 min).

1. Show the video “Who is the customer” https://www.youtube.com/watch?v=Y4ZE5P7w_GQ (3 min).

2. Explain that each group needs to work on the empathy map and to put themselves inside the mind of their potential customer to be able to describe her/him.

Here there are some guiding questions as an example:

- Who is your customer?
- Why would he/she buy your product/service?
- Age
- Where do they live?
- Social/economic background
- Demographics.
- Needs/likes/dislikes/interests.
- Do they work?
- What do they do?
- Do they study? What? Where?
- Which basic needs of your customer are you helping to satisfy?
- How many customers would you interview?



3. Each group needs to find a good correlation between value proposition and customer. They can revise their hypothesis by adding a new post.
4. They have 20 min to accomplish the task.
5. Each group can decide to elaborate an empathy map for each archetype of customer within the time limit provided.
6. Leave space for the groups to present their empathy map and the correlation between the value proposition and the customer.



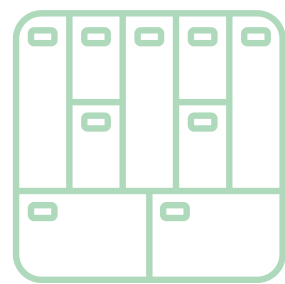
Tips for facilitators

- The business model canvas needs correct preparation. You need time to understand each segment and the relation between the segments.



Debriefing and Reflection

- How easy was to create the Value proposition? And its correlation with the customer?
- What was the most interesting thing?
- Which were the most difficult steps to elaborate? Which difficulties were found?
- Is there anything you learned or experienced that surprised you? Can you explain what and in which way?
- Would you be more inspired to start a business? Why?





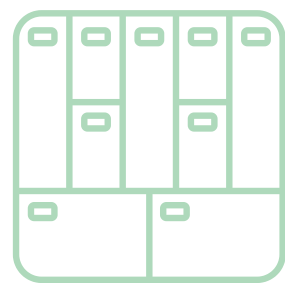
Variations

- According to the group size, the time available and the importance given to the topic, the facilitator could decide to split the activity and go deeper in the concepts.
- The facilitator could also decide to add more activities and cover all 9 building blocks.



References

- The activity is based on the well known Business Model Canvas and on several trainings organized by the partners on the matter.



HANDOUTS

The Business Model Canvas and traditional business plan

A business model canvas helps the (future) entrepreneur to rapidly assess the viability of his/her idea.

Writing a traditional business plan will reveal any flaws in the idea; however, a business model canvas can help the entrepreneur to spot problems faster.

It helps to think through the most important aspects of a start-up such as a product or service, the target market, and the resources needed.

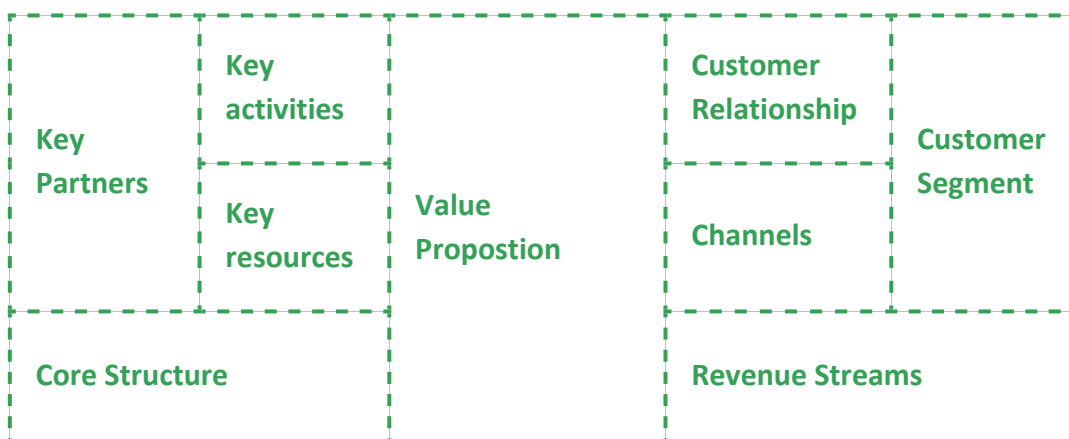
If you are trying to get a bank loan, angel capital, or venture capital, you'll need to have a traditional business plan ready to show the financing source. But if you have sufficient start-up capital on your own,

there's no law saying that you have to follow the traditional business plan format.

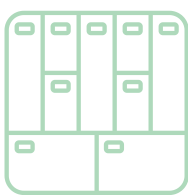
A business model canvas can immediately show if the idea will fly or if it needs to be revised or scraped and move on to another concept. Both the traditional business plan and the business model canvas can help start-up entrepreneurs evaluate their ideas and make important decisions about launching their start-up.

Both methods can be used. Many entrepreneurs start with a business model canvas to give them a "jump start" and then flesh out a traditional business plan further down the road.

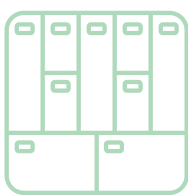
What's included in Business Model Canvas for start-up



Developed by Alexander Osterwalder, it's a one-page document in chart form that covers the 9 "building blocks" that help business start-up to make money. It focuses on the key elements needed to make the business idea viable.



Key Partners	Who are the buyers, suppliers, partners, and other alliances that can help to accomplish core business activities?
Key activities	What are the most important actions you need to take in order to fulfil your value propositions, strengthen customer relationships, secure distribution channels, and maximize revenue streams?
Key resources	What essential resources are needed to launch and run your business and create value for your customers?
Unique value proposition	What products and services do you plan to offer? What customer needs do they meet? How do they differentiate your business from your competition?
Customer segments	What customer groups will your business serve? Identify the customer personas that your business provides value for.
Customer relationships	What relationships will you build with your customer segments? What kind of relationship does each customer segment expect?
Channels	What distribution methods will you use to deliver your products or services to your target market?
Core structure	What will it cost to start and sustain your business? Which resources and activities will be the most expensive?
Revenue streams	How will your business make money? How will you price your products and services? Are there other potential revenue streams?



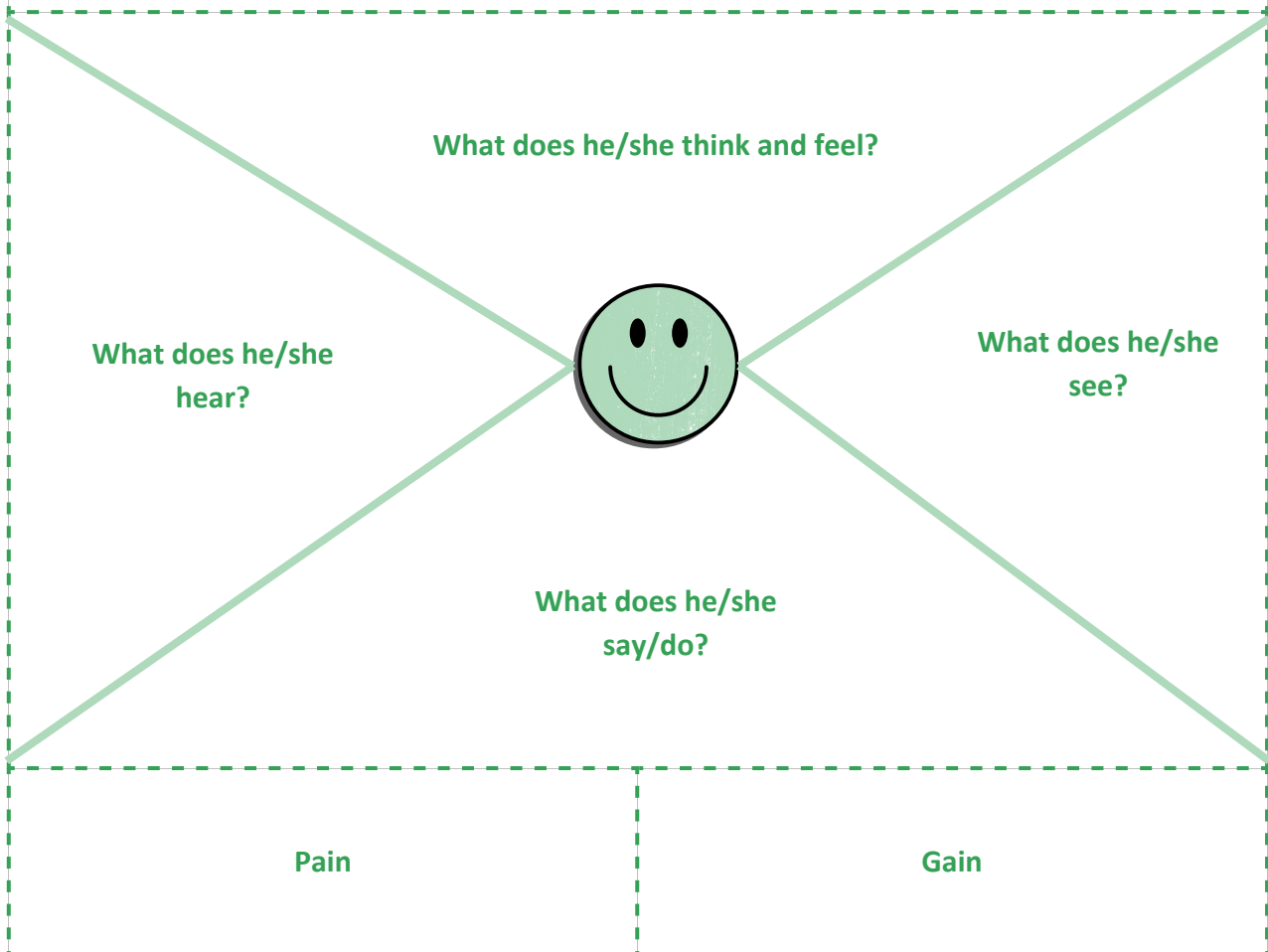
Value Proposition

It tells prospects why customers should do business with you rather than your competitors and makes the benefits of your products or services crystal clear from the outset.

- Making an innovation
- Providing a service to a broader target
- Improving a service
- Solving a technical problem
- Same product cheaper price
- Using a brand to promote an identity
- Improving performance
- Reducing risks
- Value Proposition

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

Empathy Map



The Didactic Mine of Youth Work E-Book is a valuable tool for youth workers, educators, and anyone passionate about instilling entrepreneurial values and social responsibility in young minds.

The proposed activities are a mix of methodologies drawn from youth work and are rooted in non-formal education.

The Didactic Mine of Youth Work E-book is designed to be user-friendly and suitable for junior trainers as well. The overall objective is to develop innovative pathways that enable young people to acquire competencies, thus supporting their personal and professional development.

By following the steps outlined in this chapter, you can maximize the impact of this resource and play an important role in shaping the future social entrepreneurs of tomorrow.

Remember, the goal is to empower young individuals with the skills and knowledge to create a more equitable and sustainable world. The Didactic Mine of Youth Work E-Book is your partner in achieving this noble objective.

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