

# Toolkit for Educators

Workshops and activities for empowering out-of-the-box entrepreneurial thinking for deaf and hard of hearing youth



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## Toolkit for **Educators:**

Workshops and activities for empowering  
out-of-the-box entrepreneurial thinking  
for deaf and hard of hearing youth:



## TOOLKIT

Workshops and activities for empowering out-of-the-box entrepreneurial thinking for deaf and hard of hearing youth

## PROJECT

Taking Matters Into Our Own Hands: Employment and Entrepreneurship

## PROJECT PARTNERS

Association of the Deaf and Hard of Hearing of the City of Zagreb (Croatia)  
Istituto ad ordinamento Universitario "Scuola Superiore Carolina Albasio" (Italy)  
Youth Power Germany e.V. (Germany)  
Learning Library OÜ (Estonia)



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## Summary of the Project

The statistics indicate that deaf and hard of hearing young people, and young people with communication obstacles are more than twice as likely to be unemployed compared to hearing adults. Integrating deaf and hard of hearing people into the job market is a key challenge; more than 50 % of the one million deaf and hard of hearing people in Europe are unemployed, and those who are employed are often in low-skilled and low-paid jobs. Deaf and hard of hearing persons can indeed contribute significantly to the labor market, but it's essential to ensure they receive appropriate education and guidance when entering the workforce to realize their potential and enhance their competitiveness. Those who teach or work with deaf and hard of hearing persons must be familiar with the specificities of deafness, understand the obstacles faced by deaf and hard of hearing persons, find the most appropriate solutions for them, and empower them to overcome the challenges they face and demonstrate their own competencies and ambitions in the job market. Similarly, deaf and hard of hearing persons, and persons with communication obstacles should be familiarized with the demands of the job market and prepared for effective engagement within it.

### **For these reasons, the project "Taking Matters Into Our Own Hands: Employment and Entrepreneurship" focuses on two target groups of youth:**

- to empower deaf and hard of hearing youngsters and youngsters with communication obstacles for entrepreneurial thinking and creating self-employment opportunities;
- to provide youth workers with knowledge and skills in the field of entrepreneurship for working with young deaf and hard of hearing persons, as well as persons with communication difficulties.

The project's activities and objectives are:

- the development of a toolkit that includes innovative educational workshops and activities, and two online learning courses with educational materials and practical advice for raising skills and knowledge in career development and entrepreneurship;
- the development of a curriculum for youth workers, enabling them to acquire knowledge and skills on how to provide career counseling and professionally guide deaf and hard of hearing persons, as well as persons with communication obstacles;
- to raise awareness and inform the public, particularly youth organizations, organizations for the deaf and hard of hearing, educational institutions, and other institutions, about the specifics of deafness and communication obstacles, as well as the challenges they face in the job market, offering them concrete advice and recommendations for more successful work with deaf and hard of hearing young people, and young people with communication obstacles, through social media campaigns;
- the development of a project website and an interactive online repository platform for youth workers, educators, and deaf and hard of hearing young people, containing educational materials in the form of articles, practical advice, stories from the target groups, and project-developed outputs, which will be permanently accessible;
- the final conference where materials developed during the project implementation and the results of testing these materials will be presented.



The educational materials (curriculum, toolkit), online learning courses, as well as other activities of this project, are the results of collaborative work among four organizations: Association of the Deaf and Hard of Hearing of the City of Zagreb (from Croatia), Istituto Universitario Carolina Albasio (from Italy), Youth Power Germany e.V. (from Germany), Learning Library OÜ (from Estonia).



## About the Toolkit

The second educational material developed as part of the project is toolkit for youth workers, educators and other professionals directly involved in the work with deaf and hard of hearing youngsters. It is intended for use by youth workers, such as professionals from the social welfare system, experts working in the employment sector, individuals working in civil society organizations, who may potentially work with deaf and hard of hearing persons, as well as persons with communication obstacles during their work. The objective is to provide them with concrete educational workshops and activities to be implemented in work with the specific target group. All of the workshops and activities can be further adjusted to the specific needs of the target groups that youth workers and educators will work with.

**The toolkit consists of 10 educational workshops, and 15 educational activities. The workshops can be implemented as stand-alone activities, or can be combined within longer lasting educational programs.**

Activities are developed as complementary educational activities to the 10 workshops, but can also be implemented individually or as part of other educational sessions organised with the target group of deaf and hard of hearing youngsters.

**Concrete objectives of the workshops and activities developed and presented within this material can be further explored by checking each of the workshops and sessions. In general, the educational workshops and activities cover the following range of learning objectives for the target group of deaf and hard of hearing youngsters:**

- To develop participants' creative problem-solving skills through techniques like brainstorming, SCAMPER, and mind mapping, enabling them to address challenges effectively in real-time scenarios.
- To refine participants' ability to generate and refine innovative ideas, focusing on methods that encourage rapid ideation and actionable results.

- To build participants' pitching skills by teaching them how to craft and deliver compelling pitches, adapt to audience needs, and utilize impactful visuals.
- To foster teamwork and collaboration by engaging participants in activities that enhance trust, communication, and collective problem-solving.
- To improve participants' financial literacy by introducing them to budgeting, financial planning, and basic financial management skills relevant for startups.
- To equip participants with the skills to conduct market research effectively, including gathering and analysing data through customer surveys and competitor analysis.
- To introduce participants to the principles of inclusive design, helping them create products and services that cater to diverse needs and promote accessibility.
- To enhance participants' networking skills by teaching them how to build professional relationships, utilize social media, and strategically attend networking events.
- To strengthen participants' communication skills, focusing on verbal and non-verbal techniques, active listening, and conflict resolution essential for leadership roles.
- To provide participants with the knowledge and tools to develop comprehensive business plans, set strategic objectives, and execute successful business initiatives.
- To enhance team dynamics and problem-solving skills through interactive activities such as team-building escape rooms in fun and challenging environments.
- To encourage rapid prototyping and iterative design through creative design sprints that challenge participants to develop tangible solutions in short timeframes.
- To teach participants the principles of design thinking, emphasizing user-centered problem-solving and fostering empathy and innovation in addressing real-world challenges.

**This toolkit is the result of collaborative work among two partners of this project (Association of the Deaf and Hard of Hearing of the City of Zagreb, and Youth Power Germany), and has been tested in all of the participating countries (Croatia, Germany, Italy, and Estonia)**

**It is available in five languages: English, Croatian, German, Italian, and Estonian. The toolkit is permanently available on the project's official website ([empower-employ.eu](http://empower-employ.eu)).**

# Workshops

## The workshops and activities focus on key learning objectives for deaf and hard-of-hearing youth, including:

- Developing creative problem-solving skills using brainstorming, SCAMPER, and mind mapping.
- Enhancing idea generation and refinement for actionable results.
- Building pitching skills with audience-focused delivery and impactful visuals.
- Fostering teamwork, trust, and collaborative problem-solving.
- Improving financial literacy in budgeting and planning for startups.
- Conducting market research through customer surveys and competitor analysis.
- Applying inclusive design principles for accessible products and services.
- Strengthening networking skills for professional relationship-building.
- Advancing communication skills for leadership, including conflict resolution.
- Crafting business plans with strategic goals and execution methods.
- Boosting team dynamics with activities like escape-room challenges.
- Encouraging rapid prototyping through creative design sprints.
- Teaching design thinking for user-centered problem-solving and innovation.



## Workshop 1

# Creative problem-solving techniques



### Purpose:

To explore and learn how to apply various creative problem-solving techniques, including brainstorming, SCAMPER, and mind mapping; to overcome challenges creatively and effectively.



### Materials:

Flipchart paper, markers, post it notes, SCAMPER worksheets (one per participant), mind mapping examples (optional), pens, papers, visual aids (such as pictograms or images to illustrate concepts), and possibly tablets or laptops for visual communication tools.



### Recommended time:

100 minutes



### Planning notes:

Before the session, facilitator needs to be familiar with the creative problem-solving techniques that will be covered, and should also have previous experience in using some, if not all, of the techniques in their work.

Enough copies of the worksheets should be prepared according to the group size. It's possible to use the tablets or laptops for practical parts of the workshops, in order to minimize paper waste.

Prepare the SCAMPER worksheets and mind mapping templates in advance.

Facilitator should prepare visual aids to accompany verbal instructions. It's recommended to use large, clear text and images to illustrate key points. Suggestion is to use a projector or screen to display instructions and examples visually.

*\*Facilitator should be fluent in sign language or have interpreter colleague who will help the facilitator in the process of the workshop implementation. If possible, it would be good to provide communication devices or apps that facilitate text-to-speech or instant messaging for real-time communication.*



# Procedure

## Step 1

### Introduction to creative problem solving - 15 minutes

In the first step, facilitator makes an introduction to the topic of the workshop and tools that will be covered throughout the workshop.

The workshop starts with a short talk with participants on:

- what they do when they face some problem, that they are not sure how to solve,
- which techniques of creative problem solving they've heard about,
- and which of them they had a chance to use.

Facilitator proceeds with a visual presentation of the 3 tools that will be explored during the workshop. If needed, explanations in sign language or through written text displayed on a screen, are provided.

## Step 2

### Applying creative techniques: Brainstorming – 20 minutes

Participants are divided into 4-5 smaller groups. Each group is provided with a visual description of the specific problem or challenge they need to address. Facilitator explains the brainstorming rules, with a visual presentation and clear brainstorming rules visible on a piece of flipchart paper. Facilitator sets a timer for 10 minutes and lets the groups work.

**Specific problems/challenges** to be given as tasks to the groups:

1. What types of technological tools or apps can be developed or adapted to assist deaf and hard of hearing individuals in managing their businesses more effectively?
2. How can workplaces improve communication methods to ensure deaf and hard of hearing employees are fully included in all aspects of team collaboration?
3. How can young people like you find job opportunities online that are welcoming and supportive of deaf and hard of hearing workers?
4. What are some fun or interesting ideas for small businesses that you could start with your friends or family?
5. What are the skills you need to start your own business?

**Brainstorming rules** to be presented and used during this exercise:

1. There are no bad or wrong ideas
2. Criticism is not welcomed
3. Whatever comes to your mind is the right solution/answer
4. We acknowledge and accept other people's ideas
5. Share whatever pops to your mind as a solution to the given problem/question

Once the groups finalise the task, they are invited to showcase their work to the rest of the participants. Facilitator concludes this step of the workshop, by once again underlining the brainstorming rules.

## Step 3

### Applying creative techniques: SCAMPER – 30 minutes

- Once participants had a chance to experience brainstorming as one of the creative problem-solving techniques, facilitator explains to them that the next exercise will be more individual, and that it will be continuation from the previous exercise.
- Each participant receives SCAMPER worksheet, either in printed or digital format. Facilitator explains the SCAMPER method visually.
- Participants are given 15-20 minutes to use the SCAMPER, and apply it on one of the ideas they have brainstormed in the previous step.
- After all participants have finalised their SCAMPER worksheets, they present them visually to each other. In the conclusion, they share how SCAMPER helped them refine or expand their ideas.

#### What is SCAMPER method

SCAMPER refers to a series of thought sparklers or provocations which help you to innovate on an existing product, service or situation by looking through different lenses. There are seven provocation lenses in the SCAMPER method:

- **S**ubstitute
- **C**ombine
- **A**dapt
- **M**odify (Also Magnify and Minify)
- **P**ut to another use
- **E**liminate
- **R**earrange

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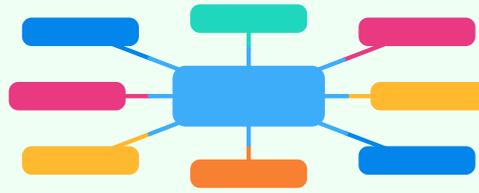
## Step 4

### Applying creative techniques: Mind mapping – 25 minutes

- After brainstorming and SCAMPER techniques, facilitator invites participants to sit back in the plenary, and presents them Mind-mapping technique/tool.
- For the purpose of presenting the technique to participants, facilitator can use Resource sheet 2, explanation of the technique provided in this step, and further information collected from the "Tips for facilitators" section of the workshop preparation.
- After they had a chance to get theoretical inputs, participants are given 15 minutes to create a mind map for their problem or one of the ideas developed in the beginning of the workshop.
- After finalising their mind-maps, participants are invited to approach each other and share the visuals they have developed. In the conclusion, facilitator provides opportunity for participants to share how was the experience for them, and where they see this tool applicable in their everyday life.

## What is Mind-mapping method (explained by <https://simplemind.eu/>)

A mind map is a tool for the brain that captures the thinking that goes on inside someone's head. Mind mapping helps person think, collect knowledge, remember and create ideas.



### Mind maps can be created in many different ways, but they share the same basics:

- Central theme

A central theme is placed in the centre of a blank page. This is the title, the subject, a problem or just a thought.

- Associations

From the central theme associations radiate out. Associations going directly from the central theme are called first level associations. Then second level associations are created, third level and so on. The brain thinks by imagination and association. When associations are created, connections are made. These connections are essential for remembering and thinking.

- Keywords

Mind maps summarise information. Instead of sentences, ideally only single keywords are used. A single word per association gives more freedom, creativity and clarity.

- 7 associations

A mind map can have many first level associations, but the mind can only grasp about a maximum of 7.

- Colour and images

The use of colour is important in the mind map. Research shows that people who use colour and images in their imagination, when they are learning, are better in remembering than those who don't.

### Discussion questions:

Last 10 minutes of the workshop are left for the discussion and conclusion. Below is the list of suggested questions for the discussion part. Facilitator can always adapt the questions and flow of the discussion, based on the outcomes of the workshop's steps.

1. Which creative problem-solving technique did you find most effective? Why? (Provide visual prompts)
2. How did brainstorming help you generate ideas?
3. How did SCAMPER refine or expand your ideas?
4. How can mind mapping help you see connections between different aspects of a problem?
5. How will you use these techniques in your future problem-solving efforts?

Key points from the discussion are presented in the visual format, either on flipchart paper or with use of digital tools.

In the end, facilitator thanks participants for their active engagement and participation, using sign language or visual prompts. Facilitator reminds participants to actively use the new tools in their day-to-day education/work activities.



## Tips for facilitators:

Facilitator needs to foster a supportive environment during the workshops, in which all of the ideas are welcomed without judgement.

Since the target group of the workshop are deaf and hard of hearing youngsters, facilitator needs to prepare all of the visual aids and think about use of the digital technologies during the different steps of the workshop – in order to ensure equal participation of all participants.

In preparation for the workshop, facilitator needs to research more in depth about the suggested tools of SCAMPER and mind mapping, especially if they haven't used these techniques previously.

Suggested reading materials for facilitator to prepare themselves:

- SCAMPER method
  - Scamper: How to Use the Best Ideation Methods <https://www.interaction-design.org/literature/article/learn-how-to-use-the-best-ideation-methods-scamper>
  - SCAMPER <https://thedecisionlab.com/reference-guide/philosophy/scamper>
  - What is scamper and how it can enhance your thinking abilities <https://www.instagram.com/project-management/what-is-scamper-definition-and-examples>
- Mind-mapping method
  - Mind Mapping

<https://simplemind.eu/how-to-mind-map/basics/>

- What is a Mind Map? <https://www.mindmapping.com/mind-map>
- What is Mind Mapping? What Are Its Uses? <https://www.mindmaps.com/what-is-mind-mapping/>



# Resource Sheet 1

## SCAMPER worksheet



Guiding questions	Your answers
<b>Substitute</b>	<ul style="list-style-type: none"> <li>• What can I substitute so as to make an improvement?</li> <li>• How can I substitute the place, time, materials or people?</li> <li>• Can I substitute one part for another or change any parts?</li> <li>• Can I replace someone involved?</li> <li>• Can I change the rules?</li> <li>• Should I change the name?</li> <li>• Can I use other ingredients or materials?</li> <li>• Can I use other processes or procedures?</li> <li>• Can I change its shape, colour, roughness, sound or smell?</li> <li>• Can I use this idea for other projects?</li> <li>• Can I change my feelings or attitude towards it?</li> </ul>
<b>Combine</b>	<ul style="list-style-type: none"> <li>• What ideas, materials, features, processes, people, products, or components can I combine?</li> <li>• Can I combine or merge this or that with other objects?</li> <li>• What can I combine so as to maximize the number of uses?</li> <li>• What can I combine in order to lower the costs of production?</li> <li>• Which materials could I combine?</li> <li>• Where can I build synergy?</li> <li>• Which are the best elements I can bring together so as to achieve a particular result?</li> </ul>
<b>Adapt</b>	<ul style="list-style-type: none"> <li>• Which part of the product could I change?</li> <li>• Could I change the characteristics of a component?</li> <li>• Can I seek inspiration in other products or processes, but in a different context?</li> <li>• Does the history offer any solutions?</li> <li>• Which ideas could I adapt, copy, or borrow from other people's products?</li> <li>• What processes should I adapt?</li> <li>• Can I adapt the context or target group?</li> <li>• What can I adapt in this or that way in order to make this result?</li> </ul>
<b>Modify</b>	<ul style="list-style-type: none"> <li>• What can I magnify or make larger?</li> <li>• What can I tone down or delete?</li> <li>• Could I exaggerate or overstate buttons, colours, size...?</li> <li>• Could I grow the target group?</li> <li>• What can be made higher, bigger, or stronger?</li> <li>• Can I increase its speed or frequency?</li> <li>• Can I add extra features?</li> <li>• How can I add extra value?</li> <li>• What can you remove or make smaller, condensed, lower, shorter or lighter—or streamline, split up or understate?</li> <li>• What can I change in this way or that way so as to achieve such and such a result?</li> </ul>
<b>Put to Another Use</b>	<ul style="list-style-type: none"> <li>• What else can it be used for?</li> <li>• How would a child use it? —an older person?</li> <li>• How would people with different disabilities use it?</li> <li>• Which other target groups could benefit from this product?</li> <li>• What other kind of user would need or want my product?</li> <li>• Who or what else may be able to use it?</li> <li>• Can it be used by people other than those it was originally intended for?</li> <li>• Are there new ways to use it in its current shape or form?</li> <li>• Would there be other possible uses if I were to modify the product?</li> <li>• How can I reuse something in a certain way by doing what to it?</li> </ul>

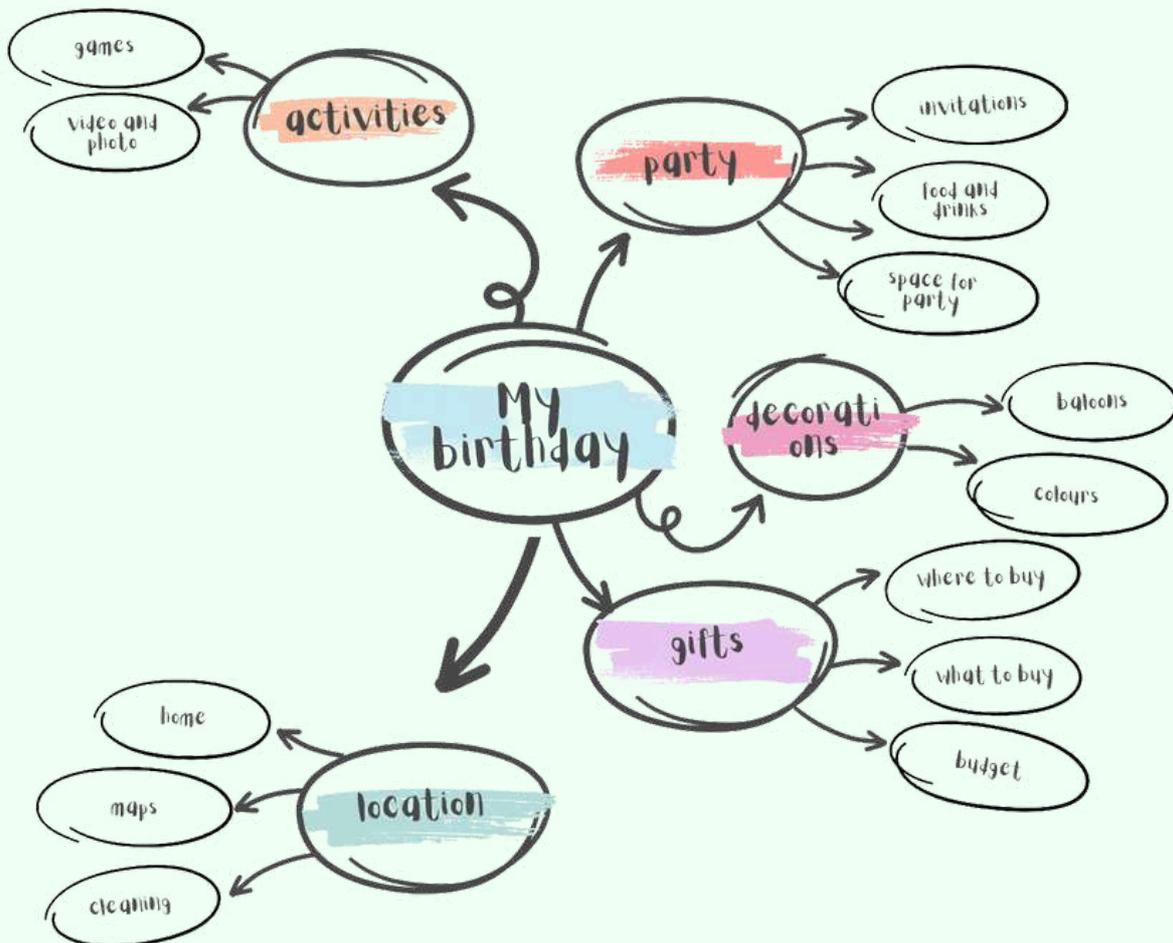
<p><b>Eliminate</b></p>	<ul style="list-style-type: none"> <li>• What can I remove without altering its function?</li> <li>• Can I reduce time or components?</li> <li>• What would happen if I removed a component or part of it?</li> <li>• Can I reduce effort?</li> <li>• Can I cut costs?</li> <li>• How can I simplify it?</li> <li>• What's non-essential or unnecessary?</li> <li>• Can I eliminate the rules?</li> <li>• Can I make it smaller?</li> <li>• Can I split my product into different parts?</li> <li>• I can eliminate what by doing what?</li> </ul>	
<p><b>Rearrange</b></p>	<p>What can I rearrange in some way – can I interchange components, the pattern, or the layout?          Can I change the pace or schedule?          What would I do if part of your problem, product or process worked in reverse?          I can rearrange what in what way such that this happens?</p>	



## Resource Sheet 2

Example of mind-mapping

Here's an example of planning a birthday party, easy-to-understand example to be used while explaining the mind-mapping technique to participants.





## Workshop 2

# Idea generation and refinement



### Purpose:

- To guide participants through the process of generating and refining innovative ideas.
- To help participants explore techniques such as rapid ideation, dot voting, and concept development.
- To help participants conclude the workshop with actionable ideas and a clear process for refining them into viable solutions.



### Materials:

Sticky notes, dot stickers, A3 and A4 papers, flipchart papers, pens, markers, timer, projector



**Recommended time:** 90 minutes



### Planning notes:

1. The facilitator should be familiar with the methods and exercises to be used during the workshop and have the knowledge and experience to carry them out effectively
2. The facilitator should be able to adapt the methods and exercises to meet the needs and abilities of deaf and hard-of-hearing participants
3. The facilitator should prepare all the necessary materials for the workshop in advance, ensuring there's enough for the number of participants
4. Since the workshop participants are deaf and hard-of-hearing youngsters, it's recommended that the facilitator's presentation includes short and clear instructions on the topics covered, displayed on a slideshow.



# Procedure

## Step 1

### Creative pairs (15 minutes)

The session begins with a warm welcome, where the facilitator outlines the workshop's objectives. The goals are to create a safe, open space for idea generation and to introduce the methods participants will use throughout the workshop.

Following the welcome introduction, participants take part in an exercise called "Creative Pairs". In this activity, they are paired with a partner and challenged to come up with the most out of the box and imaginative idea they can think of in three minutes.

Each pair then shares their idea with the group, bringing a sense of working together to the group and establishing a culture of "no bad ideas." This brief exercise breaks serves to break the ice and prepare participants for being open in the upcoming exercises.

## Step 2

### Rapid ideation (20 minutes)

#### Individual work (5 minutes)

In the first stage, participants have five minutes to work individually, writing down as many ideas as possible on sticky notes or index cards. The emphasis here is on quantity rather than quality; participants are encouraged to push past their usual thought patterns and embrace wild or unconventional ideas. This stage taps into spontaneous thinking, often revealing concepts they might not have considered in a more relaxed setting

#### Work in pairs/smaller groups (5 minutes)

After five minutes, participants form small groups (2-4 people each) to share and discuss their ideas. In this group round, they are invited to build on each other's ideas, often sparking new insights or variations. This process of rapid ideation allows participants to break free from overthinking, capturing ideas that may be incomplete or rough but have the potential for refinement

#### Reflection (10 minutes)

The following reflection questions can be used:

1. How did the time pressure affect your idea generation? Did it help you, or did you find it challenging?
2. Were there any ideas that surprised you?
3. How did it feel to focus on quantity over quality? Did it change the kinds of ideas you came up with?
4. What did you notice about the types of ideas that emerged from the group?
5. Were you able to build on others' ideas during the group sharing? How did that change or improve your original ideas?

## Step 3

### Dot voting (15 minutes)

With many of ideas generated in the previous exercise, the workshop shifts focus to dot voting, a method for narrowing down options quickly and democratically. Each group displays their sticky notes on a wall or board, creating a visual landscape of all the ideas generated.

Each participant then receives a set number of dot stickers (typically 3–5) and is asked to place their dots on the ideas they find most promising, innovative, or aligned with the workshop's objectives. This visual voting system allows participants to see which ideas resonate with the group as a whole. As individuals cast their votes, patterns often emerge, with certain ideas receiving strong support.

After the voting, the facilitator leads a discussion around the top-voted ideas. Participants are invited to share why they were drawn to certain ideas and to provide brief feedback. This open forum not only encourages participants to articulate their preferences but also creates a sense of ownership over the selected ideas, as they represent a collective decision.

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## Step 4

### Concept development (30 minutes)

The workshop now enters the concept development stage, where the selected ideas are expanded and refined into more concrete concepts.

Each group chooses or is assigned one of the top-voted ideas and is guided through a structured process to develop it further. This phase is important to address shift from divergent thinking (idea generation) to convergent thinking (idea refinement).

In groups, participants explore their assigned idea using a series of prompts designed to deepen their understanding and build a realistic vision. The prompts may include:

1. Define the core idea in one clear, concise sentence
2. Identify potential users or beneficiaries, considering who would be impacted by the idea and their specific needs
3. List possible challenges or limitations, which encourages groups to think practically and anticipate obstacles
4. Brainstorm solutions or enhancements to overcome these challenges, pushing participants to think creatively and strategically

Participants are encouraged to create a visual representation of their idea, such as a sketch or diagram, which helps them clarify and communicate their concept more effectively. The concept development process turns raw ideas into more thought-out proposals, giving participants a sense of progress and accomplishment.

At the end of this activity, each group presents their refined concept to the entire workshop. This presentation allows participants to receive feedback from others, which can be valuable for refining the concept further. Feedback may focus on the clarity of the idea, its feasibility or additional ideas to consider.

## Step 5

### Final discussion and reflection (15 minutes)

The questions that can be used for the final reflection of the workshop are the following:

1. What is one key takeaway you're leaving with today?
2. Which part of the process (rapid ideation, dot voting, concept development) did you find most valuable, and why?
3. How might you use these techniques in your own work or projects?
4. What did you learn about collaborating with others on idea generation and refinement?
5. Is there anything you would do differently in future brainstorming or refinement sessions?
6. How do you feel about the ideas your group developed today? Do they have potential for further development?

#### Tips for facilitators:

- The topics and questions proposed for individual exercises can be modified or new ones created based on the needs and interests of the participants.
- Encourage active engagement from participants by asking open-ended questions, facilitating discussions, and sharing practical examples
- Ensure a supportive environment where all ideas are welcome and valued, encouraging participants to express themselves freely and creatively.
- Be aware of the different communication styles among participants and their varying levels of knowledge and experience. Adapt your approach to ensure that everyone can actively participate and contribute.



#### Suggested reading materials for facilitators to prepare themselves:

<https://www.nngroup.com/articles/dot-voting/>  
<https://www.mural.co/blog/rapid-ideation>



## Workshop 3

# Pitching skills



### Purpose:

- Enhance presentation skills by developing concepts and structuring presentations that are tailored to the audience's needs, using the elevator pitch method and different exercises for creating and delivering persuasive presentations.
- Build the ability to recognize and understand the audience's expectations and needs.
- Use clear and practical visuals to support your presentations.



### Materials:

Whiteboard, markers, pens and paper, projector, mobile phone, tablet or laptop, internet connection, cards with pictures and names of famous people (Step 2), worksheets for creating presentations (Step 5), a timer



### Recommended time:

120 minutes



### Planning notes:

1. The facilitator should be familiar with the methods and exercises to be used during the workshop and have the knowledge and experience to carry them out effectively.
2. The facilitator should be able to adapt the methods and exercises to meet the needs and abilities of deaf and hard-of-hearing participants.
3. The facilitator should prepare all the necessary materials for the workshop in advance, ensuring there's enough for the number of participants.



### Recommendations:

1. Since the workshop participants are deaf and hard-of-hearing youngsters, it's recommended that the facilitator's presentation includes short and clear instructions on the topics covered, displayed on a slideshow.
2. It's helpful to write the key instructions, stages, and time frames for each stage on a whiteboard or in a presentation shown on the projector, making sure they're visible to all participants throughout the workshop.
3. Ideally, the facilitator should be fluent in sign language and other communication methods used by deaf and hard-of-hearing youngsters or provide an interpreter. If possible, also provide devices that convert speech to text.
4. Whenever possible, use a mobile phone, tablet, or laptop instead of paper to reduce paper consumption.



# Procedure

## Step 1

### Introduction to Elevator Pitch (15 minutes)

The workshop begins with a conversation between the facilitator and the participants. The facilitator asks the following questions:

- Have you ever had to give a short presentation or pitch your idea on short notice? If so, how did you handle it?
- Are you familiar with the term "elevator pitch"? If yes, can you share what you know about it?
- Have you ever participated in an exercise based on elevator pitch techniques? If so, please share your experience.
- What is the purpose of this approach?
- What elements make up an elevator pitch?
- How long should an elevator pitch ideally last to fulfill its purpose?

The facilitator then provides a brief overview of the elevator pitch, including its application, purpose, strategy, and rules. The presentation features an analysis of both good and bad examples, helping participants understand the key elements that make a pitch successful.

#### Before the exercise

- **RECOMMENDATIONS**
- Provide participants with a presentation that is constantly visible and contains brief instructions on the elevator pitch, along with the rules that must be followed.
- Place the timer in a visible location.
- At the beginning and end of each stage, notify participants in two ways: both visually and audibly.

## Step 2

### Applying the elevator pitch: Guess the person! – exercise 1 (20 minutes)

- **PROCEDURE**
  - Participants will work in pairs. Each participant will draw a card with a picture and name of a well-known person, which they must present to their partner in 45 seconds without revealing the person's name. Their partner must guess who it is and state the name, focusing solely on the professional aspects of the person rather than their physical appearance.
  - The facilitator will introduce the participants to the goals, stages, and rules of the exercise. Each stage must be explained to the participants beforehand and clearly displayed on the whiteboard or in the presentation.
  - It's important to stick to the time frame during this exercise, so following the established chronology and stages is essential for its success.

## STAGES

- **Stage 1: Preparation (60 seconds)**
    - Each partner prepares their presentation about the card they drew.
  - **Stage 2: I'll Describe, You Guess! (45 seconds)**
    - The first partner describes their card with the picture of the person to the second partner.
  - **Stage 3: I'll Describe, You Guess! (45 seconds)**
    - The second partner describes their card with the picture of the person to the first partner.
  - **Stage 4: Discussion (15 minutes)**
    - A joint exchange of impressions and opinions about this exercise based on the facilitator's questions:
      - Were you able to guess the person your partner was describing? If not, what do you think affected that?
      - What strategies did you use to make your presentation clear and engaging?
      - Since some participants had the same cards, compare the strategies you used during preparation and presentation.
      - What was the most challenging aspect of preparing and presenting?
      - What would you change or improve in your presentation for next time?
      - What feedback from your partner about your presentation was the most helpful?
      - What did you learn about communication and presenting through this exercise? How will you apply this in future situations?
- 

## Step 3

### Applying the elevator pitch: Random Audience – exercise 2 (30 minutes)

- **PROCEDURE**
  - Participants are divided into groups, ideally with no more than 5 members in each group.
  - Each group receives two tasks drawn at random: to present their idea to a specific audience and then to role-play that audience. The groups do not know which idea has been assigned to the other groups or which group will represent their target audience during the presentation.
  - It is recommended that pairs of groups work on the same tasks so they can compare their strategies and solutions at the end.

## STAGES

- **Stage 1: Preparation (8 minutes)**
  - Each group develops their presentation strategy for the idea they drew, tailoring it to the specific audience for whom the idea is intended.
- **Stage 2: Presentation (depends on the final number of groups, 2 minutes per group)**
  - Each group presents their idea for exactly 2 minutes, while the other groups actively listen.
- **Stage 3: Evaluation (3 minutes)**
  - Each group evaluates the presentation of the idea from the group they represented as the target audience, revealing which audience group they portrayed.
- **Stage 4: Discussion (10 minutes)**
  - The facilitator concludes this exercise by asking all groups the following questions:
    - How did you develop your presentation strategy for the idea?
    - Did you encounter any difficulties while working in your group? If so, what challenges did you face, and how did you resolve them? Which part of the exercise did you find most challenging: preparation, presentation, or evaluation?
    - In your opinion, what presentation techniques are the most effective?

- **IDEA SUGGESTIONS**

- Introducing flexible working hours (audience: employers)
  - Presenting the idea of launching a new project (audience: partners/external collaborators)
  - Proposing a significantly more expensive but improved service package compared to the current one (audience: clients)
  - Introducing a pricier yet environmentally friendly product (audience: clients)
- 

## Step 4

### How to create and present a compelling presentation? (20 minutes)

\*Based on 7 Presentation Skills to Wow Your Audience and Effective Presentation Skills for Business Communication. The second part of the workshop focuses on acquiring knowledge and skills related to creating and delivering presentations. The facilitator engages all participants in a discussion about their past presentation experiences by asking the following questions:

- In your opinion, what makes a presentation convincing and engaging?
- What are the most common factors that turn you off during a presentation or cause you to lose interest?
- Can you recall a presentation that left a lasting impression on you? If so, what made it stand out?
- What do you find most challenging when preparing or delivering a presentation?
- Have you ever delivered a presentation? If yes, how did you prepare? What knowledge and insights guided you in both creating and delivering your presentation?

Based on the responses, the facilitator gives a brief lecture accompanied by a presentation. Participants are introduced to the key elements of a persuasive presentation, including a clear structure, content tailored to the target audience, effective use of visual aids, impactful delivery, and clear, confident body language.

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## Step 5

### Exercise on creating and presenting a compelling presentation (25 minutes)

- **PROCEDURE**

- After the facilitator's brief introductory lecture on preparing and delivering a presentation, group work begins. Each group is assigned a topic, and their task is to prepare a presentation on it and then deliver it.
- Each group receives a worksheet with a concise description of preparation, creation, and presentation techniques (Worksheet 1).

- **RECOMMENDATIONS**

- It is recommended that pairs of groups work on the same tasks so they can compare their strategies and solutions at the end.
- Place the timer in a visible location.
- The beginning and end of each stage should be announced simultaneously in two ways – both audibly and visually.

- **STAGES**

- **Stage 1: Preparation** (10 minutes)

- Each group prepares a presentation on their assigned topic, ensuring they consider all elements that make a presentation engaging and compelling.

- **Stage 2: Presentation** (duration depends on the final number of groups, 5 minutes per group)

- Each group has exactly 5 minutes to present their work.

- **Stage 3: Discussion** (10 minutes)

- Each group provides feedback on the presentations of the other groups, focusing on three aspects: structure, visual effects, and delivery style.
- The exercise concludes with a sharing of impressions and experiences gained throughout this activity.

- **SUGGESTED TOPICS**

- How to prepare for your first day at work?
- How to stay productive during the workday?
- What are the benefits of volunteering?
- What are the advantages of learning a new language?

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## Step 6

### Conclusion (10 minutes)

The final 10 minutes are dedicated to a discussion and conclusion among all participants about the knowledge, skills, and insights gained during this workshop. The facilitator poses the following questions:

- Which skills from this workshop did you find most beneficial?
- Which part of the exercises was the most challenging for you, and how did you manage to overcome it?
- How did you feel working in a group? What did you learn from the experience of teamwork?
- What advice would you offer to someone who is just beginning to learn presentation skills?

#### Tips for facilitators:

- The topics and questions proposed for individual exercises can be modified or new ones created based on the needs and interests of the participants.
- Encourage active engagement from participants by asking open-ended questions, facilitating discussions, and sharing practical examples.
- Ensure a supportive environment where all ideas are welcome and valued, encouraging participants to express themselves freely and creatively.
- Be aware of the different communication styles among participants and their varying levels of knowledge and experience. Adapt your approach to ensure that everyone can actively participate and contribute.





## Suggested reading materials for facilitators to prepare themselves:

- Elevator pitch
  - Developing Your Elevator Pitch

<https://careerdevelopment.princeton.edu/guides/networking/developing-your-elevator-pitch>

- How To Perfect The Art Of An Elevator Pitch

<https://www.antler.co/academy/startup-elevator-pitch>

- How to Create an Elevator Pitch (With Examples)

<https://www.thebalancemoney.com/elevator-speech-examples-and-writing-tips-2061976>

- Perfecting Your Pitch (audiobook)

<https://www.overdrive.com/media/1506902/perfecting-your-pitch>

- How to Pitch a Brilliant Idea (by Kimberly D. Elsbach)

<https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea>

- Presentation skills and techniques
  - 7 Presentation Skills to Wow Your Audience

<https://www.some.education/blog/7-presentation-skills-to-wow-your-audience>

- Presentation Skills: 16 tips for effective presentations

<https://www.cbs.de/en/blog/15-effective-presentation-tips-to-improve-presentation-skills/>

- How to Give a Killer Presentation (Lessons from TED by Chris Anderson)

<https://hbr.org/2013/06/how-to-give-a-killer-presentation>

- Presentation Skills and Techniques

<https://www.businessballs.com/communication-skills/presentation-skills-and-techniques/>

- Brilliant Presentation Skills Training for Business – 8 Top Tips

<https://benjaminball.com/blog/presentation-skills-training-for-business/>

- Tips & Techniques to Improve Your Presentation Skills Business presentation

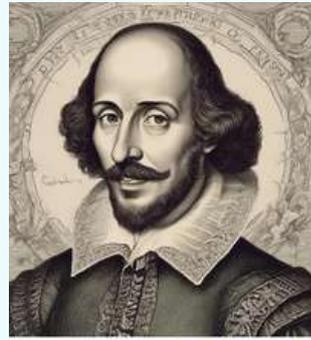
<https://bigbangpartnership.co.uk/tips-techniques-to-improve-your-presentation-skills/>



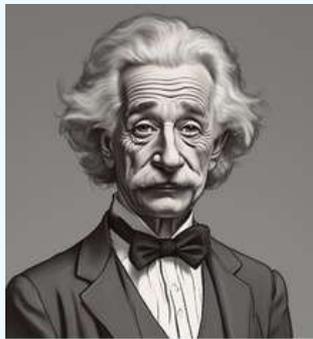
## Cards for Step 2



**LUKA MODRIĆ**



**WILLIAM SHAKESPEARE**



**ALBERT EINSTEIN**



**MADONNA**



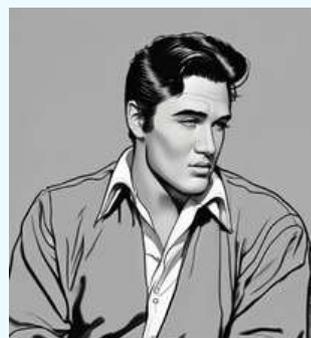
**CRISTIANO RONALDO**



**WINSTON CHURCHILL**



**TAYLOR SWIFT**



**ELVIS PRESLEY**



# Resource Sheet for Step 4

<https://www.some.education/blog/7-presentation-skills-to-wow-your-audience>

7 presentation skills		
1	Knowing your audience	<b>Before a presentation</b> Research and understand your audience.  <b>During a presentation</b> Ask questions. Analyse non-verbal cues.
2	Storytelling	Start with a clear message. Use a simple structure. Speak simply and clearly. Talk about people and events that the audience can relate to. Incorporate humor.
3	Visual aids	Keep it simple. Use high-quality images. Avoid too much text. Use colour strategically. Incorporate multimedia.
4	Body language	Stand up straight. Make eye contact. Avoid nervous movements. Use hand gestures and facial expressions.
5	Voice and tone	Practice speaking with intention. Vary your pace. Pay attention to your volume Pause for emphasis.
6	Engaging your audience	Use storytelling. Ask questions. Use humour. Use visual aids. Use audience participation.
7	Handling questions and feedback	Listen carefully. Repeat or rephrase the question. Be concise. Use real-life examples. Be honest.

## Workshop 4

# Team building and collaboration



### Purpose:

- Introduce participants to team building, its purpose, and importance through a series of interactive tasks that promote teamwork and collaborative problem-solving.
- Enhance the elements that shape team dynamics: communication and trust among team members, active listening, mutual respect, acceptance of diversity, and collaborative problem-solving.
- Identify their roles and how individuals can contribute to the success of teamwork.



### Materials:

- Whiteboard, markers, pencils and paper, projector, mobile phone, tablet or laptop, internet connection, a bag of materials (Step 1), information cards (Step 3), posters and markers (Step 3), a timer



### Recommended time:

90 minutes



### Planning notes:

1. The facilitator should be familiar with the methods and exercises they will use during the workshop and have the knowledge and experience to implement them effectively.
2. The facilitator should be able to adapt the methods and exercises to the needs and capabilities of deaf and hard-of-hearing participants.
3. The facilitator should prepare enough of all necessary materials for the workshop in advance, based on the final number of participants.



### Recommendations:

1. Since the participants in the workshop are deaf and hard-of-hearing youngsters, it is advisable for the facilitator's presentation to be accompanied by slides containing brief and clear instructions on the topics being covered.
2. It is recommended that the main instructions, stages, and the duration of each stage be written on the whiteboard or included in the presentation visible on the projector, ensuring they are visible to all participants throughout the workshop.
3. It is preferable that the facilitator is fluent in sign language and other communication methods used by deaf and hard-of-hearing individuals, or that an interpreter is provided. If possible, also provide devices that convert speech to text.
4. Use mobile phones, tablets, or laptops instead of paper whenever feasible to reduce paper consumption.



# Procedure

## Step 1

### House building (30 minutes)

The workshop begins with an icebreaking task of building a house.

#### INSTRUCTIONS:

- The facilitator divides the participants into smaller groups (preferably no more than 4 people in each group).
- The facilitator provides limited information about the task, only mentioning that the goal is for each group to build a house within the given time using the materials provided.
- Once the time is up, each group presents their house and briefly explains the construction process.
- The task concludes with a group discussion about the experiences and observations related to the task and teamwork.

#### MATERIALS FOR CONSTRUCTION:

- Each group receives identical materials: spaghetti, Styrofoam, adhesive tape, cardboard, bottle caps, and old newspapers.

#### NOTES:

- Groups have exactly 20 minutes to build their house.
- Place the timer in a visible location.
- The end of the task should be announced in two ways simultaneously—audibly and visually.

## Step 2

### What is team building? (20 minutes)

The facilitator continues the workshop by asking the participants the following questions:

- How would you explain what team building is?
- How do you feel when working in a team? What do you see as the advantages and disadvantages of teamwork?
- Do you think team building is beneficial?
- Did you know that the previous task actually included elements of team building?
- Have you ever participated in activities aimed at strengthening relationships and building trust among team members?

Based on the participants' responses, the facilitator delivers a brief lecture introducing the concept of team building, its purpose, and its significance.



## Step 3

### Communication challenge – event organization (30 minutes)

After the theoretical introduction, an interactive task follows that encourages teamwork, collaborative problem-solving, and active listening.

#### INSTRUCTIONS:

- The facilitator divides participants into smaller groups.
- All groups have the same task: to create a plan for organizing an event, but with a special condition – each team member has different information that the others do not know (for example, one member has a guest list, another knows the location and time of the event, and so on).
- Groups have 15 minutes to share information and collaborate on developing the plan.
- After the allotted time, each group presents their event plan.
- The task concludes with a discussion and reflection, where participants share their impressions and observations.
- It is recommended that pairs of groups work on the same tasks so they can compare their strategies and solutions at the end.

#### REQUIRED MATERIALS:

- Cards with different pieces of information about the event organization details (each team member is assigned one card containing specific information).

#### NOTES:

- Groups have 15 minutes to create the event organization plan.
- Depending on the final number of group members, you may give some or all members more than one information card.
- Place the timer in a visible location.
- Notify the end of the task simultaneously in two ways – audibly and visually.

#### Recommended topics

- **Organizing a one-day trip**

(Each group member receives information about different aspects of the trip: destination, transportation, budget, program, location, and time, etc.)

- **Organizing a themed event**

(Each group member receives information about different aspects of the event: location and time, guest list, event theme, budget, menu, etc.)

- **Organizing a Charity Event**

(Each group member receives information about different aspects of the event: donor list, guest list, location and time, budget, program, etc.)

## Step 4

### Conclusion (10 minutes)

The final 10 minutes are dedicated to discussion and reflection among all participants about the insights, experiences, and takeaways from the workshop. The facilitator asks them the following questions:

- What did you learn about team building during this workshop?
- How did you feel while working in a team?
- What was the biggest challenge you faced in teamwork, and how did you handle it?
- What did you learn about yourself in relation to teamwork during this workshop?

#### Tips for facilitators:

- The facilitator can modify the proposed topics based on the needs or interests of the participants or use new materials according to their own capabilities.
- Ensure a supportive atmosphere where all ideas are welcome and accepted.
- Encourage participants to freely express their opinions and ideas and to ask questions.
- Be aware of the different communication styles among participants and their varying levels of knowledge and experience. Adjust your approach so that everyone can actively participate and contribute.

#### Suggested reading materials for facilitators to prepare themselves:

- Team building

- The Science of Teambuilding

<https://fullfocus.co/the-science-of-team-building/>

- What Team Building Is and How to Achieve It

<https://www.businessnewsdaily.com/11122-team-building.html>

- 10 Proven Team-Building Strategies

<https://trainingmag.com/10-proven-team-building-strategies/>

- Why Team Building Is The Most Important Investment You'll Make

<https://www.forbes.com/sites/brianscudamore/2016/03/09/why-team-building-is-the-most-important-investment-youll-make/>

## Workshop 5

# Financial literacy for startups



### Purpose:

- Introduce participants to the fundamental knowledge of financial management and understand its importance in the context of running small and newly established businesses.
- Enhance knowledge of budgeting and develop skills for effective allocation of funds according to the budget plan and within limited resources.
- Acquire knowledge and skills related to business sustainability by participating in tasks involving the creation of financial plans and budgets with unexpected financial costs.
- Strengthen teamwork skills through group tasks focused on budgeting and financial planning, encouraging participants to make joint decisions and solve financial challenges.



### Materials:

- Whiteboard, markers, pens and paper, projector, mobile phone, tablet or laptop, internet connection, set of cards with terms and set of cards with definitions (step 1), budget spreadsheet for event planning (step 3), budget spreadsheet for running a café (step 4), and a timer.



### Recommended time:

120 minutes



### Planning notes:

1. The facilitator should have a strong understanding of the workshop topics and tasks, as well as relevant experience in implementing them and applying them in practice.
2. The facilitator should know how to adapt methods and tasks to the needs and abilities of deaf and hard of hearing participants.
3. The facilitator should ensure all necessary materials are prepared in advance, based on the final number of participants.



### Recommendations:

1. Since the workshop participants are deaf and hard-of-hearing youngsters, it's recommended that the facilitator's presentation includes short and clear instructions on the topics covered, displayed on a slideshow.
2. It's helpful to write the key instructions, stages, and time frames for each stage on a whiteboard or in a presentation shown on the projector, making sure they're visible to all participants throughout the workshop.
3. Ideally, the facilitator should be fluent in sign language and other communication methods used by deaf and hard-of-hearing youngsters or provide an interpreter. If possible, also provide devices that convert speech to text.
4. Whenever possible, use a mobile phone, tablet, or laptop instead of paper to reduce paper consumption.



# Procedure

## Step 1

### Match the finance terms! (20 minutes)

The workshop begins with an exercise in matching basic financial terms to their corresponding definitions.

#### INSTRUCTIONS:

- The facilitator divides participants into pairs or small groups and gives each pair or group a set of cards with terms and a set of cards with definitions (both sets must contain the same number of cards).
- Participants then have 10 minutes to work together and match the terms with the correct definitions.
- Afterward, the group reviews the answers together to see if the terms were correctly matched with the definitions. The facilitator points out any mistakes, corrects them, and offers further explanations if needed. During the review, the facilitator encourages participants to ask questions and discuss the terms.

#### MATERIALS NEEDED:

- A set of cards with terms and a set of cards with definitions (both sets must have the same number of cards)

#### NOTES:

- Participants have exactly 10 minutes to complete the matching task.
- Set up a visible timer.
- Announce the end of the task using both a sound and a visual signal at the same time.

#### RECOMMENDED CARDS WITH TERMS AND DEFINITIONS:

\*The facilitator can adapt the recommended cards or create new ones, depending on the needs and interests of the participants.

<b>Revenue</b>	The total amount of money a company earns from its business activities.
<b>Expenses</b>	All costs incurred by a company during its operations.
<b>Cash Flow</b>	The difference between the money coming into and out of a company over a specific period.
<b>Assets</b>	All resources that a company owns and can use for its business operations.
<b>Liabilities</b>	All debts or obligations that a company owes to its creditors.
<b>Balance Sheet</b>	A financial statement that presents a company's assets, liabilities, and equity.
<b>Profit</b>	The difference between revenue and expenses, showing how much the company has earned or lost.
<b>Budget</b>	A plan that outlines expected income and expenses for a specific period.

## Step 2

### Getting to know finance! – theoretical introduction (20 minutes)

#### INSTRUCTIONS:

- The workshop continues with a brief presentation by the facilitator, providing a theoretical overview of the basic financial concepts needed to manage and sustain small and newly established businesses. The goal is to give participants insight into the importance of effective financial management.
- This introductory presentation serves as a foundation for the subsequent activities during the workshop, where participants will apply their acquired knowledge of financial terms and management in a series of practical tasks, with a particular emphasis on financial planning and sustainability.

#### NOTES:

- Ensure that the presentation includes concise, clear, and well-structured explanations to accompany the talk.
- 

## Step 3

### Financial planning basics – Manage your budget! (25 minutes)

#### INSTRUCTIONS:

- The facilitator divides participants into small groups (ideally with 4 or 5 participants in each group).
- Each group has the same task: to create a simple financial plan for organizing an event. The goal is to identify the key elements of the financial plan and collectively establish priorities for budget allocation, making sure not to exceed the set budget.

#### NOTES:

- Announce the start and end of each stage simultaneously in two ways: with a sound and a visual signal.
- Set up a visible timer.

#### STAGES:

##### STAGE 1: Budget Allocation (10 minutes)

- Each group receives an identical budget of 2000 € for organizing the event. After reviewing the basic expenses, they will collaborate on the task of allocating the budget among various cost categories, making independent decisions about priorities while ensuring they do not exceed the set budget.

##### STAGE 2: Presentation (depends on the number of groups; 3 minutes per group)

- Each group presents its financial plan, explaining how and why the funds were allocated.

##### STAGE 3: Discussion (5 minutes)

- Participants discuss the strategies they implemented, the challenges they potentially faced, and their impressions of the task and teamwork.
- Since all groups had the same task, it is advisable that the discussion focuses on comparing the strategies used and analyzing the solutions.

## SUGGESTED BUDGET:

### Event organization – conference

Budget: 2000 €

## Step 4

### Financial adventure – budget management (45 minutes)

#### INSTRUCTIONS:

- The facilitator will divide participants into smaller groups (ideally 4 or 5 participants per group).
- Each group will receive the same financial budget to run a small café for the next three months. However, while working on the task, each group will encounter different unforeseen expenses or situations that may positively or negatively affect their current budget and café operations. The goal for each group is to maintain financial stability and effectively manage the café by adjusting their plans based on the cards they receive.

#### NOTES:

- All groups will simultaneously receive a new card with specific information and will have only 5 minutes to brainstorm solutions and update their financial plans.
- Each group will receive three cards with different information, but it will be revealed during the presentation that all groups actually had identical cards with the same challenges, only distributed in different phases.
- The start and end of each phase should be announced simultaneously in two ways – audibly and visually.
- A timer should be placed in a visible location.

#### PHASES:

##### PHASE 1: Initial Financial Budget (5 minutes)

- Each group is given the same financial budget and expense sheet for running a small café over the next three months. They have 5 minutes to review and understand the key items in both the budget and expense sheet.

##### PHASE 2: First Challenge (5 minutes)

- Each group receives the first card with specific information (with each group receiving different details), and based on the information on their card, they will devise a solution and update their financial plan.

##### PHASE 3: Second Challenge (5 minutes)

- Groups are given the second card with specific information (with each group receiving different details), and based on the information on their card, they will devise a solution and update their financial plan.

##### PHASE 4: Final Challenge (5 minutes)

- Groups receive the last card with specific information (with each group receiving different details), and based on the information on their card, they will devise a solution and update their financial plan.

**PHASE 5:** Presentation (depends on the number of groups; 5 minutes per group)

- Each group presents its solutions and the updated financial budget to the other participants, emphasizing the strategies they used to maintain business stability.
- In this phase, the groups will discover that they received cards with the same information, but these were distributed in different stages.

**PHASE 6:** Discussion (10 minutes)

- This task concludes with the facilitator asking questions about the strategies employed, the challenges encountered, and the insights gained while working on the task:
  - What strategies did you use to adjust your budget in response to unexpected costs and situations?
  - Would you change your strategies if you had to do this task again? Please explain your answer.
  - Did you notice any differences in strategies between your group and the others? Please explain your answer.
  - How did your group collaborate during the task?
  - How did you feel when you found out that all groups had the same challenge cards, just distributed in different stages? Did this affect the different solutions among the groups?
  - How can the experiences gained during this exercise be useful in your business environment?

### SUGGESTED FINANCIAL PLAN FOR RUNNING A CAFÉ

Monthly Budget: 1000 €

You have a monthly budget of 1000 € available for operating the café. In the table below, allocate this budget for the next three months with the goal of maintaining or increasing your current budget. Additionally, make adjustments based on the challenges described on the cards you will receive.

	Cost category	Month 1	Month 2	Month 3	Month 4
<b>Fixed costs</b>	Rental costs	80 €			
	Utilities	50 €			
	Salaries for two staff members	500 €			
	Insurance costs	25 €			
<b>Variable costs</b>	Marketing costs	100 €			
	Purchasing inventory (food and other products)	100 €			
	Savings	50 €			

## CHALLENGE CARDS

There has been an unexpected breakdown of the coffee machine, and the repair cost is 300 €.

How will you adjust the budget to cover this expense? What will you use as a substitute for the coffee machine while it's being repaired?

The rent will increase by 15% next month.

How will you adjust your budget to cover this cost increase? Which items will you reduce or modify to maintain financial stability?

"You've received a donation of 200 €.

How will you use this donation to improve your business?

## Step 5

### Conclusion (10 minutes)

The workshop concludes with a group discussion about the knowledge, experiences, and insights gained during the tasks. The facilitator will ask the following questions:

- What new insights have you gained about financial management that are applicable to your real-life business situations?
- How would you rate your engagement during teamwork, and what might you change to improve your participation?

#### Tips for facilitators:

- The facilitator can adapt, modify, or create new cards tailored to the specific needs of the group or the goals of the workshop.
- Be aware of the different communication styles among participants, as well as their varying levels of knowledge and experience. Adjust your approach to ensure that everyone can actively participate and contribute.
- Create a supportive atmosphere that encourages participants to ask questions and freely share their thoughts and ideas.



#### Suggested reading materials for facilitators to prepare themselves:

- Team building
  - The Science of Teambuilding  
<https://fullfocus.co/the-science-of-team-building/>
  - What Team Building Is and How to Achieve It  
<https://www.businessnewsdaily.com/11122-team-building.html>
  - 10 Proven Team-Building Strategies  
<https://trainingmag.com/10-proven-team-building-strategies/>
  - Why Team Building Is The Most Important Investment You'll Make  
<https://www.forbes.com/sites/brianscudamore/2016/03/09/why-team-building-is-the-most-important-investment-youll-make/>

## Workshop 6

# Market research fundamentals



### Purpose:

- To introduce participants to the fundamentals of market research and its role in making informed business decisions.
- To equip participants with practical skills in customer surveys, focus groups, and competitor analysis.
- To enable participants to confidently apply market research techniques to understand their audience and identify opportunities for innovation.



### Materials:

Sticky notes, dot stickers, A3 and A4 papers, flipchart papers, pens, markers, timer, projector, stable internet connection



**Recommended time:** 135 minutes



### Planning notes:

1. The facilitator should, if possible, research the participants' background to ensure examples and exercises are relatable and accessible, particularly for deaf and hard-of-hearing participants
2. The facilitator should prepare materials in both written and visual formats to support varied communication preferences
3. The facilitator should test equipment (projector, Wi-Fi, etc.) to avoid technical difficulties, especially during the research part





# Procedure

## Step 1

### Introduction and ice-breaker (15 minutes)

Facilitators start the workshop by setting the scene with a quick poll and an icebreaker to make everyone feel more relaxed and engaged. This simple exercise will also gently introduce the idea of market research. Participants will answer a light-hearted question, such as their favorite snack brand, and then discuss why knowing these preferences could be valuable for someone starting a snack business. This helps them see, right from the start, how market research isn't just numbers and reports—it's about understanding people and what they like. This activity will not only help break the ice but also spark curiosity about market research as they start moving deeper into the topic of the workshop.

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## Step 2

### What is market research? (15 minutes)

After the ice breaking exercise, facilitators will move into a brief introduction to market research fundamentals. Here, they explain what market research is all about—essentially gathering information to make better decisions in business. Facilitators clarify key terms, like customer insights and competitor analysis, and discuss how these help entrepreneurs understand and connect with their audience. To make it clear and accessible, facilitators should use visuals and simple relatable examples. For example, facilitators might discuss how knowing why a particular app is popular can help someone create a better version of it. The goal is to give participants a sense of how powerful and practical market research can be in shaping a successful business.

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## Step 3

### The most important market research techniques (90 minutes)

This is the main part of the workshop, where participants will get hands-on experience with three essential market research methods: customer surveys, focus groups, and competitor analysis.

#### Customer surveys (30 minutes)

Facilitators will start with surveys, which are a powerful tool for understanding what people want. First, they explain the basics of creating effective survey questions and emphasize the importance of choosing the right audience. Then, in pairs, participants will try drafting a few questions for a survey on a hypothetical product, such as an app for young entrepreneurs that helps them track daily tasks and set goals. This exercise will help participants think critically about the kinds of questions that reveal customer preferences and needs. Facilitators should encourage participants to keep questions short and easy to understand and remind them to include a mix of multiple-choice questions for ease of analysis and open-ended questions for deeper insights.

Some examples of questions that can be provided to participants or encourage them to explore could be:

1. How often do you use productivity apps?
2. What features would make a productivity app useful for you?
3. What's the biggest challenge you face in staying organised?
4. How much would you be willing to pay for a monthly subscription to a productivity app?

### **Focus groups (30 minutes)**

Next, participants will explore focus groups, which allow entrepreneurs to dive deeper into customers' thoughts through discussion. Participants will learn how to set up a focus group and ask the right questions.

To make it interactive, facilitators create a mock focus group where half the group plays the role of customers, and the other half as entrepreneurs seeking feedback. This gives everyone a real sense of how group conversations can provide insights that are difficult to get from surveys alone. Facilitators can still stay with the example of the productivity app idea from the previous exercise and now want to do market research by gathering thoughts and feedback in a focus group setting.

Facilitators should encourage open dialogue and let people respond to each other and allow pauses and give people time to think before answering, as group settings can sometimes feel pressuring. It is also useful to have a moderator keep the discussion on track but flexible enough to explore valuable points that arise organically.

Some examples of questions that can be provided to participants to use in focus groups could be:

1. When you think about using a productivity app, what comes to mind?
2. What do you think about a feature that sends daily reminders?
3. What frustrates you most about using apps to stay organized, and how would you improve them?
4. Have you used other productivity apps? What did you like or dislike about them?

### **Competitor analysis (30 minutes)**

Analysing competitors helps entrepreneurs understand the landscape of their industry—what's working, what's not, and where there's room for improvement. It's not about copying but about learning from what's already out there.

For this example scenario, participants will get a task to explore three existing productivity apps: Notion, Trello, and Google Keep. Facilitators tell to participants to make a simple comparison chart listing competitors' features, pricing, user feedback, etc., to easily see where their product could stand out. Facilitators should also remind them to keep the analysis objective—focus on what can be learned, rather than making assumptions based on personal preferences.

Categories which participants use for performing competitor analysis between different existing products are the following:

1. Feature comparison: by examining the standout features of each app, participants can find gaps or opportunities to make their app different
2. Pricing structure: knowing if competitors are using subscription models or one-time payments helps them decide on a suitable pricing approach
3. User experience: observing user experience helps participants think about what their app needs to be user-friendly
4. Customer reviews: Advice participants to look at app store reviews to see what real users are saying. Negative reviews often reveal opportunities for improvement, while positive ones highlight features that people value

## Step 4

### Reflection (15 minutes)

Here are some reflection questions to encourage participants to think deeply about what they learned in the workshop and how they might apply it to their own entrepreneurial ideas:

1. Which of the three techniques (surveys, focus groups, competitor analysis) do you feel most confident using, and why?
2. What did you find surprising or challenging about analyzing competitors, and how could this awareness help you differentiate your own product?
3. If you were to conduct market research for your business idea starting tomorrow, what would be your first step, and why?
4. How do you think understanding your audience's preferences through market research could lead to better decision-making in your business?

#### Tips for facilitators:

- Use real-life examples to illustrate abstract concepts (for example explain market research using popular brands participants can relate to)
- During the focus group exercise, set a relaxed tone to ease any pressure of speaking in groups
- Ensure a supportive environment where all ideas are welcome and valued, encouraging participants to express themselves freely and creatively
- For customer surveys, provide example questions to help participants start brainstorming.



#### Suggested reading materials for facilitators to prepare themselves:

- <https://www.qualtrics.com/en-gb/experience-management/research/market-research-types/>
- <https://www.qualtrics.com/en-gb/experience-management/research/types-of-market-research-surveys/>



## Workshop 7

# Inclusive design principles



### Purpose:

- Understand the role and significance of inclusivity in design and its impact on the accessibility and usability of products or services for a wider audience.
- Develop the knowledge and skills necessary to create inclusive solutions that cater to the diverse needs and perspectives of users by applying the design thinking method.
- Identify design barriers and find inclusive solutions that enable equitable access to products or services.



### Materials:

- Whiteboard, markers, pencils and paper, projector, smartphone, tablet or laptop, internet connection, worksheet on the design thinking process (Step 3), a timer.



### Recommended time:

100 minutes



### Planning notes:

1. The facilitator should be familiar with the methods and exercises they will use during the workshop and have the knowledge and experience to implement them effectively.
2. The facilitator should be able to adapt the methods and exercises to the needs and capabilities of deaf and hard-of-hearing participants.
3. The facilitator should prepare enough of all necessary materials for the workshop in advance, based on the final number of participants.



### Recommendations:

1. Since the workshop participants are deaf and hard-of-hearing youngsters, it's recommended that the facilitator's presentation includes short and clear instructions on the topics covered, displayed on a slideshow.
2. It's helpful to write the key instructions, stages, and time frames for each stage on a whiteboard or in a presentation shown on the projector, making sure they're visible to all participants throughout the workshop.
3. Ideally, the facilitator should be fluent in sign language and other communication methods used by deaf and hard-of-hearing youngsters or provide an interpreter. If possible, also provide devices that convert speech to text.
4. Whenever possible, use a mobile phone, tablet, or laptop instead of paper to reduce paper consumption.



# Procedure

## Step 1

### 8 worst possible ideas in 8 minutes (20 minutes)

The workshop starts with a task to generate the 8 worst ideas or solutions in 8 minutes, encouraging participants to think quickly, outside the box, and even unconventionally.

#### INSTRUCTIONS:

- The facilitator divides participants into smaller groups (ideally, no more than 4 people per group).
- The facilitator does not reveal much information about the task, except that the goal is for each group to come up with 8 worst possible ideas or solutions in 8 minutes based on the assigned theme.
- After the time is up, each group presents their 8 worst possible ideas or solutions, followed by a brief discussion. The aim is to identify how the ideas overlook key aspects of inclusive design, such as accessibility and ease of use, thereby making it difficult or impossible for certain users to utilize or participate.

#### NOTES:

- It's recommended that two groups work on the same theme so they can compare their worst possible ideas and solutions afterward.
- Each group has precisely 8 minutes to come up with 8 worst possible ideas or solutions.
- Place a timer in a visible location.
- Notify the end of the task simultaneously in two ways: audibly and visually.

#### RECOMMENDED TOPICS:

\*The facilitator can modify these recommended topics or create new ones based on the needs and interests of the participants.

<b>Design of Educational Resources</b>	Generate 8 of the worst possible ideas that would make educational materials inaccessible to children with reading and writing difficulties.
<b>Design of ATMs</b>	Generate 8 of the worst possible ideas that would make an ATM inaccessible to older adults.
<b>Design of Public Transit</b>	Generate 8 of the worst possible ideas that would make public transportation inaccessible for people with different types of disabilities

## Step 2

### What is *design thinking*? (20 minutes)

The facilitator continues the workshop by asking the participants the following questions:

- How would you define design thinking?
- Have you ever applied design thinking in your work or daily life? If so, how?
- What do you think are the key steps of this approach?
- What is the purpose of this approach?

Based on the responses received, the facilitator gives a brief lecture introducing the participants to this approach, its five key steps, and its purpose. The presentation includes examples of real products or services that have been created using design thinking. Design thinking is a process for creative problem-solving that begins with understanding people and their needs. It is commonly used in various fields, including business, education, and product design, and includes five stages of product or service development.

The 5 stages in the design thinking process		
Stage 1	<b>Empathize</b>	Research your users' needs
Stage 2	<b>Define</b>	Clearly state your users' needs and problems
Stage 3	<b>Ideate</b>	Challenge assumptions and generate ideas
Stage 4	<b>Prototype</b>	Start to create solutions
Stage 5	<b>Test</b>	Try your solutions out

After the presentation, the facilitator guides the participants to the next step: applying the five key steps of design thinking to the eight worst possible ideas and solutions generated in the first part of this workshop.

## Step 3

### Applying design thinking – Fix it! (50 minutes)

In this step, participants revisit the first task where they came up with the 8 worst possible ideas or solutions related to the assigned theme. Their current task is to transform those worst ideas into inclusive solutions by applying the 5 key steps of design thinking.

#### INSTRUCTIONS:

- Participants will regroup (ideally, they should stay in the same groups as before).
- The facilitator will provide instructions: revise the worst possible ideas into inclusive solutions by applying the 5 key steps of design thinking.

#### NOTES:

- Groups have only 15 minutes to convert their worst ideas into inclusive solutions.
- Distribute a worksheet to each group that outlines the stages of design thinking.
- Place a timer in a visible location.
- Notify participants of the task's conclusion simultaneously in two ways: audibly and visually.

## STAGES:

### STAGE 1: Revision (15 minutes)

- In the next 15 minutes, each group will revise their 8 worst possible ideas into inclusive solutions by applying the 5 key steps of design thinking.

### STAGE 2: Presentation (depends on the total number of groups; each group has 5 minutes)

- Each group will have exactly 5 minutes to present their inclusive solutions.

### STAGE 3: Discussion (10 minutes)

- The task will conclude with a sharing of impressions and experiences gained during this exercise.

## Step 4

### Conclusion (10 minutes)

The last 10 minutes are dedicated to a discussion and wrap-up among all participants about the knowledge, skills, and insights gained during this workshop. The facilitator poses the following questions:

- What did you learn during today's workshop that you can apply in your work?
- Did using this approach help you realize the role and importance of accessible design?
- Are you satisfied with your engagement during the teamwork?

#### Tips for facilitators:

- The topics and questions suggested for each step of the workshop can be adjusted or new ones created based on the needs and interests of the participants.
- Encourage active participation by asking open-ended questions, facilitating discussions, and sharing practical examples.
- Create a supportive atmosphere where all ideas are welcome and accepted, encouraging participants to express themselves freely and be creative.
- Be aware of the different communication styles among participants and their varying levels of prior knowledge and experience. Adjust your approach to ensure everyone can actively participate and contribute.

#### Suggested reading materials for facilitators to prepare themselves:

- Design thinking
  - Design Thinking (DT)

<https://www.interaction-design.org/literature/topics/design-thinking>

- The 5 Stages in the Design Thinking Process

<https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

- What Is Design Thinking & Why Is It Important?

<https://online.hbs.edu/blog/post/what-is-design-thinking>

- What Is Design Thinking?

<https://www.forbes.com/sites/sap/2015/05/10/what-is-design-thinking/>

- The Benefits Of Incorporating Design Thinking Into Business

<https://www.forbes.com/councils/forbestechcouncil/2020/11/05/the-benefits-of-incorporating-design-thinking-into-business/>



# Resource Sheet for Step 4

DESIGN THINKING		
1	<p><b>EMPATHIZE</b> (The key to this stage is understanding your audience.)</p> <ol style="list-style-type: none"> <li>1. Identify your audience (demographics)</li> <li>2. Assess needs and/or wants of your audience (data &amp; testimonials)</li> <li>3. Observe behaviors</li> <li>4. Consult experts, industry professionals, or field researchers (mentoring sessions)</li> </ol>	<p><b>AUDIENCE</b></p>
	<p><b>OBSERVATION, CONSULTATION &amp; FEEDBACK</b></p>	
2	<p><b>DEFINE</b> (The result of this stage is an Actionable Problem Statement (APS).)</p> <ol style="list-style-type: none"> <li>1. Insights from empathizing</li> <li>2. Describe the problem</li> <li>3. Action steps</li> <li>4. Actionable Problem Statement (audience, insights, problem &amp; actions steps)</li> </ol>	<p><b>INSIGHTS, PROBLEM, ACTION STEPS</b></p>
	<p><b>ACTIONABLE PROBLEM STATEMENT</b></p>	
3	<p><b>IDEATE</b></p> <ol style="list-style-type: none"> <li>1. Collecting all ideas regarding your project</li> <li>2. Prioritizing the ideas</li> <li>3. Ranking the top three ideas</li> </ol>	<p><b>IDEA GENERATION</b></p>
	<p><b>TOP IDEAS</b></p>	

4	<p><b>PROTOTYPE</b> (Create a prototype based on the top idea from the Ideate)</p> <ol style="list-style-type: none"> <li>1. Work with staff &amp; faculty to assess feasibility and potential restrictions</li> <li>2. List resources and materials needed to prototype your idea</li> <li>3. Set goals based around the idea you choose</li> <li>4. Design and build the Prototype</li> </ol>	<b>PROTOTYPE PREPARATION</b>
		<b>THE PROTOTYPE</b>
5	<p><b>TEST</b> Develop a plan to test your prototype:</p> <ol style="list-style-type: none"> <li>1. Resources and personnel needed to finish developing your prototype or to test your prototype</li> <li>2. Measures of success</li> <li>3. Any anticipated barriers</li> <li>4. Test timeline</li> </ol>	<b>RESOURCES &amp; EVALUATION MEASURES</b>
		<b>TIMELINE</b>

## Workshop 8

# Effective networking strategies



### Purpose:

- To gain and improve knowledge of participants about different techniques for establishing and maintaining professional connections.
- To improve networking skills for building professional relationships; through development of social media profiles and through the simulation exercise.



### Materials:

Flipchart or whiteboard, markers, post-it notes, A4 or A5 papers for social media profile exercise, visual timer, printed handouts of Networking event simulation - roles



### Recommended time:

170 minutes



### Planning notes:

Facilitator needs to revise the list of suggested materials for the content of the inputs during the workshop, and adapt it to the concrete needs and background(s) of the group they will work with.

Facilitators should prepare examples of effective networking (i.e. sample social media profiles or templates) to help participants visualise concepts.

Facilitator should prepare visual aids to accompany verbal instructions. It's recommended to use large, clear text and images to illustrate key points. Suggestion is to use a projector or screen to display instructions and examples visually.

*\*It is beneficial if the facilitator is fluent in sign language or have interpreter colleague who will help the facilitator in the process of the workshop implementation. If possible, it would be good to provide communication devices or apps that facilitate text-to-speech or instant messaging for real-time communication.*



# Procedure

## Step 1

### Introduction to the term of networking - 20 minutes

In the start of the session, facilitator uses whiteboard or flipchart paper for brainstorming with participants; trying to define what networking represents to them and how they would define it. For this purpose, facilitator starts the session with a question "What comes to your mind when you think of networking?". Participants are invited to write down their answers on the board, and by the end of the exercise facilitator will wrap up with an overview of all of the answers.

Facilitator proceeds with inputs, supported by visual aids, explaining the networking and that it involves building professional relationships and maintaining them over time. Also, 3 aspects of the networking that will be covered by this workshop; are explained and intro is made by the facilitator.

Some of the useful materials for the introduction to the networking can be found on the list of materials of this workshop.

Facilitator should underline that networking is getting out there (both on and offline), meeting people who work in your profession or your industry, and building a relationship with them.

The goal of networking is to create a professional network. That means a group of professional contacts you know well enough to call in a favour from and for whom you wouldn't object doing a favour. It's as simple as that.

## Step 2

### Building professional relationships – 35 minutes

Facilitator starts the second step of the workshop with a task for participants to think of someone they admire professionally. Once they have answers, participants write them to pieces of post-it notes. All of the answers are collected and posted on the wall, or piece of flipchart paper.

The facilitator asks participants following questions:

1. What made this person stand out to you?
2. How did they build their professional relationships?

If the groups is made of mostly deaf participants; questions can be presented visually, and answers can be shared using the sign language.

In the continuation of this step of the workshop, participants are divided into pairs or small groups. Each pair/group is assigned with a task of brainstorming ways to establish rapport when meeting someone for the first time.

Some examples that can be given to the group for easier understanding of the task are: active listening, asking questions, finding shared interests.

Pairs/groups are given 10-15 minutes for this activity, after which they return to plenary and present the ideas they have discussed.

In the end of the step 2, facilitator provides inputs to participants and concludes the part of the workshop dedicated to steps of building professional relationships, some of them being:

1. Understanding personal needs on the first place
2. Defining goals
3. Developing personal communication skills
4. Attending networking events and connection virtually
5. Active listening
6. Dedicating time and space for building and maintaining the professional contacts / relationships
7. Creating boundaries
8. Showing appreciation

All of the inputs should be presented visually as well. Additional materials for the facilitator's input(s) can be found among the list of the materials; at the end of this workshop.

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## Step 3

### Social media and networking – 45 minutes

Third step of the workshop is started with facilitator sharing some examples of professional social media profiles from LinkedIn, on a projector or as a handout. During the presentation, participants are invited to jointly, as a group, analyse different aspects of the profile examples; highlighting the elements i.e. profile pictures, summaries, skills, etc.

For the purpose of this step, facilitator can use the examples listed in the materials section of the workshop, or can find other local based profiles that would be more applicable to specific surrounding and the group of participants.

After the inputs and joint analysis of the different LinkedIn profiles, participants are invited to write a short "About Me" section, list skills, and think about their professional goals; on a A4 paper. 10-15 minutes are given to participants to finish this exercise.

After all participants have finalised their descriptions, they get a chance to present them and further give each other inputs; by working in smaller groups or pairs. Facilitator empowers participants to provide constructive feedback to each other; while following some of the inputs shared by the facilitator in the beginning of this step of the workshop.

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## Step 4

### Networking on events – 60 minutes

In the beginning of the step, facilitator (with use of visual aids in format of either written flipcharts or presentation slides) introduces participants to principles of successful networking at events:

- Preparing a short introduction about yourself.
- Asking meaningful questions.
- Following up after the event.

For preparation of the intro part, facilitator can use the materials listed in the end of this workshop.

Second part of this step of the workshop is simulation of networking event. Participants are explained that for next 30 minutes they will be given specific roles explaining their background and the other individuals from the event they need to approach during the networking event, and make connections with them.

After the implementation part of the simulation, facilitator debrief with participants by analysing what happened during the exercise, how this exercise can be a learning event, and how participants can apply lessons learned.

### **Discussion questions:**

Last 10 minutes of the workshop are left for the discussion and conclusion. Below is the list of suggested questions for the discussion part. Facilitator can always adapt the questions and flow of the discussion, based on the outcomes of the workshop's steps.

1. What did you learn about networking today that you didn't know before? How might this influence your approach to building professional relationships in the future?
2. When creating your "About Me" section of the LinkedIn profile and listing your skills, what challenges did you face, and how did you overcome them?
3. How do you think social media platforms, like LinkedIn, impact the way we build professional networks? Are there any downsides to relying on social media for networking?
4. During the simulated networking event, what strategies did you use to connect with others? Which of these do you feel were most effective, and why?
5. How did the experience of approaching someone at the networking event differ from your usual way of meeting professionals? What did you learn from the simulation about building rapport?
6. What are three specific actions you plan to take in the next month to apply what you learned in this workshop to your professional life?

Key points from the discussion are presented in the visual format, either on flipchart paper or with use of digital tools. Facilitator thanks participants for their active engagement and participation, using sign language or visual prompts. Facilitator reminds participants that networking, in both physical and online surrounding, is important for every job; and that networking is constant process that individuals should take care of throughout their professional careers.

### **Tips for facilitators:**

Facilitator needs to foster a supportive environment during the workshops, in which all of the ideas are welcomed without judgement.

Since the target group of the workshop are deaf and hard of hearing youngsters, facilitator needs to prepare all of the visual aids and think about use of the digital technologies during the different steps of the workshop – in order to ensure equal participation of all participants. In preparation for the workshop, facilitator needs to research more about specific examples and inputs that will be provided to participants during different steps of the workshop.





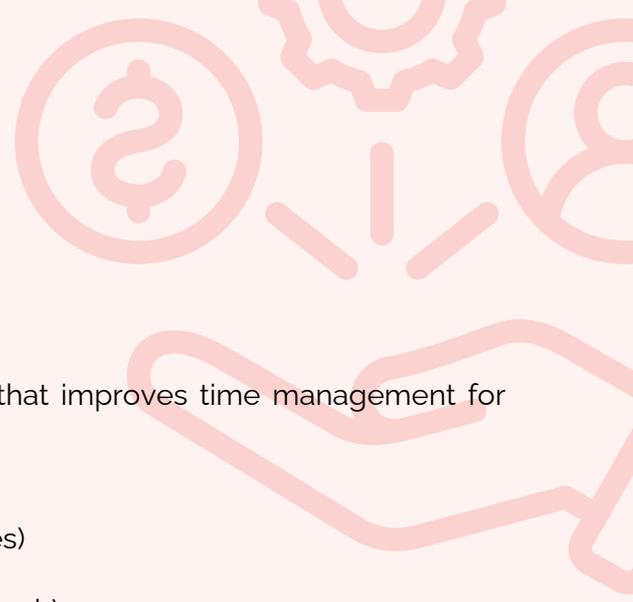
## Suggested reading materials for facilitator to prepare themselves:

- Introduction to networking
  - A Beginner's Guide to Networking <https://hbr.org/2023/03/a-beginners-guide-to-networking>
  - Networking 101: A Complete Guide <https://www.linkedin.com/pulse/networking-101-complete-guide-steph-gillies/>
  - Why professional networking is so important <https://www.linkedin.com/pulse/why-professional-networking-so-important-jordan-parikh/>
- Steps in building professional relationship and networking:
  - Professional Networking <https://www.mindtools.com/aany5dn/professional-networking>
  - 14 Steps To Take To Build A Strong Professional Network <https://www.forbes.com/councils/forbescoachescouncil/2022/11/30/14-steps-to-take-to-build-a-strong-professional-network/>
  - How to Build Professional Relationships: A Step-By-Step Guide <https://trustwellnetwork.com/blog/how-to-build-professional-relationships-a-step-by-step-guide>
- Networking on social media
  - 14 LinkedIn Profile Summaries That We Love (And How to Boost Your Own) <https://www.linkedin.com/business/talent/blog/product-tips/linkedin-profile-summaries-that-we-love-and-how-to-boost-your-own>
  - 9 Examples of Great LinkedIn Profiles <https://www.linkedin.com/pulse/9-examples-great-linkedin-profiles-andrea-vahl/>
  - How to Write a Professional BIO for Social Media – Examples <https://www.linkedin.com/pulse/how-write-professional-bio-social-media-as2tf/>
  - The 100+ People You Should Follow on LinkedIn <https://www.linkedin.com/pulse/100-people-you-should-follow-linkedin-bob-mcintosh/>
- Principles of successful networking at events
  - Complete Guide to Successful Business Networking <https://www.ortusclub.com/k-hub/complete-guide-to-successful-business-networking/>
  - 10 Principles Of Effective Networking <https://profitblitz.com/principles-of-effective-networking/>
  - 10 Steps to Effective Networking at Events <https://sbrconsulting.com/resources/blog-10-steps-to-effective-networking/>
  - The Psychology Behind Effective Networking: Understanding Human Interaction at Events <https://www.b2match.com/blog/the-psychology-behind-effective-networking-understanding-human-interaction-at-events>



# Resource Sheet 1

Networking event simulation - roles



## Tech Startup Founder

- **Description:** You have developed a revolutionary app that improves time management for remote workers.
- **Approach:**
  - Venture Capitalist (for funding opportunities)
  - Marketing Specialist (to discuss promotional strategies)
  - IT Recruiter (to hire skilled developers)
  - University Professor (to explore partnerships for research).

## Sustainable Energy Consultant

- **Description:** You specialize in advising companies on how to reduce their carbon footprint.
- **Approach:**
  - Environmental NGO Representative (for collaboration on projects)
  - Government Official (to discuss policy incentives)
  - Architect (to integrate sustainable designs)
  - Journalist (to promote your work).

## Freelance Graphic Designer

- **Description:** You create branding and visual identities for small businesses.
- **Approach:**
  - Small Business Owner (to pitch your services)
  - Marketing Specialist (to collaborate on campaigns)
  - Social Media Influencer (to enhance your visibility)
  - Event Organizer (to offer design for event materials).

## Venture Capitalist

- **Description:** You fund innovative startups in technology and green energy sectors.
- **Approach:**
  - Tech Startup Founder (for investment opportunities)
  - Sustainable Energy Consultant (to evaluate their projects)
  - Financial Analyst (to discuss market trends)
  - Business Lawyer (to ensure solid contracts).

## Environmental NGO Representative

- **Description:** You run campaigns and projects to address climate change and promote sustainability.
- **Approach:**
  - Sustainable Energy Consultant (for partnership on projects)
  - Government Official (to advocate for policy changes)
  - Journalist (to amplify your message)
  - Event Organizer (to plan awareness events).

## University Professor

- **Description:** You teach entrepreneurship and lead research on innovative business models.
- **Approach:**
  - Tech Startup Founder (to integrate case studies into your curriculum)
  - Venture Capitalist (to discuss academic partnerships)
  - Government Official (for research funding)
  - Journalist (to share findings).

### Marketing Specialist

- **Description:** You develop marketing strategies for brands and campaigns.
- **Approach:**
  - Freelance Graphic Designer (to collaborate on visual campaigns)
  - Small Business Owner (to offer your services)
  - Tech Startup Founder (to create a marketing plan for their app)
  - Journalist (to generate media buzz).

### IT Recruiter

- **Description:** You recruit IT professionals for leading tech firms.
- **Approach:**
  - Tech Startup Founder (to provide recruitment services)
  - University Professor (to access a pool of talent)
  - Financial Analyst (to identify growing companies needing IT staff)
  - Business Lawyer (to ensure employment contracts comply with laws).

### Government Official

- **Description:** You oversee policies related to business innovation and sustainability.
- **Approach:**
  - Sustainable Energy Consultant (to discuss regulations)
  - Environmental NGO Representative (to address policy gaps)
  - Venture Capitalist (to discuss incentives for startups)
  - University Professor (to collaborate on policy research).

### Business Lawyer

- **Description:** You specialize in legal support for startups and entrepreneurs.
- **Approach:**
  - Tech Startup Founder (to offer legal advice)
  - Venture Capitalist (to ensure contract security)
  - IT Recruiter (to draft recruitment agreements)
  - Small Business Owner (to offer consultation).

### Social Media Influencer

- **Description:** You have a large following in the lifestyle and tech niche.
- **Approach:**
  - Tech Startup Founder (to promote their app)
  - Marketing Specialist (to explore partnerships)
  - Event Organizer (to advertise upcoming events)
  - Freelance Graphic Designer (to refresh your brand).

### Financial Analyst

- **Description:** You analyze market trends to guide investments and business strategies.
- **Approach:**
  - Venture Capitalist (to share insights)
  - Tech Startup Founder (to assess market potential)
  - Business Lawyer (to analyze financial contracts)
  - Government Official (to discuss economic impact studies).

### Small Business Owner

- **Description:** You run a boutique shop and want to expand your reach online.
- **Approach:**
  - Marketing Specialist (to boost your online presence)
  - Freelance Graphic Designer (for branding)
  - Social Media Influencer (to increase visibility)
  - Financial Analyst (to develop a business growth plan).

### **Event Organizer**

- **Description:** You specialize in organizing conferences, trade shows, and networking events.
- **Approach:**
  - Sustainable Energy Consultant (to host eco-friendly events)
  - Social Media Influencer (to attract attendees)
  - Marketing Specialist (to publicize events)
  - Environmental NGO Representative (to organize awareness events).

### **Architect**

- **Description:** You design sustainable and innovative buildings.
- **Approach:**
  - Sustainable Energy Consultant (to integrate green solutions)
  - Small Business Owner (to design retail spaces)
  - Government Official (to advocate for sustainable designs)
  - Environmental NGO Representative (to collaborate on projects).

### **Journalist**

- **Description:** You cover stories on innovation and sustainability.
- **Approach:**
  - Tech Startup Founder (to feature their journey)
  - Environmental NGO Representative (to report on their campaigns)
  - University Professor (to share research findings)
  - Government Official (to get updates on policies).

### **Health & Wellness Coach**

- **Description:** You offer services to improve workplace wellness and productivity.
- **Approach:**
  - Small Business Owner (to implement wellness programs)
  - Tech Startup Founder (to create health-conscious teams)
  - Social Media Influencer (to increase your visibility)
  - Event Organizer (to plan wellness seminars).

### **Corporate Diversity Consultant**

- **Description:** You advise companies on creating inclusive workplaces.
- **Approach:**
  - Business Lawyer (to ensure compliance with diversity laws)
  - IT Recruiter (to address diversity in hiring practices)
  - Small Business Owner (to improve workplace culture)
  - Marketing Specialist (to promote inclusivity campaigns).

### **EdTech Entrepreneur**

- **Description:** You develop online learning tools for skill-building.
- **Approach:**
  - University Professor (to integrate tools into courses)
  - Marketing Specialist (to promote the platform)
  - Venture Capitalist (to secure funding)
  - IT Recruiter (to hire developers).

### **Nonprofit Fundraiser**

- **Description:** You specialize in raising funds for educational and environmental projects.
- **Approach:**
  - Government Official (to seek grants)
  - Environmental NGO Representative (to support their projects)
  - Corporate Diversity Consultant (to align fundraising efforts with CSR)
  - Event Organizer (to plan fundraising events).

## Workshop 9

# Communication skills for leaders



### Purpose:

- To improve participants' understanding of importance of communication skills of leaders
- To further improve public speaking / public appearance skills of participants
- To develop understanding and knowledge of participants about non-verbal communication
- To develop active listening skills of participants



### Materials:

Flipchart paper and markers, visual aids for communication techniques (e.g., pictograms, videos), visual timer (e.g., digital countdown clock or projector)



### Recommended time:

130 minutes



### Planning notes:

Facilitator needs to revise the list of suggested materials for the content of the inputs during the workshop, and adapt it to the concrete needs and background(s) of the group they will work with.

The definition of the leadership communication, offered in the Step 1, can be changed and/or adapted to the needs of the specific group or the specific background in which the workshop is implemented.

Facilitators should prepare large, clear visual aids for every aspect of the workshop, and use contrasting colours and simple designs to improve readability.

Facilitator should prepare visual aids to accompany verbal instructions. It's recommended to use large, clear text and images to illustrate key points. Suggestion is to use a projector or screen to display instructions and examples visually.

*\*It is beneficial if the facilitator is fluent in sign language or have an interpreter colleague who will help the facilitator in the process of the workshop implementation. If possible, it would be good to provide communication devices or apps that facilitate text-to-speech or instant messaging for real-time communication.*



# Procedure

## Step 1

### Introduction to communication in/for leadership - 25 minutes

In the start of the session, facilitator displays on a projector a visual question for participants: "What does communication mean to you? And what does communication mean in leadership?". Participants are invited to write or draw their answers on sticky notes, or on a whiteboard. This can also be combined with use of different programs for visual facilitator – like a shared Miro board i.e.

After all participants had a chance to write down their answers or share them in digital format, facilitator shares and concludes the different answers received from the group; and proceeds with short discussion with participants on the topic of the importance of communication skills for leaders.

#### **Facilitator then proceeds with sharing the definition of Leadership communication:**

"Leadership communication is effectively sharing information, motivating others, and resolving conflicts to achieve shared goals."

Facilitators asks the participant if the presented definition is similar or different to the definitions and understandings that participants shared in the previous step. Further short discussion is implemented based on the answers and opinions of participants.

Facilitator proceeds with sharing the objectives of the workshop and making an introduction to the steps that will be implemented in the second part of the workshop.

## Step 2

### 60s of public appearance – 30 minutes

Participants are instructed to think about the topic they are really passionate about, and that they would like to share with everyone else in the group. This can be a hobby they like to do and that they would like everyone to learn more about, or it can be a great movie or a book they recently watched/read that they would like everyone to know about. This can also be a story about their life, or story of an event that made significant impact on them.

Participants are given 5 to 10 minutes for this step.

After everyone has developed their ideas about what they would like to share with the group, facilitator explains that everyone will have 60 seconds of public speech during which they will be able to present this topic that they are passionate about, to everyone else in the group.

After all participants had enough time to prepare, they start by giving the public appearances one by one.

At the end of the step, facilitator asks the group to give feedback on overall appearances of all members from the group. This is done by asking the following questions:

1. Which topics made the most impact on you? Why?
2. What were the good aspects of public speeches that you could see between different participants?
3. What are the things that you think can be improved by different participants, in terms of their public speeches/appearances?
4. What are some general advice that you could give to yourself and others in terms of preparing and doing a public speech/appearance?

Facilitator concludes this step of the workshop by providing the following advice regarding the public speech/appearance:

### **Eye contact**

Eye contact is essential for establishing a connection with the audience as it creates a sense of trust and interest. By maintaining eye contact, you help keep the audience's attention and ensure they feel included, while also demonstrating confidence in what you are saying.

### **Tone**

The tone of voice is an important element as it allows you to emphasize key parts of your message, maintain the audience's interest, and convey emotions such as enthusiasm or seriousness. Variations in tone bring dynamism to the speech and prevent monotony. When it comes to sign language for individuals who are deaf or hard of hearing, "tone" is conveyed through the intensity and speed of hand movements, facial expressions, and body posture. These elements act as the visual equivalent of vocal tone, allowing for the communication of emotions and the importance of specific parts of the message.

### **Hand gestures**

Hand gestures add an extra visual dimension to the speech, help in explaining abstract concepts, and make the speaker appear more natural and authentic. Natural hand movements also assist the audience in better following the speech and staying engaged.

### **Body posture**

Body posture signals confidence and professionalism; standing upright and open not only enhances the impression of reliability but also allows for better voice control and breathing.

### **Moving in the space**

Movement in space brings dynamism to the presentation, captures the audience's attention, and helps establish a closer connection with the listeners, breaking down potential barriers. Purposeful and thoughtful movement can further emphasize transitions to new topics or key points of the speech.

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## **Step 3**

**In case the duration of the workshop is more limited, facilitator can make adjustments to this step - to only have showcases of a few out of all of the pairs of participants.**

**In the follow up of the role plays, facilitator asks following questions:**

1. How did you feel while trying to express an emotion non-verbally? Was it challenging, and if so, why?
2. For those who guessed the emotions, what clues or body language helped you identify the correct emotion?

3. Were there any moments of misunderstanding or confusion? What do you think caused these?
4. How does this exercise highlight the importance of non-verbal communication in everyday interactions?
5. What strategies can we use to improve our ability to both express and interpret non-verbal cues in real-life situations?

In the end of this step, facilitator wraps up with key notes on the non-verbal communication and by underlining the following message: "Nonverbal communication is important because it gives us valuable information about a situation, including how a person might be feeling, how someone receives information, and how to approach a person or group of people."

For preparation of inputs on non-verbal communication, facilitator can use the suggested list of materials presented as part of this workshop.

## Step 4

### Active listening – 25 minutes

Participants are divided in groups of 3, with one person in each group in role of speaker, one person in role of listener and the last person in role of observer. The speakers are invited by the facilitator and are instructed that they have a task to tell a story about leadership to listener in their group. Listeners are invited by the facilitator, and explained that their role will be to actively listen to the story told by the speaker. Observers are also invited by the facilitator, and are given assignment to take a piece of paper and make notes on the speech that will happen in the next part of this step.

Groups and participants in each group are given 5 to 10 minutes to prepare for the roles and execution of the activity.

In the next part the activity is implemented.

After the implementation of the activity, facilitator moves to the discussion and concludes with inputs on the active listening.

#### Questions for the discussion:

1. For the speakers: How did it feel to share your story? Did you feel truly heard and understood? Why or why not?
2. For the listeners: What techniques of active listening did you consciously apply? Were there moments when you found it challenging to stay focused or engaged?
3. For the observers: What did you notice about the interaction between the speaker and listener? Were there any missed opportunities for deeper understanding?
4. How did non-verbal cues (e.g., body language, eye contact) enhance or hinder the communication process?
5. What differences, if any, did you observe when the listener was listening to understand versus listening to respond?
6. How can the active listening skills be applied to real-life situations, such as teamwork, leadership, or conflict resolution?

#### Inputs on the active listening:

Active listening requires you to listen attentively to a speaker, understand what they're saying, respond and reflect on what's being said, and retain the information for later. This keeps both the listener and speaker actively engaged in the conversation.

Active listening is a communication skill that involves going beyond simply hearing the words that another person speaks. It's about actively processing and seeking to understand the meaning and intent behind them. It requires being a mindful and focused participant in the communication process.

Active listening techniques include:

- Being fully present in the conversation
- Showing interest by practicing good eye contact
- Noticing (and using) non-verbal cues
- Asking open-ended questions to encourage further responses
- Paraphrasing and reflecting back what has been said
- Listening to understand rather than to respond
- Withholding judgment and advice

### **Discussion questions:**

Last 10 minutes of the workshop are left for the discussion and conclusion. Below is the list of suggested questions for the discussion part. Facilitator can always adapt the questions and flow of the discussion, based on the outcomes of the workshop's steps.

1. What are the key takeaways from today's workshop that you can apply to your leadership and communication style?
2. How do you think improving your non-verbal communication will impact your ability to lead effectively?
3. What challenges did you face during the activities, and how did you overcome them?
4. How can the skills of public speaking, non-verbal communication, and active listening enhance your role as a leader in your community or workplace?
5. What specific aspect of communication do you feel you need to focus on improving further, and why?
6. How can the techniques discussed today help you build stronger relationships within a team or organization?

Key points from the discussion are presented in the visual format, either on flipchart paper or with use of digital tools. Facilitator thanks participants for their active engagement and participation, using sign language or visual prompts. Facilitator reminds participants that communication skills include both the listening and speaking, non-verbal and verbal communication, and underlines importance of active listening.

### **Tips for facilitators:**

Facilitator needs to foster a supportive environment during the workshops, in which all of the ideas are welcomed without judgement.

Since the target group of the workshop are deaf and hard of hearing youngsters, facilitator needs to prepare all of the visual aids and think about use of the digital technologies during the different steps of the workshop – in order to ensure equal participation of all participants.

In preparation for the workshop, facilitator needs to research more about specific examples and inputs that will be provided to participants during different steps of the workshop.





## Suggested reading materials for facilitator to prepare themselves:

- Introduction to leadership communication
  - How Great Leaders Communicate <https://hbr.org/2022/11/how-great-leaders-communicate>
  - Essential Communication Skills for Leaders <https://www.ccl.org/articles/leading-effectively-articles/communication-1-idea-3-facts-5-tips/>
  - Leadership Communication: 6 Skills That the Best Leaders Apply <https://www.yourthoughtpartner.com/blog/leadership-communication>
  - Effective Communication: How Leaders Can Inspire, Engage And Succeed <https://www.forbes.com/councils/forbescoachescouncil/2023/07/21/effective-communication-how-leaders-can-inspire-engage-and-succeed/>
- Non-verbal communication
  - Body Language and Nonverbal Communication <https://www.helpguide.org/relationships/communication/nonverbal-communication>
- Public speech
  - Tips for Effective Delivery <https://www.hamilton.edu/academics/centers/oralcommunication/guides/tips-for-effective-delivery>
  - 10 Tips for Improving Your Public Speaking Skills <https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/>
- Active listening
  - What Is Active Listening? <https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/>
  - 7 Active Listening Techniques For Better Communication <https://www.verywellmind.com/what-is-active-listening-3024343>
  - 10 tips for active listening <https://www.bhf.org.uk/information-support/heart-matters-magazine/wellbeing/how-to-talk-about-health-problems/active-listening>



# Resource Sheet 1

Scenarios for Understanding and exploring non-verbal communication

## **Motivating a team**

Act out enthusiasm and encouragement to energize a group.

## **Addressing conflict**

Show calming gestures to resolve a heated discussion.

## **Expressing disappointment**

Convey sadness or frustration about a missed deadline.

## **Celebrating success**

Demonstrate excitement and joy about achieving a goal.

## **Welcoming a new team member**

Use gestures to show warmth and friendliness.

## **Communicating urgency**

Act out a sense of urgency, emphasizing that time is running out.

## **Encouraging collaboration**

Use inviting gestures to show openness and teamwork.

## **Explaining a complex idea**

Break down a complicated concept with clear and exaggerated gestures.

## **Resolving a misunderstanding**

Show active listening and clarification gestures to smooth things over.

## **Negotiating for a better outcome**

Act out persuasive gestures to find a compromise.

## **Expressing gratitude**

Show appreciation with gestures that convey thanks.

## **Reacting to a shocking idea**

Act out surprise or disbelief with facial expressions and body language.

## **Delivering bad news gently**

Convey empathy and understanding through non-verbal cues.

## **Requesting help from someone**

Use gestures to politely seek assistance.

## **Encouraging someone to speak up**

Act out support and encouragement to build confidence.



## Workshop 10

# Business planning essentials



### Purpose:

- Get acquainted with the key components of a business plan by analyzing both good and poor examples.
- Learn how to generate and analyze your business ideas using brainwriting and SWOT analysis.
- Create a basic business plan, set goals, and develop a strategy that supports growth and development using the provided template.
- Enhance teamwork skills, such as communication and collaboration, empathy, and collective problem-solving among team members.
- Strengthen your argumentation and presentation skills through tasks that involve presenting and explaining in detail, as well as providing constructive feedback on presentations.



### Materials:

- Whiteboard, markers, paper and pens, laptop, tablet or smartphone, internet connection, SWOT analysis worksheet (Step 3), basic business plan worksheet (Step 4), a timer



### Recommended time:

120 minutes



### Planning notes:

1. The facilitator should be familiar with the workshop topics, the methods and exercises they will use during the session, and have the necessary knowledge and experience for their implementation.
2. The facilitator should know how to adapt the methods and exercises to meet the needs and abilities of deaf and hard-of-hearing participants.
3. The facilitator should prepare a sufficient number of all required materials for the workshop in advance, based on the final number of participants.



### Recommendations:

1. Since the participants in the workshop are deaf and hard-of-hearing youngsters, it is advisable for the facilitator's presentation to be accompanied by slides containing brief and clear instructions on the topics being covered.
2. It is recommended that the main instructions, stages, and the duration of each stage be written on the whiteboard or included in the presentation visible on the projector, ensuring they are visible to all participants throughout the workshop.
3. It is preferable that the facilitator is fluent in sign language and other communication methods used by deaf and hard-of-hearing individuals, or that an interpreter is provided. If possible, also provide devices that convert speech to text.
4. Use mobile phones, tablets, or laptops instead of paper whenever feasible to reduce paper consumption.



# Procedure

## Step 1

### Brainwriting for business idea (20 minutes)

By using brainwriting, participants within their group create and develop business ideas.

Brainwriting is a group creativity technique. It's similar to brainstorming but with a twist: instead of verbally sharing ideas, participants write them down.

This subtle shift has a significant impact—it promotes democratic participation, reduces cognitive biases, and often leads to a greater number and diversity of ideas.

Brainwriting is a flexible technique that can be adapted to various contexts. It can be used for group work or in pairs. Each participant writes down a specific number of ideas on paper, which then circulates within the group or between pairs, resulting in many refined ideas. This method is tailored to the theme of the workshop and the participants' abilities.

#### INSTRUCTIONS:

- The facilitator divides participants into smaller groups (ideally, no more than 4 people per group).
- Each group receives the same task, which consists of three rounds. In the first round, each group member writes down one business idea on a piece of paper, then passes their paper to the person on their right while receiving a paper with an idea from the person on their left. In the second round, each member develops the idea they received – adding to it, modifying, or expanding it. The paper with the developed idea is then passed again to the person on their right, and they receive a developed idea from their left. In the third and final round, participants continue refining the ideas that have already gone through two rounds, further improving and perfecting them.
- After the time is up, each group presents the ideas they generated from this exercise, followed by a brief discussion about them.

#### NOTES:

- Place a timer in a visible spot.
- Signal the start and end of each round simultaneously using both sound and light.

#### ROUNDS:

##### **ROUND 1:** Got an idea? Write it down! (3 minutes)

- Each group member writes down one business idea on a piece of paper, then passes it to the person on their right and receives a paper from the person on their left.

##### **ROUND 2:** Build on someone else's idea! (3 minutes)

- Members build on the idea they received – expanding, modifying, or improving it. Then, they pass the paper again to the person on their right.

##### **ROUND 3:** Perfect the idea! (3 minutes)

- Each group member further refines the idea they received, improving and perfecting it.

- ROUND 4:** Reveal your ideas! (depends on the total number of groups; each group has 3 minutes)
- At the end of the last round, the facilitator invites each group to present their ideas while the other groups listen actively. The facilitator also encourages participants to share their thoughts on the presented ideas and this method of generating ideas by asking the following questions:
    - How did you find this task and the overall approach to idea generation?
    - What are the advantages and disadvantages of this collaborative method for creating business ideas?
    - Did you find it easier to come up with your own idea or to develop someone else's?
    - Which of the presented ideas do you believe has the greatest potential for further development?
- 

## Step 2

### Introduction to business planning (20 minutes)

After the introductory task, the facilitator will give a brief presentation on what business planning is, why it is important, and what its key components are. The presentation will include examples of both effective and ineffective business plans.

The facilitator will highlight that the participants have already started the business planning process with the previous task, which involved creating and refining a business idea. They will then direct the participants to the next step of the workshop: a task in which group members will select one idea generated in the previous task and analyze it in greater detail using a SWOT analysis.

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## Step 3

### SWOT analysis of a business idea (30 minutes)

During this step, groups will further develop one business idea by applying the SWOT analysis.

SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a strategic planning technique that provides tools for evaluating ideas or finding solutions. It involves analyzing four key areas: internal resources and capabilities, as well as external factors that can affect success or failure. This analysis helps identify strengths to leverage, weaknesses to address, opportunities to pursue, and threats to mitigate, enabling informed decision-making and the development of effective strategies for future growth and development.

<b>Strengths</b>	What makes this idea unique or better than others?
<b>Weaknesses</b>	What obstacles might we encounter in developing this idea?
<b>Opportunities</b>	How could the idea be expanded or adapted to the market?
<b>Threats</b>	What external factors could affect the success or failure of the idea?

**INSTRUCTIONS:**

- Participants will work in groups (it's preferable for the groups to be the same as those formed during the first task).
- Each group will collaboratively choose one of the ideas generated during the first step of the workshop and then develop that idea further using a SWOT analysis.

**NOTES:**

- Provide all groups with a worksheet that outlines the steps of the SWOT analysis.
- Place a timer in a visible location.
- Notify the end of the task in two ways simultaneously: with sound and visual cues.

**STEPS:****STEP 1:** Choose and analyze your idea! (10 minutes)

- Each group reviews the ideas generated during the first step of the workshop and collectively selects one idea to develop further using the SWOT analysis.

**STEP 2:** Present your idea! (depends on the number of groups; each group gets 5 minutes)

- Each group presents their idea and explains it according to the steps of the SWOT analysis, while the other groups listen actively.

**STEP 3:** Let's discuss the ideas! (10 minutes)

- This task concludes with a group discussion. Participants exchange opinions, impressions, and experiences gained during this task, as well as their thoughts on the presented ideas.

**STEP 4:** Creating a basic business plan (40 minutes)

- In this step, group work continues. The facilitator provides each group with a copy of a simple business plan, along with explanations of each section. The task for each group is to develop the business idea they selected and analyzed in the previous step into a complete business plan.

**INSTRUCTIONS:**

- Participants work in groups (it is preferable that they remain in the same groups).
- Each group develops their previously selected and analyzed business idea into a business plan, using the provided template for the basic business plan.

**NOTES:**

- Each group should receive a template for the simple business plan.
- A timer should be placed in a visible location.
- Notify the end of the task simultaneously in two ways – audibly and visually.

**STEPS:****STEP 1:** Writing the Business Plan (15 minutes)

- Following the provided template, each group writes their business plan.

**STEP 2:** Presenting the Business Plan (depends on the number of groups; each group gets 5 minutes)

- Each group presents their business plan while the other groups actively listen.

**STEP 3:** Discussion (10 minutes)

- Finally, there is a group discussion about the presented business plans. The facilitator can ask the following questions:
  - What did you learn while writing the business plan?
  - What guided you in developing strategies to ensure that the plan is sustainable and realistic?
  - What do you think would be the next steps after creating the business plan?
  - If you could work on your business plan again, what would you change or improve?

## Step 5

### Conclusion (10 minutes)

The workshop concludes with a collective reflection on the impressions, opinions, knowledge, and skills gained during the various tasks. The discussion can be guided by the following questions:

- Which skills or knowledge gained during today's workshop do you find the most useful?
- Which activities were the most challenging for you and why?
- How do you plan to apply what you have learned in your future work or personal development?

These suggested questions allow participants to share their experiences and highlight key insights they gained during the workshop.



#### Tips for facilitators:

- Encourage active participation from participants by asking open-ended questions, facilitating discussions, and providing real-life examples.
- Create a supportive environment where all ideas are welcome and accepted and encourage participants to express themselves freely and embrace their creativity.
- Recognize the different communication styles among participants and their varying levels of knowledge and experience. Adapt your approach to ensure that everyone can participate actively and contribute.



#### Suggested reading materials for facilitators to prepare themselves:

- Brainwriting
  - How To Master Changing Careers: Brainwriting Strategies For Success  
<https://www.forbes.com/sites/cherylrobinson/2024/01/29/how-to-master-changing-careers-brainwriting-strategies-for-success/>
  - Brain-Writing Vs. Brainstorming Case Study For Power Engineering Education  
[https://www.researchgate.net/publication/282536474\\_Brain-Writing\\_Vs\\_Brainstorming\\_Case\\_Study\\_For\\_Power\\_Engineering\\_Education](https://www.researchgate.net/publication/282536474_Brain-Writing_Vs_Brainstorming_Case_Study_For_Power_Engineering_Education)
- SWOT analysis
  - How to Perform a SWOT Analysis  
<https://www.investopedia.com/terms/s/swot.asp>
  - What is a SWOT Analysis? (And When To Use It)  
<https://www.businessnewsdaily.com/4245-swot-analysis.html>
  - What Is A SWOT Analysis?  
<https://www.forbes.com/advisor/business/what-is-swot-analysis/>
- Business plan
  - Business Plan: What It Is, What's Included, and How to Write One  
<https://www.investopedia.com/terms/b/business-plan.asp>
  - Step-by-Step Guide to Writing a Simple Business Plan  
<https://www.smartsheet.com/content/write-business-plan>
  - How To Write A Basic Business Plan  
<https://www.forbes.com/sites/melissahouston/2024/03/12/how-to-write-a-basic-business-plan/>
  - Simple Business Plan Template (2024)  
<https://www.forbes.com/advisor/business/simple-business-plan-template/>



# Resource Sheet for Step 3

(SWOT analysis template)

## SWOT ANALYSIS

**STRENGTHS**

**WEAKNESSES**

**OPPORTUNITIES**

**THREATS**



# Resource Sheet for Step 4

(Basic business plan template)

Describe your:	Considerations:
<b>Mission</b> What is your Why?	<ul style="list-style-type: none"><li>• Who do you serve?</li><li>• How?</li><li>• What makes you different?</li><li>• What is your highest vision for your business?</li><li>• What is your highest vision for yourself?</li></ul>
<b>Business goals</b> How will you achieve your mission?	<ul style="list-style-type: none"><li>• Specific, measurable goals, incl. revenue targets</li><li>• How will you lead with your strengths?</li><li>• How will you reach your dream clients?</li><li>• How fast do you plan to grow this year?</li><li>• Who can help you (internal &amp; external resources)?</li></ul>
<b>Income projection</b> How will you earn money?	<ul style="list-style-type: none"><li>• How much revenue do you want to earn?</li><li>• How much do you need to charge to get there?</li><li>• Will you charge per hour/unit/project/retainer?</li><li>• Current income streams (services, products)</li><li>• Future income streams (consulting, teaching)</li></ul>
<b>Cost projection</b> What expenses will you incur?	<ul style="list-style-type: none"><li>• Will you hire staff?</li><li>• Do you need to buy raw materials?</li><li>• Office supplies</li><li>• Web hosting</li><li>• Marketing, accounting expertise</li></ul>
<b>Personal growth</b> How will you invest in yourself?	<ul style="list-style-type: none"><li>• Skills training</li><li>• Credentials</li><li>• Networking events</li><li>• Public speaking opportunities</li><li>• Publish your expertise, media coverage</li></ul>

# Activities

## The project's activities and objectives include:

- Developing a toolkit with innovative workshops, activities, and two online courses featuring educational materials and practical advice to enhance career development and entrepreneurship skills.
- Creating a curriculum for youth workers to equip them with knowledge and skills for career counseling and guiding deaf, hard-of-hearing individuals, and those with communication obstacles.
- Raising public awareness, especially among youth organizations and institutions, about deafness, communication challenges, and job market obstacles, while offering advice and recommendations through social media campaigns.
- Launching a project website and an interactive online repository for youth workers, educators, and deaf and hard-of-hearing youth, providing permanent access to educational materials, advice, and project outputs.
- Hosting a final conference to present developed materials and testing results.



## Activity 1

# Fast brainstorming



### **Purpose:**

To boost participants' idea generation skills by encouraging a rapid, creative flow of ideas without judgment. To help the groups move forward with the creative processes when learning or exploring new terms.



### **Materials:**

Flipchart papers (of whiteboards), markers, post it notes, visual timer.



### **Recommended time:**

15-30 minutes, depending on the group size and the topic of brainstorming.



### **How to implement the activity:**

In preparation, facilitator needs to decide on a specific topic or problem that the participants will brainstorm ideas for. It's important to ensure the topic is clearly communicated visually (e.g., displayed on a whiteboard, projector, or in printed form).



### **Topics connected to the field of this toolkit, that could be brainstormed (some ideas for you as facilitators):**

1. solving accessibility challenges
2. inclusive technology innovations
3. social impact activities
4. creative expression platforms
5. deaf culture tourism and experiences
6. adapted fitness & wellness
7. entrepreneurial education platforms
8. eco-friendly business ideas
9. inclusive event planning
10. interpreting and communication services

If the group is larger than 10 participants, facilitator puts the participants into small groups of 4-5 people. Facilitator ensures that participants are grouped in a way that allows them to communicate easily (placing them in a semi-circle where they can see each other clearly). In the beginning of the activity, facilitator explains the brainstorming, with use of visual aids (i.e. projector, large printed materials, whiteboard, and similar). The basic rules are following:

1. No idea is a bad idea: All ideas are welcome.
2. Quantity is more important than quality at this stage.
3. No judgment: Do not criticise or evaluate any ideas during the session.
4. Be free and creative: think outside the box.
5. Build on others' ideas: Participants can take an idea and improve or modify it.

- Participants are given specific problem or challenge they need to brainstorm solutions for.
- Facilitator starts the timer, which is clearly displayed for all participants to be able to see it.
- Each participant should write their ideas on sticky notes or directly on the flipchart/whiteboard.
- Participants can write single words, short phrases, or draw visual representations of their ideas.
- Facilitator should encourage participants to write as many ideas as they can within the time limit.
- Facilitator reminds them through visual cues (e.g., pointing to the rules) that all ideas are welcome.
- If participants prefer, they can "pass" ideas around or add onto each other's sticky notes to build on ideas.
- After time runs out, participants present and review the results of the brainstorming.
- If the activity was done in smaller groups, then presentations are done in plenary.
- Short discussion with help of sign language can be done at the end of the activity, focusing on review of the process and results that came out from the brainstorming.



### **When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity can be used as part of daily educational activities with groups of youngsters who are deaf or hard of hearing, for empowering their outside of the box thinking, and for helping groups move forward with creative processes when they feel stuck or out of the ideas.

The activity can be adapted to be used for deciding on the field trip location, next activity of the club or group of deaf and hard of hearing youngsters, tackling some issues in day-to-day life in the local community, etc.

It is recommended for facilitators and educators first time working with deaf and hard of hearing youngsters, to use this activity as a way of improving their skills and adapting approach to be inclusive for work with the specific target group.



### **Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 1: Creative problem-solving techniques.



## Activity 2

# Pitch perfect practice



### Purpose:

To improve participants' pitching skills by encouraging them to deliver concise pitches  
To help participants practice giving and receiving constructive feedback on both content and delivery.



### Materials:

Flipchart papers (of whiteboards), markers, pens, visual timer, A4 feedback sheets



### Recommended time:

30-45 minutes, depending on the group size and pitch length



### How to implement the activity:

In preparation, the facilitator should decide on a specific pitch theme or prompt, like presenting a new project idea, describing a service, or introducing themselves professionally.

The prompt should be communicated visually (on a whiteboard, projector, or printed form) so participants understand the pitch focus. If there are more than 10 participants, it is recommended to divide them into small groups of 4-5 people. Participants should be arranged in a way that makes it easy to communicate (for example in a semi-circle so everyone can see each other).

Some of the topics that can be used are the following:

- Introducing a new project in the organisation or local community
- Pitching a business idea or service
- Personal introduction for a job interview
- Proposal for an event or program

At the start, the facilitator introduces the activity with visual aids (such as a projector, large printed materials, or a whiteboard) and explains the key guidelines for the pitch and feedback:

- **Keep it brief** – pitches should be clear and to the point, within 1-2 minutes
- **Structure matters** – aim to follow a simple structure, such as introducing the idea, highlighting its value, and closing with a call to action or future steps
- **Be engaging** – facilitators should encourage participants to speak confidently and connect with their audience
- **Constructive feedback** – for practicing purposes, feedback should include one positive point and one suggestion for improvement
- **Listen actively** – listeners should focus on the pitch and be ready to offer thoughtful feedback.

Each participant delivers their pitch within the allotted time, focusing on clarity and engagement.

The facilitator starts a timer that's visible to everyone, keeping participants on track. Each participant then receives feedback from their peers, who follow a simple structure:

- **Positive feedback:** What did the participant do well? Was the content engaging? Was the delivery confident?
- **Improvement suggestions:** How could they enhance their clarity, enthusiasm, or presentation style?

After all pitches are complete, groups return to plenary for a short debrief. The facilitator can lead a discussion about common strengths and areas for improvement observed during the pitches.



**When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity is useful in educational or career readiness programs, where participants benefit from developing concise, clear communication skills for various settings. When working with deaf and hard-of-hearing participants, facilitators should be mindful to use visual aids and sign language interpretation where possible. Facilitators should ensure that participants are positioned so they can easily see each other, and provide feedback options that are visually accessible, like written notes.



**Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 3: Pitching skills



## Activity 3

# Role-playing financial scenarios



### Purpose:

- To enhance participants' financial decision-making skills
- To engage participants in practical and real-world budgeting and planning scenarios.



### Materials:

Scenario cards, budget worksheets, pens, markers, calculators, projector



### Recommended time:

30-45 minutes, depending on the group size and number of scenarios



### How to implement the activity:

In preparation, the facilitator creates different financial scenarios on cards or handouts. Each scenario should focus on budgeting challenges, such as planning for a monthly budget, deciding on savings priorities, or balancing expenses within a limited income.

Examples of the scenarios that can be given to the various groups are the following:

- To create a monthly budget with limited income
- To decide between saving or spending on a desired item
- To plan for an unexpected expense (repairs or emergency)
- To allocate a budget for a group event or trip
- To manage bills and savings goals for short-term and long-term needs

At the beginning, the facilitator introduces the activity and explains the following basic rules for financial decision-making:

- **Rule number 1:** Budget constraints: each scenario has a set income and expenses
- **Rule number 2:** Set priorities: participants should decide what to prioritise (needs vs. wants)
- **Rule number 3:** Problem solving: participants are encouraged to seek creative solutions for making the budget work
- **Rule number 4:** Track choices: participants are told to record every choice and budget adjustment made
- **Rule number 5:** Review outcomes: participants should discuss the impact of each decision on future finances

Each group selects or is assigned a scenario, then they review it together and create a plan for managing the given budget. They should use the budget worksheet to track how they allocate funds and list their final choices for income distribution, savings, and expenses. The facilitator sets the timer and reminds participants to focus on realistic financial decisions and consider the long-term impacts of their choices. After completing their budgeting plan, each group presents their scenario and their budget plan to the others. They can explain the reasons behind their choices and discuss any challenges they encountered. Other participants are encouraged to ask questions or suggest alternative strategies.

At the end, facilitators can lead short reflection and discussion by using the following questions:

- Were you able to stay within your budget? If not, where did you go over?
- What was the hardest decision you had to make in this budget?
- What would you change if you had to adjust your budget next month?



### **When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity is ideal for practical workshops on financial literacy and can be integrated into larger programs focused on personal finance or career readiness. The budgeting scenarios help participants make real-world financial decisions, enhancing their financial literacy. When working with deaf and hard-of-hearing participants, facilitators should make sure instructions and scenarios are visually accessible, by using printed handouts or whiteboard displays. Facilitators should also allow participants to work in a setup where they can easily see each other for collaboration and, if needed, use sign language interpretation or visual aids.



### **Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 5: Financial literacy for startups



### **Annexes:**

Examples of previously mentioned scenarios:

#### **Scenario 1: Creating a monthly budget with limited income**

Scenario: You're starting a new job with an entry-level salary of 1500€ per month. You need to cover rent, utilities, food, transportation, and ideally save a bit each month

Worksheet connection: Participants fill in essential expenses (rent, groceries, etc.) first to see what they can cover within the 1500€ limit. They may need to prioritise basic needs over discretionary expenses, balancing essentials like rent and groceries against savings

#### **Scenario 2: Deciding between saving or spending on a desired item**

Scenario: You have 300€ saved up, but a new gadget you've been wanting costs 250€. Do you buy it now or keep saving for a larger emergency fund goal?

Worksheet connection: In this scenario, the focus is on the savings and financial goals section. Participants can work through the pros and cons of spending on a "want" versus keeping the money in savings for emergencies or future needs.

#### **Scenario 3: Planning for an unexpected expense**

Scenario: You have a stable monthly budget, but suddenly, you need to repair your car, which will cost 500€. You'll need to reallocate funds from other areas.

Worksheet connection: Participants list out their total monthly income and typical expenses, then consider where they might cut back (e.g., entertainment, dining out) to save up or cover the unexpected repair, filling out adjustments in each category to see the impact.

**Scenario 4: Allocating a budget for a group event or trip**

Scenario: You and a group of friends have planned a weekend trip with a budget of 1000€. You need to cover lodging, food, transportation, and activities.

Worksheet connection: Participants use the worksheet to divide the budget among categories relevant to the trip. They can list lodging and transportation under “essential expenses,” while activities and meals out can go under “discretionary expenses.” They’ll need to prioritize to ensure funds cover all basics while leaving room for fun.

**Scenario 5: Managing bills and savings goals**

Scenario: You earn 2000€ a month and want to save for a long-term goal, like college or a certification course, while also paying monthly bills.

Worksheet connection: Participants allocate their income across essential expenses (like rent and utilities), discretionary expenses (entertainment, hobbies), and savings goals. They can experiment with moving amounts between categories to see how much they could save monthly while covering essential expenses.

## Activity 4

# Market research treasure hunt



### Purpose:

- To help participants gain practical experience in collecting and analyzing market data from various sources
- To engage participants in answering specific market-related questions



### Materials:

Market research worksheet, access to internet, pens, markers, flipchart table and papers



### Recommended time:

60-75 minutes, depending on the group size and depth of analysis



### How to implement the activity:

Facilitators begin the activity by explaining the main objectives and distributing the market-related questions to each team. Facilitators should clarify that participants will be responsible for collecting data from several sources and analysing it to provide insights into their assigned questions. The questions participants will use and categories they will analyse are the following:

1. **Customer demand and preferences:** what are the top three features customers look for when choosing a new product? How important is eco-friendliness to customers when selecting a product? What are the most popular delivery options for the product?
2. **Competitor analysis:** who are the main competitors? How do competitors differentiate their services (price, quality, variety)? What unique selling points do they use to attract customers?
3. **Pricing strategy:** what price range are customers willing to pay for specific product? What is the price range of the top-selling products?
4. **Trends and customer insights:** what current trends are emerging in the specific industry? What are the latest trends in sustainable fashion, and how are they influencing customer choices? How has remote work changed customer preferences?

Each group/team is given a specific product from the specific industry. Facilitators then set a time limit for data collection (20-30 minutes). Each team should use the sources provided (internet or prepared sheets) to gather information relevant to their question. Facilitators should encourage teams to organise their findings on worksheets or provided A4 papers. After allocated time data collection is out, teams work together to analyse what they've gathered, summarizing their key findings and preparing short presentation. They should focus on answering their question clearly, identifying trends or preferences, and noting any competitive information that could impact market entry.

At the end, Each team presents their findings to the larger group, explaining the methods they used, what data they gathered, and their conclusions.

Facilitators then lead short reflection by using the following questions:

1. What data collection methods were most effective?
2. How easy or challenging was it to gather relevant information?
3. What insights did they find surprising?
4. How would they apply this process to other market research questions?



**When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity can be useful for educational programs focused on entrepreneurship or business skills, where participants need practical experience in understanding customer needs and market trends. Facilitators should use visual aids for instructions, ensure that research materials are accessible, and organise teams in a way that supports clear communication, such as around tables or in small clusters. Visuals on a whiteboard or projector can help reinforce research steps and question prompts.



**Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 6: Market research fundamentals.

Activity 5

# Inclusive design challenge

**Purpose:**

- To provide participants with hands-on experience in applying inclusive design principles
- To challenge participants to create a product or service that meets the diverse needs of users

**Materials:**

Design worksheets or templates, markers, pens, post-it notes, flipcharts or A3 papers

**Recommended time:**

90 minutes, depending on the group size and project complexity

**How to implement the activity:**

Facilitators begin the activity by explaining the concept of inclusive design, highlighting its importance in creating accessible and equitable solutions. Facilitators can share examples of inclusive products or services to inspire participants

Participants are then divided into smaller groups (2-5 participants per group) and assigned with a real-world challenge. Each group is given one flipchart or A3 paper for brainstorming. All smaller groups have a task to collaborate and work together to design a product or service that consider diverse user needs. Participants are encouraged to think about several important factors such as:

- **Accessibility:** think about how people with different abilities can use the product?
- **Cultural inclusivity:** does your product or service consider different backgrounds and traditions?
- **Usability:** think about is your product or service initiative for all age groups or skill levels?

All groups get 30 minutes to sketch their ideas and products. Then, each team presents their design to the larger group, explaining how they applied inclusive design principles.

Facilitators and other participants provide constructive feedback, focusing on strengths and potential improvements.

At the end, facilitators lead a discussion using these reflection questions:

- What aspects of inclusive design did you find most challenging?
- How did your team ensure the design addressed diverse needs?
- What insights did you gain from the feedback?
- How could you apply inclusive design principles in future projects?



**When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

Facilitators should ensure instructions and examples are accessible, using visual aids and materials that support clear communication. Smaller groups can be organised around tables to foster collaboration and examples of inclusive designs can be displayed on a projector or whiteboard for inspiration.



**Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 7: Inclusive design principles.

## Activity 6

# Networking bingo



### Purpose:

- To help participants practice networking in a fun and engaging way
- To encourage meaningful interactions that build connections and strengthen communication skills.



### Materials:

Customised bingo cards with prompts, pens and markers



### Recommended time:

30-45 minutes



### How to implement the activity:

At the beginning, facilitators explain that the purpose of the activity is to make networking enjoyable while encouraging participants to learn something unique about each other. Facilitators distribute the customised bingo cards and explain the rules that participants must interact with others to complete their bingo cards and that each square represents a prompt that they fulfil by finding someone who matches it. Participants then mingle and talk to each other, aiming to check off as many squares as possible.

Example of the bingo card given to participants:

Find someone who...	Find someone who...	Find someone who...
Has a unique hobby	Has travelled to more than 3 countries	Speaks more than 2 languages
Loves public speaking	Works in a completely different field than you	Has attended more than 5 workshops this year
Prefers tea over coffee	Can recommend a great a book or movie	Is passionate about volunteering
Plays a musical instrument	Knows how to code or use advanced tech tools	Has recently started a new job or project
Is a morning person	Enjoys outdoor activities like hiking or camping	Can share something about the latest project they implemented in the local community

Depending on the background of participants, several fields can be exchanged or adjusted. Each prompt must be fulfilled by a different person, ensuring that participants interact with as many other participants as possible.

At the end, facilitators leads the short reflection through the following questions:

- What did you enjoy most about the activity?
- Did you learn anything surprising about someone else?
- How could these networking skills be applied in professional or social settings?



**When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity can be used as a great icebreaker or energiser for workshops or professional development sessions. Facilitators should ensure the bingo prompts are displayed visually, and participants can refer to them easily. Facilitators should also consider pairing participants in smaller groups if any communication barriers arise. Finally, providing visual aids such as written instructions or projected prompts, can enhance accessibility and ensure everyone feels included.



**Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 8: Effective networking strategies.



## Activity 7



# Everyone at the table! – communication roundtable



### **Purpose:**

- Improve communication and argumentation skills through active participation in dynamic discussions and role-playing that simulate various communication situations and representatives from the business environment.
- Develop abilities in active listening, clear expression, and effective communication in different business situations.



### **Materials:**

- Whiteboard, markers, projector, computer or laptop, presentation slides, cards with assigned topics for the round table, pens, notepads, a timer



### **Recommended time:**

- 30 – 45 minutes, depending on the number of participants



### **How to implement the activity?**

#### **Preparation**

- Ensure that one round table and five chairs are available in advance.
- Pay special attention to arranging the group sitting at the round table in a semicircle, so that all deaf and hard-of-hearing participants can follow the group's conversation.
- Clearly outline the instructions for this activity on the whiteboard or in a presentation visible on the projector, ensuring that the instructions are visible to all participants throughout the duration of the activity.
- Place the timer in a visible location.

#### **Introduction to the activity**

- Introduce the participants to the goals, rules, steps, and duration of each part of this activity.
- Divide the participants into smaller groups, with no more than five members in each group.
- Assign a topic for their round table to each group, along with clear and concise instructions for their work.
- While one group role-plays or participates in their round table discussion, the other participants actively listen.

#### **Notes**

- Notify the start and end of each step simultaneously in two ways: audibly and visually.
- There is a given time for each step that must be respected.

## **RULES**

1. Interrupting or disrupting the group presentation at the round table is not allowed.
2. Each group has the right to present within the allotted time.
3. Provide constructive criticism and suggestions for improvement.

## **STEPS**

### **STEP 1:** Preparation (8 min)

- The facilitator assigns a topic to each group for their round table discussion. Then, the group members allocate roles and prepare for their presentation.

### **STEP 2:** Presentation (depends on the number of groups; each group has 8 minutes)

- Each group presents within the allotted time, while the other participants actively listen.

### **STEP 3:** Discussion (10 min)

- After the final group finishes their presentation, a group discussion takes place to explore the effective communication strategies observed.
- Participants share their thoughts and reflections on the activity.

## **RECOMMENDED TOPICS:**

\*The facilitator can modify these recommended topics or create new ones based on the needs and interests of the participants.

### **1. Conflict resolution in the workplace**

- Two employees share their experiences in resolving workplace conflicts.
- Two employers discuss their experiences in managing conflicts at work.
- A psychologist/psychotherapist/business coach offers solutions for preventing conflicts in the workplace.

### **2. Employment issues for deaf and hard-of-hearing persons**

- A deaf employee shares their experiences and challenges faced during job searching from their perspective.
- A hard-of-hearing employee shares their experiences and challenges faced during job searching from their perspective.
- An employer who has not yet had the opportunity to hire a deaf or hard-of-hearing person explains their attitudes and perceptions toward employing deaf and hard-of-hearing persons.
- An employer who has hired or currently employs a deaf or hard-of-hearing person shares their own views and experiences regarding their work and effectiveness.
- A representative from an organization for the rights of people with disabilities discusses the legislative frameworks and policies that support the employment of deaf and hard-of-hearing persons.

### 3. Adapting the workplace for deaf and hard-of-hearing persons

- A deaf employee shares their experiences regarding necessary accommodations and how these have affected their work efficiency.
- A hard-of-hearing employee shares their experiences regarding necessary accommodation and how these have affected their work efficiency.
- A technology expert discusses technological options and solutions that can help adapt the workplace for deaf and hard-of-hearing people.
- An employer who has hired or currently employs a deaf or hard-of-hearing person talks about the challenges of making the workplace accessible for them.
- A representative from an organization advocating for the rights of people with disabilities discusses the legislative frameworks and policies that support adapting the workplace to the needs of deaf and hard-of-hearing employees.

### 4. Positive experiences of deaf and hard-of-hearing persons in the workplace

- A deaf employee shares their positive experiences and successes in the work environment.
- A hard-of-hearing employee shares their positive experiences and successes in the work environment.
- An employer who has hired or currently employs a deaf or hard-of-hearing person discusses the contributions of that employee to the team and the organization.
- A representative from a disability rights organization talks about effective practices and models that have led to positive employment outcomes.



#### **When to use the activity in day-to-day work with deaf and hard-of-hearing youngsters?**

This activity is very flexible and can be implemented in various aspects of working with deaf and hard-of-hearing youngsters. It can also be adapted to meet different needs and objectives, as well as the number of participants.

Since the primary goal of this activity is to encourage participants to express themselves clearly, articulate their arguments, and practice active listening, it can be integrated into workshops focused on developing communication skills, boosting self-confidence, enhancing critical thinking, or even as a preparatory exercise for participating in a real roundtable discussion.



#### **Connection with the workshops:**

This activity can serve as a central or concluding exercise in Workshop 9: Communication skills for leaders, as the workshop focuses on developing communication skills that are essential for leadership positions. The activity gives participants the chance to take on leadership roles, applying their skills in both simulated and real situations, which further enhances their leadership and effective communication abilities.

## Activity 8

# Business model canvas workshop



### Purpose:

- To help participants visualise and structure their business ideas in a clear and actionable format
- To encourage participants to explore all aspects of their business model including value propositions and customer relationships.



### Materials:

Business model canvas template, markers, pens, sticky notes, flipchart



### Recommended time:

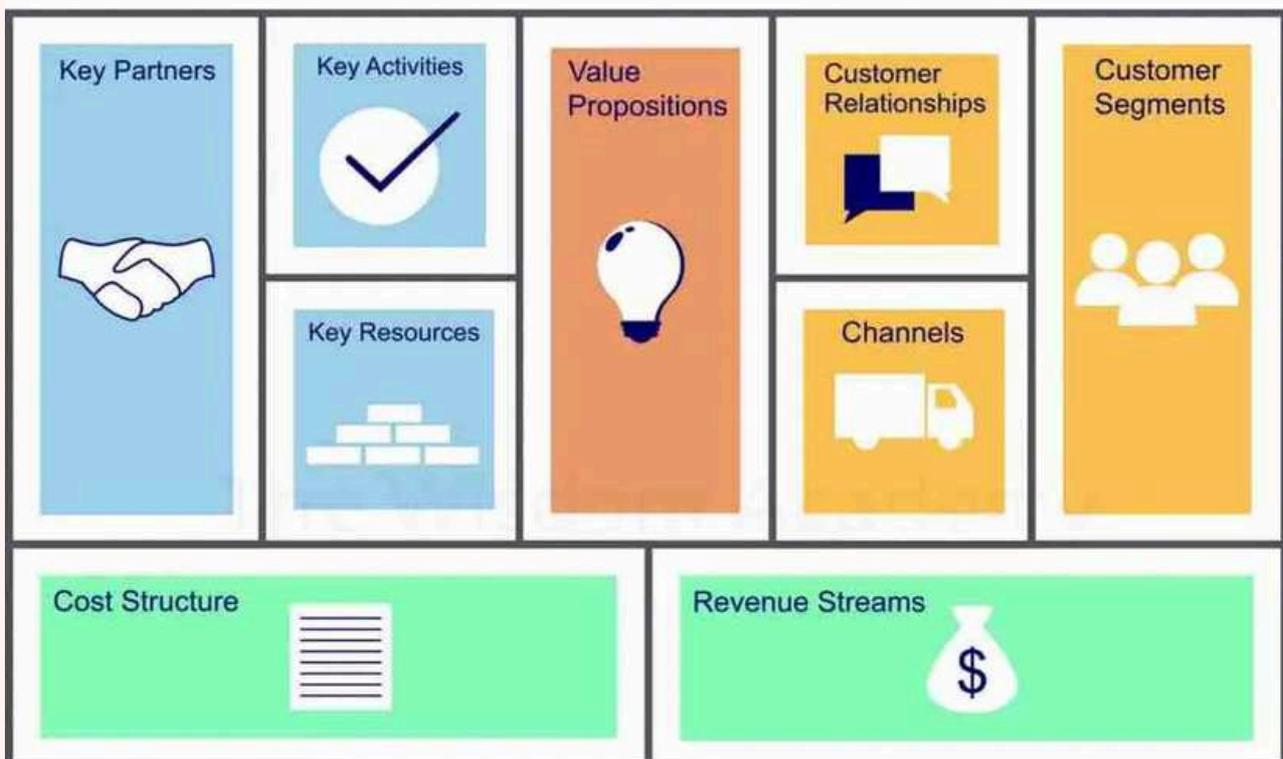
60-90 minutes



### How to implement the activity:

Facilitators explain the business model canvas and its nine components:

## Business Model Canvas



1. **Value proposition:** what problem are you solving, or what need are you meeting? This is the core of a business idea—the unique value or benefit that is offered to customers.
2. **Customer segments:** who are your target customers? Define the groups of people or organisations you aim to serve.
3. **Channels:** how will you reach and deliver value to your customers? Identify the ways customers will discover, purchase, and receive your product or service.
4. **Customer relationships:** how will you interact with customers? Define the type of relationship you'll establish and maintain with your customers.
5. **Revenue streams:** how will you make money? Identify the ways your business will earn money from customers.
6. **Key activities:** what are the essential actions to deliver your value? List the tasks and processes crucial for your business's success.
7. **Key resources:** what resources do you need to succeed? Include the physical, intellectual, human, and financial resources you'll need.
8. **Key partnerships:** who are your partners or suppliers? Identify external organisations or individuals who can help your business succeed.
9. **Cost structure:** what are the major costs? Understand the costs involved in operating your business and delivering value.

After the business model canvas is presented, participants are divided into pairs or smaller groups where they get a chance to work on development of their business ideas. If some participants prefer to work individually, it should also be encouraged. Participants get 30-45 minutes to work on their ideas. During the work, facilitators move around the room, providing support and answering questions. After the work is finished, participants present their business models to the group, explaining their business ideas and decisions. Other participants and facilitators then provide constructive feedback, focusing on clarity, feasibility, and innovation.

At the end, facilitators are concluding the activity with short reflection through the following questions:

- What part of the business model canvas was the easiest or most challenging to complete?
- How did visualising the model help clarify your business idea?
- What steps will you take next to refine or implement your business idea?



**When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity is ideal for entrepreneurship workshops or business development programs. Facilitators should ensure templates and instructions are accessible, with visual aids and examples clearly displayed. Facilitators should use tools like projectors or flipcharts to walk participants through the process step-by-step.



**Connection with the workshops:**

This activity can be implemented as the first step of the Workshop 10: Business planning essentials.



## Activity 9

# Teambuilding escape room



### Purpose:

- To strengthen team dynamics and problem-solving skills.
- To bring together participants meeting for the first time and empower cooperation between them.



### Materials:

Escape room puzzles, visual aids, clues and instructions, props and other tools, clearly visible timer.



### Recommended time:

45-90 minutes, depending on the group size and previous experience of the group with escape rooms.



### How to implement the activity:

#### Some starting notes for the facilitator:

- Facilitator needs to design or adapt an escape room scenario suitable for the group. Scenarios should involve solving puzzles, finding clues, or completing tasks collaboratively within the team. The example of the escape room presented below can be used or further adapted based on the needs of the specific group you work with. Facilitator can also use this simple example to develop a more complex escape room, with more challenges.
- Facilitator also needs to ensure the escape room challenges are visually accessible, using large, clear text and pictograms to communicate instructions and clues.
- The room needs to be arranged in a way that participants can easily see each other and the materials. For this purpose, a semi-circle or round table setup for inclusive communication should be used.

Facilitator starts the activity by explaining the goal of the escape room: to solve all puzzles and "escape" within the given time.

Some of the rules that facilitator introduces in the beginning are as follows:

- Everyone needs to work as a team – collaboration is essential for successfully completing the task.
- The whole team needs to communicate and to do it in an effective manner – by sharing all of the discoveries with the group.
- Everyone's ideas and contributions need to be respected.

After sharing the rules, facilitator sets the scene by describing the story or objective of the escape room visually.

If the group is larger than 6 participants, then the group should be split into several smaller groups, with each assigned a specific role or area to work on. If the working space allows it, the smaller groups can perform the activity in the separate rooms.

During the implementation of the activity facilitator monitors the activity and provides hints if needed (e.g., through written notes or images). Throughout the whole activity, a visual timer is displayed to keep participants aware of how much time they have left.

After the implementation, facilitator leads reflection and conclusion round with all participants. Some of the questions to be used during the reflection are:

1. What worked well in your team's collaboration?
2. How did you overcome communication barriers?
3. What would you do differently next time?



### **When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity can be used in the first days of the longer educational activities, or as a separate activity when working with groups of deaf and hard of hearing youngsters over longer periods (i.e. periodical weekly or monthly meetings of youth club).

Activity can be used to strengthen group dynamics at the start of a program or to refresh teamwork skills during an ongoing project.

The activity is also effective for enhancing problem-solving and critical thinking skills in a fun, low-pressure environment.



### **Connection with the workshops:**

This activity can be implemented as continuation to the Workshop 4: Team building and collaboration, or can be the main part of this workshop. The activity can also be used as a follow-up activity to the Workshop 1: Creative problem-solving techniques.

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## **Example escape room scenario: The secret lab escape room**

### **Theme:**

Participants are a team of scientists locked in a laboratory where a critical experiment has gone wrong. To escape, they must solve puzzles and challenges to "stabilise" the experiment and unlock the door.

### **Setup:**

**Time limit:** 45 minutes

### **Materials:**

- Large poster or whiteboard with the lab's "blueprint" (visual map of the room).
- Envelopes containing puzzles or visual clues.
- Color-coded keys or tokens for unlocking different stages of the escape room.
- Tactile objects (e.g., jars, puzzle pieces, or tools) as part of the challenges.
- A locked box or safe containing the final key to escape.

**Note for the facilitator:** You need to prepare the concrete tasks and solutions for each of the steps of the escape room.

### **Flow of the escape room**

The facilitator explains the scenario:

"You are a team of scientists trying to fix an unstable chemical reaction in the lab. The door is locked, and you have 45 minutes to stabilize the experiment and escape before the system locks permanently."

- **Challenge 1: Find the blueprint**

1. Participants are given a visual puzzle (e.g., a simple jigsaw or scrambled pieces of a map).
2. Once they assemble the blueprint, they find a marked location in the room where the next clue is hidden.

- **Challenge 2: Decode the chemical formula**

1. Participants discover a sheet of paper with a chemical formula written in symbols.
2. Using a provided "periodic table" key (with pictograms for symbols), they decode the formula to reveal the lock code (e.g., "314").

- **Challenge 3: Match the equipment**

1. Participants must match visual cards (images of lab equipment) with corresponding tactile objects in the room.
2. Correctly matching all items reveals a hidden note: "Look under the microscope."

- **Challenge 4: Final clue under the microscope**

1. Under the microscope, participants find a QR code. Scanning it (or receiving the equivalent printed clue) reveals a riddle:
2. "I'm always in the lab but never in the reaction. Solve me to find your final key."

Answer: Notebook.

- **Final step**

1. Participants locate the "notebook" (a physical object in the room) and find the final key inside.
2. They use the key to open the door and escape.



## Activity 10

# Financial literacy at stake – quiz



### Purpose:

- Improve understanding of basic financial terms and concepts in a fun, engaging way by participating in an interactive Jeopardy-style quiz that fosters a sense of competition among groups.
- Understand the importance of financial literacy in everyday life, especially in a business context.
- Strengthen teamwork skills through collaborative learning and cooperation among participants.



### Materials:

- Whiteboard, markers, projector, computer or laptop, presentation slides, quiz form (includes questions, scoring system, and score table), pens and note papers, colored cards for group identification, a timer



### Recommended time:

- 30 – 45 minutes, depending on the number of participants



### How to implement the activity?

#### Preparation

- Set up the space for the interactive quiz and group work.
- Prepare all necessary materials for the activity in advance.
- Briefly and clearly write the instructions for the activity on the whiteboard or in a presentation displayed on the projector. Make sure the instructions are visible to all participants throughout the activity.
- Place the timer in a visible spot.

#### Introduction to the activity

- Introduce participants to the objectives and steps of the activity.
- Explain the structure and rules of the interactive quiz (Jeopardy format), including the categories and scoring system.
- Divide participants into smaller groups, with no more than 5 people per group.
- Give each group a colored identification card.

#### Notes

- The transition to the next question will be announced in two ways simultaneously: both audibly and visually.

## **STRUCTURE AND RULES OF THE QUIZ:**

1. The main goal of the quiz is to formulate the correct question based on the given answer.
2. The quiz consists of several categories with questions of varying difficulty, each carrying a specific point value.
3. The game proceeds in a circular order. When it's a group's turn, they choose a category and a point value for the question.
4. If a group correctly formulates a question, they earn points based on the value of that question.
5. If a group incorrectly formulates a question, they lose points equal to the question's value from their total score.
6. The group with the highest score at the end of the game is declared the winner.
7. The game ends when all questions have been asked and answered.

## **STEPS**

### **STEP 1: Quiz Race**

- Before the quiz, all groups will answer three rapid-fire questions to determine the order of participation.
- Each question is worth 5 points, for a total of 15 points.
- The group that earns the most points will start the quiz, followed by the second-place group, and so on, down to the lowest-ranked group.
- Groups have a strict time limit of 30 seconds to answer all three questions. The end of the time will be signaled with both a sound and visual signal.
- All three questions must be clearly displayed on the whiteboard or in a presentation shown on the projector.

### **STEP 2: Let's Play!**

- The first-place group opens the quiz by selecting a category and point value for the question.
- Categories and questions are displayed on the whiteboard or in a presentation visible on the projector.
- Each group has 45 seconds to answer.
- A correctly formulated question earns points based on its value, while an incorrectly formulated question results in point deductions.
- After the first-place group answers their chosen question, play continues with the second-place group, which chooses its category and point value. This process repeats in a circular order among all groups.
- The facilitator tracks the scoring, and the results are clearly displayed to all groups throughout the game.

### **STEP 3: Announcing the Winner**

- After all questions have been asked and answered, the facilitator calculates the total points for each group. The results are displayed on the whiteboard or in a presentation shown on the projector.
- The group with the highest score is declared the winner.
- Following the quiz, there will be a brief discussion among all participants to share their impressions and experiences.

### RECOMMENDED QUESTIONS:

\*The facilitator can modify the recommended questions or create new ones based on the needs and interests of the participants.

	CATEGORY 1	CATEGORY 2	CATEGORY 3	CATEGORY 4	CATEGORY 5
	Financial terms	Taxes	Personal budget	Loans and debts	Savings and investments
<b>POINTS</b>					
<b>100</b>	<p>This term refers to the provision of funds from a lender to a borrower, with the obligation to repay the amount borrowed along with the applicable interest within a specified timeframe.</p> <p><b>What is a bank loan?</b></p>	<p>A tax levied on the income of individuals and legal entities.</p> <p><b>What is income tax?</b></p>	<p>The process of planning and monitoring your income and expenses.</p> <p><b>What is budgeting?</b></p>	<p>The price paid for borrowing money, but it can also refer to the earnings you make from saving.</p> <p><b>What are interest rates?</b></p>	<p>A bank account where individuals or companies can deposit money to save while earning interest on that amount.</p> <p><b>What is a savings account?</b></p>
<b>200</b>	<p>The amount left after all relevant deductions are taken from the gross amount.</p> <p><b>What is net worth?</b></p>	<p>A tax applied to almost all goods and services that are purchased and sold for use or consumption.</p> <p><b>What is value-added tax (VAT)?</b></p>	<p>The money that remains after you pay all your monthly expenses and taxes.</p> <p><b>What is disposable income?</b></p>	<p>A loan granted to individuals that is distinctive because it uses real estate as collateral.</p> <p><b>What is a mortgage loan?</b></p>	<p>An equity security that represents ownership in a particular company.</p> <p><b>What are stocks?</b></p>

<p><b>300</b></p>	<p>A criterion or standard for loan approval.</p> <p><b>What is a credit rating?</b></p>	<p>A form that income tax payers are required to complete.</p> <p><b>What is a tax return?</b></p>	<p>Regular and ongoing expenses that are paid monthly, such as rent or loan payments.</p> <p><b>What are fixed costs?</b></p>	<p>The maximum amount of credit that your bank has authorized you to use on your credit card.</p> <p><b>What is a credit limit?</b></p>	<p>A type of debt security that is based on borrowing funds from the issuer of the bond.</p> <p><b>What are bonds?</b></p>
<p><b>400</b></p>	<p>The monthly amount of money you repay on a loan, including interest.</p> <p><b>What is a monthly installment?</b></p>	<p>The higher the income, the greater the percentage of tax paid on the tax base.</p> <p><b>What is a progressive tax?</b></p>	<p>The percentage of income that many financial advisors recommend setting aside for savings.</p> <p><b>What is 20%?</b></p>	<p>The process of combining all existing debts into a single loan.</p> <p><b>What is debt consolidation ?</b></p>	<p>A form of joint investment in which investors become co-owners of a fund.</p> <p><b>What is an investment fund?</b></p>
<p><b>500</b></p>	<p>A legal document that specifies the terms under which you borrow money.</p> <p><b>What is a loan agreement?</b></p>	<p>A targeted reduction of the taxable income.</p> <p><b>What are tax deductions?</b></p>	<p>A budgeting method that requires justification for each expense, without relying on previous budgets.</p> <p><b>What is zero-based budgeting?</b></p>	<p>The point at which an individual can no longer meet their financial obligations.</p> <p><b>What is bankruptcy?</b></p>	<p>A strategy that involves spreading investments across various categories to mitigate risk.</p> <p><b>What is diversification ?</b></p>



**When to use the activity in day-to-day work with deaf and hard-of-hearing youngsters?**

This activity combines fun and learning, encouraging participants to gain new knowledge or review what they already know by taking part in a quiz. This type of quiz can be easily integrated into almost any workshop with deaf and hard-of-hearing youngsters, and it's especially useful for reinforcing topics that have already been covered.

The quiz content can be adapted to the needs and interests of both the facilitator and the participants. Quiz-based activities also promote teamwork and teach participants how to work together effectively.

Additionally, the competitive nature of a quiz boosts engagement and motivation, making the learning process more dynamic and enjoyable.



**Connection with the workshops:**

This activity can be linked to Workshop 5: Financial literacy for startups, as it provides an opportunity to test knowledge of key financial concepts. The competitive and engaging quiz format also enhances the learning and retention process.



## Activity 11

# Creative design sprint



### **Purpose:**

- To develop participants' skills in rapid prototyping designing.
- To improve participants' quick thinking and creative problem-solving in a structured, time-limited setting.



### **Materials:**

Flipchart paper or whiteboard, markers, post-it notes, papers, cardboard, tape, scissors, craft supplies, visual aids for instructions, visual timer

*\* Different materials can be added to be later used in the process of developing the prototype.*



### **Recommended time:**

60-90 minutes, depending on the group size



### **How to implement the activity:**

Participants are divided into smaller groups, each with 4-5 participants.

In the beginning facilitator gives a challenge for participants to address. Some examples of challenges to be given in the beginning can be:

1. Design an eco-friendly gadget for everyday use.
2. Create a tool to enhance accessibility for deaf and hard-of-hearing individuals.

*\* Facilitator can decide on some other challenge.*

Using the flipchart paper or whiteboard, or a projector if one is available, facilitator explains the steps of the activity, with use of visual examples of possible prototypes that could be designed.

Facilitator also explains the concept of a design sprint and its purpose: quickly creating a tangible solution to test ideas.

In the first step participants are given up to 15 minutes for brainstorming the solutions to the given challenge.

Facilitator encourages participants to share as many ideas as possible. Ideas are written or drawn on post-it notes or directly onto a flipchart/whiteboard.

By the end of the brainstorming, each group selects one idea to develop into a prototype.

In the next step participants are given 30-45 minutes for the process of developing the prototype. Different materials are given by the facilitator to be used for the development of the prototype. Alternatively, participants can develop a storyboard or a visual presentation of the prototype – depending on the available resources and skills of participants for use of the different tools and programs for visuals creation.

Last step of the activity is presentations of the prototypes. The presentations should include:

- The problem participants aimed to solve.
- How their prototype addresses the challenge.
- What they would improve with more time.

As a conclusion, facilitator and participants provide constructive feedback, focusing on the strengths and potential improvements.



### **When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity can be used for inspiring participants and empowering their creative thinking skills. Also, activity can be used for discussing different solutions relevant to the everyday life of deaf and hard of hearing people.

Activity can be used as a part of an educational program, youth club activities, or project development sessions focused on innovation and problem-solving.



### **Connection with the workshops:**

This activity can be implemented as continuation or as part of the Workshop 2: Idea generation and refinement and Workshop 5: Inclusive design principles by allowing participants to apply design and brainstorming techniques in a practical, hands-on setting. It can also be integrated into any program focused on innovation or entrepreneurial skills.



## Activity 12



# Take action! – turning challenges into solutions

(problem-solving case study)



### Purpose:

- Improve the ability to respond quickly and solve problems in different business situations.
- Enhance adaptability to change and effective decision-making.
- Strengthen teamwork and communication during problem-solving tasks.
- Develop analytical and presentation skills.
- Inspire creativity and innovation in solving problems and creating business solutions.



### Materials:

- Whiteboard, markers, projector, computer or laptop, presentation slides, case study cards, pens, sticky notes, a timer



### Recommended time:

- 30 to 45 minutes, depending on the number of participants



### How to implement the activity?

#### Preparation

- Set up the space for group work by arranging tables and chairs in a circle, allowing group members to communicate easily.
- Prepare all necessary materials for the activity ahead of time.
- Write clear and concise instructions for the activity on the whiteboard or in a presentation projected on the screen. Ensure the instructions remain visible to all participants throughout the activity.
- Place the timer somewhere easily visible.

#### Introduction to the activity

- Introduce the participants to the objectives, rules, steps, and duration of each part of the activity.
- Divide participants into smaller groups, with no more than five members in each group.
- Provide each group with their case study along with clear and concise instructions for their tasks.

#### Notes:

- Announce the start and end of each step using both sound and light signals.
- Each step has a designated time that must be followed.

## RULES

1. There are no wrong ideas during brainstorming; all suggestions should be considered.
2. Respect others' ideas and suggestions. Different perspectives, collaboration, and idea exchange are essential.
3. While one group presents their solutions, the other groups should actively listen. Questions and comments will follow the presentation.

## STEPS

### STEP 1: Brainstorming and solution development (8 minutes)

- The facilitator gives each group a brief case study related to challenges in employment or entrepreneurship.
- Groups should quickly analyze the situation, identify key issues, and propose practical and feasible solutions based on the given circumstances.



### STEP 2: Presentation of solutions (depends on the final number of groups, 5 minutes per group)

- Each group presents within the allotted time while the other groups actively listen to their presentation.
- Remind participants of the knowledge and skills they have gained regarding presentation and argumentation techniques.

### STEP 3: Feedback and conclusion (10 minutes)

- After the last group finishes their presentation, a group discussion will follow. The facilitator provides feedback to each group, highlighting their strengths and suggesting ways to improve their analytical and presentation skills.



## RECOMMENDED TOPICS:

\*The facilitator can modify the suggested examples or create new ones based on the participants' needs and interests.

1. **CASE STUDY EXAMPLE:** A startup specializing in the development of advanced smart home devices is ready to launch its latest product after several months of research and development. However, the market is saturated with established brands, and the company has been struggling to gain recognition for some time. Despite having a superior product, they face challenges entering the market and attracting customers due to limited brand awareness and a modest marketing budget.

1. **CASE STUDY EXAMPLE:** A company has experienced remarkable and unexpected growth over the past two years, increasing its revenue by 150% and significantly expanding its customer base. These successes have made the company well-known and earned it numerous awards for its products. However, employee satisfaction has declined, with many feeling overwhelmed and exhausted while struggling to balance work and personal life. As a result, some have resigned, raising concerns about employee retention and long-term productivity within the company.



### **When to use the activity in day-to-day work with deaf and hard-of-hearing youngsters?**

This activity can serve as a central hub for acquiring practical knowledge and skills, as it develops analytical thinking, enhances communication and argumentation techniques, and teaches participants how to work effectively in teams.



### **Connection with the workshops:**

This activity is particularly well-suited for the following workshops: *Creative problem-solving techniques* and *Market research fundamentals*. Both workshops encourage participants to tackle real-life scenarios and problems in a creative and innovative manner.

Through the analysis and discussion of real examples, participants develop their analytical, research, and communication skills, which enables them to better confront challenges and make informed decisions.



## Activity 13

# Networking speed dating



### Purpose:

- Strengthen the ability to present skills and competencies professionally.
- Improve communication skills in a business environment, including active listening.
- Develop networking skills and create professional contacts through a speed date-style game.



### Materials:

- Whiteboard, markers, projector, computer or laptop, presentation slides, question cards for discussions, a timer



### Recommended time:

- 30 – 45 minutes, depending on the number of participants



### How to implement the activity?

#### Preparation

- Provide two chairs and one table for each pair.
- Arrange the space so that pairs can talk to each other without interruption (participants should ideally sit across from each other at the table).
- Clearly and concisely write the key instructions, steps, and duration of the activity on the whiteboard or in a presentation visible on the projector. Ensure that the instructions remain visible to all participants throughout the activity.
- Place the timer in a visible location.

#### Introduction to the activity

- Familiarize participants with the objectives, steps, and rules of this activity.

#### Notes

- Inform participants that the start and end of the conversation (partner changes) will be announced in two ways: audibly and visually.
- There is a given time for each step that must be respected.

#### STEPS

##### • Start of the conversation

- Each pair starts the conversation with a designated question.
- The facilitator gives the questions to each pair just before the audible and visual signals to start the conversation are announced.

##### • Duration of the conversation

- Each conversation lasts exactly 5 minutes, after which partners will change.
- The start and end of each conversation will be signaled with both audible and visual notifications.

- **Duration of the activity**

- The activity continues until all participants have changed partners, allowing everyone to talk with different people.
- After the activity, there will be a discussion among all participants about their impressions and experiences.

**Question Cards**

\* It's likely that some participants will answer the same questions multiple times, but that's not an issue. This repetition allows them to deepen their thoughts, share new insights, and approach the topic from different perspectives. It can also help participants feel more confident in expressing their views and experiences, which enriches the group dynamic and promotes mutual learning.

\*\* The facilitator can modify these questions or come up with new ones based on the participants' needs and interests.

What professional achievement are you most proud of?	Introduce yourself and your work experience so far.
Which skills would you like to improve?	What is your attitude toward flexible working hours?
How do you handle stress or deadlines?	What do you think about the importance of continuous education and professional development? How do you personally grow?
What have you learned from your mistakes, and how would you share that with others?	How did you prepare for your last job interview, and what advice would you give to others?
What advice would you give to someone preparing for a job interview in your field?	What were your biggest challenges during your period of unemployment?



**When to use the activity in day-to-day work with deaf and hard-of-hearing youngsters?**

This activity is highly adaptable and can be used in various contexts, such as an introductory workshop where participants can get to know each other in a relaxed and enjoyable way. It can also be included in employment training programs as a simulation exercise for job interviews, giving participants the opportunity to practice answering common questions and enhance their communication and self-presentation skills.



**Connection with the workshops:**

This activity can be implemented in several workshops. For example, it can be part of Workshop 3: Presentation Skills, as it allows participants to practice their presentation skills and communicate information clearly and convincingly. Additionally, the activity can also be included in Workshop 8: Effective Networking Strategies, as it enables participants to apply their knowledge and skills in effectively presenting themselves and their competencies, as well as establishing connections with others in a professional setting. This helps them develop their networking skills and build confidence during interactions with potential employers and colleagues.

## Activity 14

# Circle of ideas: sell your prop!



### Purpose:

- Improve the skills of clear and persuasive presentation of your ideas as preparation for real-life situations, such as job interviews, presenting business ideas to colleagues, collaborators, or clients.
- Improve presentation and argumentation techniques through creative use of props.
- Strengthen self-confidence in public speaking.
- Learn to constructively accept criticism about your presentation.



### Materials:

- Whiteboard, markers, projector, computer or laptop, presentation slides, pens and note paper, a bag with various props, a timer



### Recommended time:

- 30 – 45 minutes, depending on the number of participants



### How to implement the activity?

#### Preparation

- It is important to know the exact number of participants because the number of props depends on the number of participants.
- It is essential to prepare two identical props (for example: two umbrellas, two apples, etc.) because participants will work in pairs, and the pairing will be based on the principle that participants with the same prop form one pair.
- On the whiteboard or in the presentation visible on the projector, briefly and clearly write the most important instructions, steps, and duration of this activity. Set it up so that the instructions are visible to all participants throughout the activity.
- Place the timer in a visible spot.

#### Introduction to the activity

- Introduce participants to the critique circle.
- Familiarize participants with the objectives, steps, and rules of this activity.

#### Notes

- Announce the end of one step and the start of the next simultaneously in two ways – both with sound and light signals.
- There is a given time for each step that must be respected.

#### RULES

1. What happens in the circle stays in the circle.
2. Each pair has the right to present within a predetermined time.
3. Interrupting or disturbing the presentation is not allowed.
4. Provide constructive criticism and suggestions for improvement.
5. Actively listen to each other.

## STEPS

### STEP 1: Getting to know the props (5 minutes)

- All participants sit in a circle. In the middle of the circle, there is a bag with various props (e.g., umbrella, ball, pen, apple, cap, water bottle, etc.).
- The facilitator asks the participants to randomly pick one prop from the bag and return to their seats.
- Once everyone has selected a prop, the facilitator asks participants to pair up with the person who has the same prop.
- The facilitator explains the steps of the activity (preparation, presentation, and final analysis) and the time given for each step. The facilitator also highlights the rules of the activity.

### STEP 2: Preparation (5 minutes)

- In the next 8 minutes, each pair must create a creative and memorable presentation about the prop they selected, with the ultimate goal of convincing others to buy their prop.
- Besides the time limit, there are no additional rules on how the presentation should be structured.

### STEP 3: Presentation (depends on the final number of pairs; 1.5 minutes per pair)

- Each pair presents their prop for 1.5 minutes, trying to persuade the other participants to buy their prop.

### STEP 4: *What would you buy?* – discussion (10 minutes)

- The facilitator encourages participants to discuss the presented props, allowing everyone to share their opinions and comments.



### **When to use this activity in day-to-day work with young deaf and hard-of-hearing youngsters?**

This activity can be used as a part of daily activities with young deaf and hard-of-hearing youngsters because it is thematically adaptable and modifiable. It can be used as an introductory activity where participants get to know each other by presenting themselves within a given time frame. If used in this way, it is particularly suitable for youth workers who are working with and hard-of-hearing youngsters for the first time, as it allows them to gather information about their hearing impairment and how to communicate with them.



**Connection with the workshops:** This activity can be implemented in Workshop 3: Presentation Skills.

## Activity 15

# Design thinking session



### Purpose:

- To introduce participants to design thinking process.
- To raise design thinking and creative problem-solving skills of participants.



### Materials:

Flipchart papers, markers, post-it notes, papers, cardboard, tape, scissors, craft supplies, visual aids for instructions, visual timer



### Recommended time:

90 minutes



### How to implement the activity:

In the beginning of the activity, facilitator explains that during this activity the group will go through design thinking as a problem-solving approach focused on the user's needs. As group goes through each of the steps, facilitator will introduce and explain the step into more details.

Facilitator splits participants into smaller groups in the beginning of the activity.

### Empathize step

Participants are given 15 minutes to, in smaller groups, explore the needs and experiences in order to respond to the question "How can we make public spaces more accessible for individuals with hearing impairments?".

Facilitator gives following questions to encourage discussions in smaller groups:

- What challenges do individuals with hearing impairments face?
- What motivates them?

At the end of this step, smaller groups quickly share their responses in plenary.

Facilitator concludes this step by explaining what the empathize step is in the process of design thinking and creative problem-solving:

*During the empathize phase, participants spend time observing and engaging with real users (or people who represent the target group)—conducting interviews, seeing how they interact with an existing product, and generally paying attention to facial expressions and body language.*

*As the first step in the design thinking process, the empathize phase encourages us to set our assumptions aside. Armed with first-hand insights, we can design with real users in mind.*

## **Define step**

Groups are given 15-20 minutes for the second step.

**In this step, groups analyse their findings and define a clear problem statement, focusing on the user's needs. By the end of the step, problem statements are visually displayed on flipchart papers within each of the groups; starting with the statements:**

"How might we..." (i.e. How might we create local community environments more inclusive for individuals with hearing impairments?).

**Facilitator concludes this step by explaining the Define step of the process of design thinking and creative problem-solving:**

*In the second stage of the design thinking process, we define the user problem we want to solve. First, we gather all of our findings from the empathize phase and start piecing them together. What common themes and patterns did we observe? What user needs and challenges consistently came up? These are some of the questions we ask ourselves in this step.*

*Once we've synthesized findings, we formulate what's known as a problem statement. A problem statement—sometimes called a point of view (POV) statement—outlines the issue or challenge we seek to address.*

*As with anything in the design thinking process, the problem statement keeps the user in focus.*

## **Ideate**

In this step, groups are given 15-20 minutes to brainstorm as many ideas as possible to solve the problem statement. They are instructed to use post-it notes to write ideas, or to use the flipchart paper to directly write on it.

Facilitator encourages participants to build up on ideas of each other and to try to be as creative as possible.

**This step is concluded by explanation of this step:**

*The third stage in the design thinking process consists of ideation—or generating ideas. By this point, we know who our target users are and what they want from our product. We also have a clear problem statement that we're hoping to solve. Now it's time to come up with possible solutions.*

*The ideation phase is a judgment-free zone where the group is encouraged to venture away from the norm, explore new angles, and think outside the box.*

## **Prototype**

Groups are given instruction to select at least one idea to develop into a prototype. Using prototyping materials, participants create a simple representation of their solution, such as a model, sketch, or storyboard.

Teams are encouraged to focus on functionality and user experience rather than perfection.

This step is concluded by explanation of this step:

*A prototype is essentially a scaled-down version of a product or feature—be it a simple paper model or a more interactive digital representation.*

*The aim of the prototyping stage is to turn ideas into something tangible which can be tested on real users. This is crucial in maintaining a user-centric approach, allowing us to gather feedback before we go ahead and develop the whole product. This ensures that the final design solves the user's problem and is a delight to use!*

### **Test**

Groups present their prototypes to the larger group, explaining how their solution addresses the user's needs.

The rest of the group provides feedback, focusing on strengths and potential improvements.

Facilitator concludes the activity with the following questions:

1. What did we learn about the user's needs during this process?
2. How did your prototypes address the problem statement?
3. What would you change or improve in your design?
4. What would you do different if we repeated this exercise?



### **When to use the activity in day-to-day work with deaf and hard of hearing youngsters:**

This activity can be used for inspiring participants and empowering their creative thinking skills. Also, activity can be used for discussing different solutions relevant to the everyday life of deaf and hard of hearing people.

Activity can be used as a part of an educational program, youth club activities, or project development sessions focused on innovation and problem-solving.



### **Connection with the workshops:**

This activity can be implemented as continuation or as part of the Workshop 5: Financial literacy for startups. It can also be integrated into any program focused on innovation or entrepreneurial skills.

## Partners

### ASSOCIATION OF THE DEAF AND HARD OF HEARING OF THE CITY OF ZAGREB



Association of the deaf and hard of hearing of the City of Zagreb was formed in 1984 and it is the oldest association of deaf people in Croatia. The Association stands as a stalwart advocate for the Deaf and Hard of Hearing community, working to bolster their status across multiple societal spheres including family life, educational settings, workplaces, and other communal arenas. We are steadfastly committed to the mission of safeguarding the human rights of the deaf and hard of hearing.

The Association has a track record of executing projects funded through the European Social Fund and the Erasmus+ program, with a total of 13 successful initiatives to date.

The Association works towards eliminating the stereotypes and creating a public opinion on deafness, Croatian sign language and deaf people in general. It organizes various programs and projects locally, nationally and internationally which include activities important not only for deaf people, but also for other communities. It continually works on the betterment of the social position of the deaf people, cooperates with different institutions, starts initiatives and calls for cooperation.



**YOUTH POWER**  
Germany

### YOUTH POWER GERMANY

Youth Power Germany e.V., located in Berlin, is a non-governmental, non-profit organization dedicated to empowering young people, particularly those overcoming social and cultural obstacles, including migrants. Our core mission is to highlight the unique strengths and diversity of young people, fostering unity and aiding their integration into society.

Our approach is rooted in non-formal education, offering resources designed for those working with youth, and focusing on creating connections and opportunities for meaningful engagement. With a wide network of partnerships across Europe, we bring diverse and timely expertise to our initiatives. Our programs are designed to develop creativity, critical thinking, problem-solving, effective communication, and the ability to manage uncertainty and risk. We place equal importance on creating nurturing and stimulating learning environments and on developing personal competencies and motivation among educators.

At Youth Power Germany e.V., we celebrate diversity, recognise individual strengths, and strive to unite young people in their journey towards a harmonious societal integration.

## LEARNING LIBRARY OÜ



Learning Library OÜ is a small edu-tech company that provides educational tools and solutions to companies and NGOs. The company idea was created in 2021, while the official registration of the company was done in 2022. The Learning Library brings together experts from education, youth work, Human Resources (HR) and Information Technology (IT), with one aim – to help digitalise learning and educate individuals to improve local communities.

Learning Library is working in the field of education, bringing together different methods from the non-formal education and the business sector. The company is cooperating with different national and international level organisations and companies. Since the start of the company's existence,

Learning Library has been providing services and support to several small local organisations in developing their online learning courses, websites, interactive learning platforms, educational games and applications.



**ISTITUTO  
UNIVERSITARIO  
CAROLINA ALBASIO**

## ISTITUTO AD ORDINAMENTO UNIVERSITARIO "SCUOLA SUPERIORE CAROLINA ALBASIO

Istituto ad Ordinamento Universitario Carolina Albasio is a higher education institution based in Italy that offers undergraduate and postgraduate education, including Bachelor's degrees in Language and Cultural Mediation, postgraduate courses and higher education courses. Its unique identity is rooted in its ability to create synergies between different realities and to support educational, research and technology transfer initiatives.

The university combines humanities with ICT, business, economics and law courses, ensuring effective job placement in a multicultural context. Carolina Albasio is a place of excellence, benefiting from the collaboration of leading academics and professionals.

The university has reduced its environmental impact and is fully accessible and inclusive to people from all backgrounds, including international students, refugees, SLD students and students with disabilities.

## Authors



**Katarina Jurilj** is a hard of hearing person, a Croatian language professor, and a Croatian Sign Language interpreter with long-term experience in education on Croatian Sign Language and within the deaf, hard of hearing, and deafblind community. She also has experience working with deaf and hard of hearing persons of various age groups, teaching them Croatian (spoken) language. As a professor, her focus is on supporting the integration of deaf and hard of hearing children into the educational system.

**Franjo Brkan** holds a degree in Social Work and Family Therapy; he has professional experiences in Bosnia and Herzegovina and Germany. Furthermore, he worked as a University Teaching Assistant, with papers published on issues relevant to youth and marginalized communities. He has been engaged in the development of learning materials and workshops that would improve the employability and enterprise skills of young people from minority groups. The work he does is all about driving inclusivity, innovation, and the fostering of ambition in marginalized communities.



**Daniel Almeida** combines his work with contemporary art and cultural management in the creation of inclusive educational programs. He is specialized in inclusion and intercultural learning, developing innovative workshop and online courses for the empowerment of minoritized groups of young people. He leads his work with inclusive education, developing projects that make educational actions able to empower young people to have improved responses to social challenges, and promoting intercultural dialogue for a respectful coexistence.

**Veronica Braccacini** is a performer and dance teacher and holds a bachelor's degree in Languages and communication. She has large experience in the art field and has lately started to build her own method, combining dance with communication and inclusion. She also holds workshops with young people and amateurs to raise awareness and engagement around the topic of art as a healing tool. Beside her artistic career, she is currently enrolled in a Master in Cultural Management.





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