

SOCIAL ENTREPRENEURSHIP AND YOUTH WORK

Your Guide to Non-Formal Social
Entrepreneurship Education



#Social Entrepreneurship for the Future of Youth Work
Erasmus + project



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01

WHY SOCIAL ENTREPRENEURSHIP?

THE ROLE OF SOCIAL ENTREPRENEURSHIP IN YOUTH WORK AND SOCIO-ECONOMIC DEVELOPMENT



Introduction

Social entrepreneurship is increasingly recognised as crucial in youth work and Europe's socio-economic development. Its unique ability to address systemic challenges while empowering young people positions youth as pivotal agents of societal change.

Addressing Youth Unemployment

Social entrepreneurship is a cornerstone of the European Union's strategy to combat youth unemployment, a pressing issue exacerbated by the post-pandemic landscape. Social enterprises create job opportunities tailored to local needs by cultivating entrepreneurial mindsets and actively integrating marginalised groups into the workforce.

Impact on Job Creation

With over 2.8 million European social economy entities employing approximately 13.6 million individuals, their contribution to job creation and the labour market's resilience cannot be overstated. Youth-led social enterprises are particularly impactful in emerging sectors such as:

- Green Energy
- Digital Innovation
- Community Services

These sectors are essential for developing future-proof economies.

Skill Development

Engagement in social entrepreneurship equips young individuals with a diverse range of skills:

- Transversal Skills: Leadership, problem-solving, and empathy
- Technical Competencies: Digital literacy and sustainable practices

These skills align with the European Skills Agenda, preparing youth for the inevitable green and digital transitions in the workforce.

Promoting Inclusive Growth

Social enterprises prioritise inclusive growth by addressing inequalities and empowering vulnerable groups. Notable statistics include:

- **75%** of young Europeans prioritise employers with clearly defined social and environmental goals, highlighting a generational shift towards purpose-driven careers.

Examples of successful initiatives include **Enercoop (France)**, a cooperative focused on renewable energy, and **Quid (Italy)**, an ethical fashion initiative combating poverty, climate change, and gender disparities while creating fair employment opportunities.

Contribution to Sustainable Development Goals

Social entrepreneurship is integral to achieving the European Green Deal and the 2030 Sustainable Development Goals (SDGs). Youth-led enterprises are driving innovation in:

- **Circular Economies**
- **Renewable Energy**
- **Tech-for-Good Solutions**
- Notably, **40%** of young entrepreneurs focus on sustainability, aligning with the EU's climate neutrality objectives.

Support Structures

The Social Economy Action Plan (SEAP) is a significant initiative by the EU that aims to support the scaling of social enterprises through:

- Funding opportunities
- Legal frameworks
- Cross-sector collaboration

These efforts ensure social enterprises contribute meaningfully to social cohesion and resilient economies.

Resilience During Crises

Due to their adaptive, community-rooted models, social enterprises have demonstrated resilience during crises. For instance:

- In Spain and Portugal, employment in social enterprises grew following the 2008 financial crisis, starkly contrasting traditional sectors.
- Throughout the COVID-19 pandemic, youth-led enterprises pivoted to provide essential services, including healthcare support, digital education, and food security, showcasing their critical role in crisis response.

Institutional Support

The EU has institutionalised support for youth social entrepreneurship through various programs, including:

- **Erasmus+**
- **European Social Fund+**
- **EaSI (Employment and Social Innovation)**

These initiatives provide grants to support startups and skills development alongside the Social Economy Action Plan (2021), simplifying regulatory barriers. The "Youth Employment Initiative" also allocates €22 billion to promote youth entrepreneurship.

Conclusion

- **Significance:** Social entrepreneurship is essential for Europe's youth work and socio-economic vitality.
- **Empowerment:** Enables youth to foster inclusive, sustainable economies.
- **Future Outlook:** Integration into education, policy, and funding is crucial for building a resilient and equitable future.



02

WHY NON-FORMAL EDUCATION?

THE IMPORTANCE OF NON-FORMAL EDUCATION



Introduction

Non-formal education (NFE) is a cornerstone of youth work within the European Union's strategy to empower young people, promote social inclusion, and prepare them for lifelong learning and employability.

Context: Rooted in key EU policies such as the Erasmus+ programme, the European Skills Agenda, and the Council of Europe's Youth Work Agenda, NFE addresses gaps left by formal education.

Bridging Gaps in Formal Education

- **Limitations of Formal Education:** Typically emphasises academic knowledge, leaving little room for developing transversal skills.
- **The role of NFE** is to focus on experiential, participatory, and learner-centred approaches to cultivate key competencies necessary for lifelong learning.

Inclusivity and Access

- **Targeted Approach:** NFE is inherently inclusive, focusing on marginalised groups often excluded from formal education systems.
- **Disadvantaged Backgrounds:** Over 24% of Erasmus+ participants come from underprivileged backgrounds, which aligns with the EU's inclusion strategy.
- **Support Strategies:** Provides tailored support such as language assistance and mentorship to ensure equitable access.

Combating Unemployment

- **Adaptive Skills:** Teaches essential skills for navigating precarious job markets, making NFE crucial in combating youth unemployment.

The Role of Youth Workers

- **Key Actors:** The EU recognises youth workers as crucial in delivering non-formal education.
- **Standardisation and Competency Development:** Initiatives such as the European Training Strategy and Youthpass offer standardised tools for recognising non-formal learning.
- **Innovative Methods:** Developing new digital tools and participatory methods enhances the quality and adaptability of youth work.

Key Competences for Lifelong Learning

Youthpass, the European recognition tool for non-formal learning, validates skills acquired through youth work using the EU's Key Competences for Lifelong Learning framework (revised 2018). These competences include:

1. Multilingual Competence

- Importance: Ability to communicate in multiple languages and adapt to diverse cultural contexts.
- Application: Essential for international projects, fostering dialogue, and bridging linguistic barriers.

2. Personal, Social, and Learning-to-Learn Competence

- Importance: Combines self-awareness, emotional resilience, teamwork, and lifelong learning strategies.
- Application: Aids youth reflect on their growth and adapt to new challenges.

3. Citizenship Competence

- Importance: Understanding of democratic values, civic engagement, and global challenges such as sustainability.
- Application: Encourages active participation in society and awareness of rights and duties.

4. Entrepreneurship Competence

- Importance: Focuses on turning ideas into action, including risk-taking, innovation, and ethical leadership.
- Application: Vital for social enterprises and youth-led initiatives.

5. Cultural Awareness and Expression Competence

- Importance: Appreciation of cultural diversity, artistic expression, and heritage.
- Application: Promotes intercultural dialogue and creativity.

6. Digital Competence

- Importance: Responsible use of technology for communication, problem-solving, and content creation.
- Application: Encompasses media literacy and cybersecurity awareness.

7. Mathematical/STEM Competence

- Importance: Application of logical thinking, data analysis, and scientific reasoning to real-world issues.
- Application: Enhances analytical skills in various contexts, even non-STEM projects.

8. Literacy Competence

- Importance: Effective communication in one's native language, including critical reading and writing.
- Application: Adapts messages for different audiences.

Conclusion

- **Transformative Force:** Non-formal education is not merely complementary to formal systems but a transformative force in youth development.
- **Empowerment:** By fostering key competences and promoting inclusion, NFE aligns with EU strategic goals and empowers youth as active citizens and contributors to sustainable economies.
- **Future Investment:** The EU's ongoing investment in programs like Erasmus+ and frameworks like Youthpass underscores the irreplaceable role of NFE in shaping Europe's future.



03

ABOUT THE PROJECT

ABOUT THE PROJECT "SOCIAL ENTREPRENEURSHIP FOR THE FUTURE OF YOUTH WORK"

Introduction

The “Social Entrepreneurship for the Future of Youth Work” project was a transformative initiative designed to address the challenges faced by young people, youth workers, and communities across Europe. Its primary objective was to empower young individuals by enhancing their entrepreneurial skills and raising awareness about social entrepreneurship as a viable and meaningful career path. The project also fostered collaboration among organisations dedicated to youth work, focusing on innovative educational methods and sustainable solutions to pressing social and economic issues.

Project Overview

- **Core Focus:** The project centred on social entrepreneurship, merging business initiatives with social and environmental impact. This approach aimed to present an alternative to traditional career paths, especially relevant during the uncertainties of the pandemic.
- **Goals:**
 - Empower young people with entrepreneurial skills.
 - Introduce social entrepreneurship as an innovative and impactful career option.
 - Encourage collaboration among youth-focused organisations.

Educational Tools Development

- **Addressing Educational Gaps:** Recognising the limitations of traditional education systems, the project produced 24 comprehensive training modules—these modules combined theory with practical application, utilising non-formal education techniques and multimedia materials.
- **Module Features:**
 - Structured workshop frameworks and instructional guides for facilitators.
 - Inspiring video materials showcasing the real-world impact of social enterprises.
 - Designed to be universal and scalable, adaptable to various contexts and audiences.

Testing and Refinement

- **Robust Testing Phase:** Youth workers and educators participated in training sessions, both in-person and online, to evaluate the modules’ applicability.
- **Feedback Integration:** Direct engagement with practitioners allowed for the refinement of materials, ensuring they met the needs of young people and equipped youth workers with practical tools.

International Collaboration

- **Partner Organisations:** The project brought together organisations from Poland, Italy, Spain, Portugal, and Serbia, fostering an environment for exchanging ideas and best practices.
- **Study Visits:** Participants explored diverse social entrepreneurship models, gaining insights into various cultural and socio-economic contexts. This exchange enhanced the interconnectedness of organisations and paved the way for future initiatives.

Dissemination Efforts

- **Regional Workshops:** Conducted in each partner country to train multipliers—youth workers, educators, and community leaders—on implementing the developed tools and methodologies.
- **Closing Conference:** A high-profile online event showcased the project's outcomes to a broader European audience.
- **Support Hubs:** Established in each partner country, these hubs served as long-term consultation centres, offering guidance and resources for ongoing engagement with the project's objectives.

Commitment to Sustainability

- **Open Access Resources:** All training materials and videos were made available online under an open-access Creative Commons license, ensuring free access and reuse for non-commercial purposes.
- **Lasting Impact:** This commitment to accessibility strengthened the project's legacy, enabling ongoing benefits for youth workers, educators, and organisations beyond the project's formal conclusion.

Broader Impact

- **Community-Driven Solutions:** By raising awareness about social entrepreneurship, the project stimulated the development of solutions to social issues like unemployment, inequality, and environmental challenges.
- **Support for Marginalised Groups:** The initiative facilitated opportunities for young people from disadvantaged backgrounds to engage, learn, and envision alternative futures where they contribute to their communities.

Conclusion

“Social Entrepreneurship for the Future of Youth Work” exemplifies how targeted initiatives can empower individuals, enhance organisational capacities, and tackle systemic challenges. Through innovative educational tools, dynamic international collaboration, and sustainable dissemination efforts, the project has created a lasting legacy in youth work and social entrepreneurship. Its focus on meaningful careers, community resilience, and sustainable development highlights the transformative potential of youth-centred programs, positioning it as a model for future initiatives in Europe and beyond.



04

HOW TO USE THIS PUBLICATION?

HOW TO USE THIS PUBLICATION?

Introduction

This publication provides ready-to-use workshop scenarios addressing topics related to social entrepreneurship. Each scenario is accompanied by a video showcasing a real-life example of a successful social enterprise, presenting its work and core values and providing inspiration.

- Each scenario lists the key topics it addresses, provides a clear and concise summary, outlines the group size, the time required to complete all workshop activities, and details the necessary materials.
- Each workshop includes activities ranging from short energisers and icebreakers to more complex tasks, such as role plays or creative exercises. Every activity is described in detail and guides facilitators, enabling them to conduct the activities smoothly and with a thorough understanding of the tasks, learning objectives, and key takeaways for participants.
- Each workshop concludes with a debriefing section, allowing participants to reflect on their experiences, knowledge, skills, and competences gained and their understanding of social entrepreneurship.
- More advanced users may mix and match activities from different workshop scenarios to meet specific requirements, tailor workshops to particular groups' needs, or incorporate their working methods.



All methods are based on non-formal education methodology and the principle of learning by doing.

The handbook and included methods were designed for youth and young adults but can be adapted for all age groups and settings.

For advice on the practical application of the methodology presented, we encourage you to contact the project partners, who will be pleased to assist you in creating an unforgettable educational adventure.



05

WORKSHOP SCENARIOS

LIST OF VIDEO CLIPS AND WORKSHOPS

UMBRELLA

AJS

CET PL

Discovery
Foundation

Workshop: **Creativity.
A Key to Success and
Innovation**

page 19

Adisvati Association

Workshop: **Get your life
together**

page 47

Laboratorium
Futurum

Workshop: **Brand new -
new brand**

page 71

Ostrzę Ostrze

Workshop: **Diversity in
the social enterprise**

page 26

FitPole Gredos

Workshop: **Detect needs,
solve problems**

page 52

Cafe Równik

Workshop: **My super
ability**

page 77

Na Szlaku/ On The
Trail

Workshop: **Dragon's Den
- How to Be a Social
Entrepreneur**

page 32

Olivo Vivo

Workshop:
**Entrepreneur's personal
development**

page 58

NAGRAMY

Workshop: **Waste or
treasure?**

page 83

Food Think Tank

Workshop: **Leadership in
Social Enterprise**

page 39

Taller Karuna

Workshop: **The eco city-
game**

page 66

Zakwas

Workshop: **What I need,
what we need**

page 89

LIST OF VIDEO CLIPS AND WORKSHOPS

CXJV	KOMS	TDM2000
<u>SiosLife</u> Workshop: Innovating Elderly Care page 96	<u>Knjiški moljac</u> Workshop: Game of change page 130	<u>Cri Cri Boutique</u> Workshop: Creative 3R+1 page 157
<u>re.store</u> Workshop: Textile Waste Awerness page 104	<u>LICE ULICE</u> Workshop: InteGREATsion page 138	<u>Locanda de Buoni e Cattivi</u> Workshop: Building Inclusion page 162
<u>Minho de Porta Aberta</u> Workshop: Connecting Through Culture page 113	<u>Somborske Šnajderke</u> Workshop: Fashion with a message page 147	<u>Micibo Cat Cafe</u> Workshop: Learn the Past, ReWrite the Future page 167
<u>Betweenien</u> Workshop: Inclusive Learning through Arts and Creativity page 122	<u>Storyteller Portal</u> Workshop: News at first sight page 153	<u>Sucania shop</u> Workshop: What is fair? page 173

THE VITAL ROLE OF CREATIVITY IN SOCIAL ENTREPRENEURSHIP

A KEY TO SUCCESS AND INNOVATION



KEY TOPICS

- Creative group problem-solving
- Time management
- Social responsibility

SUMMARY

The workshop aims to actively engage participants in a creative approach to solving tasks. Participants will learn about a social enterprise and put it into practice by developing and implementing projects under time pressure, delegating roles, and working in teams, preparing them for real-world social entrepreneurship challenges.

TECHNICALITIES



small groups of 3-4 persons (up to 30 participants)



Up to 120 minutes



computer, projector, sheets of paper, adhesive tapes, flipchart paper, cardboard, timer, apples, markers

TOPIC INTRODUCTION

The workshop aims to creatively address tasks viewed as challenges, emphasising the role of social enterprises, which prioritise social goals over profit and face unique obstacles. These enterprises, often employing people with special needs and relying on subsidies, require innovative solutions for success.

Creativity is beneficial not only in artistic professions but also in everyday tasks. It enhances knowledge transfer and improves both professional and personal life. It helps navigate challenges, turning them into positive experiences.

Applying creative solutions is essential in social enterprises to explore new areas of activity with social impact. A film about **the Discovery Foundation** in Wroclaw, Poland, showcases how its staff employs creative methods to tackle social entrepreneurship challenges.

WORKSHOP INTRODUCTION

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • brainstorming • simulation • case study • group discussion 	<ul style="list-style-type: none"> • Increasing knowledge of the concept of social entrepreneurship • Reflecting on challenges that social entrepreneurs face • Developing creative thinking and group work skills 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Place under chairs printed parts of the social enterprise definition • Connect the laptop and speakers to the projector

Depending on the familiarity of the workshop participants, the facilitator can choose between the 'Ice-breaking exercise' for unfamiliar groups or the 'Energizer exercise' for groups who already know each other.

Ice-breaker: Human Bingo



30 minutes



Supporting material – Ice-breaking: Human bingo!



Learning objectives

- Getting to know each other
- Fostering a proactive and cooperative attitude
- Creating a friendly and open atmosphere.

It is recommended for a group where the participants do not know each other.

Instructions

1. Give each person printed sheets with a human bingo chart and a pen.
2. Explain that the group has 30 minutes to mingle, introduce themselves, and find people matching the card's traits. They should put the person's name in the corresponding box or have the person sign the appropriate square. The person who fills five boxes across or down yells "Bingo!" and can finish the game (but also may continue playing).

Energiser: Make It Rain



10 minutes



Ensure the space for the group standing in a circle



Learning objectives

- Create a comfortable environment for participants.
- Foster teamwork among participants.

It is recommended for a group where the participants know each other.

Instructions

1. Have participants stand in a circle.
2. Explain the activity: You will demonstrate gestures, and they will repeat them individually, not all at once.
3. Start by clapping. When you clap, the person to your right will clap after you, creating a wave effect.
4. You can start a new gesture when the last person on your left joins in.
5. You can use different sounds, such as clapping, whistling, slapping thighs, or stamping feet, to mimic various types of rain (drizzle, summer rain, showers, storms).
6. Begin with quiet sounds (like finger taps) and gradually increase to louder sounds (like stomping).
7. After reaching a loud point, gradually decrease the volume until it is entirely silent.
8. Once everyone understands the game, you can change the pace and direction.
9. Aim to create ten different noises throughout the activity.

Crafting the Definition of Social Entrepreneurship



20 minutes



Words from the definition printed on A4 sheets, with one word per sheet
(Supporting material: Definition Crafting)



Learning objectives

- Introduce the values of social entrepreneurship.
- Gain a clear understanding of the differences between social and business enterprises.
- Learn the fundamentals of social enterprises.

Instructions

1. Place word cards that form the definition of social entrepreneurship under some chairs and, if there's space, in other areas.
2. Explain to participants that they will build the definition using these cards.
3. Their task is to collect all the cards and arrange them into the correct order.
4. After they have assembled the definition, suggest showing a film about Fundacja Odkrycie (The Discovery Foundation), an example of a social enterprise.

Case study: the Discovery Foundation video clip



20
minutes



video clip of the Discovery
Foundation, flip chart, markers



Learning objectives

- Learn about the Discovery Foundation as a specific example of a social enterprise.
- Understand the mission and impact of the Discovery Foundation in social entrepreneurship.

It is recommended for a group where the participants know each other.

Instructions

1. Watch [the video](#) together with the participants.
2. After the video, initiate a discussion about it.

Suggested discussion questions:

- What do you think about the Discovery Foundation?
- How do the employees use creativity in their work?
- What do you think about the company's business profile?
- What goals do social enterprises aim to achieve?
- How do social enterprises differ from traditional businesses?
- What types of people work in social enterprises?
- Would you be interested in working for a social enterprise?
- Can you name any other examples of social enterprises?

You can use a flipchart to write down the key points from the discussion.

Simulation: The Tallest Paper Tower



up to 1 hour



- For each team: 50 sheets of paper, two sheets of flipchart paper, one roll of adhesive tape, one cardboard piece (20 cm x 20 cm)
- apple, timer



Learning objectives

- Reflect on the importance of team cooperation
- Learn what makes creative problem-solving successful.
- Understand creativity in social entrepreneurship.

Instructions

Task Overview:

- Participants will work in small teams to build the tallest tower possible using paper and tape. The tower should handle an apple on top.
- The tower symbolises a social enterprise: a taller tower indicates better development.
- Paper represents available resources, while time represents comfort at work.

CREATIVITY WORKSHOP FLOW

Team Formation:

Divide participants into teams of 3-4.

Each team represents a social enterprise and gets:

- 10 sheets of paper
- 1 roll of tape
- 1 hour to complete the task



Market Stage:

After distributing materials, introduce the market stage. This stage simulates a fund that provides additional resources if teams implement social changes.

Each team can purchase challenges (values important for social enterprises):

Each challenge allows teams to gain extra materials but deducts time from their building phase.

Challenges for Purchase:

- Sustainable products (5 sheets of paper | -5 minutes)
- Partially employing socially excluded individuals (1 cardboard piece | -7 minutes)
- Exclusively employing socially excluded individuals (2 sheets of flipchart paper | -10 minutes)
- Using environmentally friendly transport (5 sheets of paper | -5 minutes)
- Utilising inclusive language (5 sheets of paper | -5 minutes)
- Ensuring accessibility for people with special needs (5 sheets of paper | -5 minutes)
- Offering employee benefits (5 sheets of paper | -5 minutes)
- Informal dress code (2 sheets of paper | -2 minutes)
- Flexible working hours (2 sheets of paper | -2 minutes)
- Remote work options (2 sheets of paper | -2 minutes)

Finalizing Assets:

After the market stage, summarize each team's paper and time assets.

Tower Building Rules:

1. Use only paper and tape for construction; no tools for support.
2. The tower can only be taped to the horizontal surface beneath it (not to walls or legs).
3. Teams can fold, bend, roll, or cut paper.
4. The tower must support the apple for at least one minute without collapsing, and the apple should be removable and not taped to the tower.

Stages of Work:

1. **Design:**
 - Brainstorm and sketch designs before building. Sketch paper does not count toward the tower's total materials.
2. **Build:**
 - As teams build, they can test the tower's stability. They can adjust as needed; only the final structure counts for scoring.
3. **Internal Test:**
 - After the tower is built, gently place the apple on top to test stability.
4. **Official Test:**
 - A facilitator will place the apple on the tower and time it for one minute. The tower must not collapse within this duration, and the team cannot make any adjustments.
5. **Scoring:**
 - The tallest tower wins the competition.

Important: Game Changers

- During the Design and Build stage, introduce game changers that impact all teams:
 - A new tax was introduced by the government (-10 sheets of paper)
 - Grant received from a local institution (+10 sheets of paper)
- Introduce these challenges within the first 5-10 minutes, starting with the negative one. Adjust any challenges for teams needing to maintain a chance to build.

Conclusion Discussion:

After the exercise, facilitate a discussion with these questions:

- How did you feel during the activity?
- Why did you choose to purchase specific challenges?
- Did this make your task easier or harder?
- What difficulties did you have in designing the tower?
- Who took the lead within your group?
- Was the division of roles fair, or did one person dominate?
- How did time pressure affect your work?
- What factors contributed to your group's success?
- How does this experience relate to starting an actual social enterprise?
What challenges might arise? What could be helpful?

Debriefing of the workshop and strengthening the learning outcomes

- After the workshop activities, have participants sit in a circle.
- **Review the flow of the workshop**, including:
 - Definition building
 - Watching the movie
 - Building the tower

3. Summarise the experiences from the workshop.

Questions for Discussion:

- What did you find difficult, easy, or enjoyable during the activities?
- How do you perceive the management of a social enterprise?
- What factors make running a successful social enterprise easier, and what challenges do you face?
- What key takeaways will you remember from this workshop?
- How can you help spread the idea of social enterprises?

Estimated time for this discussion: approx. 20 minutes.

Sustainability tips



Instead of using new sheets of paper, a flipchart, or cardboard, use those already printed or used.

Handouts

- A movie: [The Discovery Foundation](#)
- Ice-breaking activity: [Human Bingo](#)
- Supporting material: [Definition of Social Entrepreneurship](#)

DIVERSITY IN THE SOCIAL ENTERPRISE

STEPPING INTO SHOES: EXPLORING PERSPECTIVES AND INCLUSION



KEY TOPICS

- Creative group problem-solving
- Time management
- Social responsibility

SUMMARY

The workshop aims to introduce the topic of diversity and create opportunities for reflection on the opportunities and challenges of working in a diverse environment. A vital aspect addressed during the exercises is the introduction to the idea of social entrepreneurship and concepts for managing diversity in the workplace. Primary working methods include role-playing, group discussion, and case studies. An illustrative example of the workshop is a film featuring the social enterprise "Ostrze ostrze".

TECHNICALITIES



From 12 to 24 participants (up to 30 participants)



Up to 120 minutes



computer, projector, sheets of paper, adhesive tapes, flipchart paper, cardboard, timer, apple, markers

TOPIC INTRODUCTION

This workshop will focus on the importance of diversity in the workplace and its role in creating inclusive environments. Participants can reflect on the benefits and challenges of working in diverse settings, emphasising how social entrepreneurship can effectively manage diversity.

Diversity includes education, age, beliefs, health status, orientation, religion, and ethnicity, resulting in different needs and perspectives. During the workshop, we will explore leveraging these differences as strengths rather than obstacles. Key questions to address will include:

- How can organisations cultivate an understanding of diversity within their cultures?
- What values and characteristics are essential for fostering an inclusive workplace?
- How does embracing diversity contribute to overall business success?

Social entrepreneurship highlights the importance of social inclusion, providing opportunities for marginalised individuals. We will examine how social enterprises, such as "Ostrze Ostrze" in Wrocław, Poland, serve as models for inclusivity, focusing on the benefits of employing people with special needs. Additionally, participants will learn strategies for overcoming challenges associated with diverse teams and the mutual advantages of embracing inclusivity in the workplace.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser or ice-breaker • role-playing • case study • group discussion 	<ul style="list-style-type: none"> • Understand social entrepreneurship and its role in promoting diversity and inclusion. • Reflect on the opportunities and challenges one might face in the workplace. • Adopt a positive outlook on diversity by learning from the inclusive practices of social enterprises. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Place under chairs printed parts of the social enterprise definition • Connect the laptop and speakers to the projector

Depending on the familiarity of the workshop participants, the facilitator can choose between the 'Ice-breaking exercise' for unfamiliar groups or the 'Energizer exercise' for groups who already know each other.

Human Bingo



30 minutes



Supporting material – Ice-breaking: Human bingo!



- Getting to know each other
- Fostering a proactive and cooperative attitude
- Creating a friendly and open atmosphere.

It is recommended for a group where the participants do not know each other.

Instructions

1. Give each person printed sheets with a human bingo chart and a pen.
2. Explain that the group has 30 minutes to mingle, introduce themselves, and find people matching the card's traits. They should put the person's name in the corresponding box or have the person sign the appropriate square. The person who fills five boxes across or down yells "Bingo!" and can finish the game (but also may continue playing).

Energiser: You are a piece of paper



10 minutes



List of commands



Learning objectives

- Foster a welcoming atmosphere.
- Engage in role-playing activities

It is recommended for a group where the participants know each other.

1. Introduction: Explain the exercise rules to the participants. They will embody a piece of paper and respond to commands that simulate the actions of a sheet of paper.
2. Roles: Ask participants to stand up and adopt the role of a piece of paper. They can bend, crease, break, or reshape themselves as instructed.
3. Commands: Use the following commands to guide the participants in their movements. Encourage them to respond as a piece of paper would:
 - wave like a sheet of paper
 - turn upside down
 - fold in half
 - fold to create an accordion shape
 - expand to make a fan
 - straighten out
 - tear (move apart gently)
 - crease to form a circle
 - toss gently and allow to fall freely

Instructions: As you issue commands, observe how participants interpret and execute them, encouraging creativity and engagement throughout the exercise.

Crafting the Definition of Social Entrepreneurship



20 minutes



Words from definition printed on A4 sheets, with one word per sheet (Supporting material: Definition Crafting)



Learning objectives

- Introduce the values of social entrepreneurship.
- Gain a clear understanding of the differences between social and business enterprises.
- Learn the fundamentals of social enterprises.

Instructions

1. Place word cards that form the definition of social entrepreneurship under some chairs and, if there's space, in other areas.
2. Explain to participants that they will build the definition using these cards.
3. Their task is to collect and arrange all the cards into the correct order.
4. After they have assembled the definition, suggest showing a film about Ostrze Ostrze, an example of a social enterprise.

Watching the Ostrzę Ostrze video clip



20
minutes



video clip of the Ostrzę Ostrze,
flipchart, markers



Learning objectives

- Learn the core values of social entrepreneurship.
- Distinguish between social enterprises and traditional businesses.
- Understand social enterprise fundamentals

It is recommended for a group where the participants know each other.

Instructions

1. Watch [the video](#) together with the participants.
2. After the video, discuss it.

Suggested discussion questions:

- What are your thoughts on the Discovery Foundation?
- How do the employees use creativity in their work?
- What do you think about the company's business profile?
- What goals do social enterprises aim to achieve?
- How do social enterprises differ from traditional businesses?
- What types of people work in social enterprises?
- Would you be interested in working for a social enterprise?
- Can you name any other examples of social enterprises?

Use a flipchart to write down the key points from the discussion.

Role playing: Tightrope Exercise



40 minutes



- Chairs arranged in a circle, one per participant



Learning objectives

- Understand different perspectives to foster empathy.
- Address the challenges faced by the excluded ones.
- Explore strategies to reduce differences and the impact of employing marginalized individuals.

Introduction

- Purpose: Explain the aim of the exercise: understanding diverse perspectives and the limitations some individuals face in society.
- Role Assignment: Each participant will "step into the shoes" of another person for 10 minutes. Distribute role descriptions from supporting material No. 2 (note: roles can be duplicated or removed depending on the number of participants).
- Confidentiality: Instruct participants to read their roles carefully and only reveal them to others after the exercise.

WORKSHOP FLOW

Immersion into Roles:

- **Preparation:** Participants should read their descriptions after distributing roles and sit comfortably.
- **Silent Reflection:** Announce that this part will be conducted in silence to promote deeper identification with their assigned role.
- **Guided Imagery:** Play relaxing music and ask participants to visualise aspects of the person they are representing through a series of guided questions, such as:
 - How does this person look?
 - Where do they live, and what surrounds them?
 - How do they spend their free time?
 - What challenges do they face? What dreams do they have?

Movement Exercise

1. Line-Up: After the immersion session, participants line up with 4-5 meters of space in front of them.
1. Procedure Explanation: Explain that you will read a series of "yes or no" questions; participants will move forward or stay based on how they think their character would respond.
1. Questions for Movement: Use the provided questions to assess how optimistic and empowered the character feels.

Conclusion Discussion

- **Revealing Roles:** After the movement exercise, ask participants to state their assigned roles while standing in their final positions.
- **Group Discussion:** Facilitate an open discussion with questions such as:
 - Who moved forward, and who stayed still?
 - How did it feel to be in your role during the exercise?
 - What limitations did you experience, and what could change that?
 - What insights did you gain from this exercise?
- **Capture Responses:** Take notes on a flip chart for later reference.

Summary and Conclusion

- **Summary:** Use the notes to summarise key findings from the exercise.
- **Physical Activity:** Ask participants to perform a brief physical activity to "shake off" their roles, symbolically stepping back into their identities.
- **Closing Remarks:** Reinforce the importance of understanding diverse perspectives and the value of inclusivity in the workplace. Encourage participants to apply these insights in their everyday interactions and professional settings.

Debriefing of the workshop and strengthening the learning outcomes

Format:

- Participants will circle to create an open and inclusive discussion environment.

Purpose:

- Evaluate the workshop experience, reinforce the learning outcomes, and encourage participants to reflect on the insights gained.

Discussion Questions:

1. Reflection:
 - What will you remember most from this exercise?
2. Role of Social Enterprises:
 - How can social enterprises activate and empower diverse individuals?
3. Awareness and Acceptance:
 - To what extent is the concept of social enterprises known and accepted in your country?
 - What factors contribute to this?
4. Promoting Social Enterprises:
 - What actions can you take to help spread the idea of social entrepreneurship within your community?

Closing:

- Encourage participants to share thoughts and insights openly, ensuring all voices are heard.
- Reinforce the importance of applying the concepts learned in the workshop to real-world scenarios and everyday interactions.

Handouts

- Movie about [Ostrzę Ostrze](#)
- Supporting material - [ice-breaking: human bingo](#)
- Supporting material - [definition of social entrepreneurship](#)
- Supporting material - [roles](#)

DRAGON'S DEN – HOW TO BE A SOCIAL ENTREPRENEUR



KEY TOPICS

- Dream Job
- Universal Skills
- How to Work Without Disappointment

SUMMARY

This workshop explores working in social enterprises by having participants present their business proposals. Through presentations, participants will learn to describe the features of a social enterprise and distinguish it from traditional businesses. The activity aims to empower participants with knowledge about social entrepreneurship while developing practical skills.

TECHNICALITIES



15-30 (max. 5 groups)



Up to 120 minutes



Ream of paper, flipchart, block of flipchart paper, tape, min. 10 multicoloured markers, five ties, Monopoly/Eurobusiness game money or printed money, 5 A1 Bristol sheets, Cardboard for 8 “Yes”/“No” signs. Optional: Laptop, projector, loudspeakers

TOPIC INTRODUCTION

Social enterprises are businesses that operate on the principles of market competition and focus on financial profit, but taking into account social profit. Such non-governmental companies often employ socially excluded people, who, thanks to such work, can develop in friendly conditions, due to the social specificity of working conditions (including local activity, democratic management, activities aimed at supporting and developing local communities, the principle of inclusiveness, ecological approach, and a sense of moral righteousness), especially young people often consider such places their dream job.

The exercise aims to show participants that people creating social enterprises must demonstrate high work ethics and a strategy based on the principles of market competition. The prepared film will help us understand what working in companies is like. The "On the Trail" Foundation is an excellent example of combining professional development and passion, which can be shown to people seeking employment. The video will help prepare business proposals reflecting the participants' dream jobs.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser or ice-breaker • brainstorming • simulation • presentation • case study • group discussion 	<ul style="list-style-type: none"> • Gain knowledge of social entrepreneurship and its principles. • Identify social enterprises as appealing workplaces for young professionals. • Enhance personal and professional preferences and practice creativity and presentation skills. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Place under chairs printed parts of the social enterprise definition • Connect the laptop and speakers to the projector

Depending on the familiarity of the workshop participants, the facilitator can choose between the 'Ice-breaking exercise' for unfamiliar groups or the 'Energizer exercise' for groups who already know each other.

Speed dating



15 minutes



List of questions



- Create an energetic and welcoming atmosphere for participants.
- Strengthen group bonds by actively participating in the activities together.

It is recommended for a group where the participants do not know each other.

1. Divide the group into two teams by having participants count "1" and "2." Participants who say "1" should stand in a circle facing the centre. Participants who say "2" will form a second circle, facing the participants in the first circle.
2. Explain that you will ask a series of questions. Those facing each other will have two minutes to discuss the given topic. After two minutes, participants in the inner circle will step to the right to pair with a new partner.

The game will continue for 10 rounds or until all possible pairs have interacted, aiming to stay within 20 minutes.

Suggested Questions:

Find three interests or hobbies you share / Recommend a local place for a perfect holiday / What was the last book you read? / What is your favourite dish? Who is someone you consider an authority? / Which subject were you best at in school, and why? / What is the worst movie you've seen? / Briefly describe your best friend / If you could have a tattoo, what would it be? / Recall the names of the people you spoke to earlier.

Encourage participants to listen actively and share openly to foster community and connection within the group.

Energiser: You are a piece of paper



10 minutes



List of commands



Learning objectives

- Foster a welcoming atmosphere.
- Engage in role-playing activities

It is recommended for a group where the participants know each other.

1. Introduction: Explain the exercise rules to the participants. They will embody a piece of paper and respond to commands that simulate the actions of a sheet of paper.
2. Roles: Ask participants to stand up and adopt the role of a piece of paper. They can bend, crease, break, or reshape themselves as instructed.
3. Commands: Use the following commands to guide the participants in their movements. Encourage them to respond as a piece of paper would:
 - wave like a sheet of paper
 - turn upside down
 - fold in half
 - fold to create an accordion shape
 - expand to make a fan
 - straighten out
 - tear (move apart gently)
 - crease to form a circle
 - toss gently and allow to fall freely
4. Instructions: As you issue commands, observe how participants interpret and execute them, encouraging creativity and engagement throughout the exercise.

Crafting the Definition of Social Entrepreneurship



20 minutes



Words from definition printed on A4 sheets, with one word per sheet
(Supporting material: Definition Crafting)



Learning objectives

- Introduce the values of social entrepreneurship.
- Gain a clear understanding of the differences between social and business enterprises.
- Learn the fundamentals of social enterprises.

Instructions

1. Place word cards that form the definition of social entrepreneurship under some chairs and, if there's space, in other areas.
2. Explain to participants that they will build the definition using these cards.
3. Their task is to collect and arrange all the cards into the correct order.
4. After they have assembled the definition, suggest showing a film about Fundacja Na Szlaku (On the Trail Foundation), an example of a social enterprise.

Watching the On Trail Foundation video clip



20
minutes



video clip of the On The Trail Foundation, flip chart, markers



Learning objectives

- Learn the core values of social entrepreneurship.
- Distinguish between social enterprises and traditional businesses.
- Understand social enterprise fundamentals

It is recommended for a group where the participants know each other.

Instructions

1. Watch the video together with the participants.
2. After the video, discuss it.

Suggested discussion questions:

- What is your opinion about the "On Trail" Foundation?
- What do you think about this company's business profile?
- What are the goals of such enterprises?
- How does a social enterprise differ from traditional enterprises?
- Is the hero of the film satisfied with his work? Why yes or no?
- What kind of people work in social enterprises? Could you work in this type of company?
- Do you know any other examples of social enterprises?

You can use a flipchart to write down the key points from the discussion.

Simulation: Dragon's Den – How to Be a Social Entrepreneur



1 hour 30 minutes



- Role tickets (5 investors, remaining participants as entrepreneurs), paper, flipchart, tape, Min. 10 multicoloured markers, five ties, Monopoly game money or printed money, 5 A1 bristol sheets, Cardboard for 8 "Yes"/"No" signs



Learning objectives

- Enhance understanding of the characteristics of social enterprises.
- Proposal Development: Learn how to create effective proposals for social enterprises.

Introduction

The Dragon's Den activity emulates the format of the popular television program where entrepreneurs pitch their business ideas to investors in hopes of securing funding. Participants will develop and present models for social enterprises, answering questions from investors who will decide whether to invest based on the proposals presented.

Two facilitators are recommended for the smooth execution of the activity.

WORKSHOP FLOW

Part 1: Preparation (30-40 minutes)

1. Introduction to Dragon's Den:

- Explain the concept of the Dragon's Den, including the process of investors evaluating business proposals.
- Present examples of successful pitches from the TV show (consider showing clips if available).

2. Role Assignment:

- Participants draw roles and divide into groups: those assigned as "entrepreneurs" will form groups, while "investors" will remain individual participants.

3. Entrepreneur Group Work:

- Each entrepreneur group creates a model for a social enterprise.

Ensure that groups understand the principles of social enterprises and reflect these in their proposals.

A model for a social enterprise should include:

1. Business profile (product/service offered)
2. Area of activity
3. Management style
4. Target customer group
5. Employed staff (number and characteristics)
6. Competitive advantage
7. Environmental aspects

4. Promotional Prospectus:

- Groups prepare a visual promotional prospectus using cardstock and markers to represent their social enterprise.

5. Investor Preparation:

- Each investor prepares two boards labelled "Yes" and "No" for voting.
- Investors create a backstory for their character, including their history and philanthropic interests, and formulate questions they want to ask the entrepreneur groups.

Part 2: Presentations and Voting (Approx. 35 minutes)

1. Space Setup:

- Arrange five chairs for investors in a prominent location and create a designated area for entrepreneurs to present their ideas.

2. Presentation of Ideas:

- Investors sit in their chairs and introduce their characters.
- Entrepreneurship groups present their proposals individually, with each group allotted 5 minutes for their presentation (facilitators will time this).

3. Voting Process:

- After presentations, investors will vote for each proposal using their “Yes” or “No” signs and can utilise Monopoly money to symbolise their financial support.
- Investors must justify their voting decisions afterwards to encourage discussion.

4. Role of Facilitators:

- Facilitators manage the presentations and ensure that investors do not prepare in the same room as entrepreneurs to maintain the integrity of the exercise.

Conclusion

Wrap-Up: Conclude the activity by discussing the proposals' outcomes and what makes a successful pitch in the context of social entrepreneurship.

Feedback: Encourage participants to share their experiences and learning outcomes related to the activity.

Debriefing of the workshop and strengthening the learning outcomes

Ask participants to form a circle to foster an inclusive and open discussion environment.

Guide the evaluation discussion, ensuring all voices are heard and encouraging thoughtful participation.

Discussion Questions:

Use the following questions to stimulate evaluation and reflection among participants:

- Winning Ideas: "Why did a given idea win? What aspects contributed to its success?"
- Perceptions of Social Enterprises: "What are your thoughts on creating a social enterprise? What challenges or opportunities do you see?"
- Key Success Factors: "What important considerations should you consider when running a well-functioning social enterprise?"
- Awareness and Acceptance: "To what extent is the concept of social enterprise known and accepted in your country? What factors influence this perception?"
- Promoting Social Enterprises: "What actions can you take to increase awareness and acceptance of social enterprises in your community?"

Conclusion:

Summarise key insights from the discussion, highlighting common themes and new understandings. Encourage participants to apply these insights in their future endeavours related to social entrepreneurship.

Sustainability tips



Use Recycled Materials: Opt for recycled paper for handouts and other materials whenever possible.

Reuse Materials: After completing the workshop, avoid discarding any used materials. For example, used paper can be saved and repurposed for future workshops (refer to the module "Creativity in the Workplace," specifically the activity "The Tallest Paper Tower").

Handouts

- Movie about [On The Trail Foundation](#) (Fundacja na Szlaku)
- Supporting material No. 1 - [definition of social entrepreneurship](#)

LEADERSHIP IN SOCIAL ENTERPRISE

HOW DO YOU MANAGE THE TEAM AND YOURSELF?



KEY TOPICS

- leadership
- social responsibility

SUMMARY

The workshop focuses on leadership-related issues. It aims to indicate what features a good leader should have to develop a social enterprise following social responsibility. Thanks to the planned exercises, participants will understand how important a good leader is for a well-functioning social enterprise and learn about different personality types and ways to talk to them.

TECHNICALITIES



15-30 (max. 5 groups)



Up to 120 minutes



computer, projector, printed materials, pens, paper, flipchart, markers

TOPIC INTRODUCTION

A social enterprise is a specific type of business focused not on maximising profits but on achieving social goals. While it can take different legal forms, its main objective is to promote social and professional integration for its members and benefit the local community.

The leader plays a vital role in a social enterprise. These organisations are unique in how they are set up, do business, and care about society. Because of this, the leader's role is crucial. They need to ensure the company is running well and that the principles of corporate social responsibility guide employees.

This raises important questions: What qualities should a good leader have in a social enterprise? How is a leader in a social enterprise different from one in a traditional business?

This module aims to raise awareness about the qualities a good leader should embody when managing a social enterprise. First, we will watch a film about a plant-based restaurant called Food Think Tank. The chef and owner of Food Think Tank talks about leadership and how important it is to guide the team, focus on social responsibility, and get people to think about the most essential qualities needed for exemplary leadership in a socially responsible organisation.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser or ice-breaker • brainstorming • simulation • presentation • group discussion 	<ul style="list-style-type: none"> • Learn the basic ideas behind social entrepreneurship. • Understand the role of leaders in managing a social enterprise. • Learn how to communicate effectively with different personality types. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Place under chairs printed parts of the social enterprise definition • Connect the laptop and speakers to the projector

Depending on the familiarity of the workshop participants, the facilitator can choose between the 'Ice-breaking exercise' for unfamiliar groups or the 'Energiser exercise' for groups who already know each other.

Speed dating



15 minutes



List of questions



- Create an energetic and welcoming atmosphere for participants.
- Strengthen group bonds by actively participating in the activities together.

It is recommended for a group where the participants do not know each other.

1. Divide the group into two teams by having participants count "1" and "2." Participants who say "1" should stand in a circle facing the centre. Participants who say "2" will form a second circle, facing the participants in the first circle.
2. Explain that you will ask a series of questions. Those facing each other will have two minutes to discuss the given topic. After two minutes, participants in the inner circle will step to the right to pair with a new partner.
3. The game will continue for 10 rounds or until all possible pairs have interacted, aiming to stay within 20 minutes.
- Suggested Questions:
 - Find three interests or hobbies you share / Recommend a local place for a perfect holiday / What was the last book you read? / What is your favourite dish? / Who is someone you consider an authority? / Which subject were you best at in school, and why? / What is the worst movie you've seen? / Briefly describe your best friend / If you could have a tattoo, what would it be? / Recall the names of the people you spoke to earlier.
4. Encourage participants to listen actively and share openly to foster community and connection within the group.

Energiser: Make It Rain



10 minutes



Ensure the space for the group standing in a circle



Learning objectives

- Create a comfortable environment for participants.
- Foster teamwork among participants.

It is recommended for a group where the participants know each other.

Instructions

1. Have participants stand in a circle.
2. Explain the activity: You will demonstrate gestures, and they will repeat them individually, not all at once.
3. Start by clapping. The person to your right will clap after you when you clap, creating a wave effect.
4. You can start a new gesture when the last person on your left joins in.
5. You can use different sounds, such as clapping, whistling, slapping thighs, or stamping feet, to mimic various types of rain (drizzle, summer rain, showers, storms).
6. Begin with quiet sounds (like finger taps) and gradually increase to louder sounds (like stomping).
7. After reaching a loud point, gradually decrease the volume until it is entirely silent.
8. Once everyone understands the game, you can change the pace and direction.
9. Aim to create ten different noises throughout the activity.

Crafting the Definition of Social Entrepreneurship



20 minutes



Words from definition printed on A4 sheets, with one word per sheet (Supporting material: Definition Crafting)



Learning objectives

- Introduce the values of social entrepreneurship.
- Gain a clear understanding of the differences between social and business enterprises.
- Learn the fundamentals of social enterprises.

Instructions

1. Place word cards that form the definition of social entrepreneurship under some chairs and, if there's space, in other areas.
2. Explain to participants that they will build the definition using these cards.
3. Their task is to collect and arrange all the cards into the correct order.
4. After they have assembled the definition, suggest showing a film about the Food Think Tank restaurant, an example of a social enterprise.

Watching the Food Think Tank restaurant video clip



20
minutes



video clip of the [Food Think Tank restaurant](#), flip chart, markers



Learning objectives

- Understand the concept of social enterprises.
- Analyse the goals and operations of the Food Think Tank compared to traditional businesses.
- Reflect on the satisfaction levels and roles of workers

It is recommended for a group where the participants know each other.

Instructions

Show the video clip of the Food Think Tank restaurant to the participants.

Facilitate a group discussion using the following questions:

- What do you think about the Food Think Tank restaurant?
- What do you think about the business profile of this restaurant? What are its goals?
- How does a social enterprise differ from traditional businesses?
- Is the main character satisfied with their work? Why or why not?
- What types of people work in social enterprises? Could you see yourself working in this kind of environment?
- Can you name any other examples of social enterprises?

Record Conclusions: Write down key insights and conclusions from the discussion on a flip chart for later reference.

The Excellent Boss: Composing a Job Advertisement for a Social Enterprise Chef



60–80 minutes



computer and projector, printed materials (personality type descriptions for Lion, Beaver, Setter, Otter), pens



Learning objectives

- Understand the concept of leadership in an organisation.
- Identify qualities of a good boss in a social enterprise.
- Recognise the leader's role in a successful social enterprise.

Introduction

This workshop engages participants in exploring essential leadership qualities necessary for success in youth social entrepreneurship. By composing job advertisements for a chef in a social enterprise, participants will learn to identify and articulate the traits contributing to effective leadership in socially responsible organisations. Through collaborative discussions and presentations, participants will deepen their understanding of how strong leadership can drive positive change within their communities.

WORKSHOP FLOW

Instructions

- **Group Formation:** Divide participants into groups of 5 and explain the task.
- **Task Overview:** Instruct each group to write a job advertisement for a chef in a social enterprise. They must select five qualities from Supporting Material No. 2 that a potential chef should possess. These qualities should not be stated literally in the advertisement but should be described instead. Each group can choose one additional quality not mentioned in Supporting Material No. 2.

Advertisement Guidelines: The job advertisement should be no more than one A4 page, suitable for online posting. Allow approximately 25 minutes for this part.

- **Group Presentations:** After completing their advertisements, each group will present their job advertisement (approximately 5 minutes per group). They must explain each chosen quality by addressing:
 - In what situations is this quality necessary in a social enterprise?
 - Could this quality have adverse effects on the work or the enterprise?
- **Candidate Selection:** After all groups present, you will provide profiles of chefs (Supporting Material - Chefs). Each group must choose the chef they believe is the best candidate for the position described in their advertisement.
 - Each group should justify its choice by discussing how closely the chef's persona aligns with their selected qualities, what qualities they had to forgo, and why.
 - Allow approximately 15 minutes for groups to read the profiles and make their choice, followed by 5 minutes for presentations from each group.

Debriefing

Conclude the exercise with a moderated discussion between you and the participants using these guiding questions:

- What did you enjoy about the exercise?
- What aspects were easy or challenging?
- Did you have differing opinions within your group?
- What qualities do you believe make a good leader? (Write these on the flipchart.)
- What characteristics should someone managing a social enterprise have?
- Can a person without these characteristics still be a good boss? Why or why not?
- Could you envision yourself working in a social enterprise? Do you possess the "right" qualities?

Lion, Beaver, Setter or Otter: what kind of boss would you be?



1 hour 30 minutes



computer and projector, printed materials (personality type descriptions for Lion, Beaver, Setter, Otter), pens



Learning objectives

- Identify Personality Types
- Discover how individual personality traits influence leadership styles and team dynamics.
- Enhance Communication Skills
- Reflect on Personal Strengths

Introduction

In the "Lion, Beaver, Setter, or Otter" activity, participants explore personality types to understand their leadership styles within youth social entrepreneurship. By identifying their animal representation through a personality test, they learn how different traits can influence teamwork and decision-making in social enterprises. This awareness is essential for promoting effective communication and collaboration in inclusive settings. The activity wraps up with a discussion that encourages participants to think about how their strengths can contribute to successful leadership in social entrepreneurship.

WORKSHOP FLOW

Instructions

1. Comfortable Setup:

Begin by asking participants to find a comfortable spot—a chair, armchair, or floor space—where they can easily complete the test with a pen.

2. Presentation Introduction:

Turn on the presentation, which provides information about the four personality types represented by animals: Lion, Beaver, Setter, and Otter (refer to pages 2-4 of the supporting material).

3. Complete the Personality Test:

- Distribute the personality test and pens. Instruct participants to mark an "X" in the boxes that best reflect their personality traits, placing the "X" next to opposing characteristics.
- After completing the test, have participants count the "X" marks in each column and plot the totals on a graph according to the test instructions. This helps them identify which animal symbolises their personality.

4. Assist Participants: Ensure that participants complete the test and assist them in plotting their results on the chart.

5. Explore Personality Characteristics:

Once all participants learn their personality types, continue with the presentation, detailing the characteristics of each personality type, effective communication methods, and what motivates each type to act.

Debriefing

Conclude the exercise with a moderated discussion between you and the participants using the following guiding questions:

- What did you like about the exercise?
- Do you feel that the animal representing you accurately describes your personality? Can you see traits of another animal in yourself?
- Which animal personality type do you think would make the best boss in a social enterprise?

Debriefing of the workshop and strengthening the learning outcomes

Setup:

1. Group Arrangement: Participants should form a circle to foster an inclusive and open discussion environment.
2. Facilitator Role: Guide the evaluation discussion, ensuring all voices are heard and encouraging thoughtful participation.

Discussion Questions:

- Use the following questions to stimulate evaluation and reflection among participants:
- What were your key takeaways from the introduction to social entrepreneurship?
- What insights did you gain from the video about the social enterprise example?
- How did working in groups to compose the job advertisement enhance your understanding of leadership?
- What did you learn about yourself from the Lion, Beaver, Setter, or Otter activity?
- How do you think your personality influences your leadership and teamwork approach?
- How can you apply the lessons learned in this workshop to future endeavours in social entrepreneurship?
- What actions can you take to develop your leadership skills in social enterprise?
- What challenges do you foresee in the role of a leader within a social enterprise, and how might you address them?
- What did you enjoy most about the workshop?
- Was there anything that surprised you during the activities or discussions?

Conclusion:

Summarise key insights from the discussion, highlighting common themes and new understandings. Encourage participants to apply these insights in their future endeavours related to social entrepreneurship.

Sustainability tips



Use Recycled Materials: Opt for recycled paper for handouts and other materials whenever possible.

Reuse Materials: After completing the workshop, avoid discarding any used materials. For example, used paper can be saved and repurposed for future workshops (refer to the module "Creativity in the Workplace," in the activity "The Tallest Paper Tower").

Handouts

- A movie about [the Food Think Tank Restaurant](#)
- Supporting material - [definition of social entrepreneurship](#)
- Supporting material - [characteristic of a good leader](#)
- Supporting material - [chefs](#)
- Supporting material - [presentation: Lion, Beaver, Setter or Otter](#)
- Supporting material - [test: Lion, Beaver, Setter or Otter](#)

Additional comments and tips for facilitators

Activity 'Lion, Beaver, Setter or Otter: what kind of boss would you be?' could be an additional activity to the module. Suppose the group is tired after completing The Excellent Boss: Composing a Job Advertisement for a Social Enterprise Chef activity. In that case, there is no need to introduce the last activity to the workshop.

GET YOUR LIFE TOGETHER

STEPPING INTO SHOES: EXPLORING PERSPECTIVES AND INCLUSION



KEY TOPICS

- Social integration
- Inclusion of people with disabilities

SUMMARY

This workshop promotes social inclusion, focusing on integrating individuals with disabilities into the community. Participants will explore how they can actively contribute to fostering social inclusion and recognise their collective responsibility in this critical process.

Participants will become aware of the challenges those at risk of social exclusion face and discover practical ways to overcome these obstacles. They will also learn about the importance of social inclusion in creating cohesive communities and the role of social entrepreneurship in promoting support and inclusivity.

TECHNICALITIES



Up to 25 people



Up to 120 minutes



Definition of social entrepreneurship, flipchart paper (1 per group +1), markers (10), laptop, projector, Handouts with the scenarios (1 per group)

TOPIC INTRODUCTION

This workshop focuses on social inclusion, which the United Nations defines as enhancing participation in society for disadvantaged people through improved opportunities and access to resources. Importantly, the responsibility for creating an inclusive society lies with all of us, not just those who face disadvantages. Everyone has a role—governments, businesses, NGOs, and individuals.

Many people want to help, but don't know how to engage with those experiencing social exclusion. This workshop offers young people the chance to reflect on life for disadvantaged individuals and learn how to identify their needs while appreciating their unique contributions to the community.

Inspired by the work of the **Adisvati Association** in rural Spain, which supports people with disabilities through vocational training and job opportunities, this workshop promotes their values. By raising awareness about social inclusion, we aim to empower individuals to recognise their responsibility in fostering a more inclusive community.

WORKSHOP INTRO

Methods

- energiser/ ice-breaker
- brainstorming
- simulation
- case study
- group discussion

Objectives

- Understand social entrepreneurship and its role in promoting inclusivity
- Recognise the importance of social inclusion
- Raise awareness of the challenges faced by those at risk of social exclusion

Praparatory

- Print the materials
- Put chairs in a circle
- During the break arrange tables and chairs for every group
- Connect the laptop and speakers to the projector

Introduction

Instructions

1. Ask everyone to sit in a circle and ensure you are part of the group.
2. Present yourself to the participants.
3. Invite each participant to state their name and share a hobby.

Energiser: Human Rock, Paper, Scissors



7 minutes



none



- Foster group bonding through participation in the activity.
- Boost energy levels for upcoming activities.

Instructions

1. You can begin by deciding on a full-body pose for each item: for example, rock could be represented by curling into a fetal position.
2. Divide the participants into two smaller groups.
3. Have the groups face off against each other. Allow a few seconds for each group to decide on their pose for the round.
4. Count down from 3, and on "go," both groups perform their poses simultaneously.
5. The traditional rules for determining the winner are that rock beats scissors, scissors beat paper, and paper beats rock.

Introduction to the Concept of Social Entrepreneurship



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Introduce the definition of social entrepreneurship.
- Establish a clear, shared understanding of what social entrepreneurship entails.
- Clarify the differences between social and traditional entrepreneurship.

Instructions

1. Start by asking participants if they have heard of "social entrepreneurship" and if they can explain what it means.
2. If participants have some knowledge, create a common definition, which you will record on a flipchart.
3. If they are unfamiliar with the term, present the provided definition and explain the key differences between traditional and social entrepreneurship.

Video Introduction to Adisvati



15 minutes



video of [Adisvati](#), laptop, projector, speakers, flipchart, markers



Learning objectives

- Learn the values of a social enterprise example.
- Gain insight into the structures and functions of a social project in a rural area.
- Understand how social integration is implemented within an entrepreneurship framework.

Instructions

1. Play [the video](#) about Adisvati.
2. After watching, engage participants in a discussion about what makes this project a social enterprise.
3. Highlight Adisvati's values, particularly its commitment to comprehensive social integration.
4. Ask participants if they know anyone with disabilities (such as family members, classmates, or neighbours). Discuss the challenges these individuals and their families face, and explore what support they receive and from where.

Record Conclusions: Write down key insights and conclusions from the discussion on a flip chart for later reference.

Build Your Household



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Promote Social Inclusion, focusing on people with disabilities.
- Recognize Responsibilities and their contribution to the community.
- Increase awareness of social exclusion and explore ways to address these obstacles.

Instructions

1. Group Formation:

Divide the participants into small groups of 5. If a group of 5 isn't feasible, adjust the number of members according to the scenarios on the handouts.

2. Distribution of Materials:

Give each group a handout that describes a specific household scenario.

3. Task Explanation:

Explain that each group will create a household based on the characteristics given in their handout. They need to discuss how they will organise life in their home and what actions they will take to improve their situation.

Encourage them to be as detailed as possible in their discussions.

4. Discussion Time:

Allow 15-20 minutes for groups to discuss and organise their household.

5. Presentation Preparation:

Instruct each group to prepare a visual aid on the flipchart paper to support their presentation.

6. Group Presentations:

Each group will present their household to the other groups, with approximately 3 minutes allocated for each presentation.

Ask the remaining participants to take notes on their reflections about each presentation, focusing on what caught their attention, what they found important, and any missing elements they noticed.

Expense evaluation: During discussions, provide participants with a QR code linking to the website [Numbeo Cost of Living](#) to help them assess their household's financial needs. Encourage them to use this resource if needed.

Debriefing

- After the presentations, lead a discussion with these questions:
 - Did the responses to the scenarios seem realistic?
 - What did you learn during the activity?
 - What challenges did your group face, and what solutions did you propose?
- Discuss the importance of social inclusion and ask why it matters in society.

Debriefing of the workshop and strengthening the learning outcomes

Guide the evaluation discussion, ensuring all voices are heard and encouraging thoughtful participation.

Discussion Questions:

Use the following questions to stimulate evaluation and reflection:

- How did the concept of social entrepreneurship resonate with your values or experiences?
- What insights did you gain from the video on the social enterprise example?
- What did you enjoy most about today's workshop?
- Were there any surprising ideas or concepts you hadn't considered before?
- What commitments can you make to promote social inclusion in your community?
- How will you use the knowledge of social entrepreneurship in your personal life or career moving forward?

Sustainability tips



Send participants handouts via WhatsApp or email instead of printing them on paper.

Use a whiteboard for group activities instead of flipcharts and markers to reduce paper waste.

Laptops and a projector can be used for presentations, allowing each household to share ideas without paper.

Additional Comments and Tips for Facilitators

- If small groups do not consist of 5 participants each, consider removing the role of one person without disabilities from the scenarios to maintain balance in the group dynamics.

Handouts

- Video on the [Adisvati Association](#)
- Additional material - [SE definition for teachers](#)
- Additional material - [Build your household Game](#)

DETECT NEEDS, SOLVE PROBLEMS

IDENTIFYING COMMUNITY NEEDS: THE HEART OF SOCIAL ENTREPRENEURSHIP



KEY TOPICS

- marketing
- analysis of the local community
- recognising community needs

SUMMARY

The main goal of this activity is to shine a light on a key aspect of social entrepreneurship: addressing genuine social problems. Participants will learn to identify the needs of their community, focusing on understanding and solving these challenges rather than merely creating products or services to sell. Throughout the workshop, they will enhance their ability to analyse the business environment, improve their planning skills for projects, and gain awareness of their strengths and how these can be utilised for the greater good of the community.

TECHNICALITIES



Up to 20 people



Up to 120 minutes



Definition of social entrepreneurship-printable, flipchart paper (1 per group +1), markers (10), laptop, projector, an Excel sheet with PESTEL analysis per group, handouts for each group, pens for each group

TOPIC INTRODUCTION

One key characteristic that sets social enterprises apart from traditional businesses is their approach to understanding and meeting people's needs. Regular companies focus on the product first, conducting market research to identify potential customers. They often create demand for their products to make a sale.

In contrast, social entrepreneurship emphasises analysing the community's needs and problems, then developing solutions based on these insights. This process is reversed compared to traditional businesses; rather than creating a product and searching for a need it fulfils, social entrepreneurs start with the community's needs and craft products or services to address them.

Aurora Rosi, a personal trainer, nutritionist, and pole dancer, exemplifies this approach. In our interview, she shared how she engaged with her community, gathered feedback, and organised polls to identify local needs before deciding on her business direction. As a result, her gym was packed from day one, making her a key figure in the local fitness scene. Aurora's success illustrates how embracing the values of social entrepreneurship can lead to meaningful impact.

WORKSHOP INTRO

Methods

- energiser/ ice-breaker
- brainstorming
- case study
- work in small groups
- group discussion

Objectives

- Highlight the importance of solving social issues in social entrepreneurship.
- Learn how to identify Community Needs
- Improve skills in analysing business environments and planning projects for community benefit

Praparatory

- Print the materials
- Put chairs in a circle
- During the break arrange tables and chairs for every group
- Connect the laptop and speakers to the projector

Introduction

Instructions

1. Ask everyone to sit in a circle and ensure you are part of the group.
2. Present yourself to the participants.
3. Invite each participant to state their name and share a hobby.

Energiser: Number and Movement



7 minutes



none



- Foster bonding among participants by engaging in the activity together.
- Build energy levels for upcoming activities.

Instructions

1. Have participants stand in two lines facing each other, ensuring everyone has a partner directly across from them. If there is an odd number of participants, you can join the game.
2. Explain the rules: when you shout "One," everyone will clap their hands; when you shout "Two," everyone will spin around. Practice this by shouting "One" and "Two" a few times so participants understand what to do.
3. Next, introduce another movement: when you shout "Three," participants will jump.
4. Begin the game by shouting "One," "Two," and "Three." When someone makes a mistake, the corresponding pair is eliminated and must sit down. You can continue this process by adding more movements. After eliminating pairs with "One," "Two," and "Three," add a fourth movement (for example, "Four" for a specific action) and repeat until only one pair remains.

Introduction to the Concept of Social Entrepreneurship



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Introduce the definition of social entrepreneurship.
- Establish a clear, shared understanding of what social entrepreneurship entails.
- Clarify the differences between social and traditional entrepreneurship.

Instructions

1. Start by asking participants if they have heard of "social entrepreneurship" and if they can explain what it means.
2. If participants have some knowledge, create a common definition, which you will record on a flipchart.
3. If they are unfamiliar with the term, present the provided definition and explain the key differences between traditional and social entrepreneurship.

Video Introduction to Fit Pole Gredos



15 minutes



video of [Fit Pole Gredos](#), laptop, projector, speakers, flipchart, markers



Learning objectives

- Understand the values of a social enterprise through the example of Fit Pole Gredos.
- Gain insight into the structures and functions of a social project in a rural area.

Instructions

1. Play [the video](#) about Fit Pole Gredos.
2. After viewing, engage participants in a discussion about what makes this project a social enterprise.
3. Highlight the values represented by Fit Pole Gredos, focusing on its feminist perspective and the reasons why the owner established the business in this specific location.

Record Conclusions: Write down key insights and conclusions from the discussion on a flip chart for later reference.

PESTEL Analysis



15 minutes



laptop, projector, 1 Excel sheet with PESTEL analysis per group



Learning objectives

- Introduce participants to environmental analysis.
- Provide a tool for analyzing the business environment.

Instructions

- **Group Formation:** Divide participants into groups of 3 and send each group an Excel sheet with the PESTEL Analysis. They can access this sheet on their mobile phones.
- **Project the Analysis:** Display the PESTEL analysis on the screen or wall for everyone to see.
- **Contextual Explanation:** Before opening Fit Pole Gredos, Aurora gathered information about her market environment to determine if her business would attract clients and be profitable. Emphasise the importance of considering various factors when researching a potential market.
- **Introduce PESTEL:** Explain the PESTEL framework, which includes:
 - Political
 - Economic
 - Sociocultural
 - Technological
 - Ecological
 - Legal

Discuss these areas in the context of running a business or creating a social project.

- **Analysis Activity:** Instruct groups to consider these areas in their surroundings and mark an "X" on the scale from "Very Bad" to "Very Good" for each factor. They should also justify their rating. Each analysis section includes an empty line for additional comments if needed.
- **Group Support:** If participants face difficulties, consider working through the analysis together.
- **Closing Discussion:** Although a formal debriefing is unnecessary, you can ask participants how they feel about the exercise and whether they believe it's useful for entrepreneurs to consider these factors.

Additional Information

For this exercise, we have removed the questions about the legal area because they might be too complicated for participants. The analysis is designed to be general and relevant to different business sectors. You can tell the group that this activity is an introduction to environmental analysis, so it's too early to discuss specific legal issues since we don't have a clear project in mind yet.

What you can do? Planning Projects for Social Impact



45 minutes



handouts for each group,
pens for each group



Learning objectives

1. Plan a business or project based on community needs.
2. Understand the importance of needs assessment in social entrepreneurship.
3. Enhance skills in project and business planning.

Instructions

- **Handout Distribution:** Provide each group with the handouts and explain that this exercise will deepen their analysis of community needs and contributions.
- **Review Handouts:** Go through each page of the handouts with the participants, explaining the purpose of each section.
 - **Page 1:** Write a summary of the PESTEL analysis.
 - **Page 2:** List the products and services available in the community versus those missing. Encourage them to consider different community members (e.g., families with small children, startup owners, elderly individuals) and their specific needs.
 - **Page 3:** Reflect on personal skills, passions, and strengths. Discuss available resources and networks.
 - **Page 4:** Brainstorm ideas for businesses or projects that could benefit the community. Write down the top 8 ideas, then select the five most appealing ones and analyse their viability based on personal skills and passion. From these, choose the two best ideas.
 - **Page 5:** Plan the first steps needed to organise the projects or establish the business. Create an action plan for both selected ideas, as this allows for a backup option if one idea proves unviable upon closer inspection.

Debriefing

- Ask participants the following questions:
 - Have they considered the needs of the community as a whole? How did this perspective affect their ideas?
 - Would their project or business ideas differ if they had focused solely on personal interests?
 - What benefits does environmental analysis provide to entrepreneurs?
 - Is it possible to solve social problems while also making a profit?

Debriefing of the workshop and strengthening the learning outcomes

Debriefing Questions:

Community Needs Awareness:

- Have you ever considered the needs of the community as a whole? How did this perspective influence the ideas you generated?

Self vs. Community Focus:

- How might your project or business ideas have changed if you had focused solely on your needs?

Environmental Analysis Benefits:

- What benefits can conducting an environmental analysis, such as PESTEL, provide to an entrepreneur?

Social Impact and Profit:

- Is it possible to solve social problems while also making a profit? Why or why not?

Conclusion of Debriefing:

- Summarise the key points discussed during the debriefing, including the importance of understanding community needs, the role of environmental analysis in entrepreneurship, and the balance between social impact and profitability.
- Thank the group for their active participation and engagement throughout the workshop. Your contributions have been valuable in exploring social entrepreneurship and its potential to make a positive difference in communities.

Handouts

- [Video on the Fit Pole Gredos](#)
- Supporting material - [Game Community listener CET](#)
- Supporting material - [SE definition for teachers](#)
- Supporting material - [PESTEL analysis](#)

ENTREPRENEUR'S PERSONAL DEVELOPMENT



KEY TOPICS

- entrepreneurial soft skills
- personal development

SUMMARY

The workshop aims to reflect on entrepreneurs' personal development, which is essential for their mental health and overall success. We focus on critical soft skills entrepreneurs need in their work and personal lives. Throughout the session, participants evaluate their entrepreneurial soft skills and develop a list of actions to improve in these areas. Additionally, they gain a better understanding of the concepts related to social entrepreneurship. The workshop employs brainstorming, small group discussions, and self-reflection to facilitate learning and engagement.

TECHNICALITIES



Up to 20 people



Up to 180 minutes



Printable: definition of social entrepreneurship, flipchart paper (13 sheets), markers (15), laptop, speakers, handouts 1 and 2 (per participant), pens (1 per participant)

TOPIC INTRODUCTION

This workshop is inspired by an interview with Dominique Duarte from the Olivo Vivo project, who introduces the concept of “internal tourism,” involving an inward look to assess personal well-being and identify areas for improvement. We believe it is essential for entrepreneurs to engage in this introspective process to develop their business ideas and themselves.

Being an entrepreneur requires more than a good idea and knowledge of economics and marketing; it demands soft skills that help individuals navigate daily challenges. Essential aspects of entrepreneurship include time management, work-life balance, handling loneliness, managing failure, navigating uncertainty, and building self-confidence—skills participants will focus on during the workshop.

Personal development is crucial in social entrepreneurship, which addresses social and environmental issues. Socially responsible organisations prioritise the well-being of their staff and communities, requiring empathy, patience, and resilience. Self-care and personal growth are, therefore, top priorities for social entrepreneurs.

WORKSHOP INTRO

Methods

- energiser/ ice-breaker
- brainstorming
- case study
- work in small groups
- self-reflection

Objectives

- Understand the basic concepts of social entrepreneurship.
- Raise awareness of the challenges entrepreneurs face and the skills needed to overcome them.
- Self-evaluate participants' skills and identify ways to improve them.

Praparatory

- Print the materials
- Put chairs in a circle
- If there are tables or desks in the room, move them aside.
- Connect the laptop and speakers to the projector

Introduction

Instructions

1. Ask everyone to sit in a circle and ensure you are part of the group.
2. Present yourself to the participants.
3. Invite each participant to state their name and share a hobby.

Energiser: Everyone who likes...



7 minutes



chairs



- Bond with the group through participation in the activity.
- Boost energy levels for upcoming activities.

Instructions

1. Ask participants to stand up and move their chairs away to create a circle.
2. Explain the game's rules: there will be one fewer chair than the number of participants, so one person will always be in the middle.
3. The person in the middle will say, "Everyone who likes..." and mention something they enjoy.
4. All participants who also liked that thing had to change chairs.
5. Once they have stood up, participants cannot sit back down in the same chair. This gives the person in the middle an opportunity to find a seat.
6. If the person in the middle finds a chair, another individual will take their place in the centre.

Introduction to the Concept of Social Entrepreneurship



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Introduce the definition of social entrepreneurship.
- Establish a clear, shared understanding of what social entrepreneurship entails.
- Clarify the differences between social and traditional entrepreneurship.

Instructions

1. Start by asking participants if they have heard of "social entrepreneurship" and if they can explain what it means.
2. If participants have some knowledge, create a common definition, which you will record on a flipchart.
3. If they are unfamiliar with the term, present the provided definition and explain the key differences between traditional and social entrepreneurship.

Video Introduction to Olivo Vivo



15 minutes



video of [Olivo Vivo](#), laptop, projector, speakers, flipchart, markers



Learning objectives

- Understand the values of a social enterprise through the example of Olivo Vivo.
- Gain insight into the structures and functions of a social project in a rural area.

Instructions

1. Play [the video](#) about Olivo Vivo.
2. After viewing, engage participants in a discussion about what makes this project a social enterprise.
3. Highlight the values Olivo Vivo represents, especially the care for mental health and personal development.

Record Conclusions: Write down key insights and conclusions from the discussion on a flip chart for later reference.

Being an entrepreneur - pros & cons



15 minutes



flipchart paper, marker



Learning objectives

- Reflect on the pros and cons of being an entrepreneur.
- Analyse the skills needed by entrepreneurs in their personal and professional lives.

Instructions

- **Introduction:** Briefly outline the purpose of the activity and the topics to be covered: a reflection on the advantages and disadvantages of being an entrepreneur.
- **Preparation:** Prepare the flipchart paper for recording responses. Divide the paper into two vertical sections, labelling one side "Positives" and the other "Negatives" of being an entrepreneur.
- **Explanation of Brainstorming:** Introduce Brainstorming. Ask participants if they know what brainstorming is. If they are unfamiliar, provide a brief explanation of the process.
- **Main Discussion:** Facilitate the discussion, encouraging participants to share their insights and recording their responses on the flipchart.

Explore Key Areas:

Ensure that participants consider the following areas during the discussion:

- Professional Growth:
 - Skills
 - Opportunities
 - Challenges
- Personal Life:
 - Family life
 - Social life
 - Self-care

- **Wrap-Up:** Conclude the activity by summarising the key points discussed and highlighting the importance of understanding both the pros and cons of entrepreneurship.

The entrepreneur's challenges



30 minutes



flipchart paper and two markers per group



Learning objectives

- Define key concepts related to entrepreneurship, including burnout, time management, work-life balance, loneliness, confidence, handling failure, and uncertainty, while understanding their importance in the entrepreneurial context.
- Discover the daily challenges faced by entrepreneurs.

Instructions

- **Group Formation:** Divide the participants into seven smaller groups. Provide each group with one flipchart paper, markers, and a specific concept to focus on.
- **Task Explanation:** Explain that each group must define their assigned concept and discuss situations in which entrepreneurs might encounter it. They should consider how these concepts can serve as obstacles or aids in their entrepreneurial journey.
- **Documentation:** Encourage groups to write their definitions and ideas on the flipchart to facilitate their presentations.
- **Group Presentations:** Have each group present their work one by one.
- **Reflection Discussion:** After each presentation, ask participants for their reflections. Prompt them with questions such as:
 - Do you agree with what was presented?
 - Is there anything you would like to add?
 - Do you think there is anything that should be removed?

Reflecting on Skills: A Self-Evaluation Journey



35 minutes



laptop and speakers, worksheets 1 and 2, a pen for each participant



Learning objectives

- Create a reflective space for participants.
- Evaluate participants' soft skills.

Instructions

Centring Exercise:

- Play calming music before starting the self-evaluation. Invite participants to sit comfortably, close their eyes, and conduct a short centring exercise.
- You can use the following guided text or create your own:

Centring Script

- Sit comfortably in your chair, with your hands resting on your thighs. Close your eyes and take three deep breaths: in deeply and out slowly. Inhale again and exhale—one last time, in and out.
- Now breathe naturally at a pace that feels right for you.
- Bring your attention to your feet. Check to see if they are tense or relaxed, and then allow them to relax.
- Move your focus up to your ankles and calves. If you feel any tension, relax those muscles. Continue this process through your knees, thighs, pelvis, belly, and chest.
- Shift your attention to your hands and relax them as well. Relax your arms and shoulders.
- Pay attention to your neck; gently move your head if it feels tense.
- Finally, relax your face and scalp muscles.
- For the next 30 minutes, focus on yourself, your thoughts, and your feelings. Listen to your inner voice and be honest. Remember, this exercise is for you; you don't have to share your thoughts unless you choose to.
- Take another deep breath: in and out. When you are ready, open your eyes.

Skills Assessment:

- Once the participants are relaxed, give each person a pen and the two worksheets. Calmly explain that they should read the questions related to each skill discussed in the previous activity and reflect on them.
- Instruct participants to use the Skills Star to rate how well they possess each skill on a scale from 1 to 10. After rating, they should connect the points marked to visualise their Skills Star.

Debriefing:

- Invite each participant to share their strongest skill and, optionally, their weakest skill. Encourage them to share any reflections they had during the exercise.
- Ask if anyone discovered something new about themselves—perhaps they realised they are better or worse at a particular skill than initially thought.

Enhancing Your Skills: A Path to Personal and Professional Growth



35 minutes



flipcharts, markers,
paper scotch tape



Learning objectives

- Identify Improvement Strategies: Generate practical ideas for enhancing soft skills.
- Summarise Key Learnings: Reflect on the workshop's main points and insights.

Instructions

Competence Improvement Lists:

Participants will list ways to improve each competence discussed in the previous activity.

- Start by asking who has the highest score in the given competence and invite them to share how they achieved that score.
- Then, open the floor to the entire group for additional ideas on improving that competence.
- Repeat this process for each competence, one at a time. Encourage discussion and inspire if the group gets stuck. The larger the lists, the better.

Display Improvements:

Stick the lists on the wall as you complete each one. If you have time, invite participants to choose one method for improving their weakest skill and share it with the group.

Additional Comments:

If the group struggles to generate ideas, consider allowing them to use their phones to research suggestions online. Ensure they focus on finding ideas for improvement rather than browsing social media.

Debriefing of the workshop and strengthening the learning outcomes

Reflection Circle: Ask participants to form a circle to facilitate open sharing.

- Entrepreneurship Reflections: Ask participants to share their thoughts on being an entrepreneur. Do they find it difficult or easy? Can they see themselves becoming entrepreneurs in the future?
- Personal Development Reflections: Inquire about their views on personal development. Do they believe it is essential to reflect on and discuss their skills? Is self-improvement beneficial, and why?
- Self-Discovery Sharing: Encourage participants to share one key insight they gained about themselves during the workshop.
- Summary and Gratitude: Conclude the debriefing by summarising the main points discussed, and thank the group for their active participation.

Sustainability tips



Reduce Paper Use: Cut paper consumption in half by printing on both sides.

Eco-Friendly Printing: Use Ecofont and recycled paper when printing materials.

Digital Worksheets: Encourage participants to download and complete worksheets on their phones instead of paper.

Additional Comments and Tips for Facilitators

- The self-reflection portion can be completed electronically, but this approach is not recommended. Phones and tablets can distract young people, making it difficult for them to focus on self-reflection due to access to the Internet, apps, and constant notifications. Reducing screen time can help improve their focus, attention span, and critical thinking skills. If you choose to use online tools, ensure that they do not interfere with the effectiveness of the activity.

Handouts

- Video on the [Olivo Vivo](#)
- Supporting material - [Skills star](#)
- Supporting material - [SE definition for teachers](#)
- Supporting material - [Reflecting questions](#)

THE ECO CITY GAME

BUILDING A SUSTAINABLE FUTURE



KEY TOPICS

- ecology
- sustainable development

SUMMARY

This workshop helps participants understand sustainability in their environment, showing that it's more than just taking care of nature. Participants look at how sustainability affects the choices made by entrepreneurs and lawmakers and the impact of those choices.

They learn about social entrepreneurship, sustainable business practices, and fair trade. Participants also gain insights into how businesses operate and how community elements are connected. Additionally, they discuss the challenges of balancing sustainability with making a profit, giving them the knowledge to handle these issues carefully.

TECHNICALITIES



Up to 20 people



Up to 180 minutes



Printable: definition of social entrepreneurship, flipchart paper, markers (5), laptop, projector, PPT presentation, handouts for the game: pages 8 to 13 from the presentations (1 set per group), A4 paper sheets for each group, pens for each group, post-its,

TOPIC INTRODUCTION

The construction sector is a major consumer of raw materials, accounting for approximately 65% of all aggregates and about 20% of globally extracted metals. Since we live and work in buildings, promoting sustainable construction is essential for decarbonising the economy, as this sector contributes roughly 20% of global CO2 emissions. Sustainable practices optimise resource use and encourage material circularity, reducing the environmental impact of extraction and processing.

Many initiatives focus on improving energy efficiency, potentially cutting emissions by up to 80%. Better construction materials and waste management could reduce emissions by about 45%.

Yet, sustainable construction is only the first step. We also need eco-friendly cities, especially as urban populations grow, increasing pollution and waste. Inspired by an interview with Patricia and Ruben from Taller Karuna, our Eco City Game challenges participants to decide what types of businesses to create and how their imaginary city will function. They will balance short-term profits with long-term sustainability, considering the impact of their initiatives on the environment and local communities to ensure a better future for all.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • case study • game • reflection 	<ul style="list-style-type: none"> • Learn about social entrepreneurship, sustainable business and fair-trade. • Understand business operations. • See how community elements connect and the balance between sustainability and profit. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • During the break arrange tables and chairs for every group • Connect the laptop and speakers to the projector

Introduction

Instructions

1. Ask everyone to sit in a circle and ensure you are part of the group.
2. Present yourself to the participants.
3. Invite each participant to state their name and share a hobby.

Energiser: Everyone who likes...



7 minutes



none



- Bond with the group through participation in the activity.
- Boost energy levels for upcoming activities.

Instructions

1. Ask the group to stand close together in a circle, facing inward.
2. Instruct each participant to extend their right hand with their palm facing up.
3. Have them place their left index finger on the open palm of the person standing to their left.
4. When you shout “3, 2, 1, Go,” each participant must close their hand around their neighbour’s finger before it can escape, simultaneously trying to pull their left index finger away from the other neighbour’s hand.

Introduction to the Concept of Social Entrepreneurship



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Introduce the definition of social entrepreneurship.
- Establish a clear, shared understanding of what social entrepreneurship entails.
- Clarify the differences between social and traditional entrepreneurship.

Instructions

1. Start by asking participants if they have heard of "social entrepreneurship" and if they can explain what it means.
2. If participants have some knowledge, create a common definition, which you will record on a flipchart.
3. If they are unfamiliar with the term, present the provided definition and explain the key differences between traditional and social entrepreneurship.

Video Introduction to Taller Kuruna



15 minutes



- video of [Taller Kuruna](#), laptop, projector, speakers, flipchart, markers



Learning objectives

- Understand the values of a social enterprise through the example of Taller Kuruna.
- Gain insight into the structures and functions of a social project in a rural area.

Instructions

1. Play [the video](#) about Taller Kuruna.
2. After viewing, engage participants in a discussion about what makes this project a social enterprise.
3. Highlight the values Taller Kuruna represents, especially sustainability and ecology. Discuss:
 - Why is sustainability important?
 - Is it easy to run a sustainable business?

Record Conclusions: Write down key insights and conclusions from the discussion on a flip chart for later reference.

Building a Sustainable Future: The Eco City Game



60 minutes



laptop, projector, presentation, handouts for the game (pages 8 to 14 from the presentations; 1 set per group), A4 sheets and pens for each group, post-it notes



Learning objectives

- Reflect on the importance of sustainability and the impact of entrepreneurs' and lawmakers' decisions.
- Understand key concepts of social entrepreneurship, sustainable business, and fair trade.
- Recognise the challenges in running a business, balancing sustainability with profit, and understanding how different community elements are connected.

Instructions

Concept Explanation: Use the PowerPoint presentation to explain the concepts of sustainable business and fair trade.

Activity Overview: Inform participants that they will collectively build a sustainable city. They will work in pairs or groups of three. Each team will be responsible for one business that operates in the town.

When building their business, teams must consider 10 specific aspects, making decisions based on the provided cards. Each decision will yield positive or negative points.

Building the Business Time: Divide participants into teams and assign businesses to each group. Allow 30 minutes for them to reflect and make decisions.

Results Evaluation: After the reflection period, project the profitable/unprofitable vs. fair/unfair axes. Gather the results from all businesses and place a Post-it note for each company in the appropriate spot on the axes.

Discussion: Assess how well the teams created an eco-friendly city. Discuss the costs involved, the positive and negative impacts on their environment and community, and how considering sustainability influenced their business planning. If they have created a business plan, ask if this experience was easier or more complicated than before and why. For those who haven't made a business plan, inquire about the most challenging aspects of the game and what they found easy.

Debriefing of the workshop and strengthening the learning outcomes

- Reflection Circle: Ask participants to form a circle to facilitate open sharing. Facilitate the debriefing by asking participants:
 - What do you think about social entrepreneurship after today's discussions and activities?
 - How did the case study of the social enterprise enhance your understanding of the concepts discussed?
 - What key takeaways did you gain from the Eco City Game about building a sustainable community?
 - How did your views on sustainability change throughout the workshop?
 - What challenges did you encounter during the Eco City Game, and how did you address them?
 - How can you apply the insights gained from this workshop to your future social entrepreneurship or community work endeavours?
 - What aspects of the workshop did you find most engaging or valuable?
 - Did you learn anything about yourself or your skills during the workshop that surprised you?
- Summary and Gratitude: Conclude the debriefing by summarising the main points discussed and thanking the group for their active participation.

Sustainability tips



After printing the materials for the game, laminate them. This will help protect the materials from damage and allow you to reuse them multiple times.

Handouts

- Video on [the Taller Karuna](#)
- Supporting material - [Eco City Game](#)
- Supporting material - [SE definition for teachers](#)

BRAND NEW - NEW BRAND

BUILDING YOUR BRAND IN SOCIAL ENTREPRENEURSHIP



KEY TOPICS

- branding,
- community engagement
- impact-driven business models

SUMMARY

This workshop explores the connection between branding and social entrepreneurship, using Laboratorium Futurum as a case study. Participants discover how a strong, authentic brand enhances a social enterprise's mission, builds stakeholder trust, and creates a lasting impact. Through interactive activities, they learn to identify their brand's core values, develop branding strategies, and ensure these strategies align with their social mission.

TECHNICALITIES



6-24 participants (up to 32 possible)



220 – 240 minutes



flipchart paper, markers, post-it notes, pens, printed role cards (optional), and a projector for a video presentation.

TOPIC INTRODUCTION

Social entrepreneurship merges traditional business strategies to address social challenges. Unlike conventional businesses focusing solely on profits, social enterprises aim to create sustainable solutions offering economic and social benefits. This approach is increasingly important as we face poverty, inequality, and environmental degradation. Social entrepreneurship identifies local community needs and develops meaningful solutions. Successful social enterprises begin with a strong understanding of their communities and focus on real problems. They may create jobs for marginalised groups or provide eco-friendly products, benefiting customers and society.

A key element is the focus on "added value". While financial sustainability matters, social enterprises gauge success by the positive changes they create. This model promotes economic growth, social inclusion, and sustainability by addressing local issues and empowering underserved populations.

Finding a business idea that aligns with these principles requires empathy and creativity. Entrepreneurs should ask, "What problems does my community face? How can my business address these while staying financially viable?" Effective social enterprises meet community needs in a scalable way, amplifying their impact.

This workshop is based on the story of Laboratorium Futurum and their project "Miododajni" (Honeygivers), a foundation and social enterprise in Oława, Poland.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • case study • brainstorming • mapping • discussion 	<ul style="list-style-type: none"> • Understand branding in social entrepreneurship. • Learn how branding can support a social enterprise's mission. • Encourage creativity in developing inclusive and impactful branding strategies. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Connect the laptop and speakers to the projector

Energiser: What's Your Brand?



10-15 minutes



none



- Create an energetic and open atmosphere.
- Introduce the concept of branding and encourage participants to think creatively about their identity.

Instructions

1. Personal Branding: Ask each participant to think of an individual "brand" that represents them, such as a colour, symbol, or tagline.
2. Share Personal Brands: Participants share their brands with the group in one sentence (for example, "I am like a sunflower: bright and always looking for the sun").
3. Group Collaboration: Participants pair up and combine their brands into a single brand representing both.
4. Link to Branding: This exercise should be linked to the importance of branding in creating a recognisable identity for social enterprises.

Video: Laboratorium Futurum



60 minutes



post-it notes, pens, computer and projector, link to the video, flipchart paper (1 per group of participants), markers (2-3 per group)



Learning objectives

Learn about branding in social entrepreneurship using [Laboratorium Futurum](#) as an example

Instructions

Show Video: Start by playing [the video](#) about Laboratorium Futurum using the provided YouTube link.

Write Takeaways: Distribute post-it notes for participants to write down three key takeaways about how Laboratorium Futurum uses branding to communicate its mission.

Group Discussion: Divide participants into small groups to discuss their takeaways and brainstorm ideas on how branding can enhance a social enterprise's impact.

Create "Brand Superhero": Each group creates a "Brand Superhero" that represents the values of an effective brand, such as trust-building or storytelling.

Present Superheroes: Have each group present their superhero and its unique abilities to the larger group.

Debriefing:

Discuss how branding can amplify the impact of a social enterprise. Explore its importance—does it matter only from a business perspective, or is it also significant for the company's internal values?

Role Play - Stakeholder Perspectives



45 minutes



printed and cut out tags naming different stakeholders, masking tape, flipchart paper, markers



Learning objectives

Understand how different stakeholders perceive and interact with a brand

Instructions

Group Formation: Divide participants into six groups and distribute role cards to each group. Instruct participants to choose a role and place it where it is visible.

Select Brand Superhero: Ask each group to choose one brand superhero from the previous task and discuss it briefly as a social enterprise.

Role Reflection: Each participant should consider their assigned role and its connection to the social enterprise and the brand. Have them think about their interactions: How do they influence each other?

Role-Play Scenarios: Encourage participants to role-play scenarios where they interact with the social enterprise's brand based on their assigned roles.

Create Connection Network: Give each group a piece of flipchart paper and markers. Ask them to create a network diagram showing the connections between the social enterprise and other stakeholders. Use different colours to indicate negative, positive, and neutral connections.

Debriefing:

Conclude by discussing how branding influences stakeholder perceptions and trust. Encourage participants to share their insights from the activity.

Defining Your Brand Core



45 minutes



flipchart paper (one per group), markers (3-4 per group)



Help participants identify the core elements of their brand.

Instructions

Group Formation: Divide participants into small groups of 4. Provide each group with flipchart paper and markers.

Define Brand Elements: Instruct each group to define their hypothetical social enterprise.

Elements for the hypothetical social enterprise

- Area of Operation: What will they produce or provide services?
- Customers: Who are their target customers?
- Mission Statement: What is the purpose of their enterprise?
- Core Values: What values guide their organisation?
- Visual Identity: Ideas for their logo, colour scheme, slogan, mascot, etc.

Instructions

Presentation: After completing their brand core, each group presents their ideas to the rest of the participants for feedback.

Debriefing:

Ask participants how it felt to create a social enterprise concept.

- Was it easy to list their core values?
- Do they believe branding is essential for social enterprises?
- Are there brands they identify with?

Collaborative Design - Branding Campaign



45 minutes



A4 paper, flipchart paper, markers, and any available creative paper materials



Learning objectives

Create a branding campaign that aligns with a social mission

Instructions

1. Group Formation: Use the same groups from the previous exercise.
2. Campaign Design: Participants will design a branding campaign for their enterprise in their groups. Allow 40 minutes for groups to complete their campaign design.

Social campaign elements

- Campaign Name: Choose a catchy name for the campaign.
- Key Message or Tagline: Develop a clear and impactful message.
- Visual Elements: Create a mockup of a poster or social media post.
- Media List: Identify which media will be used (social media, traditional media, etc.).
- Community Engagement Strategy: Outline how they will involve the community.

Presentations: Each group presents their campaigns to the larger group for feedback.

Debriefing:

Discuss how branding can enhance visibility and impact for social enterprises. Explore the best ways to ensure community engagement and discuss why it is essential.

Energiser: Brand Jingle Challenge



10-15 minutes



none



Reenergize participants while reinforcing creativity.

Instructions

1. Introduce the Activity: Explain the Brand Jingle Challenge to the participants, encouraging a fun and lighthearted atmosphere.
2. Create a Jingle:
 - a. Divide participants into groups if they are not already organised.
 - b. Instruct each group to develop a short jingle or slogan for their brand within three minutes.
3. Support Groups: Walk around to offer assistance if any group needs help brainstorming ideas or organising their thoughts.
4. Perform the Jingle:
 - After three minutes, have each group take turns performing their jingles for the rest of the participants.
 - Encourage enthusiasm and creativity during the performances.
5. Celebrate Participation: Cheer on each group after their performance and create a supportive environment for sharing.

Debriefing of the workshop and strengthening the learning outcomes

- Reflection Circle: Ask participants to form a circle to facilitate open sharing. Facilitate the debriefing by asking participants:
 - What did you learn about the role of branding in social entrepreneurship?
 - How can branding help you communicate your mission effectively?
 - What challenges did you face in aligning your brand with your social goals?
 - How did the workshop change your understanding of the topic?
 - What is one key insight or takeaway you gained about branding during this workshop that you can apply to your work or future projects?
- Summary and Gratitude: Conclude the debriefing by summarising the main points discussed and thanking the group for their active participation.

Sustainability tips



Use recycled materials during activities, such as laminated role cards. Encourage participants to bring reusable notebooks or devices to take notes. Minimise printed materials by utilising digital tools.

Handouts

- Video on [The Laboratorium Futurum](#)
- Supporting material - [role cards](#)

MY SUPER ABILITY!

RECOGNISING INDIVIDUAL COMPETENCES AND BUILDING INCLUSIVE COMMUNITIES



KEY TOPICS

- personal strengths
- inclusion and empathy
- teamwork

SUMMARY

This workshop helps participants discover and appreciate their competencies while fostering an inclusive mindset. Using Café Równik as an inspirational case study, participants explore how recognising and utilising diverse abilities can create meaningful opportunities for individuals and communities. Through interactive activities, they reflect on their strengths, learn to value the unique skills of others, and collaborate to design solutions that promote inclusion.

TECHNICALITIES



6-24 participants (up to 32 possible)

210 – 240 minutes

Flipchart paper, markers, post-it notes, pens, role cards (optional), printed out “web of competences” (one per participant), projector for video presentation, ball of yarn

TOPIC INTRODUCTION

Social entrepreneurship combines traditional business strategies with a mission to tackle social challenges. Unlike regular businesses focusing on profits, social enterprises aim to create sustainable solutions that benefit the economy and society. This model is increasingly important as we face issues like poverty, inequality, environmental problems, and access to education and healthcare.

At its core, social entrepreneurship involves identifying the needs of a local community and developing meaningful solutions. Successful social enterprises understand their communities and aim to solve real problems, such as providing jobs for marginalised groups or offering eco-friendly products.

A key aspect of social entrepreneurship is its focus on “added value.” While making a profit is essential, social enterprises also measure success by the positive changes they create. This approach supports economic growth, social inclusion, and sustainability.

Finding a business idea that reflects these principles requires empathy and creativity. Entrepreneurs must consider: “What problems does my community face? How can my business solve them while still being financially viable?” The most effective social enterprises meet these needs in ways that can be scaled and replicated to extend their positive impact.

Social entrepreneurship is gaining traction as consumers and investors increasingly prioritise ethical and sustainable businesses. By adopting this model, entrepreneurs can create successful enterprises that drive positive social change.

This workshop is based on the video about “Café Równik” in Wrocław, Poland.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • case study • brainstorming • role-play • self-reflection 	<ul style="list-style-type: none"> • Understand Social Entrepreneurship • Recognise personal skills and foster empathy for individuals with disabilities. • Encourage inclusion in communities and promote teamwork in creating inclusive solutions. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Connect the laptop and speakers to the projector

Energiser: Competence Web



15 minutes



none



- Create an energetic and open atmosphere.
- Introduce the theme of individual competencies.

Instructions

1. Set up the Circle: Ask participants to stand in a circle.
2. Start with Your Strength: As the facilitator, hold a ball of yarn and share one of your strengths or competencies (e.g., "I am good at organising events").
3. Pass the Yarn: Throw the ball of yarn to another participant while holding onto one end. Tell the next person to share one of their strengths before passing the ball to someone else.
4. Create the Web: Continue this process until everyone has shared a strength. The yarn will create a "web", visually showing how individual abilities are connected.
5. Untangle the Web: To untangle the web, go in reverse order. Ask each person to name the competence or strength of the person who will receive the yarn next. Repeat this until the yarn is back in your hands.

Tips for the Facilitator:

- a. Encourage Participation: Remind participants to think of strengths reflecting their identity.
- b. Monitor Engagement: Ensure everyone has a chance to share their strength without rushing.
- c. Guide the Untangling: Prompt participants during the untangling phase to ensure the activity flows smoothly.

Video: Understanding Inclusion through Café Równik



60 minutes



post-it notes, pens, computer and projector, link to [the video](#), flipchart paper (1 per group of participants), markers (2-3 per group)



Learning objectives

- Gain a common understanding of social entrepreneurship.
- Learn about the practical functioning of a social enterprise.
- Explore inclusion and the value of diverse competencies through the example of Café Równik.

Instructions

1. Show Video: Use the provided YouTube link to start by playing [a short video](#) about Café Równik /Equaliser Café.
2. Distribute Post-it Notes: Hand out Post-it Notes to participants. Ask them to write down three key takeaways about how Café Równik uses individual abilities to create a welcoming space for employees and guests.
3. Group Discussion: Divide participants into small groups of 4. Instruct them to discuss their takeaways and brainstorm how similar initiatives could work in their communities.
4. Create "Café of Inclusion" Concept: Each group will develop a "Café of Inclusion" concept, focusing on how they would adapt the Café Równik model to meet local needs.
5. Group Presentations: Have each group present the key aspects of their idea, including:
 - Included minority groups
 - Planned impact on the local community
 - Key business elements

Tips for the Facilitator:

- Encourage Participation: Remind participants to share their thoughts openly during talks.
- Monitor Timing: Keep track of time for each part of the activity to ensure all sections are covered.
- Support Groups: Walk around to assist groups in developing their concepts and provide guidance if needed.
- Facilitate Presentations: Ensure each group has time to share its ideas and encourage questions from other participants.

Role Play - Stepping into Someone Else's Shoes



30 minutes



role cards representing different abilities or challenges, masking tape



Learning objectives

Build empathy by simulating the challenges faced by individuals with disabilities

Instructions

1. **Distribute Role Cards:** Hand out role cards representing different abilities or challenges—instruct participants to attach these cards visibly to themselves using pieces of tape.
2. **Group Formation:** Divide participants into four groups.
3. **Role-Play Scenarios:** Explain that each group will act out one of the following scenarios:
 - a. Getting a new passport at the passport office.
 - b. Casual interaction at a café.
 - c. Enrollment at a university.
 - d. Bank appointment.
4. **Allow participants to assign roles within their groups for these scenarios.**
5. **Conduct Role Plays:** Have each group perform their scenario while staying in character based on their assigned challenges.

Debriefing Discussion: Gather participants to discuss their experiences after the role plays. Ask the following questions:

- a. How did it feel to experience these challenges?
- b. What accommodations could make these environments more inclusive?
- c. How did you choose your roles and functions in the scenarios? Did your assigned role affect your decisions?

Discovering Strengths - Personal Reflection



30 minutes



printed copies of the web of competences, markers



Help participants identify their competences and appreciate the value of diverse abilities.

Instructions

1. **Distribute Materials:** Hand out printed copies of the competence web and markers to each participant.
2. **Reflection Activity:** Ask participants to reflect on the provided competencies, and then introduce the key competencies from the Youthpass system. Instruct them to fill in the web based on their self-assessment and list their specific skills, talents, and qualities.
3. **Pair Sharing:** Have participants form pairs to share their competence maps and give each other positive feedback about their observed strengths.
4. **Career Discussion:** Encourage participants to discuss potential professional careers they may pursue based on their identified competencies.

Debriefing: Ask participants if reflecting on their competences was difficult and if they discovered anything new about their abilities during the exercise.

Collaborative Design - Inclusive Business Model



15 minutes



Printable definition of social entrepreneurship, flipchart paper, marker



Learning objectives

- Introduce the definition of social entrepreneurship.
- Establish a clear, shared understanding of what social entrepreneurship entails.
- Clarify the differences between social and traditional entrepreneurship.

Instructions

Group Formation: Divide participants into small groups and give each group flipchart paper and markers.

Role Card Distribution: Hand out the printed animal role cards to each group. Each card represents different abilities or roles they can incorporate into their business model.

Design Inclusive Business Model: Instruct each group to design an inclusive business model that leverages diverse competencies, such as a café, workshop, or service.

Inclusive business model

- Participants should consider the following aspects:
 - Name of the enterprise
 - Products/services offered
 - Target audience
 - How does it promote inclusion
 - Benefits for employees/customers
 - Projected impact on the local community

Feedback Presentations: After groups have completed their designs, ask each group to present their ideas to the others for feedback.

Discussion and Debriefing: Lead a discussion with the following questions:

1. Do businesses have a tangible impact on local communities?
2. Is it essential to include all groups in society? Why?
3. Can obstacles, like disabilities, become super-abilities when designing a social enterprise?

Debriefing of the workshop and strengthening the learning outcomes

- Reflection Circle: Ask participants to form a circle to facilitate open sharing. Facilitate the debriefing by asking participants:
 - What did you learn about your skills during this workshop?
 - How can recognising others' abilities help create more inclusive environments?
 - What was most inspiring about Café Równik's approach, and how can similar initiatives be applied elsewhere?
 - What does it mean for you to consider social needs in business? How should we support this focus?
- Summary and Gratitude: Conclude the debriefing by summarising the main points discussed and thanking the group for their active participation.

Sustainability tips



Use as few resources as possible during the workshop. Opt for recycled and recyclable materials, such as paper. If you plan to rerun this workshop, you can laminate role cards to reuse them.

Handouts

- Video on [The Cafe Równik](#)
- Supporting material - [web rown](#)
- Supporting material - [role cards](#)

WASTE OR TREASURE?

RECOGNISING INDIVIDUAL COMPETENCES AND BUILDING INCLUSIVE COMMUNITIES



KEY TOPICS

- upcycling
- sustainability and environmental awareness
- creativity

SUMMARY

This workshop promotes a no-waste attitude by teaching participants how to turn waste products into new items or services through upcycling. Using non-formal education methods, participants explore how waste can serve as a resource and develop creative solutions that support both environmental sustainability and social impact. The workshop emphasises hands-on learning, collaboration, and innovative thinking.

TECHNICALITIES



6-24 participants (up to 32 possible)

220 – 240 minutes

Recyclable or waste materials (e.g., cardboard, plastic bottles, fabric scraps), scissors, glue, markers, flipchart paper, post-it notes, pens, role cards (optional), and a projector for video presentation

TOPIC INTRODUCTION

Social entrepreneurship combines business strategies to address social challenges. Unlike traditional businesses that focus on profits, social enterprises seek to create sustainable solutions that bring both economic value and social impact. This approach is increasingly important in tackling issues like poverty, inequality, environmental degradation, and limited access to education and healthcare.

Social entrepreneurship involves identifying urgent community needs and developing meaningful solutions. Successful social enterprises understand their communities and focus on solving real problems, such as creating jobs for marginalised groups or offering eco-friendly products.

A key aspect of social entrepreneurship is the focus on "added value." While making a profit is necessary, social enterprises measure success by the positive changes they create. This model supports economic growth, social inclusion, and sustainability.

Finding business ideas that reflect these principles requires empathy and creativity. Entrepreneurs must ask, "What problems does my community face? How can my business help while being financially viable?" The most effective social enterprises meet these needs in a way that can be scaled.

Social entrepreneurship is gaining popularity as consumers and investors prioritise ethical and sustainable practices. Communities benefit from tailored solutions, and entrepreneurs create meaningful ventures. This workshop is based on the story of "NAGRAMY," a non-waste shop in Wroclaw, Poland.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • case study • brainstorming • mapping • discussion 	<ul style="list-style-type: none"> • Understand social entrepreneurship. • Foster a no-waste mindset and understanding the value of upcycling • Develop creativity and teamwork in designing innovative products from waste materials. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Connect the laptop and speakers to the projector

Energiser: What's in Your Bin?



10 minutes



none



- Create an energetic and open atmosphere.
- Set the tone for the workshop and introduce the idea of waste as a resource.

Instructions

1. Individual Reflection: Ask participants to imagine their household waste bin and think of three items they throw away most often. Instruct them to remember these items without sharing them with others.
2. Set Up Waste Symbols: Place symbols for different waste categories (paper, glass, plastic, bio, and general waste) around the room.
3. Run to Symbols: Call "one" for the participants' first item. Instruct them to run to the symbol that matches their selected waste item. Ask each participant to share what their material is to verify their choice.
4. Repeat for Remaining Items: Repeat the process for the two other waste materials they identified.
5. Highlight Upcycling: After the exercise, explain how these "waste" items can be viewed as resources for upcycling, giving examples based on the materials participants chose.

Video: NA GRAMY. Exploring No-Waste, Upcycling, and Social Entrepreneurship



60 minutes



post-it notes, pens, computer and projector, link to the [NAGRAMY](#) video, flipchart paper (1 per group of participants), markers (2-3 per group)



Learning objectives

- Develop a common understanding of social entrepreneurship.
- Learn how a social enterprise operates in practice.
- Understand no-waste, upcycling, and their connection to social entrepreneurship.

Instructions

1. Show Video: Begin by playing [a video](#) about NAGRAMY, showcasing a successful business idea.
2. Group Formation: Divide participants into groups of 4. Instruct each group to find an online video or presentation about successful upcycling businesses (such as furniture made from pallets or fashion from textile scraps). Ask them to watch and study the selected material.
3. Takeaway Notes: Distribute post-it notes to participants and ask them to write down three key takeaways about upcycling and its potential as a business model.
4. Group Discussion: Have groups discuss how upcycling can address environmental and social challenges within their communities.
5. Create a "No-Waste Warrior": Each group will design a superhero called the "No-Waste Warrior" that represents an innovative upcycling idea (e.g., turning plastic bottles into planters).
6. Present Superheroes: Ask each group to present their superhero to the larger group.

Hands-On Upcycling Challenge



75 minutes



Recyclable or waste materials (e.g., cardboard, plastic bottles, fabric scraps), scissors, glue, markers, flipchart paper



Learning objectives

Encourage creative thinking and transforming waste materials into practical products

Instructions

1. **Group Formation:** Divide participants into small groups of 4-6 people. Provide each group with waste materials, such as cardboard boxes and fabric scraps.
2. **Brainstorming and Creation:** Each group should brainstorm and create a product or prototype using only the provided materials. Encourage them to think creatively and design functional items. Examples include making wallets from old jeans or lampshades from plastic bottles. Remind groups to consider how their product can address a specific social or environmental need.
3. **Presentations:** Once groups finish their prototypes, each group presents its creation to the rest of the participants. The group should explain the purpose of their product and its potential impact. Encourage all groups to share their ideas and provide positive feedback after each presentation.

Role Play - Community Perspectives



25-30 minutes



printed role cards, A4 paper, markers



Understand diverse community needs through role-play scenarios

Instructions

1. **Group Formation:** Divide participants into groups of 4-6 people.
2. **Distribute Role Cards:** Each group should be given printed role cards representing different community members, such as students, elderly individuals, and low-income families.
3. **Role-Play Interaction:**
 - a. Instruct participants to interact in role-play scenarios, discussing how upcycled products can meet the needs of their assigned community members.
 - b. Using A4 paper, ask each group to draw a map connecting their characters' needs with potential upcycled solutions.
4. **Group Presentations:** After the role-play, have each group present their results, explaining the connections they made. Ensure each group has enough time to present and discuss their findings.

Debriefing Discussion: Conclude with a discussion on how upcycled products can create value for different segments of society.

Business Idea Development



45 minutes



Printed and cut-out cards with six different animals, a bag or a box bag to hold the cut-out roles



Learning objectives

- Develop business ideas centred around upcycled products or services.
- Teach participants to present their ideas and incorporate feedback to improve their business plans
- Foster collaboration.

Instructions

Group Formation: Divide participants into their initial groups that created prototypes.

Brainstorm Business Ideas: Instruct each group to brainstorm business ideas based on their upcycled prototypes. They should consider the following elements:

Sustainable business model

- Participants should consider the following aspects:
 - Name of the enterprise
 - Products or services offered
 - Target audience
 - Environmental and social benefits
 - Marketing strategy

Share Ideas: Ask each group to pitch their business ideas to the rest of the participants for feedback.

Refine Ideas: Encourage groups to refine their ideas based on the feedback they receive.

Prepare Final Presentations: Instruct each group to prepare their final presentations on flipchart paper for the next session.

Debriefing of the workshop and strengthening the learning outcomes

- **Reflection Circle:** Ask participants to form a circle to facilitate open sharing. Facilitate the debriefing by asking participants:
 - What does it mean to you to consider social needs when thinking about business? How can we support this focus?
 - How can we combine business goals with social impact? Can you share examples of effective social enterprises or good practices you know?
 - What were your key takeaways from this workshop about upcycling and no-waste practices?
 - How can upcycling help reduce waste in your community?
 - What challenges did you encounter while transforming waste materials into new products, and how did you address them?
 - As we finish the workshop, what is one actionable step you will take to incorporate what you've learned about sustainability and upcycling into your own life or work?
- **Summary and Gratitude:** Conclude the debriefing by summarising the main points discussed and thanking the group for their active participation.

Sustainability tips



Use as few resources as possible during the workshop. Opt for recycled and recyclable materials, such as paper. If you plan to rerun this workshop, you can laminate role cards to reuse them.

Handouts

- Video on the [NAGRAMY](#)
- Supporting material - [role cards waste](#)

WHAT I NEED, WHAT WE NEED?

SOCIAL ENTREPRENEURSHIP: UNDERSTANDING NEEDS AND CREATING IMPACTFUL SOLUTIONS



KEY TOPICS

- social sensitivity and social cohesion
- needs and business opportunity assessment
- creativity for social entrepreneurship

SUMMARY

The workshop examines the participants' local environment to develop a viable business idea. It helps participants identify the needs of different groups and find common ground among various social categories, such as age, education, and wealth.

TECHNICALITIES



6-24 participants (up to 32 possible)

220 – 240 minutes

A4 paper, markers, paper tape, flipchart paper, pens, printouts

TOPIC INTRODUCTION

Social entrepreneurship combines traditional business strategies with the mission of addressing social challenges. Unlike regular businesses that focus on profits, social enterprises aim to create sustainable solutions that generate both economic value and social impact. This approach is increasingly important in tackling issues like poverty, inequality, environmental degradation, and limited access to education and healthcare.

At its core, social entrepreneurship involves identifying urgent needs within a community and developing meaningful business solutions. Successful social enterprises start with a deep understanding of their communities, recognising that real impact comes from solving actual problems. This might include providing jobs for marginalised groups, offering eco-friendly products, or improving access to essential services.

A key aspect of social entrepreneurship is its focus on “added value.” While financial sustainability is essential, social enterprises measure success by the positive change they create. This model supports communities by stimulating economic activity, promoting social inclusion, and encouraging environmentally friendly practices.

Finding a suitable business idea requires empathy, creativity, and a commitment to social betterment. Entrepreneurs should ask: “What problems does my community face? How can my business address these while being financially viable?” The most effective social enterprises meet these needs in scalable ways.

Social entrepreneurship is gaining traction as consumers and investors increasingly prioritise ethical and sustainable businesses. By embracing this model, entrepreneurs can create successful companies that profit and drive positive social change.

This workshop draws inspiration from the story of “Zakwas,” a ceramic workshop and community centre in Wroclaw, Poland.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • case study • brainstorming • mapping • discussion 	<ul style="list-style-type: none"> • Understand social entrepreneurship • Increase sensitivity to the different needs of various social groups. • Learn to develop business ideas with an awareness of their potential social impact 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Connect the laptop and speakers to the projector

Energiser: Fruit Salad



10 minutes



none



- Create an energetic and open atmosphere.
- Grab the group's attention.

Instructions

1. Form the Circle: Ask everyone to sit in a circle on chairs.
2. Share Favourite Fruits: Have each participant share their three favourite fruits.
3. Count by Fruits: Instruct participants to count around the circle to 3 using their chosen fruits. They should memorise which fruit they represent (e.g., banana, apple, grape).
4. Stand Up: Once familiar with their fruits, ask everyone to stand up, remove their chairs, and close the circle.
5. Introduce the Game: Explain the rules:
 - a. Say, "There are not enough chairs, and I want to sit. I will call out one of the fruits we selected. Everyone who chose that fruit (apple, banana, or grape) must stand up and switch places. I will try to sit in one of the empty chairs."
 - b. If someone is left without a chair, they get to call out another fruit to start the next round.
 - c. You can also say, "Fruit salad," everyone must change places. Note that sitting in the chair next to you is not allowed.
6. Continue the Game: Play for several rounds, allowing participants to switch seats and have fun.
7. End the Game: After a few turns, step out of the circle, allowing everyone to sit down and naturally finish the game.

Video: ZAKWAS. Exploring No-Waste, Upcycling, and Social Entrepreneurship



60 minutes



post-it notes, pens, computer and projector, link to the [Zakwas](#) video, flipchart paper (1 per group of participants), markers (2-3 per group)



Learning objectives

- Build a common understanding of social entrepreneurship.
- Understand how a social enterprise operates in practice.
- Reflect on what can be defined as a social enterprise.

Instructions

1. Distribute Materials: Give each participant three Post-it notes and a pen.
2. Individual Reflection: Ask participants to spend 3 minutes reflecting on what social entrepreneurship means to them and what they associate with social enterprises. Instruct them to write down the three most essential points on the Post-it notes.
3. Group Formation: Divide participants into groups of 3-4. You can do this by having them count off or grouping those sitting close together. Provide each group with one piece of flipchart paper and 3-4 markers.
4. Group Discussion: Participants discuss their notes in their groups and create a familiar figure of a "social enterprise superhero" (like Superman or Batman). They should illustrate the superhero and any necessary tools they might need, considering skills, knowledge, resources, and support.
5. Present Superheroes: Have each group present their superhero, explaining its superpowers and the tools it possesses to help in social entrepreneurship.
6. Show Video: After the presentations, show [the video](#) about "Zakwas"

Debrief Discussion: Lead a discussion on whether "Zakwas" fits their understanding of social enterprises.

- What aligns with their knowledge?
- What differences do they notice?
- Should there be strict rules about the areas social enterprises can cover?

Society – groups and structure. Group division



25 minutes



printed and cut-out role cards labeling different social groups, masking tape



Learning objectives

Understand how our social roles affect our social interactions, particularly in communication.

Instructions

Distribute Materials: Hand each participant a role card and a piece of masking tape. Instruct them to fold the tape in half with the sticky side facing inward and not to show their cards to anyone.

Role Placement: Ask each participant to place their role card on the back of the person to their left using the masking tape, without revealing their roles.

Walk and Interact: Once all participants have their roles on their backs, ask everyone to casually walk around and engage in everyday social situations (like greeting people on the street or having small talk). Instruct them to address others based on the social group indicated on their card. Allow 5-10 minutes for these interactions.

Reflection: After the interactions, ask participants about their role and how it felt to be treated in a certain way. Did they notice any differences in treatment compared to their everyday experiences? How did they feel –comfortable or uncomfortable? Why?

Reveal Roles: Encourage participants to help one another reveal their roles by gently removing the cards from each other's backs.

Group Formation: After revealing their roles, have participants form smaller groups of four based on their roles from the game.

Ideal City



75-90 minutes



printed role cards, A4 paper, markers



Learning objectives

Reflect on the needs and priorities of various social groups.

Develop negotiating and understanding others' needs.

Instructions

Small Group Formation: Ask participants to gather into the small groups they formed in the previous activity. Hand each group a piece of flipchart paper and 3-4 markers.

Brainstorming Session: Instruct groups to brainstorm the basic needs of their assigned social group from the prior activity. Based on these needs, they should create a plan for their ideal city.

Ideal city

A plan for their ideal city shall meet their designated group's needs. Encourage them to come up with a name for their city. They have 30 minutes for this task.

Bigger Group Formation: After the small groups finish, combine them into larger groups of 8. Encourage them to introduce their cities to one another and explain the reasoning behind their choices.

Creating an Ideal City: In their joint groups, participants should integrate the needs of both social groups to design a new ideal city that accommodates everyone. They should also choose a name for this combined city. Give them 15 minutes to complete this task.

Presentations: Ask each larger group to present their ideal city to the workshop.

Debriefing:

Ask participants how it felt to create a city tailored for their group.

Discuss the experience of combining the needs of two different groups.

- What is needed to serve everyone in the public space?
- How does it feel to step into someone else's shoes?
- Is it possible to create a public space that meets everyone's needs?

Animal Sounds - Energiser



5 minutes



Printed and cut-out cards with six different animals, a bag or a box bag to hold the cut-out roles



Learning objectives

- Create an energetic and open atmosphere.
- Divide the group into smaller groups of 4.

Instructions

Instructions:

1. Circle Formation: Have participants sit in a circle.
2. Distribute Animal Cards: Randomly give each participant a cutout animal card from the box or bag. Instruct them not to reveal their animal to others.
3. Movement and Sounds: Ask everyone to stand up and act like their assigned animal, making the appropriate sounds as they do so.
4. Form Groups: Instruct participants to find and group with others with the same animal.
5. Animal Identification: Once in groups, ask each group to announce their animal and mimic the sound it makes again.
6. Transition: Inform participants that they have just formed groups for their next activity.

Additional Comments:

If you happen to have more participants, feel free to add animals to the game.

Business Idea for Social Change



45 minutes



A4 paper, pens



Learning objectives

- Develop the ability to identify business opportunities.
- Broaden thinking about societal needs.
- Improve critical evaluation of others' ideas and provide valuable feedback.

Instructions

Distribute Materials: Hand each group a sheet of A4 paper and some pens.

Brainstorm Business Ideas: Ask participants to develop a business idea that fits their ideal cities and meets the needs of different social groups.

Allow 15 minutes for groups to brainstorm and write down their ideas.

Business for Positive Social Impact

Participants should consider the following aspects:

- Name of the enterprise
- Products or services offered
- Target groups
- Community or societal benefits

Present to Neighbouring Groups: After 15 minutes, instruct one representative from each group to take notes and present their idea to the group on their right. The receiving group should listen carefully and provide feedback, focusing on the social aspects of the concept.

Feedback Discussion: Give 5 minutes for presentations and feedback. After this, ask presenters to return to their original groups and share the feedback they received.

Revise Ideas: Allow 5 minutes for each group to consider the feedback and improve their business idea.

Final Presentations: Ask each group to briefly present their revised idea, emphasising its impact on society, such as what problems it will solve and what needs it will meet.

Debriefing Questions:

- How was the process of coming up with a business idea?
- How did you feel when receiving feedback? Was it easy to incorporate into your ideas?
- What would you say is one key takeaway from this activity that you can apply to future projects in social entrepreneurship?

Debriefing of the workshop and strengthening the learning outcomes

- **Reflection Circle:** Ask participants to form a circle to facilitate open sharing. Facilitate the debriefing by asking participants:
 - What does it mean for you to think about business and social needs? How can we support this focus?
 - How can businesses create social impact? Can you share examples of successful social enterprises in your area?
 - How does adding social values to a business change your view of society?
 - How did this workshop change your understanding of social change and entrepreneurship?
 - What action will you take or one idea you will pursue based on what you learned about the intersection of business and social impact during this workshop?
- **Summary and Gratitude:** Conclude the debriefing by summarising the main points discussed and thanking the group for their active participation.

Sustainability tips



Use as few resources as possible during the workshop. Opt for recycled and recyclable materials, such as used paper. If you plan to rerun this workshop, you can laminate role cards to reuse them.

Handouts

- Video on the [Zakwas](#)
- Supporting material - [animals](#)
- Supporting material - [role cards](#)

INNOVATING ELDERLY CARE THROUGH INTERGENERATIONAL COLLABORATION



KEY TOPICS

- aging and elderly care
- technology
- intergenerational Collaboration

SUMMARY

This module empowers participants to address challenges faced by older people through intergenerational collaboration and innovation. Participants engage in activities like interviewing elderly individuals and designing digital solutions for their care, developing empathy and understanding. These activities enhance problem-solving skills, strengthen relationships, and foster a culture of gratitude, all contributing to social entrepreneurship in elderly care.

TECHNICALITIES



group of 15 split into pairs for the introductory and 3 for the main activity

190 minutes

online padlet, laptops, phones

TOPIC INTRODUCTION

The shift towards an ageing population is a global issue that significantly affects society and healthcare systems. As people live longer, there is a growing need for innovative solutions to support older people. This module focuses on fostering intergenerational collaboration to drive innovation in elderly care.

Social entrepreneurship plays a crucial role in developing sustainable business models that meet the needs of older adults. Social entrepreneurs create products, services, and initiatives that have a positive impact while addressing market demands. This module promotes collaboration among young innovators, caregivers, healthcare professionals, and elderly individuals to co-create solutions for challenges in elderly care.

Inspired by the video "The Silver Economy: A New Era for Business," which highlights the economic potential of older people, the module aims to spark change through intergenerational collaboration and social entrepreneurship.

Participants engage in interactive activities such as empathetic interviews, brainstorming sessions, and prototyping challenges to better understand the needs and aspirations of older adults. By fostering empathy and creativity, the module empowers participants to develop innovative solutions that improve the quality of life for older people.

In summary, the module on Empowering Intergenerational Collaboration for Elderly Care Innovation addresses the need to support the ageing population through social entrepreneurship and innovation. By bringing together diverse stakeholders, this module aims to create positive change in elderly care and build an inclusive, age-friendly society.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • enegriser/ ice-breaker • body excercise • brainstorming • problem-solving • gratitude circle 	<ul style="list-style-type: none"> • Enhance problem-solving abilities through simulation activities. • Build empathy and understanding towards the elderlies. • Promote teamwork and creativity in designing digital solutions for seniors. 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Connect the laptop and speakers to the projector

Energiser: Human Knot



10 minutes



none



Learning objectives

- Simulate problem-solving.
- Promote unity.
- Establish collaboration and communication.

Instructions

1. Form the Circle: Have participants stand in a circle, shoulder to shoulder, facing inward.
2. Grab Hands: Instruct everyone to reach into the circle with both hands and grab the hands of two people across from them (not those directly next to them).
3. Untangle the Knot: Explain that the group's objective is to untangle themselves without letting go of each other's hands. They can step over or under each other's arms, but must keep holding hands.
4. Facilitate the Activity: Encourage communication, teamwork, and problem-solving as participants work together to untangle.
5. Gather for Debriefing: Once the group successfully untangles, have them form a circle again for a brief discussion.
 - Discuss how teamwork was crucial for completing the task. How did participants work together to overcome challenges?
 - Highlight the importance of communication in coordinating movements. What strategies did they use?
 - Leadership Roles: Did any leaders emerge during the activity? How did they help the group succeed?

Key Takeaways: Participants learn the importance of being flexible and trying different approaches. The activity gives emerging leaders a chance to showcase their skills. Completing the challenge together builds camaraderie and strengthens team unity.

Social Entrepreneurship Discovery Game



30 minutes



laptops or tablets with internet access,
an online platform for gameplay



Learning objectives

- Facilitate exploration and discovery of social entrepreneurship.
- Encourage critical thinking, problem-solving, and collaboration.
- Create an engaging and interactive learning environment.

Instructions

1. Introduction (5 minutes): Gather participants and explain that they will embark on a discovery journey to learn about social entrepreneurship through challenges and puzzles.
 2. Explain Objectives: Discuss the activity's goals, emphasising teamwork, creativity, and perseverance.
 3. Group Formation (2 minutes): Divide participants into small groups of 3-4. Ensure each group has internet access to a laptop or tablet.
 4. Accessing the Online Platform (3 minutes): Provide the link or access instructions to the online platform where the game will take place. Make sure each group is successfully connected and ready to begin.
 5. Game Instructions (5 minutes): Present the first challenge or puzzle, clearly explaining the objective and rules.
 6. Encourage Collaboration: Remind participants to work together to solve the challenge and advance in the game. Stress the importance of critical thinking, problem-solving, and communication.
 7. Gameplay (10 minutes): Allow participants to engage with the game, progressing through the challenges at their own pace. Circulate among groups to offer guidance and support.
- Monitor Participation: Ensure all participants are actively engaged and each group is progressing.

Tips for facilitator

- Choose an engaging online platform like VentureBlocks to enhance participation.
- Provide clear instructions for each challenge to help participants understand the activity.

Debriefing (5 minutes): Gather participants for a debriefing session. Facilitate a discussion where they share their experiences and insights from the game. Ask participants:

- What key insights did you gain about social entrepreneurship during the game?
- How did teamwork contribute to your group's success in completing the challenges?
- How can you apply what you learned from the game to real-world situations or future projects?

The Video on Sioslife – A Case Study in Social Entrepreneurship



20 minutes



laptop, projector, a link to the video of [Sioslife](#)



Learning objectives

- Learn how Sioslife helps seniors with technology.
- Discover how social entrepreneurship promotes social inclusion for vulnerable populations.
- Reflect on the impact of innovative solutions on community well-being.

Instructions

1. Introduction (3 minutes):

Briefly introduce the Sioslife project and explain its focus on developing interaction technologies for seniors. Mention that the video will highlight how these technologies help improve communication, physical and mental development, and overall quality of life for elderly individuals.

2. Video Viewing (6 minutes):

Play [the video](#) clip showcasing Sioslife. Encourage participants to pay close attention to the technologies introduced and how they foster social inclusion among seniors and their families.

3. Group Discussion (6-8 minutes):

After the video, facilitate a discussion with the following prompts:

- What were your initial impressions of the Sioslife project?
- How do the tools developed by Sioslife address the specific needs of the elderly population?
- In what ways do you think technology can impact the social inclusion of seniors?

4. Reflection (3-5 minutes):

Ask participants to reflect on how the ideas presented in the video relate to the broader concepts of social entrepreneurship discussed in previous activities. Encourage them to think about:

- What role does technology play in enhancing the quality of life for vulnerable populations?
- How Sioslife can serve as a model for other social enterprises aiming to support different communities.

5. Wrap-Up (1-2 minutes):

Conclude the activity by summarising the key insights from the discussion. Highlight the importance of innovative solutions like those provided by Sioslife in promoting social inclusion and improving the lives of seniors.

Community Empathy Interviews - Introductory Activity



60 minutes



online padlet



Learning objectives

- Foster empathy.
- Engage in guided interviews.
- Understand the needs of the elderly.

Instructions

1. Pair Participants: Divide participants into pairs, ensuring they are paired with someone they may not know well.
2. Assign Areas: Each pair is assigned a specific area within the community to conduct empathy interviews.
3. Conduct Interviews: Each pair needs to interview two elderly individuals. Provide them with interview prompts.
 - Encourage Open-Mindedness: Remind participants to approach the interviews with empathy and respect for the elderly individuals' experiences.
 - Listen Attentively: Encourage participants to engage in meaningful conversations and listen closely to the stories and perspectives of older people.

Interview prompts

- Can you tell us about some daily challenges you face as you age?
- How has technology impacted your life as you've grown older?
- Are there specific technologies or devices that you find helpful or challenging to use?
- What are your thoughts on social interaction and isolation among elderly individuals?
- How do you stay connected with friends, family, and the community?
- How do you maintain your physical and mental well-being as you age?

Gather for Debriefing: After the interviews, bring participants to a designated space for a debriefing session.

1. Facilitate Reflection: Ask participants to share insights, observations, and emotions from their interactions with older people.
2. Discuss Impact: How did engaging with older people change their understanding of ageing-related issues and help build empathy?

Intergenerational Digital Innovation Challenge



60 minutes



laptops, mobile phones



Learning objectives

- Foster empathy.
- Engage in guided interviews.
- Understand the needs of the elderly.

Instructions

Team Formation: Divide participants into interdisciplinary teams, ensuring each group is diverse (e.g., designers, engineers, and caregivers). Encourage everyone to introduce themselves and share their skills, interests, and experience in elderly care and technology.

Challenge Introduction: Present the challenge: design digital solutions for seniors' specific challenges. Allow teams time to brainstorm ideas for their digital solutions. Encourage creative thinking and exploration of different approaches. Remind them to consider feasibility, usability, and the potential impact of their ideas.

Interview prompts

Examples include improving social connectivity, enhancing digital literacy, or creating interactive learning platforms. Emphasize the importance of empathy in understanding the needs of older adults while designing solutions.

Prototype Development: Teams start creating prototypes of their solutions using whiteboards, flipcharts, or digital tools (like design software or prototyping apps). Encourage them to sketch user interfaces, workflows, and key features, guiding as needed.

Presentation Preparation: Teams prepare brief presentations to showcase their digital solutions. Encourage them to focus on key features, benefits, and potential impacts. Stress the importance of clear and concise communication.

Solution Presentations: Each team presents its digital solution. After each presentation, allow time for questions and feedback from the audience. Facilitate a constructive discussion on each solution's strengths and possible improvements.

Debriefing:

Through brainstorming and ideation, participants learn to think critically and creatively about challenges faced by seniors. The activity inspires participants to create tailored digital solutions for older people, helping them gain practical skills in designing user interfaces and workflows.

- What key factors did you consider, such as usability and accessibility for older adults?
- How did working with teammates from different backgrounds help develop your solution?
- What insights did you gain about empathy and understanding when designing technology for seniors?
- What next steps could you take to develop or implement your digital solution in the real world?

Gratitude Circle - Cool Down



10 minutes



none



Learning objectives

- Promote positive relationships.
- Cultivate a culture of gratitude.
- Enhance emotional well-being.

Instructions

Gather in a Circle: Have participants form a circle, either sitting on chairs or the floor, ensuring a comfortable space between each person.

Explain Activity Purpose: Tell participants that this activity focuses on expressing gratitude and appreciation for one another. Start by expressing gratitude to the person on your left or right. Acknowledge something specific you appreciate about them or their contributions during the activities.

Pass the Gratitude Token: After expressing gratitude, pretend to pass an imaginary gratitude "ball" or "token" to the person you just thanked.

Continue the Circle: Encourage each participant to express gratitude to the person next to them and to pass the imaginary token around the circle.

Tips for facilitator

Be Genuine: Remind participants to be sincere and specific in their expressions of gratitude, focusing on meaningful contributions or qualities they observed during the workshop.

Allow Participation: If time permits, give each participant a chance to express gratitude to someone in the circle.

Conclude with Reflection: After everyone has had a turn, end with silence or a group affirmation of gratitude and appreciation for one another.

Debriefing:

- Learning Points:
 - Strengthened Interpersonal Connections: Expressing gratitude builds trust and camaraderie within the group.
 - Positive Mindset: Engaging in gratitude promotes happiness and emotional well-being.
- Questions for Reflection:
 - How did it feel to express gratitude to others?
 - Did you notice any common themes in what others appreciated?
 - Did your mood or perspective shift during the activity?

Debriefing of the workshop and strengthening the learning outcomes

- **Reflection Circle:** Ask participants to form a circle to facilitate open sharing. Facilitate the debriefing by asking participants:
 - What communication strategies worked best for you during the Human Knot activity?
 - How did your direct engagement with elderly individuals affect your understanding of ageing-related issues during the Community Empathy Interviews?
 - What key factors did you consider in the Intergenerational Digital Innovation Challenge when designing digital solutions for seniors?
 - How did participating in the Gratitude Circle help build positive relationships and improve emotional well-being?
- **Summary and Gratitude:** Conclude the debriefing by summarising the main points discussed and thanking the group for their active participation.

Sustainability tips



This module already supports sustainability practices, so you don't need to do anything else. If you conduct activities outdoors, consider these adjustments:

Physical Scavenger Hunt on Social Entrepreneurship

Instead of using an online platform, participants can take part in a physical scavenger hunt in the forest. Create clues or riddles about social entrepreneurship concepts and hide them around the forest. Divide participants into teams, giving each team a starting clue for the scavenger hunt. Teams explore the forest to find and solve each clue, gradually uncovering insights about social entrepreneurship. Remind teams to work together and think critically as they progress. After the scavenger hunt, gather participants for a debriefing discussion to share their insights.

Activities: Interview and Challenge:

Provide Materials: Hand out paper and pencils for participants to write answers and take notes.

Additional comments and tips for facilitators

- Encourage participants to approach all activities with empathy and respect for older people. Remind them to listen actively, show understanding, and consider the perspectives of elderly individuals during interviews and when developing solutions.
- Make adjustments to support participants with disabilities: Allow participants with disabilities to initiate the knot game, pair a non-disabled participant with a participant who cannot facilitate a smoother interviewing process, among other strategies. These adjustments help create an inclusive environment for everyone involved.

Handouts

- Video on the [Sioslife](#)

TEXTILE WASTE AWARENESS



KEY TOPICS

- waste awareness and ecology
- textile industry and carbon footprint
- sustainability

SUMMARY

The module offers a detailed look at waste and includes interactive group work exploring its various aspects in our daily lives. Participants engage in discussions, games, and collaborative research activities that encourage a holistic approach to sustainability, focusing on upcycling and textiles. By the end of the module, participants will be familiar with key terms, informed about different waste management techniques, and feel empowered to implement these practices in their work.

TECHNICALITIES



15 people that will work individually, as one group and in groups of 3

190 minutes

material is in digital form through a projector and online padlet

TOPIC INTRODUCTION

Waste is a major global issue, with about 2.01 billion tons of municipal solid waste generated yearly, according to the World Bank. The textile industry faces significant waste challenges, contributing roughly 20% of global water pollution due to untreated wastewater containing harmful chemicals like dyes and heavy metals. Around 85% of textiles end up in landfills or are incinerated annually, worsening environmental degradation and increasing greenhouse gas emissions. Microfiber pollution from synthetic fabrics, such as polyester, also threatens marine ecosystems, releasing millions of microfibers into water bodies during washing.

This module explores waste as a complex issue, using relatable examples from everyday life to help participants understand it better. The discussion examines waste production and management in the textile industry, highlighting the need for better waste treatment and advocating for product development and upcycling. Sustainability is integrated into every production stage, including design, manufacturing, distribution, and disposal. The module also addresses social aspects like fair wages and job opportunities, and educates the public on the environmental impacts of their daily actions.

In the accompanying video, an entrepreneur highlights the importance of managing production waste and how materials often seen as “trash” can be upcycled into new products. Specifically, the video showcases how people from diverse and marginalised groups, such as immigrants, disabled individuals, and inmates, transform this waste into marketable goods.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • group work • group research • brainstorming • true or false • storytelling • scavenger hunt 	<ul style="list-style-type: none"> • Debunk myths about carbon footprint. • Link the textile industry with waste. • Generate ideas for small changes in daily life that promote sustainability. • Give the perspective of transgeneration issue in sustainability 	<ul style="list-style-type: none"> • Print the materials • Put chairs in a circle • Connect the laptop and speakers to the projector

Energiser: Sustainable Scavenger Hunt



10 minutes



none



Learning objectives

- Create an energetic and open atmosphere.
- Engage participants in a time-sensitive activity.
- Show that sustainability exists all around us.
- Foster team bonding.

Instructions

1. Form Teams: Divide participants into small teams.
2. Provide Lists: Give each team a list of sustainability-related items or actions to find or accomplish within 5-10 minutes. Items/actions might include:
 - a. Finding examples of upcycled or recycled materials.
 - b. Locating sustainable practices within the venue.
 - c. Identifying eco-friendly products.
 - d. Completing small sustainability challenges (e.g., picking up litter, turning off unused lights).
3. Compete Against Time: Instruct teams to race against each other to complete as many items/actions on the list as possible before time runs out.
4. Review Findings: After the time is up, gather the teams and review their findings.
5. Debriefing: Emphasise teamwork and collaboration. Discuss how participants communicated, delegated tasks, and solved problems together. Highlight the importance of observation and critical thinking as they identified sustainability-related items and completed challenges.
 - What challenges did your team face during the scavenger hunt, and how did you overcome them?
 - Did you gain any new insights about sustainability from this activity? If so, please share.

Celebrate the successes of each group and emphasise the importance of their collaboration.

The Video on re.store – A Case Study in Social Enterprise



20 minutes



[laptop, projector, a link to the video of re.store](#)



Learning objectives

- Understand how re.store promotes social inclusion through its upcycled textile products.
- Recognise the environmental benefits of upcycling in the fashion industry.
- Explore the impact of innovative business models on changing consumer habits.

Instructions

1. Introduction (3 minutes):

Introduce the re.store project by explaining its mission to blend social innovation with ecological sustainability in the textile industry. Highlight how they work with diverse groups, such as refugees and social institutions, to create upcycled products from textile waste.

2. Video Viewing (6 minutes):

Play [the video](#) clip about re.store. Encourage participants to focus on how the brand promotes social inclusion and reduces the textile industry's ecological footprint.

3. Group Discussion (6-8 minutes):

After watching the video, facilitate a discussion with the following prompts:

- What stood out to you about re.store's approach?
- How do their practices support both social inclusion and environmental sustainability?
- What impact do you think this model could have on changing consumption habits?

4. Reflection (3-5 minutes):

Ask participants to reflect on how re.store's initiatives connect with the broader concepts of social entrepreneurship covered in previous activities.

Prompt them to consider:

- How can social enterprises influence positive changes in societal and environmental practices?
- What other industries could benefit from similar approaches?

5. Wrap-Up (1-2 minutes):

Conclude the activity by summarising key insights from the discussion.

Emphasise the importance of innovative enterprises like re.store in fostering sustainable practices and social inclusion.

A Hands-On Approach to Social Entrepreneurship - Simulation



30 minutes



laptops or tablets with internet access,
an online platform for gameplay



Learning objectives

- Introduce participants to social entrepreneurship through experiential learning.
- Stimulate critical thinking and problem-solving skills.
- Foster creativity and innovation in addressing social and environmental challenges.

Instructions

1. Group Formation: Divide participants into small groups of 3-4 individuals.
2. Explain the Activity: Tell the groups they will participate in a simulation to explore social entrepreneurship and present the Scenario.

The scenario for the simulation

- "Imagine you are part of a community facing a pressing social or environmental issue. Your task is to develop a solution that addresses this issue sustainably and effectively. Consider the needs of the community, available resources, potential challenges, and the long-term sustainability of your solution."

3. Brainstorm Ideas: Give groups a few minutes to brainstorm and discuss ideas.
4. Group Presentations: After brainstorming, have each group present their proposed solution to the rest of the participants.
5. Encourage Feedback: Invite other groups to ask questions and provide feedback on each presentation.
6. Facilitate Discussion: After all presentations, guide a discussion to reflect on the key elements of social entrepreneurship that emerged during the activity.

Ask questions such as:

- What defines a social entrepreneur?
- How does social entrepreneurship differ from traditional entrepreneurship?
- Can you share examples of successful social entrepreneurship ventures?
- What characteristics make a solution sustainable and impactful?
- How can social entrepreneurs measure the success of their initiatives?

Summarise Key Concepts: Conclude the discussion by highlighting the importance of creativity, innovation, and empathy in social entrepreneurship.

Debriefing:

Lead a debriefing session to discuss insights gained from the simulation.

Encourage participants to reflect on their understanding of social entrepreneurship and its relevance to real-world challenges. Reinforce key concepts such as empathy, sustainability, and innovation. Invite participants to share how they can apply the principles of social entrepreneurship in their own lives and communities.

Waste Awareness Challenge: The True/False Game



30 minutes



digital file with questions, projector



Learning objectives

- assess waste awareness
- reflect critically on waste and sustainability
- highlight the complexity of waste management

Instructions

Seating: Ask participants to sit beside each other while preparing for the exercise.

Explain the Game: Let them know that there will be four questions to test their waste awareness. Instruct participants to stand in the middle of the room. When the first statement appears, they must move to the left if they think it is true or to the right if they think it is false.

Facilitators' role

- **Read the Statement:** Read the first statement aloud, giving participants time to think before moving to the corresponding side.
- **Participant Insights:** Select at least one participant from each group to explain why they believe the statement is true or false.
- **Encourage Dialogue:** Allow participants to discuss their views with others in their group and the opposing side. To manage time and maintain focus, set a time limit of 4 minutes for these discussions.
- **Watch Supporting Video:** After the discussion, show a short video segment confirming the correct answer.
- **Repeat:** Follow the same process for each statement.

Return to Seats: Instruct the group to return to their seats once all statements have been addressed.

Debriefing:

- Ask participants how the activity helped them discuss and exchange ideas.
- Inquire if any statements surprised them or changed their understanding of waste awareness.

Emphasise the importance of respectful dialogue and the exchange of ideas to motivate participants to continue exploring sustainability topics beyond the game.

Understanding Carbon Footprint: Exploring Our Impact



60 minutes



digital presentation file, projector, online Padlet, laptop



Learning objectives

- Clear up misconceptions about carbon footprint
- Reflect on the socio-economic factors of carbon emissions worldwide
- Reflect on the implications of personal choices on the environment.

Instructions

Gather Participants: Have everyone sit in a circle.

Show Presentation: Use the projector to show a presentation about carbon footprints. Explain what they mean and discuss how familiar participants are with the concept.

World Map Discussion: Display a world map showing carbon emissions. Explain why emissions are distributed in particular ways across countries.

Group Formation: Divide participants into four groups. Assign each group a topic to research.

Topic to research:

- Group A: Fashion
- Group B: Food
- Group C: Personal Footprint
- Group D: Tourism

Research Time: Give each group 20 minutes to explore their topic and take notes on Padlet.

Present Findings: After the research, gather everyone to share their findings. Each group presents its research to the larger group.

Facilitate Discussion: After presentations, ask participants: "Does your carbon footprint matter?" Encourage a discussion about personal choices and related anxieties.

Watch Video: Facilitate a short video on carbon footprint in daily life as the group discusses.

Debriefing:

Discuss the impact of daily activities on carbon footprints and the relationships between emissions and factors like industrialisation and population density.

Reflection Questions:

- How did researching different areas change your understanding of your carbon footprint?
- What patterns did you notice in the emissions distribution map? How do they connect to socio-economic factors?

Talk about the role of governments and businesses in tackling climate change and reducing carbon emissions.

Waste Solutions in the Textile Industry: Refuse, Reuse, Repurpose, Recycle



45 minutes



digital presentation file, projector, online Padlet, laptop



Learning objectives

- Get the key issues on waste in the textile industry.
- Explore Solutions for each waste component.
- Empower Consumers to make sustainable choices in the textile industry.

Instructions

Circle Formation: Have participants sit in a circle.

Show Terms: Project the digital file with "refuse, reuse, repurpose, recycle" for everyone to see. Clarify that each concept is to be defined in group work.

Divide into Groups: Split participants into four groups, assigning each group one of the terms for 15-minute research. Encourage teams to take notes on an online Padlet.

Research Task

Instruct each group to find:

- A clear definition of their term.
- Five benefits of applying the term in the textile industry.
- Five challenges associated with it.
- Five examples of the term in practice.

Discussion Time: Once the 15-minute research period is over, reconvene in the training room for each group to present their findings.

Facilitate Conversation: After the presentations, lead a 10-minute discussion about the terms and their implications in the textile industry.

Debriefing:

Discuss practical examples, benefits, and challenges of refuse, reuse, repurpose, and recycle in the textile industry. Ensure participants feel equipped to make sustainable choices based on their understanding of waste reduction strategies.

Guiding Question:

- What role do businesses and policymakers play in promoting waste reduction strategies in the textile industry?
- How can consumers advocate for change?

Discuss the circular economy and how it can be applied to textiles to minimise waste and maximise resource efficiency.

Circle of Transgenerational Circular Economy - Debriefing



15 minutes



none



Learning objectives

- Share practices from personal and family stories.
- Connect sustainability to heritage and family.
- Learn from diverse cultural perspectives on sustainability.

Instructions

1. Sit in a Circle: Gather everyone in a circle.
2. Introduction: To conclude the session, participants will share sustainability practices from their family stories and past generations.
3. Sharing Examples: Go around the circle clockwise, prompting each participant to share one example from their parents, grandparents, uncles, or neighbours that reflects a sustainability practice in the textile and clothing industry.
4. Completion: Once everyone has shared, thank participants for their contributions. Encourage the group to applaud their openness and reflect on the shared stories.

Main Learning Points

- Acknowledge that sustainable textile and clothing industry practices have existed in families and communities for generations, even if they haven't been explicitly labelled as such.
- Recognise the connection between sustainability, cultural heritage, family values and traditions.
- Gain insights from the diverse cultural perspectives shared by participants.

Debriefing:

Questions for Reflection:

- How do these examples reflect the values of your cultural heritage?
- How can we draw inspiration from our ancestors' sustainable practices to guide our efforts toward a more sustainable future?

Debriefing of the workshop and strengthening the learning outcomes

In this workshop, we explored the complex issue of textile waste awareness, examining various aspects of waste production, management, and solutions within the textile industry. Through interactive activities, discussions, and collaborative research, we deepened our understanding of sustainability principles and how they apply to our daily lives. By sharing personal stories and cultural perspectives, we connected with our heritage and learned how sustainability practices have been part of our cultures for generations.

Key Learning Outcomes:

- Increased awareness of waste production and the cycle in the textile industry.
- Appreciation for the cultural and ancestral roots of sustainability practices.
- Empowerment to make small changes towards more sustainable behaviours.
- Understanding of how individual actions connect to environmental impacts.
- Recognition of the need for collaboration and dialogue to address sustainability challenges.

Discussion Questions:

- What are some of the most impactful insights you gained from the workshop?
- How do you plan to incorporate refuse, reuse, repurpose, and recycle principles into your daily life or work?
- Reflecting on the Circle of Transgenerational Circular Economy activity, how does your cultural heritage influence your approach to sustainability?
- How can we leverage what we learned to promote sustainability in our communities?
- What specific actions would you like to take following this workshop?

Future Ideas and Actions:

- Collaborate with local organisations or businesses to implement sustainability initiatives such as clothing swaps, upcycling workshops, or eco-friendly product campaigns.
- Share your experiences and learnings from this workshop with others to encourage awareness and action toward reducing textile waste.
- Advocate for policy changes or corporate responsibility measures that support sustainable practices and reduce waste in the textile industry.

Sustainability tips



For activities outside, consider the following adjustments:

- Use paper cards with statements instead of online tools.
- Replace the digital definitions of carbon footprint and related terms with printed cards. Use pens and paper.
- Prepare posters entitled "Refuse," "Reuse," and "Recycle," on which Participants will write their definitions and examples on these papers.

Additional comments and tips for facilitators

- No adjustments are required for participants with mobility disabilities. However, creating integrated pairs and groups is essential for smoothly implementing the activities for participants with eyesight disabilities.

Hadouts

- Video of [re.store](https://www.re.store)

CONNECTING THROUGH CULTURE: A JOURNEY OF HERITAGE AND CREATIVITY

HOLISTIC TOURISM & CULTURAL HERITAGE



KEY TOPICS

- holistic tourism and environment exploration
- creativity and collaboration
- mind-body connection and sense enhancement

SUMMARY

This workshop focuses on connecting with cultural heritage while promoting teamwork, creativity, and mindfulness. Participants engage in activities designed to enhance sensory perception, observe their surroundings, go on a cultural scavenger hunt, and collectively create a symbolic sculpture.

The goals are to increase awareness of local heritage, encourage sustainable tourism and inclusive experiences, strengthen group cohesion, and inspire reflection on the importance of cultural preservation and social responsibility.

TECHNICALITIES



open to youth from 16 years old - a group of 15 people

185 minutes

paper tape, mobile phones, screenshots of cultural heritage places, an online padlet

TOPIC INTRODUCTION

Cultural heritage is essential to our identity, reflecting communities' shared memory, traditions, and values. In today's fast-paced world, preserving cultural heritage is crucial, enriching our lives and fostering social cohesion and sustainable development.

This module draws on the principles of social entrepreneurship, highlighting the importance of community engagement and environmental stewardship in protecting cultural heritage. Through hands-on activities that combine artistic expression with cultural exploration, the workshop aims to inspire a passion for preserving heritage and finding solutions to contemporary challenges.

Participants will engage in interactive activities, including sensory exercises, observation tasks, and collaborative sculpting. These experiences help develop key skills in empathy, communication, and creative problem-solving, laying the groundwork for meaningful engagement with their communities and the wider world.

WORKSHOP INTRO

Methods

- observation task
- collective sculpture
- body awareness exercises
- storytelling
- scavenger hunt

Objectives

- Reflect on cultural preservation and sustainable tourism
- Develop teamwork and problem-solving skills
- Enhance sensory perception and mindfulness

Praparatory

- Print the materials
- Put chairs in a circle
- Connect the laptop and speakers to the projector

Energiser: Body Awareness



10 minutes



paper tape



Learning objectives

- enhance body awareness
- develop focus on physical sensations.
- strengthen the connection between body and mind

Instructions

Set Up: Place a strip of paper tape on the floor in one training room area. Have participants stand next to the wall.

Walking Exercises: Instruct participants to move slowly from their position to the paper tape for one minute. Next, ask them to walk back from one side to the other at their normal speed for another minute. Finally, have them quickly walk from one side to the other for one minute.

Body Scan Exercise: Ask participants to sit in a chair or lie down. Guide them through a visual scan of their bodies to check for muscle tension: Start from the toes, instructing them to clench and then relax each muscle group as they move upwards to the head.

Sound Observation: Prompt participants to focus on the sounds around them. Ask them to listen to sounds from their bodies, within the room, and even sounds from outside. Encourage them to differentiate between the sounds from the city and those occurring in the room.

Breathing Exercise: Have participants place their right hand on their chest and their left hand on their belly. Instruct them to breathe through the nose, lifting only the left hand. Count to 3 for inhaling, hold for three counts, and then exhale for three. Use the visualisation technique: ask them to imagine inhaling blue air that fills their stomach and surrounds them.

Return to Seated Position: Instruct participants to sit back down and tap their feet on the ground, saying “left” and “right” as they do so.

Warmth Sensation: Have participants rub their hands together until warm, then place their hands over their ears to feel the warmth spread throughout their bodies.

Debriefing

Main Learning Points:

- **Sensory Perception:** Participants explore their senses, including auditory perception of internal and external sounds, visual imagery, and tactile sensations.
- **Mind-Body Connection:** Focusing on their bodies and senses allows participants to experience a more meditative state and strengthen their mind-body connection.

Key Debriefing Questions:

- How did you feel during the different walking exercises (slow, normal, fast)?
- Did you notice any differences in your body sensations or mental state?
- What sounds did you hear during the auditory scan? Was it hard to distinguish sounds from the room versus those from the city?
- How did visualising breathing in blue air change your perception of your breath and surroundings?

The Video on re.store – A Case Study in Social Enterprise



20 minutes



laptop, projector, a link to the video of [Minho de Porta Aberta](#)



Learning objectives

- Understand how MINHO DE PORTA ABERTA promotes local culture and community involvement.
- Recognise the importance of social enterprises for environmental and cultural sustainability.
- Explore how guided tours can help educate and include the community.

Instructions

1. Introduction (3 minutes):

Briefly introduce MINHO DE PORTA ABERTA as a social enterprise that provides affordable or free guided tours to various heritage sites in the Minho region. Explain its mission to promote local culture and sustainability while educating the community on heritage conservation practices.

2. Video Viewing (6 minutes):

Play [the video](#) clip showcasing MINHO DE PORTA ABERTA's initiatives. Encourage participants to focus on the cooperative's various programs and strategies for engaging the community and promoting local heritage.

3. Group Discussion (6-8 minutes):

Following the video, facilitate a discussion using these prompts:

- What aspects of MINHO DE PORTA ABERTA's work are most impactful?
- How do their initiatives contribute to social inclusion and heritage conservation?
- In what ways can their model inspire other social enterprises?

4. Reflection (3-5 minutes):

Ask participants to reflect on how MINHO DE PORTA ABERTA connects with broader themes of social entrepreneurship discussed in previous activities.

Encourage consideration of:

- How can cultural initiatives support both social and environmental sustainability?
- What lessons can be applied to similar efforts in other communities or regions?

5. Wrap-Up (1-2 minutes):

Conclude the activity by summarising key insights gathered during the discussion. Emphasise the importance of social enterprises in promoting cultural heritage and community well-being.

Social Entrepreneurship Walk - Exploring Social Impact Businesses



45 minutes



mobile phones with internet, Padlet; if no internet: lists and maps with enterprises



Learning objectives

- learn on social entrepreneurship.
- explore local social impact businesses.
- inspire creative thinking about addressing social issues through entrepreneurship

Instructions

Introduction (5 minutes):

- Gather participants and briefly explain the concept of social entrepreneurship.
- Emphasise that social entrepreneurs use business principles to create positive social change by finding innovative solutions to societal problems while generating sustainable revenue.

Preparing for the Walk (10 minutes):

- Divide participants into small groups of 3-4 individuals.
- Assign each group a specific area or neighbourhood to explore in the community.
- Instruct participants to research social impact businesses or initiatives in their assigned area using their mobile phones.
- Encourage them to note the names, locations, and brief descriptions of the businesses they find.

Urban Exploration (20 minutes)

- Allow groups to start their exploration in the assigned area.
- Encourage them to visit and observe the social impact of the businesses they identified.
- Instruct participants to interact with staff or volunteers and ask questions about the business model, social mission, and impact metrics.
- Remind them to take photos or videos of the businesses and any interesting findings.

Reflection and Discussion (10 minutes):

- Reconvene at a designated meeting point.
- Facilitate a discussion where each group shares their experiences and findings from the exploration.

Debriefing:

- Learning Points: Participants learn how social entrepreneurs address social issues while running sustainable businesses.
- Key Debriefing Questions:
 - What social impact businesses did you discover during the walk, and how do they contribute to positive change?
 - How did visiting these businesses change your understanding of social entrepreneurship?
 - What entrepreneurial ideas or strategies could you see yourself implementing in your community?

City Wanderer - Introductory Activity



20 minutes



mobile phones



Learning objectives

- enhance the ability to notice details by using senses
- explore and connect with surroundings
- share insights about observations and experiences

Instructions

Start Walking: Give participants 10 minutes to walk in a direction of their choice (North, South, East, or West) from the meeting room. Instruct them to stop after 10 minutes and focus on completing activities in that area.

Focus Tasks:

- Listen: Identify and write down the five most prominent sounds they hear.
- Touch: Explore the nearby structures by touch, noting the main textures (like temperature, moisture, material type, and softness).
- Smell: Observe any smells in the area and write down the two most distinct ones.
- Visual Focus: Choose one detail that catches their eye and photograph it.

Return to Meeting Location:

- After completing the tasks, have participants walk back to the meeting point.
- Convene and allow participants to share their findings and observations.

Debriefing:

Learning Points:

Observation Skills: Participants enhance their ability to notice details in their environment through sounds, textures, smells, and visuals.

Connection with Environment: Participants build a deeper connection with the community by actively engaging and documenting their observations.

Questions for Discussion:

How did focusing on senses like touch and smell change your experience of the environment?

How did documenting your observations affect your perception of the surroundings?

Cultural Heritage Scavenger Hunt



90 minutes



maps of the local area with marked cultural heritage sites, a list of clues or tasks related to each heritage site, online on Padlet or offline on paper



Learning objectives

- Increase awareness of local cultural heritage
- Foster teamwork, collaboration, and problem-solving skills.
- Reflect connections between cultural heritage preservation, sustainable tourism, and social responsibility.

Instructions

Group Formation: Divide participants into small, diverse teams.

Distribute Maps: Give each team a map of the local area that highlights nearby cultural heritage sites they will visit.

Assign Clues/Tasks: Provide each team with clues or tasks related to specific heritage sites. These should encourage meaningful engagement, such as answering questions, taking photos, or completing small tasks.

Exploration

- Instruct teams to explore the designated heritage sites on foot, ensuring all locations are close together for easy access.
- Allow them approximately 60 minutes to complete the scavenger hunt and visit each site.

After the scavenger hunt, reconvene in the training room for a discussion.

Team Presentations: Have each team present their findings and reflections on the cultural heritage sites they visited. They should discuss the significance of each site and share insights gained.

Facilitate Discussion: Discuss preserving cultural heritage and promoting sustainable tourism practices. Encourage participants to share ideas on incorporating these principles into their work or daily lives.

Debriefing Questions:

- What did you discover during the scavenger hunt?
- How did your team adapt and collaborate throughout the activity?
- What new insights did you gain about the cultural heritage sites and their significance?
- How can we better connect cultural heritage preservation with sustainable tourism and social responsibility in our daily lives and work?

Collective Sculpture - Body Exercise



10 minutes



none



Learning objectives

- Strengthen group bonds.
- Draw inspiration from cultural heritage.
- Encourage collective movement and creativity.

Instructions

1. Form a Circle: Have participants stand in a circle.
2. Select a Participant: Ask a random participant to enter the circle's centre. They should perform one action and freeze in place.
3. Responding Movement: Invite another participant to move into the centre and make a movement that responds to the frozen participant's action.
4. Create the Sculpture: Continue this process, with each participant creating new movements in response to those already in the circle, until a collective sculpture forms in the centre.
5. Take a Photo: Capture an image of the completed sculpture for everyone!

Debriefing:

- Ask participants how they felt while contributing to the collective sculpture.
- Encourage them to share how they interpreted the theme of cultural heritage through their movements.
- Highlight the importance of collaboration and collective expression in building a community.
- Invite participants to carry this spirit of unity and creativity into future activities and interactions.

Debriefing of the workshop and strengthening the learning outcomes

Debriefing Questions

- What did you learn about the significance of preserving cultural heritage during the workshop?
- How did the activities enhance your sensory perception and mindfulness? In what ways did teamwork and collaboration assist you in completing the tasks and creating the collective sculpture?
- What connections did you establish during the scavenger hunt between cultural heritage, social responsibility, and sustainable tourism?
- How can we apply what we learned from this workshop to encourage cultural preservation and community engagement in our personal and professional lives?

Instructions for Facilitation:

- **Encourage Sharing:** Invite all participants to share their thoughts openly during the discussion.
- **Monitor Time:** Keep track of time to ensure everyone has the opportunity to speak.
- **Promote Respect:** Foster a supportive environment where all contributions are appreciated.

Sustainability tips



This workshop primarily relies on online tools, so you don't need any more sustainability tips.

Modifications for implementation without an internet connection:

- **Gather Information:** Research social impact businesses in the designated areas before the activity. Provide participants with printed lists or maps to guide them.
- **Arrange Visits:** If possible, arrange visits to specific social impact businesses. Alternatively, arrange for representatives to meet participants at a designated location.

Additional comments and tips for facilitators

Tips for Facilitators Regarding Participants with Mobility Disabilities

- **Ensure Accessibility:** Make sure the assigned areas for exploration are wheelchair accessible and that transportation options are available.
- **Offer Alternatives:** If physical exploration is not possible, provide alternatives like virtual tours or interviews with social impact businesses to ensure all participants can engage fully.

Handouts

- video of [Minho de Porta Aberta](#)

If no internet:

- Lists and maps with enterprises
- Maps of the local area with marked cultural heritage sites
- List of clues or tasks related to each heritage site

INCLUSIVE LEARNING THROUGH ARTS AND CREATIVITY



KEY TOPICS

- empathy
- teaching and education
- music and storytelling

SUMMARY

This workshop focuses on inclusive learning through arts and creativity, promoting diversity, equity, and empathy in education. Participants will explore how artistic expression can foster understanding and drive social change while addressing the needs of marginalised communities. Through interactive activities and collaborative workshops, attendees will deepen their understanding of inclusive practices and harness their creative potential to create a more inclusive society.

TECHNICALITIES



15 people that will work individually, as one group and in groups of 3

145 minutes

digital material, laptop, projector, Padlet online, mobile phones

TOPIC INTRODUCTION

Inclusive learning through arts and creativity offers a dynamic approach to education that promotes diversity, equity, and empathy. It operates on the belief that everyone deserves access to quality education tailored to their unique needs. Artistic expression fosters understanding and social change, challenges societal norms, and advocates for marginalised communities. Throughout history, artists have used their creativity to address issues like inequality and injustice, inspiring movements for social change.

Today, this approach remains key to educational innovation, creating transformative experiences that empower learners from all backgrounds. By integrating arts-based practices into education, teachers can build inclusive environments where students feel valued and engaged. Research shows that arts education significantly impacts student outcomes, including improved academic performance, critical thinking skills, and social-emotional development. Students involved in arts education are more likely to excel academically, graduate from high school, and pursue higher education or careers.

The video "The Power of Art: Education for Social Change" inspires this module, which showcases how arts education can foster social justice and equity. The video highlights how art can drive positive transformation through engaging interviews and real-world examples.

As participants explore this journey, they will participate in interactive activities and collaborative workshops designed to deepen their understanding of inclusive learning principles while unleashing their creativity. We aim to build a more inclusive, equitable, and compassionate society by embracing the power of the arts and creativity.

WORKSHOP INTRO

Methods

- storymaking
- storytelling
- music
- body/dance performance
- video

Objectives

- Learn what inclusive learning means and how arts can promote it.
- Discover how art can help address social issues
- Enhance creativity and teamwork in inclusive solutions

Praparatory

- Put chairs in a circle
- Connect the laptop and speakers to the projector
- Prepare digital materials

Rhythmic Icebreaker - Energizer



10 minutes



none



Learning objectives

- Foster collaboration, creativity, and active participation.
- Set a positive tone for the training session.
- Improve attention and coordination.

Instructions

Form a Circle: Instruct participants to stand in a circle.

Start the Rhythm: Have one participant start by clapping a simple rhythm.

Pass the Rhythm: Participants take turns around the circle, each imitating the previous rhythm and adding their unique sound or rhythm at the end.

Complete the Activity: The energiser ends when everyone has had a chance to add their rhythm to the group.

Debriefing:

Key Learnings: Discuss how this activity helped engage everyone, boosted energy levels, and promoted coordination. Reflect on the importance of collaboration in creating a lively atmosphere.

The Video on Betweien – A Case Study in Social Enterprise



20 minutes



laptop, projector, a link to the video of [Betweien](#)



Learning objectives

- Learn how Betweien provides education and training to diverse audiences.
- Recognise the impact of social enterprises in driving community change.
- Understand the value of a multidisciplinary approach in social entrepreneurship.

Instructions

1. Introduction (3 minutes):

Give a brief overview of Betweien, highlighting its role in consultancy, education, and project implementation across various fields. Mention its multidisciplinary team and commitment to quality and flexibility.

2. Video Viewing (6 minutes):

Play [the video](#) clip about Betweien. Encourage participants to take notes on the key services offered and Betweien's impact on its target audiences.

3. Group Discussion (6-8 minutes):

After the video, prompt a discussion with the following questions:

- What impressed you most about Betweien's approach to education and consulting?
- How do you think their work supports social change within communities?
- In what ways can their model inspire other social enterprises?

4. Reflection (3-5 minutes):

Ask participants to consider how Betweien's initiatives connect with the larger themes of social entrepreneurship discussed earlier.

Encourage them to reflect on:

- The role of education and training in driving social impact.
- How flexibility and a multidisciplinary approach can enhance the effectiveness of social enterprises.

5. Wrap-Up (1-2 minutes):

Summarise the key insights from the discussion. Emphasise the importance of social enterprises like Betweien in creating opportunities for learning and growth in communities.

Role-Playing Simulation - Social Entrepreneurship and Arts Advocacy



30 minutes



none



Learning objectives

- Learn how social entrepreneurship, arts education, and advocacy create social change.
- Develop creative thinking and problem-solving skills using art to address social issues.
- Foster teamwork to generate innovative solutions for real-world challenges.

Instructions

Divide into Groups: Split participants into small, diverse groups.

Assign Scenarios: Provide each group with a scenario related to a specific social issue, such as environmental sustainability, youth empowerment, or community health. Explain the scenarios to the groups along with the roles and objectives of the simulation.

Role Assignment

Assign roles within each group, including social entrepreneurs, artists, and advocates. Encourage participants to choose roles based on their interests and strengths.

Group Discussion: Allow time for groups to discuss and strategise. Instruct them to think about how to use arts education and advocacy to address the social issue.

Conduct Role Play: Facilitate the simulation, letting participants act out their roles and interact to develop creative solutions.

Encourage Exploration: Remind participants to think outside the box, try different approaches, and collaborate effectively.

Group Check-In: Bring everyone back together for a debriefing session after the simulation.

Debriefing:

Have each group discuss their experiences, insights, and proposed solutions from the simulation. Guide a discussion on key takeaways, lessons learned, and ways to apply these concepts in real-world situations.

Key Questions:

- How did your group tackle the challenge in the simulation?
- What creative solutions did you propose, and how did arts education and advocacy play a role?
- What challenges did you face during the simulation, and how did you overcome them?
- What did you learn about the impact of social entrepreneurship and arts advocacy on social issues?
- How can you apply these principles and strategies in your community or professional life?

Storymaking Workshop



30 minutes



digital file with questions, projector



Learning objectives

- Learning storytelling principles.
- Teach how a story evolves from an idea to a result
- Explore participants' imagination.

Instructions

Circle Formation: Have participants sit in a circle.

Introduce Five W's and One H: Show the main principles of storytelling (the five W's: who, what, where, when, why, and the one H: how) on the projector. Explain a story, how it unfolds, and how it engages the audience. Show a video covering these basic principles.

Discuss Characters: Introduce the concept of characters in a story. Discuss why characters are important and show a video of a simple story that includes characters.

Explain Obstacles: "obstacle" describes a character's difficulties in achieving their goals. Use a concrete example from Pixar to illustrate this concept.

Story Writing Task: Instruct participants to write a short story

Story principles

The main character is the kindest person in the world. They should include a desire and conflict, using the keyword "red balloon" to make this person risk everything. Limit the story to 100 words and give them 10 minutes to complete it.

Share Stories: Once finished, reconvene in a circle and read each story aloud.

Debriefing:

Learning Points:

- **Understanding Story Elements:** Participants learn key storytelling principles, including the five W's and one H, the importance of characters, obstacles, desire, and conflict.
- **Creative Expression:** Participants explore their imagination by crafting short stories within a set timeframe and specific prompts.
- **Engagement and Empathy:** Sharing stories allows participants to gain insight into different perspectives and emotions.

Key Questions:

- How did you approach crafting a story within the given constraints?
- How did sharing each other's stories affect your understanding of storytelling and your appreciation for different styles?
- What insights did you gain from this workshop that you can apply personally or professionally?

Creative Expressions of Inclusive Learning



60 minutes



Materials vary by group and may include: phone cameras, editing software, tools for music (like a beat maker), props and costumes for performances



Learning objectives

- Understand inclusive learning principles.
- Express perspectives on inclusive education.
- Foster collaboration to create and present artistic pieces on inclusive learning themes.

Instructions

Group Formation: Divide participants into small groups based on different art forms, such as music, dance, and video production. Ensure each group has a mix of skills and interests.

Assign Themes: Assign each group a specific theme or scenario related to inclusive learning.

Topic examples

- Music: Promote cultural diversity through a song.
- Dance: Foster empathy and understanding through a choreographed performance.
- Video Production: Create a short film or digital story highlighting the importance of inclusive education.

Using the storytelling framework, instruct each group to brainstorm and develop their artistic interpretation of the assigned theme.

Ensure each group can access the materials or equipment based on their chosen art form. This can include instruments, props, or video recording tools.

Creative Time: Allow 30 minutes for groups to work on their projects, encouraging experimentation and collaboration.

Incorporate Elements of Inclusion: Remind groups to include diversity, empathy, and inclusion, drawing from their experiences and principles discussed earlier.

Present Creations: Invite each group to present their artistic piece.

Presentations can be live performances, visual displays, or screenings.

Facilitate Discussion: After each presentation, encourage a discussion where participants reflect on the artistic interpretation of inclusive learning, share feedback, and consider the impact of these creative projects on their understanding of inclusive education.

Debriefing:

- **Main Learning Points:** understanding through art, collaboration and teamwork, empathy and diversity

Key Questions:

- How did your group translate the theme of inclusive learning into your chosen art form?
- What elements of inclusive learning did your project highlight?
- Inspiration:
- Explore how artistic expressions can serve as tools for advocacy, raising awareness, and engaging the community.

Artistic Reflection Meditation



10 minutes



none



Learning objectives

- Relax the body and mind.
- Create a safe space for participants to unwind.
- Strengthen bonds within the group through guided meditation.

Instructions

Find a Comfortable Position: Ask participants to sit comfortably in a chair or on the floor, with their backs straight and hands resting on their laps.

Guide Relaxation: Start by guiding a brief relaxation exercise. Instruct participants to close their eyes and take slow, deep breaths, focusing on their breathing rhythm.

Meditation path

Encourage Visualisation: Once everyone is relaxed, invite participants to imagine a peaceful setting, such as a garden, beach, or forest.

Immerse in the Environment: Urge participants to fully engage their senses and experience the sights, sounds, smells, and feelings of their imagined surroundings.

Reflect on Key Concepts: This activity prompts participants to contemplate the key ideas and insights from today's training on inclusive learning through the arts and creativity.

Explore Thoughts and Feelings: Encourage them to reflect on what resonated with them during the session, what felt meaningful or inspiring, and any insights they may have gained.

Allow Reflection Time: Give participants ample time to engage in introspection. Offer gentle prompts to help them delve deeper into their experiences.

Transition Back: After several minutes, invite participants to gradually return to the present moment, becoming more aware of the room and the sounds around them.

Open Eyes and Reflect: As participants open their eyes, encourage them to take a few deep breaths and briefly share any insights or feelings that arose during the meditation.

Express Gratitude: Conclude the meditation by thanking participants for their openness and active participation in the practice.

Debriefing:

Main Learning Points: Imagination during meditation can enhance reflection on newly acquired knowledge. Relaxation is vital after demanding workshops and presentations.

Inclusive learning involves embracing oneself and taking time to unwind.

Key Questions:

- What insights or feelings did you experience during the meditation?
- How did this reflection practice impact your understanding of the workshop topics?

Debriefing of the workshop and strengthening the learning outcomes

Questions for Discussion

Summarising the Workshop:

- What were the most memorable moments or activities from today's workshop?
- Can you briefly summarise the main themes we covered?
- How did you feel about the overall flow and structure of the workshop?

Highlighting Learning Outcomes:

- What new knowledge or skills did you gain from the workshop?
- How did the activities help you understand inclusive learning through arts and creativity?
- Were there any specific insights or realisations that stood out to you?

Generating Ideas for the Future:

- Based on what you learned today, how do you plan to incorporate inclusive learning principles into your work or practice?
- Do you have any ideas or strategies from today that you would like to explore further or implement?
- How will you share or apply what you learned with others in your community or professional network?

Inquiring about Participants' Achievements:

- Did you achieve any personal or professional milestones during today's workshop?
- How do you feel about your level of participation and engagement throughout the activities?
- Is there anything you're particularly proud of or would like to share with the group?

Sustainability tips



Non-digital alternatives:

Instead of digital presentations, provide printed materials such as worksheets or handouts. These materials should include prompts and guidelines for crafting a story.

Creative Expressions of Inclusive Learning: Adapt this activity to use traditional art supplies and physical props instead of digital tools. Participants can create visual art pieces using paper, pencils, paints, and other materials.

Additional comments and tips for facilitators

- **Anonymous Sharing:** Some participants may feel uncomfortable sharing their stories or reading them aloud. Be flexible and allow stories to be shared anonymously if that makes the group feel more at ease.
- **Support for Participants with Disabilities:** Prepare to provide additional support to participants with disabilities. Use clear communication, offer personalised instruction, and be sensitive to their unique needs and preferences.
- **Encourage Openness:** Create an open communication and collaboration environment to ensure all feel included and valued during the workshop.

Handouts

- Video on [Betweien](#)

GAME OF CHANGE: FROM BOARD GAMES TO SOLVING COMMUNITY CHALLENGES



KEY TOPICS

- community engagement
- creativity and collaboration
- problem-solving

SUMMARY

This workshop guides participants in creating a Ludo-inspired board game focused on social entrepreneurship and community challenges. Participants will develop a game where players navigate social issues and make decisions to create a positive impact. This hands-on activity encourages young people to explore entrepreneurship as a pathway to community betterment and builds empathy for social challenges.

TECHNICALITIES



4-5 small groups of 4-6 participants

120 minutes

Blank Ludo-style game boards or large sheets of paper, dice, player pieces, markers, sticky notes, index cards, recycled materials (for creating game elements), and game elements from Ludo for inspiration

TOPIC INTRODUCTION

"Knjiški moljac" (The Bookworm) is a socially responsible enterprise that combines accounting expertise with social impact, bringing financial education to life through its board game *FT1P*. Named after the familiar Serbian phrase meaning "You need one more paper," FT1P humorously captures the bureaucratic challenge of managing taxes by immersing players in the complexities of paperwork, regulations, and financial responsibilities. Board games like FT1P offer a unique way to tackle intricate subjects like taxation by transforming them into interactive, memorable experiences. Unlike traditional methods that can feel dry or intimidating, board games provide context and stimulate critical thinking, allowing players to understand challenging topics through active engagement. In *FT1P*, players step into scenarios where they make real-life-inspired decisions that reveal the impact of taxes on individuals and businesses. As they encounter obstacles, navigate regulations, and manage finances, they learn the importance of compliance and the repercussions of neglecting tax obligations. This hands-on approach demystifies taxes and makes the learning process enjoyable and relevant. By fostering strategic thinking and practical skills, *FT1P* demonstrates how board games can address complex subjects with humour and clarity, providing valuable, lasting insights into the financial world.

WORKSHOP INTRO

Methods

- brainstorming
- game design,
- prototyping
- playtesting

Objectives

- Introduce social entrepreneurship as a tool for community improvement.
- Develop problem-solving skills through game mechanics.
- Encourage empathy
- Promote teamwork in designing a board game

Praparatory

- Put chairs in a circle
- Connect the laptop and speakers to the projector
- Prepare digital materials

Ice-Breaker – Game Connections



15 minutes



none



Learning objectives

- Foster connections among participants.
- Set the tone for designing a socially impactful game.

Instructions

1. Gather Participants: Arrange participants in a circle or around tables for a comfortable discussion setting.
2. Share Favourite Games: Ask each participant to briefly share their favourite board or card game and explain why they enjoy it.
3. Pair Discussion: Encourage participants to turn to a partner and discuss how games can teach various skills. Have them note common elements in their favourite games, such as teamwork, strategy, and chance.
4. Set the Workshop Theme: Guide the conversation toward designing games that address real-world challenges, setting the theme for the workshop.

Video: Knjiški moljac



60 minutes



computer, projector, speakers,
Knjiški moljac video, flipchart markers



Learning objectives

- Learn about a socially impactful game.
- Reflect on concepts of social entrepreneurship.

Instructions

1. Play the Video: Start with the "Knjiški moljac" [video clip](#) for the participants.
2. Summarise Key Points: After the video, summarise its main ideas and focus.
3. Facilitate Discussion: discuss the video using the following questions:
 - How does "Knjiški moljac" enhance your understanding of what a socially impactful game is?
 - What did you learn about social entrepreneurship through this video?
4. Record Insights: Use the flip chart and markers to write down key insights and reflections shared by participants during the discussion.

Understanding Social Entrepreneurship



20 minutes



flipchart or whiteboard, markers



Learning objectives

- Introduce the concept of social entrepreneurship.
- Reflect on how entrepreneurship can create positive social change.

Instructions

1. Introduce Social Entrepreneurship: Explain that social entrepreneurship uses innovative ideas and sustainable business models to tackle social or environmental challenges. Emphasise that the focus is on creating positive change rather than profit-making.
2. Share Real-Life Examples: Provide a few inspiring examples of social enterprises that address issues such as youth unemployment, environmental sustainability, or access to education. If possible, use examples that are relevant to the participants' community.
3. Brainstorm Community Issues: Ask participants to think about other problems in their community that social entrepreneurship could help solve (e.g., waste management, access to healthcare). As they share, write down their ideas on the flipchart or whiteboard, creating a collective list.
4. Link to Game Design: Discuss how these social issues can inspire themes or objectives for a board game. For example, a game could simulate overcoming obstacles to start a sustainable business or navigating challenges such as funding and community support, linking to insights from the "Knjiški moljac"
5. Discuss:
 - What new ideas about social entrepreneurship did you discover?
 - How can entrepreneurship help address the issues we discussed?
 - How might you incorporate these themes into a game?

Game Design Mapping – Ludo Mechanics



30 minutes



Blank Ludo-style game board handout (1 per group and make sure you print it out in colour) or large sheets of paper, markers, index cards, dice, and player pieces (could be anything in four different colours – red, green, yellow and blue, to correspond with the Ludo board colours).



Learning objectives

- Learn to create a basic game concept
- Encourage collaboration in designing a game
- Facilitate understanding of how game rules can represent real-world challenges.

Instructions

Introduce Ludo Mechanics:

- Explain that Ludo is a game where players move pieces along a pathway toward a goal by rolling a die. They move their pieces according to the number on the dice and encounter obstacles and rewards along the way.
- Tell participants that their game will use similar mechanics, focusing on navigating challenges related to social entrepreneurship.

Design the Board Layout:

- Instruct each group to create a board layout with pathways, “challenge spaces” for obstacles, and “impact spaces” that reward players for positive social entrepreneurship actions.

1. Create Challenge Cards:

- Guide groups to develop “challenge cards” highlighting real-world social entrepreneurship challenges, such as limited resources, community resistance, or regulatory hurdles.
- Encourage them to base their challenges on actual experiences faced by social entrepreneurs.

2. Define the Goal:

- Have each group establish a central goal space on their board. This should represent a sustainable community project or other favourable outcome that players aim to achieve.
- If a group struggles to create challenge card ideas, offer examples from the attached materials.

*The card with more examples is supporting material

Debriefing Questions:

- What aspects of Ludo helped you represent social entrepreneurship?
- How did you decide on the challenges and rewards in your game?
- In what ways does your game model the journey of a social entrepreneur?

Prototyping the Game



30 minutes



recycled materials (for creating game elements), markers, sticky notes



Learning objectives

- Practice creating a visual and hands-on prototype of their game.
- Encourage creativity in building a playable version.
- Clarify game through testing and visualization.

Instructions

1. Distribute Materials:

- Give each group recycled materials, markers, sticky notes, and other supplies needed to create their game elements.

2. Build the Game Board:

- Instruct groups to start by building the main game board based on their design from the previous activity. They should also create player pieces and markers if not provided.

Game creation

- Create and Refine Rules:
 - Encourage groups to use sticky notes to detail the game rules and instructions. Remind them to keep the instructions simple and clear to make it easy for players to understand and enjoy the game.
- Make the Game Engaging:
 - Suggest that groups use creative elements, such as colours and symbols, to make their game visually appealing and reinforce the game's message.

Debriefing Questions:

- What did the prototyping process add to your game idea?
- How did building the game help clarify or improve your concepts?
- What challenges did you face while turning your ideas into a physical prototype?

Game Testing and Feedback



20 minutes



Completed game prototypes from previous activity, dice (one per group)



Learning objectives

- Allow groups to playtest each other's games.
- Gather feedback on playability and message clarity.
- Improve game mechanics based on peer input.

Instructions

1. Swap Games:

- Have each group swap games with another group to ensure fresh perspectives during playtesting.

2. Playtesting Round:

- Give groups 10-15 minutes to play the other group's game, paying attention to any confusing rules, unclear elements, or potential areas for improvement.

3. Feedback Session:

- Ask groups to provide constructive feedback on the gameplay experience and how effectively the game addresses the theme of social entrepreneurship.
- Encourage them to share specific suggestions for clarifying rules or adjusting gameplay elements.

4. Discussion of Feedback:

- Facilitate a brief group discussion on the feedback provided, highlighting ways each group can refine their game.

Debriefing Questions:

- What did you learn from testing another group's game?
- What feedback did you receive on your own game?
- How might you refine your game based on the feedback?

Final Adjustments and Presentation



15 minutes



game prototypes, markers, sticky notes for final adjustments



Learning objectives

- Relax the body and mind.
- Create a safe space for participants to unwind.
- Strengthen bonds within the group through guided meditation.

Instructions

1. Make Final Adjustments:

- Allow groups 10 minutes to refine their games, incorporating the feedback they received during playtesting.

2. Prepare a Brief Presentation:

- Ask each group to prepare a short presentation about their game, including the issue addressed, the game objective, and key gameplay elements. Encourage them to focus on what they hope players will learn.

3. Present Games to the Group:

- Conclude the activity by having each group present their game to the larger group. This allows everyone to share their work and reflect on the design process.

Debriefing Questions:

- What was the most meaningful change you made to your game?
- How does your game help players understand social entrepreneurship?
- What did you enjoy most about the game design process?

Debriefing of the workshop and strengthening the learning outcomes

Purpose: To reflect on insights gained from the activity and discuss the key concepts of social entrepreneurship in a community context.

Steps for Debriefing:

1. **Gather Participants:** Bring everyone together in a circle or a comfortable seating arrangement to encourage open discussion.
2. **Introduce Reflection Questions:** Begin by explaining that you will ask a series of questions to guide the discussion about their experiences and insights from the activity.
3. **Ask the First Question:**
 - What did you learn about social entrepreneurship through this activity?
 - Encourage participants to share their insights and connect them to the concepts discussed in the workshop.
4. **Move to Game Mechanics:**
 - How did the game mechanics illustrate the challenges of community-focused entrepreneurship?
 - Prompt participants to think about specific game elements that reflected real-world challenges.
5. **Discuss Creative Solutions:**
 - What creative solutions did you use to overcome challenges in your game?
 - Allow participants to share innovative ideas they developed during the activity.
6. **Explore Community Impact:**
 - How could a game like this raise awareness and inspire action in the community?
 - Encourage participants to consider the broader impact of using games for social change and community engagement.
7. **Summary and Closing:**
 - Summarise the main points discussed, paying attention to common themes and insights.
 - Thank participants for their contributions and encourage them to apply what they've learned in their projects and communities.

Sustainability tips



- Encourage groups to use recycled materials for game boards and pieces.
- Consider creating digital templates for game cards and boards to reduce paper use.

Additional comments and tips for facilitators

Remind participants that social entrepreneurship involves solving community problems with innovative, sustainable solutions. Encourage them to view the game not only as a challenge but also as an opportunity to contribute creatively to their communities. This process reflects Knjiški Moljac's mission to empower young people as agents of change.

Additional comments and tips for facilitators

1. Video of [Knjiški Moljac](#)
2. [Ludo board template](#) (to be printed in colour, one template per group)

INTEGRATION

EMPOWERING MARGINALIZED COMMUNITIES THROUGH INTEGRATIVE SOCIAL ENTREPRENEURSHIP



KEY TOPICS

- social inclusion
- marginalized groups
- community engagement

SUMMARY

This workshop will equip participants with integrative design methodologies to develop social entrepreneurship initiatives that effectively include and empower marginalised groups. Through interactive activities, participants will learn to identify community needs, apply human-centred and systems-thinking approaches, and design equitable solutions that foster employment and social inclusion.

TECHNICALITIES



15-20 participants, working individually and in small groups of 3-5

120 minutes

flipchart paper and markers, sticky notes, printed handouts of community profiles, prototyping materials (e.g., paper, cardboard, markers, scissors), projector and screen for presentations

TOPIC INTRODUCTION

One compelling example of social entrepreneurship is Liceulice, a Serbian initiative demonstrating how business models can help vulnerable groups regain agency, dignity, and financial independence.

Liceulice addresses poverty and social exclusion by providing employment opportunities to marginalised individuals through a street magazine. The publication is sold by people often seen as “hard to employ,” including people experiencing homelessness, those with mental health challenges, and individuals with disabilities. Liceulice combats financial difficulties and the social stigma associated with these groups by creating a path for these individuals to work and earn money. Founded in 2010, Liceulice is part of a broader social entrepreneurship movement developing in the early 21st century. It focuses on sustainable business models that promote social inclusion, economic empowerment, and human rights. The organisation empowers vendors, allowing them to earn income, build relationships, and boost self-esteem, which is vital for reintegration into society.

Marginalised groups like people experiencing homelessness and those with disabilities often face barriers to stable employment, leading to cycles of poverty and exclusion. In Serbia, the unemployment rate for individuals with disabilities is significantly higher than the national average, reflecting systemic discrimination and social isolation. Additionally, homelessness remains a pressing issue with limited support for breaking free from poverty. Social entrepreneurship initiatives like Liceulice transform the traditional workforce model by redefining who can participate. This approach meets the immediate needs of vulnerable populations and challenges societal norms around employment and value.

WORKSHOP INTRO

Methods

- brainstorming
- ideation
- empathy and systems mapping
- prototyping
- role-play
- equity assessment and reflection

Objectives

- Knowing Key Social Entrepreneurship Concepts
- Developing the Ability to Identify Systemic Barriers and Opportunities
- Increasing Motivation for Collaborative Solution Development

Praparatory

- Set up chairs and tables with materials
- Prepare community profiles and equity assessment printouts
- Gather reused prototyping materials
- Assess participants' knowledge of social entrepreneurship and marginalized issues

Icebreaker: Community Connection Web



10 minutes



ball of yarn or string, laptop, projector (for the „[LiceUlice](#)“ video)



Learning objectives

- Getting the attention of the group
- Introducing the issue of social challenges and intersectionality

Instructions

1. Gather in a Circle: Ask participants to stand facing each other in a circle.
2. Explain the Concept: Introduce the activity by stating that social challenges are connected like a web, with each person playing a role in the community.
3. Start the Web: Hold a ball of yarn and introduce a social challenge (e.g., "lack of education" or "employment barriers for marginalised groups"). Briefly explain its impact on the community.
4. Make a Connection: Throw the ball to another participant while holding the yarn. Ask them to identify another related issue (e.g., "housing insecurity") and explain how it connects.
5. Build the Web: Instruct each participant to hold onto the string before tossing the yarn to the next person, who will also identify a related social issue.
6. Continue Connecting: Continue until everyone has shared a social issue and held the yarn.
7. Observe the Web: Point out how the yarn forms a web, symbolising the interconnectedness of social issues and the need for collaboration.
8. Reflection: Ask participants to gently pull the yarn to demonstrate how one issue affects others, highlighting the need for comprehensive solutions.
9. Wrap-Up: Collect the yarn by reversing the web, with each participant passing it back to the person who threw it to them.
10. Next Activity: After the icebreaker, play [the video](#) of "LiceUlice."

Empathy Mapping Exercise



30 minutes



Flipchart paper, markers, handouts with community profiles (e.g., profiles of marginalised groups like refugees or people with disabilities)



Learning objectives

- Understand the experiences and needs of marginalised groups.
- Foster Empathy
- Recognise barriers to employment and inclusion

Instructions

1. Explaining how an empathy map works and helps to understand the perspectives of others.
2. Divide participants into small groups (3-5 people per group).
3. Assign each group a profile of a marginalised group (e.g., a handout describing a community profile like refugees, individuals with disabilities, or people experiencing homelessness).
4. Ask each group to create an empathy map on flipchart paper. The map should be divided into four sections labelled "Say, Think, Do, and Feel." Ask them to discuss what their assigned group members might say, think, do, and feel regarding their daily lives, especially employment and social inclusion.

Example of an empathy map

Say: This section captures what the person expresses about their daily life, challenges, and feelings, often using direct quotes.

"I feel like there are no opportunities for people like me."

Think: This section represents the person's thoughts and beliefs, revealing what they think but may not articulate aloud.

"Will I ever find a job that accepts my qualifications?" or "People don't understand my struggles."

Do: This section details the person's actions and behaviours, including their daily routines and coping strategies.

Attending job fairs regularly despite rejections or seeking help from community centres.

Feel: This section explores the person's positive and negative emotions, reflecting their emotional state.

Frustration over a lack of access to services or hope from supportive interactions.

5. Allow each group 20 minutes to complete their empathy maps and identify the needs and challenges of their assigned community.
6. After completing the maps, invite each group to present their findings and reflections to the larger group.

Debriefing:

- What did you learn about the unique challenges faced by these groups?
- Were there any surprises or insights that changed your thoughts about social inclusion?
- How might these insights guide the creation of supportive social enterprises?

Systems Mapping Activity



30 minutes



Flipchart paper, markers, empathy maps from the previous activity



Learning objectives

- Identify the factors that affect the inclusion of marginalised groups in the workforce.
- Analyse the links between societal, economic, and personal factors.
- Discover opportunities for intervention within social enterprises.

Instructions

1. **Introduce Systems Mapping:** Explain that systems mapping helps visualise connections between different factors affecting a specific issue.
2. **Review Empathy Maps:** Ask each group to review the empathy map they created in the previous activity. Use this map to inform their systems map.
3. **Define Systems Map:** A systems map is a visual diagram that shows how various factors, such as policies, social attitudes, resources, and individual behaviours, are linked. It helps participants understand the complexity of social issues and find areas where change can happen.
4. **Draw Nodes:** On flipchart paper, instruct groups to draw nodes representing factors affecting employment for their assigned community (e.g., education, transportation, healthcare, social attitudes).
5. **Show Relationships:** Use arrows to show the connections between factors, noting whether the impacts are positive or negative (for example, a lack of education might limit job opportunities).
6. **Build the Maps:** Allow groups 30 minutes to create their maps, encouraging them to focus on identifying barriers and opportunities for change.
7. **Present Systems Maps:** After completing their maps, have each group present to the larger group, highlighting key points where social enterprises could make a difference.

You might follow up with debriefing questions:

- What key factors did you identify in your systems map that affect employment for your assigned community?
- How did the empathy map inform your understanding of these factors and their interconnections?
- Were there any surprising insights that emerged while creating your systems map?
- What barriers to employment did you discover, and what opportunities for change did you identify?
- How can social enterprises address the leverage points you highlighted in your presentation?
- How can understanding these interconnected factors help develop practical solutions for social issues?
- How do you feel about the complexity of social issues after completing this activity?

Ideation session



30 minutes



Sticky notes and pens, or the notes app on participants' phones



Learning objectives

- Generate ideas for social enterprises that address identified needs.
- Focus on solutions that empower marginalised groups.

Instructions

1. Individual Brainstorming: Ask participants to write their ideas for social enterprises that address identified needs on sticky notes or in their phone's notes app. Encourage them to think broadly and creatively about social enterprise concepts that meet community needs.
2. Cluster Ideas: After brainstorming, ask participants to place similar ideas together on a wall or table.
3. Select and Develop Concepts: Instruct groups to choose one or two ideas to develop further.
4. Time Management: Allow 20 minutes for brainstorming and clustering ideas, and 10 minutes for selection and development.

Debriefing Questions:

- Emerging Themes: What common themes or ideas did you notice while clustering your ideas?
- Concept Selection: Why did you choose to develop the specific concepts you selected? What makes them stand out?
- Impact on Marginalised Groups: How do your ideas address the needs of marginalised groups in the community?
- Potential Challenges: What challenges do you foresee in implementing these social enterprise ideas?
- Collaboration Insights: How did collaborating with your group influence your ideas and understanding of social entrepreneurship?
- Personal Takeaways: What is one key insight or lesson you learned from this exercise that you can apply to your work or future projects?

Prototyping and Role-Playing



45 minutes



equity assessment framework handouts



Learning objectives

- Ensure solutions are equitable.
- Assess solutions for inclusivity and impact.

Instructions

- **Introduce the Framework:** Distribute the equity assessment framework handouts to each group. Explain that this framework includes questions to help assess the inclusivity and impact of their prototypes.
- **Review Criteria:** Briefly review the criteria, explaining that groups will evaluate their solutions based on accessibility, cultural relevance, and possible unintended consequences.
- **Evaluate Prototypes:** Ask each group to revisit their prototype and evaluate it using the equity framework.

Prototypes revision

Encourage participants to consider questions such as:

- Does the solution accommodate individuals with different abilities?
- Is it accessible and affordable for the target community?
- Are there any potential negative impacts?
- How do cultural factors influence the solution's effectiveness?

- **Discuss Modifications:** Instruct each group to identify and discuss any changes needed to enhance equity in their solution. Suggestions might include adding services, improving accessibility features, or implementing policies to prevent harm. Have them write down these planned modifications on flipchart paper for future reference.
- **Prepare for Sharing:** Give groups a few minutes to prepare a brief explanation of their evaluation and the adjustments they plan to make. Remind them that this reflection process fosters continuous improvement and emphasises inclusivity.
- **Share Reflections:** Invite each group to share their reflections with the larger group, highlighting the modifications they identified to improve inclusivity. You can encourage open discussion and invite questions or suggestions from others.

Debriefing:

- How did the equity framework change your view of your solution?
- What modifications did you identify as necessary for inclusivity?
- Why is it essential to use an equity-driven approach in social enterprises?
- How can considering equity and inclusivity impact the long-term success of your solution?

Equity Lens Reflection



20 minutes



Prototyping materials (paper, markers, cardboard)



Learning objectives

- Turn insights into practical social enterprise solutions.
- Use role-playing to assess the feasibility of solutions.

Instructions

- **Review Previous Ideas:** Ask each group to review their systems, empathy maps, and the concepts they brainstormed in the ideation session. Focus on one social enterprise idea that addresses a key need identified earlier.
- **Explain Prototyping:** Define prototyping as creating a rough model of an idea, whether it's a physical model, a sketch, or a role-play. Emphasise that prototypes are not final products; they help visualise and quickly test ideas.
- **Start Prototyping:** Provide each group with prototyping materials. Instruct them to create a basic model or sketch of their social enterprise idea. Encourage them to consider how their enterprise would interact with community members (e.g., sketching a classroom layout for job training).
- **Prepare Role-Playing Scenarios:** Have groups identify a real-life scenario within their social enterprise and prepare the role-play based on it.

Role-Play scenario

The situation might involve a customer purchasing a product or a staff member interacting with a community member. Assign roles for the simulation, such as community members or employees.

- **Conduct Role-Play and Present:** Allow 15-20 minutes for each group to present their prototypes through role-playing. Encourage them to act out how their social enterprise would operate and engage with the community.
- **Audience Feedback:** After each presentation, invite the audience to give constructive feedback on the solution's feasibility, inclusivity, and impact. Ask for specific suggestions, such as improvements for accessibility or additional services that could be added.

Debriefing:

- How did feedback help refine your idea?
- What challenges did you face in translating insights into your prototype?

Final Adjustments and Presentation



15 minutes



game prototypes, markers, sticky notes for final adjustments



Learning objectives

- Relax the body and mind.
- Create a safe space for participants to unwind.
- Strengthen bonds within the group through guided meditation.

Instructions

1. Make Final Adjustments:

- Allow groups 10 minutes to refine their games, incorporating the feedback they received during playtesting.

2. Prepare a Brief Presentation:

- Ask each group to prepare a short presentation about their game, including the issue addressed, the game objective, and key gameplay elements. Encourage them to focus on what they hope players will learn.

3. Present Games to the Group:

- Conclude the activity by having each group present their game to the larger group. This allows everyone to share their work and reflect on the design process.

Debriefing Questions:

- What was the most meaningful change you made to your game?
- How does your game help players understand social entrepreneurship?
- What did you enjoy most about the game design process?

Debriefing of the workshop and strengthening the learning outcomes

Purpose: To summarise the workshop, reinforce key learning points, and discuss future actions.

Discussion Questions:

- What was the most valuable insight you gained during the workshop?
- How did activities like empathy mapping and systems mapping deepen your understanding of the needs of marginalised communities?
- What new perspectives do you have about social entrepreneurship and its role in addressing social inequities?
- Which ideas from the workshop are you most excited to explore or develop further?

Encouragement:

Encourage participants to take these concepts forward by engaging with local organisations or incubators that support social enterprises. This will help them apply their knowledge in real-world contexts and continue their journey in social entrepreneurship.

Sustainability tips



- **Use Recycled Materials:** To minimise waste, encourage using recycled paper, cardboard, and other materials for prototyping.
- **Reuse Materials:** Reuse non-disposable items such as markers and flipchart stands, and consider using washable or reusable sticky notes.
- **Utilise Digital Tools:** To reduce paper usage, use digital tools for brainstorming, like shared online documents or boards.
- **Share Resources Digitally:** Provide handouts and resources in digital format rather than printed copies, and encourage participants to access them on their devices.

Additional comments and tips for facilitators

Be mindful of using inclusive language and examples that resonate with participants from diverse backgrounds. Adjust explanations as needed to align with their familiarity with the topic.

Monitor group dynamics to ensure equitable participation. If one group finishes an activity early, provide additional questions or prompts to deepen their analysis. Be ready to adapt the pace of activities based on participants' engagement and understanding. Allocate extra time for activities that may be particularly insightful or require more profound discussion.

Additional comments and tips for facilitators

1. [Video of Liceulice](#)
2. [Community profile example](#)
3. [Empathy map example](#)
4. [Equity assessment framework](#)

FASHION WITH A MESSAGE

EMPOWERING CHANGE: UNDERSTANDING GENDER-BASED VIOLENCE THROUGH SUSTAINABLE FASHION



KEY TOPICS

- gender-based violence and economic empowerment of women
- social responsibility
- sustainable fashion,

SUMMARY

This workshop raises awareness of gender-based violence and its impact on individuals and society. It discusses personal responsibility and emphasises the importance of women's economic empowerment. Participants explore how sustainable fashion can promote gender equality and help combat gender-based violence. Through interactive discussions, they critically analyse how fashion influences perceptions of gender equality, leading to a deeper understanding of these critical issues.

TECHNICALITIES



6-12 participants or small groups of 3-4 people

140 minutes

Copies of stories, paper, flipchart paper, markers

TOPIC INTRODUCTION

Gender-based violence is deeply rooted in our society's history, so everyone must take personal responsibility in fighting violence against women. In ancient times, laws justified the physical punishment of women, and during the Middle Ages, many women were accused of witchcraft and executed for challenging the patriarchal system. It wasn't until the late 20th century that gender-based violence was recognised as a form of discrimination and officially defined as violence with the adoption of the 1993 UN Declaration on the Elimination of Violence against Women. Today, efforts continue to classify the murder of women in domestic violence as a specific crime.

Despite existing laws, institutions and society often fail to respond to gender-based violence adequately, and support for women leaving abusive relationships is usually lacking. Survivors need more than legal protection; they require societal support during the reintegration process, such as finding safe housing, achieving economic independence, and receiving psychological help.

In Sombor, Serbia, a social enterprise was created to support women who have escaped abusive partners. Drawing from their experiences, these women help others learn that becoming economically and psychologically empowered is key to breaking free. They educate and train other women, assisting them in finding jobs, obtaining driver's licenses, and building livelihoods for themselves and their children.

WORKSHOP INTRO

Methods

- brainstorming
- ideation
- empathy and systems mapping
- prototyping
- role-play
- equity assessment and reflection

Objectives

- Recognise different types of gender-based violence.
- Understand the effects of gender-based violence on people and society.
- Understand the sustainable fashion impact on gender equality and the environment.

Praparatory

- Make copies of the stories for groups
- Prepare posters: "Consequences on Affected Individual" and "Consequences on Society."
- Make copies of T-shirt drawings for each participant.
- Gather creative materials

Speed dating/networking



10 minutes



chairs, flipchart paper or presentation



Learning objectives

- Getting to know each other
- Bonding of participants

Instructions

1. Explain that you'll give them a question to answer and set a timer. They'll have two minutes to discuss each question, which you can read every two minutes or present on flipchart paper or in a presentation.
2. When two minutes are up, ask them to find a new partner they don't know well, and give them a new conversation starter in the form of a question.
3. Question examples for speed dating/networking:
 - If you could write a book, what would it be about?
 - What superpower would you choose to have? Why?
 - What three things would you like to have with you on a desert island? Why?
 - What was the happiest moment in your life? What made it so special?
 - If you could be someone else for one day, who would you like to be, and why?
 - Thank the participants, and ask them to sit in a half-circle.
4. You can ask them if they want to share some of their most memorable encounters with the group.

Additional comments: Additionally, you can create two rows of chairs facing each other and ask participants to sit in two rows. One row can move in one direction after each question, so you can ensure that participants always answer questions and share ideas with a new person. If there is an odd number of participants, the trainer can participate in the activity.

The Impact of Gender-Based Violence



45minutes



copies of the stories, flipchart paper, papers and pens



Learning objectives

- Understand and identify different types of gender-based violence.
- Explore the effects of gender-based violence
- Reflect on personal responsibility to address it

Instructions

1. Introduction: Ask participants if they have heard of gender-based violence. Briefly discuss different examples that participants recognise. You may also provide a definition of gender-based violence.
2. Group Work: Tell participants they will work in small groups of 3-4. Distribute a story to each group and give them about 15 minutes to read and discuss the text, focusing on the questions at the end.
3. Present Findings: After 15 minutes, bring the groups back together. Ask each group to present their answers, starting by reading the story aloud. If any group is unsure about the types of gender-based violence in the story, encourage others to share their opinions, or provide the answers if necessary.
4. Write Down Impacts: As groups share their findings on the impact of violence on individuals and society, write these points down on flipchart paper. After each presentation, read the summarised answers aloud and ask if anyone wants to add or change anything.

Debriefing:

Start by asking participants for their general impressions of the activity. Then discuss the consequences of gender-based violence and what they can do to prevent it.

- What did you think of the activity? How did it feel?
- Did you get all of the gender-based violence presented in the stories?
- Did different groups have similar responses about the impact of gender-based violence?
- Why does gender-based violence affect society as a whole?
- What causes gender-based violence? Who is responsible?
- What can you do to help prevent this type of violence, and how can we all take action?

Additional Comments

Additional Comments:

- Some of these questions can also be used at the end of the workshop to summarise the activity.
- Feel free to modify the stories to fit the local context. To encourage exploration of what participants already know, participants are not introduced to different types of gender-based violence at the start. If participants struggle, list them on the flipchart before they start working on the stories.

Slow Fashion, Fast Impact



20 minutes



flipchart or presentation



Learning objectives

- To understand the concept of sustainable fashion
- To inform participants about its impact on the environment and society

Instructions

Introduce Sustainable Fashion: Ask participants if they have heard of "sustainable fashion" and how they would describe it. Encourage them to share their thoughts.

Present Key Information: Prepare a short presentation covering:

Why sustainable fashion is essential.

What does "slow fashion" mean?

Ways to become more sustainable in our clothing choices.

Be ready to provide additional explanations or examples to clarify concepts during the presentation.

Optional Activity

Instead of a presentation, you could conduct a short quiz about the fast fashion industry and its environmental impact. Ask questions about their shopping habits, how often they buy new clothes, and how long their oldest clothing lasts.

Encourage Sharing: Invite participants to share their ideas or examples of sustainable practices they have seen or experienced.

Debriefing:

- You might use some of the proposed questions for debriefing:
- Insight Sharing: What did you learn about sustainable fashion that surprised you or changed your perspective?
- Impact Reflection: How do you think sustainable fashion can positively impact the environment and society?
- Personal Practices: Based on what we discussed, how might your shopping habits change in the future?
- Examples and Ideas: Did you hear any new ideas or examples of good practices from other participants that you would like to adopt?
- Challenges and Opportunities: What challenges do you see in adopting sustainable fashion practices in your own life? How can you overcome these challenges?

Design the change!



60 minutes



papers, markers, creative materials, projector, [Samborske šnajderke](#) video



Learning objectives

- Practice hands-on design and use creativity as a tool for advocacy against gender-based violence.
- Foster a sense of achievement and develop self-confidence in creative expression
- Encouraging to speak out on social issues.

Instructions

1. Set Up Materials: Place all prepared materials in one corner of the room.
2. Design T-Shirts: Ask participants to design T-shirt models that convey messages against gender-based violence.

Options for T-Shirts design

- You may create a simple T-shirt model template on A4 paper and print it out for everyone.
- Encourage the use of various materials, such as newspapers and old fabric.
- You might consider using an online design program to conduct this activity for more permanent results.

- Present Designs: Once the designs are finished, have each participant present their model to the group.
- Create an Exhibition: After completing all presentations, collect the T-shirt models and set up an exhibition in one area of the room.
- Introduce Social Enterprise: Share a brief introduction about “Somborske šnajderke,” a social enterprise from Serbia focusing on empowering women through fashion, and then play the prepared [video](#).

Debriefing:

- Reflect on Creativity: How did designing your T-shirt help you express your thoughts on gender-based violence?
- Impact of Messages: What messages did you choose for your designs, and why are they important to you?
- Experience in Presenting: How did you feel about sharing your design with the group? Did it boost your confidence?
- Learning from Others: What did you learn from your peers' designs? Were there any ideas or messages that inspired you?
- Applying the Experience: How can you use the skills and insights gained from this activity in your personal life or future projects?

Conclusion:

- Summarise the key points discussed, emphasising the role of creativity in advocating against gender-based violence.

Debriefing of the workshop and strengthening the learning outcomes

Gather Impressions: Begin by asking participants to share their overall impressions of the activity while encouraging them to express their feelings during the design process.

Discuss Social Entrepreneurship:

- Explore how social entrepreneurship can influence perceptions of gender equality and help combat gender-based violence.
- Use the following questions to guide the discussion:
- What did you think of the activity? How did it feel to participate?
- How do you view social entrepreneurship that supports women who have experienced domestic violence, and what benefits can it bring to the community?
- What actions can you take to help prevent gender-based violence, and how can we all work together against it?
- How can we address fast fashion and consumerism in our communities?
- In what other ways can social enterprises support different social groups? Can you share any examples?

Encourage Participation: Invite everyone to share their thoughts, ensuring all voices are heard. Maintain the conversation's momentum, connecting individual insights to broader social entrepreneurship and community impact themes.

Sustainability tips



The whole workshop can be conducted online, using presentations and online tools to design the T-shirt models.

Additional comments and tips for facilitators

The group can be larger than recommended; however, you'll need more time for the entire activity.

Handouts

1. Video of [Somborske šnajderke](#)
2. Supporting material - [Short stories](#)
3. Supporting material - [T-Shirt model](#)

NEWS AT FIRST SIGHT

TELLING STORIES THROUGH FRONT PAGES



KEY TOPICS

- freedom of speech and human rights
- media literacy and information dissemination
- civil society

SUMMARY

This workshop informs participants about the role of media in local communities. In today's fast-paced information environment, it is vital to learn how to spot sensationalism and media manipulation and to understand the value of objective reporting for citizens.

Through creative activities and role-playing, participants will experience what it's like to be a chief editor deciding which stories make the front page of a publication. The key question we aim to answer is: Why does it matter which news story is featured?

TECHNICALITIES



6-20 participants

110 minutes

newspapers, 30-40 photos, scissors, blank A4 or flipchart paper, and glue. If the workshop is conducted online, 30-40 digital photographs

TOPIC INTRODUCTION

This workshop focuses on media literacy and how media shapes the flow of information in local communities. Through creative and interactive activities, participants will learn to identify potential media manipulations, especially when designing the front pages of print or digital newspapers.

Using role-playing, participants assume the roles of editors responsible for selecting and creating news stories, headlines, and photographs for the front page. In small groups, they will simulate the editorial process and explore the challenges and responsibilities of crafting news for the public.

The simulation teaches participants about the media's role in human rights, encouraging critical engagement with topics like freedom of speech, expression, the right to privacy, and the right to think freely. By working with images and news stories, participants will spark their interest in human rights and consider the ethical aspects of journalism.

Additionally, the workshop prompts participants to reflect on the media's impact on their community, fostering critical thinking about the balance between informative and manipulative reporting. Participants will also build communication and teamwork skills as they collaborate to design their mock front pages.

By the end of the workshop, participants will have a better understanding of media literacy and improved skills for analysing and interpreting the information they see daily, empowering them to be more informed and responsible community members.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • brainstorming • simulation • reflection • ice-breaker 	<ul style="list-style-type: none"> • encourage interest in topics related to informing the local community • develop communication and collaboration skills • foster critical thinking about media manipulation 	<ul style="list-style-type: none"> • print out the chosen pictures for an in-person workshop, collect in a folder online • prepare the room • prepare materials

Google me! - icebreaker



30 minutes



phones or laptops, and the internet connection



Learning objectives

- Help participants get to know each other.
- Raise awareness about the personal information we share online.

Instructions

1. Form a Circle: Ask everyone to form a circle with the group.
2. Explain the Activity: State the activity's objectives, saying participants will research one another online.
3. Pair or Group Assignment:
 - Divide participants so that each person needs to Google another participant. If there is an odd number, instruct the last person to Google the person on their left.
 - Remind participants that they can only use the person's name and surname as a starting point for their search.
4. Set Time Limit: Give participants 5 minutes to conduct their online search.
5. Present Findings: After 5 minutes, ask each participant to present the person they researched. The person being presented can confirm whether the information is accurate. If no information is found, they can introduce themselves.

Debriefing Questions:

- Are you aware that some information about you is available online?
- Do you think about the information you share online?
- How do you protect your privacy in the online world?
- Would you happen to know how to protect yourself from the misuse of your data?

The Front Page is Telling a Story



80 minutes



video of Storyteller, projector, pictures, glue, paper, flipchart



Learning objectives

- Learn storytelling through media.
- Raise awareness about media manipulation using photographs.
- Strengthen media literacy skills.

Instructions

Introduce the Activity: Explain that this activity simulates a typical workday in a newsroom. Participants will act as journalists and editors, creating the front page of their print or online newspaper, focusing on current issues and human rights for their local community. As an intro to the topic and inspiration, play the video of Storyteller and discuss it with a group.

1. Form Small Groups: Divide participants into smaller groups of at least three people. Each group should take on the role of a different newsroom, managing their newspaper.
2. Name Your Media: Instruct each group to create a name for their media outlet.
3. Discuss Front Page Design: In a larger group, briefly discuss a front page's characteristics and design elements to set expectations.
4. Present Photographs: Show the prepared photographs. Give participants a few moments to observe them silently.

Create Front Page

- Explain that these photographs can be used for their front pages. Groups should select a maximum of 5 photos and create headlines and short stories to accompany them. Remind them that stories should be no longer than two to three sentences.

6. Focus on Impact: Encourage groups to discuss the overall effect and message they want to convey through their front page before they start creating it.
7. Display Front Pages: Once groups finish their front pages, ask them to place them in a visible area for everyone to see.

Debriefing:

- Group Reflection: Discuss how it felt to work in small groups. Ask:
 - How did teams decide which stories to feature on their front page?
 - Did everyone participate equally?
 - How did they select topics and reporting styles?
 - Were there any topics they chose not to include?
- Allow participants to compare the different front pages and discuss similarities and differences.
 - Did multiple groups use the same photos?
 - How did their presentations vary?

Additional comments: You can prepare examples of different media front pages so that participants know how their front pages might look.

Debriefing of the workshop and strengthening the learning outcomes

Discussion Questions:

1. Reflection on Learning: What were the workshop's key takeaways regarding media literacy?
2. Impact of Activities: In what ways did the "True/False Game" and the "Front Page" activity deepen your comprehension of media manipulation and social entrepreneurship?
3. Personal Insights: Did any specific examples or conversations alter your views on how media shapes our understanding of social issues?
4. Application of Skills: How can you incorporate the skills and insights acquired from this workshop into your daily routine or future professional endeavours?
5. Community Engagement: How can you motivate your community to enhance media literacy and awareness of social issues?

Summary:

- Recap the main themes addressed during the workshop, highlighting the importance of recognising media manipulation and critically understanding social issues.

Closing:

- Express gratitude to participants for their involvement and contributions. Inspire them to continue exploring media literacy and social entrepreneurship in their lives and communities.

Sustainability tips



The whole workshop can be conducted online

Additional comments and tips for facilitators

1. Video of [Storyteller](#)

CREATIVE 3R+1

CREATIVE SOCIAL ENTREPRENEURSHIP THROUGH REDUCE, REUSE, RECYCLE AND UPCYCLE



KEY TOPICS

- reduce, reuse, recyle
- upcycle
- creativity

SUMMARY

The "Creative 3R+1" workshop engages participants in designing innovative social enterprises that incorporate the principles of Reduce, Reuse, Recycle, and Upcycle while targeting specific groups. Through group work, participants explore creative problem-solving and the practical application of social entrepreneurship concepts. By the end of the workshop, participants understand the relationship between sustainability and social impact while fostering their creativity in developing viable business ideas.

TECHNICALITIES



12-24 participants

110 minutes

paper, markers, eventually other stationery, optional computers/tablets

TOPIC INTRODUCTION

Waste reduction is a key part of environmental sustainability. Producing more waste leads to more landfills, burning garbage that creates CO₂, and polluting land and oceans. Both businesses and individuals need to minimise waste.

The main concepts of waste reduction are the 3R principles: Reduce, Reuse, Recycle.

- Reduce: Cut down on waste by using package-free or long-lasting products.
- Reuse: Use the same item multiple times for different purposes (e.g., containers).
- Recycle: Separate materials to make new items (e.g., recycled paper or glass bottles).

Another essential concept is Upcycling, which means turning old items into new products (e.g., plant pots from footballs or wallets from juice cartons).

Many social enterprises follow these principles to create environmentally friendly products.

A Social Enterprise is a business model that balances economic and social goals, generating a positive impact while self-sustainable. Unlike NGOs, social enterprises profit from supporting their operations without solely relying on donations, and they operate continuously like other businesses.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • simulation • group work • advertising • discussion 	<ul style="list-style-type: none"> • Understand the 3R+1 principles: Reduce, Reuse, Recycle, and Upcycle. • Learn how to create a social enterprise that meets a specific community need. • Develop teamwork and creative problem-solving skills. 	<ul style="list-style-type: none"> • Have ready: <ul style="list-style-type: none"> ◦ presentation on RRR+1 with examples ◦ cards: Glass, Plastic, Aluminium/Metal, Paper/Cardbox ◦ cards with four target groups ◦ definition of Social Entrepreneurship

Introduction to Social Entrepreneurship



20 minutes



chairs in a circle, flipchart, markers, projector, screen, laptop



Learning objectives

- Understand what a Social Enterprise is.
- Learn the 3R+1 principles
- Get the environmental impact of social enterprises.

Instructions

1. Ask everyone to sit in a circle.
 2. Introduce the topic of the day: Social Entrepreneurship and waste reduction?
 3. Ask participants if they know what a Social Enterprise is. Collect input from several participants and write their responses on a flipchart or virtual wall.
 4. Provide the prepared definition of a Social Enterprise using the introduction as a reference.
 5. Today, we focus on social enterprises that create positive environmental impacts by focusing on Reducing, Reusing, Recycling, and Upcycling materials.
 6. Ask participants who know about the 3R+1 principles and invite different people to explain what they mean. Offer corrections and additional definitions as needed. Share examples to clarify these concepts.
- After the discussion, explain that the next activity will involve simulating the creation of a Social Enterprise.

Case-study: the Cri Cri Creative Fashion Boutique video clip



30
minutes



video on [Cri Cri Creative Fashion Boutique](#), projector, screen, notepads, pens, flipchart



Learning objectives

- Understand the role of Cri Cri Creative Fashion Boutique as a social enterprise focused on reuse and recycling.
- Identify key principles of Cri Cri entrepreneurship
- Reflect on personal values related to sustainability and creativity in fashion.

Instructions

1. Introduction (5 minutes):

- Briefly introduce the Cri Cri Creative Fashion Boutique as an example of social entrepreneurship focused on creative fashion, reusing, and recycling. Explain its mission and impact on the community and environment.

2. Watch the Example (15 minutes):

- Play [the video](#) or presentation about Cri Cri.
- Encourage participants to take notes on key aspects they find interesting or relevant to social entrepreneurship, focusing on how the boutique incorporates the principles of reusing and recycling.

3. Group Discussion (5 minutes):

- After watching, give participants a moment to discuss their thoughts in small groups (2-4 participants per group) to share their notes and initial impressions.

4. Debriefing (10-15 minutes):

- Bring everyone back together for a whole-group discussion. Use the flipchart or whiteboard to capture key insights and thoughts from participants.

Debriefing Questions:

- What were the central ideas or concepts presented in the Cri Cri video?
- How does Cri Cri address waste reduction through reusing and recycling in their fashion boutique?
- In what ways does Cri Cri exemplify the principles of social entrepreneurship?
- How does this social entrepreneurship example resonate with your values or interests in fashion and sustainability?
- Application of Concepts:
 - What ideas from Cri Cri can you apply to your own life or future projects regarding creativity and sustainability?
- Future Implications:
 - After watching this example, do you feel inspired to create or support similar social enterprises? How so?

Conclusion:

- Wrap up the activity by summarising key insights gathered from the discussion and emphasising the importance of creativity in social enterprises, especially in fashion and sustainability. Encourage participants to consider incorporating similar principles into their ideas and initiatives.

Create Your Social Enterprise



60 minutes



paper, markers, projector and screen or flipchart board with flipcharts



Learning objectives

- Simulate the creative process of designing a social enterprise.
- Understand the concepts of Reduce, Reuse, Recycle, and Upcycle.
- Foster creativity in developing a new product or service aimed at a specific market.

Instructions

Group Formation:

Divide participants into four groups of equal size. If the numbers don't allow for equal groups, balance them as best as possible. Alternatively, create fewer groups and assign fewer variables.

Explain the Task:

Inform the groups that they will create a new social enterprise. They can focus on one or more concepts: reducing, reusing, recycling, or upcycling.

Assign Materials:

Have a representative from each group randomly pick a material from a selection (e.g., glass, paper/cardboard, cloth, plastic). Clarify that they must work with this specific material and can choose to focus on particular items (e.g., glass beer bottles, football jerseys, notebook paper).

Assign Target Groups:

Have a representative from each group randomly select a target group for their social enterprise (e.g., parents, elderly people, people with disabilities, entrepreneurs). Explain that their product or service must cater to this target group.

Creative Development:

Give the groups 35 minutes to brainstorm and develop an idea for their social enterprise. They should decide on a product or service that aligns with the material and target group, and incorporate the principles of Reduce, Reuse, Recycle, or Upcycle.

Encourage them to present their idea as a commercial or marketing campaign. If they have computers, they can also create a poster or short video.

Presentations:

After 35 minutes, ask each group to present their social enterprise idea to the others. Each group should share their concept and how it addresses their target group and chosen material.

Feedback:

After all presentations, facilitate a discussion by asking groups for comments. Encourage them to consider if their ideas are feasible and what additional time or resources might be needed.

Debriefing of the workshop and strengthening the learning outcomes

1. Set the Stage: gather all participants in a comfortable setting where everyone can see and hear one another. Explain that this debriefing session is an opportunity for reflection and discussion about the workshop activities and the concepts learned.
2. Facilitate Discussion: Begin the discussion with the question:
 - How was the activity?
- Encourage participants to share their overall impressions of the workshop. Use open-ended questions to prompt further reflection:
 - How did you proceed to create your idea? What was the most challenging part of the process?
 - Do you think your idea is reasonable? What would it take to make it real or feasible?
3. Encourage Analysis:
 - How do you think Social Entrepreneurs proceed to create their ideas?"
4. Motivation and Future Steps:
 - Do you feel more motivated to embark on a Social Entrepreneurship journey?"
5. Summarise Key Takeaways:
 - As participants respond to the questions, summarise their insights and key points on a flipchart or whiteboard for everyone to see. This visual recap helps reinforce what they learned.
 - Emphasise the importance of creativity, collaboration, and applying the 3R+1 principles in social entrepreneurship.
6. Wrap Up:
 - Thank participants for their contributions and highlight the value of collective insights. Encourage them to think of practical steps they can take in their lives or careers to promote social entrepreneurship.

Sustainability tips



Use recycled materials. Provide digital presentations and handouts instead of printed materials. Find eco-friendly supplies that are environmentally friendly and made from recycled materials or non-toxic substances.

Minimise waste and promote energy efficiency. Turn electronic devices off when not in use and encourage participants to do the same. Ask participants to commit to one sustainable action they will take after the workshop

Additional comments and tips for facilitators

You can shorten the time by asking participants to present the idea they created without making it a commercial.

Handouts

1. Video of [Cri Cri Creative Fashion Boutique](#)

BUILDING INCLUSION

ENTREPRENEURSHIP IN DIVERSITY



KEY TOPICS

- collaboration and teamwork
- empowerment and community impact
- diversity and creative problem-solving

SUMMARY

In this workshop, participants work in groups to build a structure while representing different backgrounds and abilities. They learn to incorporate everyone's diverse skills and perspectives to achieve a common goal. The activity encourages reflection on how social enterprises can support inclusion and empower marginalised communities.

TECHNICALITIES



10-30 participants

90 minutes

papers, markers, pens, flipcharts, paper tape, glue, scissors/cutters, trash bags, cardbox, cups, a ball of string, other. printed roles

TOPIC INTRODUCTION

Many social enterprises aim to employ disadvantaged groups, including people with disabilities, former convicts, individuals from challenging social backgrounds, migrants, and women who have experienced violence. Their mission focuses on giving these individuals employment opportunities, empowering them, boosting their self-esteem, teaching new skills, and facilitating their inclusion in the labour market and society. The workshop is inspired by Locanda dei Buoni e Cattivi, located in Cagliari, which operates a small hotel and restaurant employing people with disabilities, ex-convicts, and others from disadvantaged backgrounds, providing them with training and work. During the workshop, participants will experience the challenges of collaborating with a diverse group and implement strategies to maximise everyone's skills. They will also discuss existing social enterprises in this field and share their knowledge and insights.

WORKSHOP INTRO

Methods

- creative building
- group work
- case-study
- group discussion
- role-playing

Objectives

- Understand the importance of diversity and inclusion in the workplace.
- Practice teamwork by including everyone's skills & perspectives.
- Explore entrepreneurial actions that support disadvantaged groups.

Praparatory

- Have ready:
 - roles description
 - set of materials for each group
 - a table for each group
 - additional working space out of the room

Introduction to Social Entrepreneurship



20 minutes



chairs in a circle, flipchart, markers, projector, screen, laptop



Learning objectives

- Understand what a Social Enterprise is.
- Learn the social inclusion principles
- Get the environmental impact of social enterprises.

Instructions

1. Gather everyone in a circle.
2. Introduce the topic for the day: Social Entrepreneurship and social inclusion?
3. Inquire if participants are familiar with the concept of a Social Enterprise.
Gather input from several attendees and document their responses on a flipchart or virtual wall.
4. Present the prepared definition of a Social Enterprise, referencing the earlier discussion.
5. Explain that today's focus will be on social enterprises that assist individuals with disabilities, former convicts, and others from disadvantaged backgrounds by providing them with training and employment opportunities.
6. Ask participants if they know the principles of social inclusion and invite different individuals to explain their meanings. Offer corrections and supplemental definitions as necessary, and provide examples to show these concepts.

Following the discussion, explain that the main workshop activity will revolve around experiencing the challenges of collaborating with diverse individuals and applying strategies to enhance their skills.

Case-study: the Locanda dei Buoni e Cattivi video clip



30
minutes



video on [Locanda dei Buoni e Cattivi](#),
projector, screen, notepads, pens,
flipchart



Learning objectives

- Understand the impact of Locanda dei Buoni e Cattivi on disadvantaged groups.
- Recognise key principles of social entrepreneurship.
- Reflect on personal values related to inclusion and empowerment.

Instructions

1. Introduction (5 minutes):

- Begin by introducing Locanda dei Buoni e Cattivi as an example of a social enterprise that provides employment and training for disadvantaged individuals, including people with disabilities and ex-convicts. Explain its mission and the impact it has on the community.

2. Watch the Example (10 minutes):

- Play [the video](#) about Locanda dei Buoni e Cattivi.
- Encourage participants to take notes on key aspects they find interesting or relevant to social entrepreneurship, particularly how the organisation supports its staff and its mission.

3. Group Discussion (5 minutes):

- After watching, give participants a moment to discuss their thoughts in small groups (2-4 participants per group) to share their notes and initial impressions.

4. Debriefing (10 minutes):

- Bring everyone back together for a whole-group discussion. Use the flipchart or whiteboard to capture key insights and thoughts from participants.

Debriefing Questions:

- What are the main ideas or concepts in the video about Locanda dei Buoni e Cattivi?
- How does Locanda dei Buoni e Cattivi contribute to the empowerment and inclusion of individuals from disadvantaged backgrounds?
- In what ways does this example illustrate the principles of social entrepreneurship?
- How does this example resonate with your values or interests regarding social justice and inclusion?
- Application of Concepts:
 - What ideas or practices from Locanda dei Buoni e Cattivi can you apply to your work or community initiatives to promote inclusion?
- Future Implications:
 - After watching this example, do you feel inspired to support or create similar social enterprises? How would you approach it?

Conclusion:

- Summarising the insights gathered from the discussion, wrap up the activity. Emphasise the role of social enterprises in supporting diversity and inclusion in the workforce. Encourage participants to consider implementing similar principles in their future endeavours.

Simulation: Building Together: Embracing Diversity in Entrepreneurship



90 minutes



papers, markers, pens, flipcharts, paper tape, glue, scissors/cutters, trash bags, cardboard, cups, a ball of string, roles



Learning objectives

- Recognise the importance of diversity and inclusion in teamwork.
- Understand how to engage individuals from different backgrounds in collaborative activities.
- Explore entrepreneurial actions that support the inclusion of disadvantaged groups.

Preparation

1. Prepare the role cards and materials for group work. Each set should include a pair of scissors, five sheets of paper, two pieces of cardboard, a trash bag, four paper cups, a glue stick, four paper tape strips, and one string meter.
2. Arrange a table for each group so they have enough space to work comfortably. Ensure there is space outside the working room for participants portraying rural inhabitants.

Instructions

Introduce the Activity: Explain that participants will work in teams to achieve a common goal, ensuring everyone is included.

Form Groups: Divide participants into groups of 4-6 people.

Distribute Materials: Give each group a bag with the same materials needed for their project.

Explain the Task: Each group must build a small structure (e.g., youth centre, restaurant) using only the materials provided. The building must:

- Stand on its own.
- Be relevant to its purpose.
- Involve the efforts of all group members.

Assign Roles: Hand out role cards. Ensure each group has 2-3 members assigned specific roles, while others participate without additional rules.

Planning Time: Allow 5-10 minutes for groups to discuss their strategy and ensure everyone understands their role.

Building Time: Give participants 45 minutes to create their building following the rules.

De-Rolling: Once building time is over, have participants step out of their roles with a fun gesture (e.g., hugs, handshakes).

Presentations: Let each group share their building and its concept with the rest of the participants.

Celebrate: Gather everyone in a circle to celebrate the team's efforts.

Debriefing: Lead a discussion to reflect on their experiences and learning.

- How did you feel about the activity, and what challenges did you face while building your structure?
- Did everyone in your group feel included during the process? If not, why?
- What was your experience working with team members from diverse backgrounds, and what strategies helped you collaborate effectively?
- Can you share examples of any enterprises that support people from disadvantaged backgrounds?

Debriefing of the workshop and strengthening the learning outcomes

1. Set the Stage: gather all participants in a comfortable setting where everyone can see and hear one another. Explain that this debriefing session is an opportunity for reflection and discussion about the workshop activities and the concepts learned.
2. Ask participants to share their understanding of social entrepreneurship and how it relates to their activities during the workshop. Encourage participants to identify at least one key aspect of social entrepreneurship that resonates with them.
3. Remind the video and ask what about Locanda dei Buoni e Cattivi surprised them.
 - How does this social enterprise exemplify the principles discussed earlier?
4. Discuss their experiences during the final simulation activity:
 - What did they learn about collaboration and teamwork while building their structures?
 - How did their assigned roles influence their ability to contribute to the group's success?
5. Collective Insights: As a group, identify common themes or insights from the activity. Discuss how these insights connect to social entrepreneurship and its goal of inclusion and empowerment.
6. Wrap-Up Discussion: Conclude the session by discussing the overall impact of social entrepreneurship on communities, emphasising the importance of embracing diversity and supporting disadvantaged groups.

Sustainability tips



Use recycled materials. Provide digital presentations and handouts instead of printed materials. Find eco-friendly supplies that are environmentally friendly and made from recycled materials or non-toxic substances.

Minimise waste and promote energy efficiency. Turn electronic devices off when not in use and encourage participants to do the same. Ask participants to commit to one sustainable action they will take after the workshop

Handouts

1. Video of Locanda dei [Buoni e Cattivi](#)
2. Supporting material - [Roles](#)

LEARN THE PAST, REWRITE THE FUTURE

SOCIAL ENTREPRENEURSHIP AND COMMUNITY CONNECTIONS



KEY TOPICS

- global systems and impact
- shared responsibility
- decision making

SUMMARY

In this activity, participants explore the impact of individual actions on global challenges by utilising creative writing and collaborative storytelling. They will reconstruct the events that led to specific statements and then envision alternative futures by rewriting their stories to incorporate the role of social entrepreneurship in creating positive change. This process encourages participants to reflect on how small actions can influence larger systems.

TECHNICALITIES



10-30 participants

130 minutes

papers, markers, pens, post-its, flipcharts or phones, tablets, laptops, projector

TOPIC INTRODUCTION

It is widely recognised that individual actions can lead to significant change on a larger scale. Small acts of kindness and compassion can inspire others to change their behaviours, ultimately improving the quality of life in entire communities instead of focusing only on personal gain.

Reducing waste and adopting simple practices to lessen our environmental impact can significantly contribute to a healthier planet, leading to long-lasting benefits for everyone's well-being. Ensuring equal opportunities for all individuals and providing space for all creatures to live peacefully fosters societal growth and helps maintain balance in global systems.

This workshop is based on these ideas and is inspired by social enterprises that care for animals. For example, some cafés allow customers to interact with animals, and the money from these cafés helps support the care of homeless animals, giving them a safe and loving home.

This is an excellent example of how social entrepreneurship can be self-sustaining, create a positive impact, and inspire change. By using creativity to understand how different elements are connected and how chain reactions can lead to specific outcomes, participants can enhance their thinking skills and develop innovative solutions to address potential challenges and avoid risks.

WORKSHOP INTRO

Methods	Objectives	Praparatory
<ul style="list-style-type: none"> • creative writing • group work • case-study • discussion and reflection • role-playing • hands-on activities 	<ul style="list-style-type: none"> • Understand the connection between individual actions and global impact. • Develop creative problem-solving skills through storytelling. • Identify the role of social entrepreneurship in driving social change. 	<ul style="list-style-type: none"> • Have ready: <ul style="list-style-type: none"> ◦ roles description ◦ set of materials for each group ◦ a table for each group ◦ additional working space out of the room

Introduction to Social Entrepreneurship



20 minutes



chairs in a circle, flipchart, markers, projector, screen, laptop



Learning objectives

- Understand what a Social Enterprise is.
- Explore the concepts of global citizenship
- Identify how small actions can lead to social change

Instructions

1. Gather everyone in a circle.
2. Introduce the topic for the day: Social Entrepreneurship and global impact.
3. Inquire if participants are familiar with the concept of a Social Enterprise.
Gather input from several attendees and document their responses on a flipchart or virtual wall.
4. Present the prepared definition of a Social Enterprise, referencing the earlier discussion.
5. Clarify that today's focus will be on social enterprises that assist individuals with disabilities, former convicts, and others from disadvantaged backgrounds by providing them with training and employment opportunities.
6. Ask participants if they know the principles of social inclusion and invite different individuals to explain their meanings. Offer corrections and supplemental definitions as necessary, and provide examples to show these concepts.

Following the discussion, explain that the main workshop activity will revolve around experiencing the challenges of collaborating with diverse individuals and applying strategies to enhance their skills.

Case-study: the Cat Café video clip



30
minutes



video on [Micibo Cat Café](#), projector,
screen, notepads, pens, flipchart



Learning objectives

- Understand the impact of Cat Café in the community
- Recognize key principles of social entrepreneurship.
- Reflect on small actions = big impact effect

Instructions

Introduction:

Briefly introduce the concept of a Cat Café and explain that it serves as a case study in social entrepreneurship. Highlight how such cafés promote awareness about rescue animals, create a community space, and offer a model for sustainable business practices.

Video Viewing:

Play [the video](#) about the Cat Café. Encourage participants to pay attention to how the café operates, the stories of the animals, and its impact on the local community and broader social issues.

Transition to Discussion:

After the video, provide a moment for participants to reflect silently on what they just watched, focusing on how the café embodies the principles of global citizenship and the butterfly effect.

Group Discussion:

Lead a discussion using the following prompts:

Consciousness:

- How does the Cat Café raise awareness about animal welfare and the importance of adopting pets?

Global Citizenship:

- How does the café demonstrate a sense of community responsibility and engagement at a local or global level?

Butterfly Effects:

- What small actions taken by the café (or its patrons) can lead to larger societal changes, such as promoting animal adoption or influencing public attitudes toward stray animals?

Wrap-Up (1 minute):

Conclude the activity by summarising the key points discussed and how the Cat Café is an inspiring example of social entrepreneurship that connects with issues of consciousness, global citizenship, and the butterfly effect.

Weaving Connections



20 minutes



A ball of string



Learning objectives

- Help participants recognize shared experiences and commonalities.
- Illustrate the interconnectedness of individual actions within a group.
- Strengthen relationships and bonds within the group.

Instructions

1. Introduction: Today's focus is on interdependence and how individual actions contribute to broader changes in global systems.
2. Form a Circle: Ask participants to stand up and form a circle.
3. Passing the String: Holding the ball of string, start with a loose end and explain that each person will take a turn:
 - Nominate another person in the circle with whom they share something in common (e.g., a hobby, nationality, travel experience, or favourite book) while avoiding repeating what others have said.
 - After naming their commonality, they will pass the ball of string to that person, keeping hold of a piece of the string. This action creates a visible connection between them.
4. Continue the Process: Each person nominates another participant similarly, forming a net of relationships as the ball of string is passed around the circle.
5. Reflection: Once everyone has participated, ask the group to reflect on the connections they've formed. Explore how it feels to hold the web of string and discuss the implications of giving more or less string, pulling it, or making changes in the network.
6. Real-Life Connections: Encourage participants to think about how this exercise mirrors their real-life connections and how their actions can influence others, even those they aren't directly connected to.
7. Transition: Finally, ask participants to gently place the string net on the ground and prepare for the next activity.

Learn the Past, Rewrite the Future



60 minutes



A ball of string



Learning objectives

- Recognise commonalities and interconnections among participants.
- Practice creative storytelling to explore social entrepreneurship.
- Understand the impact of individual actions on global issues.

Instructions

1. Sit in a Circle: Have participants take their seats in a circle.
2. Group Division: Explain that participants will be divided into groups and use their imagination and writing skills to reconstruct narratives based on given statements.
3. Assign Statements: Divide participants into groups of 3 to 5 people. Each group receives a statement and must work together to identify the steps that led to that statement, writing down each step on post-its for a visual timeline. Allow 15 minutes for this task.

Statement Examples:

- The last bee on Earth has just died.
- Wild dogs and cats are roaming freely throughout the city.
- People can only walk in the streets while wearing special oxygen masks.
- Summer lasts for 9 months and reaches temperatures of 50 degrees Celsius.
- People with disabilities have formed a separate country.
- There is no more space in prisons, and there are not enough agents to care for the prisoners.
- Swimming in open water is no longer possible due to excessive pollution.

4. Story Development: After outlining the steps, groups will write the full story of how the statement became a reality within 10-15 minutes.
5. Rewrite for the Future: Next, groups will create a new story that starts from the initial statement and rewrite it by incorporating different actions that could lead to a positive future change, highlighting the role of social entrepreneurship. Allocate 20 minutes for this task.
Don't rush! Give participants enough time to be creative.
If they are having much trouble, provide them with a different statement. If they finish early, they can also receive another statement to work on.
6. Present Stories: Each group reads their new stories aloud, emphasising the original statement, and invites comments from the rest of the participants.

Debriefing: Transition into the final debriefing of the workshop.

- How did you feel about the activity?
- Do you believe these scenarios are realistic?
- How often do you consider the impact of your actions?
- What other thoughts did this activity inspire in you?
- What role can social enterprises play in these scenarios?

Debriefing of the workshop and strengthening the learning outcomes

1. Welcome participants back together and explain that this final debriefing will help connect everything they've learned during the workshop.
2. Reflection on the Case Study: Ask participants to share one key takeaway from the social entrepreneurship case study. Record key points on a flipchart.
 - What did they learn about the impact of social enterprises on communities?
3. Weaving Connections Reflection: Encourage a brief discussion to share thoughts.
 - How did forming connections with others relate to interdependence and social responsibility?
4. What insights did they gain about the importance of shared experiences?
5. Linking Activities:
 - How does understanding the past help inform their actions for the future?
 - What connections can they draw between individual actions and the broader impact on society as illustrated in both activities?
 - How they might apply these insights in their personal lives or future projects.
6. Looking Ahead: Ask participants to think about one action they can take to promote social change or support social entrepreneurship in their communities. Provide them with post-its to write down their commitments. If time allows, have them share their commitments with the group.
7. Wrap-Up: Conclude the session by thanking everyone for their participation and emphasising the importance of their roles in creating positive change. Encourage them to keep the connections they've made during the workshop in mind as they move forward.

Sustainability tips



Use recycled materials. Provide digital presentations and handouts instead of printed materials. Find eco-friendly supplies that are environmentally friendly and made from recycled materials or non-toxic substances. Minimise waste. Turn electronic devices off when not in use and encourage participants to do the same.

Handouts

1. Video of [Micibo Cat Café](#)

WHAT IS FAIR?

ENTREPRENEURSHIP IN DIVERSITY



KEY TOPICS

- Fair Trade and Fair Payments
- Supply Chains
- Ethical Commerce

SUMMARY

In this workshop, participants explore Fair Trade and ethical commerce by examining the hidden costs of producing everyday items like chocolate and coffee. They identify different stakeholders in the production process through group activities and discuss how individual actions can impact global systems. The workshop inspires participants to think about fair treatment and social accountability in commerce, ultimately fostering awareness and empowerment.

TECHNICALITIES



10-30 participants

120 minutes

papers, markers, pens, flipcharts, and come items such as chocolate tablets, coffee bags, or similar

TOPIC INTRODUCTION

The production of food items like chocolate and coffee is a prime example of how products undergo extensive manufacturing and various processes before reaching retailers. Unfortunately, this often leads to unfair treatment of workers in the Global South compared to business entrepreneurs and manufacturers in the Global North.

Additionally, these supply chains have many "hidden" threats, including human rights violations and environmental challenges. The concept of fair trade, which began in the 1960s and has roots in earlier initiatives, aims to provide fair payment to all parties involved. It has evolved into an ethical commerce model emphasising respect for the environment and working conditions while ensuring sustainability and social inclusion.

There is a significant opportunity for social enterprises to adopt these fair trade principles and make a positive social impact while remaining self-sustainable. In our video, we feature a shop that primarily sells items from fair trade registered providers but also offers organic products grown on land reclaimed from organized crime, recycled materials, and crafts from women's empowerment projects in the Global South. This showcases the strong social commitment behind the products they sell.

By reflecting on what different stakeholders can do, participants can develop innovative social business ideas and consider their roles within the broader context of social entrepreneurship.

WORKSHOP INTRO

Methods

- reflective discussion
- group work
- brainstorming
- role-playing
- creative problem-solving
- interactive learning

Objectives

- Understand the costs associated with the production of goods.
- Recognise the individuals' impact on global supply chains.
- Identify solutions for promoting fairness and equality in commerce.

Praparatory

- Print or have digital access to statements that will be used during the workshop.
- Arrange chairs in a semi-circle and prepare materials like papers, post-its, pens, and markers.

Introduction to Social Entrepreneurship



20 minutes



chairs in a circle, flipchart, markers, projector, screen, laptop



Learning objectives

- Understand what a Social Enterprise is
- Explore the concepts of fair-trade
- Identify how commerce can be ethical

Instructions

1. Gather everyone in a circle.
2. Introduce the topic for the day: Social Entrepreneurship and Fair Trade.
3. Inquire if participants are familiar with the concept of a Social Enterprise. Gather input from several attendees and document their responses on a flipchart or virtual wall.
4. Present the prepared definition of a Social Enterprise, referencing the earlier discussion.
5. Clarify that today's focus will be on social enterprises that provide fair-trade products and promote ethical commerce.
6. Ask participants if they know the principles of social inclusion and invite different individuals to explain their meanings. Offer corrections and supplemental definitions as necessary, and provide examples to show these concepts.

Following the discussion, explain that the main workshop activity will revolve around generating ideas about hidden costs and potential solutions for fair trade and ethical commerce.

Case-study: the Sucania shop on fair trade video clip



15-20 minutes



video on [Sucania](#) fair trade shop, projector, screen, notepads, pens, flipchart



Learning objectives

- Understand fair trade and its significance in social entrepreneurship.
- Consider fairness in payment and ethics.
- Explore how businesses like Sucania promote social responsibility and community support.

Instructions

1. Introduction:

- Introduce the activity by explaining that participants will watch a video about the Sucania shop, which exemplifies social entrepreneurship through its commitment to fair trade practices. Briefly describe what fair trade means and its importance in supporting equitable economic practices.

2. Video Viewing:

- Play [the video](#) clip showcasing the Sucania shop. Encourage participants to pay attention to how the shop operates, its mission, and its impact on suppliers and the community.

3. Reflection and Discussion (7-12 minutes):

- After watching the video, facilitate a discussion focused on the following prompts:
 - What's Fair for You? Ask participants to consider what fairness means to them in the context of payment, worker treatment, and the overall supply chain.
 - Values and Ethics: Discuss how Sucania Shop's values and ethical practices align with participants' beliefs about fairness in business.

Questions to guide this reflection could include:

- How does the video illustrate the concept of fair payment for producers?
- What role do values and ethics play in the operations of the Sucania shop?
- How can Sucania's practices inspire other businesses or individuals to promote fairness?

Wrap-Up:

Conclude by summarising the key insights shared during the discussion. Encourage participants to consider applying fair trade principles and ethical business practices in their lives or future endeavours.

What's the Price?



45 minutes



chocolate tablet, coffee bag, or similar for each group, papers, pens.



Learning objectives

- Recognise the various stakeholders involved in the production of goods.
- Understand the hidden costs associated with product manufacturing.
- Learn about Fair Trade practices and ethical commerce.

Instructions

Introduce the Activity:

Explain that this activity will explore the concepts of fair trade and ethical commerce.

Assess Familiarity:

Ask participants if anyone is familiar with fair trade and ethical commerce. Invite them to share what they know with the group.

Group Formation:

Divide participants into small groups and assign a table for each group.

Distribute Items:

Give each group their chosen item (chocolate, coffee, etc.).

Identify Stakeholders:

Instruct groups to list all stakeholders involved in the production of their item.

Stakeholders Examples:

- Agriculturists, Gatherers, Transporters, Manufacturers, Marketers, Retailers
- Allow groups to use search engines for additional information if needed.

Share Findings:

After groups have established the different stakeholders, invite each group to share what they discovered. Encourage others to add stakeholders they think might be involved.

Estimate Price Distribution:

Ask groups to estimate what percentage of the item's price goes to each stakeholder. This will help them understand cost distribution in the supply chain.

Group Presentations:

Once groups have concluded, have them share their estimates and findings in the plenary session. Facilitate comments and questions.

Provide Real Data:

After all groups present, share actual percentages and research about the typical costs associated with the products discussed.

Debriefing Questions:

- Did your findings match your expectations?
- Have you ever thought about these issues before?
- Do you see similar situations with other products?

Addressing Hidden Costs in Food Production



45 minutes



papers, pens, markers



Learning objectives

- Spot hidden costs in food production that affect people and the environment.
- Understand how policymakers, businesses, and consumers can help promote fairness.
- Explore solutions for making food systems more ethical and sustainable.

Instructions

Group Continuity: Keep participants in their current small groups.

Identify Hidden Costs:

Ask participants to brainstorm and discuss potential harms, hidden costs, or threats related to food production. Examples to consider include child exploitation, poverty, North-South disparities, deforestation, and resource depletion.

Have them list their ideas and expand on them.

Role Assignment and Reflection:

Regroup participants into new groups, assigning each group a specific role.

Roles:

- Policy Makers
- Enterprises
- Customers.

Each group has 15 minutes to reflect on what actions their assigned role can take to prevent these threats or improve the situation.

Present Findings:

After the discussion, each group should present their ideas to the larger group. Encourage comments, questions, and additional input from other groups.

Emphasise Key Points:

Highlight the importance of ethical enterprises, fair trade, and the role of consumers and policymakers in promoting human rights and inclusion.

Debriefing Questions:

- How did you feel about the activity?
- Have you considered these issues in your personal life before? If so, when would work best for you?
- What actions do you take to support fair practices?
- Can social enterprises effectively address these challenges? Are they able to operate alongside their social mission?

Debriefing of the workshop and strengthening the learning outcomes

1. Introduction:

- Welcome participants back and explain that this debriefing will connect key learnings from the workshop and allow participants to reflect on their experiences.

2. Group Reflection:

- Ask participants to sit in a circle. Encourage them to share one key takeaway from the video on the Sucania Shop.
 - What new insights about fair trade or ethical commerce did they gain?

3. Discussion on Activity Learnings:

- Invite participants to share insights from "What's the Price?"
 - How did discussing the costs and stakeholders involved impact their understanding of fair trade?
- Followed by the reflections on "What Can We Do?"
 - What actions did they discuss as potential solutions, and how can these be realistically implemented in their communities?

4. Connect the Dots:

- Facilitate a discussion on how the different activities connect.
 - How do the concepts of fairness, hidden costs, and responsibility intersect in their understanding of social entrepreneurship?
- Emphasise the importance of their roles as consumers, policymakers, and business owners in fostering fair practices.

5. Wrap-Up (5 minutes):

- Conclude by thanking participants for their engagement. Encourage them to consider one actionable step daily to support fair trade and social responsibility.

Sustainability tips



Use recycled materials. Provide digital presentations and handouts instead of printed materials. Find eco-friendly supplies, such as those made from recycled materials or non-toxic substances. Use fair trade chocolate or coffee to highlight ethical sourcing. Minimise waste and set up recycling bins. Turn electronic devices off when not in use and encourage participants to do the same.

Additional tips for facilitator

- Ensure that the products used in activities aren't identical; focusing on diverse items can spark additional interest and conversation.
- Come prepared with relevant statistics and research findings about the supply chain for the products discussed, as this can enhance group discussions.
- If the group sizes are too large, consider creating additional groups with the same roles to ensure effective participant participation.

Handouts

1. Video of the [Sucania shop](#) on fair trade

To be prepared by the facilitator:

1. Printed role cards for activities
2. Statements used during discussions
3. Relevant statistics on fair trade practices and hidden costs in production.



06

ERASMUS + PROGRAMME

ERASMUS + PROGRAMME

This publication results from the project "Social Entrepreneurship for the Future of Youth Work," which was developed and implemented by a consortium of six non-governmental organisations under the European Union's Erasmus+ programme.

The Erasmus+ programme and the European Union actively promote open access to educational resources to ensure that the results of projects funded within the programme are widely available, reusable, and accessible to the public. This commitment to open access aligns with the programme's overarching goal of fostering equity, inclusion, creativity, and innovation in education, training, youth, and sports across Europe. Also, this project was supported by the EU.



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07

PARTNERS AND CONTACTS



Umbrella

Fundacja Wspierania Organizacji Pozarządowych “Umbrella” is a leading Polish non-governmental organisation based in Wrocław. Umbrella is dedicated to strengthening civil society by supporting NGOs, local initiatives, and active citizens, focusing on youth and community development. The foundation provides various services, including training, consultancy, mentoring, and networking opportunities for non-profit organisations and social leaders.

Umbrella organises workshops, conferences, and educational programmes on social entrepreneurship, project management, civic engagement, and sustainable development. By fostering cooperation between NGOs, local authorities, schools, and businesses, Umbrella helps create a vibrant ecosystem for social innovation and community action.

The foundation is actively involved in national and international projects, including Erasmus+, where it shares best practices and develops innovative tools for youth work and civic education. Umbrella is exceptionally committed to supporting grassroots initiatives and empowering people with fewer opportunities, ensuring that everyone can participate in building a stronger, more inclusive society.

Open to all who share its mission and values, Umbrella continues to inspire and enable individuals and organisations to make a positive impact at the local, regional, and European levels.

contact: www.fundacja-umbrella.org.pl



AJS

AJS is a non-profit association that aims to develop an open-minded, tolerant, and active attitude and foster dialogue and critical thinking among young people when facing socio-political issues. AJS's goals are reached through educational projects with young people, emphasising teenagers and NEETS, educators in general, especially youth workers, teachers, and other stakeholders such as political representatives and private sector agents.

The specific objectives of AJS are:

1. Promote citizen participation among young adolescents and young adults;
2. Develop a conscious and critical attitude toward socio-political issues.
3. Develop transversal skills and aptitudes to encourage young people's initiative and entrepreneurship;
4. Promote youth initiative.
5. Contribute to developing didactic tools related to entrepreneurship and employability.
6. Promote the education of future entrepreneurs.
7. Contribute to the quality of entrepreneurship-related projects by sharing good practices and experiences from previous projects with other organisations.

Our target group consists of children between 7 and 12 and young people between 13 and 20, although the majority (90%) are under 18. We focus on youth from rural areas of the Tiétar Valley region in central Spain.

Our activities take place in several municipalities of the Tiétar Valley. We run JUNIOR, JOVEN, and LEADER youth groups and local trainings for Young Entrepreneurs, in which we offer personalised training and accompaniment during the creation process of an entrepreneurial idea.

contact: www.ajovenes.es



CET Platform Polska

CET Platform Polska is a Polish branch of the international CET Platform network, which brings civil society organisations across Europe together. Based in Oława, it is dedicated to empowering young people, fostering active citizenship, and promoting social inclusion and sustainable development through various educational and civic initiatives.

The organisation's core mission is to support the development of civil society and democratic values, with a special emphasis on non-formal education for youth. CET Platform Polska organises and implements international and local training courses, workshops, conferences, and research projects. Its activities address key topics such as human rights, civic engagement, social entrepreneurship, innovation, and sustainability. By promoting creativity and entrepreneurial thinking, the organisation equips young people with skills and confidence to face contemporary challenges and succeed in the labour market.

CET Platform Polska collaborates closely with NGOs, institutions, universities, and individuals in Poland and internationally. It is actively involved in transnational projects, sharing best practices and advocating for youth and civil society issues. The organisation also encourages volunteering, offering young people opportunities to participate in projects, develop leadership skills, and gain experience in project management.

Membership in CET Platform Polska is open to all who share its values and mission. As part of the wider CET Platform Europe network, the organisation benefits from strong partnerships, increased visibility, and access to a supportive community across Europe.

CET Platform Polska's long-term vision is to lead youth empowerment, civic education, and social innovation, with a significant impact at local, national, and European levels. Through its diverse programmes and commitment to democratic values, CET Platform Polska actively inspires young people and communities to shape a better society.

contact: www.cetplatform.org



Conexão Jovem

Conexão Jovem is a dynamic Portuguese youth organisation dedicated to empowering young people, fostering active citizenship, and promoting social innovation. Based in Portugal, Conexão Jovem engages youth through various projects and initiatives that encourage personal growth, community involvement, and creative expression.

The organisation's team, led by founder and project manager Henrique Antunes and project coordinator Cláudia Correia, brings together young professionals specialising in project management, marketing, communication, and creative development. Conexão Jovem is known for its collaborative spirit, welcoming young volunteers to join its network and contribute to diverse projects, from community service to innovative campaigns and educational workshops.

Conexão Jovem works closely with local communities, schools, and partner organisations to design and implement projects that address contemporary social challenges. Their activities focus on developing key skills among youth, such as leadership, teamwork, and social responsibility, while encouraging innovation and entrepreneurship. The organisation actively promotes volunteering as a tool for social change and personal development, offering young people opportunities to participate in meaningful initiatives and gain valuable experience.

Open to all young people eager to make a difference, Conexão Jovem is committed to building a supportive and inclusive environment where youth can connect, learn, and grow. By inspiring young people to take an active role in society and supporting their creative and professional ambitions, Conexão Jovem contributes to developing a more engaged and innovative generation in Portugal and beyond.



KOMS

Krovna organizacija mladih Srbije (KOMS) – the National Youth Council of Serbia – is the highest independent representative body for youth in Serbia, uniting over 110 youth-led and youth-oriented organisations nationwide. Recognised by national law as the official umbrella platform for youth, KOMS acts as a vital link between young people, their associations, and decision-makers at all levels of government. Its core mission is to advocate for improving the position of young people in Serbia, ensuring their active participation and equal partnership in creating, implementing, and monitoring policies that affect their lives.

KOMS operates as a dynamic advocacy platform, empowering young people to become agents of positive change and active citizens. Through annual research and the publication of the Alternative Report on the position and needs of youth, KOMS provides data-driven insights and tracks trends in areas such as peace, security, social inclusion, and youth participation. The organisation is a leader in promoting the Youth, Peace and Security (YPS) Agenda in Serbia, running awareness campaigns, capacity-building trainings, and strategic partnerships with national and international entities, including RYCO, UN agencies, NGOs, and government institutions. Policy advocacy is central to KOMS' work. The organisation engages in strategic dialogue with government and international organisations to ensure that youth perspectives are integrated into public policies in youth-specific areas and across all sectors that impact young people's lives. KOMS is actively involved in developing and monitoring youth policy mechanisms, such as the "Youth Test," which aims to increase the effectiveness of youth influence on public policy and strengthen participatory democratic culture. KOMS also focuses on strengthening youth councils at both national and local levels, supporting the inclusion of young people in decision-making processes and the development of functional youth policy infrastructure. Through its member network, KOMS fosters collaboration, knowledge exchange, and the mobilisation of young people to shape their communities and society.

As a full member of the European Youth Forum, KOMS extends its impact beyond Serbia, contributing to regional peacebuilding, security, and youth empowerment initiatives. Open to all youth and youth organisations sharing its mission, KOMS remains committed to building a resilient, inclusive, and democratic society where young people are empowered to lead and participate fully in public life.

contact: www.koms.rs



TDM2000

Associazione TDM2000 is a prominent youth organisation based in Cagliari, Sardinia, Italy. It is committed to empowering young people and promoting active citizenship, social inclusion, and intercultural dialogue. Since its establishment in 2000, TDM2000 has developed a strong reputation for designing and implementing innovative projects in non-formal education, volunteering, and international mobility.

The organisation offers various activities, including training courses, workshops, youth exchanges, and seminars on social entrepreneurship, human rights, sustainable development, and European citizenship. TDM2000 specialises in equipping young people with the skills, knowledge, and confidence needed to participate actively in society and the labour market.

TDM2000 collaborates closely with local authorities, schools, universities, and a vast network of European partners, sharing best practices and creating opportunities for intercultural learning. The organisation connects Sardinian youth with their European peers through its active involvement in Erasmus+ and other European programmes, fostering solidarity and understanding.

Open to all who share its values, Associazione TDM2000 is dedicated to building a more inclusive, participatory, and dynamic society. By inspiring and supporting young people to become proactive citizens and leaders, TDM2000 contributes significantly to its region's social and economic development and beyond.

contact: www.tdm2000.org



08

LICENSE AND COPYRIGHTS

Introduction

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