IDEA GENERATION

WORLD CAFÉ WORKSHOP

DESIGN THINKING AND IDEA DEVELOPMENT WILL HELP TO IMPROVE CREATIVITY

The goals are to learn how to connect ideas within a larger group to ensure access to participants' collective intelligence, and to understand and learn from multiple perspectives. This involves creating a discussion where creativity and innovation are applied to developing a business idea. The focus of this dynamic is on researching and innovating the topic, not on problem solving.

Advice: Create a friendly and inclusive café atmosphere where participants feel comfortable developing new ideas. The facilitator/moderator should set a topic, which can be general or specific according to the composition/age/preferences of the group.

Instructions

- The moderator welcomes participants to the Entrepreneurship Café and introduces the process and the topic(s) for discussion.
- The room is provided with tables, normally seating 4-6 persons (host + 3-5 guests)
- Moderator asks for volunteers to be table hosts.
- Table hosts should ensure an open and friendly atmosphere:
    - Hosts remain in place for all discussions at their table, whilst the guests move from table to table at regular intervals.
    - They ensure that everyone participates equally.
    - Hosts should take notes to inform subsequent discussions.
    - They greet newcomers and summarize key ideas from previous rounds.
- The moderator displays questions and topics e.g. on a screen or flipchart.
- Participants move from table to table as a group. The moderator sets a time limit for discussions and marks the end of each round e.g. with a buzzer.
- In addition to speaking and listening, individuals may write or draw on a paper tablecloth or cards to give the next group insight into previous conversations.
- At the end of each round, the hosts summarize the key findings from their tables. Hosts can group insights so that relations between ideas are visible.
- The number of rounds should equal the number of tables.
- Hosts can use the 'talking stick' technique[1] to give all participants a chance to speak.
- After the table discussions, the hosts have 10 minutes in total to summarize outcomes. The moderator then explains what will happen to the results, including grouping of ideas and insights, and deeper analysis).
- Results can be preserved by photographing drawings and texts

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[1] https://en.wikipedia.org/wiki/Talking_stick

Reflection in the learning community: The point of the café format is to encourage a wide range of conversations in which ideas are developed, whilst distilling the key points in a cumulative process.

Tips for facilitators

- Give participants a brief summary of the reasons for the event and its goals.
- Provide an atmosphere in which their creativity and creation with a business idea will be encouraged. Don't move groups around too quickly!
- Introduce participants to the rules
  - Focus on what matters
  - Contribute by thinking
  - Speak with your mind and heart
  - Listen together to understand, gain insight and ask deeper questions
  - Connect and coordinate ideas.

OBSERVATION

QUICK CHANGE

AN ACTIVITY DESIGNED TO REFLECT ON THE IMPORTANCE OF ADAPTABILITY TO RECOGNIZE AND RESPOND TO CHANGES

The goal is to show how one is able to quickly recognize and respond to changing trends, innovation, destabilization, industry shifts, and so forth.

The tool also relates to being adaptable in your career, improving your ability to notice and respond quickly to changing entrepreneurial ideas, responsibilities, expectations, strategies and other processes at work.

Advice: To prevent participants from treating this activity purely as an ice-breaker, debrief by using the questions in the 'reflections' sequence.

Instructions

- Divide the group into pairs.
- Without giving any further explanation, ask participants to face each other for 10 seconds.
- Ask them to turn around with their backs to each other and explain that now it is time to change 5 things about their outfit (eg. take your watch off ect). Make sure they cannot see each other.
- Once done, instruct partners to face each other again and guess what changes have been made.
- After that, ask them to return to the back-to-back position and again request changing 3 new things about themselves.
- Once done, when facing each other, ask participants to find differences again.
- Close up the activity by thanking everyone and inviting them to sit in a circle to start debriefing and reflection.

Reflection in the learning community:

Did you enjoy the activity? Was it easy? Difficult? Why?

Was it easier to find differences in your partner outfit the first or the second time? Why?

What competencies and skills are useful in such activity?

Can we relate this activity to entrepreneurship or the business environment?

What do you think about a change when running a business? Is it a natural process?

How can we prepare ourselves better for a changing trends and environment in our business?

Tips for facilitators

- This activity works well for topics that deal with the challenges of adaptation. It is adapted from an activity developed and used by Crestcom, a management and leadership development company.
- The group size is flexible. Therefore, the activity duration could be more or less based on the number of participants and intensity of the discussion.

INTEGRITY

VALUE THE VALUES

DEVELOP INTEGRITY THROUGH THE RESEARCH OF PERSONAL VALUES AND REMINDER OF ETHICAL CHOICES WHEN IT COMES TO CREATE A NEW BUSINESS

The goal is to learn responsibility and a strong work ethic, which can be explained as motivation to get things done, enthusiasm, and dedication to work.

This activity has been designed to raise awareness of the importance of personal and professional values in order to start one's own business. This is an introspective exercise with the aim of helping participants understand their own beliefs and values, and whether their business and actions match up to them.

Advice: Facilitators should understand the concept of values, and be able to explain mind mapping. The social enterprise or other ideas to be discussed can be devised during the activity or taken from other toolkit activities, and can be real or imaginary.

Instructions:

Group size: 5-40 participants; time: 100 min; materials: 2 sheets of paper per participant, pens, pencils, flipchart sheets.

Preparations: Read through the instructions so that you have an overview of the whole activity and give each participant 2 sheets of paper and a pen.

- Ask the participants to write down 3 significant activities of the real or imaginary enterprise in the last 6 months. (10 min);
- Each participant folds the paper and puts it in their pocket;
- Ask the participants to fold the second paper in 8 even parts and to write on each part one important personal value (15 min);
- Now, ask the participants to reflect on their choices and remove values one by one in order of importance, from 'least' to 'most' important until only one remains;
- Then, put them in a list, respecting the order in which they were removed - the result will be your personal values at this moment (10 min);
- Ask the participants to compare the first list (activities) with the second list (values) and ask if there is coherence between them. If not, ask what could be done in order to match their activities and values of the enterprise (10 min);
- Divide the participants into teams. The task is to create a mind map reflecting the core values of the chosen enterprise (20 min);
- Ask the group to come back together and ask everyone to reflect on whether the chosen social enterprise reflects the core values of each member (15 min).

Reflection in the learning community: Facilitators should first ask for brief feedback on the activity, asking how people enjoyed it and what they have learned from it. After this, discuss whether the game has been thought provoking for the participants. Encourage them to express their personal opinions and feelings, e.g. to become self-conscious and aware of the importance of relating personal values to business ideas. Communicate and negotiate around the question: "Do personal values match entrepreneurial and business values?

- If yes = Great! Let's go deeper!
- If no = what should the team do?"

Ask the participants to reflect about how important their values are and why they are important for their proposed business.

Tips for facilitators

Encourage participants to share ideas and opinions.
One person per team should share his/her values with the whole group, to initiate discussion.
The facilitator should prevent judgemental arguments developing.
To stimulate self-evaluation, the facilitators ask questions such as:

- How do you feel at the end of this activity?
- Have you ever thought about your personal values in this way?
- How important are your personal values for your enterprise?

Finally, if there are problems or misunderstandings, the facilitators can provide clarification.

Optional: to facilitate discussion on shared values and organization work, share **McKinsey 7-S Model** with participants and suggest looking at their shared values: are they consistent with the structure, strategy, and systems of their supposed enterprise? Do soft elements (values, skills, (leadership) style, and staff) support the desired hard elements (strategy, structure and system)? If not, what needs to change?
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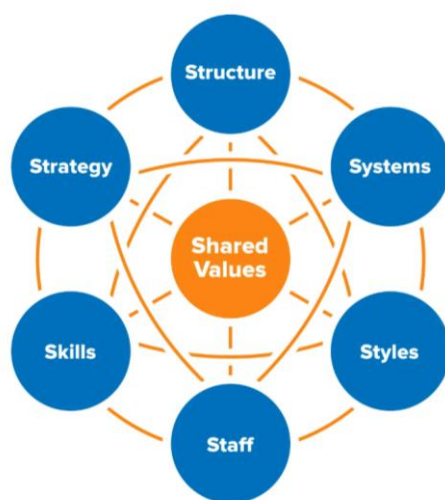
PERSISTENCE

ENERGY MAPPING

WORK CONSISTENTLY AND THUS OBTAIN RESULTS

The goal is 1) to develop an understanding of persistence and resilience in entrepreneurship; 2) to increase participants' energy levels 3) to practice storytelling as an entrepreneurial skill.

Young entrepreneurs need to have personal persistence: it is impossible to achieve any business goal if an entrepreneur lacks energy! The activity therefore also tackles important issues for young entrepreneurs and their future development, including skills such as self-awareness, tracking energy levels and keeping them high; self-organization and planning, being persistent in attaining goals, and learning how to track progress.

Advice: This activity can be used both on site and online, if necessary due to Covid-19 or other restrictions. Participants may work individually or (preferably) in pairs.

Instructions:

- Read and explain the introductory note and form participants into pairs, with attention to diversity and bringing together those who do not usually interact with each other.
- **Individual activity**. Participants complete their initial energy map, based on the previous day (10 min);
- **In pairs**. The goal for each session is to write 200 words/30 seconds of video to contribute to the participants' final essays/digital stories. The partners in the pair take turns to work on their material, and the other partner is allowed to ask questions or make suggestions at any time.
- **The overall goal** for the activity is that, based on the map each participant writes an essay (1000 words max) or makes a digital story (5 minutes max) on the theme of "Into the Future: Finding the Energy to Persist with My Big Idea".

Reflection in the learning community: Start with brief feedback on the activity itself and how people enjoyed it. Then go on to discuss what happened, what people learnt.

Draw on these questions to promote the discussion:

1. What happened? Did you gain insights into your energy levels?

2. What did you learn? Did this activity encourage you to be an energetic entrepreneur?

3. Did the activity relate to persistence and resilience?

Tips for facilitators

To achieve the goal the activity ideally should be carried out as seven sessions over two to three weeks, including 30 mins for the introduction, five follow up sessions and a final debriefing of around an hour, or more depending on the number of participants.

The activity allows for up to 30 participants overall, although this will partly depend on the time available for the debriefing session.

Materials to prepare for the activity: notebooks & pens, or digital device (phone, tablet, laptop) with Internet connection if activity is conducted online.
Energy map worksheet per participant) – this can also be used digitally.

Energy map worksheet for participants											
For each of the days and each part of the day, rate your energy level R on a scale from 1-5, with a brief reason, for example "hate getting out of bed", "enjoy football training" etc											
	Early morning		Mid-morning		Midday/Lunchtime		Afternoon		Evening		
	R	reason	R	reason	R	reason	R	reason	R	reason	
(date)											
date)											
date)											
date)											
date)											
(five days should be the minimum, but more can be added below)											

CRITICAL THINKING

WHAT IF?

GROUP ACTIVITY AIMED AT DEVELOPING AND CRITIQUING IDEAS FROM DIFFERENT PERSPECTIVES

The goal is to learn the skill of asking the right questions about new ideas. Questioning is a dialogical process that works best in small group situations. It also requires participants in the process to take up various roles, such as defending an idea or trying to predict its consequences. This simple activity provides a framework for making these roles explicit and for practising the art of asking the right question.

Objectives:
- To develop an understanding of the consequences of ideas
- To develop critical thinking skills.
- To distinguish between 'feeling' or intuition, and sensing when considering ideas.
- To promote creative thinking
- To develop the idea of scenario planning

Advice: Make sure that all participants are allowed to speak and that the whole group is supportive of each other. The four roles should be clarified as follows:

Warrior: a person who takes ownership of the idea and promotes or 'sells' it to others.

Seer: a person with vision, who sees the further potential of the idea and how it might stimulate change, at any level from local to global.

Wizard: a person who gets things done and can find solutions to problems.

Sceptic: a person who always finds a downside to any idea, foresees risks and what might go wrong.

Instructions

The activity involves plenary (whole class) and small group work (groups of 4 persons). It should take around 90 minutes but this is flexible.

Part 1

1. Within groups of 4, each member spends 2 minutes thinking of a business or social-entrepreneurial idea, and describes it in one sentence.
2. Next, the ideas are shared with the group, in Chat if using Zoom/Skype, or on a flip chart.
3. Group members adopt one of four roles (using dice), each with a question:
   - Warrior: Why is this a good idea?
   - Seer: What might happen?
   - Wizard: How can we make it happen?
   - Sceptic: What could go wrong?
4. The group takes each idea in turn, with each member taking a different role, and asking their question as above (5 mins per idea = 20 mins total)

5. Group members have 5 mins to agree on the best idea.
6. This idea goes forward to a plenary session and is posted in chat or on the board.
7. Participants can vote on the winning idea

Part 2: Debriefing/Evaluation

- Did you enjoy the activity?
- Did it meet these goals:
- To develop an understanding of the consequences of ideas
- To develop critical thinking skills.
- To promote creative thinking
- What did you learn about asking questions?
- Any other comments?

Reflection in the learning community: Feedback on activity

- What worked?
- What didn't work?
- How might the activity be improved?
- Was there enough time for each task?
- What opportunities were there for self-reflection?
- What opportunities were there to learn from other group members?
- Which roles were easy to play?
- Which roles were more difficult and why?
- Could other roles be added?
- Could you imagine using this activity in your workplace?
- If so, in its original form or adapted?
- If adapted, please explain how.

Tips for facilitators

- Make sure everyone has a chance to speak and has their ideas valued.
- Record and retain the ideas presented during the activity, to stimulate further discussion and increase ownership. Use posters and video posts where possible.
- Where online discussion is taking place, e.g. in break-out rooms, check in on groups to ensure that turn-taking and time limits are respected.
- Look for ideas that are specific rather than general

CREATIVITY

ENTREPRENEURIAL MAGAZINE

THIS ACTIVITY PROMOTES ENTREPRENEURSHIP VIA THE CREATION OF AN EXCITING MEDIA PRODUCT

The goal is to promote Creativity, Innovation and Curiosity, in relation to Social Entrepreneurship.

OBJECTIVES:
- To improve participants' understanding of social entrepreneurship.
- To find out more about the EU background in relation to social entrepreneurship
- To explore and analyse media coverage of social entrepreneurship

Advice: Ensure that participants understand what social entrepreneurship means, but give them space to explore media coverage for themselves. The central idea could be taken from other activities such as 'What If...?'.

Instructions:

The tool is based on a group activity exploring the main dimensions of social entrepreneurship in the participating countries.
- Part 1 - 5 minutes
  Group Creation, with an international mix if possible, and introduction to social entrepreneurship by facilitator
- Part 2 - 60 minutes
  Each group develops a social entrepreneurship topic and shares it with the rest of the participants, providing information on the background to this topic in their respective countries. Using images and articles from current magazines and newspapers, or from the Web, they create a flipchart or presentation slide, representing the cover page of an "ENTREPRENEURSHIP MAGAZINE" with news, statistics, problems etc. related to the chosen social entrepreneurship topic. For advanced groups, it could be possible to have an additional slide or text with a more in-depth news report on the chosen topic.
- Part 3 - 30 minutes
  Once the cover page has been created, each group presents its page to the others. Trainers will ask questions and facilitate debates in order to identify concepts and support participants in acquiring the necessary skills, including media analysis, and learning about the EU background (see "Debriefing & Evaluation" section).

Reflection in the learning community: the activity helps young people to identify where and how social entrepreneurship is represented in the media, and to think about positive and negative aspects of media coverage. It also helps to focus their communication skills, by emphasising clarity, brevity and social responsibility in reporting social entrepreneurship activities. If carried out with international participants, either online or face-to-face, it raises awareness of social entrepreneurship as a global phenomenon, with the potential to alleviate poverty, promote social justice, and address climate change. Exploring the EU background in terms of social entrepreneurship can open up the possibility for young people to participate in current social entrepreneurship initiatives, or start new ones.

Tips for facilitators

- Debriefing & evaluation
- Starter questions:
    - What have you learnt in creating the Newspaper/Magazine cover?
    - Do you think that creativity is essential for entrepreneurship?
    - How important is it to know about the international/EU background when planning a start-up?

- The debriefing should give additional background information on start-ups, and links to literature on how creativity and public perceptions influence the start-up process.
    - https://uplandsoftware.com/kapost/resources/blog/creativity-stats/
    - Skills, Scope, and Success: An Empirical Look at the Start-up Process in Creative Industries in Germany (http://ftp.iza.org/dp11650.pdf)

SOCIAL INTELLIGENCE

FORUM THEATER

TOOL DESIGNED TO DEVELOP SOCIAL INTELLIGENCE AND COMMUNICATION SKILLS BY MEANS OF THEATRE PERFORMANCE

The goal is to learn and develop social intelligence through situations that are presented and staged, creating awareness of personal and community issues.

With this tool communication skills will be empowered and the role of the oppressed/oppressor will be exploited in order to make it easier to change the behaviour in reality of individuals / young entrepreneurs.

Putting young entrepreneurs in various situations and trying out more solutions to get out of a certain situation or relationship / problem, will develop Social Intelligence.

Advice: Group size 10 – 30 participants, 1hour, open space with tables and chairs that can fit a lot of people.

Instructions

To start the tool properly the following preparatory activities are needed in the group:

- Selection of the roles between participants, defining especially Oppressor, Oppressed and Joker role
- Selection of the topic/problem to be addressed
- Creation of a Forum Scene in which the problem of oppression and discrimination is presented in a very specific way
- Rehearsal, Refining and character build up.

Joker is the character who explains the rules to the audience and guides them through the process, therefore he is introducing the activity to the participants/audience.

Once the topic is addressed and roles are defined, the Joker mediates between the actors (Oppressor and Oppressed) on stage and the audience (rest of the participants). The Joker needs to motivate the audience to participate in the scenes, asking relevant questions for the problem, and opening the discussion. This is the time where the audience is encouraged to suggest any solution, as long as they are ready to realize it on stage, working, acting, directing with the ''actors''.

Once they make a conclusion that the oppressed actors have failed to cope with the repressive situation, they begin to perform that short play again. At any time in another performance, anyone in the audience can say "stop!" and take on the role of an ''actor'' representing an oppressed individual. The role of the Oppressor cannot be changed because that would be a "magic solution".

Through this process, participants understand and experience the challenges of making the progress they have proposed. The audience is then encouraged to not only imagine the change, but also to practice it, collectively reflect on the suggestions and thus become empowered to generate social action.

Reflection in the learning community: The essence of this model is not to indicate the correct answer, but to discover all possible answers that can be further questioned. Observers learn more through performance although it is fictional because it is a simulation of artistic practice in reality. When in reality they find themselves in a situation similar to the one tried in theater, people awaken a desire to be proactive because they feel more prepared and have more self-confidence when resolving a conflict or a particular problem.

Tips for facilitators

- Select the topic that clearly presents a problem of oppression/discrimination and which will be addressed in the short play.

- Select a Joker - a person who plays a Joker is a moderator of the whole activity and he/she needs to be neutral but active during the process. Joker is fundamental: he needs to be ready to motivate the audience to participate in the scenes, asking questions and encouraging discussion.

- Be clear on the main aim: the goal is not to offer an ideal solution but to offer as many opportunities as possible in a certain role. Understanding dynamics of oppression and developing social intelligence.

LEADERSHIP

"BLIND SEARCH"

LEADERSHIP, INITIATIVE, RESPONSIBILITY, TRUST

The goal is for young people **to learn** about leadership and initiative. This activity can also serve as an 'icebreaker' type activity to help participants learn each other's names and to prepare for other activities from the toolkit

The task will help young people to develop their leadership skills, build self-confidence and set the right tasks and instructions to successfully achieve their goals.
The team will learn to trust and rely on the leader to achieve their goals.

Advice: 10-25 participants / 40 min / materials to prepare: large space; blindfolds; soft toys

Instructions:

- The activity can be done with the whole group team or in teams.
- Choose one leader from the group/ each team, and explain the task;
- Blindfold [cover the eyes of] each member except the leader;
- Participants form a line with their hands on the shoulder of the person standing in front of them;
- The leader is the first person in the line. As s/he is not blindfolded, and s/he guides the rest of the group. They can walk around the room with a lot of steps and obstacles to make it more complicated. Objects such as soft toys are scattered around the room and need to be picked up by blindfolded participants;
- The task of the leader is to lead the line so as to pick up all the objects in the room. Whilst moving around the room, the leader makes the line stop so that there are objects at one of the participants' feet. The leader then announces which participant has to get down and find the object at her/his feet. The task is to collect all the objects in the room. The task of the participants is to trust the leader and perform their duties accurately, so that the whole team can reach the goal faster (30 min).

Reflection in the learning community: after the activity, don't forget to make a little reflection with your group. First, ask the leader(s) how it feels to complete the mission, what was easy during the activity and which difficulties were encountered when guiding others? Is a leader's job easy or difficult? Secondly, ask participants to reflect on their journey during the activity – what are their comments on the process?

Participants can discuss the extent to which leadership skills were used in the task. Do all the participants have such abilities? Are they able to lead the team and create trust in themselves? (10 min).

Tips for facilitators

- Before the start of the activity prepare a free space where you can move freely to avoid injury, and make sure participants stay safe while blindfolded;
- Objects on the floor should be soft toys that will not injure the participants;
- You should carry out several rounds of this activity to enable all participants to try the leader role – is it easier for participants who have been blindfolded to guide others if you already know the route and tasks?

COLLABORATION

KNOW YOUR PARTNERS

RECOGNISE POSSIBLE COLLABORATIONS FOR A PROJECT, ANALYSE STRENGTHS AND WEAKNESSES OF EACH PARTNERSHIP

The goal is to cultivate business collaboration skills by recognising possible partnerships for a project and by analysing the strengths and weaknesses of each collaboration.

Advice: Before starting the activity, participants should write a brief description and create a list of their services of their business idea or proposed enterprise, for example, they can use an idea developed in other toolkit activities such as 'What If...?'.

Instructions

- Duration of the activity is 40-60 minutes. Use the template table (printed or online) to list and evaluate business partnerships, alone, then sharing ideas in groups.
- First, work alone and complete the template table of Annex 1 for creating a list of possible collaborations (10 minutes). Evaluate them using the 3 criteria provided.
- Continue working with the template table by ranking them as Potential Partners, Potential Minor Partners, Strategic Alliances or of no interest (10 minutes).
    - POTENTIAL PARTNERS: Circle the organizations that meet all three criteria and create for them a Case for Partnership. This document has ideas such as: better serving clients through working together or expanded visibility to donors due to association with your organization.
    - POTENTIAL MINOR PARTNERS: For the organizations that didn't meet one or more criteria, you could still think about a less intense form of partnership.
    - STRATEGIC ALLIANCES: You should also consider developing strategic alliances with corporations and businesses that either work with some of the same clients or have other reasons to be interested in the work you do.
- Create small groups and share the ideas (20 minutes).

> **Reflection in the learning community:** Making partnerships work requires 'boundary spanners', persons with connections in each of the organisations involved. In turn, this requires pro-active communication and the development of trust. How can these things be facilitated?

Tips for facilitators

- Depending on the participants' interests, you may need to provide examples of possible partners, e.g businesses or social enterprises in the local area.
- This could also be brainstormed with participants.
- If there is time, participants could engage in role-playing of discussions between their own organisations and those of other participants.
- The Case for Partnership document is an important outcome and facilitators should guide participants regarding its presentation and content, depending on their level of experience.

Annex 1: Template table to list your own services/products

Num	Services or products

Annex 2: Template table to list and evaluate partnerships (You can link it with your services or products)

Num Ser/Pro	Companies and organizations to partner with	Evaluation Criteria					
		1		2		3	
		Y	N	Y	N	Y	N

Evaluation Criteria

1. Offers services that could enhance your current offer? (Y/N)
2. Has a mission and vision compatible with yours? (Y/N)
3. Stands to benefit from a partnership with you (e.g. would your offer complement theirs)? (Y/N)

BUDGET CONTROL

CHART YOUR EXPENSES!

CULTIVATING FINANCIAL CONTROL THROUGH INFORMATION PROCESSING, VISUALIZATION AND REPORTING OF BUDGET DATA

The goal is to create a teamwork activity that aims to develop control abilities of young, prospective or existing entrepreneurs by analysing, visualizing and reporting business data for a real or imaginary enterprise. The activity objectives are:

- To promote information processing by using visualization as a driver for supporting decision making in a business context
- To communicate data in an understandable way using visualizations
- To improve decision making
- To raise awareness of the data-oriented business world

Advice: Maximum 20 participants divided into teams of five. Time: 2 hours. **Physical**: One projector and facilitator's laptop, four tables (for 5 participants each) equipped whether with a laptop and spreadsheet software, with Internet access, or paper and coloured pens (an award for the winning team is optional). **Online**: meeting and spreadsheet tools.

Instructions:

- **Information processing task (45')**
  1. **Data creation**: Each team should create and fill a spreadsheet of the expenses for each key activity or task of their chosen enterprise, with the following columns:

Key Activity (e.g. production, marketing, distribution, information management, etc.)	Type of expenses (e.g. salaries, utilities, rent, equipment, raw materials, shipping, etc.)	Cost

  2. **Performing**: Each team should calculate and visualize the information in such a way that will allow them to answer these questions:
     1) What is the total cost of each key activity for the enterprise?
     2) Which key activity represents a significant expense to the enterprise?
     3) Which type of expenses is the highest?
     4) What percentage of the total enterprise cost does each key activity represent?
  3. **Reporting:** Each team should prepare visualizations answering the above questions. They can use graphs in spreadsheet software, any other software tool, or just colored drawings on a piece of paper. The facilitator advises on interesting ways of data visualization (visually intriguing ways count for more!).

- **Peer Assessment (30'):** Each team should present their report to the group. Next, each team should assess the reports from all the teams (including their own) using a 5-point grade scale (1-5). Grades should be communicated to the facilitator (on a piece of paper or private message on chat), who will announce the winning team and give an award (optional).
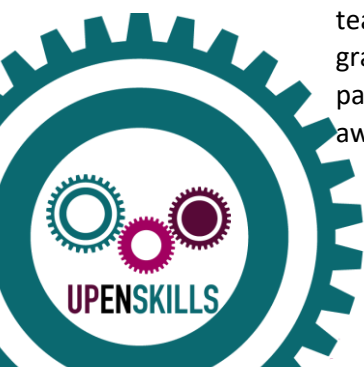
Reflection in the learning community:

1. Reflection: Ask each participant to reflect upon their experience by answering the question: What are the key takeaways from this activity?
2. Activity Evaluation: Ask the participants to evaluate the activity with two adjectives (one positive and one negative adjective)
3. Share activity evaluation:
   a. Use the recorded adjectives and create a mindmap or word cloud, for the online version using the tool https://www.jasondavies.com/wordcloud/.
   b. Download and share the word cloud image with participants.

Tips for facilitators:

- Preparation in online settings:
  - Plan the activity using a participants' list with emails.
  - Schedule the meeting and send invitations to all participants.
  - Ensure that participants have access to online free meeting and spreadsheet tools.
- Before the core activity include actions for:
  - *Icebreaking (25')*: Welcome all participants and present yourself. Ask them to introduce themselves (max 1' each, at least name and country in international groups)
  - *Team Formatting & Activity preparation (20')*: Ask each team to get to know each other better, i.e. share background, general and digital skills (10'). Explain the steps of the activity (10'). In online settings split teams by using breakout rooms. Do not forget to introduce *steps of task management:*
    - Identify what is the problem
    - Break it down into manageable tasks
    - Observe repeating errors
    - Think freely and keep the big picture in mind
    - Apply and try different solutions
    - Evaluate what you could do differently
- During information processing, facilitate discussion with regards to:
  - The difference between fixed costs and variable costs:
    - Fixed costs are usually a fixed percentage of overall costs; while they do change, often incrementally they remain fairly stable. Examples: salaries, rent, utilities.
    - Variable costs change depending on the number of goods and services produced by a business. Examples: Direct materials and shipping costs.
  - How best to visualize data based on what is to be communicated
  - Visualization design and reporting.

GOAL-SETTING

THE WASTEBASKET

A GAME WHERE PARTICIPANTS REFLECT ON THE IMPORTANCE OF SETTING AND COMMUNICATING GOALS EFFECTIVELY TO ACHIEVE DESIRED OUTCOMES

The goal is to learn the importance of setting and communicating goals effectively.

Objectives of this game are to:

- experience the importance of setting SMART goals
- work as a team to achieve goals
- reflect on the importance of communicating goals effectively to achieve desired outcomes

Participants will be able to recognize and master these skills: goal setting, communicating goals, team effort.

Advice: *Materials for the game:* spacious room, A4 paper (preferably used from the recycle bin), chair, wastebaskets, blindfolds (e.g. scarves), pen, timer, flipchart.

Instructions

- Form teams (minimum of 5 participants per team) and sit them in circles with chairs. Place one wastebasket in the middle of each circle and provide participants with plenty of paper. Inform participants that the game evolves in 5 rounds.

Round 1: No instructions – no goals

- The facilitator starts talking about the importance of goal-setting.
- A minute later, the facilitator Informs participants that they were supposed to throw paper in the wastebasket and asks them why they didn't do so.
- The facilitator asks how they felt and explains the importance of having Specific goals.

Round 2: Partial instructions – incomplete goals

- The facilitator instructs participants to "Throw pieces of paper into the wastebasket".
- A minute later, the facilitator stops the process and counts only crumpled-up papers which are in the wastebaskets. The facilitator assigns one point for each crumpled-up paper in the wastebasket of each team.
- The group discusses their feelings about having incomplete instructions.

Round 3: Clear instructions – clear goals

- The facilitator instructs participants to "Crumple-up pieces of paper and throw them into the wastebasket".

- A minute later, count the papers inside each team's wastebasket and assign one point for each paper.
- The group discusses the importance of having a solid understanding of the process through clearly-defined instructions.

Round 4: Nearly impossible goals

- The facilitator asks participants to cover their eyes with one hand and then to "Crumple-up pieces of paper and throw them into the wastebasket".
- A minute later, stop the process and count the number of papers, assigning one point per paper in each team's wastebasket.
- Discuss feelings and the importance of setting Achievable goals.

Round 5: Communicating instructions – setting and achieving goals

- Each team appoints one "Thrower" and one "Holder" from within their team. Holders hold the wastebasket in the middle of each circle, and Throwers throw the papers. Both Holders and Throwers are blindfolded.
- Team members discuss and set specific goals on the number of papers that Throwers will be able to get in their wastebasket within a set time of 4 minutes.
- The task ends when the team achieves their specific goal or the 4 minutes limit ends.
- Teams that manage to achieve their set goal get three points for each paper inside the wastebasket.
- Count overall points and announce the winner(s).

Reflection in the learning community:

● Remind participants the discussions about the importance of communicating and setting goals at the end of rounds 1-4.

● Explain SMART (Specific, Measurable, Achievable, Relevant, Time- bound) approach for goals, and ask participants to identify these dimensions in the task of round 5.

● Ask participants to reflect upon their experience of this workshop and share amongst their team members their thoughts on the following question "What will you do differently as a result of what you learned?"

● Invite teams to discuss and choose one learning point from the workshop that they believe is the most important to take away and, in turns, share it with the rest of the group.

Tips for facilitators

- Before asking teams to set specific goals for round 5, you may allow teams to try the task for a couple of minutes to get a better feeling of what is achievable.
- A prize (e.g. a bag of sweets) for the winning team could boost motivation to compete.
- A further discussion on the importance of effectively utilising resources to achieve goals could be included in the debriefing session.
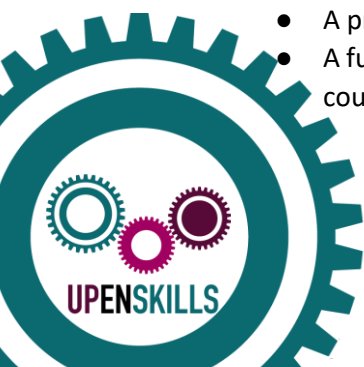
RISK MANAGEMENT

EFFECTIVE PROJECT PLANNING THROUGH JENGA

AN ACTIVITY WHICH HELPS PARTICIPANTS TO IDENTIFY RISKS AND RECOGNIZE COMPETENCIES USEFUL IN RISK MANAGEMENT

After playing this game, participants should be able to analyse key components of a project and to assess their inherent risks, so as to identify strategies for eliminating and/or minimising those risks to an acceptable level. Participants should understand the role of emotions in risk management, and the role of teams in providing emotional support in difficult situations.

Advice: 5-8 participants / 45 minutes / one set of Jenga

Instructions

- Start with explaining the rules of Jenga game[1].
- Ask the group to think of a hypothetical project (i.e. hosting a summer festival), or ask them to propose an actual project they are working on at the moment.
- Tell them to imagine that the Jenga tower represents their project and each block is one area or element of such a project (a team, finances, promotion, logistic ect).
- Open a discussion about what elements of their project are and name them, challenge participants to think beyond the major components.
- While discussing, ask participants to start building a Jenga tower.
- Once ready, move on to talking about risks in each area of the project. Explain the concept of risk including physical and emotional safety, property damage, financial security, reputation, etc.
- Ask every participant to identify a single risk in each area of their project and then have that individual remove a block from the tower.
- Repeat the previous step until either the tower falls, or the group cannot think of any other reasonable risks.

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[1] https://en.wikipedia.org/wiki/Jenga

Reflection in the learning community:

Did you enjoy the game? What was the most challenging part? How did you feel working in your team? Was identifying risks difficult? Is it important to talk about risks in project management?

What helped you to make a decision of removing a particular block? Was the environment helpful? How can you relate this game to risk management?

What competences are useful in risk management? What can you do to develop them?

Tips for facilitators

- If you have a few sets of Jenga, you can facilitate this activity with a few groups at the same time.

DELEGATION

DON'T DO IT YOURSELF (YOUNG ENTREPRENEURSHIP VERSION)

YOUNG ENTREPRENEURSHIP, DELEGATION AND TRUST, MANAGEMENT, TEAM BUILDING

The goal of this activity is to make people aware of the opportunity to have an equal and fair society by creating an economical plan to support young entrepreneurship.

Objectives:

- To develop the ability to delegate
- To develop teamwork and trust within the team.
- To promote an atmosphere of fairness and equality within the team

Advice: 4-24 participants (ideally 16). Rotation of participants within groups of 4, no. of sessions = no. of groups. Time: 4 x 60 minutes. Materials: notebooks & pens, flipchart or, if activity is online, digital device.

Instructions

- Facilitator explains activity.
- Participants divide into teams of 4.
- The facilitator issues one member of each team with a task. The tasks can be different for each team, or similar, depending on the time available (usually 10 min).
- The group member given the task/problem is 'the entrepreneur'. S/he is in charge of solving the problem with the help of the other members. The entrepreneur has to present the problem and then identify the skills of the other team members, asking the question: "how could you help?" (10 min).
- The Entrepreneur then has to delegate sub-tasks to each member.
- The team members perform the sub-tasks, for example through internet research or experimentally. The three members performing the tasks can collaborate amongst themselves but not with the entrepreneur, whose task is to devise a use for the answer. (15 min)
- The group reconvenes and the members provide the results of their sub-task. All four members collaborate to combine these into an overall result.
- The Entrepreneur prepares a short presentation of the results and their possible uses.
  - The activity is repeated 4 times so that everyone can play the entrepreneur.

Reflection in the learning community: Start with brief feedback on the activity itself and how people enjoyed it. Then go on to discuss what happened, what people learnt and the relationship the activity has with delegation and trust. Draw on the following questions to promote the discussion.

- Was the distribution of tasks fair?
- Did it reflect the skills of the team members?
- What are the main issues in delegation?
- What was the level of trust within the group?

Tips for facilitators:

- Make up problems that are locally and culturally relevant.
- Ensure that as many participants as possible can play the entrepreneur, especially those who are more reluctant to come forward.
- The activity can also be done with practical problems, e.g the 'stable table':
  https://www.stemitup.eu/Activity/Stable-Table

PLANNING

BUSINESS BRAINSTORMING

GAME IS FOR 12-36 PARTICIPANTS, WORKING IN TEAMS TO ANALYSE NEW BUSINESS OR SOCIAL ENTERPRISE IDEAS

The goal is to learn skills such as planning, self-management, collaboration and teamwork.

The task is to identify problems in society, or more locally, and develop business solutions for them.

Advice: Provide materials such as paper sheets, pens, markers, post-it notes. Facilitator may wish to provide an explanation of the business canvas model and the use of Pert charts to explain relationships amongst the elements of the business canvas. Alternatively, participants with access to the internet may be asked to research this themselves.

Instructions

Divide the participants into teams and explain the task

- The game is divided into 3 phases, where each team:
    - Brainstorms problems or needs of society, country, or local community that could be solved by an entrepreneurial idea.
    - Creates one or more business ideas to solve the problem.
    - Researches and prepares a business canvas poster/powerpoint slide for their idea(s).
- Each team presents the problem and their business idea to the other participants, based on the above headings and their own research and discussions.
- After the presentations, the whole group discusses and picks the best solutions, based on arguments from the teams.

Tips for facilitators

Facilitators are welcome to use the business canvas with the following elements:

○ What resources (both human and material) would be required?
○ How will the idea be funded?
○ Who will be the buyer/user/consumer of the product/service/idea? etc

Key activities	Value Proposition	Customer segments
Key partners	Key resources	Customer relations
Channels	Cost Structure	Revenue Streams
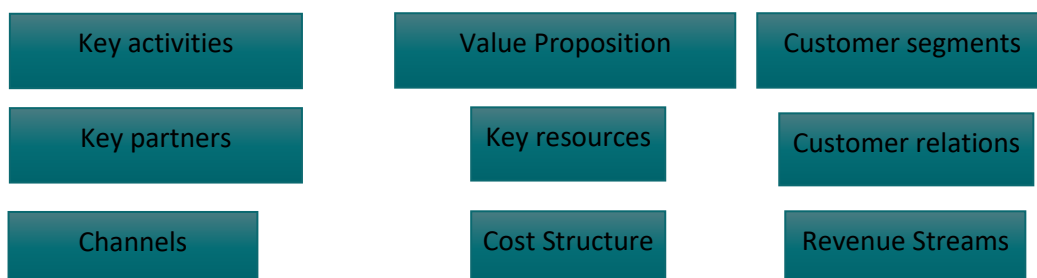
If the teams are having difficulty with any of the tasks, the facilitator's role is to unlock the situation through concise questions aimed at motivating reflections, for instance, asking each member to describe a critical social situation in her own country. Taking into account the level of knowledge of participants on business planning, facilitators might need to provide an additional explanation session of business canvas and to use simplified questions.

Furthermore, if, at the end of the activity, a common problem has been identified, the facilitators will lead a debate about how to solve the problem at a European level and not only for a specific country.

UPENSKILLS

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