



Toolbox **STOIC PRINCIPLES IN MODERN ENTREPRENEURSHIP**

Non-formal educational methods and approaches
for youth workers and youth leaders



НАЦИОНАЛНА АГЕНЦИЯ
ЗА ЕВРОПСКИ ОБРАЗОВНИ
ПРОГРАМИ И МОБИЛНОСТ



AKNOWLEDGEMENTS

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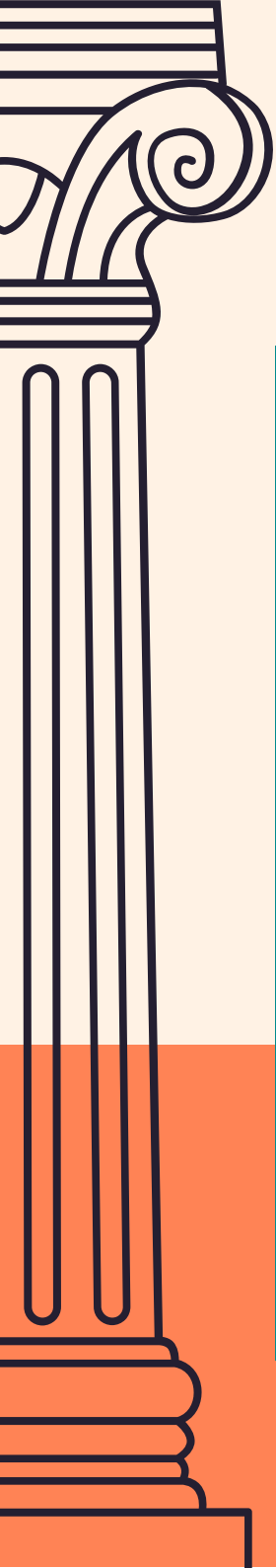


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PROJECT SUMMARY

The project “Stoic Principles in Modern Entrepreneurship” was a mobility of youth workers training course that involved 26 youth workers, youth leaders, and trainers from North Macedonia, Croatia, Greece, Italy, Serbia, Slovakia, Latvia, and Türkiye.

Entrepreneurial education is essential nowadays. It provides youngsters with a holistic set of skills and mindset that prepares them for the challenges and opportunities of the modern world. The job market is evolving, and constantly changing which makes the ability to think entrepreneurially as an essential asset in navigating the dynamic and competitive job landscape.

In this context, philosophy can provide a conceptual and ethical foundation for entrepreneurship, influencing how entrepreneurs approach challenges, make decisions, and contribute to society through their ventures. The intersection of philosophy and entrepreneurship can lead to a more thoughtful, ethical, and reflective approach to business endeavors. Philosophy and entrepreneurship may seem like distinct fields, but they share some common threads and can intersect in various ways. Successful entrepreneurs often need to navigate uncertainties, make decisions in ambiguous situations. Philosophy encourages critical thinking, the ability to analyse complex issues, and solve problems.

We see in Stoicism one of the most important empowering philosophical schools which principles can be applied to various aspects of life, including entrepreneurship and youth work. By incorporating Stoic principles into their mindset and decision-making, young people can develop a resilient and adaptive approach to the challenges and uncertainties inherent in business. Stoicism provides a philosophical framework that encourages personal and professional growth while promoting a calm and rational perspective. Stoicism promotes rational thinking and objective evaluation of situations. Entrepreneurs can apply this by making decisions based on facts, data, and logical analysis rather than being swayed by emotions or external pressures.

The project helped the involved youth workers to understand better this relationship, analyse it from youth work perspective and apply their findings within their own youth work practices

PROJECT OBJECTIVES

The main aim of the project was to improve the competencies and quality of the youth work of 24 youth workers in **combating youth unemployment through entrepreneurship education and Stoic philosophy**.

The achieve this, the project objectives were:

- To explore the roots, challenges, and socio-economic consequences of youth unemployment and how it can be addressed through youth work and non-formal education
- To promote entrepreneurial education through various philosophical schools, in our case the Stoicism
- To facilitate the exchange of good practices, methodological approaches and resources for youth work on improving employability skills between participants and the involved organisations
- To plan, develop and test non-formal learning activities and methods that can be used by participants and other youth workers to improve young people's employability skills
- To improve the skills of participants to design, facilitate and evaluate non-formal learning activities
- To strengthen the cooperation and networking between involved organisations by providing an opportunity for partnership building
- To promote the recognition and validation of knowledge, skills and competencies through non-formal education and Youthpass certificate
- To raise awareness about the Erasmus+ programme and the opportunities it provides in tackling youth unemployment and boosting the employability of youth workers and youth.

PROJECT METHODOLOGY

The working methods used during the Training course were based on non-formal and experiential education that provided all the participants with the information needed to enhance their learning process but also in order to create an inclusive and learner-centered learning environment. The participants were encouraged to learn from their own experience and to learn in new innovative ways.

Methods that were used included: getting-to-know each other, ice-breakers and team building, energizers, discussions, debates, working in groups, learning-by-doing activities, peer-to-peer work, simulations, presentations, analysis and comparison, theatre and role-playing, personal and group reflections, open-space and outdoor activities.

These methods are standard in non-formal education but were used because they strongly encourage active participation, cooperation and involvement of all participants. Furthermore, the methods aspired to be fun, creative and appealing to participants without losing the educational and learning dimensions. The used methodology provided theoretical input and introduction to different topics but was heavily concentrated on learning-by-doing, peer-to-peer work and practicing the gained knowledge and skills in different contexts and scenarios.

The non-formal learning methods combined with few theoretical presentations from the trainers aimed to foster the personal, social and professional development of participants through the adaptation of methods used according to participants' needs and expectations. These methods strongly fostered intercultural learning of participants by allowing them to work together on common European topics with people coming from different countries, backgrounds and cultures.

Participants had the chance to document and self-assess their learning progress by providing them with Youthpass and debriefing methods as well as time for daily evaluation during which they gave feedback for influencing the working methods.

PROJECT PARTNERS

CET Platforma Skopje

CET platforma is a voluntary, non-profit, non-governmental association of citizens with mission to: strengthen civil society on local, national and European level, promote and protect human rights, strengthen inter-ethnic relations, empower youth in society, advocate for social inclusion of vulnerable groups, promote non-formal education and offer support, education, and training to young people.



Udruga ZvoniMir

Udruga ZvoniMir is a non-profit organisation established in 2002. that works with young people and kids, volunteers, elderly and people in need, victims of violence and individuals seeking psychological help. Furthermore, we have a Volunteer center within which we organize volunteer activities always giving our best to promote volunteering on daily basis.



CET Platform Latvia

CET platform Latvia is a voluntary, non-profit, non-governmental association of citizens with mission to educate young people about human rights, European values and the inclusion of disadvantaged groups in society. Another important focus of the organisation is the preservation of the environment, outdoor education and promotion of sports and healthy lifestyle.



Paolab

Paolab is an organization that works since the 2006 in the field of culture in southern Italy. Before that year the organization was working as a non-formal group, by organizing festivals and local initiatives concentrate in Paola, a city on the Tyrrhenian coast of Calabria. In the beginning, most of the activities were concerts, cinema forums and workshops about politics and social problems.



PROJECT PARTNERS

AzBuki

AzBuki was founded in 2011 as a non profit, non governmental organization. Their mission is to develop democratic values, culture and tradition. The objectives are: promotion of youth, development of their potential, knowledge, skills, and creativity, respect for human rights, dignity and equal opportunities for young people; promotion of tolerance between young people from different backgrounds, intercultural dialogue and cooperation.



Youth for youth

Youth for youth was established in 2023 in village Svinica, rural area of Košice region, Slovakia, focused on education, development of rural areas, sport activities and promoting youth mobilities. We are a non-commercial organisation which can provide a number of educational services, language lessons, organisation of sport events, environment, mental wellbeing and personal development workshops.



Patras Youth Association

The Patras Youth Association, founded by Athanasia, Maria, and Orestis, aims to promote EU values and foster a sense of EU identity among young people. The organization focuses on educating youth about social and environmental issues through non-formal education methods.



Tuskish Ex-EVS Volunteers' Association

Trex-Evs association was created in 2007 in Izmir, Turkey with the aim of providing common space for Turkish Ex-EVS volunteers. We mainly focus on activities designed for youth mobility, inclusion of disadvantaged, democracy and youth mobility. As we are the most active on voluntary activities and mainly EVS since the very beginning of YIA programme, we continue to coordinate projects through Erasmus+ and European Solidarity Corps.



WHAT IS ERASMUS+?

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

Launched in 1987, the "Erasmus" programme was originally established to promote closer cooperation between universities and higher education institutions across Europe. Over time, the programme has expanded and is now referred to as Erasmus+, or Erasmus Plus, combining the EU's different schemes for transnational cooperation and mobility in education, training, youth and sport in Europe and beyond.

The 'Erasmus+' programme concluded its first funding cycle from 2014 to 2020 and is now in its second cycle, spanning from 2021 to 2027. The programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life.

It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also: supports the European Pillar of Social Rights, implements the EU Youth Strategy 2019-2027, develops the European dimension in sport.



WHAT IS YOUTHPASS?

Youthpass is a tool to document and recognize learning outcomes from youth work activities based on non-formal education.

While creating their Youthpass certificate together with a support person, project participants are given the possibility to describe what they have done in their project and which competencies they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.

As a Europe-wide recognition instrument for non-formal learning in the youth field, Youthpass strengthens the social recognition of youth work. Youthpass supports active European citizenship of young people by describing the added value of their project.

Youthpass also aims at supporting the employability of young people by raising their awareness of and helping to describe their competencies, and by documenting their acquisition of key competencies on a certificate.

The owner of this certificate has participated in a project supported by the European Union Erasmus programme. Erasmus supports the educational, professional and personal development of individuals in the education, training, youth and sport fields. It offers opportunities for learning mobility and active participation for young people, as well as professional development and cooperation for youth workers and youth work organisations.



AWESOME PARTICIPANT

participated in the training course

STOIC PRINCIPLES IN MODERN ENTREPRENEURSHIP

in Krushevo, North Macedonia

from 23/03/2026 to 30/03/2026

About the project

The main aim of the project is to improve the competencies and quality of the youth work of 24 youth workers to combat youth unemployment through entrepreneurship education and Stoic philosophy. The project introduces the youth workers with the basics and foundational principles of Stoicism, learning how to incorporate them in their work to educate young people about entrepreneurship and in supporting their personal and professional development.

This certificate has been issued by CET PLATFORMA Skopje.



Bojan Kocarevski
President of CET PLATFORMA Skopje
Krushevo, North Macedonia, 29/03/2026

Youthpass is a Europe-wide validation system for non-formal and informal learning within the European Union youth programmes.

The ID of this certificate is KY10-ZJGQ-5864-7920.
To verify the ID, please go to the Youthpass website at <https://www.youthpass.eu/verify> or scan this QR code



Youthpass

Makes your learning visible

More information about Youthpass on:
www.youthpass.eu/en/

LET'S COVER THE BASICS

Youth work and non-formal education are the building blocks of social, cultural and educational improvement of youth outside the curriculum. Non-formal education in youth work enables young people to acquire essential competences that contribute to their personal and socio-educational development and foster their active participation in society, thereby improving their employment prospects.

Youth Work

Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making (Council of Europe 2017).

For the European Union, youth work is: a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people. Increasingly, such activities also include sport and services for young people. Youth work belongs to the area of "out-of-school" education, as well as specific leisure time activities managed by professional or voluntary youth workers and youth leaders and is based on non-formal learning processes and on voluntary participation (EU Council Resolution 2009).

Youth work happens where young people are and on their terms. It is based on their voluntary participation and trust. Youth work can take place at any level, in any space or interactive environment, including virtually, or through direct contact. It can be one activity, or a regular programme of activities where young people interact with each other.



In a youth work process, young people and youth workers grow together by, for example, challenging prejudice and individual, social and societal problems and by practising democracy. Youth work is based on non-formal education and learning processes, facilitated by youth workers, whereby young people learn to voice their aspirations – for themselves and for their communities – and work to bring about change. It is also a social practice, which often focuses on the social inclusion of young people, including those from disadvantaged backgrounds.

Youth work can be offered universally to all young people in youth clubs, cafes or in one-stop shops. It can also be targeted, through detached, street or mobile youth work, where it is aimed at supporting specific groups experiencing discrimination and multiple disadvantages. For example, targeted youth work may take place in remote rural areas, in disadvantaged neighbourhoods, juvenile prisons or in refugee camps.

Voluntary participation is one of the defining features of youth work. Another one is that it is non-judgmental. Youth workers and young people participate as equals – together they construct, develop and sustain their relationship. Youth work is a space for mutual support and encouragement, trust, learning opportunities, self-analysis and reflection, emotional development, social and cultural awareness and, ultimately, positive self-realisation.

Through their participation in youth work, young people should not only develop autonomy, assume responsibility for their actions and take charge of their life, but also become active citizens who question and challenge established norms with a view to bringing about positive social and political change. In practical terms, youth work is a journey undertaken with groups of young people who change and evolve; it can take place in a variety of locations, focus on a variety of issues and use different methods.

The perceived benefits of participation in youth work are many and varied and can include the creation of spaces for young people and “bridges” in their lives. The bridge-building role of youth work has a particularly strong impact on the lives of young people who are experiencing inequalities, disadvantages and discrimination.

Non-formal education

Non-formal education (NFE) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, that happen outside the formal educational curriculum, including in youth organisations. NFE is complementary to formal and informal learning (adapted from Compass manual for Human Rights).

Non-formal education is important as it has a key role in providing opportunities for young people to acquire skills useful for their social inclusion, personal growth, and democratic engagement.

Key characteristics of NFE

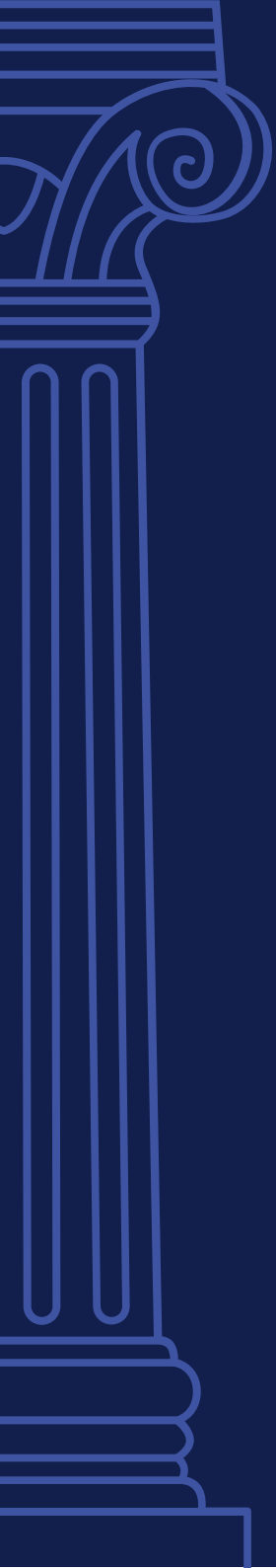
Non-formal education may take different shapes and forms. There are some common characteristics, however:

- NFE is a planned learning process with educational objectives.
- NFE activities are based on the needs of learners. NFE activities are open to the input of learners to the learning process and encourage making links to real life.
- NFE is based on the voluntary participation of learners (in other words, NFE is not a compulsory activity).
- NFE is inclusive and accessible, in other words every young person can take part and organisers actively seek ways to include persons that may experience exclusion or marginalisation.
- NFE methodologies are varied, participatory and learner-centred, they include a mix of individual and group learning and encourage people to learn from each other.
- NFE it is all about learning life skills and preparing for active citizenship.
- NFE is holistic, which means engaging learners' emotions, minds, and bodies.
- NFE activities may be run by professional educators/trainers and/or volunteers.

NFE is based on active participation (doing, experiencing). A central part of the learning process is self-reflection. Exercises in NFE are of an experiential nature (for example, simulations and role-plays) and input will always be interactive (a product of the facilitator and participants; they contribute with their experiences and knowledge).

Tips to consider when developing NFE activities within youth projects

- Make sure there is a logical link between the issues young people face, the educational process you propose and the impact of your activity for participants and wider communities. Think about what your activity will change in your context.
- Identify learning needs and learning outcomes for your participants.
- Match your objectives with the types of activities you propose, the time available, the needs of your participants, and the number of participants.
- Plan and structure your educational process, in a way that sessions link to each other and young people learn something meaningful in a step-by-step manner.
- Prepare your activity sessions, so that you know what you will be doing, how, and who from your project team is responsible.
- In the educational activities, provide enough time to explore and engage with relevant topics. Do not rush learning and do not try to discuss too many different topics in too short a time. Ensure time for reflection, and not just experiencing. Through reflection, participants will consolidate their learning.
- If participants are expected to deliver follow-up activities, dedicate time for them to plan and equip your participants with the skills for their follow-up.
- If the activity includes the exploration of complex or sensitive issues, ensure sufficient time & appropriate methods for participants to engage with them.
- Vary your methods and adapt your content to your participants! Don't forget to consider participants' emotions, minds, and bodies.
- The methods you use should allow participants to share and learn from their own experiences and the experiences of others in the group.
- If you are not sure you have within your organisation sufficient experience or expertise on the topic you wish to explore, search for a trainer or facilitator externally or cooperate with other entities.
- Provide time for participants to get to know each other and to develop trust within your group of participants.
- Evaluate your activities. Adapt the evaluation method to your group of participants. Remember that in NFE, evaluation is done for your organisation to learn how to improve its activities and to have an indication of whether you reached the set objectives.



NON FORMAL

LEARNING METHODS
AND ACTIVITIES



BRAND IT IN 60 SECONDS

This 90-minute activity is designed to strengthen participants' competences in marketing, creativity, and digital communication within a non-formal learning environment. Through collaborative group work, participants explore key elements of effective promotion, inspired by real-life examples such as the Audi commercial. They actively engage in experiential learning by creating a short 1-minute promotional video using their phones. The activity promotes teamwork, creativity, critical thinking, and active participation, while supporting participants in developing skills relevant for entrepreneurship and modern social media communication.

Developed by: Barbara Grgić (Croatia), Guna Apša (Latvia), Miloš Kostić (Macedonia)



Issues addressed: Marketing of already created business models
Creativity in short-form content (video marketing)
Use of social media for business promotion



Target group: Youth workers, young entrepreneurs, students,
Erasmus+ participants Age group 18-25



Group size: 6 groups of 3 participants (18 participants total)



Time to Implement: 75 minutes

Aims & Objectives

- Apply at least two creative marketing techniques by producing a 1-minute promotional video.
- Understand the importance of social media and short-form content through example analysis and practice.
- Improve presentation and communication skills by presenting ideas in 2–3 minutes.
- Strengthen teamwork and creative problem-solving through collaborative video creation within a set timeframe.

Learning Outcomes

Participants will:

- create a 1 minute promotional video and upload to TikTok
- understand how to communicate a message clearly
- improve creativity and storytelling skills
- gain confidence in presenting their ideas
- learn basic principles of effective marketing (emotion, simplicity, visual impact)

Instructions

Introduction (10 minutes) - Facilitator presents the concept of short-form marketing using an example (Audi commercial). Key elements are explained: emotion, simplicity, strong visuals.

Group formation (5 minutes) - Participants are divided into 6 groups of 3. Participants will be divided by counting to 6 in a local language. Groups with the same number come together.

Task explanation (5 minutes)

Step 1: Each group needs to come up with their own business idea or product. It can be anything – a physical product, service, or digital idea. The idea should be simple and easy to explain.

Step 2: The group imagines they are launching this product and need to promote it on social media.

Step 3: Their task is to create one promotional video up to 1 minute long using their phones.

Step 4: The video must clearly include: what the product or service is, who it is for (target audience), why it is useful or unique, one clear and memorable slogan

Step 5: The group chooses how they want to present it. Possible formats include: advertisement (commercial), storytelling (problem → solution), role play, interview, influencer/social media style video

Step 6: Participants divide roles within the group (e.g. filming, acting, directing, idea development). Everyone should be involved in the process.

Step 7: The facilitator reminds participants to keep the video: simple, creative, clear, within the 1-minute limit

Step 8: Before starting, the facilitator checks if all groups understand the task and answers any questions.

Preparation & filming (25 minutes) - Groups brainstorm ideas, assign roles, and record their video using phones.

Presentations (25 minutes) - Each group presents their video and briefly explains their idea (2–3 minutes per group).

Reflection (5 minutes) - Short discussion led by facilitator.



Debriefing & Evaluation

- What was the hardest part of creating a 15-second video?
- How did you decide what message to include?
- Which videos were the most memorable and why?
- How important is creativity in marketing today?
- What did you learn from other groups?
- How can you use this in real business situations?

Tips for Facilitators

- Encourage creativity and keep the energy high.
- Remind participants that perfection is not the goal — clarity and engagement are.
- Keep strict timing to ensure all groups present.
- Use the Audi example to inspire but not limit participants.

Space & Materials

- Room suitable for group work and presentations.
- Smartphones, paper, pens, markers, projector, speakers.

SWOT ANYLISIS THROUGH STOIC THINKING

This interactive workshop is designed for young people aged 20–30, with a total of 35 participants divided into 7 groups of 5 people each. It develops their critical thinking and decision-making using SWOT analysis. Participants watch a short video, receive a brief explanation, and work in groups to analyze a business case using guided questions. It also introduces the four cardinal virtues of Marcus Aurelius—wisdom, justice, courage, and temperance—as a simple decision-making compass. Each group presents key insights, followed by a short reflection discussion. The session is completed within a structured 90-minute timeframe.

Developed by: Panagiotis Chalkias (Greece), Fillipo Di Tommaso (Italy) Linda Kirhnere (Latvia)



Issues addressed: Decision-making in business contexts
- SWOT analysis and strategic thinking
- Teamwork and collaborative problem-solving



Target group: Youth workers, students, and Erasmus+ participants
Age group 20-30



Group size: 10-35 people



Time to Implement: 90 minutes

Aims & Objectives

The aim of this activity is to support 35 participants in understanding and applying SWOT analysis to improve their decision-making in a clear and structured manner. By the end of the 90-minute session, participants will be able to identify strengths, weaknesses, opportunities, and threats within a given business case and present their reasoning within their groups. All participants will actively engage in collaborative work in teams of five, strengthening their ability to analyze situations and work effectively with others. Furthermore, participants will reflect on their decision-making process by incorporating elements of Stoic philosophy, particularly the focus on what is within their control and how this influences their choices.

Instructions

Energizer

The facilitator starts with a 10-minute energizer. Participants stand in a line, all facing the same direction, so everyone looks at the back of the person in front of them. The first person creates a simple movement, like raising their hands or turning their head. Then they tap the next person on the shoulder so they turn around and show them the movement. After that, the second person taps the third, shows the movement, and this continues until it reaches the last person. At the end, the last person performs the movement they received, and everyone compares it with the original one. It is usually funny because the movement changes along the way.

Input

Next, the facilitator moves to the input phase, which takes 10 minutes. Participants watch a short video about SWOT analysis. After the video, the facilitator explains in a very simple way what SWOT means: strengths are what something is good at, weaknesses are what it is not good at, opportunities are chances to grow, and threats are possible problems. The facilitator then explains the task: each group will get a business and think about these four things.

Giving a task and dividing groups

Then, the facilitator divides participants into groups, which takes about 10 minutes. Everyone stands up and starts counting from 1 to 4 in order. All the ones go together, all the twos go together, and so on, so each group has around 4 people. Once the groups are formed, each group receives a Word document prepared by the facilitator. At the top of the page, there is the name of the company and a short description explaining what the business does. Below that, there are a few helpful questions to guide their thinking. In the middle of the page, the four cardinal virtues of Marcus Aurelius—wisdom, justice, courage, and temperance—are presented to support their decision-making. At the bottom of the page, there is an empty SWOT diagram where participants will write their final ideas. Each group is assigned a different business field, such as AI in cybersecurity, energy transition, demographic aging, services for the elderly, statistics, a sports app, or tourism in developing countries. The facilitator explains that they should use the document to guide their discussion and fill in the SWOT diagram, easy or difficult, whether different groups saw things differently, and what they learned from the process. This final part helps participants reflect on the activity and connect it to real-life decision-making.

Participant work

The main part of the activity is the group work, which lasts 30 minutes. During this time, each group discusses its assigned business case and works together to complete the SWOT analysis using the provided document. They agree on the most important strengths, weaknesses, opportunities, and threats and write them down. The facilitator moves around the room, listens to the discussions, and helps if a group is stuck, but without giving them the answers.

Presentations

After the group work, the activity moves into presentations, which take 20 minutes in total. Each group presents its business case and shares its SWOT analysis with the rest of the room. They explain the main strength, weakness, opportunity, and threat they identified, and briefly say why they chose those points. The facilitator keeps the presentations moving and makes sure each group has a fair amount of time.

Debriefing and reflection

The activity ends with a 10-minute debriefing and reflection. The facilitator asks a few simple questions to the whole group, such as what they found easy or difficult, whether different groups saw things differently, and what they learned from the process. This final part helps participants reflect on the activity and connect it to real-life decision-making.

Learning Outcomes

- Understand the basic concept and practical use of SWOT analysis in simple, real-life business situations
- Develop critical thinking and problem-solving skills analyzing key factors
- Improve teamwork and communication skills through group work
- Distinguish between internal and external factors in a business context
- Gain awareness of how personal values influence decision-making
- Develop a calmer and more structured approach to decisions by focusing on what can be controlled (Stoic perspective)

Debriefing & Evaluation

At the end, the facilitator leads a short reflection and asks simple questions to the group. Participants share what was easy or difficult, if they had different opinions, and whether other groups saw things differently. They are also asked which of these depend on them, what they can improve starting today, and what they need to be prepared for. The facilitator keeps the discussion open and connects the main ideas to real-life decision-making.



Space & Materials

The activity requires a medium-sized room where participants can move around easily and work in small groups. Tables and chairs should be arranged so each group has its own space to discuss. The facilitator will need a laptop, projector, and speakers to show the video. Each group should have a printed Word document with the business case, guiding questions, virtues, and SWOT diagram, along with pens or markers. Each group will need a large sheet of paper (flipchart or poster paper) to create a bigger version of their SWOT analysis for presentation. A timer or phone to keep track of time.

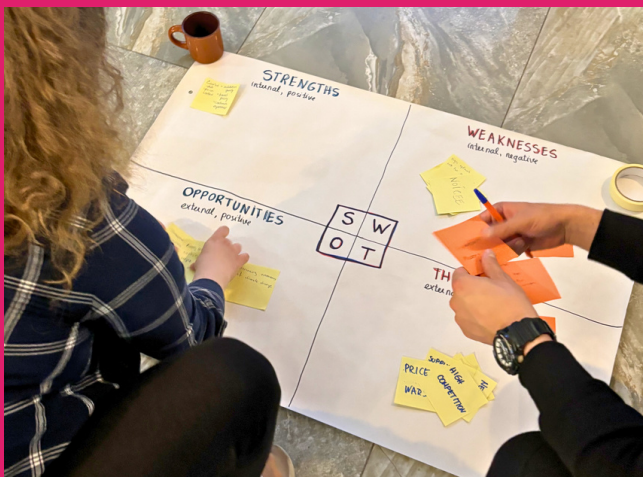
Tips for Facilitators

Keep the explanations simple and don't try to teach everything at once. Let participants discover ideas through discussion instead of giving them all the answers. During group work, move around the room and ask questions to guide them, rather than solving the task for them. Choose business cases that are easy to understand and relatable, so participants stay engaged. Manage time carefully, especially during presentations, so every group has a chance to speak. Finally, create a relaxed atmosphere where participants feel comfortable sharing their ideas, even if they are not perfect.

Additional Information

Additional materials for this activity include the SWOT video used in the introduction, the printed Word documents for each group (with the business case, guiding questions, virtues, and SWOT diagram), and large paper sheets for creating the final SWOT. Facilitators can also prepare different business case options depending on the group. As a follow-up, participants can be asked to create a personal SWOT analysis or apply the same method to their own idea or project. The activity can also be extended by asking groups to suggest solutions or next steps based on their SWOT. It is important to keep the level simple and practical, especially if participants have no business background.

[SWOT Analysis Worksheet.pdf](#)
[Seeing Clearly_SWOT Analysis.mp4](#)



SELL THE UNSELLABLE

A fast-paced business-workshop for up to 30 participants, where they have to pick everyday items in just a few seconds. Afterwards, they are forced to give up on them and sell an item they didn't choose to someone who doesn't want it. The workshop covers topics such as high-pressure work situations and stoic principles like discomfort. It simulates a real market crisis in order to help entrepreneurs handle uncomfortable situations, adapt fast, and improve their teamwork.

Developed by: Lenka Golubović (Serbia), Andreas Zikou (Greece), Ismail Tarik Karahan (Türkiye)



Issues addressed: Decision Making

- Work under Pressure
- Selling skills



Target group: Different cultural backgrounds, genders, ages 18-35, anyone interested in sales and entrepreneurship



Group size: 2-3 people per group (15 to 30 people in total)



Time to Implement: 90 minutes

Aims & Objectives

- Normalize work in high-pressure situations.
- Real-life practice of adaptability and resourcefulness.
- Improving teamwork and acknowledging everyone's opinion in the group.
- Improving selling skills.

Learning Outcomes

- Learning to adapt under unideal circumstances
- Learning to make the most with what you have
- Learning how to work in high-pressure situations

Instructions

1. Electricity energizer: The whole group is divided into two rows. Have them stand or sit in two parallel rows, with partners from opposite teams facing each other. Everyone in a row holds hands with their teammates. All players except the first person in each line must close their eyes and look down. The facilitator starts the game by squeezing the hands of the people at the start of the rows. They all squeeze the next person's hand, passing the electricity through the row. When the "electricity" reaches the end, the person at the end of the row raises their hand. The group that raises its hand first wins. (10 minutes)
2. The facilitator explains to the group how the activity will help them to learn how to deal with unpredictable scenarios, and the skills the seller needs to showcase (confidence, resourcefulness, creativity, positive mindset).
3. Participant chooses between two low-value items (pen, pencil, scissors, and one item of slightly higher value)(fastly) (10 seconds)
4. They have to give up the item they chose to the group adjacent to them (10 seconds)
5. The facilitators ask the group which items they do not want (1 minute)
6. The group works on a sales pitch for their object (20 minutes)
7. The group sells the object to the person who did not want it (Each group should have 3 minutes, ideally 20 minutes in total)
8. Debrief and discussion (35 minutes)

Debriefing & Evaluation

- How did it feel having to choose an item democratically?
- How did the time pressure affect your group's decision-making?
- How did you feel?
- What were the most challenging parts of the activity?
- What affected your success/ failure in the pitch?
- How will you apply this pressure management experience to your future real-life projects?



Tips for Facilitators

- Explain the activity clearly to avoid confusion.
- Explain afterwards what the goal of the activity was.
- Offer help or tips during the activity.
- Explain the realistic and practical use of the workshop with an example(e.g Wolf of Wall Street)

Space & Materials

- Any medium-sized conference or activity room is sufficient.
- Materials: Pens, Pencils, Scissors, Cups, Notebook, Charger.

BUSINESS LEADERS AND THEIR PATHS

This interactive workshop engages participants in analyzing the real-life journeys of well-known entrepreneurs through group research and presentations. Working in small teams, participants explore key aspects such as decision-making, challenges, and personal development of selected business leaders, and present their findings to others. Through this process, participants develop critical thinking, teamwork, and communication skills, while gaining practical insights into entrepreneurship, leadership styles, and the role of resilience and personal growth in achieving success..

Developed by: Božena Grabić (Croatia), Lucia Hlinková (Slovakia), Ilija Mitić (Serbia)



Issues addressed: Entrepreneurship and business leadership

- Decision-making and leadership styles
- Learning from real-life success and failure
- Resilience, challenges, and personal growth in business
- Critical thinking and analysis of real case studies



Target group: Young people aged 18–40 who have basic knowledge of entrepreneurship and/or are early entrepreneurs



Group size: 3-5 participants per group, 12-20 people



Time to implement: 90 minutes

Aims & Objectives

- Introduce participants to the personal and professional paths of influential leaders.
- Encourage critical thinking and reflection on different leadership styles and decision-making processes.
- Support the development of teamwork, communication, and presentation skills through group-based activities.
- Promote awareness of the role of challenges, failures, and personal weaknesses in achieving success.
- Inspire participants to apply learned insights to their own personal and professional growth.

Learning Outcomes

- Acquire knowledge about the life and business trajectories of prominent leaders.
- Develop research, analytical, and critical thinking skills through the examination of real-life case studies.
- Strengthen teamwork and communication competencies through collaborative group work and presentations.
- Increase awareness of resilience, adaptability, and the management of personal weaknesses in leadership contexts.
- Enhance motivation and foster a proactive, growth-oriented mindset toward personal and professional development.

Instructions

Energizer: a game called “Day–Night.” The game is simple—when the facilitator says “day,” the participants stand, and when the facilitator says “night,” the participants should squat.

Intro: The facilitator will ask the participants what comes to mind when we say “successful businessmen,” what qualities they think a good businessman should have, and who they consider to be a good businessman.

Giving a task to the participants: their task will be to research four successful businessmen: Steve Jobs, Mark Zuckerberg, Elon Musk, and Bill Gates. More specifically, they should focus on four things: their life journey, business journey, how they deal with their weaknesses, and their favorite book.

Dividing into groups: after explaining the task, we will divide them into groups by counting from 1 to 4, and then assign: 1 – Jobs, 2 – Zuckerberg, 3 – Musk, and 4 – Gates. They have 30 minutes for group work.

Group work: The participants work on their task, while we move from one group to another, observe what they are doing, and, if necessary, give them some pointers if they have not fully understood the task.

Presentations: the participants present their work, and we guide them if they happen to forget to mention something from the assigned task. Participants will present by explaining what they have learned; they may use their phones or some notes if they wish—it’s up to them. Each group has up to 5 minutes to present.

Debriefing: we ask them who their favorite businessman is out of the four and what they would apply or learn from them.



Debriefing & Evaluation

The facilitator will ask the participants, after they have listened to and explored all four people, who their favorite is among them, what they would apply in their own life from what they learned from them, and what they think about their favorite books—whether they may have already read them and whether they will after this.

Examples of debriefing questions:

- What similarities and differences did you notice between the entrepreneurs?
- Which decision or moment in their journey stood out to you the most and why?
- What challenges did these leaders face, and how did they respond to them?

Space & Materials

- Room big enough for all the groups
- Flipcharts
- Stationary to write the poster: markers, pens, crayons...

SHOPPING MALL

Participants are divided into small groups and each group picks a random object. They must creatively transform its original purpose and present it as a product through a short business pitch. The activity aims to develop creativity, entrepreneurial thinking, teamwork, and public speaking skills by encouraging participants to see ordinary items from new perspectives.

Developed by: Ilija Adamovic (Serbia), Maria Vittoria Lanzetta (Italy), Filip Minarik (Slovakia)



Issues addressed:

- Innovative product sales and creative
- Marketing approaches
- Public speaking and presentation confidence
- Teamwork and collaborative work in small groups



Target group: Young adults aged 18–30, interested in developing an entrepreneurial mindset and improving skills in innovation, and public speaking



Group size: 2-3 participants per group, 20-25 people



Time to Implement: 90 minutes

Aims & Objectives

- Support 20–25 participants in developing public speaking skills by delivering a 2–3 minute product pitch in front of the group.
- Enable participants to practice entrepreneurial thinking by transforming a random object into a marketable product and presenting it as business owners.
- Enhance creativity in all participants by guiding each group to generate at least one innovative use for an everyday object.
- Encourage perspective-shifting by having participants reinterpret a familiar object into a completely new purpose during the activity.

Learning Outcomes

- Identify opportunities in ordinary or unexpected situations by rethinking the purpose of everyday objects.
- Communicate ideas clearly and persuasively through a short, structured product pitch.
- Strengthen creative thinking skills by generating innovative solutions within a limited time.
- Develop teamwork and collaboration skills through group-based idea creation and presentation.

Instructions

1. Energizer – “2 Truths and 1 Lie” (10 min)

- Give each participant a small paper or sticker and a pen.
- Ask them to write 3 statements about themselves: 2 true and 1 false. Encourage them to make them interesting or surprising.
- Once ready, participants stand up and move around the room.
- They interact in pairs or small groups, sharing their statements while others guess which one is the lie.
- After a few minutes, encourage them to switch partners and continue.
- Purpose: warm-up, break the ice, and create a comfortable atmosphere.

2. Divide participants into groups (2 min)

- Ask participants to quickly form groups of 3 (or assign groups if needed to save time or balance dynamics).
- If the total number is not divisible by 3, allow some groups of 2.
- Make sure everyone is in a group.

3. Pick a random object (5 min)

- Prepare a variety of everyday objects in advance (e.g. bottle, spoon, notebook, sock, etc.) or ask groups to find one nearby.
- Each group must choose or receive one random object.
- Ensure that each group has a different object.
- After each pitch, optionally allow 1 quick question or short feedback from the audience.
- Encourage applause and positive energy.

More Instructions

4. Explain the task (10–15 min)

- Each group must transform their object into a new product with a completely different purpose.
- They should imagine they are business owners or entrepreneurs.
- Explain what their final pitch should include:
 - Product name + New purpose/use
 - What problem it solves / value it creates
 - Target customer (optional but recommended)
 - Short demonstration (if possible)
- Give 1–2 simple examples to clarify expectations

5. Group work – Preparation (20–25 min)

- Groups work to develop their idea and prepare their pitch.

Encourage them to:

- Brainstorm multiple ideas before choosing one
- Practice their presentation
- The facilitator walks around, observes, and supports if needed (without giving direct solutions).

6. Presentations (15–20 min)

- Each group presents their product to the whole group.
- Give each group 2–3 minutes.
- After each pitch, optionally allow 1 quick question or short feedback from the audience, encourage applause and positive energy.

7. Debriefing (10 min)

- Gather participants and lead a reflection discussion.
- Ask guiding questions (from your debrief section).
- Encourage multiple participants to share their thoughts.
- Summarize key learnings: creativity, perspective shift, teamwork, communication.

Space & Materials

- Large room (conference room).
- Table for each group, papers, markers.
- Basic tools that participants can use to improve their ideas.



Debriefing & Evaluation

- What did you feel while working with your team?
- How did you come up with the idea of the product?
- What strategies helped you turn limitations into opportunities?
- How would you improve next time?
- Did your perception of the object change during the activity.
- If you were to sell your idea in a real market, who would be your customer?

Tips for Facilitators

- Encourage creativity without limiting ideas: Avoid giving overly specific instructions or examples that could constrain participants' thinking. Let groups explore multiple possibilities.
- Monitor group dynamics: Walk around the room to observe progress, answer questions, and ensure everyone is actively contributing.
- Support, don't solve: Offer guidance or prompts if groups are stuck, but avoid providing solutions — the goal is for participants to develop their own ideas.
- Time management: Keep an eye on the clock to ensure each phase (brainstorming, preparation, presentation) runs smoothly.
- Positive reinforcement: Celebrate all ideas, even unusual ones, to create a safe and encouraging environment.
- Adaptability: Be prepared to adjust group sizes, time limits, or objects if needed to fit the number of participants or space available.

Additional Information

- **Awards:** Small prizes like gift cards, certificates, fun trophies, or even sweets can motivate participants. Focus on symbolic recognition rather than expensive rewards.
- **Budget:** Prizes can be purchased by organizers, sponsors, or contributed by participants if needed. Keep it simple if the budget is limited.
- **Activity environment:** Set up the room like a mall or market, with tables as "shops" for each group.
- **Follow-up:** Take photos or videos, gather feedback, and encourage participants to explore their ideas further.



UNDERSTAND & DEVELOP YOUR COMMUNICATION

This interactive activity helps participants discover and understand different communication styles through self-assessment, group work, and discussion. By completing a communication styles test and visualizing their results, participants explore how they and others communicate in different situations. Through group reflection and practical application, participants learn how to adapt their communication to different people, improve collaboration, and communicate more effectively in entrepreneurial contexts. The activity increases self-awareness and supports the development of interpersonal and communication skills.

Developed by: Elif Ceyda Nur Eşlik (Türkiye), Nino Grabić (Croatia), Giovanni De Simone (Italy)



Issues addressed: Communication styles

- Self-awareness in communication behavior
- Adapting communication to different people and contexts
- Effective communication in entrepreneurship
- Teamwork and collaboration



Target group: Young people (18-30) entering the world of entrepreneurship



Group size: 15-20 participants



Time to implement: 100 minutes

Aims & Objectives

- Understand different communication patterns in the group
- Equip participants with the ability to identify their own communication style through a self-assessment test
- Develop participants' skills to adapt their communication to different styles in order to improve collaboration and interaction
- Strengthen participants' interpersonal and communication skills relevant for teamwork and entrepreneurship
- Support participants in applying communication styles in real-life and entrepreneurial situations through group discussion

Learning Outcomes

Participants become more aware of their communication styles, helping them understand customer needs, build strong relationships, and communicate their ideas effectively in entrepreneurship.

Instructions

1. Energizer → “Ninja”

Participants stand in a circle and take turns trying to hit each other's hands using one quick movement at a time. The targeted player can react instantly to avoid the hit. If a player's hand is hit, they lose that hand; if both hands are hit, they are out of the game. The last remaining participant wins.

This fast-paced game helps participants improve their reflexes, focus, and ability to react quickly under pressure—skills that are essential in entrepreneurship.

2. Activity

- Small introduction about how the activity is going to done
- Participants get an interactive test of communication styles, which they will fill out.
- Participants draw visual charts according to the test results.
- Participants place themselves in groups based on a chart.
- Trainers read out the statements about each communication style.
- Participants will be divided into groups and discuss how they can use these communication skills in entrepreneurship. And share it with other groups.

Space & Materials & Tips

- A conference room (quite big)
- A projector, television
- Pens or markers + Printed out questions
- **Be interactive, cheerful and be clear explaining the activities**

Debriefing & Evaluation

At the end of the activity, we will analyze and comment the various communication styles

Questions:

- Are you happy with your results?
- What did you learn during this session?
- How can understanding communication styles help you in entrepreneurship (e.g., with customers, partners, and teams)?
- What surprised you the most?
- What is one thing you will do differently in your communication after this activity?
- How did your group work together during the activity?
- What worked well and what could be improved?
- What will you bring home?



FROM CHAOS TO CLARITY STOIC REFLECTION

This workshop uses Dixit cards as a creative tool to explore Stoic reflection in everyday life. Participants reflect on daily situations through visual storytelling, connect them with Stoic principles, and develop emotional awareness and resilience in a simple and engaging way. This interactive workshop is designed for young people aged between 20-30.

Developed by: Nikolaos Latsis (Greece), Bahar Körpetütüncü (Türkiye), Edgars Plociņš (Latvia)



- **Issues addressed:** Self-reflection and emotional awareness
- Daily life challenges and stress management
- Resilience through Stoic thinking



Target group: Young people (20-30) People who are feeling overwhelmed (because of work, relationships, etc.)



Group size: 2 - 10 participants



Time to Implement: 90-120 minutes

Aims & Objectives

- To increase self-awareness and reflection skills
- To apply Stoic thinking in daily life
- To strengthen emotional resilience and perspective

Learning Outcomes

- Gain knowledge of Stoic principles in daily life
- Develop self-reflection and emotional awareness
- Learn to reframe challenges and build resilience
- Experience a creative reflection method (Dixit)

Instructions

Introduction & Context Setting (10–15 min)

The facilitator introduces the workshop, participants, and basic Stoic concepts (control, acceptance, perspective). Each Stoic principle is briefly explained: Negative Visualization, Premeditatio Malorum, View from Above, Morning/Evening Reflection, Voluntary Discomfort, Amor Fati, Contemplation of Virtues.

Dixit Card Selection (10 min)

- Dixit cards are spread out.
- Participants choose 1 card that represents a current situation, challenge, or emotion from their daily life (work, relationships, personal struggles).

Individual Reflection with Stoic Prompts (20–25 min)

- Negative Visualization: What could go wrong in this situation?
- Premeditatio Malorum: How can I mentally prepare for difficulties?
- View from Above: How would this look from a bigger perspective?
- Morning/Evening Reflection: What did I do well / what can I improve?
- Voluntary Discomfort: What challenge can I willingly accept here?
- Amor Fati: How can I accept and embrace this situation?
- Contemplation of Virtues: Which virtue (e.g., patience, courage) is needed?

Participants can take notes.

Sharing & Group Reflection (30–40 min)

- Each participant shares their card and reflections.
- Others listen actively and may offer alternative interpretations of the image.
- The facilitator encourages empathy, multiple perspectives, and deeper reflection.

Stoic Reframing & Integration (15–20 min)

Participants are invited to reframe their situation using Stoic thinking:

- What is in your control?
- What can you accept?
- What is your next small action?

Each participant summarizes their insight in one sentence.

Closing Circle (5–10 min)

- Participants share one takeaway or feeling from the workshop.
- The facilitator closes by linking the experience to daily routines and practical life.



Debriefing & Evaluation

- What did your chosen Dixit card represent for you?
- Which Stoic principle was most meaningful for you?
- Did your perspective change? How?
- What is one insight you will apply in your daily life.

Tips for Facilitators

- Create a safe and non-judgmental environment where participants feel comfortable sharing
- Encourage participation but do not force anyone to speak
- Keep the balance between structure and flexibility during discussions
- Use simple language when explaining Stoic concepts
- Guide reflections gently without interpreting participants' experiences for them
- Manage time carefully, especially during sharing rounds
- Be attentive to emotional reactions and support participants if needed

ENTREPRENEURIAL PURPOSE & MEMENTO MORI

This 90-minute workshop uses the ancient Stoic practice of Memento Mori — the contemplation of mortality and impermanence — as a powerful lens for entrepreneurial goal-setting and long-term vision building. By confronting the finite nature of time, participants are challenged to clarify what truly matters in their entrepreneurial journey, strip away trivial distractions, and commit to purposeful, values-driven goals. The workshop blends individual reflection, creative mapping, and peer dialogue to produce a concrete personal vision statement grounded in Stoic wisdom.

Developed by: Bojan Kocovski & Blagica Eftimova (Macedonia), Veronika Pustai (Slovakia)



Issues addressed: Long-term vision & purposeful goal-setting

- Memento Mori and time awareness in entrepreneurship
- Values clarification and decision prioritisation
- Effective communication in entrepreneurship



Target group: Young entrepreneurs & youth workers, ages 18–35



Group size: 15-25 participants



Time to implement: 90 minutes

Aims & Objectives

- Guide participants in applying the Stoic Memento Mori concept to reflect on their entrepreneurial purpose and long-term direction.
- Support participants in identifying core personal values that should drive their business decisions and goals.
- Develop participants' capacity for strategic, intentional thinking by distinguishing urgent tasks from truly meaningful ones.
- Encourage the creation of a personal entrepreneurial vision statement anchored in Stoic principles.
- Foster peer learning through structured sharing and constructive feedback on each other's visions.

Learning Outcomes

- Understand the philosophical meaning of Memento Mori and its practical relevance to entrepreneurial decision-making and priority setting.
- Identify and articulate at least three personal core values that should guide their entrepreneurial path.
- Distinguish between short-term noise and long-term meaningful goals using a Stoic time-awareness framework.
- Produce a written personal vision statement that reflects purposeful, values-driven entrepreneurial direction.
- Practice active listening and constructive peer feedback through small-group sharing and discussion.

Instructions

Energizer - 'One Year Left' (10 minutes)

The facilitator asks participants to imagine they have exactly one year left to live but they are in perfect health. On a small piece of paper, each person writes three things they would do differently in their work or entrepreneurial life if that were the case. Participants then share one item with a partner standing next to them (2 minutes). The facilitator collects a few answers from the room and uses them to introduce the concept of Memento Mori: not as something dark or morbid, but as a clarifying force — a Stoic tool that strips away the unimportant and shines a light on what truly matters.

Memento Mori and Entrepreneurial Purpose (15 minutes)

The facilitator delivers a short interactive input covering:

- What is Memento Mori? — The Stoic reminder that time is finite and every day counts. Used by Marcus Aurelius, Seneca, and Epictetus to stay focused on what is virtuous and meaningful.
- The Dichotomy of Urgency vs. Importance — Most entrepreneurs spend their days reacting to what is urgent, not what is important. Memento Mori inverts this: if today were your last productive year, would you be working on this?
- Vision as a Stoic act — Setting a long-term vision is not wishful thinking; it is a rational commitment to living and working in alignment with your values. The Stoics called this *eudaimonia* flourishing according to your nature.
- Example entrepreneurs: Steve Jobs' 'death as life's change agent' Stanford speech; Patagonia's founder Yvon Chouinard committing to a 100-year ecological mission.

Individual Reflection – The Memento Mori Canvas (20 minutes)

Each participant receives a printed Memento Mori Canvas a single A4 worksheet divided into four quadrants. The facilitator walks them through each quadrant, allowing 4–5 minutes per section:

- Quadrant 1 — What truly matters to me? List 3–5 core personal or professional values. Why do these matter? What would you regret not pursuing?
- Quadrant 2 — What am I doing that doesn't align? Identify 2–3 current activities, habits, or goals that consume time but don't serve your deeper purpose.
- Quadrant 3 — My 10-year entrepreneurial vision. If resources and fear were removed, what would you be building? Who would it serve? What problem would it solve?
- Quadrant 4 — My next meaningful step. What is one concrete action this week that moves toward your vision? What Stoic virtue (courage, wisdom, justice, temperance) does it require?

Group Formation (5 minutes)

Divide participants into groups of 3–4. Ask everyone to stand and count off by the number of groups needed. Use a creative method: ask participants to group by their birth season (spring, summer, autumn, winter) or by holding up fingers for the number of years they have been interested in entrepreneurship (1–3, 4–6, 7+). Each group gathers around a table.

Peer Sharing & Vision Feedback (25 minutes)

Within their small group, each participant has 3 minutes to share their completed canvas focusing especially on their 10-year vision (Quadrant 3) and their next meaningful step (Quadrant 4). After each share, the group has 2 minutes to give one piece of affirming feedback and one clarifying question. The facilitator circulates, listens, and gently encourages deeper reflection with prompts such as: 'Does this vision survive the Memento Mori test?' or 'Which Stoic virtue does this next step demand from you?'

Personal Vision Statement (10 minutes)

After the group sharing, participants return to individual work. Using insights from peer feedback, each person writes a single-sentence entrepreneurial vision statement at the bottom of their canvas. The sentence must include: who they serve, what they are building or doing, and why it matters (the deeper purpose). The facilitator gives an example structure: 'I am building (X) for (Y) because (Z) and I choose this because my time is finite and this is what I will not leave undone.'

Debriefing & Evaluation

- What surprised you most when you imagined having only one year left?
- Which quadrant of the canvas was hardest to complete, and why?
- Did hearing others' visions change or sharpen your own? How? • What is the difference between a goal and a purpose-driven vision?
- Which Stoic virtue do you most need to pursue your vision?
- What will you do differently in your entrepreneurial work starting tomorrow?

Tips for Facilitators

- Frame Memento Mori as empowering, not morbid — emphasise clarity and focus rather than fear of death. • During individual reflection, play calm background music to help participants think deeply without distraction.
- Do not rush the canvas activity — the discomfort of silence is valuable and part of the Stoic learning process.
- In the peer sharing phase, model the feedback format yourself first so participants understand the balance between affirming and questioning.
- Remind participants that their vision can evolve — the goal is direction, not a rigid life plan.
- If some participants struggle with the 10-year vision, invite them to start smaller: 'What would a 3-year version look like?'

Space & Materials

- A medium-to-large room with tables arranged in small clusters (one per group of 3–4).
- Printed Memento Mori Canvas worksheets — one per participant (A4, four-quadrant layout).
- Pens, markers, and coloured pencils for participants who wish to illustrate their canvas.
- A projector or large screen for the input phase.
- Optional: printed quote cards featuring Stoic passages on purpose and time (Marcus Aurelius, Seneca) placed on each table as inspiration.
- Optional: calm background music for the individual reflection phase.



Toolbox **STOIC PRINCIPLES IN MODERN ENTREPRENEURSHIP**

This Toolbox of non-formal learning activities and methods is created as a result of the intensive work by participants and trainer's team during the Training course "Stoic Principles in Modern Entrepreneurship" (2025-1-MK01-KA153-YOU-000298590), organised with the support of the [Erasmus+ programme](#) and granted by the [Macedonian National Agency for European educational programmes and mobility](#).

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