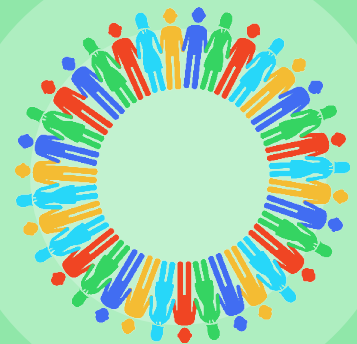




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welcomeship2019



Welcomeship

Building Inclusive Communities Through
Community-based Entrepreneurship

LEARNING KIT EXERCISE BOOK

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Introduction

Goal of the project

The main goal of the project Welcomeship! Building Inclusive Communities through Community-Based Entrepreneurship is to develop, implement and test the “Welcomeship” model of inclusion which closes the gap in collaboration and dialogue among the local residents, local young people, as well as migrants and refugees. The project fosters community spirit and provides young people with specific skills through community-based entrepreneurship learning so that they become active contributors to the society and communities where they live.

Learning Kit: Guidebook and Exercises

The Learning Kit of the project has been produced for youth workers and young people with fewer opportunities, including young migrants and local youth, to foster their skills and competences in community-based entrepreneurship learning. It consists of two parts: 1) the Guidebook which outlines the essential pillars of community-based entrepreneurship, and 2) the Exercise Book with activities in the classroom, homework and tips for trainers. The exercises, unless indicated otherwise, have been taken from YEPP EUROPE training materials and adapted to the target group of the project: young migrants and refugees and local young people with fewer opportunities. In the course, they will develop their entrepreneurial ideas which address community issues and build partnerships with stakeholders to bring about positive change in the local communities.

Multi-dimensional learning

The Learning Kit is the theoretical and practical foundation for the Welcomeship course of 5 modules. Those are delivered in a form of workshops, homework assignments and online exchange among young people. It is based on non-formal learning methods and collaborative practice. The activities strengthen the interaction of locals and newcomers, address the fears and prejudices and foster community spirit. One element of the course is the Welcomeship Nights – regular meetings of community residents, local decision makers and young people to discuss community topics, learn from the experiences of each other and create an openness, tolerance and an atmosphere of togetherness in the community.

Benefits of the course

The Welcomeship Course is a blended course, which means that local learning is combined with online activities, e.g. homework assignments, online tutorials, coaching sessions, etc., as well as with international youth exchange. Peer learning is an important aspect of the course: sharing your results and giving and receiving feedback from peers makes learning more fun! The content of the Welcomeship Learning Kit will be piloted and evaluated by project partners in Germany, UK, Sweden, Finland, Portugal and Italy. Piloting will identify what works and what doesn't in different European settings and will lead to fine-tuning and optimising of the learning material by participants and trainers. By piloting and optimising this Course and by making it accessible to a wider audience after the project is over, the future users will benefit from a well-tested model including best practice examples and recommendations from young people and trainers who have gone through the Course during the project.

How to use the Guidebook

The Guidebook is intended for young people and youth workers to learn about the essential pillars of community-based entrepreneurship split in 5 modules.

“We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.”

— Max de Pree

Module

1.

Opening minds and doors



1. Team building

1.1. Human bingo (20 min)

Learning Objective:

To enable participants to interact with their peers by recognizing the diversity of skills, talents and experiences present within the group/class; participants will reflect on how this diversity can serve as an advantage to the group.

You need:

Human bingo cards for the number of participants. Questions on the sheet can be chosen locally but should be crafted to make sure there is a mix of personal questions and questions that reflect the content of the Course.

Explanation/Steps

1. Tell the group they're going to have to use other people's knowledge to answer questions to win this game.
2. Hand out one Human bingo card and pen for every participant.
3. Explain that they have ten minutes to go around the room speaking to individuals and finding out if any of them satisfy the answers to the questions on their sheet. When you meet someone who matches the characteristic (e.g. knows how to play an instrument) written in a box, you must ask the matching person to sign their name and where s/he is from in a box. Remember, your peers can only sign once. You must ask the actual question (e.g. "Do you play an instrument?"). You cannot simply hand your Bingo card to someone and ask them to sign the box that applies to them. The purpose of this game is to mingle with each other.
4. When you get four boxes in a row/column signed, you must yell 'Bingo!' (to make this game longer if it is a small group, bingo could mean having one column AND one row filled out, or complete the whole card).
4. The first three participants to complete the task yell "Bingo!" and the game ends.

Debrief

1. Get participants to gather in a circle again. Congratulate the winners.
2. Select a few boxes and ask participants to share their experiences. The objective here is to encourage participants to open up and get to know one another. For example, you can ask:
 - Raise your hand if you have travelled abroad. Does anyone want to share an exciting travel story?

Lead participants to reflect on the diversity present in the room: the incredible amount of skills, talents and experiences that everyone brings to the group.

You can also ask questions, such as:

- What is the advantage of having such diverse skills, talents and experiences in one room?
- What did you learn about one another in this process?

Wrap up the activity by stating that we will draw from the diversity in this room throughout the duration of this course.

3. Ask the participants to keep their sheets safe for a possible later activity.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Exercise Template

HUMAN BINGO

can play a musical instrument. What is it?	speaks more than one language	has traveled to more than three countries
Name: From:	Name: From:	Name: From:
has had a mention in a newspaper. What was it for?	volunteers in the local community	set up their personal blog or a website
Name: From:	Name: From:	Name: From:
has at least 3 social media accounts	knows what community-based entrepreneurship is	likes football
Name: From:	Name: From:	Name: From:
enjoys outdoors	has lived in more than one city	has the same favourite colour as you
Name: From:	Name: From:	Name: From:

Source: Materials of the UBELE initiative (UK), www.ubele.org

1.2. Face2facebook (20 min)

Learning Objective:

Foster interaction between participants.
Stimulate individual reflection on expectations, fears & contributions to the project.

You need:

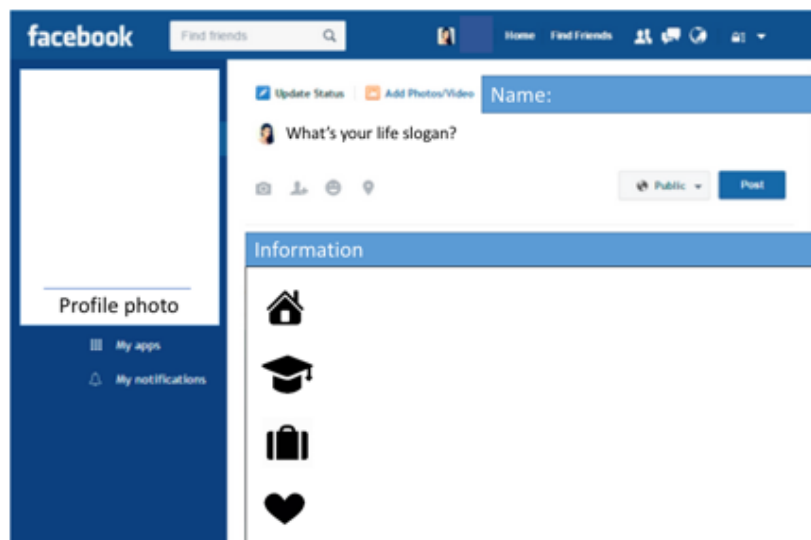
A5 template with face2facebook and a pen for each participant.

Explanation/Steps

Ask the group to sit in a circle.
Each participant received an A5 paper with a template of a Facebook account. First, they have to fill in the name, update their status and info (home, studies, work & hobbies).

Then, they start drawing their own profile photo and after 10 seconds, hand over their profile to a neighbor to the right. On a new user's account, they got from their left neighbor, they continue drawing/enrich a picture of a person based on their visual memory. Every 5 seconds, they get a new profile while swiping the accounts to the right until they got their own profile back.

Exercise template



Debrief

Take your own profile and move in a group. Find one person to talk about one question, swap to the next question after 1 minute:

1. How do you like your picture?
2. Would you change your home?
3. What do you do in life?
4. What are your passions?
5. after all: have you discovered anything surprising about another person?

Put the "profiles" on a wall where they remain for the time of the course/workshop. Participants can use it during the project to send messages, give likes, comment, etc.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Adapted from SALTO-Youth Toolbox: <https://www.salto-youth.net/tools/toolbox/tool/face2facebook.2218/>

1.3. Marshmallow tower (20 min)

Learning Objective:

To emphasize team work, communication, problem solving, leadership.

You need:

1 pack of marshmallows (regular or jumbo work best), 1 pack of spaghetti (20 sticks per group), one yard of masking tape, one yard of string per group.

Explanation/Steps:

Split the group into at least two teams (size and number of teams will depend on your group).

With the material provided, the teams need to build the tallest free-standing Marshmallow Tower. One Marshmallow needs to be on top.

The Tower must be stable; it cannot fall over.

If the Tower falls over, the team is disqualified.

Debrief

Ask the participants:

- Was there a leader in the group?
- Was he/she selected, did it just happen or was it self-appointed?
How well do you feel your group worked as a team?
- Was your communication style effective?
- What worked best/worst in your group?
- Did you notice anything about yourself within the group?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Physical (kinesthetic):** using your body, hands and sense of touch
- **Logical (mathematical):** using logic, reasoning and systems
- **Social (interpersonal):** learning in groups or with other people

Source: Marshmallow challenge: <https://www.youtube.com/watch?v=RtQr9w2pL74>

1.4. Circle the circle (15 min)

Learning Objective:

To energize the group, to build a team atmosphere, to have fun.

You need:

Hula-hoop.

Explanation/Steps

1. Take any hula-hoop (at least one, two or more can be used for different challenges).

While it is best to keep the group together as a one unit, splitting the group may be necessary.

2. Ask participants to stand in a circle and link hands.

3. Place a hula-hoop around a set of linked hands (so that their hands are within the hula-hoop circle).
4. Tell the group that they must pass the hula-hoop around the circle but must remain in contact at all times. (You can be as specific as you like, but sometimes it's best to let them figure out how they want to pass it around.)

Adaptations:

- o Add a second hoop traveling in the opposite direction.
- o Time each round.
- o Instead of focusing on hand-holding, you can tell the group that they must remain in contact with the people beside them at all times.

Debrief

After each round, you can ask the group what they can do to decrease their time/make it faster.

Learning Style

- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Logical (mathematical):** using logic, reasoning and systems.
- **Social (interpersonal):** learning in groups or with other people.

Source: Diversity and Inclusion Activities. West Virginia University:

https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/Inclusion_Activities_Book.pdf

1.5. Karaoke night (30 min)

Learning Objective:

Confront different backgrounds through music.

You need:

A PC, an internet connection, a microphone and a speaker.

Explanation/steps

As an exercise, it fits in an informal context like a Welcomeship Night, and can work as an ice breaker.

Gather a group of youngsters with different geographical origin.

A facilitator invites every young person to sing a song in his/her native language on karaoke. A facilitator should start the game by singing him/herself and/or by involving the less shy guys as first. The game ends when everyone has sung a song.

Debrief

Every young person should feel a sense of proudness from his/her singing; others should recognize her/him through the common love for music. Young people tend to show interest to different music styles and songs that have never heard before. It's also useful to starting to know and memorize the country of origins of other participants.

Learning Style

- **Aural (auditory-musical):** using sound and music.
- **Social (interpersonal):** learning in groups or with other people.

Source: YEPP Albenga, <https://www.yepp.it/albenga>

1.6. Trash your ego (20 min)

Learning Objective:

To help participants agree on working toward a common goal by destroying barriers which might stand in their way. A good warm up activity.

You need:

Paper DIN A5/A4/A3. Please note that the size of the paper will likely dictate the time spent on this activity.

Explanation/Steps

- Distribute paper. Ask participants to write a capital “I” on plain paper.
- Allow 3-5 minutes for them to decorate it as they wish (not decorating is an option).
- After everyone is finished decorating, ask them to tear the paper into as many pieces as possible.
- Either circulate a trash can (this can save time) or have everyone take their torn “I” to the trash and return to their seats.

Debrief

- Ask participants if they understand the point of the exercise/significance of the act that they had just torn their “I’s” and trashed them.
- Explain that “I” is a symbolic representation of their ego. The purpose of this activity is for the participants to “put aside” their egos in the group work and seek finding common solutions in the dialogue.
- Discuss how participants feel about the exercise. How may it encourage positive attitude for the meetings and work together?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Solitary (intrapersonal):** working alone and use self-study

Source: Diversity & Inclusion activities. West Virginia University:
https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/Inclusion_Activities_Book.pdf

1.7. Question swap (30 min)

Learning Objective:

To enable participants to get to know each other, to practice networking skills and to share their ideas and thoughts.

You need:

A5 cards or paper, pens or pencils.

Explanation/Steps

1. Ask participants to think about some of most important questions that they have about society or the world. Give them a couple of minutes to think.
2. Once they have thought of a couple of questions, ask them to choose one and write it on the piece of paper.
3. Now that they have written a question, ask them to walk around the room and share with another person their question and ideas, and listen to them talking about theirs.
4. After every three minutes, they swap and exchange with another person on the same question they had, or on a new idea they gained.

Debrief

Get participants to gather in a circle again. Ask them to share their experiences. The objective here is to encourage participants to open up and get to know one another. For example, you can ask:

- were there any other people's questions that you already interested in, or became interested in?

Lead participants to reflect on the diversity present in the room, the rich amount of thoughts and ideas that everyone brings to the group.

You can ask questions such as:

- What is the advantage of having such diverse thoughts, skills, talents and experiences in one room?

Wrap up the activity by stating that we will draw from these ideas later on in the course.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Materials of the UBELE initiative (UK), www.ubele.org

1.8. Golden rules (30 min)

Learning Objective:

To establish the Golden rules for working as a group to make every participant feel wanted and valued.

You need:

A flipchart, pens and paper.

Explanation/Steps

1. Ask participants to think of 5 core principles and values they would see most important for the success of the team work and work as a group. Examples could be:
 - Respect for diversity and differences
 - Openness
 - Honesty
 - Inclusive language
 - Non-judgement
 - Peer support
 - Equal participation (no dominance)
 - Equal chances to talk, no interruption rule
 - Disagreeing agreeably
2. Ask them to write it on the post-its and stick on the flipchart.
3. Cluster relevant issues. Make a list of Golden Rules at the end and ask the participants to sign on it in agreement to the rules (they can use a smiley, a symbol, a hand signature).
4. Hang it and keep it for the duration of the course. Remind participants of the rules wherever needed.

Debrief

Discuss and agree the principles how everyone should support each other to fully participate.

Think of potential barriers and discuss with the group how to overcome them.

Consider any potential participation issues in advance, for example around gender, language or participants from a minority group.

Agree on respecting the principles for the duration of the course. This will give strength to participants who might be feeling unable to participate fully and encourage others to share their concerns too.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: YEPP EUROPE, www.yeppeurope.org

1.9. Tree of expectations (30 min)

Learning Objective:

Understand what participants want to achieve in this course; consider what they are bringing to support this, and hear about the interests and experience of other participants.

You need:

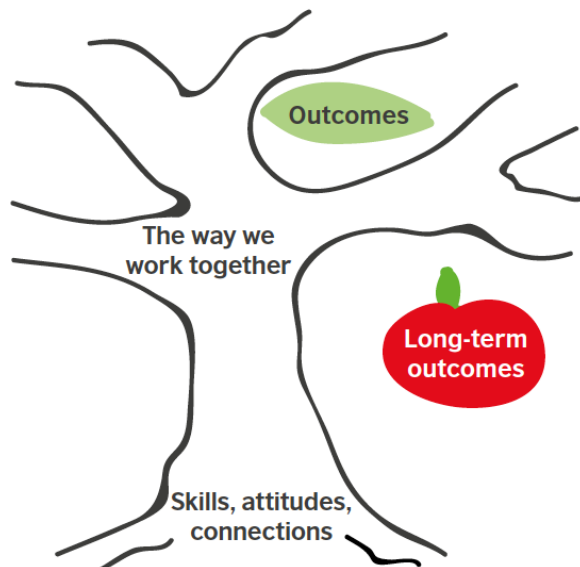
- A drawing of the tree of expectations on a large piece of paper for demo purposes (four sheets of flipchart connected with sticky tape in a square shape).
- Sticky notes for the group to have at least ten each.
- write the explanations for the roots, trunk, leaves and fruit on a flipchart sheet:

Roots: Skills, attitudes, connections we are bringing.

Trunk: Guidelines for working together.

Leaves: What we want to achieve by the end of this event/course/training.

Fruit: Long-term outcomes that we want.



Explanation/Steps

1. Invite participants to share their expectations for the course, along with some of the skills they can contribute.
2. Ask them to post these onto a large drawing of a tree.

Debrief

Ask participants:

- Where is tree's strength (in the roots)? How can we nourish the roots?
- What can you contribute to support tree growth?
- What interests and experience of other participants inspire you?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

2. Identity and culture

1.10. I am (20 min)

Learning Objective:

To allow participants introduce themselves.

To encourage conversations about the multiplicities of cultural identity

To encounter stereotypes carried by media and society.

To foster empathy.

This can also be an in-depth exercise depending on time and participant attitude.

You need:

Handout, pens/pencils/markers.

Explanation/Steps

1. Distribute the “I am...” form.

2. Ask participants “Who are you?” On this form place your name in the centre of the circle and then fill out each bubble with a descriptive word or words about who you are.

Debrief

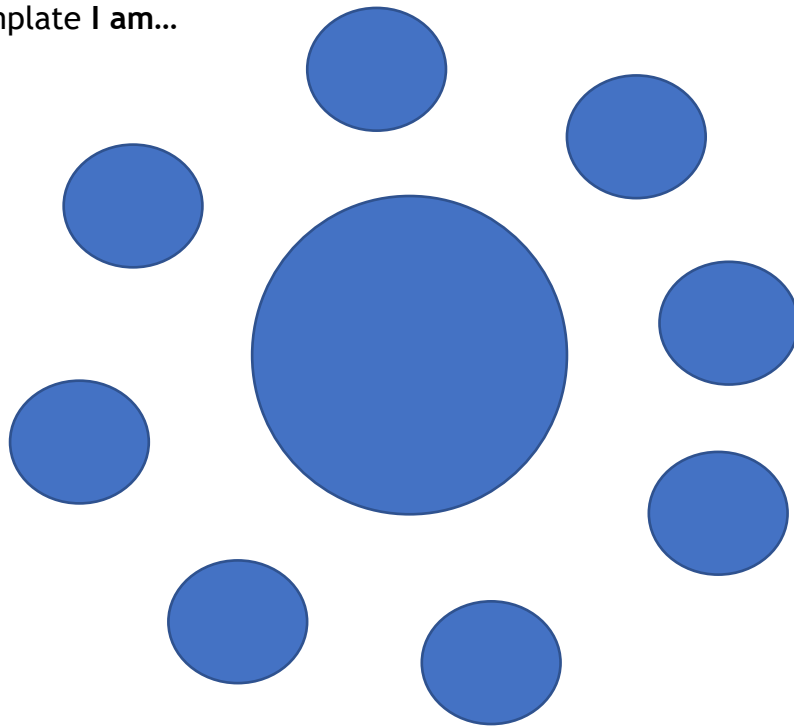
- Ask participants to volunteer and share what they wrote. Mention that we are not going to call on anyone, it is completely up to you to volunteer.
- After the volunteers have shared, you can ask:
- What similarities/differences did you notice between the speakers? (note: it can be regarding the places we were born, nationalities/ethnicities we identify with, religions, spiritual beliefs, ethical practices and social stereotypes we are used to confront)
- Did you identify with what someone else said during their introduction? If so, how?
- What are your thoughts about the diversity in this room?
- What is your opinion about why people with different backgrounds don't get the same treatment?
- What would you like to know more about?

The flow and emotions of the participants will help you determine how in-depth you can make this exercise.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Solitary (intrapersonal):** working alone and use self-study

Exercise template I am...



Source: Perfect Immigrant: unpacking “migrant matters”:
accesstomedia.org/wp-content/uploads/.../youthMADE_PerfectImmigrant_lesson.pdf

1.11. First impressions (15 min)

Learning Objective:

To help participants get to know each other better.
To explore the power of beliefs and stereotypes.

You need:

Post Its, pen/pencils/markers.

Explanation/Steps

- Ask participants to form a circle.
- Each participant writes one fact about his/her background, interests or history that most people don't know.
- Participants put post its in the middle of the circle upside down.
- A group leader takes and reads them one at a time.
- Each person then reveals his/her guess and then the writer reveals him/herself.

Debrief

Discuss with the group why they associated certain traits to certain people.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study

Source: Diversity & Inclusion activities. West Virginia University:
https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/Inclusion_Activities_Book.pdf

1.12. Identity iceberg (30 min)

Learning Objective:

To explore the visible and invisible dimensions of our identity, to become aware of different aspects that make us unique and different and to understand how one feels about each of these dimensions.

You need:

Identity iceberg handout.

Pens / pencils.

Explanation/Steps

1. Distribute the 'Identity Iceberg' handout.
2. Ask participants:
 - What are visible aspects of identity?
 - What are invisible aspects of identity?
3. Once discussed, provide definitions:
 - visible aspects are what we can see, such as physical characteristics, dress, skin colour,
 - invisible aspects are things we can't see, such as what we believe and what we value.
4. Ask the participants to draw, scribe or write down visible and invisible dimensions of their identity on their handout. You will be given five minutes to answer all the questions on this handout. You won't be asked to share your answers.

The questions for the handout:

1. Think about what defines you as a person. What makes you who you are? What makes you a person who is unique and different from every other person? For example, you can consider your race, your religion, etc. Be free to come up with as many words as possible and make a list here.

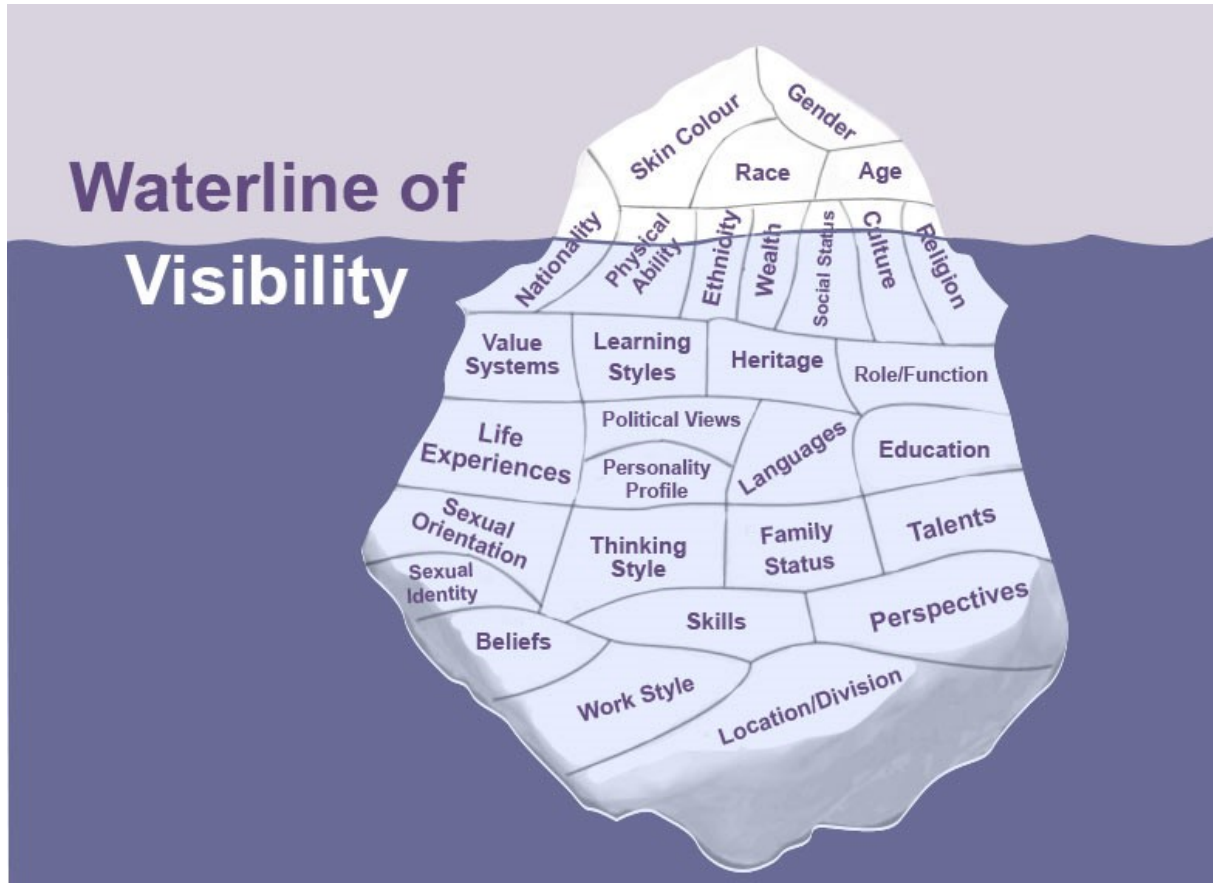
2. Now that you have listed all the main elements that define your identity, try to think about their visibility.
How visible are they to the people around you? Are they visible to everyone or only to people that know you very well? Is there anything that you keep only for yourself? Is there anything that you intentionally hide - that you would be afraid even to write here?

Place the elements on the iceberg graph based on their "visibility" or "sharability":

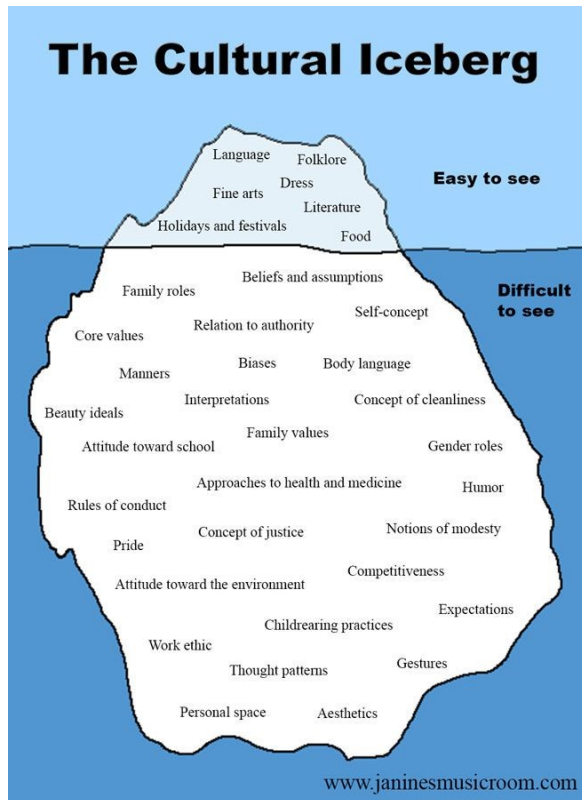
- elements that are visible to everyone
 - » go above the waterline (e.g. skin colour)
- elements that are visible only to someone under certain circumstances
 - » go at the waterline level (e.g. religion)
- elements that are not visible to people around you
 - » go under the water (e.g. sexual orientation)

3. Once you have placed all your pieces of identity on the iceberg, take a moment to think about:

- a time/episode when you felt proud to identify yourself with one of the descriptive words that you have used in your iceberg
- a time/episode when it was painful to be identified with one of the descriptive words you have used in your iceberg



Source: Graham Brook. The Iceberg.



Alternative: Cultural iceberg to highlight visible and invisible aspects in our cultures.

Debrief

Ask participants which types of differences are on top of the iceberg?

Once discussed, explain that those differences are the visible ones, those that normally come to our mind when we think about “diversity”: ethnic background, physical characteristics, age, gender, traditional food etc.

Once discussed, explain that invisible dimensions often inform visible differences. For example, ideas about modesty (invisible) might affect styles of dress (visible); religious beliefs (invisible) might influence diet (visible).

Conclude with explaining that no two icebergs are the same - people are different.

Our differences are not always valued equally by society and this raises many challenges, particularly for minority groups. Don’t focus on what you see, there is a lot more that makes us different. Diversity means all the ways we differ: both visible differences and the underlying ones.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Solitary (intrapersonal):** working alone and use self-study.

Source: The UBELE initiative (UK), www.ubele.org

1.13. Who are you? (30 min)

Learning Objective:

To help participants understand the concept of multiple identity.

To raise awareness of the need to target sub-groups within broader groups of children.

You need:

Small pieces of paper.

Flipchart and pens.

Explanation/Steps

1. The facilitator puts participants into random pairs, gives each participant two small pieces of paper and presents these instructions:

- On one of the pieces of paper write down words that describe who you are (words that describe your identity).
- Underline or draw a circle around the *one word* which you feel describes the identity with which you most associate yourself.
- On the second piece of paper write down one word that you think best describes the identity of the person you are paired with.
- Do not discuss this with your partner or show them what you are writing yet!

2. After a few minutes the facilitator gives these instructions:

Discuss the words you have written with your partner. Have they used the same or different words to describe your identity? How does their view of your identity differ from your own view? How do you feel about the way they have categorised your identity?

Be honest, but do not get angry with each other if someone has categorized you in a way you do not like! Use the opportunity to have a discussion about why they categorised you this way, and why you find it upsetting.

3. After a few minutes the facilitator asks each pair to say whether their views of each other's identities were the same or different. S/he makes a note on the flipchart of the number of times pairs agreed or disagreed.

4. The facilitator then asks participants to call out words that describe how they felt when they found out how their partner had categorised their identity. S/he writes these on the flipchart. If possible s/he highlights any common words, or works with the participants to group the words into those relating to happy feelings and sad feelings.

Debrief

Discuss with the group:

- Most of you probably wrote at least three words to describe yourself. You see yourself as a complex person - you cannot be identified just by one single feature. You may even have found it quite difficult to decide which single word, or label/identity, you most wanted to be associated with, because they may all be really important to you.
- Looking at what your partner had written, you may have realised that other people categorise your identity differently from how you want to be

categorised. They are giving you a different label. You felt insulted/hurt/pleased by this [facilitator needs to adjust this depending on the real results!].

- We all have multiple identities. We cannot be labelled just by one word or associated with a single group. Some of our identities may be more important to us, others may be more noticeable to other people.
- If we do not know a person very well then we tend to see only the identities that are most visible (female, disabled). In a development context this means we may try to meet a young person's needs based on this superficial view of their identity. But the child/young person may have other identities (minority language speaker, working person), and if we do not take time to find out what they are, we may end up responding inappropriately or incompletely to their needs.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Logical (mathematical):** using logic, reasoning and systems
- **Social (interpersonal):** learning in groups or with other people

Source: Making a Difference. Training material to promote diversity and tackle discrimination. Save the Children UK 2005: http://www.crin.org/docs/SCUK_Diversity_Training_Manual.pdf

1.14. Flower power (15 min)

Learning Objective

To learn more about each other, find similarities and differences.

You need:

Flip chart paper, markers.

Explanation/Steps

- Split the group in 4-5 people groups.
- Provide each group a large sheet of flip chart paper and markers.
- Ask them to draw a large flower with a center and an equal number of petals to the number of participants in their group.
- Through discussion within their group, ask them to find their similarities.
- They should fill in the center of the flower with something they all have in common.
- Each member should then fill in his or her petal with something about them that is unique - unlike any other member in their group.
- Participants should be instructed that they cannot use physical attributes such as hair color, weight etc. This encourages them to have more meaningful discussions with their group members and be creative in their ideas and drawings.

Debrief

- Ask the small groups to share their flower with everyone
 - What are the similarities and differences?
 - Was it easy or difficult for them to find similarities?

- Discuss the importance of talking with others and the value in finding both similarities and differences with one another.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

Source: Diversity and Inclusion Activities. West Virginia University:

https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/Inclusion_Activities_Book.pdf

1.15. The “like” list (30 min)

Learning Objective:

Learn that similarities are more relevant than differences.

You need:

Pen and paper. A chalkboard can be useful but isn't needed.

Explanation/Steps

Split a group in teams of 4-5 people, hopefully with different backgrounds. Give to everyone a pen and a piece of paper. Ask to write down, as fast as possible, a list of 5 things that the person likes very much. Favored things should be expressed in the simpler way, possibly with just one word. Give no more than 10 minutes to write the lists. Ask a volunteer to read his list aloud. Continue until all have read the list. The majority of lists will have at least a word in common (in my experience, the most recurring word is "music"). You can write the most common words on a chalkboard, to have them in front of all the group.

Debrief

Invite the group to deepen the subject of the more common words. Let the youngsters narrate where their passions started and how they developed. The group should understand the similarities among people. Explain to the group that the acknowledgement of common experiences and backgrounds are the basis of empathy.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Materials of YEPP Albenga, <https://www.yepp.it/albenga>

1.16. Tell me a story (30 min)

Learning Objective:

To show how images can be understood in different ways and how they influence our interpretation of social differences.

To recognize the similarities and differences in the group.

To be aware of the importance of social justice in everyday life, educating to differences (gender, religious, linguistic, ethnic, ...), respect for diversity, the prevention of violence, the overcoming of cultural stereotypes, prejudices and expectations linked to the different representations of media- advertising.

You need:

Pictures that can tell two stories after being cut in half, paper and pencils for participants.

Explanation/Steps

- Select a picture that relates to the theme of diversity and social justice in society;
- Cut the picture in two pieces in such a way that each half separately “tells a story”, but when put together gives a “different” story.
- Stick the two halves on separate sheets of paper. Make enough copies for one per participant.
- Tell the group that you are going to give each of them a picture and that, individually, they must write down what they think the picture is about, who the characters are, what is happening, where the action is taking place, etc.
- Give each participant a copy of the first half of the picture and five minutes to think and write their story.
- Now ask the participants to share what they wrote. If the group is big, this can be done in small groups of 6 to 8 people.
- Now give out the second half of the picture and ask people to review their impressions of what they have seen.

Debrief

The discussion should provide an analysis of the ways how we organize and interpret information. Ask some questions:

- Who were the people / objects in the picture? In which action were they involved?
- What made you imagine these things?
- Do other people in the group think differently?

In real life, when something happens or we see only a small part of the “picture”, we nonetheless try to make sense of it.

What happens if you then look at it again in a wider context and get a different point of view? Do you change your mind or do you stick to your original position?

Why is it hard to be honest about changing our minds?

Learning Style

- **Visual(spatial):** using pictures, images, and spatial understanding.
- **Verbal(linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: T-kit 4 Intercultural learning: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-4-intercultural-learning>

1.17. The memory theatre (30 min)

Learning Objective:

Value different backgrounds through active listening.

You need:

No particular equipment needed.

Explanation/steps

Gather a group of young people with different geographical origin. A facilitator invites a young person to describe some personal memory. It could be an adventure, a voyage, a fond memory of childhood, a dream, the preparation of a loved food... Two other participants are asked to help visualize or listen to the narrative by mimicking with simple gestures the most relevant actions, or by making sounds of the story with their voices. For example, if the story is about the preparation of bread, the two should mimic to knead and put in an oven; if the story is about a voyage by the sea, they could do the sound of waves. The others in the group should listen attentively.

Debrief

Show the importance of acknowledging the background of others; show how important it is to listen attentively when someone speaks about what is relevant for him; help young people to perceive their shared experience (the training or whatever it is) as a relevant event in their lives that deserves to become a story to tell to other people.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** using sound and music.
- **Verbal (linguistic):** using words.
- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.

Source: Materials of YEPP Albenga, <https://www.yepp.it/albenga>

1.18. Power lines (30 min)

Learning Objective:

To introduce/sum up concepts of power and identity which are key to understanding issues of exclusion and discrimination.

This activity could be done as a warm-up.

You need:

Sticky labels or identity cards.

Two signs: 'most likely to succeed' and 'least likely to succeed'.

Explanation/Steps

1. The facilitator draws a line (real or imaginary) across the room. At one end of the line is a sign saying 'most likely to succeed' and at the other end there is a sign saying 'least likely to succeed'. The facilitator gives each participants a label

indicating their profession (or the profession they are hoping for). S/he gives the following instructions:

- Think about the identity I have given you.
- Place yourself on the line according to whether you think someone in your profession will be very successful, very unlikely to be successful, or somewhere in between.
- Feel free to discuss with other people if you think they are positioning themselves too high or too low on the line.

2. The facilitator gives each participant another label indicating whether they are male or female. S/he gives the following instructions:

- Think about whether this additional identity (being male or female) affects your position on the line.
- Does it make you more or less likely to be successful?
- You can move yourself up or down the line, or stay in the same place.
- Again, you can talk to other people about your decision.

3. The facilitator gives each participant a final label indicating a third identity (e.g., HIV-positive, single parent, blind, illiterate, has rich parents, university graduate, etc.). S/he gives the following instructions:

- Move up or down the line, or stay where you are, depending on how your third identity is likely to impact on your chances of success.
- Again, you can discuss with other people if you want to.

Ask participants to settle in their final chosen position.

Debrief

Facilitate a discussion, covering:

- Why did you position yourself on the line at a certain point? What made you think your identity would make you more or less successful?
- Why did you move or not move when your other identities were revealed?
- What actions could be taken by yourself or by others to enable you to move further up the success line?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words.
- **Social (interpersonal):** learning in groups or with other people.

Source: Making a Difference. Training material to promote diversity and tackle discrimination. Save the Children UK 2005: http://www.crin.org/docs/SCUK_Diversity_Training_Manual.pdf

3. Promoting diversity and social justice in society

1.19. What is all this jargon? (60 min)

Learning Objective:

To get participants thinking about the key words/terminology that will be used in the subsequent activities, and feeling comfortable about discussing or asking about the terms.

You need:

Sheet of definitions for reference; flipcharts and color pens.

Explanation/Steps

1. The facilitator puts the participants into pairs. The facilitator may have to allocate terms to each pair, to ensure that all terms are discussed. S/he displays on the wall a list of key terminology relating to diversity and discrimination and asks participants:
 - In your pairs, I want you to take one term and discuss what you think it means.
 - How would you define it in one or two sentences?
 - Discuss and make notes in your pairs and then stick onto the wall the definition you have devised.

The list of key terminology to use:

1. **Diversity** - difference, a variety, encompassing ethnicity, ability/disability, gender, culture, etc. Promoting diversity or diversity approaches suggests: valuing (and therefore making appropriate responses to) the differences between and within groups; and a taking a unified approach to tackling the causes and outcomes of discrimination.
2. **Prejudice** - a pre-judgment about a group or person. Beliefs, behavior, opinions or attitudes based on ignorance or incorrect information
3. **Stereotype** - an oversimplified and rigid generalization about a particular group based on gender, ethnicity, race, religion, age, disability, sexuality, HIV status and other types of difference.
4. **Social identity** - characteristics imposed by society or upheld by an individual themselves as a means of identification. Identities are complex and multilayered but often single elements are pulled out as labels to sum up the individual, eg, a woman, disabled, black, child, etc.
5. **Justice** - the quality of being just and impartial. It's also is fairness in the way that people are treated.
6. **Inclusion** - the acceptance and valuing of differences resulting in the full social, political and material participation of oppressed groups in a society. Exclusion or social exclusion is one of the impacts of discrimination.
7. **Tolerance** - the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with
8. **Dialogue** - a conversation in which people learn from and share with one another. Dialogue is different from other forms of conversation, such as debate, discussion, advocacy talk or negotiation. The aim of dialogue is to understand different perspectives and find a common ground.
9. **Community** - a group of people that share a geographic locality and have common interests in the quality and opportunities of that locality. Communities might also be created by a set of shared values and interests. Some communities are formed based on a conscious decision of people to be part of it ("musicians in dialogue"), and others are based on circumstance and history (refugee or expat community, Muslim community)

2. The facilitator displays the definitions alongside the definitions produced by participants.
3. Participants move around the room viewing the definitions and discussing issues arising.
4. The facilitator presents a version of these key points, depending on the nature of the subsequent training that is planned:
 - Terminology around diversity and discrimination can be confusing and complicated.
 - These training activities will help you to understand all of the key terminology, so that you will be confident about using it in your work.
 - If at any point you do not understand the meaning of words being used by myself or other participants, you must feel free to say so, and ask for clarification.

Debrief

The facilitator in the end can ask the following questions:

- How did you feel during this exercise?
- Which statements impacted you most?
- Did you learn anything new?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Making a difference. Training material to promote diversity and tackle discrimination. Save the Children UK 2005. http://www.crin.org/docs/SCUK_Diversity_Training_Manual.pdf (adaptation)

1.20. Where do I stand? (30 min)

Learning Objective:

To get participants thinking about their own beliefs, prejudices and their perspectives related to diversity and social justice.

You need:

Prepared list of statements relating to discrimination issues in your context (check some ideas forward); two prepared signs with the words agree and disagree.

Explanation/Steps

1. Prepare the room to create a large space in the middle of the classroom;
2. Tell the participants that one side of the room will represent “Strongly agree” and the opposite side “Strongly disagree”. The middle of the room represents the ‘in-between’ parts of the continuum.
3. Explain that you will be reading out a series of statements and that they will be asked to move to the side of the room that best reflects their belief or understanding of the statement. Challenge participants not to follow their friends or try to influence others’ opinions and to move to their positions in silence. Let the participants know that they are welcome to move from their original position to a new one if they feel that their opinions begin to change during the discussions.

4. After reading out each statement (once the participants have settled into their positions) ask a sampling of participants from each 'section' to explain why they chose to stand where they are standing.

Possible statements

- "Our country's culture is based on a wide variety of ethnicities, religions and customs"
- "What we learn in school reflects our student body"
- "This country provides equal opportunity to all people"
- "In our country you will not be denied your human rights because of your race, religion, gender or sexuality."
- "Everyone should have the right to live in the same country as their parents, spouse or children."
- "Refugees cause increases in poverty and crime."
- "Young people choose to leave school and start work because they are not very clever."

Debrief

The facilitator in the end can ask the following questions:

- What did you notice?
- What are your thoughts about the diversity of opinions in this room?
- Were you surprised by any of the responses? Why?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Source: Perfect Immigrant: unpacking "migrant matters":
accesstomedia.org/wp-content/uploads/.../youthMADE_PerfectImmigrant_lesson.pdf

1.21. My little workart (45 min)

Learning Objective:

To share personal experiences about social justice.

To use imagination and artistic knowledge to express the idea of the group about the theme of diversity and social justice.

To foster collaboration.

You need:

Recycled materials, old magazines, colored cards, string, felt-tip pens, glue, scissors, paper etc.

Explanation/Steps:

The participants sit at a table (maximum 5 for table).

You ask people in the group to think about what social justice means for them and to share their experiences about this.

1.23. Step into the circle (25 min)

Learning Objective:

To raise awareness of the different social positions and experiences of privilege or marginalization; to encourage participants to reflect on the different aspects of who they are and whether or not they have privilege in different contexts.

You need:

None:

Explanation/Steps

1. Pre-select about 10 of the statements that you feel would be most important to address based on your knowledge and understanding of the participants and edit or modify them for the particular needs of your students.
2. Have participants form a circle and explain them that you will be reading numerous statements aloud and they will be asked to step into the circle if the statements are true for them.
3. Explain the overall process and purpose to the participants:
 - a. This activity is designed to reveal both the 'common ground' and differences in experience within the group.
 - b. This is a silent reflection activity. Please do not make comments after the statement is read, just interpret it in your own way and focus on observing your own reactions and feelings, and NOT judging other people's movements.
 - c. It is OK to have an emotional reaction to some of the statements. They may be things you have never considered before, or they may reflect your real experiences. You choose how open you want to be when you decide to step in or not.
 - d. You will have a chance to discuss your feelings at the end of the exercise if you choose to do so.
4. Tell participants you will start with fun questions (eg. if you like pizza, if you didn't get enough sleep last night...) to get comfortable, then move to more challenging questions.
5. Read out the following statements:

Step into the Circle...

 - If there are many different ethnicities in your close group of friends.
 - If you have ever felt proud of your culture.
 - If you have ever felt you needed to hide or be ashamed of your food, your language or your culture.
 - If your culture, food, and religion is usually considered 'normal' here.
 - If you have ever stood up to judgement of others because they were different.
 - If you have ever stood up for yourself when you were feeling judged.
 - If you or your parents were born outside of this country.
 - If you were born in this country.
 - If you've been asked "where do you come from".

- If you had a discussion with friends or family about racist incidents in your school or your community in the last month?
 - If your family is mixed culture.
 - If you have had a strong connection with someone from another part of the world.
 - If other people here are interested in your culture, or want to learn from your culture's knowledge.
 - If you've ever felt like someone only speaks to you because they think you're "exotic".
 - If you or someone close to you has ever been told to "go back where you came from".
 - If you feel like you have to fight to belong in some places.
 - If someone has equated any of your abilities to your race.
 - If you want to live in a world where people are different and united at the same time.
6. Before closing you can choose to open the floor to the participants for their own Step Into the Circle statements, this is often a very powerful and bonding aspect of the exercise, and works best when the tone is already supportive and attentive amongst the group.
 7. Thank everybody for their honesty and courage for participating fully in this exercise.

Debrief

Write the following debrief questions on the board and ask the participants to partner up and engage in a "Think-Pair-Share" to discuss the questions. If time permits, you may invite some pairs to share an aspect of their discussion with the class.

- How did you feel during this exercise?
- Which statements impacted you most?
- Why might you have been asked to remain silent during this exercise?
- What did you notice?
- Did you learn anything new?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Source: Perfect Immigrant: unpacking "migrant matters":
accesstomedia.org/wp-content/uploads/.../youthMADE_PerfectImmigrant_lesson.pdf

1.24. Insider/outsider game (45 min)

Learning Objective:

To encourage conversations about the complexities and multiplicities of cultural identity and 'belonging' and the range of ways in which individuals experience inclusion and exclusion.

To foster empathy regarding the challenges associated with migrating and provide opportunities to share experiences of migration.

You need:

Tokens of 5 different colours (plastic tokens, candies, coloured paper scraps - something to grab into a hand)

Explanation/Steps

Randomly divide the group in half: "Insiders" and "Outsiders" (without naming them as such)

1. Separate the two groups for different sets of instructions and explain that there is to be NO forceful physical contact of any kind.
2. Give the "Insiders" the following instructions:
 - i. Form a tight circle, facing out.
 - ii. Your goal is to fully control the access of the outsiders into your circle. You may do this with your bodies, but using only passive physical force (e.g. forming a wall, squeezing together).
 - iii. Your stock of resources and skills are represented by coloured tokens. Your goal is to protect, manage and increase them. You should know that only 2 kinds are really valuable (indicate which two colours).
3. Distribute tokens to "Outsiders" unevenly; some receive an assortment of colours, and some receive more tokens than others, some with only one colour of token.
4. Give the "Outsiders" Instructions:
 - i. Your goal is to gain access into the circle. You may use any means available (e.g. talking, using your resources, distraction, ect.), except physical force.
 - ii. These tokens represent your resources and skills.
5. Group some outsiders in "family groups". These family groups may or may not have the same kinds of tokens (try to make sure at least one family doesn't). Tell them their goal is to stay together.
6. Bring the outsiders to the insiders and instruct each group to pursue their goals.
7. After about 15 minutes (or when the group dynamics have drawn to some sort of close).

Thank the group for participating and ask them to return to their seats to debrief the activity.

Debrief

In the end, you can ask the following questions:

To all:

- How did you feel during this activity?
- What did you observe?

Outsiders:

- How did you feel about your role?
- How did you feel if you were able to access the circle?
- How did you respond to the insiders' behaviour?

Insiders:

- How did you feel about your role and goals as 'Insiders'?
- Did you feel any pressure and if so, how did you respond?

All:

- What might this game represent?
- What do you think the coloured tokens might represent?

- In the real world, who might make decisions about what ‘tokens’/assets are considered valuable?
- How are you impacted by these decisions?
- How might this game relate to an experience in your life (e.g. at school or in your community)
- How might this game relate to the political and economic situation or other situations in the real world?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems.
- **Social (interpersonal):** learning in groups or with other people.

Source: Perfect Immigrant: unpacking “migrant matters”:

accessmedia.org/wp-content/uploads/.../youthMADE_PerfectImmigrant_lesson.pdf

1.25. There are more than three sides to the triangle! (45 min)

Learning Objective:

To make participants aware of the many sources of direct and indirect information
To help participants find and order information.

You need:

Flipchart and pens.

Explanation/Steps

1. The facilitator asks participants to brainstorm all the different ways how to find out about the current situation in their local community, specifically:

- who is included/excluded from access to social services, what kind of services, e.g. educational, recreational, medical, etc.
- who faces discrimination in their local community and by whom
- what sort of impact this has on their community.

Debrief

Discuss with the group:

- What methods could you use to collect information if this was a real task?
- Where can you look for the information you need?

Wrap up with explaining that community analysis is the key step in developing any idea how to bring about social change. This aspect will be covered later in Module 2.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems.
- **Social (interpersonal):** learning in groups or with other people.

Source: Making a Difference. Training material to promote diversity and tackle discrimination. Save the Children UK 2005. http://www.crin.org/docs/SCUK_Diversity_Training_Manual.pdf

1.26. Solutions and strategies (60 min)

Learning Objective:

To help participants begin thinking about the solutions to discriminatory barriers.

You need:

Flipchart and pens.

Explanation/Steps

1. This activity is going to focus more closely on solutions. How do we tackle discrimination, how do we break the barriers and stop social injustice? We first have to find out what might be causing the barrier to exist or persist.
2. Split the group in teams of 4-5 people. Ask the group to:
 - Define a group of people you feel strong about (ethnic minority, religious minority, LGBTQ people, people with disabilities, etc.) What stereotypes, prejudices and personal/institutional discrimination caused the situation where some people are excluded from accessing their right(s)?
 - What barriers to inclusion do you see in this case?
 - Are there some which are not that obvious?
 - What power relations are involved in this situation (to cause the barrier to exist and continue)?
 - What community actions and ideas to solve discrimination problems would you propose?
3. Ask the group to brainstorm and present their findings on a flipchart.

Debrief

Discuss with the group:

- Did you learn anything new?
- Which ideas impacted you most?
- What do you take home from this exercise?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems.
- **Social (interpersonal):** learning in groups or with other people.

Source: Making a Difference. Training material to promote diversity and tackle discrimination. Save the Children UK 2005: http://www.crin.org/docs/SCUK_Diversity_Training_Manual.pdf

4. Inclusion and intercultural dialogue

1.27. The power of questions (15 min)

Learning Objective:

Value different perspectives.

Strengthen questioning skills.

Strengthen the abilities to support, learn and share through dialogue.

A good introductory exercise to the topic dialogue.

You need:

None.

Explanation/Steps

1. This activity introduces the skill of questioning as a tool for identifying a need for change. Ask participants to think of a question that will make another person smile. Ask participants to move around the room and ask people this question.

2. After three minutes, ask participants to change the question to a question that will make the people they ask feel proud. Repeat the process two or three times; each time, participants should think of a question to trigger a particular emotion or reaction: make the other person think or feel motivated to take action.

3. Now ask the group if there were any powerful questions expressed. You might want to write them down.

4. Ask participants what they understand by the term 'powerful question'. For example, a question that makes me think deeply or differently or which triggers an emotional response.

5. Give the participants one or two minutes to think individually about a powerful question they've been asked and which they're willing to share.

6. Ask participants to work in pairs to share this powerful question and what they think made it powerful.

Debrief

In plenary, ask the group their thoughts and insights about the power of the questions.

- Can a question change the way we think about something?
- What makes you want to ask questions? For example: curiosity, study and need. Continue the conversation by asking what drives their curiosity and what it means to be curious.
- If we recognise that questions are powerful, then to change ourselves or our communities we can begin with the questions we ask.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.28. Listening at three levels (45 min)

Learning Objective:

To allow participants to experience and practice listening in different ways.

To practice the ability to support, and learn and share through dialogue and listening.

To value different perspectives.

You need:

Paper and pens.

Explanation/Steps

1. Share that in this activity we explore the idea and value of listening at three levels:

-- the facts

-- the feelings

-- the purpose.

2. This is also known as listening with the head (the facts), the heart (the feelings) and the feet (the purpose).

3. Split the group into groups of four. One person volunteers a story that they are comfortable to share: an incident or situation that is not yet settled or where they would have wanted a different outcome. If the group is still getting to know one another, ask them to avoid deeply emotional experiences.

4. Ask the three remaining participants to choose one of the following roles and explain that they will be asked to share what they heard afterwards:

-- one person in the group should listen only for the facts (head)

-- one person should focus on listening only for the feelings (heart)

-- one person should focus on listening for the purpose - why the storyteller is telling this story (feet).

5. Invite the storyteller to share their story.

6. Now ask the participants to share what they heard. Avoid them just retelling the story and instead focus on giving just the information related to their role (either the facts, feelings or the purpose behind why the storyteller shared their story).

Debrief

Ask the group how they found listening at different levels. What was valuable about this process?

- Are there different ways the story can be interpreted? Has the storyteller learned anything through this process?
- Reframing (reinterpreting stories or questions) is using different lenses to help people to move from a 'point of view' to 'points of viewing'. Reframing can open up possibilities, allowing people to move on and facilitating change. The purpose of reframing is to help people see that there could be multiple realities to their event.
- If you were a community-based entrepreneur, would you listen more for the facts, feelings or the purpose while talking to your potential clients?
- Are there times when it would be useful to listen more for the facts, the feelings or the purpose? For example, judges in a court of law try to make sure that attention is paid to the facts. When listening to someone who wants to sell you something, you might want to listen for the purpose - why is this person telling you a personal story? Is it just to encourage you to buy the

product?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.29. Fishbowl dialogue (90 min)

Learning Objective:

Understand the purpose and principles of dialogue as a tool for community development.

Foster the skills to set up and support dialogue.

Reflect on ways to improve dialogue and the facilitation of dialogue.

Value different perspectives.

You need:

Enough space and chairs.

Explanation/Steps

1. Ask participants to suggest topics for discussion. The topic should address relevant issues to the group and should draw out different perspectives.
2. Ask participants to form a group of between six and eight participants. Invite this group to form a small circle to discuss this topic. Ask the rest of the group to form a large circle on the outside of the discussion circle. The discussion circle then engages in dialogue on the topic while the large outer group observes. The outer group is not permitted to engage in the dialogue.
3. The outer circle should observe the discussion and make notes. They should note key points and think about whether the discussion is developing into a successful dialogue, and why, including where there is good practice and what the challenges are.
4. Quietly prompt the people in the outer ring to think about who is included and who is not and what the dominant and marginalized perspectives are, and why.
5. After a period of between 10-15 minutes (depending on how engaged the group are in the dialogue) ask three or four volunteers from the small group to step out and invite three or four volunteers from the outer circle to join the small group to continue the discussion. Ask the volunteers entering the dialogue to put into practice what they had considered helpful to the dialogue during the observations.
6. Continue to switch participants in and out of the dialogue as long as there is valuable dialogue and engagement from the group. Bring the dialogue to a close with at least 15 minutes left for debrief.

Debrief

Discuss with participants:

- dialogue and the possibilities for learning and sharing
- fishbowl as an approach, and where it might be effective
- individual behaviour, including listening and questioning
- setting up and managing a successful dialogue

Record responses about what can help or prevent good dialogue.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.30. Dialogue through storytelling (90 min)

Learning Objective:

Value different perspectives.

Learning through sharing stories.

Strengthen the dialogue skills through listening and questioning.

You need:

None.

Explanation/Steps

1. Introduce the activity by saying that in many of our cultures stories are a way of exploring common truths by looking at specific experiences. The participants are invited to enter this activity using the skills they have learned from the Course so far, e.g. listening skills.
2. Split the group into groups of four or five people.
3. Explain the process to the groups: each group is asked to identify either a topic that is important to them personally or to community-based entrepreneurs. Invite participants to each spend ten minutes on their own writing a personal story they have about this topic. The stories should have real meaning for them personally.
4. Ask one individual in each group to share their story with others in the group. The group should actively listen (refer to 'Listening at three levels' if you have done this exercise). Following this, each person in the group expresses how it matches their story or experience and how it is different.
5. Ask each group to engage in dialogue using the following questions: 'What (was the story)?', 'Why (did the events in the story occur)?', 'What do we understand from the story?' and 'How might we act differently as a result of this story?'
6. Ask each group to capture what they feel are the main points of the story as well as their learning. These can then be shared with the rest of the group.
7. Share the main findings online if the participants are comfortable with this.

Debrief

Ask participants

- What were the challenges and successes of dialogue through storytelling?
- How could we use this in our communities to build trust and understanding or as part of our idea development?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.

- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

5. Community development & spirit

1.31. Setting the criteria for an inclusive community (60 min)

Learning Objective:

Understand the level of inclusion in your own community.
Value different perspectives.

You need:

A flipchart with criteria on it or a Power Point slide projected from a laptop.

Explanation/Steps

1. Split into small groups (1-3 people from the same community).
2. Rate your community based on the following criteria/elements on a scale 1 to 10.

Exercise template:

Inclusive community - criteria	Rate the present moment on a scale 1 to 10: 1 - very low 10 - very high	What would you like to change and by how much?
<ol style="list-style-type: none">1. Commitment to social inclusion and diversity is communicated and promoted among community residents.2. All community residents (including minorities and refugees) are informed about the services and opportunities available to them.3. Community residents have a say in decisions that affect their life4. Community residents are involved in making their community welcoming and safe5. There is legislation that supports employment equity, ethical behaviour and anti-discrimination.6. Community residents are supported in gaining the knowledge and skills they need to feel included.7. There are mechanisms in place to support the health and well-being of community members.8. Community places ensure accessibility for people with a disability.		

Debrief

Ask participants:

- What did completion of this checklist indicate about your community level of 'social inclusion and diversity'?

- What areas of strength did you identify for your community through completion of this checklist? (Name 1-3)
- If you were engaged in community activities, what areas would you strengthen in the first line? (Name 1-3)

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems

Source: Materials of YEPP EUROPE, www.yeppeurope.org

1.32. Globally connected, locally engaged (30 min)

Learning Objective:

Understand the concept of community and the connections between local and global. Ability to identify key stakeholders in the community - power holders and decision makers.

You need:

Human bingo sheets.

Explanation/Steps

1. Ask participants to think back to the Human Bingo team building activity (if you have done that) and to bring out their completed sheets. If you have not done this activity, then do this now.
2. Ask participants to imagine that this room is now the whole world. Help by explaining which directions are north, south, east and west and where their country would be on this imaginary world map.
3. Ask each participant to choose one answer (for example, one country) from their Human bingo card and move to stand where they think that country is. If someone is already 'in that country', they can choose another answer and place on the map.
4. Allow everyone to get into position.
5. Share with the group: they don't need to worry about exact locations. It's not a geography class!
6. When everyone is settled, moving across the map, ask each participant to explain where they are standing and who is connected to that country and how. For example, 'I am Susanna and I am in Bangladesh because Kim is wearing something made there.'
7. When you have heard from everyone, ask participants to call out any other countries on their sheet that have not been mentioned.
8. Invite comments and discussion from the group about the map and its content. What do we see here? What does this mean?
9. Try to draw out the range of connections that the group has across the world, and to the number of different countries.

Debrief

Share with the group: just by asking a few questions to this small group we have spread out around the world. Although we don't see these connections in our daily lives, they link us to the world and affect our lives. What we do affects the world -

where we travel, what we buy, who we talk to, etc. - and what happens around the world affects us.

As entrepreneurs, we can address local (access to education) and global issues (environmental degradation, economic injustice) which are common to communities across the world. We can collaborate with, learn from and stand in solidarity with others who are experiencing the same issues and trying to do something about them.

Learning Style

- **Physical (kinesthetic):** using your body, movement, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.33. Power walk (60 min)

Learning Objective:

Understand the concept of community

Provoke thinking about power and inequality.

Ability to identify key stakeholders in the community - power holders and decision makers.

Gain motivation to act for change.

You need:

Adapted role cards, enough for one per person. Roles could include the following, in each case specify whether the role is male or female:

- a young child m/f
- a university student m/f
- a newly arrived asylum seeker m/f
- a local councilor m/f
- a member of parliament m/f
- a street vendor m/f
- a successful local business person m/f
- a married mother with children m/f
- a wheelchair user m/f
- a wheelchair user m/f.

Adapted list of statements (see the following).

Explanation/Steps

1. Introduce the activity but do not say too much about it. Share with the participants: 'This game requires you to use your imagination.'

2. Give each participant a role card. Explain that you want them to imagine what it would be like to be that person. Be clear about whether the role is male or female. Whether you're working with a single-sex group or not, it's good experience for participants to put themselves in the shoes of someone from the opposite sex. For example, a male participant could play the role of an adolescent woman, and a female participant could play the role of a male wheelchair user.

3. Ask the participants to stand in a line, side by side and facing you.

4. Now say, if you think your character displayed on the card would answer “yes” to the statement, take a step forward; if you think they would answer “no”, stay where you are.’

5. Read out the following statements to the group:

(adapt according to your group and context):

- I feel safe in my community.
- I have spare time to watch films and spend with my friends.
- I can vote.
- I can afford a foreign holiday.
- I never go hungry.
- I believe my children will be better off than I am.
- I am confident I can get a job.
- I get to see and talk to my parents.
- I am satisfied with my life.
- I get a say in local decisions.
- I can pay for hospital treatment.
- I can express my opinions in public.
- I am not in danger of being beaten up.
- When I go to the doctor I can speak for myself.
- I can provide a child with what s/he needs.
- I have a good income.
- I will be consulted on issues that affect my life.

6. After you have finished ask the group to put their character sheet on the floor and step away so that they can see the position of all the role cards.

7. Explain to the participants that this exercise was designed to give them an idea of the different powers different people have in their lives and how they participate in their communities.

Debrief

The discussion can develop in many different ways, but some important points to cover are:

- Who were the groups or people left out?
- Why were they left out?
- Why was the gap between those in front, in the middle and at the back so big?
- Was there any difference based on age and gender? What else?
- What responsibilities and duties do you think the different people have?
- What rights do those ‘left out’ have?
- What have we learned about power and participation?

Finally, as the group were imagining that they were someone else, ask them what assumptions they made to get into that character and what informed their responses to the statements. Ask them how it felt to walk in the shoes of someone else today. If they were one of the individuals without power, how did they feel about the others with more power?

Similarly, ask those who had more power how that made them feel about those with less power. Conclude by reminding the group that different kinds of discrimination, such as gender inequality or racism, have harmful effects and can lead to the abuse of power and privilege.

Learning Style

- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.34. Power and empowerment (40 min)

Learning Objective:

Explore the concept of power and its different types.
Support participants to reflect on their experience of power.

You need:

Definitions of types of power written up. Cards with the types of power written on them, one type per card.

Explanation/Steps

1. Introduce the activity. Ask the group what they understand by the word 'power' and why we might be talking about it here. Allow people to speak freely for a few minutes without intervening.
2. Explain that we will be exploring the concept further but that all change, from personal to global, involves a shift in power, and that is why it's important to understand the concept in more detail.
3. In the opening discussion it is likely that people focused on 'power over', talking about dominant people, countries and so on. Tell the group that there are four types of power and ask them what types of power they think there are. Have the types of power written up but do not reveal them until the group discussion draws them out. When you do reveal them, mention a little about each type according to the following details:
 - power 'over' refers to the ability of the powerful to affect the actions and thoughts of others. It includes domination, force, coercion and abuse.
 - power 'to' refers to the capacity to act, including the ability to claim rights, citizenship or voice.
 - power 'within' refers to a sense of self-identity, understanding of our rights and role as citizens, and confidence and awareness, all of which can be a precondition for action. It is commonly described as 'inner strength'.
 - power 'with' refers to the strength that can emerge through collaboration with others, collective action and alliance building. Commonly described as 'strength in numbers'.

When the four types are well understood, introduce the idea of visible, hidden and invisible power:

- visible power is all forms of power that can be easily seen and analysed. The power can be contested in public spaces, through formal decision making and so on.
- hidden power can limit the powers of excluded and marginalised people and groups (women and girls, people with disabilities, the poor, etc.) 'behind the scenes'. This might include dominant groups setting 'the rules of the game', excluding particular issues from the agenda, media bias, etc.
- invisible power refers to deep-rooted ideologies, public narratives and social norms that privilege some groups in society over others. It also refers to

beliefs that people hold about themselves that reinforce the inequalities.

5. Split the participants into groups of four and hand out cards with one of the four types of power on each. Ask each group to exchange stories of their experience with that type of power, and in relation to visible, hidden and invisible power. For example, a story might be about hidden power within, or invisible power over. Ask the group how these experiences made them feel. Were there any similarities or differences in the group between women's experiences and men's experiences?
6. After ten minutes, ask each group to share one of the stories in plenary.
7. Move the conversation on by asking what they understand by the term 'empowerment'.
8. Facilitate a short discussion on what a deeper understanding of power means for work towards empowerment.

Debrief

Ask people to share what they have learned about power and empowerment.

Refer to the statement that 'all change involves a shift in power' and ask if they can give examples of change they have been involved in by talking about a shift in power. Ask how they feel having a deeper understanding of power.

Often, simply by understanding that there are different types of power, people can feel empowered.

Creative modification

Instead of asking the groups to discuss types of power, ask them to either draw a cartoon to represent their example, or to set up a 'physical cartoon' or short sketch.

Debrief

Ask if and how this activity has helped stimulate or focus ideas for community action. Capture the key learning points from the activity.

Ask if and how this activity has made them think differently about experiences of power and empowerment from other people's situations and points of view.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.35. Community engagement visit (30 min)

Learning Objective:

Gain motivation to act towards positive social change.

Identify key stakeholders in the community.

Identify social development issues to address in the community.

Learn and share leadership experiences with those in the organisations and communities.

You need:

1. Facilitators organise a visit to one or two community organisations.
2. Prepare profiles about each of the organisations/communities to distribute to

the participants. Priority will be to visit those organisations or communities that have leaders with great leadership stories and are willing to share experiences with participants.

Explanation/Steps

1. The facilitator will ask the participants to split in the groups depending on the number of communities or organisations to be visited; if it is one community - split in the small groups of 4-5 people.
2. The facilitator will distribute the profiles of the organization(s) and then leave the participants to prepare for the visit. They would discuss what they would like to find out through the visit and prepare the questions.

Debrief

What intervention has this organisation made in the local community?

What are some of the successful outcomes for your visit?

Are we regarded as 'curious and enabling', or are we the 'problem solvers'?

How can we make sure our entrepreneurial community initiatives are inclusive? For example, the types of organisations we visit, the kind of questions we ask, the people we engage with in those organisations.

What questions might help develop a new recognition of what is possible?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Visual (spatial):** using pictures, images, and spatial understanding.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.36. Understanding position, interests and needs in the community (90 min)

Learning Objective:

Strengthen the ability to identify social issues to address in the community.

Gain conflict analysis skills and insights into the positions, interests and needs held by groups, parties and actors in conflict.

Strengthen capacity to conduct community research.

You need:

Flipchart paper, flipchart pens.

Explanation/Steps

1. Share with the group that the task is to depict the layers of conflict in their community. If the group come from different communities, they can work in smaller groups as they should have a good understanding of their community.
2. Introduce the onion as an analogy for understanding conflict. The outer layer or position is the public stance that is taken. By peeling the outer layer we uncover interests, which is what groups, parties or actors in a conflict want to achieve. At the core are the needs that must be addressed.
3. Explain that a position is what a group, party or actor say they want. It tends to be a statement or a stance that is taken publicly.

Examples might include the following:

'We want independence', 'This land belongs to us', or 'We want equal representation in local government.' Interests explain why a group, party or actors want something; in other words, the reasons behind these positions. Interests are generally tangible with more scope for negotiation than positions.

Examples: access to land and resources, greater political voice, more livelihood opportunities. Needs are what parties cannot do without. They are fundamental issues that are non-negotiable, for example identity, recognition and security.

4. Note that in communities that are fragile, unstable and/or conflict affected, it can be difficult to identify what the real needs are, due to an unwillingness to share them openly with others and/or because groups, parties or actors might not know themselves what their real needs are. Ask for ideas about why groups, parties and actors are unwilling to disclose their real needs, for example:

- don't want to show weaknesses or vulnerabilities to others
- fear that this might reinforce their oppression
- fear that it might undermine their domination.

Ask for ideas about why a particular group, party or actor in a conflict might not be aware of their real needs. For example, because of a focus on a collective identity and an unwillingness to look at the needs of groups within that identity/culture.

6. Note that the community map and conflict map will have generated issues and groups in conflict in their communities. Ask participants to review their conflict maps and community maps to list all the groups that are in conflict/parties to a conflict. Participants then draw three concentric circles on a sheet of flipchart paper (landscape), with space on the left and right sides, so that they can list the positions, interests and needs of two groups, parties and/or actors causing conflict in their community. In any one community, there might be many onions!

7. Remember that gender relations and other factors such as class, race, ethnicity, age and geographical location all determine the major actors in a conflict and the kinds of positions, interests and needs they might have. Clarifying the needs and positions of these different groups is crucial to understand what social action to take. It's also important to be aware that solutions to conflict can sometimes undermine women's rights or erode progress on gender equality if due consideration is not given to gender differences: for example, making concessions on access to land or natural resources might placate communities in conflict, but could worsen women's poverty if they are left out of land reform.

Debrief

- How did you find this exercise? How was it distinguishing between positions, needs and interests? Did the exercise become easier or more difficult as you unpeeled the layers?
- How easy was it to identify interests rather than values? Values are ideas about the wrong and right way to live, do things and treat others. Like needs, values tend not to be negotiable and they might be closely linked to our identity and culture.
- What did it tell you about your community that you already know? Are there things about your community that you still do not know?
- How might you uncover interests in your community? What do you need to know and do to uncover these interests and identify real needs?

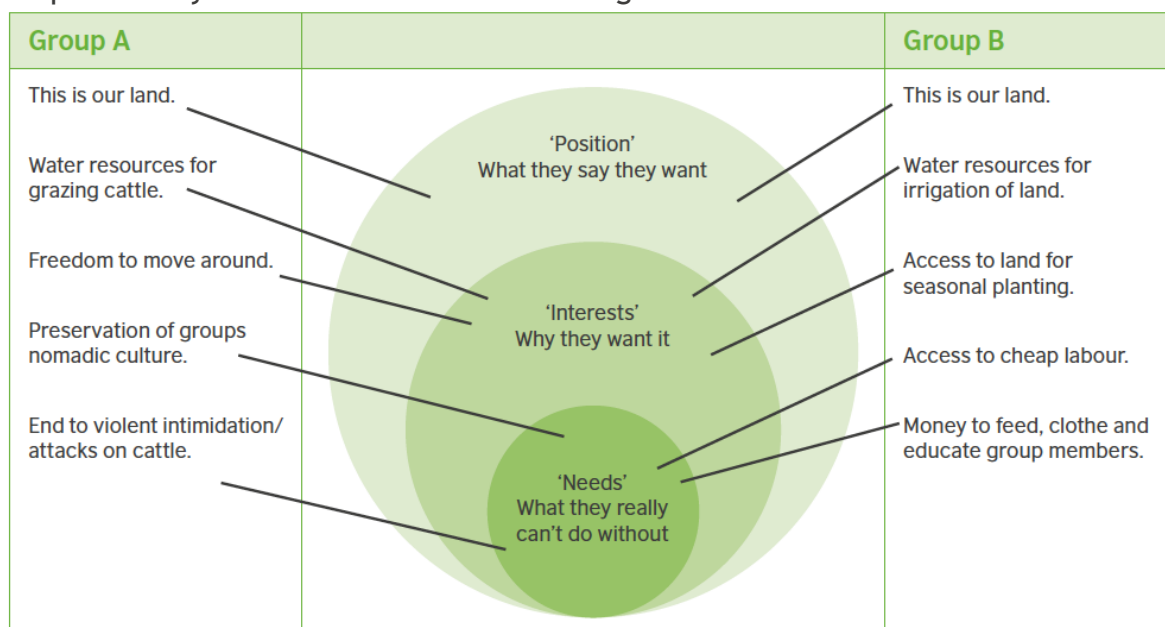
-- look behind positions for underlying interests

- put yourself in the other person's shoes
- ask 'why?', 'why not? what would be wrong with...?' Ask brilliant questions
- discover your own interests and the other person's
- some interests are uncovered, some are discovered.

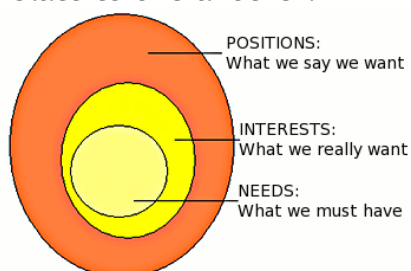
- How might you use this tool in your community?

In situations of conflict and fragility, this tool can help (re)build trust, understanding and communication between groups, and might precede or be part of efforts to transform conflict. It can, for example, be a precursor to the facilitation of a dialogue process, or as part of mediation or negotiation efforts. It can also be used to help identify the needs underlying conflicts, so that the respective needs of parties in conflict can be acknowledged and addressed on some level.

In general, it is accepted that there is more scope for negotiation if conflict is based on different interests. When conflict is based on fundamental needs or values, negotiation will be much more difficult. For needs and value-based conflict, dialogue can potentially allow a better understanding of others.



In peaceful situations people relate and act on the basis of their actual needs. In conflict situations, the lack of access to basic needs, together with the mistrust that often characterises relationships in conflict, alters the basis on which people relate to one another.



It is important to be aware about the distinction between positions and interests:

- Positions are what people say they want in a conflict.

- Interests refer to what people really want, and what motivates them. The outer layer of the onion represents the positions we allow everyone to see and hear (what we say we want). Underlying these are our interests (what we want), which represent what we wish to achieve in a conflict situation. At the core of the onion are our needs (what we must have), which must be fulfilled in order for the conflicting parties to be truly satisfied with the outcome. While interests can often be negotiated, needs are non-negotiable. Although it may be difficult to set other dynamics aside, it is critical that conflicting parties understand their own and each other's core needs, so that constructive and satisfying outcomes can be achieved.

When analysing interests we should bear in mind that:

- All parties have interests and needs that are important and valid to them.
- A solution to the problem should meet the maximum number of interests of the maximum number of parties possible.
- There is always more than one acceptable solution to a problem.
- Any conflict involves compatible interests, as well as conflicting ones

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Visual (spatial):** using pictures, images, and spatial understanding.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

1.37. Advertising diversity (90 min)

Learning Objective:

To help participants to begin thinking about what they may already be doing to promote diversity and social justice.

You need:

Writing/drawing paper and pens for participants; a handout of the instructions may be helpful for participants; flipchart and pens.

Explanation/Steps

1. The facilitator arranges participants into groups (grouped by country, project, theme - whatever is most appropriate).
2. The facilitator gives these instructions:
 - a. A donor has announced that new funding is being made available. The condition is that it will go to entrepreneurial projects that attract lots of people from your community.
 - b. You need to write a short advert for a project that promotes diversity and non-discrimination. Bear in mind that there are hundreds of projects competing for the donor's attention (and the funding)!
 - c. Think what you or your project has already done to promote diversity and social justice with marginalised groups. What are the large and

small things you do on everyday basis to address these issues? How do you fight discrimination? How do you involve community in the dialogue? Who can be a testimonial for the things you've mentioned? Be as truthful as possible and take the examples from your life.

3. After the allocated time the facilitator asks each group (or a few groups, if time is short) to read out their adverts. The facilitator makes a list on the flipchart of all the different examples of activities that are mentioned in the community to promote diversity and social justice.

Debrief

In the end, a general discussion can follow, covering areas such as:

- a. How many of the activities do you just do as part of your everyday life?
- b. Did anyone discover things that were happening in their life (projects) that they did not know about before?
- c. Are you already doing more than you thought you were?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Source: Making a difference. Training material to promote diversity and tackle discrimination. Save the Children UK 2005: http://www.crin.org/docs/SCUK_Diversity_Training_Manual.pdf

Concluding Module 1

Homework

- What is your vision of inclusive community? What change would you like to see there? Do it through art: picture, video, photo collage.
- Post it online in the group.
- Comment to at least 3 other posts: what similarities/differences do you see? What parts of your vision or the vision of others can you already implement in your community?

Checklist

- Workshop delivered
- Homework done & shared
- Comments to peer's homework made
- Video(s) made and uploaded
- Module evaluation (survey)
- Welcomeship Night organised

Tips & Tricks

- Agree the Common Ground with the group
- Make sure everybody has equal access (e.g. speaking time).
- Choose the exercises according to the level of the group.
- Use different learning styles in the Module!
- Moderate the online exchange and sharing
- Assign the homework to young people
- Brainstorm on the format for the Welcomeship Night with young people and link it to the topic of Module 1.

Module

2.

“Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.”

— Harriet Tubman

Entrepreneurship and Community



Learning Style:

- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

2.2. Young, female, philanthropist: case study (20 min)

Learning Objective:

Learn about entrepreneurs on an example of a young girl.

You need:

A computer with Internet, video projector, paper and pen.

Explanation/Steps:

1. Set up a room in a large circle.
2. Watch the TED Talk: “Meet Maya Penn, 13-year-old entrepreneur”:
https://www.ted.com/talks/maya_penn_meet_a_young_entrepreneur_cartoonist_designer_activist?language=en

Background: Maya Penn started her first company when she was 8 years old, and thinks deeply about how to be responsible both to her customers and to the planet. She shares her story and some animations, and some designs, and some infectious energy in this charming talk. Maya Penn makes eco-friendly clothes and accessories, which she sells on a site she built – and gives away a percent of the profits.

Debrief

Discuss in the group:

- What inspires you in this girl? Why?
- How can you use it for your own example?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

2.3. Social and business entrepreneurship (20 min)

Learning Objective:

Learn about the differences and similarities between social and business entrepreneurship.

You need:

A computer with Internet, video projector, paper and pen.

Explanation/Steps:

1. Set up a large circle.

2. Watch the videos of famous entrepreneurs by picking one or two stories from the list below to analyse what inspires you in these people:

- Social Entrepreneurs:

<http://www.socialnomics.net/2012/07/03/the-10-greatest-social-entrepreneurs-of-all-time/>

- Business Entrepreneurs:

<http://www.incomediary.com/30-most-influential-entrepreneurs-of-all-time-2>

or consult further resources in the Guidebook.

What is common here? What is the difference? How do these businesses earn the money? How do they make their ideas sustainable?

Debrief

Give time for individual reflection:

- Why do we call them entrepreneurs?
- Where are the differences between social and business entrepreneurs and where are the similarities?

Discuss your thoughts in the group.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

2.4. What is sustainability? (30 min)

Learning Objective:

To understand the term “sustainability”.

To clarify the expectations and fears in the group.

You need:

Paper, cards, pens, flipchart, markers, definition of sustainability, real-life examples of sustainable businesses

Explanation/Steps

1. Set up a classroom.
2. Write word SUSTAINABILITY in the centre of a paper.
3. Analyse and brainstorm on the word “Sustainability”!
 - Ask the participants to write down everything they currently know about the word sustainability around the central word.
 - Ask the participants to write down everything they need or want to know about the subject, but don't currently know.
 - Read and reflect on the written content and explain what sustainability is
 - Ask the participants why sustainability is important and give some real-life examples.

Debrief

- Why is sustainability important?
- How did these businesses manage to get sustainable?

- How can you measure if a business is sustainable or not?

Tips for trainers

This exercise is all about getting everything you can think of relating to the topic of sustainability down on paper, so don't be concerned if it looks messy and unfocused. The goal is making the word/ subject closer to the participants and get them thinking about it.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.
- **Logical (mathematical):** using logic, reasoning and systems.

2.5. Street mapping: different types of entrepreneurship (90 min)

Learning Objective:

Learn about different types of entrepreneurship in your own locality.

You need:

Computer with Internet, camera/smartphone, paper and pen, markers, pencils

Explanation/Steps

1. Watch an example of a street mapping project for Oranienstrasse in Berlin-Kreuzberg, Germany:

http://zoom-berlin.com/zoom-berlin-willkommen-auf-der-oranienstrasse/static,Index_de.htm.

Think of your example of a favourite local place (neighbourhood or district).

2. Ask the participants to choose one street in their locality.

What are the the entrepreneurial initiatives located in this street, e.g. places “with an idea” which you like, admire and like to go to? Why do you like them? What is so special about them? Can you see different “types” of entrepreneurs behind, e.g. women, young people, social activists, businessmen?

3. Home work: go and visit the street. Take pictures of the initiatives that catch your attention. Talk to the owners. Share your story online and read the stories of others.

Debrief

Discuss the results of street mapping in the group:

- What did you see? What did you like? What did you not like?
- What types of entrepreneurship did you see in the street? Explain different types of entrepreneurship: Social, business, female, youth, intrapreneurship (company entrepreneurship) building on participants' examples. Ask if students have found multiple types in one, e.g. youth female entrepreneurship. How can you use multiple categorization to your advantage?
- How do you see the role of an entrepreneur? Draw or write on flipchart your vision.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Solitary (intrapersonal):** working alone and use self-study.

2. Community-based entrepreneurship

2.6. From your definition to YEPP definition (60 min)

Learning Objective:

Become aware of different understandings of a term “entrepreneurship”. Clarify the objectives of the Welcomeship course through YEPP definition of entrepreneurship.

You need:

Flipchart, moderation cards, markers, YEPP definition of entrepreneurship, other definitions and quotes

Explanation/Steps

1. Set up a class room.
2. Split the group in pairs to discuss the following question: How do you define entrepreneurship?
Ask the pairs to write down their definition on the moderation cards.
3. Invite the pairs to share their definitions with the group on a flipchart and listen to what others say.
4. Now, link their definition to the “YEPP” definition (s. below) and present what this course is about.
6. Share your results online.

“YEPP” definition of entrepreneurship:

Entrepreneurship is a way to empower young people to create sustainable business models that are based on cooperation of local actors, are socially responsible and connect local needs with community resources.

Community-based entrepreneurship means that entrepreneurial ideas of people are directly linked to the community they live in, belong to or feel connected to. These ideas arise from a situation analysis and reflect the needs and resources of the community. The ideas are implemented in collaboration with community stakeholders. Community-based entrepreneurship learning fosters entrepreneurial spirit, skills and competences; serves as a means of promoting active citizenship and inclusion; and increases social impact.

From a range of opinions which may include prejudices and fears (“Entrepreneurship is not for all”; “Entrepreneurship is a business”) connect to **“YEPP” definition of entrepreneurship** and clarify what this course is about, namely:

- Strengthen individual’s ability to turn ideas into action,
- Find socially responsible solutions in the form of projects,
- Develop practical skills to manage your project, be it your work or your hobby,
- Use profit for your own purpose (social purpose: pay salaries or invest in the statutory activities of your organisation or business purpose: get rich or reinvest in growth).

Debrief

Ask the participants to write down their expectations and fears and share them in pairs. Share with others in the plenary.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

2.7. From YEPP definition to your definition (60 min)

Learning Objective:

To understand the terms entrepreneurship, community, social responsibility and sustainability.

To clarify the expectations and fears in the group.

You need:

Paper, cards, pens, flipchart, makers, YEPP definition of Entrepreneurship, other definitions and quotes

Explanation/Steps

1. Set up a class room.
2. Brainstorm on the words - entrepreneur and entrepreneurship. Go to YEPP definition:

“YEPP” definition of entrepreneurship:

Entrepreneurship is a way to empower young people to create sustainable business models that are based on cooperation of local actors, are socially responsible and connect local needs with community resources.

Community-based entrepreneurship means that entrepreneurial ideas of people are directly linked to the community they live in, belong to or feel connected to. These ideas arise from a situation analysis and reflect the needs and resources of the community. The ideas are implemented in collaboration with community stakeholders. Community-based entrepreneurship learning fosters entrepreneurial spirit, skills and competences; serves as a means of promoting active citizenship and inclusion; and increases social impact.

3. Analyze and brainstorm words “community” and “social responsibility”. Use the sustainability brainstorming exercise and comment them together.
4. Create your own definition and then create one together for the group.
5. Explore other definitions about entrepreneurship using the cards and quotes. Listen to what appeals to you most.
6. Share your results online.

Debrief

What is this course about and not about?

Clarify your expectations and fears in a group of two.

Discuss some examples in the plenary.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems.
- **Social (interpersonal):** learning in groups or with other people.

3. Role models & entrepreneurs in society / your community

2.8. Heroes and heroines in your community (60 min)

Learning Objective:

To learn about the sphere of entrepreneurial impact.

To learn about the knowledge and experience from a real person.

You need:

A guest 😊 paper and pen

Explanation/Steps:

Do a talk or a panel with entrepreneurs in your community (it doesn't matter if they are social or not).

- How did they decide to be entrepreneur?
 - What is their passion? What is their journey?
 - What role do they have in the following spheres? Pick one sphere which interests you most and ask a question.
-
- Social (how many households does s/he reach? Do people get in contact with each other when they visit this place?)
 - Economic (how many jobs are created through this service? What possible implications might it have, e.g. employees with kids are able to send them to school, government gets income through taxes, etc.)
 - Identity (do you like the area because of such people or services?)
 - Cultural (are cultural activities held in this place? Does this place foster exchange between community members?)
 - Educational (does this place/service/product play an educational role in your community?)
 - Legal (does this place help you to reinforce your rights?)
 - Health and Environment (what environmental and health benefits do you see from this existing project/place?)

Make a photo of an entrepreneur and present his/her story in an online group.

Debrief

Discuss in the group

- What did you learn from this talk?
- What has inspired you most?
- What can you take as a stimulus for your own case?

Tips for trainers:

You can also bring in your local “hero” or “heroine” and incorporate them into a field trip. See below framed articles documenting the impact of social entrepreneur, Vedran Habel and then also the pictures from the evening with his (dis)abled staff in his social enterprise in Zagreb, Croatia named UNUO, experiencing his hospitality at the inclusion workshop.



Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

4. Me, the Entrepreneur: Me, my passions & talents

2.9. Draw your passions (60 min)

Learning Objective:

Learn about yourself, your passions, interests and values.

You need:

DIN A1 or A4 paper, pencils and markers, enough wall space and painter's tape to hang finished work.

Explanation/Steps

1. Ask the participants to take a A4 sheet of paper and cut a paper doll out of it. Explain that this doll represents themselves. Use a doll template (Image 1) or free form dolls (Image 2) which can differ in shape and size to reflect the uniqueness of each individual.
2. Write or draw into the different parts of the doll your passions and values, interests, experiences or skills, e.g. family beside the heart, philosophy in the brain, etc.
3. After participants draw a doll, they name it and put it on the clothing line. It stays there until the end of the day/workshop/ course.
4. After all students hang their dolls, they go around, find someone's doll and say what you see and like there.

Variation: Draw yourself in the natural size

Participants make a group of two. They are given a large sheet of paper, either 2 metres or DIN A1. Each pair draws each other onto the sheet (if you use 2 metres you can draw the contours of each other on the floor). After one person completes the drawing/contouring of his/her partner, they hand it back and get a drawing of themselves from him/her. Now they write or scribble into the different parts of your body your passions and values, interests and experiences, e.g. family is placed beside the heart, philosophy in the brain, etc.

Ask the students to present their drawings to the group in pairs and share a few of their passions or interests. These artworks will be hung around the room possibly for the duration of the module and taken home. As the course continues, it allows them to add qualities and values and interests to themselves and learn more about each other.

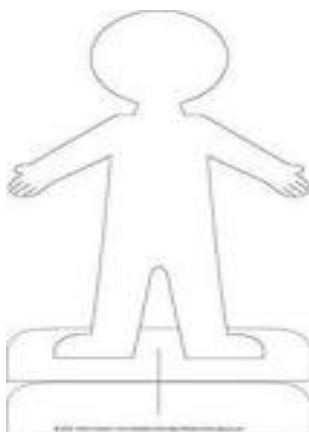


Image 1

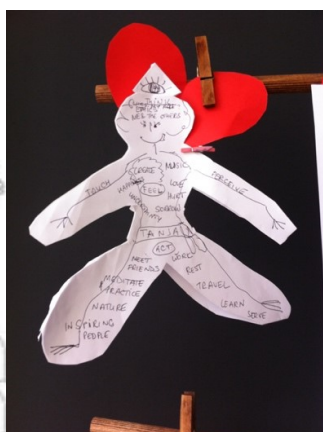


Image 2



Real-life exercise

Debrief

Discuss in the group the following questions:

- How can my passion connect to my ideas for my (life) projects?
Example: If I like sport, how can I connect this to my ideas and passions?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Solitary (intrapersonal):** working alone and use self-study.

Tips for Trainers:

A good warm-up exercise. Encourage participants to learn about each other by facilitating discussions. Ask them questions of what they learned or what they appreciate about the exercise or how others approached the task. Keep the dolls on display (on the wall using painters tape or try hanging them on a clothes line) or ask participants to keep them and at the end of the course, take a look back. How does your passion change over the weeks? What new passions and interests came into your life? Doll exercise can be a good tool for measuring change throughout the course.

2.10. Assessment tests (30 min)

Learning Objective

Deepen your understanding of yourself, your motivations and passions.
Understand the importance of passion in entrepreneurship.

You need:

Computer with Internet and worksheets.

Explanation/Steps

1. This can be a good homework exercise. Try the assessment tests to learn about your passions and motivation. Your passion is your key to your success as an entrepreneur.

Here are a few:

- How to find your passion: <http://www.wikihow.com/Find-Your-Passion>
- If you want to understand the importance of passion in entrepreneurship, here is an inspiring video “Passion: The Fuel Entrepreneurs Run On”: <http://mashable.com/2014/07/30/passion-entrepreneurship/>.

Debrief

Discuss in the group:

- What is one key thing you found out about yourself?
- How can you link your passion to your ideas for your (life) projects?
- Homework: post a picture in an online group which represents your passions.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Solitary (intrapersonal):** working alone and use self-study.

2.11. Game about talents (30 min)

Learning Objective:

To learn about your own talents and talents in the group.

To generate ideas for community-based entrepreneurial solutions.

You need:

Memory cards, paper, pens.

Explanation/Steps

1. Create a memory game: ask young people to write their passions and talents each separately on memory cards.
2. Write random problems in any community/ or their community on the same number of cards.
3. Open one card with the talent and another with a problem. You need to say how can you use this talent to solve the problem to get a match, or how can I help community by using my talents?
4. Play until all participants have an opportunity to voice their ideas.

Debrief

Discuss with the group:

- What have you learnt?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

1.12. Letter to myself (30 min)

Learning Objective:

Deepen an understanding of yourself and where you want to be in the future and after the course.

Learn how to set SMART goals.

Learn about Key Performance Indicators (KPI).

You need:

Music, player, paper, pens.

Explanation/Steps

1. Set up the room for individual seats with enough space around.
2. Circulate to participants pens and paper, ask them to put it beside.
3. Explain the task: Write a letter to yourself. Formulate what you want to achieve from the course. The letter is to be open at the end of the project.

4. *Optional*: use the SMART Goals to formulate what you want to achieve. Write it on the flipchart so that participants can see it.

SMART stands for:

- **Specific**: your objectives should be as concrete as possible.
- **Measurable**: you should be able to assess if, and to what extent, the objectives have been achieved.
- **Attainable**: you should be able to achieve your objectives.
- **Realistic**: you should truly believe that you can accomplish your objectives.
- **Timely**: An objective should be grounded within a relatively short time frame (in our case: until the end of the project)

For further information and advice for formulating 'SMART' Goals, please see: www.topachievement.com/smart.html (SMART goals will be covered in Module 3)

5. Ask participants to find a comfortable sitting position and make sure they have enough space for themselves.

6. Dim the light. Put on some music. Ask participants to close their eyes. Speak slowly. Ask them to visualize their future in 5 years and then 10 years following the questions:

- Look around you. Who is beside you?
- What are you doing? (Use some visual pictures of activities)
- Where are you? Is it a house? The seaside? The mountains?
- Are you rich? Are you poor?
- Are you happy?
- What makes you happy there?

7. Now, the students open your eyes, take a pen and paper. They write a letter to themselves or draw a picture how they see themselves in the future. Ask them to formulate their goals. Then ask them to fold it and keep until the end of the course as a point of reflection of the advancements (or collect the letters and keep them until the end of the course in a safe place).

Debrief

Discuss with a group:

- How did it make you feel?
- Did you have any insights about what you want to do in the future?

Ask for a few examples of sharing their objectives.

Now, formulate the key performance indicators: how will you know that the goal was accomplished? You can measure it with the number of people you talked to, the number of new friends, the number of events/ parties you took part in and the number of hours you spent doing that; if you wanted to learn something new, what were the new things you learned. Feel free to find other indicators of your achievements which suit you.

Note: this exercise can also be used in Module 5 at the end of the course while developing a vision for your entrepreneurial idea.

Learning Style

- **Aural (auditory-musical):** using sound and music.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

5. Community analysis

2.13. Situation analysis (120 mins)

Learning Objective:

Learn about your local community, services, resources and needs.

Learn about the stakeholders in your community.

You need:

Computer, Internet, sources of government data statistics, paper, markers.

Explanation/Steps

1. This is a good home work exercise. Split the group in the teams of 3-4 people and split the blocks of questions.

2. Ask the teams to collect the data from Internet government sources and/or interview some local inhabitants. Ask them to summarize on 1-2 pages the results of their findings in the following way:

1. Describe your community. What's specific about your area? (number of inhabitants, demographic structure, socio-economic profile, e.g. unemployment rate etc., ethnic, religious and cultural groups)
2. What community groups (ethnic, religious, cultural, etc.) receive (or have access to) services provided by the state, by NGOs, by others? Is there a group left behind, e.g. young people at risk? What opportunities do exist for these community groups to voice their needs and wishes?
3. What is the economic structure of your area? What are predominant businesses and work places? What is the role of smaller businesses? How was the economic development over the past years and what are the future outlooks?
4. How many entrepreneurial initiatives, such as businesses, start-ups or social businesses are serving community needs? Are they supported by the local government?
5. Who are the community stakeholders in your area? How many youth associations, foundations, churches and other independent organisations are active in your area?

Debrief

Discuss in the group:

- What key challenges do you see in relation to your findings?
- What are the available resources and allies?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems.
- **Social (interpersonal):** learning in groups or with other people.

2.14. Community mapping (90 min)

Learning objective:

Understand different perspectives on a community.

Foster the ability to identify social development issues to address in the community and insights into needs and opportunities.

Create a shared visual map of their local community, including positives and areas of concern, with broader community engagement if possible.

You need:

Maps from municipality/Internet, sets of printed images with icons (Positive places, Unknown, Issue or place of concern, Place of learning/arts and culture, Decision making, Negative places, No access), paper, coloured pens, two examples of community maps (s. below).

Explanation/Steps

1. Get maps in advance from city or tourism office or print them off the web.
2. Split the group in the teams of 3-4 to work on a map and code and mark regions of small business activity, areas of decay/potential.
3. Discuss the potential realized or underutilized and imagine what businesses they think are needed in the community but do not already exist.

It is important that this exercise is a mapping out of a location that is familiar to them. If the group have come from a number of localities, split them into smaller groups based on where they come from.

Alternative:

1. Show two examples of community maps.
2. Split the group in teams of 3-4. Ask each team to draw in pencil (with the help of the rest of the group) a very rough map of the geography: roads, towns, hills, borders - whatever is right for the scale of the area you are working in. Stress again that it doesn't have to be accurate or detailed.
3. Use different colours for different types of organisation (for example, green for factories and shops, red for housing, blue for government buildings and so on). (optional) Give out the icons and explain that people can use them to represent different features of the community.
4. Ask the group to identify some of the good things about the local community, the local assets and resources:
 - what services and facilities does the community have?
 - what skills does the community have?
5. Now ask the participants to write on sticky notes some of their emotions or feelings for different parts of the area, as well as for the different buildings and facilities they have placed on the map. These can be positive or negative. They should place these sticky notes on the map.
6. Ask the group to identify some of the things they want to improve in their community.
7. Identify issues or concerns in the community and mark them on the map.
8. Identify where there are gaps in knowledge and further research is needed.

Debrief

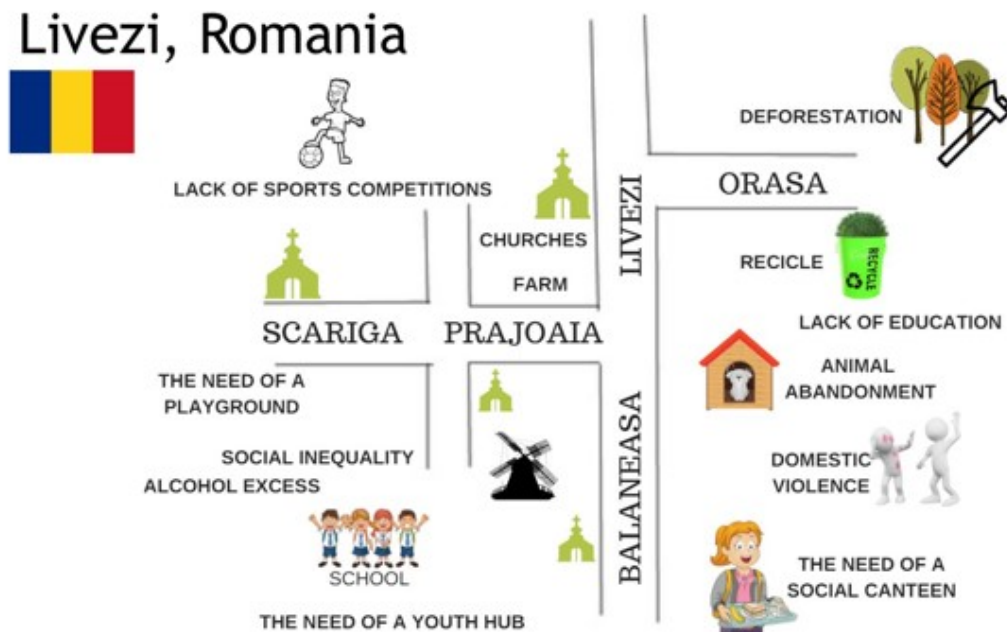
- Bring the group together and ask them to share their feelings about the activity.
- Explore the assumptions and the issues underlying their attitudes and why different people might have different perceptions. Example: 'We have different feelings about our communities. There are underlying tensions.'
- Explore the assumptions and the issues underlying their attitudes and why different

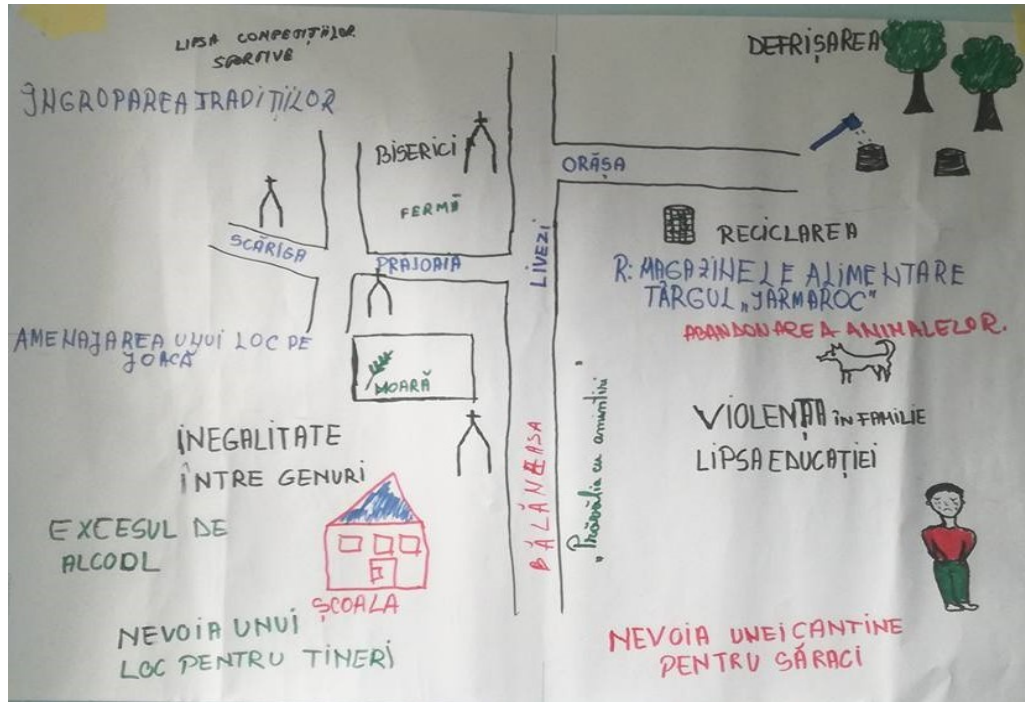
lot of positive comments and other places attract a lot of negative comments.

- Ask how this map will help them to design community-based entrepreneurship projects.
- Ask participants to bear this exercise in mind together with the key themes that emerged.
- What are some of the key themes that have emerged? Especially those connected with social issues, e.g. drainage, gender-based violence, health, freedom, space, drugs and jobs.
- Have any safety and security issues emerged? If so, what are they? Do these have a different impact on women, men, girls and boys in the community?
- How does this help you to generate possible ideas for community-based entrepreneurship?
- This activity can lead directly into the problem tree activity. You can take the issues identified through the mapping and use the problem tree to analyse them by looking at the root causes and opportunities for social action.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

Example of a map of a geographical community





Solna, Sweden



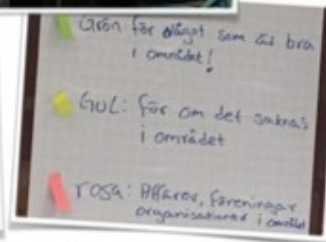
- Something that's positive in this area
- If there's something missing in this area
- Shops, companies, cafés, associations etc.
- Whatever comes in mind!



Solna, Sweden (originals done in the group)



- Green:** Something that's positive in this area
- Yellow:** If there's something missing in this area
- Pink:** Shops, companies, cafés, associations etc.
- Orange:** Whatever comes in mind!



Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

2.15. Foto safari (60 min)

Learning Objective:

To learn about your community and the initiatives taking a closer look through the lens.

You need:

A camera or smartphone.

Explanation/Steps

1. Outdoor activity and good as a home work.

The task is for young people to take pictures in their locality where they see

- Positive places,
- Unknown places
- Issue or place of concern/area of decay
- Place of learning/arts and culture,
- Decision making places
- Negative places
- No access

They can split the questions and work in the teams of 2.

2. Ask participants to share their photo stories in an online group.

Debrief

What are some of the key themes that have emerged?

What services and facilities does the community have?

What skills does the community have?

Ask the participants to write on sticky notes some of their emotions or feelings for different parts of the area, as well as for the different buildings and facilities they have placed on the map. These can be positive or negative. They should place these sticky notes on the map.

Ask the group to identify some of the things they want to improve in their community.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

2.16. Case clinic (70 min)

Learning Objective:

Generate new ways to look at a challenge or question.

Develop new approaches for responding to the challenge or question.

Develop concrete and innovative ideas for how to respond to a pressing leadership challenge.

Develop high level of trust and positive energy among the peer group.

You need:

Sufficient space so that groups can work without distractions.

Chairs for each group to sit in a circle or around a table.

The handout of the process.

Explanation/Steps

2 min Split the group into the teams of 4-5 peers.

Select case giver and time keeper.

Case giver: Share your personal aspiration and leadership challenge that is current, concrete, and important, and that you happen to be a key player in. You should be able to present the case in 15 min and the case should stand to benefit from the feedback of your peers. Include your personal learning threshold (what you need to let go of and learn).

15 min Intention statement by case giver.

Take a moment to reflect on your sense of calling. Then clarify these questions:

- Current situation: What key challenge or question are you up against?
- Stakeholders: How might others view this situation.
- Intention: What future are you trying to create?
- Learning edge: What do you need to let-go of - and what do you need to learn?
- Help: Where do you need input or help?

Coaches listen deeply and may ask clarifying questions (don't give advice!)

3min Stillness

Listen to your heart: Connect with your heart to what you're hearing.

Listen to what resonates: What images, metaphors, feelings and gestures come up for you that capture the essence of what you heard?

10min Mirroring

Images (Open Mind), Feelings (Open Heart), Gestures (Open Will):
each coach shares the images/metaphors, feelings and gestures that came up in the silence or while listening to the case story. Having listened to all coaches, the case giver reflects back on what s/he heard.

20min Generative dialogue

All reflect on remarks by the case giver and move into a generative dialogue on how these observations can offer new perspectives on the case giver's situation and journey.

Go with the flow of the dialogue. Build on each other's ideas. Stay in service of the case giver without pressure to fix or resolve his/her challenge.

8min Closing remarks

By coaches and by case giver: how do I now see my situation and way forward?
Thanks & acknowledgment: an expression of genuine appreciation to each other.

2min Individual journaling to capture the learning points.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

Source: Presencing Institute: <https://www.presencing.org/resource/tools>

6. Entrepreneurship and inclusion

2.17. Entrepreneurial ideas for inclusion (30 min)

Learning Objective:

To connect inclusion with entrepreneurship using the existing examples in your own community and outside.

You need:

Maps, cards or post-its, computer with Internet.

Explanation/Steps

1. Talk about inclusion, e.g. what is it and ask young people if they feel included.
2. Showcase some example of ideas that solve this problem, e.g. video showing the projects of people with disabilities: <https://vimeo.com/175469435> or WeWork Refugee initiative: <https://www.youtube.com/watch?v=8q2l-VmQfso>
3. Add things that are missing - to the map. Ask participants if there are any real examples in the community.
4. Ask if young people know any other ideas on inclusion that inspire them. How could they fit in your community?
5. Home work (optional): ask young people to do an online research and find ideas for inclusion that they like.

Debrief

Ask young people to add these new ideas to their maps in a different colour for „I wish we had these“.

Ask them to explain their choices.

Explore how they work and what change they provide.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Social (interpersonal):** learning in groups or with other people.

Concluding Module 2

Homework

Write down or draw your passions & talents and explain why is it your passion, what are you good at, etc.

What are the issues and problems, as well as resources and assets in your community which CAN be connected to your passions and talents?

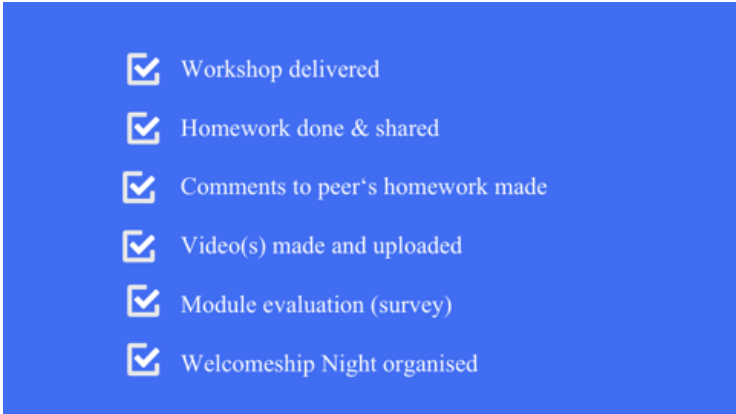
What issues do you WANT to solve with your passions and talents? In what field would you like to intervene as a community-based entrepreneur and how?

Present your answers through writing, a poster, an image (with explanations) or a video.

Share the homework in the group.

Comment on the homework of three peers (2 in your group; 1 international)

Checklist

- 
- ✓ Workshop delivered
 - ✓ Homework done & shared
 - ✓ Comments to peer's homework made
 - ✓ Video(s) made and uploaded
 - ✓ Module evaluation (survey)
 - ✓ Welcomeship Night organised

Tips & Tricks

- **Community-based entrepreneurship:** make sure participants fully understand the concept and that it is based on 1) community issues and needs and 2) that it is implemented in PARTNERSHIP with community stakeholders
- **Role Models:** While it is interesting to refer to and analyse famous (international) (social) entrepreneurs, it is important that participants find local examples of role models/entrepreneurs who they can identify with.
- **Passions & Talents:** Finding out your passions and talents tends to be a very motivating and engaging exercise which also empowers and builds confidence in participants. Make it engaging and make sure people understand the importance to link the passion(s) and talent(s) with a community issue or need when developing an entrepreneurial idea.
- **Community analysis:** Its about facts and figures combined with perspectives of individuals or groups in the community. Facts and figures are important and you go deeper when doing (later) market research through “secondary” research. Perceptions (“primary” research) are gained through talking to people and in the discussions in the group and with community stakeholders. We strongly recommend the community mapping exercise. Here, the importance is on the process rather than the end product. It s not about a perfect map but about the discussions, the analysis and sharing of points of views in the group concerning the issues, resources and opportunities in the community.
- **Inclusion:** Make participants see how working on these community issues with an entrepreneurial approach can contribute to more inclusion in the community.

Creativity is a great motivator because it makes people interested in what they are doing. Creativity gives hope that there can be a worthwhile idea. Creativity gives the possibility of some sort of achievement to everyone. Creativity makes life more fun and more interesting.

— - Edward de Bono

Module

3.

Idea Development



1. Asking the right questions

3.1. Mind mapping (45 min)

Learning Objective:

Learn the creative technique of Mind Mapping.

Analyse existing (social) businesses in your community using key questions for a Mind Map.

You need:

Paper, (colored) pens.

Explanation/Steps

1. Watch these videos on how to create a Mind Map:

<https://www.youtube.com/watch?v=mRFn1U3jvCw>

<https://www.youtube.com/watch?v=wLWVOXN7K1g>

2. Create your own Mind Map about your existing (social) businesses in your community entrepreneurial idea, yourself or a topic of your interest (e.g. your next vacations).

Debrief

Each participant presents his/her mind map.

Questions:

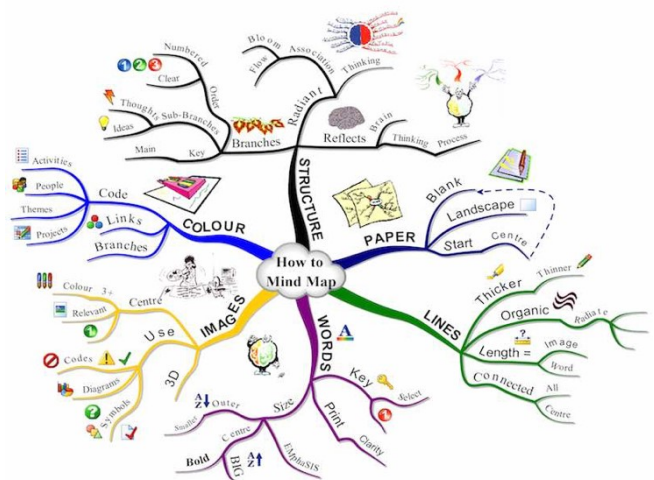
- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Solitary (intrapersonal):** working alone and use self-study.

Tips for Trainers:

You can work off the video which shows that you start from the center and let ideas radiate out. The alternative is to do some warm up exercises by discussing things in nature that naturally have lines and curves like trees, flowers, octopus, stars and others but let the group imagine. Then have everyone start from this object and have them put themselves at the center and then label the main curves with Hobbies, Roles, Pleasures and Pains. Then from these main curves they should have subcurves where they assign one word to one branch or offshoot. They should combine words and images to complete their mindmap. Then display them and give everyone time to reflect on their own mindmap and each other's.



2. Market Research

3.2. Secondary research: analyse a (social) business (60 min)

Learning Objective:

Learn how to analyse existing businesses using a template of key questions. Get familiar with key concepts of the Business Model Canvas.

You need:

Pen and paper, computer with Internet, template to fill in.

Explanation/Steps

1. Split in small groups.
2. Choose a (social) business (from your community) of your choice
3. Make research on the Internet, or get brochures, flyers or any other marketing material about the (social) business
4. Fill in the below template to answer to key questions and analyse the (social) business

Debrief

Ask each participant to present his/her research results.

Questions:

- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Solitary (intrapersonal):** working alone and use self-study.

Exercise template

What needs do they meet/ problem do they solve?	Who are their customers? What Segments of the market do they serve?	What relationship do they have with the customers?
What channels do they use to reach their customers?	What are their main activities ?	What are their main resources?
Who are their main partners?	What are their main costs?	How do they generate revenues?
Who are their main competitors?	What Social Impact do they create in the community?	

3.3. Primary research: interview with a founder (60 min)

Learning Objective:

Learn how to analyse existing businesses by asking the right questions.

Get familiar with key concepts of the Business Model Canvas.

Learn how to get an appointment and make an interview with an (social) entrepreneur.

You need:

Pen and paper, template to fill in (s. below).

Explanation/Steps

1. Choose a (social) business from your community.
2. Make an appointment for an interview for your research with a business owner.
3. Interview the entrepreneur and fill in the template from the exercise 3.2 or answer the key questions below.

Debrief

Each participant presents his/her research results.

Questions:

- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Solitary (intrapersonal):** working alone and use self-study.
- **Social (interpersonal):** learning in groups or with other people.

Interview - KEY QUESTIONS:

Value Proposition <ul style="list-style-type: none"> • What customer problems do you solve and what needs do you meet? • What are the products and services do you put in place to accomplish this? • What value or benefits do you create for your customers? 	Customers <ul style="list-style-type: none"> • What customer segments do you mainly serve? • Who are your most important customers?
Customer Relationship <ul style="list-style-type: none"> • What kinds of relationships do you have with your customers? • Who influences your customers (opinion leaders, stakeholders, users)? • What relationships do your competitors have with their customers? 	Channels <ul style="list-style-type: none"> • Through which Channels do you reach their Customer Segments?
Key Activities <ul style="list-style-type: none"> • How do you produce your products/services? • What competencies and key activities do you need? 	Key resources <ul style="list-style-type: none"> • What key resources are behind your offerings in terms of IT system? Human Resources? Tangible equipment? Localization?
Key Partners <ul style="list-style-type: none"> • Who are your partners? 	Costs <ul style="list-style-type: none"> • What are your main costs?
Revenues <ul style="list-style-type: none"> • What are the revenue streams of your company? • What are the prices of your product? 	Competitors <p>Who are your main competitors?</p>
Social Impact <p>What Social Impact do you create in the community?</p>	

3.4. Business Model Canvas of existing business (60 min)

Learning Objective:

Learn how to analyse existing (social) businesses by using the Business Model Canvas (BMC)

You need:

Pen and paper, BMC template to fill in (s. below)

Explanation/Steps

1. Choose a (social) business from your community.
2. Make research on the Internet, or get brochures, flyers or any other marketing material about the (social) business.
3. Make an appointment to make an interview for your research.
4. Fill in the template of exercise 3.2 or answer the key questions below in order to analyse the (social) business.

Debrief

Each participant presents his/her filled in BMC.










Questions:

- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Solitary (intrapersonal):** working alone and use self-study.

BMC Template (get the poster here):

The Business Model Canvas		Designed for:	Designed by:	On: <input type="text"/>
				Iteration: <input type="text"/>
Key Partners  <p>Who are our Key Partners? Why are we key partners? What Key Resources are we acquiring from partners? What Key Activities do partners perform?</p>	Key Activities  <p>What Key Activities do our Value Propositions require? Do they have a channel? Customer Relationships? Revenue streams?</p>	Value Propositions  <p>What value do we deliver to the customer? What are our customer segments and why do they value it? What bundles of products and services are we offering to each Customer Segment? What customer needs are we addressing?</p>	Customer Relationships  <p>What type of relationship does each of our Customer Segments expect in terms of reliability and transaction with them? What value can we create for them? How are they integrated with the rest of our business model? How costly are they?</p>	Customer Segments  <p>For whom are we creating value? Who are our most important customers?</p>
	Key Resources  <p>What Key Resources do our Value Propositions require? Do they have a channel? Customer Relationships? Revenue streams?</p>		Channels  <p>Through which Channels do our Customer Segments reach the relationship expectations? How are our Channels integrated? What are our cost structures? Which ones are most cost-efficient? How are we integrating them with customer relations?</p>	
Cost Structure  <p>What are the most important costs inherent to our business model? Which Key Resources are most expensive? What Key Activities are most costly? How are we integrating them with customer relations?</p>		Revenue Streams  <p>For which value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How would they prefer to pay? How much does each business transaction contribute to our cost of revenue?</p>		

www.businessmodelgeneration.com

https://canvanizer.com/downloads/business_model_canvas_poster.pdf

3. From needs & problems to community-based ideas

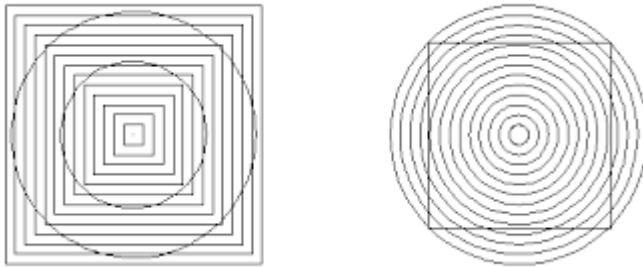
3.5. Squares of perception (20 min)

Learning Objective:

Learning about different perceptions in relation to one issue.

You need:

The squares (s. the template).



Explanation/Steps

Split the group in pairs or small groups of 3-4 people.

Look at the squares within squares for 30 seconds without lifting your gaze.

How many squares do you see? What is your perception?

Share it in a small group.

Debrief

Ask questions:

- How can your personal perception of an existing issue in the community change the narrative about this issue?
- What are the benefits of considering other perceptions than your own?
- How can we use changing the perception in solving existing problems?

Discuss with the group what different perceptions of their community students have.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Tips for trainers:

A warm-up exercise. The squares illustrate the continuum of perceptions that exist in relation to our community.

3.6. Community asset mapping (120 min)

Learning Objective:

Learn how to identify assets, resources and potential partners in the community.

You need:

Pen and paper.

Explanation/Steps

Form a group of 3-4 people who live in the same area and discuss the following questions:

1. What needs, issues and problems do you see in your area?
2. What resources and opportunities are there in your area?
3. What is your idea to solve the community problem using the existing resources in your area?

Encourage teams to sketch out team ideas and agree on who is taking notes. They can start with lists and move to images that can easily convey their assumptions and visions.

Variation

If you do not have an idea but know where your passions are, do the community asset mapping around your passions.

Example: if you are passionate about sports, map the facilities and services related to sports in your community, such as clubs, NGOs, football pitches and other infrastructure. How do local schools foster sports? Are there sport competitions in your village/town? Do young people in your area live a healthy lifestyle, e.g. eat healthy food, do physical activities? How do young people nurture themselves?

You can interview your community representatives by asking them these questions and gather data. In a team you collect the data, evaluate it and decide what issue or problem you want to focus on.

At the end of the process, you can draw a map or a mind map with all of the organisations in the community, physical addresses, and the services the organisations provide.

Present a summary of the findings to the group and to the community members you asked for an interview.

Debrief

Questions:

- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?
- How can this help you to come up with solutions for inclusion in your community?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Tips for trainers

Small group work may be followed by outdoor activity. Allow enough time for discussion. You may use props to get the group thinking abstractly. Everyone gets a toy or random word or picture and connects it to their area somehow as an asset or deficit to have that as a starting point to encourage creative thinking and imagination.

3.7. Know your local assets (60 min)

Learning Objective:

Learn market research skills and how to identify existing opportunities in the market/community.

You need:

Data, statistics about your area.

Explanation/Steps

Split the group in pairs and invite participants to discuss the following questions:

1. Who can provide an economic overview of entrepreneurial activity in your area, e.g. data, statistics. What else would be helpful to get a better understanding of entrepreneurial activity in your area?
2. From the conversation so far, what surprises or intrigues you about the kind of economic activity in your area? What are the strengths and weaknesses in your area? What does this tell you?
3. What are the issues which are being solved through initiatives, projects and (social) businesses?

Make a list of 3 things to do as a result of this conversation.

Debrief

Questions:

- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?
- How can this help you to come up with solutions for inclusion in your community?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Tips for trainers:

May be used as a home work.

You may suggest for participants to talk to community representatives to complete the exercise. There, don't rush the conversation. Prepare the type of questions you want to ask in advance. Assemble the questions in a logical order so that there is a flow. Some people are sensitive to the word `feeling` in a question, so think of other ways to explore emotions e.g. "what excites you about... when you hear the words... what's your reaction".

3.8. Community dialogue (90 min)

Learning Objective:

Learn about community-based dialogue, facilitation and listening skills.

You need:

Dialogue facilitator brief, observer brief, paper and pen for observers.

Explanation/Steps

1. Discussion about dialogue: What is it? What are the different approaches? When there is a community with issues or affected by conflict, dialogue gives a space for different perspectives to be exchanged.

You might wish to share: Unlike debate or discussion, dialogue is focused on the relationship, it is a conversation in which people think together and are open to different perspective. In dialogue people try to talk about and solve issues by no longer sticking to their position but intentionally communicate in order to widen their horizon and question thoughts and held convictions.

Community based dialogue is focused on principles such as listening to each other, make people participate in the conversation, questioning own views, sharing one's perspectives and include every member of the group by letting them voice their opinion.

2. Form groups of 6 to 8 people and describe a scenario that fits to the group and community (e.g.: dialogue about the opening of a refugee centre in your village, or the new mayor in the village being a woman, or the municipality investing 50.000EUR in a playground, football pitch, theatre, etc.) and give each participant a role (1) member of the community, 2) one or two dialogue facilitators 3) one or two observers)
3. Give a brief describing their role to each participant and ask them to read it.
4. The observers should agree which members of the community or facilitators they will observe
5. Role play during 40 minutes and freeze the game for participants to swap roles so that they put themselves into different positions during the dialogue.

Debrief

The dialogue members, facilitators and observers share their experience.

Questions to the group:

- How did the role play feel? What went well? What didn't?
- Whose voices were heard? Whose were not?
- Were you able to keep the dialogue open and focused on trust and understanding? (for facilitators)
- What were the most challenging moments? Why? How did they solve tackle the challenge?
- Were you able to get your perspective across? Did your understanding of other perspectives change during the dialogue? (for members)
- Who asked powerful questions? (for observers)
- Were there any community members who dominated the dialogue? How?
- Were people listening to one another?
- How did you know they were listening to one another?
- How did the facilitators try to help the dialogue progress?
- General/closing questions:
- When and where can you use dialogue in your community?
- What might you need to do before a dialogue?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

3.9. Community visions (90 min)

Learning Objective:

Identify issues in the community and how to create sustainable change.
Vision your community with improvements and positive change.
Foster motivation to act and develop solutions for community issues.

You need:

Sticky notes, vision table

Explanation/Steps

1. Reflect on learning and preparation exercises for Community Visions, e.g. Community Maps if these were created before, Community Analysis and the Community Dialogue about issues in the community.
2. Give participants 15 minutes to reflect on the above exercises and their results. Possible questions:
 - what have I learned about my community?
 - what works well in my community?
 - what are some of the aspirations and hopes I have heard? What could be?
 - capture the outcomes on a flipchart in plenary.
3. Ask participants to individually think about the change they would like to see in their community.
4. Ask participants to form two circles, an inner circle and an outer circle. The inner circle and outer circle should face each other. Each pair tells each other the change that they would like to see in their community and why. After two minutes the outer pair moves around and the exercise is repeated. After everyone has moved around four to five times then draw the group together in plenary.
5. Ask each participant to consider: 'what did you hear? What kind of change did people want to make? Did you hear any similar to your own? What were the reasons?' Ask the group whether there are any key messages/ideas which are emerging from the group.

Debrief

We can now explore which change we want to work towards in groups. The intention is to see if there are changes where group members can work together to plan and deliver social action.

Link back to the community mapping exercise. Who has decision-making power? Who are the players in the community?

Think about how different change you want to see would affect the different groups that make up your community. Also think about how to involve community stakeholders so that they can vision the change they want to see.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Source: Active Citizens facilitator's toolkit. Globally connected, locally engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

3.10. Prioritizing (World café) (45 min)

Learning Objective:

Identify issues in the community and narrow them down in order to choose some for action, an intervention or entrepreneurial idea.

Foster motivation to act and develop solutions for community issues.

You need:

Sticky notes, flip chart.

Explanation/Steps

Prioritising is used to move from discussing a wide range of ideas to focusing on just a few.

While some participants might want to develop their own community-based entrepreneurial idea, this exercise can be helpful if some participants in the group want to work together on an entrepreneurial idea. There are many approaches to prioritising, and it's important to be transparent about the process in advance.

When prioritising the change you want to see, ask the group to take into account where and how they could best use the passion, skills and knowledge they have developed to support lasting change that benefits the wider community.

You can use any or all of the following:

1. Have a conversation in the group in order to narrow down the key changes they want to bring about. Are any of the changes very similar? Is it possible to combine them?
As they are discussed, the facilitator should note any new ideas that emerge, and, if suitable, merge ideas.
2. Evaluate the changes according to criteria. Participants decide on criteria and decide which of the ideas fits best to the criteria. For example:
 - The idea is an idea which contributes to inclusion in the community.
 - The idea is in an area which reflects the passions, skills and talents of the participants in the group.
 - The idea need little resources but could have a big impact on beneficiaries and the community.
 - The idea reflects a solution of one of the main issues (according to the Community Analysis, the market research, etc.) in the community.

Debrief

The ideas are written on a flip chart and voted for. Participants are invited to write their initials by the option(s) they would prefer. They are given two votes. The votes are counted and the issues or ideas with the most votes are chosen. If you want to make it more confidential, invite participants to write their preference(s) on a slip of paper and deposit them in a box. Count the results. Once the group have identified a few key issues they would like to work on or entrepreneurial ideas that would bring about change to these issues, you can explore them in more detail through a world café session.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Source: Active Citizens facilitator's toolkit Globally connected, locally engaged. British Council 2017: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

3.11. Problem and solution tree (60 min)

Learning Objective:

Learn how to identify the causes of a problem and how to tackle them.

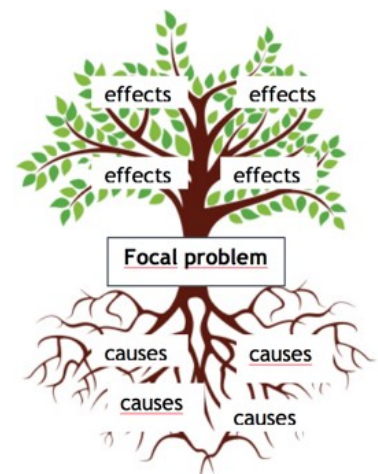
You need:

Problem and solution tree template.

Explanation/Steps

Background: Problem tree analysis is central to many forms of project planning and is well developed among development agencies. Problem tree analysis helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a mind map, but with more structure.

The analysis often helps build a shared sense of understanding, purpose and action¹.



1. Split in groups of 3-4 people. Identify the focal problem, its effects and the roots of existing problem. Draw these on a problem tree.

- The focal problem: the problem in your community which annoys you and what you want to address and change.
- Effects: what you ultimately want to change - indirectly & in the long run
- The causes: what you need to tackle directly in order to address your focal problem

2. Solution tree

¹ Source: *Planning tools: Problem Tree Analysis, Toolkit, January 2009*

<https://www.odi.org/publications/5258-problem-tree-analysis>

More information on how to conduct a problem tree analysis in a group [here](#).

Generate a solution tree that addresses the root causes and problems. What are your desired outcomes/ your long-term vision? What is your solution for the root cause and the problem? What good and bad consequences might it bring?

3. Agree on the activities and draw them on the solution tree which serves as your action plan / mind map.

Debrief

Questions:

- What have you learned?
- What has been difficult and what has been easy?
- How can you use this for developing your own idea?
- How can this help you to come up with solutions for inclusion in your community?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

4. Idea development

3.12. Idea or opportunity? (30 min)

Learning Objective:

Learn what is the difference between an idea and an opportunity.

You need:

Internet, laptop, loudspeakers.

Explanation/Steps

1. Explain the difference between an idea and an opportunity.

Idea is the first step to evolve into a business opportunity. Opportunity is an idea that has been researched, refined and packaged into a promising business model.

An idea can become an opportunity if certain criteria are fulfilled:

- There is a **need** in my product or service
- There are **customers ready to pay** for my product or service
- There is a **right moment** (“window of opportunity”) to start my venture
- The **legal framework** allows me to do that
- I have the sufficient **know-how**
- I have the **resources** to start

2. Watch two inspiring examples:

Boyan Slat, a 22-year-old entrepreneur who set up the company The Ocean Cleanup:

<https://www.youtube.com/watch?v=hdZxYQmu8kE>

The rise of the refugee startup in a refugee camp in Zaatari camp in Jordan:

<https://www.youtube.com/watch?v=-p8nRI6pyKg>

3. Analyze these examples: are these entrepreneurial ideas or are they already opportunities? Use the above criteria to analyse and explain your answer.

Debrief

Discuss the analysis in the group.

Ask participants to come up with their own examples of business ideas vs. opportunities.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Tips for Trainers:

May be used as a warm-up exercise to stimulate thinking and discussion.

3.13. Doubts or confidence? (60 min)

Learning Objective:

Learn when and how we check if our idea is sustainable or worth pursuing.

You need:

Videos, images to illustrate the different ideas presented.

Explanation/Steps

1. Discuss your entrepreneurial idea and ideas of others in a group of 3-5 people.
2. Put them on the wall according to the clusters “safe”, “big” and “crazy”.

One “safe” idea is organising concerts in the community, one “big” idea is cloth that adapts to the weather - great technological innovation, one “crazy” idea is an umbrella with blinking lights/direction indicator.

3. Group members go to each of the ideas in the room and position themselves explaining why they doubt in the idea or why they are confident.

Ask them if there are still open questions, e.g. “I have confidence that this idea could be an opportunity but all depends if the price is right or if the customers are reached through the right marketing tools”.

Useful questions are:

- How do I reach the customer?
- How can I promote the product?
- How much will it cost and can a customer afford it?

Debrief

Discuss how important it is to ask yourself the right questions and to also to get feedback from the market and test, in order to evaluate if your idea is a good idea and if there is a market for it.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

3.14. SMART goals (60 min)

Learning Objective:

Learn how to set SMART objectives and goals.

You need:

Paper, flipchart, SMART matrix.

Explanation/Steps

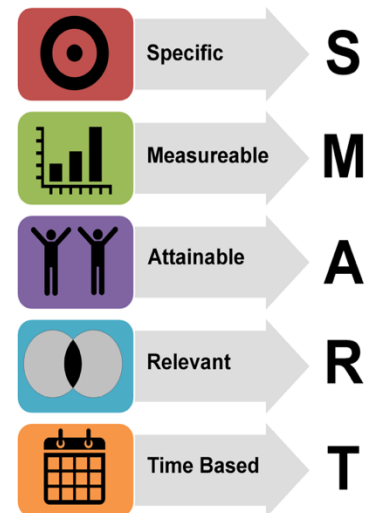
Split in groups of 3-5 people.

Each group conducts a SMART analysis to assess the specific goal of one entrepreneurial idea, how it would be measured, etc.

Present your analysis to the group.

SMART stands for²:

- **Specific:** Objectives should be as concrete as possible.
- **Measurable:** One can assess if, and to what extent, the objectives have been achieved.
- **Attainable:** you should be able to achieve its objectives.
- **Realistic:** you should truly believe that you can accomplish your objectives.
- **Timely:** An objective should be grounded within a relatively short time frame (a few months or maximum one year)



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"Bar Graph" icon by Scott Lewis, from the HourProject.com collection
"Calendar", "People" and "Target" icons from the HourProject.com collection

Debrief

Wrap up.

Explain that SMART goals can be defined in a group but it is also interesting to define them for yourself when you develop your entrepreneurial idea and set objectives for it.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

3.15. SWOT analysis (90 min)

Learning Objective:

Learn how to make a SWOT analysis of a product, service or business.

You need:

Pen and paper.

Explanation/Steps

1. Explain what a SWOT analysis is and how it is used.
2. Ask each participant to do the SWOT analysis of their community-based entrepreneurial idea and write on paper:
 - Strengths
 - Weaknesses

² For further information and advice for formulating 'SMART' objectives, please see: www.topachievement.com/smart.html

- Opportunities
- Threats

If they do not have an idea yet, they can use a (social) business idea they are inspired by.

3. Ask each participant to present their SWOT analysis to the group (alternative: work in groups of 2-3 people if you share one idea).

4. Ask participants to give feedback to each presentation and how the entrepreneurial idea can a) further develop strengths b) improve weak points c) benefit from opportunities and d) avoid or face threats

Debrief

Ask participants what they have learned, what was difficult/easy and how they think they can use this tool in the future.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

3.16. Angel's advocate (30 min)

Learning Objective:

Learn how to give and receive feedback for your entrepreneurial idea.

You need:

Paper, pens.

Explanation/Steps

Angel's advocate is a way to give positive feedback about one person's idea.

Discuss your entrepreneurial ideas in a group of 3-5 people. Select one idea and one speaker to present.

Make a big circle as a group.

Present an idea you shared or came up with through discussions.

The person sitting next to you (outside your group) has to say one good point about this idea and add something to it. Then the next group shares their idea and the person next to them shares their good point, etc.

For example: "I like Massimo's idea because ..." Specify what you like and why.

"I would add.../I missed..." and explain why.

Debrief

In the debriefing conversation make sure that people understand

- That the feedback you get is not always positive.
- That the you need to be open for feedback and ready to adapt or change your idea.
- Don't fall in love and stick to the initial idea, but rather be open to constantly further develop and adapt it.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

3.17. Failure & success talk (90 min)

Learning Objective:

Learn from an entrepreneur about their failures and successes, what strategies they have implied to succeed and what mistakes they have made on the way.

You need:

An entrepreneur! And also, flipchart, pen and paper.

Explanation/Steps

A local entrepreneur is invited to the group. S/he shares his and her story and highlights on the things that really worked well and allowed the business to flourish, but also shares things that went wrong, that could have been done better or which caused failure (maybe also from a former failed entrepreneurial idea or business).

The participants ask questions which they have prepared beforehand. They can be key questions around the Business Model Canvas or specific questions about other topics of Module 2 like idea development or the market and how the entrepreneur solves a problem or answers to a need.

Debrief

Write your answers down on paper or on a flip chart and discuss it with the entrepreneur and in the group.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing.
- **Social (interpersonal):** learning in groups or with other people.

Tips for Trainers:

You might want to prepare the class with generic questions they may pose to any entrepreneur about their Background (what qualifies them for this type of entrepreneurship), Idea (what inspired them to start, A Problem? (the solution they came up with), Marketing (what is the product, price, place, promotion and people involved?), Operations (how do they produce and sell their products in day, month, year?), Finance (what start-up money did they need, cost of first product, reinvestments, profit, investors) and Results (what did they achieve so far, what are their future plans and vision). Prepare the questions in advance and let participants get to know the entrepreneur by asking questions and learning how to get the right answers on their own. After the guest leaves, reflect on what was said and what was left unsaid.

5. Prototyping

3.18. Facilitating prototyping (90 min)

Learning Objective:

Learn the method of prototyping, e.g. move from thinking to making with your hands.

You need:

Cardboard, recycling material, scissors, gluesticks.

Explanation/Steps

1. Build a prototype of your entrepreneurial idea (product or service) out of simple material. You can do it on your own or in a group of 3.

If it is a service, you can build or draw the environment or settings where and how the service is delivered e.g. a place, a shop where you want to offer it. Be as imaginative as possible, use visuals and work with your hands. When building a product, try to build or draw detailed aspects which allow you to illustrate functionalities of the product (e.g. buttons, lights, switches, etc.)

2. Once you have built your prototype, present it to the group.

Explain the functionalities of the product or service and how it works, as well as all the benefits and advantages it provides for potential users.

If you don't have an entrepreneurial idea, think of an imaginary future product or service and build a prototype.

Example: a mobile phone with mini umbrella which allows you to send text messages when it rains; shoes with a turbo booster which allows you to jump three meters high; a hat with in-built smartphone and headsets, etc.

3. Watch some inspiring examples of prototyping games using cardboard or recycled materials to manifest your own ideas and make them tangible:

How to make a cardboard prototype:

https://www.youtube.com/watch?v=k_9Q-KDSb9o

Design a functionable cardboard chair:

<http://www.instructables.com/id/Designing-a-Functional-Cardboard-Chair/>

Debrief

If participants have learned how to pitch their idea, pitching and prototyping are great techniques to combine. Once the prototype is build, participants can pitch their idea/prototype to the group.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Tips for trainers:

Specify from the very beginning that the objective of the course is for the participant is to develop a specific idea. Here, if they learn the method of prototyping, they can apply this process to their own ideas also at a later stage.

This is important to establish because it completely changes the objectives and desired outcomes from this module. Moreover, if it is not established and built up from week one, it will not be clear how this module will be of benefit to the participants in the course.

Prototyping is expressing ideas through making. It should start early in the programme. In small bits. Make the participants familiar with getting their hands on to make things to express themselves and their ideas from the first module and this will make this module very easy for them to grasp and benefit from.

Participants need to learn how to show the progression of their ideas.

Keep prototypes even if they fail.

Don't show too many prototypes because this could overcomplicate the idea.

3.19. Fail early to learn quickly (60 min - 1 day)

Learning Objective:

Translate an idea into a concrete first step. This step is not meant to be the final product but it allows you to generate valuable feedback from stakeholders to refine the concept and its assumptions. A prototype is a practical and tested mini-version of what later could become a pilot project that can be shared and eventually scaled. Prototypes work on the principle "fail early to learn quickly."

You need:

The materials you will use depends on the project. Go here to explore some ideas: <http://www.ideo.com/thinking/approach>.

Explanation/Steps

1. Clarify intention. If you are working in a team, form a committed core teams that truly care about the purpose of the prototype project.

2. Explore the perspective of the user, stakeholder, or person who will be served by the prototype. Step into their shoes. This is best if done physically, e.g. become the customer. The longer and more concrete this exploration, the better.

3. Begin to brainstorm ideas. Again, the details of this brainstorming phase highly depend on the project or idea. Small post-it notes are often used for this brainstorming phase. Anything goes. Collect the ideas and post them on a board in front of you.

4. Now you need to step from a broad and open brainstorming phase into a decision-making mood. You need to select the project. Here are seven questions to ask yourself as you select, and evolve an idea for prototyping: Is it relevant? Does it matter to all the key stakeholders involved individually (for the person involved), institutionally (for the organizations involved), and socially (for the communities involved)? Very often, the relevance for each stakeholder is framed in a quite different language and way. Is it right? Meaning does it have the right size and scope. One criteria to answer this question is whether microcosm of the challenge that you are exploring is represented or reflected in the prototype. Does

this prototype have the right dimensions? Is it too big or too small? Is the root cause of the challenge addressed rather than symptoms? For example, ignoring the patients' perspective in a health project, the consumers in a sustainable food project or the students in a school project misses the point.

- Is it revolutionary? Is it new? Could it change the game? Does it change (some of) the root issues in the system?
- Is it rapid? Can you do it quickly? You must be able to develop experiments right away, in order to have enough time to get feedback and adapt (and thus avoid analysis paralysis).
- Is it rough? Can you do it on a small scale? Can you do it locally? Let the local context teach you how to get it right. Trust that the right helpers and collaborators will show up when you issue the right kinds of invitations “to the universe”.
- Is it relationally effective? Does it leverage the strengths, competencies and possibilities of the existing networks and communities at hand?
- Is it replicable? Can you scale it? Any innovation in business or society hinges upon its replicability and whether or not it can grow to scale. In the context of prototyping, this criterion favors approaches that activate local participation and ownership and excludes those that depend on massive infusions of external knowledge, capital, and ownership.

5. After you have selected key ideas for prototyping initiatives, form a core team for each of them. Often at this stage you need to bring in new people to complement the existing competencies and players that are necessary for co-creating a successful prototype. In cross-sector work this phase often takes some time because you want to bring the right people on board and because you need a process for “onboarding” them. At this stage it is often best to take another sensing journey to the places and partners of most potential that you want to connect with in your prototyping initiative. This is an iterative process.

6. Each time you return you share everything that has been learned with your core team. After you have finished the sharing, when you have the time, move into a period of stillness and deep reflection. Allow the inner knowing to emerge. Options: Take a solo walk, do individual journaling, move into a moment of stillness. Then, share with the team what is emerging and speaking to you from that stillness.

7. Jointly crystallize the results of the co-sensing and co-inspiring phases and then reframe your prototyping idea.

8. Evolve your prototype by creating a small living example quickly (particularly by connecting and relating to people in the community and in the field who are already doing some of this work) and then learn from the feedback you are receiving. Always be in dialogue with the Universe and continue to iterate, iterate, iterate.

Debrief

If participants have learned how to pitch their idea, pitching and prototyping are great techniques to combine. Once the prototype is build, participants can pitch their idea/prototype to the group.

Tips for trainers

1. Connect the group to the inspiration: First and foremost, when prototyping you need to stay connected to the idea, the inspirational spark that got you started on this prototype - the spark of the future.
2. Stay in dialogue with the context: a prototype has to be grounded in purpose it is serving. So, every prototyping process requires a constant feedback from the reality. The IDEO teams calls that “Fail Early to Learn Quickly”.
3. Supporting infrastructure: Prototyping teams need different types of help:
A place that helps the team focus on its creative work with minimal distractions;
A timeline with strict milestones that forces the team to produce preliminary prototypes early on and generates fast-cycle feedback from all key stakeholders.
4. Content help and expertise at important junctures and process help that enables the team to go through rapid experimentation and adaptation every day (after-action reviews), and to benefit from peer coaching that focuses on the key challenges of the way forward.
5. Linking head, heart, and hand: In the novel and 2000 movie *Bagger Vance*, a coach played by Will Smith helps a golfer to find back his lost swing: “*Seek it with your hands-don’t think about it, feel it. The wisdom in your hands is greater than the wisdom of your head will ever be.*” That piece of advice articulates a key principle of prototyping. Moving down the left-hand side of the U is about opening up and dealing with the resistance of thought, emotion, and will; moving up the right-hand side is about intentionally reintegrating the intelligence of the head, the heart, and the hand in the context of practical applications.
6. Core team: Form a highly committed prototyping core team and clarify essential questions. It is important for the prototyping core team to reflect the diversity of players and stakeholders mentioned above and to commit itself to making the prototype projects the number one priority over a certain period of time.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Physical (kinesthetic):** using your body, hands and sense of touch.
- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.

Source: Presencing Institute: <https://www.presencing.org/resource/tools/prototyping-principles>

Concluding Module 3

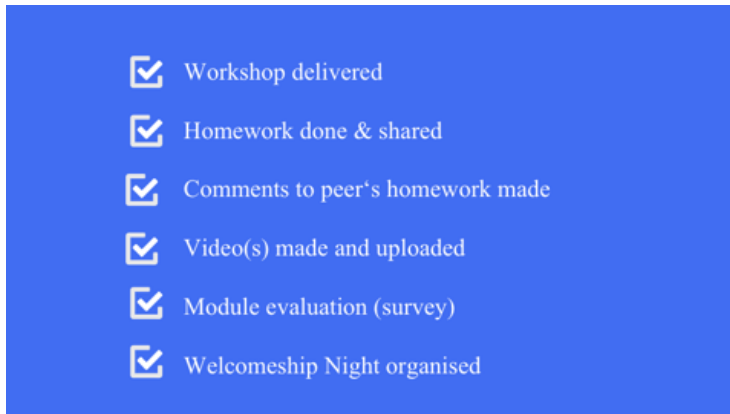
Homework

Present the first DRAFT of your community-based entrepreneurial idea by answering the following questions:

- 1) What is an issue or need that exists in your community?
- 2) What is your entrepreneurial idea on how to solve this issue or answer this need?

- 3) How will it generate income?
- 4) Make a prototype of the idea
- 5) Make a short video with the answers to the questions and the prototype

Checklist



Tips & Tricks

- **Asking the right questions:** These are the questions of the Business Model Canvas (Module 4) and help you to understand the important pillars of a (social) business and to reflect on these key pillars when developing an entrepreneurial idea.
- **Idea Development:** This tends to be engaging and motivating. Be open to people's ideas but also guide them and make sure the entrepreneurial ideas are "community based".
- **SMART goals / KPI / SWOT:** these are interesting tools which can be applied now or at any other stage of the course and the development of an idea. They are even very useful for working on any other project or day to day life.
- **Prototyping:** This is also fun and engaging and makes people work with their hands. It is not about the end product but the process. Keep in mind that at this stage it is about the first DRAFT of the idea. It is not tested yet and subject to change and improvements (pivoting) based on research, more testing and the feedback of potential customers.

Module

4.

Profit in business comes from repeat customers; customers that boast about your product and service, and that bring friends with them.

- W. Edwards Deming

The Market: From Idea to Business



1. Value proposition & (Social) business model

4.1. Define customer segments: the cream exercise (45 min)

Learning Objective:

To learn about customer segments and define the right customer segment for your idea.

You need:

Pen, paper, 3-5 types of the same product ranging from cheap to expensive (different package, price, etc.), photos of different people.

Face cream example



Explanation/Steps

Start by showcasing the products.

Ask the participants to scale them from cheapest to most expensive.

Thinking exercise:

Why did you put it in that order?

What made you think this is the cheapest one?

Why do you think this is the most expensive one?

How did you make your assumption?

Put the products in the right order.

Divide participants in groups according to the number of products.

Do the research.

Why is this product priced in this way? Consider brand/ingredients/packaging, etc.

Who is the customer to this product? Choose from the photos. If you can't find someone that fits your customer, draw one.



Describe the customer: Age, gender, occupation, education, family, salary, what do they value, what other brands they buy, what do they do in their spare time...

This is customer segment. One product can have more customer segments.

Share your work with other groups.

Talk about different customer segments and why are they important in sales and marketing.

Debrief

Talk about the difference in saying everyone is your customer and targeting the right segment.

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.
- **Logical (mathematical):** using logic, reasoning and systems

4.2. Define a value to your product (45 min)

Learning Objective:

Learn how to present the value of your idea or product.

Learn what value proposition is.

Define the uniqueness of your offer.

You need:

Pen, paper.

Explanation/Steps

Start by getting everyone present their idea in 30 seconds answering these questions:
What is your idea? Why should I choose your product/ service and not anyone else's?

You just presented your value proposition!

Value Proposition is a clear, short explanation of how your product/service solves customer problems and tells them why they should choose your business and not someone else's.

It is short, simple, memorable and tells us what, how, why.

Create your Value proposition! Test it by presenting it to the people in the group.
Moderate it according to their feedback!

Debrief

Revise the value proposition of each participant individually or in the group to get feedback from peers.

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Logical (mathematical):** using logic, reasoning and systems

4.3. Create and add (social) value proposition (90 min)

Learning Objective:

Understand social value proposition. Create it for your own project idea.

You need:

Pen, paper.

Explanation/Steps

In a writing exercise, create a social value proposition for your own entrepreneurial idea or a (social) business you are interested in.

Exercise template:

My organisation _____ (Name of the organisation) provides _____ (products/services), which are _____ (statement of key differentiators), for _____ (customer or target beneficiaries), unlike _____ (competition) ...

If it is a social enterprise also:

- add: ... and thereby creates _____ (statement of social value/impact).
- and provide the evidence. E.g. Over the past _____ years, we have helped the targeted community _____, creating _____ benefits for each, compared to _____ (the alternative)

Debrief

Revise the value proposition of each participant individually or in the group. Get feedback from peers.

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Solitary (intrapersonal):** working alone and use self-study.
- **Verbal (linguistic):** using words, both in speech and writing.

Tips for trainers:

It is important for participants to understand a value proposition. It may help to work on an exercise in class that warms them up to create their own. You can begin with this and then write it for popular brands they already are familiar with but using this template. Once they practice, they can discuss what they have learned by doing the exercise for other companies, listening to their peers interpret other brands and what comes across authentic or inauthentic in a value proposition that they would want to follow or avoid.

4.4. Primary research (Mom's test) (60 min)

Learning Objective:

Develop experience and skills in basic research focused on the customer and talking to people.

You need:

Pen, paper.

Explanation/Steps

1. Warm up: Divide the participants into groups around their ideas. Ask each team to draw and describe the person/ organization that will buy their product/ service - customer.

Did you talk to your customers about your idea? What did you ask them? What did you find out?

Ask the group why do they think it's important to talk to customers? (Idea validation & Research: Are you solving a problem people care enough about to pay for the solution?)

List down the answers.

2. Explain that there are two types of research: Primary & Secondary Research.

Primary research is creating information that doesn't exist somewhere else so we need to create it ourselves. It includes talking to people in your community and asking questions. It can also be done online for example using social media to share your survey or ask a question.

Secondary research is gathering information that already exists somewhere else or someone else created it. It is easier to do as it includes reading newspaper, reading and researching online resources or listening to the radio or watching TV.

After explaining about the types of research explain that we will focus here on primary research.

The main thing is to get objective answers. We are using examples from the book called “The mum test” that explains how to ask questions in a way you will get honest and objective answer from anyone, even your mum.

How to ask the questions in a right way!

3. Game: validate your idea using questions!

Divide the groups into the ones that ask the questions - Idea validators and the ones that answer the questions - Customers.

The groups that ask questions are given different groups of questions. Some groups need to use No1 and some No2 questions (open and leading questions).

No1

- Present your idea!
- Do you think it's a good idea?
- Would you buy a product that solves that problem?
- How much would you pay for this?

No2

- How do you currently deal with this problem?
- Talk me through the last time you had this problem?
- How much money does this problem cost you?

Ask the participants to make notes of the answers they get.

4. Check in: How did you feel asking the questions? How did you feel answering questions? What did you find out? Read your questions and answers.

Which groups found out more?

What questions were better? Why?

5. Follow up: Each group needs to craft three key questions they need to ask customers now. Who are your customers? Who are you going to talk to?

Create a plan: What is your plan for talking to 5 - 10 customers in the next 7 days? How will you reach them? What tools will you use? Online/ Offline?

Debrief

Give participants some tips and tricks about talking to customers:

- Loosen up your ego - don't get defensive
- Don't ask what people think of your idea
- Let your customers tell you their problem
- Keep interviews casual and conversational

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.

Tips for trainers:

It is important for participants to understand the difference between open and leading questions. Be sure to go through every question with each team individually to make sure they are using the right questions.

4.5. Create your business model canvas (120 min)

Learning Objective:

Learn how to develop your own business model by using the Business Model Canvas.

You need:

Pen, paper, (video equipment), and post-its.

Explanation/Steps

1. Watch the example of a BMC:

<https://www.youtube.com/watch?v=-uifGqu3iRE>

Look out for examples in your local language, there are tons of examples in any language on You Tube

2. Study the examples you looked at in Module 2 when analysing (Social) Businesses in your community. (See also the Guidebook for further details)

3. Create your own canvas:

If you have an idea - do it on your own.

If you have no idea - join a group of 2-3 people and work on one idea together.

Debrief

Stress on the fact that what they put in the BMC is not written in stone, in contrary, the objective is to further investigate, discuss, develop, alter, move and improve different areas and elements of your business model.

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.

Tips for trainers:

Add to the business canvas two levels: Ethics/values (in the bottom) and Impact (on top). Business model canvas are for advanced stages. Not all participants will be comfortable or ready to use the tool so make sure you review the elements and allow discussion to unfold where participants simplify the language to ones they are more comfortable with. This can turn into a lecture and, if your group likes, you can invite an outside expert for this or prepare in advance by plotting out the business model canvas for a local area business and sending it to your peers to check from other countries first. Then you can distribute blank canvas and draw the canvas on the board and as you discuss fill in the canvas with post it notes so you address each of the 9 areas in a slow and methodical way. It's just as important to know what you know as it is to know what you need to discover as an entrepreneur.

2. LEAN start-up & Minimum viable product (MVP)

4.6. What kind of pet is right for you? (45 min)

Learning Objective:

Learn about the nature of assumptions and importance to test them.

Learn how to validate your idea by asking the right questions to your customers.

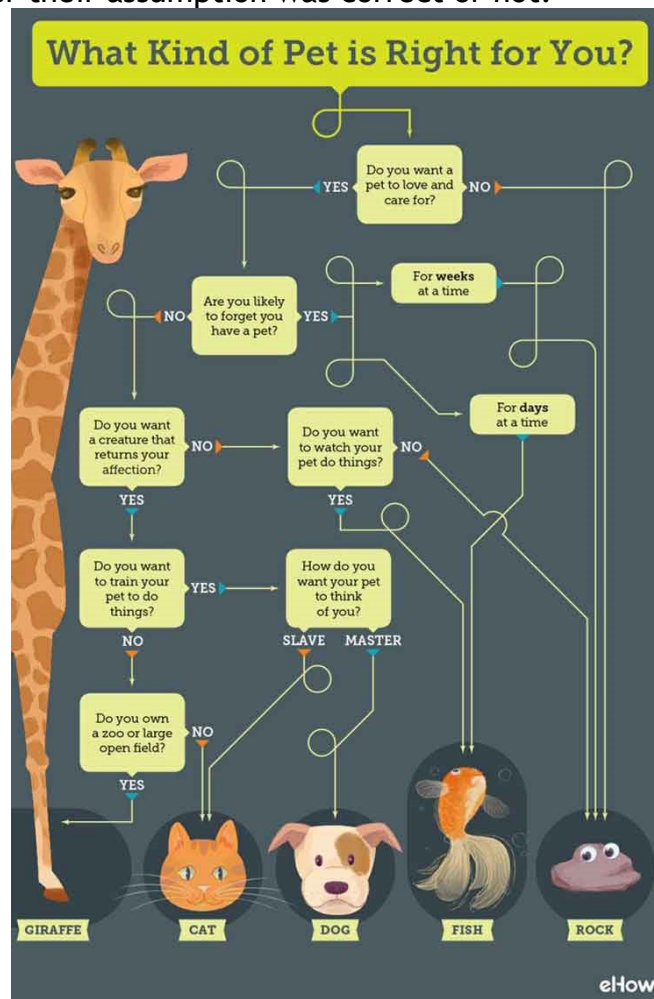
You need

Pen, paper.

Explanation/Steps

Participants work in pairs. Each person in pair takes the test “What Kind of Pet is right for you?” or think about the pet they like the most. They should not reveal their results/ thoughts to the other person.

The assignment is to make an assumption what type of animal the other person got as a result/likes the most. They write their assumption on a piece of paper. They crosscheck whether their assumption was correct or not.



They assumed without asking a question. Like with any assumption, there is a risk involved. It can be correct or not.

Everyone presents their idea in 30 seconds answering these questions: What is your idea? Who is your customer?

Ask the questions:

Would your customer use your product?
Would your customer buy your product?
How do you know that?
Did you ask them.?

Everything in idea and business development is an assumption until you test it with your customer.

The questions that you ask should be open and seek for an objective answer.

There are different ways to do it You can have a conversation with an individual or a group or do an online or paper survey or questionnaire

Create 3 - 5 open questions to validate your idea with your customers.

Create an action plan to test your idea.

Go on...do the research...talk to your customers.

Modification:

If you were opening the pet shop and this group was your community, what kind of pet shop would it be? What animals would it sell?

Did you know this info before? How did you find it out?

Debrief

Revise the questions of each participants and give feedback as a group.

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.

4.7. Use an example of LEAN and MVP based on cake business (60 min)

Learning Objective:

Learn about the LEAN methodology and how to create an MVP.

You need:

Pen, paper.

Explanation/Steps

1. Explain the background: In 1999, the founder of Zappos came up with the idea of selling shoes online. Rather than investing a large chunk of money into inventory, he headed out to the local shops with a camera. He photographed pairs of shoes and posted them for sale on his website. When a customer placed an order, he would head back to the store to purchase the shoes. Zappos would then send the shoes to the customer.

This wasn't a viable way to run a business in the long term but the strategy worked perfectly as a proof of concept - the company was able to prove that consumers were willing to buy shoes online.

They were also able to learn about consumer demand and which styles sold best. When the time came to build out their own inventory, they were armed with the confidence of a proven concept!

Why did they start their business like this? Did they know from the start that the business would work? How much money did they need to start the business? Did they validate their idea?

2. Give a group work assignment: This is Ana. She loves baking cakes and wants to open a Cake shop. She is now developing her idea. She did her research and knows that she would need to rent a shop, do the decorations, buy equipment & cake ingredients before she starts baking. All of this costs a lot of money that she doesn't have. She is not sure should she bake every day cakes or cakes for special decorations. She is also not sure whether this business should be an online or an offline shop.

Group work! Be creative and give advice to Ana. What could she do that is not going to be complicated, can validate her idea and maybe even bring her some money?

3. Groups present their work.

Debrief

Tell the participants that they just developed a Minimum Viable Product (MVP) for Ana's business.

Explain: The Minimum Viable Product (MVP) is a prototype to test the core of your idea or the biggest assumption in your business model. Usually it does not cost much money and it is easy to apply (Eric Ries - The Lean Startup).

MVP enables you to validate the problem whilst sharing a possible solution and saves you time and money before you invest in development.

Learning Style

- **Social (interpersonal):** learning in groups or with other people.
- **Verbal (linguistic):** using words, both in speech and writing.
- **Visual (spatial):** using pictures, images, and spatial understanding.

Tips for trainers:

Get people to be creative! They are developing someone else's business and they will be more relaxed about having innovative and creative ideas. Motivate them to do that.

4.8. Building prototype of MVP (60 min)

Learning Objective:

Develop and Minimum Viable Product for your business and an action plan for implementation.

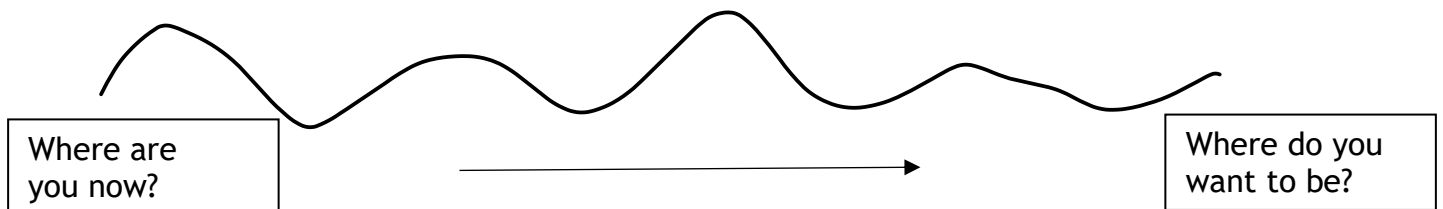
You need:

Pen, paper.

Explanation/Steps

In the centre of the room there is creative, recycled material: cardboard, boxes, paper, glue, coloured pens, glue, scissors ...

Invite participants to divide in groups according to the ideas they are working on. Ask them to shortly present their ideas by answering two questions: Where are you now? Where do you want to be?



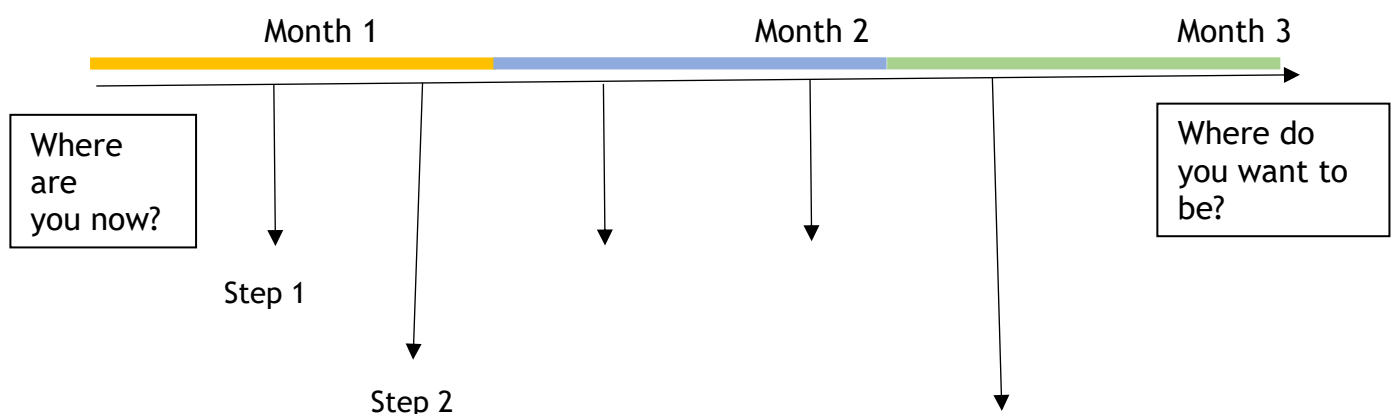
How to get from where are you now to where you want to be? It's bumpy road and not everything goes well. We can prevent that by validating our idea and testing the concept in a simple way:

what is the simplest thing you can do that your customers will use to test your product idea and give you valid feedback? What are the things you want to find out?

Let's build a MVP!

In the next 30 minutes: Ask the participants to take the creative materials and start building a prototype of their MVP. What it will be? How are you going to do it? Why are you going to do it? How much will it cost? Who can help you with this? Do you need partners? Be creative!!

Take a photo of your prototype and make step to step plan how to build it in next 3 months! Present your plan to everyone!



Debrief

Get people to be creative and operational. This is an action plan! It can also be a homework exercise.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

3. Marketing & communications

4.9. Draft a customer persona (60 min)

Learning Objective:

Developing customer persona and learning to focus on the ideal customer.

You need:

A1 paper/ flip chart paper, coloured pens.

Explanation/Steps

Group work: Each group has A1 paper and coloured pens. Ask groups to describe their customer. Ask them to be as specific as they can.

Lead the group into drawing exercise.

Step 1 (15 min): Draw your customer in the centre of the paper! Is it a male or a female? What is he/she wearing? What colour is his/ her hair? Is he/she tall or short? Is he/she carrying something in their hands? What is the name of your customer - write it on the paper!

Step 2 (7 min): List - name, age, occupation, marital status, education, where they live

Step 3 (7 min): List - Lifestyle, hobbies, what they do in free time and where they go, where and what they buy, what products/ brands they buy?

Step 4 (7 min): List - beliefs, values, desires (what do they want to achieve), fears.

Debrief

Present your ideal customer to other participants.

What did you learn?

How can this help you to develop your idea any further?

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

Tips for trainers:

Allow the participants to be as creative as they want to be. You can use other material - not just pen and paper like newspaper collage or other materials. This is a lead exercise so be sure to measure time for each step.

4.10. Create a marketing strategy (60 min)

Learning Objective:

Develop a 3-month marketing strategy for your business.

You need:

Pen, paper.

Explanation/Steps

Look at your customer persona. What social media they use? Are they reading newspapers or listening to the radio?

How do they spend their day? From the moment they wake up till the moment they go to sleep? What do they do when they wake up? Do they use social media? What do they do for lunch? How do they spend their free time? Where do they work? Do they use public transport?

Fill in the table describing a typical day of your customer. Be specific and do things in detail.

TIME	Activity	Marketing activity

Look at your table. What would be the best ways to reach your customer? When would you use social media? What social media would you use? Would you put posters as an advertising? Where would you put them? Would you use radio? When? Be creative! What else can you do to reach your customers? Organize an event? Distribute flyers? What other companies are doing? Learn from them! Match the activity of your customer with the marketing activity!

Create a marketing strategy for the next 3 months!
 What do you need to do? Be creative and specific! Who will take marketing as their responsibility in the team?

		
Month 1	Month 2	Month 3
Activities	Activities	Activities
Online/ offline	Online/ offline	Online/ offline

Debrief

Do you know any advertising and communication examples in your community or from people you know? Think about any examples (some of them can be quite funny) and share it with the group.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

4.11. Learn from failures (60 min)

Learning Objective:

Learn how important is the message, the place and time of advertising.

You need:

Internet, computer, sound system.

Explanation/Steps

Look at the examples of marketing failures in the class. Why are they failures?
Discuss in the group.

<http://blog.hubspot.com/blog/tabid/6307/bid/34033/12-Epic-Marketing-Fails-That-Made-the-World-Cringe-Slideshow.aspx>

<http://unbounce.com/funny/legendary-marketing-fails/>

http://www.cracked.com/article_21245_5-creative-marketing-promotions-that-failed-spectacularly.html

Debrief

Do you know any advertising and communication failures in your community or from people you know? Think about any examples (some of them can be quite funny) and share it with the group.

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

4.12. Right audience and right way (90 min)

Learning Objective:

Learn how important the right channels are for your communications, depending on your target group.

You need:

Flipchart, paper.

Explanation/Steps

Split in a group of 3-4 people.

Now, map and analyse what communication channels would fit best to your product/service/project and your target audience.

Social media can be an efficient channel at a very low cost, but is it appropriate for all target groups?

What is direct target groups and indirect target groups?

Example: when selling products or services to children or young people we do not only target the children and young people in the communications and through marketing efforts (direct target group), but also their parents who are part of the decision making in purchase (indirect target group).

Debrief

Invite each group to share their discussion outcomes and what they learned and how they would apply these points to their own entrepreneurial idea.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

4.13. Guerrilla marketing exercise (30-120 min)

Learning Objective:

Foster creativity, come up with ideas on how to promote your entrepreneurial idea, understand all aspects of a communication strategy.

You need:

Your idea, 5 EUR, Internet, flipchart.

Explanation/Steps

Take 5-10 EUR from your savings.

Come up with a low-cost solution for promoting your idea through Guerilla Marketing.

Get inspired:

Examples of Guerrilla Marketing:

<http://www.creativeguerrillamarketing.com/guerrilla-marketing/122-must-see-guerilla-marketing-examples/>

Low-cost Guerrilla Marketing Ideas:

<http://tweakyourbiz.com/marketing/2012/08/08/100-guerilla-marketing-ideas-grow-sales-with-zero-budget/>

<http://small-bizsense.com/five-low-cost-guerrilla-marketing-ideas/>

Debrief

Once people have come up with an idea, people can also make a prototype or drawing of the Guerilla Marketing idea.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

4.14. Key elements of a communication strategy (60 min)

Learning Objective:

Learn how to design a communication strategy.

You need:

Pen & paper, flipchart.

Explanation/Steps

Participants design their own communications strategy considering the key elements which count for a good communications strategy - individually or in small groups.

Here is the checklist to design your communication strategy:

1. Communication goal and objectives (make them S M A R T!).
2. Key message(s) that effectively speak to your target audience(s).
3. Communication channels, techniques and tools you chose.
4. Communication resources: what are your resources and budget?
5. Time-lines and indicators of success.

Debrief

In the discussion after the exercise show that promotion, especially for community-based entrepreneurial ideas, can be low-cost and simple because there is no need for costly advertising campaigns through traditional media (TV, Radio, Press, etc.).

What counts is to be creative around how to reach your target groups. Think out of the box and be creative!

Can also be a homework exercise.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Logical (mathematical):** using logic, reasoning and systems

4.15. Sell a pen for 500 EUR (90 min)

Learning Objective:

To practice presentation skills, learn how to pitch a product, learn how advertisements are created, understand how marketing works.

You need:

Pens of different shape and colour.

Explanation/Steps

You hold a pen in your hands.

Your task is to prepare a sales speech and come up with arguments why your customer needs and wants to buy this pen for 500 EUR:

- Make an Introduction (chose if you are selling in a shop, door to door, on a market, etc.)
- Try to identify the needs, likes and wants of the customer by asking questions (e.g. Hi, is this the first time here (e.g. in the shop), are you visiting or do you live here? With your family? What's your profession? Where do you usually buy your pens?)
- What is so special about the product you're proposing which could make the customer buy it for such a high price? E.g. you offer packs of pens to be delivered for free every 6 months for several years, they can personalise their

pens and order imprints for friends, colleagues, or relatives, etc.; you offer additional functions the pen has (e.g. torch, laser, swiss knife, pen drive, microphone, etc. ... be creative 😊)

Make a 3-5 minute sales speech to a peer in front of the group and discuss the experience afterwards. The group makes notes on the sales arguments and gives feedback.

Debrief

When debriefing on the exercise or giving feedback to each sales speech, focus on the sales arguments, how creative and solid they were. Also focus on how well they were listening to the customer and identified needs, wants and likes.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

4.16. Marketplace simulation game (120 min)

Learning Objective:

Learn sales techniques and how to add value to a product.

You need:

5 EUR for each participant.

Explanation/Steps

Find a flea market or group of garage sales near your training location or convenient for participants. You give each participant 5 EUR. The challenge is that everyone starts with the same amount of money and has the same amount of time to buy something they think they could sell at greater value. Then they are instructed to bring back their purchases and label them with what it is, how much it cost/would cost if someone would like to buy it off the owner and their name. Then all products are set down randomly. Someone should be asked to re-merchandise to make the display more attractive. First round participants discuss what they bought and why they think it has more value than its cost. Then in second round they have to try to sell their items to each other so they can repay the "house" or investor which is most likely the trainers or training organization. If they fall in love with their product then they keep it but repay the investor the 5 EUR out of their own pocket. If they make a profit they can keep the difference for themselves. This is an excellent simulation which can last several hours.

Debrief

Check with participants what they learned, liked and disliked. Even if this is a simulation, can you see how you can apply this to your own community-based entrepreneurial idea?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

4. Finances

4.17. Best value for money (60 min)

Learning Objective:

Learn how to reduce costs of your (social) business idea by researching and comparing different offers for your supply chain and also take other values into account, such as quality, ecological footprint, human rights, etc.

You need:

Pen, paper, Internet.

Explanation/Steps

This activity can be done in small groups or on an individual basis.

Step 1: List all (or some key) the resources and raw material you need for your entrepreneurial idea.

Use this template or a similar one:

Resource/ raw mat.	Supplier	price	Negotiable/ economy of scale?	quality	Ecological footprint	Other (Human Rights, ...)	conclusion
Sugar	Supplier 1						
	Supplier 2						

Step 2: Make research on the prices for these resources and raw material and compare them.

Step 3: Take into consideration other important aspects which are related to the value of these resources and raw material, e.g. while importing certain things from China might be cheaper than buying local, maybe the imported goods are not as healthy, biological, environmentally friendly, human rights might be violated during the production (e.g. exploitation of workers), the quality might be poor and they might generate a lot of waste and also carbon emission to be imported.

Step 4: Some of the prices you find might be negotiable and subject to economy of scale (the more you buy, the cheaper). Keep this in mind when finding prices on the internet or locally in your community. Bringing down the cost of a resource or raw material to a few % points might have a big impact on your profitability.

Step 5: Make a conscious decision on which resource or raw material has the best value for the production.

Debrief

What did you learn about the price and price effectiveness?

What was the easiest part of the exercise, what was the hardest?

What aspects are important while calculating the best value for money?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Logical (mathematical):** using logic, reasoning and systems

Tips for Trainers:

If there is limited time for the exercise, this can also be done with just one or two resource, ingredient or raw material. What is important is the reflection, calculation and discussion about price effectiveness, the fact that prices can be negotiable and that the price is not the only value of a product. Many other important aspects are important, e.g. the ecological footprint, if the product produced is based on fair trade rules.

4.18. Make your budget (60 min)

Learning Objective:

Learn how to make a budget for your entrepreneurial idea using a simple spreadsheet listing all the costs and needed cash and resources for you to launch your entrepreneurial idea.

You need:

Pen, paper, spreadsheet.

Explanation/Steps

Use the spreadsheet you find in this exercise in order to list all the things you need to start your business. In the spreadsheet there is an example with figures based on the example of a cake shop. You can of course adapt this excel sheet to your entrepreneurial idea.

Once you have listed all the things you need and researched what they cost, you can identify how many resources in form of money or material resources and people you need in order to launch your business.

Debrief

What did you learn about your entrepreneurial idea while doing the budget?
How does this help you to further develop your idea?

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Logical (mathematical):** using logic, reasoning and systems

Exercise template ([hyperlinked in the online course](#))

Starting a Business Budget

NEEDS			
Production	Specification	Cost/ value	Comments
Equipment			
Ingredients /Goods			
...			
Subtotal		0	
Testing Product			
Professional Services			
Transportation			
...			
Subtotal		0	
Personal costs			
production			
transport			
...			
Subtotal		0	
Marketing			
PromoTion/Advertising			
...			
Subtotal		0	
Legal			
Taxes			
Insurance			
licences			
...			
Subtotal		0	
Shop / Office			
Instalation & Decoration			
rent			
Utilities			
...			
Other		0	
evening classes in accounting/sales techniques/...			
...			
Subtotal		0	
Total Costs		0	
INVESTMENT NEEDED			
Cash available (e.g. savings, family, ...)			
other Resources in kind			
...			
Total Investment needed		0	
Balance		0	

4.19. Cash flow exercise (60 min)

Learning Objective:

Learn how to make an annual budget and forecast of costs and income for your entrepreneurial idea and determine the need for cashflow for your (social) business.

You need:

Computer and spreadsheet.

Explanation/Steps

Use the spreadsheet you find in [this link](#) and list all the income you will generate with your (social) business, as well as all the costs you will have on a monthly basis.

5. Finding Resources

4.20. Map the resources (90 min)

Learning Objective:

Learn how to map resources and think of strategies for access of existing resources in the community

You need:

Pen, paper.

Explanation/Steps

What are the resources you need for your entrepreneurial idea (product/service/project)?

What types of resources do exist, e.g. local, global, personal?

Take a pen and paper. Map all the resources you need.

Now, map all the resources you already have.

What resources do you personally have? What resources can you access? Who owns what you need?

Which of the needed resources can be supplied for free? How? Are there ways to collaborate?

Example: you might know a neighbour who has what you need or a neighbour's friend. Map (potential) partners to evaluate access to resources.

The next step is to think of strategies how to get the needed and mapped resources. What arguments do you use to get a resource for free or at a very low price from someone? What can you offer as exchange? Can you set up partnerships with certain suppliers in order to get resources at favourable conditions?

Debrief

Discuss your findings in small groups.

We all might work on individual ideas, but we can still help each other and use each other's resources and networks.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

4.21. Map your own resourcefulness (60 min)

Learning Objective:

Learn about yourself and your resourcefulness and how to use resources you have for resources you need.

You need:

Pen and paper.

Explanation/Steps

Draw a picture of yourself answering the questions:

- Who am I?
- What are my skills?
- What can I do best?
- What do I like doing most?

This exercise serves you to identify your own resources before looking for external resources and as such, to value your own human capital.

Use creative writing, drawing and scribbling.

Knowing your resourcefulness can also be helpful when looking for resources you need in order to offer something in exchange. For example, you would like to get a room/material/tools/etc. for free from people who have them. What can you offer them for exchange in terms of resources you have?

Debrief

Discuss what people have learned and how they will apply the learning to their own community-based entrepreneurial idea.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

5. Networking & Partnerships

4.22. Six degrees of separation (30 min)

Learning Objective:

Learn about the importance of Networking and how connected we are.

You need:

Laptop, projector or tv screen.

Explanation/Steps

Start with questions: Who do you know in your community? Who do you know outside your community? List them.

These are your friends, family, people you see on the street... This is your network! How can they help you with your business?

“Your network are the people who want to help you and you want to help them, and that’s really powerful” (Reid Hoffman)

Watch the video “The science of six degrees of separation”
<https://www.youtube.com/watch?v=TcxZSmzPw8k>

Discuss the video. Think about your network. Remember:

“Everyone you will ever meet knows something you don’t” (Bill Nye), so just ask!

Debrief

Motivate people to be the introducers and to help others if they can! Networking is a two-way process!

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

4.23. Partnerships & networks (45 min)

Learning Objective:

Explore possible partnerships in your community.

You need:

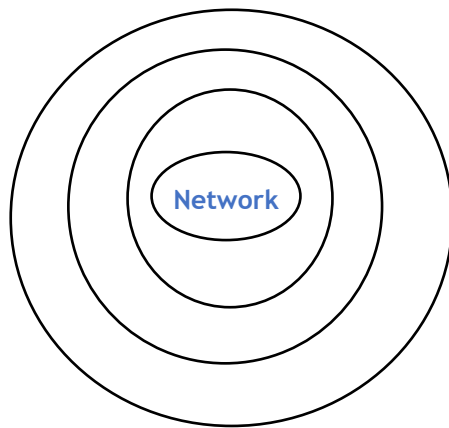
Pen, paper.

Explanation/Steps

“A simple hello can lead to a million things”

1. Group work: Create a map! Who are my possible partners in the community? What do I need from them? Where can I meet them? How can I use my personal networks? Who do I know that can help or do the introduction to someone?

2. Use the diagram below to list your partners. Put the partners who you already know closest to the centre.



How will you reach the partners you need but don't know? Create a plan for each of them! Research them online and offline. Can you reach them on social networks? Are they organising an event or will be a part of an event?

3. Present your plan!

Debrief

Encourage people with questions and ideas. During plan presentation, ask other groups to participate with their ideas - encourage peer to peer support.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people
- **Visual (spatial):** using pictures, images, and spatial understanding

4.24. Pitch yourself (60 min)

Learning Objective:

Develop 30 second elevator pitch about yourself. Learn how to present and introduce yourself in a right way.

You need:

Pen, paper, laptop/tv/projector.

Explanation/Steps

1. Play a game: Everyone is standing up. Ask the group to pretend they don't know each other. They have 3 minutes to walk around the room and meet as many people as they can! They need to find out at least one interesting thing about the person they meet.

2. After the game:

How did it go? How many people did you meet? What did you find out?

3. Now, put the questions below on a flipchart or slide.

The assignment will be to present themselves in 12 - 30 seconds by answering the questions below.

- *Who are you? What do you do?*
- *What is your idea?*
- *Why are you unique? What did you achieve till now?*
- *Call to Action! What do you need from me/ this workshop today?*

4. Each participant presents their personal pitch. Measure time. They have the maximum of 30 seconds to do it.

Sometimes is hard to start the conversation. If you say more than just your name it will make things easier and the conversation will be more productive.

This is called an elevator pitch! Why do you call it that way and why is it so short?

5. Watch a video how to create your Elevator Pitch:

https://www.youtube.com/watch?v=Lb0Yz_5ZYzI

Comment the video. What can you do to improve your elevator pitch?

6. Write your elevator pitch!

Remember:

- Be short and clear
- Confidence yes, arrogance no
- Why are you different? Why are you unique?

7. Repeat the game from the start!

Debrief

Encourage people to be true to themselves and share something unique about themselves!

Learning Style

- **Visual (spatial):** using pictures, images, and spatial understanding
- **Verbal (linguistic):** using words, both in speech and writing
- **Physical (kinesthetic):** using your body, hands and sense of touch
- **Logical (mathematical):** using logic, reasoning and systems
- **Social (interpersonal):** learning in groups or with other people

4.25. Create partners' strategy (60 min)

Learning Objective:

Develop a 3-month partners' strategy for your business (MVP).

You need:

Pen, paper.

Explanation/Steps

What are the next steps in developing your idea? What will you do in the next 3 months? What do you want to achieve in the next 3 months? What is your goal?

Fill in the table listing all the activities you plan to do in the next 3 months. Be specific and do things in detail. Think about Marketing, Funding, Customers, all important segments you've learnt in the course.

TIME	Activity			

Look at your table. Who can help you achieve these goals? Are there any specific people/ organizations in your community that can help?

TIME	Activity	Partners	How can they help?	

How can you reach your possible partners? Create a Partnership strategy for the next 3 months!

What do you need to do? Be creative and specific! Who will take partnership as their responsibility in the team?

TIME	Activity	Partners	How can they help?	How to reach them?

Present your plan to the group! Is there anyone in this network that can help with ideas or introductions?

Now you have the plan! Go for it!

Debrief

Discuss the next steps with participants and talk about peer to peer support. This is their network! Get them to work together and exchange the learnings and ideas.

Learning Style

- **Verbal (linguistic):** using words, both in speech and writing

- **Social (interpersonal):** learning in groups or with other people
- **Logical (mathematical):** using logic, reasoning and systems

Concluding Module 4

Homework

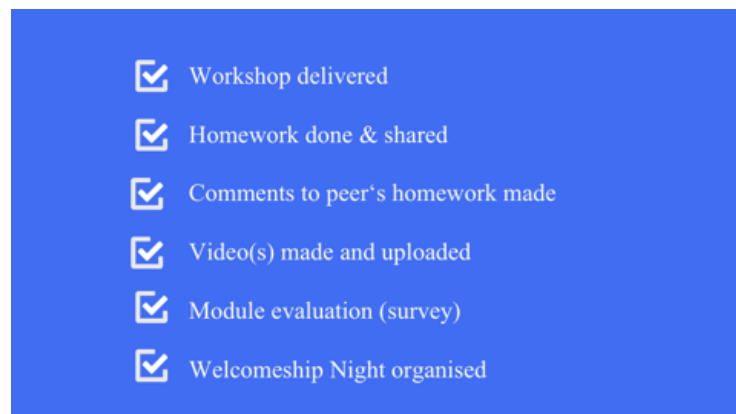
Present Business Model Canvas of your idea in a short video (max. 3 min).

Feel free to use the post its to explain the segments.

If you are too shy of the camera, you can have someone film your hands & post its moving. 😊

Share it in the online exchange group and comment on 2-3 posts of others.

Checklist



Tips & Tricks

- Adapt the content to the group - Be Creative
- Be clear and divide activities in the steps
- Manage expectations and address fears in the group

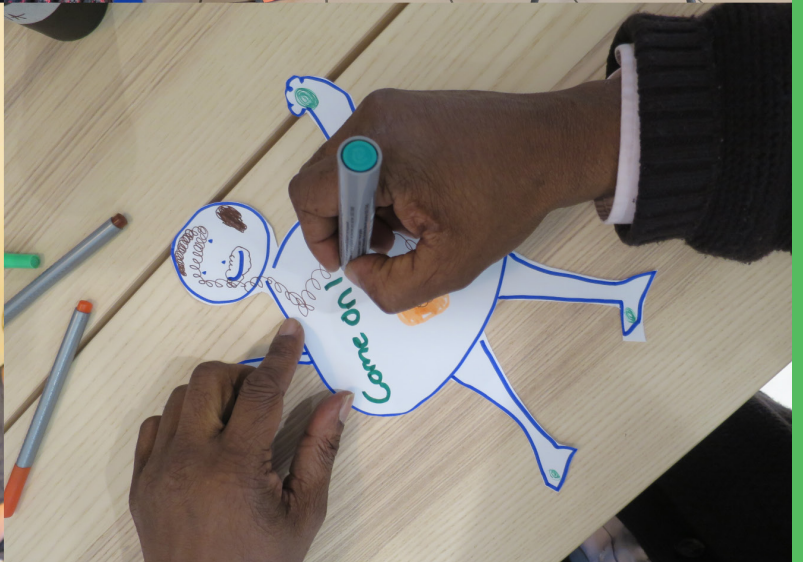
Module

5.

“Remember to celebrate milestones as you prepare for the road ahead.”

- Nelson Mandela,
South African Leader

Launching & Scaling



1. Presentation Skills & Pitching

5.1. The one-minute pitch (30 min)

Learning Objective:

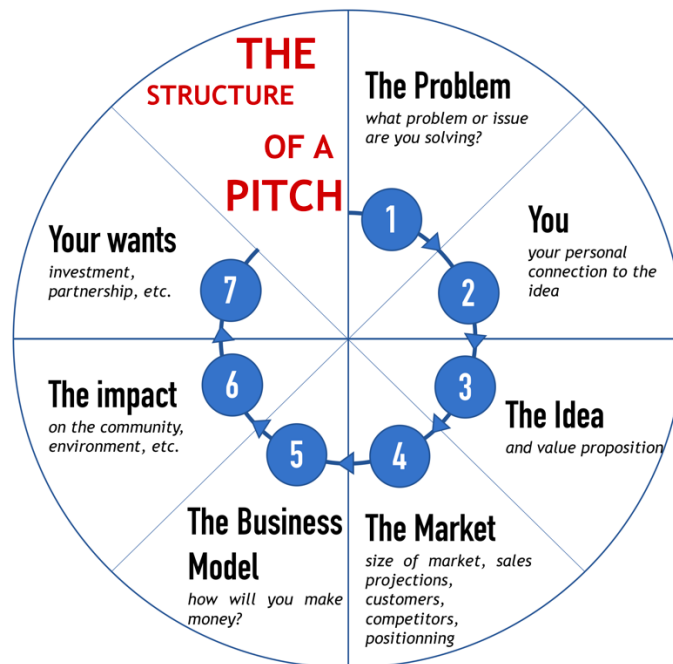
Learn how to pitch your idea and present with confidence.

You need:

Any creative material you like to use.

Explanation/Steps

- Ask each participant to prepare a pitch for their community-based entrepreneurial idea based on the structure below.
- Give tips on how to present with confidence (voice, body language, timing, eye-contact with jury, etc.)
- In front of the whole group, or in smaller groups, each participant has no more than 60 seconds to pitch his/her idea to a jury of 3-4 people who play potential investors, funders or partners.
- The presenter can use a prototype of the idea and when the 60 sec are over the presenter needs to stop.
- After the pitch, each member of the jury asks questions about the idea (financial, about customers, resources, how the idea can be improved, scaled, etc.) and expresses if they are interested (or not) in investing, funding or partnering up for the idea.



Debrief

What did you learn in this exercise?

How does this help you to develop your idea further?

Where do you see the need for improvement?

Learning style

- **Visual (spatial)**: using pictures, images, and spatial understanding
- **Verbal (linguistic)**: using words, both in speech and writing

- **Physical (kinesthetic):** using your body, hands and sense of touch
- **Logical (mathematical):** using logic, reasoning and systems
- **Social (interpersonal):** learning in groups or with other people

Tips for Trainers:

Prototyping and pitching sessions are connected with each other. The groups develop the prototypes first and then pitch their ideas to each other or to the jury. In pitching, show a few of these prototypes to illustrate how you developed this idea and also that there is room for further development. It shows the need for their investment etc.

5.2. Setting a risk strategy (60 min)

Learning Objective:

Learn how to evaluate risks and set a risk strategy.

You need:

Flip chart, pen & paper

Explanation/Steps

1. In small groups of 5-6 people, choose one entrepreneurial idea from a group member (You can also work with an abstract example of a project, e.g. planning the wedding of a friend, organising a music concert in your community, organising a football tournament in your village, etc.).
2. The group member explains the entrepreneurial idea and all the key elements in terms of main pillars (activities, partners, customers, channels, etc.). (The same goes for the abstract example of a project).
3. Identify risks: The group brainstorms on what are the risks related to the entrepreneurial idea (or project) and its main pillars. That is that ANY risk that is mentioned is allowed to be listed. It is important that the participants be encouraged to add risks to the list that are a bit on the absurd side. This will increase the entertainment value of the exercise. The participants should not list risks that are not within the scope of this project. The facilitator must be careful not to judge the mentioned risks and not allow the other participants to judge the risks. The brain storming session continues until the first page of the flip chart is filled with identified risks.
4. Evaluate risks: Use the template below

Risk Description	Impact	Probability	Severity	Rank

4.1 First evaluate the impact and probability from 0-10. A value of 10 means that the probability for the risk is 100%, a virtual certainty. Risks that have an impact or probability of 0 are insignificant and can be eliminated from further consideration. Rather than take too long to evaluate each probability and impact, encourage each participant to yell out a number and then pick one that is some place in the middle.

4.2 Evaluate the Severity: This can be calculated done by simply multiplying the value for the risk in the impact column by the value in the probability column.

4.3 Rank the Risks: Looking over the list of risks and their severity, mark the rank of the four or five highest severity risks.

4.4 Set Risk Strategy: Going over the four or five highest ranked risks, and starting with the highest ranked one, ask the participants what they would do about it. The participants will give ideas of things that could be done. Encourage them to consider mitigation strategies of reducing the probability or the impact or both.

Debrief

Through this exercise, participants will understand that risk management does not have to be a long boring process where everyone fights with everyone else. The meetings can be interesting and fun and still be productive.

Learning style

- **Verbal (linguistic):** using words, both in speech and writing
- **Logical (mathematical):** using logic, reasoning and systems
- **Social (interpersonal):** learning in groups or with other people

5.3. Expert talk (60 min)

Learning Objective:

Learn about risks in (social) business from the experience of an entrepreneur

You need:

Pen, paper, expert.

Explanation/Steps

Invite a local entrepreneur to a class to talk about his/her personal experience of running a (social)businesses. Prepare a list of questions in advance.

- *What risks did he/she identify in the beginning? Which ones are there now?*
- *What risk strategy did/does he/she have?*
- *Did s/he ever fail while running a project or compagny?*
- *Was there a case s/he anticipated the risks and escaped huge failures?*
- *What is his/her driving force that keeps him/her run his/her business or project?*
- *Etc.*

Think about what you want to find out which may be useful for yourself.

Debrief

Through this exercise, participants will understand that risk management does not have to be a long boring process where everyone fights with everyone else. The meetings can be interesting and fun and still be productive.

Learning style

- **Verbal (linguistic):** using words, both in speech and writing
- **Logical (mathematical):** using logic, reasoning and systems
- **Social (interpersonal):** learning in groups or with other people

5.4. Peer review (90 min)

Learning Objective:

Learn about risks through discussion with peers.

You need:

Pen, paper.

Explanation/Steps

Split in a group of 3.

Present your idea to the other two group members. They listen and make notes.

Then they give feedback on what they see as the risks.

The list for each idea is recorded.

Switch the roles.

Discuss your findings in the plenary.

Debrief

What did you learn in the exchange with peers?

What strategies for mitigating risks can you define?

Add some reflection exercises on visualizing your fears.

Learning style

- **Verbal (linguistic):** using words, both in speech and writing
- **Social (interpersonal):** learning in groups or with other people

Tips for trainers:

The role of the trainer here is to question the participants (“knowing these risks, is it still worth for you to do it?”) to help them come to their own conclusions.

Risk taking or risk avoidance depends on a personality type. Avoid “if you do not take risk, then...”, instead use “How easy can you take risks?”

Still, the trainer needs to be careful that the emphasis on risk does not endanger the creativity and the need for entrepreneurs to take risk as this is an essential part of the entrepreneurial spirit.

Young people need to be reassured that they are not alone with their fears and risks and that some youth support structures are available.

Through this exercise, participants will understand that risk management does not have to be a long boring process where everyone fights with everyone else. The meetings can be interesting and fun and still be productive.

Learning style

- **Verbal (linguistic):** using words, both in speech and writing
- **Logical (mathematical):** using logic, reasoning and systems
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Young people need to be reassured that they are not alone with their fears and risks and that some youth support structures are available.

Add some reflection exercises on visualizing your fears, e.g. write them down on a piece of paper and stick it to the boat to sail away, burn them in the fire, etc. Use outdoor activities which stimulate the energy, e.g. rafting, karate, etc.

5.5. SWOT analysis focusing on the Weaknesses and the Threats (45 min)

Learning Objective:

Learn how to do SWOT analysis.

You need:

Pen, paper.

Explanation/Steps

1. Individual work. Ask each participant to list their strengths. Ask for a few examples. How do you use your strengths?

Ask each participant to list their weaknesses. Ask for a few examples. How do you deal with your weaknesses? How can you turn them into your strengths? How can you improve?

2. Group work.

Present the SWOT analysis table and ask participants to fill it in.

It's good to be aware of your Strengths and Weaknesses but also your Opportunities and Threats because you can plan and know what to expect. You can anticipate and prevent things happening before they happen. The business can be influenced by the things that happen internally - within your company and external - within the community it operates in.

Exercise template

	Helpful	Harmful
Internal (In your Organization)	STRENGTHS	WEAKNESSES
External (in your community)	OPPORTUNITIES	THREATS

3. Groups work on SWOT analysis for 20 minutes.

After they finish ask them to answer the questions: How can you prevent harmful things happening? What action can you take? (5 minutes)

4. Groups present their SWOT Analysis.

Debrief:

Motivate participants by asking additional questions.

Learning Style

- **Solitary (intrapersonal):** working alone and use self-study
- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

3. Management & Team Work

5.6. My perfect team: mapping exercise (60 min)

Learning Objective:

Learn how to set up a team based on needed skills, characteristics, talents, etc.

You need:

Pen, paper.

Explanation/Steps

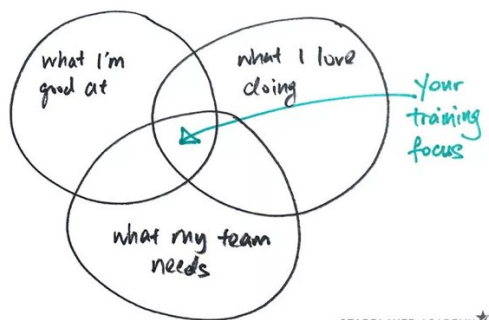
Individual work: Write down what the list of things you are good at. Write down the list of things that you love doing.

Share your lists in pairs. Is there something else you are good at? Ask your pair and add things to the list.

Present a list of usual roles in a team: Creative and design, Finance, Sales, Marketing, Organizer, Planner, Leader... written on individual papers around the room. Ask participants to go around the room and write responsibilities by each team role. Why?

Discuss together and add more responsibilities to each role. Who in the room would be perfect for each role? Who loves doing or is good at finance/ marketing/ sales...? Ask each participant to match the things they are good at or love doing with a role! Each participant presents: What are my responsibilities in the team? Why am I the right person for this role?

Who else do we need? List Characteristics of a new team member/ members? What would be their roles and responsibilities? Do you anyone in your community with that characteristics?



Debrief:

Motivate participants by asking additional questions.

Learning Style

- **Solitary (intrapersonal):** working alone and use self-study
- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

5.7. Active listening (60 min)

Learning Objective:

Learn how to listen actively in a team.

You need:

Pen and paper.

Divide students into groups of 3. Each group member has a role that rotates: Listener, Speaker and the Observer.

Theme of the conversation: Situation when no one listened to me.

Speaker has 3 minutes to describe a situation when they felt they were not listened to. What was the situation? How did you feel?

Listener is only listening and can only speak when Speaker stops talking and ask questions that will make the speaker talk more and reveal more information about the event.

Observer is observing the communication and making notes about how it went. he/she cannot be a part of conversation. After 3 minutes the roles change and after 3 more minutes the roles change again. After all group members tried all 3 roles each of them shares with all the participants how did they feel in every role and what did they note when observing.

Were the rules of this exercise constraining? How did you feel when you couldn't speak? Do you always wait for other person to finish speaking before you start? What were the questions you asked when as a listener? Did you want to engage as an observer? Why?

When we talk in a group we tend to focus on multiple individuals, themes, questions and what will I say next rather than listening the other person with full attention. The best way to explore the question and a problem is to use active listening in a team is with a focus on one person at a time.

Debrief

What did you learn from this experience? Was this different when talking in a group? Is it possible to have a group discussion and actively listen at the same time? How?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

4. Legal Structures

5.9. Map the legal structures in your country (90 min)

Learning Objective:

Learn about existing legal structures for your (social) business.

You need:

Pen, paper, flipchart.

Explanation/Steps

In small groups of 3-4 people, map available legal structures of an enterprise in your country (NGO, gGmbH, association, ltd, social enterprise, etc.) and its key characteristics.

Select 3 most common forms and discuss advantages and disadvantages of having that particular form in the group.

Example: Non-governmental organisation (NGO).

If you are an NGO, you pay less taxes and are good to do the social work but you cannot make a profit. Besides, in some countries the image of an NGO may not be overall positive because of certain problems, such as tax evasion, corruption, etc.

Debrief

What did you learn from this exercise?

What structure do you think is most suitable for your entrepreneurial idea? What advantages and disadvantages do you see there?

How does this help you to proceed with your idea?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

5.10. Expert presentation (90 min)

Learning Objective:

Learn about existing legal structures for your (social) business.

You need:

An expert.

Explanation/Steps

Invite an expert from social and business field to present the structure of their enterprises. Discuss with them the advantages and pitfalls of those forms.

Alternative: invite a lawyer to present possible legal structures for an enterprise in your country.

Debrief

What did you learn from this talk?

What open questions are still left?

How can you apply this to your own idea?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

Tips for Trainers:

Be aware that the available structures are country-specific. The first thing to decide is what kind of entrepreneur do I want to be? Social entrepreneur or business entrepreneur?

Do I want to set up an NGO or a company with limited liability? Check the local resources, discuss this with participants and get an expert (lawyer) to give you an overview of possibilities for your situation.

Find materials from the local Chamber of Commerce on “Doing business in (your own country) and study expert advice on the best legal structures, risks, etc..

6. Scaling

5.11. The BIG VISION: My business in 1 year, 2 years, 3 years, 5 years (90 min)

Learning Objective:

Learn how to vision your (social) business using prototyping.

You need:

Cardboard, paper, glue, pens, scissors.

Explanation/Steps

In the centre of the room there is creative, recycled material: cardboard, boxes, paper, glue, coloured pens, glue, scissors.

Invite participants to divide in groups according to the ideas they are working on. Start with the question for every participant: Where do you see yourself in 5 years? ask them to write it on a piece of paper and share the answers in their group.

Ask to group to think about where do they see their business in 5 years? How big it is? How many people did they influence? How did the community change in 5 year's time because of their business? What is the BIG VISION for their business? Share the big vision with all the groups.

How to get to that big vision? What needs to happen in year 1 to get to this BIG VISION?

Let's build that!

Step 1. 15 minutes: Ask the participants to take the creative materials and start building a prototype of how they see their business after 1 year.

During the build ask participants questions: Where is your business located? How does it look like? Who works there? How did the community change in one year time.

Take a photo of your prototype!

Step 2. 10 minutes: How does your business look like after 2 years? Is it bigger? What Changed? Add things that changed to your prototype!

During the build ask participants questions: Where is your business located? How does it look like? Who works there? How did the community change in one year time?

Take a photo of your prototype!

Step 3. 10 minutes: How does your business look like after 3 years? Is it bigger? What Changed? Add things that changed to your prototype!

During the build ask participants questions: Where is your business located? How does it look like? Who works there? How did the community change in one year time?

Take a photo of your prototype!

Step 4. 10 minutes: How does your business look like after 4 years? Is it bigger? What Changed? Add things that changed to your prototype!

During the build ask participants questions: Where is your business located? How does it look like? Who works there? How did the community change in one year time?

Take a photo of your prototype!



Step 5. 10 minutes: How does your business look like after 5 years? What is the BIG VISION? Add things that changed to your prototype!

During the build ask participants questions: Where is your business located? How does it look like? Who works there? How did the community change in one year time?

Take a photo of your prototype!

Look at the photos you took and create a visual timeline of your Business. Add notes!

Debrief

What did you learn from this exercise?

What did you learn from discussion in the group?

How does this apply to your idea? Do you need/want to make any changes in your vision based on the group feedback?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

Tips for Trainers:

At this point especially, the exercises are combined with the conversation in the group. The task of the trainer is to engage participants in discussion and reflection and help them become more creative and visionary.

5.12. Scaling challenges (60 min)

Learning Objective:

Learn about scaling a business and the key questions to ask before scaling.

You need:

Handouts of articles.

Explanation/Steps

Read these materials and discuss in the group the risks and advantages of growth:
5 Simple Steps to Scaling Your Business:

<http://www.inc.com/eric-holtzclaw/5-simple-steps-to-scaling-your-business.html>

Before You Decide to Scale Your Business: Answer These 4 Questions:

<http://www.entrepreneur.com/article/238163>

Debrief

What did you learn from these articles?

How can you apply this to your idea?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

5.13. Scaling examples: global and local

Learning Objective:

Learn about scaling a business by analysing local and global examples

You need:

Video projector or screen, Internet.

Explanation/Steps

Study the examples of a (social) business idea that scaled:

1. Tom's shoes - social ideas that scaled:

<https://www.youtube.com/watch?v=7MV3HWQH1s>

Toms is a for-profit company based in Playa Del Rey, California that operated the now defunct non-profit subsidiary, Friends of Toms. The company was founded in 2006 by Blake Mycoskie, an entrepreneur from Arlington, Texas. The idea is that when buying shoes from Toms you support a pair of shoes for a child in need.

2. Find a local example

Find a local example of scaling one's business in your home town or village.

What inspires you? What risks do you see? Share it in the group.

Debrief

What did you learn from this exercise?

What did you learn from discussion in the group?

How can you apply this to your idea?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

5.14. A letter to myself (setting Key Performance Indicators) (40 min)

Learning Objective:

To learn how to set SMART Goals for your project.

To learn how to set Key Performance Indicators (KPI) for your project.

You need:

A4 paper, pens, envelopes.

Explanation/Steps

1. Split participants in the groups around ideas.

Have a look at the BIG VISION for your business and your business timeline!

What steps can you take in the next 3 months to get there? Set SMART goals for the next 3 months.

2. Groups develop and present their Goals.

3. Ask each team member to think about what they need to do in the next 3 months to make sure the SMART goals are achieved?

4. Now, set SMART goals to yourself! Write a letter with your plan and commitment to helping your team and building this business. Set your Key Performance Indicators (KPI) for the next 3 months, e.g. how will you know you achieved your goal?

5. Put the letter in the envelope, seal it and write your address.

You will receive this letter in 3 months' time!

An example Letter to Myself

Next 3 Months

MY GOAL

Get to know my community better

What do I want to accomplish?

Get to know people in my community, find new friends and learn a new skill.

Be specific!

Why do I want to accomplish it?

I feel that I'm always hanging out with the same people and doing the same things. I want to do something interesting and share what I like to do with more people.

How will I measure my progress (KPI)? How will I know that the goal was accomplished?

The number of people I talk to.

The number of new friends.

The number of events/ parties I take a part of and the number of hours I spend doing that.

I also want to learn something new so by the new things I learned.

What are the steps I should take to reach my goal? (Think about: Is this a step worth doing? Will it take me closer to the final goal? Do I have the resources to do the step?)

I should enroll in one new activity. I like poetry so maybe a writing group or join a youth club. To do that I will need to research what is happening by reading local newspapers, engaging with groups on social media or asking around. At the new activities/ event, I will talk to people I don't know and get to know them. I will also organize a party or a poetry workshop somewhere and invite people to come to learn something new. That would be a good way to meet people that share my love of writing poetry.

How long will it take me to accomplish the goal?

I will work on this on Thursday and Saturday every week for 2 hours.

When am I going to work on this?

Debrief

What did you learn from this exercise?

How does this motivate you to do these steps?

How can you apply this to your idea?

Learning Style

- **Social (interpersonal):** learning in groups or with other people
- **Verbal (linguistic):** using words, both in speech and writing

Tips for Trainers:

Don't forget to send the letter to participants after 3 months!

At this point especially, the exercises are combined with the conversation in the group. The task of the trainer is to engage participants in discussion and reflection and help them become more creative and visionary.

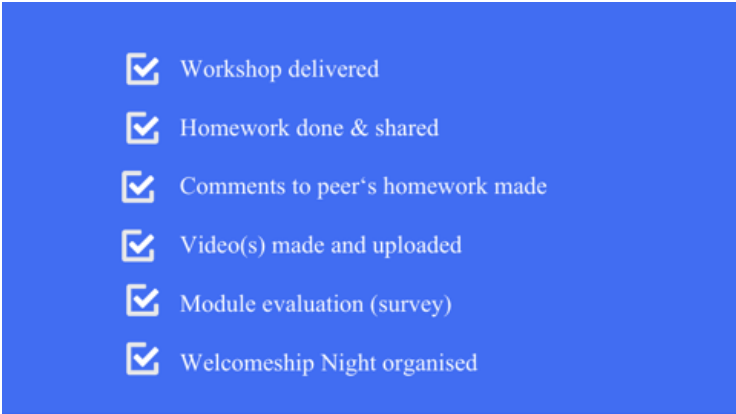
Concluding Module 5

Homework

Pitch your idea in a short video (max. 3 min).

Share it in the online exchange group and comment on 2-3 posts of others.

Checklist

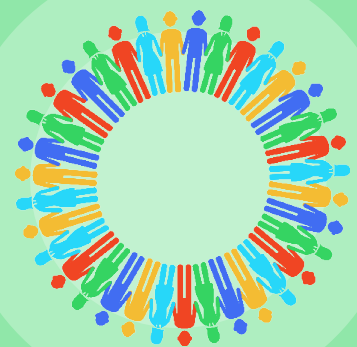
- 
- ✓ Workshop delivered
 - ✓ Homework done & shared
 - ✓ Comments to peer's homework made
 - ✓ Video(s) made and uploaded
 - ✓ Module evaluation (survey)
 - ✓ Welcomeship Night organised

Tips & Tricks

- Find inspiring experts who could give participants a differentiated picture of risks and talk about possible legal structures to enrich participants' knowledge
- Use pitching as a tool for personal presentation and idea presentation as many times as necessary to master presentation and public speaking skills: young people will eventually love it!
- Address questions in the group regarding concerns, risks, weaknesses and threats: remind participants of the ultimate goal of the course: not to set up a company within 1-month period, but to learn skills and gain competences which would allow you to do it if you want it



Erasmus+



Welcomeship

Building Inclusive Communities Through
Community-based Entrepreneurship