

YOYO EXERCISE REFLECTION

*WHAT DID YOU LEARN
ABOUT*

1. HOW YOU LEARN?

1. Basic knowledge
2. Curiosity
3. Basic understanding
4. Practice
5. Reflection
6. Learning
7. Practice etc.
8. Learning by doing is the best way!
9. Personal motivation

2. WORKING INDIVIDUALLY versus IN PAIRS & AS A GROUP?

1. To learn as a n individual, I need other peoples reflections & input: using ears, eyes and mirroring.
2. Pairs & groups create new perspectives.
3. New perspectives create new hypothesis and knowledge
4. Group learning creates meaning
5. Good to try first as an individual

6. Fresh insight from coach lead to a breakthrough (timing is crucial, be careful, allow a little more time as student may be close to the breakthrough themselves)
7. Coach and group made it fun and inclusive, brought motivation and energy
8. Coach helped with tips/advice
9. Great to succeed together

3. WHAT IS THE GOAL/PURPOSE OF LEARNING & WHAT CAN YOU APPLY FROM THIS SIMPLE EXERCISE?

1. To be become better at something, develop and improve at it
2. What to apply: Split the goal; Focus on each part of the process (learning design/plan)
3. Each part needs a certain increase in level/knowledge/challenge
4. Observation, listen, practice, challenge
5. Its ok to fail

4. RISK, FAILURE AND FUN?

1. It's easier to feel confident when it's fun
2. Failure is a point of view – What is the right way? Is there a right way?
3. Its fun when we take risks (calculates risks?)
4. Errors are a part of learning. Errors do not equate to failure?
5. Better performance under pressure, do not underestimate the power of adrenalin to create an authentic human experience
6. Safe space important for risk taking and admitting failures

7. As facilitator, ensure that performance does not turn into judging – keep it fun
8. Learning by doing
9. Learning climates should always allow for risk, fun & failure
10. Trail + errors = learning

5. FRAMING TASKS AND TIMING OF INTERVENTION/INPUT?

1. You need a concrete Goal and clear expectations
2. Articulate a “vision” that is not abstract and appropriate to the time frame
3. Planning and monitoring the steps along the way
4. Come to a common understanding of the task
5. Quick emotional check-in

6. TEACHER -STUDENT REALTIONSHIP & TRUST?

6. See and accept different levels of skill, knowledge & understanding of frames
7. Acknowledge the ability to learn in all, and focus on the capacity in all to learn, be creative resourceful and whole
8. Attention and focus on skills to be learned
9. Setting clear frames as a teacher
10. Create opportunities for feedback to the learning methods and process
11. Create transparency around the learning journey
12. As a teacher, you are a leader, therefore you can listen to feedback and choose to act upon it or not. Just asking the students their opinion can be enough!
13. Be present
14. Allow a safe space for constructive student to teacher and student to student feedback!

7. LEARNING BY DOING?

1. It's the best (and only) way to learn
2. Allow for more practice
3. Be flexible: find out how long it takes to learn by doing it!
4. Creates more opportunities to be more open /sharing
5. Encourages failure
6. Establish the pure purpose of intellectual stimulation!

8. HOW YOU TEACH & THE STUDENT TEACHER RELATIONSHIP?

1. Create confidence and trust
2. Grow confidence and trust
3. Proximity
4. Respect
5. Challenge and guidance
6. Be ambitious on behalf of your students

1. You are the only person allowed to build (put together pieces) in the first 3 layers of the structure.

2. You are to ensure that the 3rd and 4th layers in the structure consist only of yellow pieces.

3. You are to ensure that the 2nd and 6th layers of the structure are made up of exactly 8 pieces.

4. You are the only one allowed to build (put pieces together) on layers 5 and 6 of the structure.

5. You are to ensure that a maximum of 8 pieces are used in layers 3 and 5 of the structure.

6. You are to ensure that any pieces next to each other in the 1st, 6th, and 8th layers are not the same color.

7. You are to ensure that you, and 2 others must build in layers 4 and 8.

8. You are to ensure that layers 2 and 5 of the structure consist only of red pieces.

9. You are the leader of the group. You are to ensure that the construction is completed as fast as possible whilst ensuring that all participants have succeeded 100% in their tasks.

10. You are to ensure that max. 3 people build (put together pieces) in layers 4 and 7.

11. You are to ensure that layer 7 consists of max 10 pieces!

12. You are to ensure that the construction consists of max 10 layers!

13. You are the project manager and need to support in completion of the problem as fast as possible

14. You have the opportunity to define your own emergent role/task as the exercise unfolds

7. YOYO – How do you learn

Yo-Yo exercise

- Everyone take the yo-yo that is calling you and play with it.
- Now choose something you want to achieve with the yoyo and try it?
- Talk with your partner about your learning.
- Now divide into those who are pretty good with the yoyo with someone who is not so good, and start teaching them how to do the trick they want to achieve
- Talk with your partner about your learning.

What is the purpose of Learning?
What is the goal of Learning?

Debrief: facilitator writes down points.

In the same pairs: discuss
- What was the difference between trying it yourself and learning by doing and by making mistakes, and being shown/taught the technique!

For the teacher what was it like to teach this person.

We are always learning. But how do you learn? What insights did you get about how you learn?

And how you teach? How important is it to have a relationship with the student?

Timing of input/teaching / teacher student trust and relationship

1. **4 minutes, get to know your yoyo (in silence)**
2. **4 minutes, take it to the next level, what ever that means to you?, your next level!**
3. **Now try to design a trick, keep on prototyping, experimenting, exploring, take risks!**
4. **Ask into what is alive in the room....**
5. **Intervention, so line up, teachers & students, 1:1, now you have 10 minutes to perfect that trick (or a new one) and perform together in synchronicity.**
6. **Give each a number from the list, what did I learn about**

8. Creative Aikido

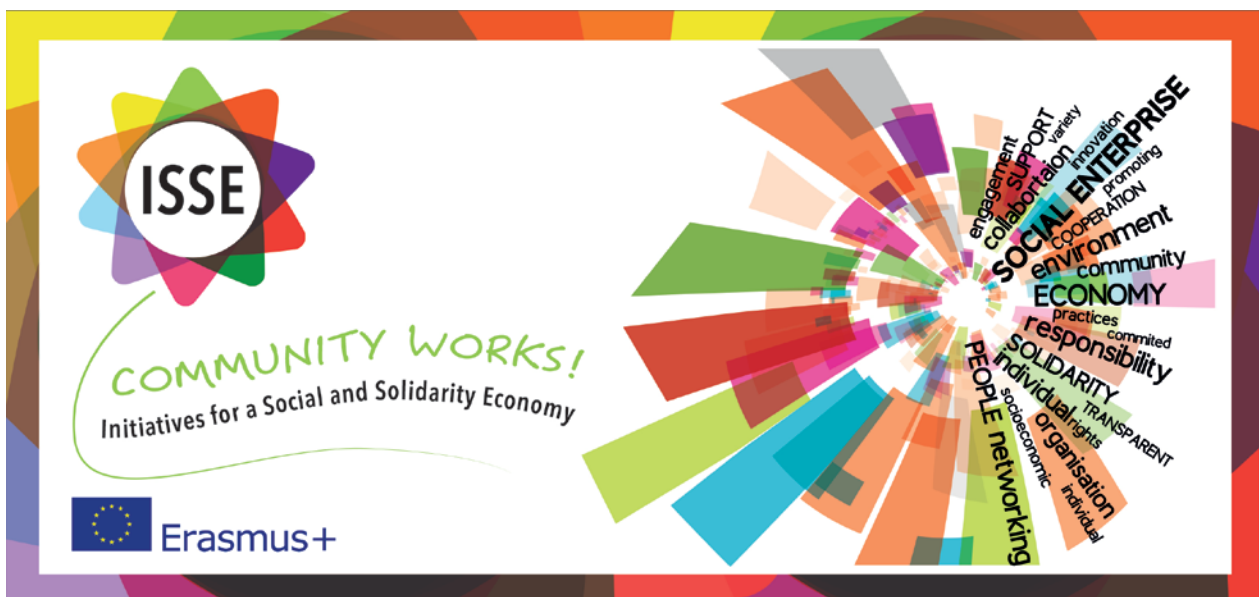
Just as Aikido uses the opponent's force to diffuse a potentially aggressive situation, Creative Aikido does the same. It uses the ideas from others and builds upon them.

The key principles of Creative Aikido

1. Accepting not rejecting
2. Integrating
3. Build on – let it inspire what you already have
4. Offer back

In this process, someone starts a story. The next person says “Yes, and what I love about that is....And we could also....” The listener can say “New Shot” if he wants the story teller to try a new story dimension. The story teller can say “shift” if he wants to pass the story telling to someone else.

Training Manual



This training manual has been implemented thanks to the cooperation of the project partners



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INTRODUCTION

The Activities

In these pages, you can find more than 30 descriptions of activities to train young people interested in Social and Solidarity Economy.

Of course, you will not use all the activities with your group(s). We decided to prepare different proposals, so every facilitator can choose the best option for the specific group he/she's working with.

In every description, you can find this information:

- Topic addressed: see below for a general overview of all the topics;
- Title of the activity;
- Author of the description: some activities were invented by others, some are original;
- Competencies addressed: especially those presented in the ISSE Portfolio;
- Difficulty level: from the easier – 1 – to the more difficult – 3;
- Duration: approximately;
- Setting: space you need;
- Materials: we collected all the handouts in a specific document – Annexes;
- Preparation: what to do before starting the activity;
- Implementation: with a step-by-step description;
- Debriefing: what to ask to the participants;
- Notes and suggestions: here you can find variants and/or specific suggestions

As you can see in the general scheme of contents, we put activities in a logical order, thinking about a training process with a hypothetical group. We have identified some topics and some activities for each of them. Every facilitator can decide if he/she wants to address every topic or if he/she wants to avoid some of them, and which activities he/she wants to use.

The topics

These are the topics addressed, with a short description of their goals/contents.

- 1. Mutual knowledge and group building:** Promote mutual knowledge between participants and with the trainer. Begin to create a climate of confidence that encourages the exchange of opinions and points of view.
- 2. Introduction to cooperation and sharing:** Introduce the themes of collaboration and

sharing to achieve a goal and promote cooperative competences.

3. **Cooperation in everyday life:** Connect the themes of cooperation and sharing with the choices and daily actions of participants.
4. **What SSE is:** Introduce some basic aspects of social and solidarity economy. Share the motivations of those working in this area.
5. **What do you need for SSE:** Share and deepen the ideas of participants regarding the attitudes, knowledge and competences of those working in this area.
6. **Emotional intelligence:** Encourage participants to listen to each other and take care of the emotions felt by the people involved.
7. **Leadership:** Raise awareness and recognize different leadership styles, their advantages and disadvantages.
8. **Working in a group:** Present the main dynamics of a working group and experiment the use of some functions of leadership in the creation of a working group.
9. **New ideas for SSE:** Encourage the identification of ideas that could be developed in social and solidarity projects and learn to use specific tools.
10. **SSE Projects:** Experiment the steps necessary to define a coherent and viable business project and deepen the use of competences in the development of the project.
11. **Final evaluation:** Summarize the contents addressed. Check and promote the interest of the young people involved.

Though you are free to use the activities you prefer, we suggest you pay attention to the strong relationships between some activities and some topics. E.g. topic n° 7 “Leadership” and n° 8 “Working in a group” are closely linked, because we think about the leadership in a cooperative working group. Activities of topics n° 9 and n° 10 are consecutive: participants begin to work on new ideas in SSE and then they develop the most interesting of them.

SUMMARY OF ACTIVITIES

Here you can find an overview of all the activities, related to their specific topics.

TOPIC 1: MUTUAL KNOWLEDGE AND GROUP BUILDING

- **Name + Adjective + Gesture:** Self-Presentation in circle, useful to remember every name
- **My name is...:** Self-Presentation using name's letters and adjectives
- **Names and Ties:** Self-Presentation using a game with true and false information
- **Social Passport:** Draw the face of others and collect their opinions about SSE
- **Why I am here now:** Collect information about participants and their motivations

TOPIC 2: INTRODUCTION TO COOPERATION AND SHARING

- **Egg game:** Blindfolded, re-find some eggs, with the cooperation of other participants
- **A torch lamp for all:** Little parts of torch lamps distributed to some groups: they try to reassemble them
- **Win as much as you can:** Prisoner's Dilemma, decide to cooperate or to compete

TOPIC 3: COOPERATION IN EVERYDAY LIFE

- **Cooperation Map:** Participants think about some examples of cooperation (and not) in their life, moving on a strange map
- **The game of life:** In this particular 'Game of the Goose' participants talk about some examples of good cooperation (and bad) in their life

TOPIC 4: WHAT SSE IS

- **ABC of SSE:** In group, find the most important words connected to the SSE
- **Entrepreneurial Scrabble:** Find the most important words to define social entrepreneurship in a big scrabble
- **SSE Definitions Matching:** Interactive game: someone has got words, someone else the definitions, they must be matched together
- **SSE Prezi:** A general overview on SSE to summarize all information

TOPIC 5: WHAT DO YOU NEED FOR SSE

- **Skills on the market:** Decide the skills you have and the ones you want and obtain them exchanging candies
- **Skills on the market – Extended version:** Decide the skills you need and obtain them negotiating with others: it's a real market

TOPIC 6: EMOTIONAL INTELLIGENCE

- **Introduction to emotional intelligence:** Use some cards to understand what emotional intelligence is
- **Step into their shoes:** Try the experience to walk in someone else's shoes and really listen to her/him
- **Empathy in 5 steps:** Try some practical suggestions to improve your empathy

TOPIC 7: LEADERSHIP

- **Clap your hands:** A brief and interactive introduction to the theme of leadership
- **Leadership on the screen:** Use some clips from popular movies to recognize different styles of leadership
- **What leader are you?:** Using the archetypes of M. Kets de Vries, everyone thinks of his leadership style

TOPIC 8: WORKING IN A GROUP

- **Building the train line:** A common task divided in different groups: find a way to communicate and cooperate
- **Building an object:** Use your creativity to represent the group and some roles to improve the work process
- **A difficult decision:** The importance of emotions in the group decision-making

TOPIC 9: NEW IDEAS FOR SSE

- **Introduction to Canvas:** Try to use My Social Business Model Canvas and analyse best practices
- **Finding new ideas:** Try to find new ideas for SSE, starting from problems and needs of everyday life

TOPIC 10: SSE PROJECTS

- **Developing ideas:** Every group works on a specific idea and expands it, also analysing similar practices
- **Becoming experts:** Using specific roles, participants analyse their own ideas, give feedback and improve them
- **Social Shark Tank:** Present your SSE project: the others will decide whether to invest in it
- **SSE Videogame:** Test your competencies using this strategic simulation game

TOPIC 11: FINAL EVALUATION

- **Dice evaluation:** Using a dice with special questions, everybody says something about the workshop
- **DIXIT evaluation:** Using DIXIT cards, everyone can speak about her/his feelings connected to the workshop
- **What's next?:** Discover what you learned during the workshop, decide what you want to develop

TOPIC 1

MUTUAL KNOWLEDGE AND GROUP BUILDING

NAME + ADJECTIVE + GESTURE

Presented by Consilium

Competencies addressed: Public speaking, presentation skills

Type of activity: Interaction game, getting to know each other

Difficulty level: 1

Duration: 10-20 minutes (the bigger the group, the more time is needed)

Setting: No special setting needed. Just ensure enough space so that everyone can stand in a circle together

Materials: Not necessary

Preparation

No special preparations required

Implementation

STEP 1: Ask everybody to stand in circle and to think of the following:

Their name and the letter it starts with.

Come up with an adjective that describes you best as an entrepreneur or upcoming entrepreneur. The adjective needs to start with the first letter of the name.

Corresponding movement that would go well with the adjective.

STEP 2: When ready, start with introducing yourself (facilitator), your name + adjective + gesture.

STEP 3: We have two different versions:

Version 1 (especially for smaller groups up to 15 participants):

The next person repeats what was introduced by the first speaker (facilitator) and adds his/her combination (N+A+G). The next person starts again from the very beginning, repeats info about all previous speakers and at the end introduces themselves.

Version 2 (especially for bigger groups 15+ participants):

Once the first person introduced themselves, everyone at the same time repeats the information. The same is done with every participant to follow.

In both versions, the activity finishes once everyone is introduced.

Debriefing

This is a getting to know each other exercise that may not need debriefing. Nevertheless, sample questions can be asked e.g.:

- *Was the exercise easy/difficult? If so, why?*
- *What can we learn from it? Why is the info shared important?*
- *What do you think about the adjectives mentioned? What do they tell about us?*

Notes and suggestions

- When doing the exercise invite everyone to come up with different adjectives. This will help to build up vocabulary describing entrepreneurs.
- In version 1, if the group is big, you may suggest that participants repeat information about the last 5 persons only. However, if they choose to do the whole lot, let them exercise their memory!

TOPIC 1

MUTUAL KNOWLEDGE AND GROUP BUILDING

MY NAME IS...

Presented by Consilium

Competencies addressed: Public speaking, presentation skills

Type of activity: Interaction game, getting to know each other

Difficulty level: 1

Duration: 10-20 minutes (the bigger the group, the more time is needed)

Setting: No special setting needed

Materials: Pens, piece of paper for everyone. Alternatively, pieces of scrabble with different letters and post-its.

Preparation

Distribute pen and paper around the group.

If using scrabble, just spread the pieces on the floor (or table).

Implementation


Version 1 (with pen and paper):

STEP 1: Ask everyone to write their name down, like in a crossword. For each letter of the name, come up with an adjective that describes you the best. In case your letter does not exist in the typical alphabet, choose the closest one e.g. Z instead of Ž.

STEP 2: When ready, one by one participants introduce themselves to the rest of the group. They can start with saying their name, where they are from and next introducing their adjectives.

Version 2 (with scrabble)

STEP 1: Spread pieces of scrabble on the floor.



STEP 2: Ask everyone to pick up the letters of their name and, just like in v. 1, for each letter of the name, come up with an adjective that describes you the best. If enough letters are available, create the words with scrabble pieces.

STEP 3: When ready, once by one participants introduce themselves to the rest of the group. They can start with saying their name, where they are from and next introducing their adjectives.

Debriefing

This is a getting to know each other exercise that may not need debriefing. Nevertheless, sample questions can be asked e.g.:

- *Was the exercise easy/difficult? If so, why?*
- *What can we learn from it? Why is the info shared important?*
- *What do you think about the adjectives mentioned? What do they say about us?*
- *How many similar adjectives have you spotted?*

Notes and suggestions

- If participants have any difficulty to find words, ask fellow participants for help!
- When using scrabble pieces ensure that either enough pieces are available to make words or ask participants to create their own letters on post-its.

TOPIC 1

MUTUAL KNOWLEDGE AND GROUP BUILDING

NAMES AND TIES

Presented by Nexes

Competencies addressed: Self-confidence, self-awareness

Type of activity: Ice breaking game

Difficulty level: 1

Duration: Minimum 30 minutes

Setting: No special setting needed.

Materials: As many paper ties as participants. Markers/pens. Biscuits and juices for the cocktail. Music and stereo.

Preparation

Print and cut the ties. Prepare biscuits and juices for the cocktail.

Implementation

STEP 1: "Why this is your name?". In circle, ask participants to explain the origin of their names, or tell an anecdote, or why their parents have given them these names.

STEP 2: "Cocktail of fake ties." Each participant takes a paper tie and a marker/pen. She/he writes clearly her/his name on it and 3 sentences about her/him. 2 of them are true and one is false. Once she/he has written the sentences, she/he will stick it on her/his T-shirt.

STEP 3: Once the group is ready, the facilitator puts soft music and the participants walk through the room and read the other participant's ties trying to guess which sentences are false and explaining why did her/he put this false sentence on her/his tie. This part of this activity will take place along with a welcome cocktail.

Debriefing

This is a getting to know each other exercise that may not need debriefing. Nevertheless, sample questions can be asked e.g.:

- *Was the exercise easy/difficult? If so, why?*
- *What about the information from other people? Did some of it surprise you?*

Notes and suggestions

The false sentences should be combined with true one's that are a bit unlikely in order to make it funnier and harder.



TOPIC 1

MUTUAL KNOWLEDGE AND GROUP BUILDING

SOCIAL PASSPORT

Presented by Citizens in Action and Nexes

Competencies addressed: Mutual knowledge, self-awareness

Type of activity: Ice breaking activity

Difficulty level: 1

Duration: 15-20 minutes

Setting: Two rows of chairs, facing each other in couples.

Materials: Music and stereo. One A4 paper and one pen/marker for each participant.

Questions that the facilitator will ask orally to the participants during the activity:

- *What do you like most in the community where you live?*
- *What do you appreciate most in another person?*
- *What would you change in the world around you?*
- *Have you ever participated in a group activity outside school?*
- *What are you proud of?*

Preparation

Tell participants to sit in the chairs and give a paper and a marker to each person.

Implementation

STEP 1: With the music OFF - Each person starts writing his/her name on his/her paper.

STEP 2: With the music ON - Each person exchanges his/her paper with the person in front of him/her and draws the face outline of the person in front of him/her.

STEP 3: With the music OFF - The facilitator asks the first question, and participants must answer with one or only a few words. Allow 30 seconds. When time is up, each person must

write the answer of the other person on his/her portrait.

STEP 4: With the music ON – Every person changes seats, carrying their portraits with them and giving them to the new person sitting in front of them. Participants draw eyes of the people in front of them.

STEP 5: With the music OFF - The facilitator asks the second question and people respond and write like in STEP 3.

STEP 6: Repeat the same process for each question. The sequence in the drawing is: 1) Face, 2) Eyes, 3) Nose, 4) Mouth, 5) Hair

STEP 7: At the end, participants stick their portraits on the wall, where they all can see the portraits and, if they wish, ask some questions to the other participants.

Debriefing

Ask the group to get back in a circle. Ask the following questions (anyone is free to answer or not):

- *How did you like the activity?*
- *Did you discover anything new about the other people?*
- *Did something surprise you during the activity?*

Notes and suggestions

Variant: In the debriefing, each participant introduces another participant to the whole group.

TOPIC 1

MUTUAL KNOWLEDGE AND GROUP BUILDING

WHY AM I HERE NOW?

Presented by Consilium

Competencies addressed: Self-reflection

Type of activity: Goals setting

Difficulty level: 2

Duration: 30-40 minutes (the bigger the group, the more time is needed)

Setting: No special setting needed

Materials: Pens, A4 papers for everyone. Flipchart with questions written down (picture below).

Preparation

Distribute pen and paper around the group. Participants use their own notebooks.

Implementation

STEP 1: Ask participants to fold the paper in half. Each section of both sides will have a different question to reflect on. Facilitator introduces the questions one by one, allowing for a few minutes' pause in-between. During the pause, participants reflect and write their answers down.

Questions to be asked:

1. **WHY** am I here now? (*What is the reason for me to be here?*)
 2. Why am **I** here now? (*Why me and not somebody else?*)
 3. Why am I **HERE** now? (*Why here? Why this space, course?*)
 4. Why am I here **NOW**? (*Why at this time? Why not earlier/later? What is significant about it?*)
- Words in **bold** indicate the words to be stressed when asking the question.

- Questions in *italic* are to be used as further explanations in case participants didn't understand the focus of the original question.

STEP 2: If time allows, ask participants to share in pairs or in smaller groups.

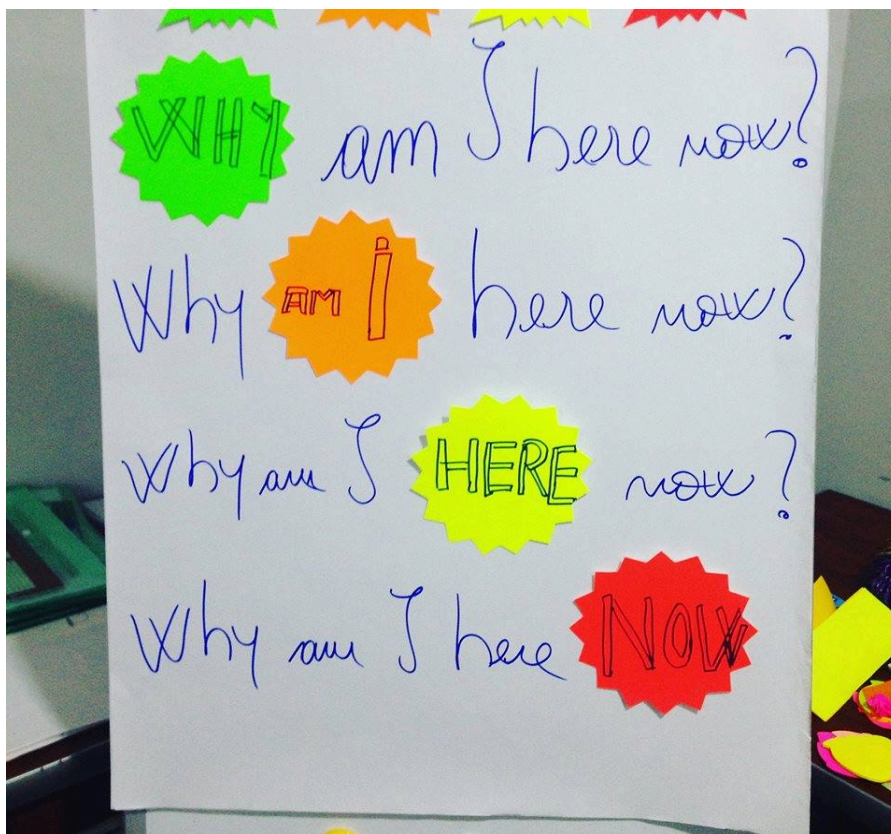
Debriefing

In the whole group share ideas and impressions about the activity, using some simple questions like:

- *How was the task? Easy/difficult?*
- *Do you tend to reflect upon your own needs/goals? How often do you do that?*
- *What have you learnt about other participants?*
- *Have you noticed any similar or strikingly different comments?*

Notes and suggestions

- Allow enough time for the activity. Also, use a visual image of the questions (see picture below+-) in order to make it easier to understand.
- Sharing is not necessary. Do it only if you want to find out about the participant's goals for the workshop. Otherwise these are their own thoughts and material for self-reflection that should be revisited at the end of the course/activity.



TOPIC 2

INTRODUCTION TO COOPERATION AND SHARING

EGG GAME

Presented by Nexes

Competencies addressed: Build fellowship, teamwork, communication and organization

Type of activity: Team building activity

Difficulty level: 1

Duration: 1 hour

Setting: A room and a safe outdoor space

Materials: 6 eggs. Pieces of cloth to blindfold

Preparation

No particular preparation is needed.

Implementation

STEP 1: Starting in the outside space the facilitator presents the game 'Blindly Quest for Eggs', and places all the eggs in different places so the participants can see where the eggs are being left (5 min).

STEP 2: The participants go back to the room and they are told they must collect the eggs but blindfolded and they are given a piece of cloth. They have some time to come up with a plan to collect the eggs within a 15-20-minute period (10 min).

STEP 3: They collect the eggs blindfolded (20 min).

STEP 4: When they are finished, they all sit and they are told to remove the cloth from their eyes. They are asked to say something about their first impressions.

Debriefing

Each participant thinks about the dynamics and says a phrase to summarize how he/she has felt during the exercise.

Several questions are asked for further discussion:

- *Do you think that you have had a leadership role at some point?*
- *Has anything you said somehow changed the process?*
- *Have you felt supported by other participants?*
- *Have you felt responsibility?*
- *And communication? Have you listened to each other?*

Notes and suggestions

Give more or less time depending on the number of participants and allow extra time for further debriefing if required.



TOPIC 2

INTRODUCTION TO COOPERATION AND SHARING

A TORCH LAMP FOR ALL

Presented by Kaléido'Scop

Competencies addressed: Cooperation, Listening, Networking, Interpersonal communication, Negotiation, Teamwork

Type of activity: Simulation game

Difficulty level: 1

Duration: 2 hours

Setting: A room with 4 work stations (tables and chairs), separated from each other so that groups cannot see each other work.

Materials: 5 torches, if possible of different kinds, with batteries, dismantled in little pieces: pieces mixed randomly and gathered in 4 little bags or boxes. Handouts: 1 profile per group (see annexes), tickets of communication as indicated on each profile. Little papers for writing messages (emails).

Preparation

Dismantle the 5 torches in as many pieces as possible (bulb, box, batteries, glass window, etc...), mix all pieces and place them in 4 boxes or bags (one per group). To make it more challenging, you can put for example a lot of bulbs in one, more batteries in the other, 3 different cases in another one, etc...

Prepare the room, so that 4 groups have their work-station (a table and chairs) and with enough separation from each other.

Prepare handouts: one profile per group + tickets of communication + little pieces of paper for emails.

Implementation

STEP 1. Explain to the group they should cooperate, from their separated workstations, in order to reconstruct the 5 torches within a limited time (1 hour). They can organize themselves as they want but the only way to communicate is by using the communication-resources supplied:

- Ticket for a 2min phone call: When a group wants to call another one, they ask the game-facilitator who asks the receiving group if they will take the call or if they are busy (they can refuse the call if they want). If they are OK, the transmitter group pays with 1 ticket and each group sends one person into a corner for the phone call. The 2 people discuss, while back-to-back, for 2 minutes. No exchange of material is possible during the phone call.
- Ticket for a 5 minute meeting: This ticket is like a plane/train ticket, It allows a person from one group to visit another group while transporting material if needed. Beforehand, the group who wants to send a traveller must inform the hosting group and agree on a timing. When both are ready, the traveller pays with 1 ticket, the game-facilitator escorts him/her traveling and controls the 5 minutes timing.
- Ticket for post-delivery: With this ticket, a group can send as much material as they want to another group, through the game-facilitator.
- Emails: unlimited, no need for tickets. An email consists in writing a message to another group, transmitted by the game-facilitator, who can decide to go fast or slow, depending on the internet connection (some groups have better access than others, see profile).

STEP 2: Distribute the handouts first and leave the groups to enter into their roles (5 min.).

STEP 3: Distribute the communication resources and invite the groups to think about a way to organize themselves. (5 min.).

STEP 4: Distribute the boxes with lamp pieces. Start the game and the 1 hour countdown.

STEP 5: After 1 hour, stop the game and start with debriefing.

Debriefing

Start with a round of feelings:

- *How do you feel?*
- *How was it for you?*

Don't allow participants to start analyzing the game at this stage, just feelings.

Proceed with an analysis:

Ask each group if they are happy with the result and why.

Ask each group if they are happy with the process and why.

You may have some guiding questions like:

- *How did you work internally? What kind of leadership, organization, division of tasks did you have? How did you manage the communication?*
- *How did you work externally? How effective was your communication with other groups? Did you observe any differences in ways of working? How did you adapt? Did you observe any sort of leadership between the groups?*

- *How was the cooperation in general? Did you feel a real partnership? Did you notice any competition? Was it a problem for you?*
- *How did you manage between the individual-team and general interests? Could you find yourself conflicted between common goal and personal needs?*

End the debriefing with the generalization:

- *What about the relationship between results and process?*
- *Are you more process-orientated or result-oriented?*
- *What from this game makes you think about SSE?*
- *What would be the main learning points for a Social and Solidarity Economy out this game?*

TOPIC 2

INTRODUCTION TO COOPERATION AND SHARING

WIN AS MUCH AS YOU CAN

Presented by Kaléido'Scop

Competencies addressed: Cooperation, leadership, political, listening, intercultural approach, negotiation, conflict management, democratic decision-making, teamwork

Type of activity: Simulation game

Difficulty level: 2

Duration: 2 hours

Setting: A room with 2 work stations (tables and chairs) separated enough from each other so that groups cannot hear each other. Possible adaptation: 4 working stations for 2 games running in parallel.

Materials: Work stations defined as Group Blue, group Red (and possibly Group 1, Group 2). Paper to write down answers to the questions (10 per group). Instruction leaflet (1 or 2 per group – in Annexes). Flipchart to score and for debriefing.

Preparation

Prepare a scoring table on the flipchart (the same as on the instructions to each group).

Implementation

STEP 1: Divide the group into teams. There should not be more than 6-8 people in each team. There should also be an even number of teams. Two teams will work together (blue and red team, group1 and group2).

STEP 2: The facilitator gives written instruction to all the participants and adds only a few words: *Your task is to win as many points as possible. You can say everything which is on the paper. There will be 10 rounds: The Red group should pick A or B and the Blue group should*

pick X or Y. In round 4, 9 and 10, you will have the possibility of meeting the other group.

STEP 3: After this explanation, the game starts.

If you want to have a better understanding of the group process you should have someone to take notes of what is happening in each group.

As a facilitator, you monitor the time. They hand in the letter to you after every three minutes and you give the result to the other group. They count the scores themselves (the points are on the sheet). You show the place where they should do the negotiation. They select one person from each group and meet.

As a facilitator, you do not interfere in the process. Whatever happens is the only thing that could happen.

You will see what strategy they choose. Is it to compete, to cooperate and try to get as many points as possible as the whole group, blue and red working together, or what?

Debriefing

Start with a round of feelings:

- *How do you feel?*
- *How was it for you?*

Don't allow participants to analyse the game, just feelings

Then go on to analyse the game:

- Ask each group if they are happy with the result and why.
- Ask each group if they are happy with the process and why.
- Ask them what strategy they chose: *Is it to compete, to cooperate and try to get as many points as possible as the whole group, blue and red working together?*

After a set period of time, ask participants (in groups) to reflect and to write down:

- *How do we see the other group?*
- *How do we think the other group sees us?*
- *How do we see ourselves?*

Exchange on mutual representations from one group to another.

End the debriefing with the generalization:

- *What was learnt from this?*
- *What does it tell you about SSE? What can be applied in real life?*
- *What does it tell you about specific and transversal competencies?*

TOPIC 3

COOPERATION IN DAILY LIFE

COOPERATION MAP

Presented by Vedogiovane

Competencies addressed: Collaborative skill, capability to understand the difference between collaboration, competition, individualism

Type of activity: Storytelling activity

Difficulty level: 2

Duration: 1 hour 30 minutes

Setting: It is not necessary to have a big space. The participants should have the chance to sit in couples.

Materials: For each participant: A copy of the "Collaboration Map" (in Annexes); A sheet of paper and a pen

Preparation

If you think it is useful, you can modify some words in the map.

Implementation

STEP 1: Introduce and explain the activity: it allows the participants to reflect about collaboration, competition and individual behaviour in everyday life. The focus are your personal experiences about it.

STEP 2: Give to each participant a copy of the "Collaboration map". The Map represents some ideas about collaboration-competition's topics through geographical places that create a geographical map. When everybody has a copy, invite them to read the words on the map and ask for explanations.

STEP 3: Invite everybody to focus on the last 15/20 days of their life and to think about them as if they were a trip.

Using the Map, every participant try to build the steps of this trip metaphorically. You can suggest some questions:

- *In which territories, have you been?*
- *How often?*
- *In which order?*

Everybody should think about real episodes and experiences. On the sheet of paper everyone describes by him/herself his/her own trip: it is not necessary to explain every step, but they should put a title that explains a little about the episodes described. E.g. "The valley of mutual support" could be reached when the young person has participated in a group study with classmates. (20 min).

STEP 4: When everybody has thought about their own trip, invite them to organize in couples. In couples, they briefly describe to each other their trip.

They both answer the following questions:

- *Which elements about collaboration and competition were in the story?*
- *What caused the participant to act in a collaborative or competitive way?*
- *How did it go?*
- *What were the advantages and disadvantages?*
- *What were the consequences?*

(20 min)

STEP 5: At the end of this part the whole group returns together for the debriefing.

Debriefing

First, ask for comment about the activity:

- *How was the activity?*
- *Was it easy to describe this period of your life as a trip? Have you found it difficult?*


Then, focus on the content analysis:

- *Which of the metaphorical places were more impressive? Why?*
- *Was there someone that you didn't think about?*
- *About the couple sharing: when you were collaborative & when you were competitive or individualistic*
- *What advantages and disadvantages did you see in it?*
- *What were the consequences of collaborative or competitive behavior?*

Notes and suggestions

These are the words you can find on the Map:

- Mutual Support
- Resource Sharing
- Personal Success
- Confrontation between Different Ideas

- 
- Attention to Other People
 - Conflicts to Be Resolved
 - Desire for Victory
 - Anxiety for the Result
 - Originality and Creativity
 - Adhesion and Consensus
 - Help Request
 - Joint Projects

TOPIC 3

COOPERATION IN DAILY LIFE

THE GAME OF LIFE

Presented by Vedogiovane

Competencies addressed: Collaborative skill, capability to understand the difference between collaboration, competition, individualism

Type of activity: Storytelling activity

Difficulty level: 2

Duration: 1 hour 30 minutes

Setting: The group should be divided into 4-5 smaller groups. Each small group needs a table and a chair for each participant. The small groups should stay far away from each other, to not bother the others.

Materials: For each small group: Game board (in Annexes); A white poster; A dice; A placeholder for each player

Preparation

Prepare the game board, which is like the *Game of the Goose*.

The board consists of a track with consecutively numbered spaces. It is possible to print some pictures with numbers. E.g.: on the first sheet of paper there are pictures with numbers from 5 to 8, etc...

Every picture helps to recall experiences that the participants had in the past: collaborative or individualistic/competitive.

Implementation

STEP 1: Divide the participants in small groups of 4-5 people each. Every group plays sit around a table.

STEP 2: Following turns, the players throw the dice. The first player that throw the dice, use the placeholder to move forward the number of boxes the dice shows. The player must tell an event about his/her life, connected with the image in the box the placeholder finished on. The story can be about an experience of collaboration or competition. The story should be very quick; the other players listen and can ask just one question each to better understand it. If a player doesn't want or can't tell a story, he/she will miss one turn.

STEP 3: After every story telling, it will be necessary to write on the white board the following 4 pieces of information: a) name of the player; b) image about he/she talked about; c) title of the story; d) kind of story: collaboration or competition

STEP 4: If a player will find for the second time the same picture they have already talked about, they need to tell a different experience from the first story (if they told a story about collaboration, they could tell a story about competition and vice versa).

STEP 5: The winner is the first past the finish line.

Debriefing

Suggest some questions about the process:

- *First, how do you feel?*
- *Was it difficult telling your experiences?*
- *What was more difficult? To remember, to choose a story, to find the right words...?*

After that, questions about the contents:

- *Did you find similar elements in your stories?*
- *Which elements do you think were typical of collaborative experiences?*
- *And which elements were about competition/individual experiences?*
- *Did you find contents we have talked about in the past days?*

Notes and suggestions

- The facilitator, before the activity, should motivate the participants to tell something significant. To do this, the leader could suggest the small groups should get together with people that want to speak to.
- Telling is not mandatory, but if the participants do, the activity becomes more interesting.
- It is appropriate that the facilitator walks around and encourages participants not to tell stories that are too long.

TOPIC 4

WHAT SSE IS

ABC OF SSE

Presented by Consilium

Competencies addressed: Cooperation, communication, knowledge of basic vocabulary

Type of activity: Introduction to the theme of social entrepreneurship

Difficulty level: 1

Duration: 1 hour 30 minutes

Setting: No special setting needed

Materials: Markers. Flipcharts

Preparation

Write down the letters of the alphabet on several flipcharts (5-6 letters per paper). Distribute the flipcharts around the room.

Implementation

STEP 1: Brainstorming: Ask participants to walk around and write down on the flipcharts the words that come to their minds when thinking of social and solidarity economy (10 min).

STEP 2: When ready, divide the group into 4-6 teams (depending on how many flipcharts were on the walls). Use a creative way for dividing the participants.

STEP 3: Ask each group to sit down together (possibly around the table) and provide them with a flipchart or a few letters with ideas of words written down during brainstorming (flipcharts can be cut up!)

STEP 4: Each of the groups come up with definitions of the vocabulary items given (15-20

mins). Use of internet is encouraged, unless you want the group to think on their own.

STEP 5: Once ready, groups share the words and their definitions.

* If that has not been done before, ask participants to define what social entrepreneurship is, based on the vocabulary shared.

Debriefing

These are some sample questions to ask:

- *Was the task easy/difficult? Why?*
- *Did you know all the words that were shared in brainstorming?*
- *Would you now be able to define SSE much easier knowing so many different words?*

Notes and suggestions

- Facilitators may add words to the alphabet, especially when some crucial vocabulary items are missing.
- Once the workshop is over, put the flipcharts back on the wall so that vocabulary is easily seen (picture below).

TOPIC 4

WHAT SSE IS

ENTREPRENEURIAL SCRABBLE

Presented by Consilium

Competencies addressed: Cooperation, communication

Type of activity: Introduction to the theme of social entrepreneurship

Difficulty level: 1

Duration: 45-50 minutes (the bigger the group, the more time is needed)

Setting: Big room with empty floor

Materials: A4 papers (coloured), cut into little squares, the size of post-it notes (these will become scrabble squares / tiles). Big sheet of paper (e.g. 4 flipcharts put together) to stick the scrabble squares to. Glue-stick for each group.

Preparation

Prepare the big sheet of paper, on which you must spell the word SOCIAL ENTREPRENEURSHIP using coloured post-it notes (see the picture below for reference).

Implementation

STEP 1: Divide participants into 4-5 teams of 3-5 participants in each. Use a creative way for doing that.

Distribute the paper squares (scrabble tiles) (min. 20 pieces per group)

STEP 2: Explain the essence of the exercise: *During the workshop participants will share and learn new vocabulary related to entrepreneurship. This will be done by playing scrabble together.*

Now you can open the big paper with the word SOCIAL ENTREPRENEURSHIP and put it on the floor.

Each of the groups should come up with a list of words that come to their mind when thinking of entrepreneurship. The group needs to be able to define each word.

STEP 3: Allow 10 min for brainstorming and thinking of short definitions. When ready, invite groups one by one to share their words. First, the word is proposed by the group and its definition is given. Next, if the rest of the big group agrees that the vocabulary item is indeed related to entrepreneurship, it is then written down on little papers and glued down, linking to the word entrepreneurship or other vocabulary that is already there. Continue the sharing for a few rounds.

STEP 4: At the very end, ask each group to define what SOCIAL ENTREPRENEURSHIP means, using the vocabulary shared.

Debriefing

Since the whole workshop is based on sharing, separate debriefing may not be necessary. However, it is worth summarising the learning outcomes at the end, by asking participants what they take away from the session.

Notes and suggestions

- Allow enough time for sharing of vocabulary.
- With each word given, it is worth asking the other group if they have the same vocabulary item. If they did, ask for their definition. If it's any different, it's worth having a chat about it.
- At the end of the workshop, place the scrabble sheet on the wall (see picture below) so that participants can keep on referring to the words throughout the next activities. Also, new words can be added in at any time!



TOPIC 4

WHAT SSE IS

SSE DEFINITIONS MATCHING

Presented by Consilium

Competencies addressed: Cooperation, communication, knowledge of basic vocabulary

Type of activity: Introduction to the theme of social entrepreneurship

Difficulty level: 1

Duration: 30-40 minutes (depending on the size of the group)

Setting: No special setting needed

Materials: Masking tape. Vocabulary items and their definitions written down on A5 papers, 2 different colours

Preparation

Prepare the list of words that you would like the participants to get familiar with. Write each main word on A5 paper of the same colour and write down their definitions on A5 papers of another colour.

Implementation

Version 1 (for groups of 14 or bigger)

STEP 1: Ask participants to stand up, formulate a circle and close their eyes. Shuffle the papers prepared beforehand and using the masking tape, place the words and their definitions on participants backs (one paper per person).

STEP 2: Explain the task: without speaking, participants need to match up, forming pairs corresponding to the words and their definitions (picture below).

STEP 3: When the groups is ready, ask everyone to sit down in pairs and review the

vocabulary. In case any mistakes happen, correct these with the group.

STEP 4: When finished, place the vocabulary in a visible spot in the workshop room (picture below).

Version 2 (for smaller groups)

STEP 1: Spread the papers on the floor.

STEP 2: Ask participants to match the words and definitions together. No speaking is allowed.

STEP 3: When the group is ready, review the words and clarify the definitions.

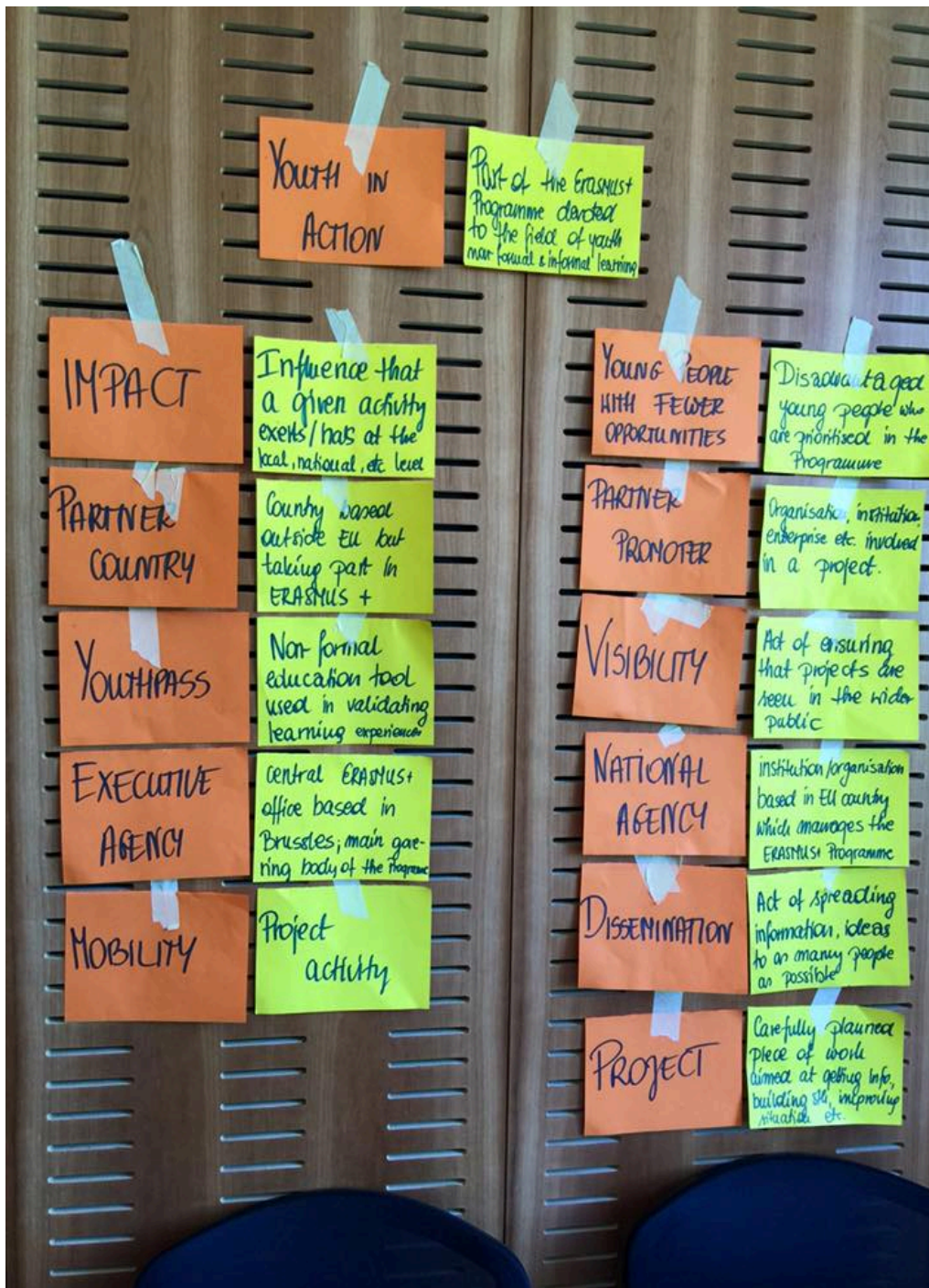
Debriefing

Sample questions to ask:

- *Did you enjoy the activity? Was it easy/difficult?*
- *What was the exercise about (teamwork, cooperation, communication, etc.)?*

Notes and suggestions

- The exercise can be done either before or after familiarising the group with the word 'social entrepreneurship'. If used before, words can be used as a starting point for any later discussion or creating definitions of SSE. If used afterwards, ensure that vocabulary is challenging enough for the group to engage them in a true learning process.
- If doing version 1, ensure that you have enough pairs! In case the number of participants is uneven, invite one of the participants to help you with placing the vocabulary on the backs and later to monitor the exercise ensuring it is done in silence.
- Suggestion of words to be used: <https://myvocabulary.com/word-list/entrepreneurship-vocabulary/>



TOPIC 4

WHAT SSE IS

SSE PREZI

Presented by Nexes and Vedogiovane

Competencies addressed: Cooperation, communication, knowledge of basic vocabulary

Type of activity: Introduction to the theme of social entrepreneurship

Difficulty level: 1

Duration: 1 hour

Setting: No special setting needed. Participants must sit in a semicircle watching a screen

Materials: Prezi - from the project website - <https://isseccommunityworks.eu/resources/>
- Computer and Projector

Preparation

Download the Prezi or make sure to have a good Internet connection

Implementation

STEP 1: Introduce the activity: participants will see a presentation of key-concepts about Social and Solidarity economy. The facilitator will comment briefly on the contents. At any moment participants can ask questions and share their point of view.

STEP 2: The facilitator start the presentation: he/she gives information and asks all participants to share their ideas about the content and to connect them to their own experiences.

STEP 3: At the end of the presentation, participants work in small groups, answering some questions:

- *What was the most interesting section of the presentation?*

- *Is there something new?*
- *How do they feel about the contents? Did they find something interesting?*
- *Would they add something to the presentation?*

STEP 4: Every group share the ideas of participants with other groups.

Debriefing

The facilitator puts a symbolic object in the middle of the room: it represents Social and Solidarity Economy. The facilitator asks each participant to position him/herself physically to represent their position towards the ideas of Social and Solidarity Economy. Everyone can use their body to express their ideas.

After this "physical phase", participants can share their opinions using words.



TOPIC 5

WHAT DO YOU NEED FOR SSE

SKILLS ON THE MARKET

Presented by Consilium

Competencies addressed: Cooperation, communication, self-reflection

Type of activity: Interaction game

Difficulty level: 1

Duration: 45 minutes – 1 hour

Setting: No special setting needed, but you need some space to move around (exercise can be performed indoors or outdoors).

Materials: Post-it notes or small squares of paper in 2 different colours (3 of each colour for each participant). Pen for everyone to write with. 5 candies per participant (or more, please look at Notes). Stopwatch to measure time. Whistle (optional).

Preparation

Have enough materials ready ahead of the game. The proposed activity is aimed at simulating the job market reality and developing better understanding of how easy or difficult it is to 'sell' one's own skills.

Implementation

STEP 1: Distribute 3 post-it notes/papers of each colour to all participants (3 min).

STEP 2: Ask participants to write down:

- Green post-its: Skills that they already have, they are proud of and would like to share with others (one skill on one post-it).
- Yellow post-its: Skills they would like to develop / improve on, etc.

Assign appropriate timing to allow participants enough space for reflection.

If necessary, explain what “skill” is and provide examples (e.g. active listening, communication in a foreign language, skills in creating animated movies, etc). If participants find it difficult to name a skill, ask them to write down something they are really good at.

STEP 3: Distribute 5 candies per person and ask for these to be assigned to the green notes, depending on the value that participants place on a given skill (5 min).

STEP 4: Once ready, explain the process of the exercise to the group: *Imagine that you are on the market! What is a market? What happens there? (Ask participants for feedback). In the next 5 min, your task will be to approach as many people on the market as possible, in order to:*

- *‘Sell’ your skills - try to get the best ‘price’ (number of candies) for these, starting with the value you have already assigned with the candies.*
- *‘Buy’ the skills that you are searching for...*

When on the market participants try to get as many skills and as much money as possible.

When doing so, they need to try and match skills that they wish to develop/improve on (yellow cards) with those being sold on green cards.

Only green cards are being swapped together with candies.

Yellow cards stay with participants and are their ‘guide’ in the market.

Reselling new skills is possible: everything depends on the strategy... if participants thought of any!

STEP 5: When ready, invite participants to stand up and open the market.

Length of time assigned to the market exercise depends on you and on the size of the group. The bigger the group, the more time should be allocated. Try not to be too generous, though. The purpose is to let participants experience the pressure, rather than allow them to sell and buy what they want.

Announce timing left so that pressure builds even further.


Debriefing

Here are a few questions you can ask as part of the debriefing. These are just to initiate the discussion and steer it to the direction you need.

- *How do you feel now (ask everyone around the circle to name their feeling in one word)?*
- *What skills did you trade? Why did you think anybody would buy them?*
- *What skills did you get? Why do you need them?*
- *What was the value you placed on your skills?*
- *Was it easy to set value on the skills?*
- *Did you have any particular strategy in the market?*
→ *If yes, what was it and did it work?*
→ *If no, would having a strategy be useful?*
- *What lessons can we draw from the exercise?*

Notes and suggestions

- Especially if you have a big group, you can distribute more than 5 candies to each



participant. This is to give possibility for exchange with more people. But remember that the activity must be challenging and they should choose what skills are really important to them.

- The tool was particularly designed to kick-off any discussion around the topics of: assessing employability skills, developing entrepreneurial spirit, personal development (here: assessing one's own skills and valuing these), etc.
- Debriefing is the key element here and will allow the discussion to be linked to any follow-up workshop or theme to be discussed. Make sure you allow enough time for participants to share their impressions!
- Finish the workshop with a quote (Richard Bolles in his book *What Colour is Your Parachute*): "Most job-hunters who fail to find their dream job, fail not because they lack information about the job-market, but because they lack information about themselves."

TOPIC 5

WHAT DO YOU NEED FOR SSE

SKILLS ON THE MARKET – EXTENDED VERSION

Presented by Vedogiovane

Competencies addressed: Cooperation, communication, self-reflection

Type of activity: Interaction game

Difficulty level: 1

Duration: 3 hours

Setting: No special setting needed. Some tables and a chair for each participant

Materials: Markers. Blackboard. A sheet "List" (in Annexes): at least one copy for each participant, plus one copy for each group, plus one copy for the facilitator. A sheet (in Annexes) "White Cards": a copy for each group. Every group should have a bundle of 72 cards. A sheet "Grey Cards" (in Annexes): just one copy. A bundle of 72 cards that facilitator keeps in his hands. A sheet "Money" (in Annexes): a copy for each group. We will have 15 cards, making 105 credits for each group.

Preparation

The facilitator must prepare the material.

He cuts the grey card sheets and makes a bundle: the advice is to keep them in an alphabetical order.

About the white cards: the facilitator can cut them and makes a complete bundle for each group (always keeping the alphabetical order), or they can bring scissors for each group and each group can prepare its own bundle.

Implementation

STEP 1: Every participant receives a work sheet "list", with qualities and competences on it, useful for an activity in the SSE field. There are 72 features. For each of them the participant

writes, individually, if in his/her opinion they can be useful in the SSE field. To do it simply they write next to a feature a +, if they think it's useful, a – if they think it's useless, a +/- is it can be useful but not as much as +. Before starting, the features are read loud, to allow the facilitator to explain the meaning of each of them (15 min.).

STEP 2: Ask participants to make groups of 3-4 people. The groups are built based on the similarity of ideas between people, to create homogeneous groups (10 min.).

STEP 3: Every group shares and compares ideas and decides which are the most important qualities to have to design and implement activities in the SSE. After that, every group selects the 10 most important qualities, and ranks them from 1 (the most important) to 10 (the least important) (25 min.).

STEP 4: At this point, start to explain the “market” game. To realize it, it is necessary the following material as written above:

- A bundle of white cards for each group
- A bundle of money for each group
- A bundle of grey cards

A. The purpose (of the group) is to gain the most important qualities they need to design and implement activities in the SSE.

Every group should have at the end at least 7 important qualities (the number can be different, in different groups)

B. Each quality can be owned only by one group.

C. The quality is assigned through the grey cards with the name of the quality on it.

D. At the beginning, only the facilitator owns the grey cards.

E. To get a grey card with a quality on it, the group needs to give to the facilitator all the white cards of that quality. If there will be lots of groups (from 6 above), it is not necessary to have all the white cards of that quality, but just a good number (e.g. 4 cards for 6 groups, 5 cards for 7 groups, etc.).

F. At the beginning each group has a bundle of 72 white cards. To get the cards they want, the groups can exchange with each other white cards: try to sell the cards that affect less and to receive those affecting more.

G. When a group has the right number of white cards of the same quality (see point E), they go to the facilitator who assigns a grey card of that quality and erases it from his list.

H. During the market even money can be used: who will have more money will have more power during the auction that will be done at the end of the market.

I. At the end of the trade (45 minutes, more or less) the auction will begin, as explained below. To obtain a quality through the auction of the qualities, the quality must not have been assigned yet during the market.

Before beginning the market, the groups organize themselves and define their strategy. When the market starts, the participants move around trying to do business (45 min.).

STEP 5: After 45 minutes, the “market game ends and the “auction game” starts. Before starting, the facilitator checks which qualities are already assigned and how much money each group has. The facilitator reads from his list the qualities already assigned and each group

erases them from its list; after that the facilitator writes on the blackboard how much money every group has.

The auction can be organized in two different ways:

I) Each group takes it in turn to say which quality they would like to get. The group that asks for the quality makes an offer (starting from 1 credit). Following the same order the groups decide to raise the offer or pass (groups who decide to pass can no longer bid on that quality). The quality is assigned to the group who makes the best offer and needs to be paid for right away. The cost of the quality is immediately removed from the total of money of the group.

II) Each group takes it in turn to say which quality they would like to gain. The others write their offer on a paper sheet. Everybody gives the sheets to the facilitator, who reads them and gives the quality to whichever group made the higher offer.

The first way (I) is "open", the other way (II) is "secret": the decision about which way to use is decided by the group that asks for the quality.

Groups can only do 2 or 3 auction rounds, not more (45 min.).

STEP 6: Ask each group to write on a A3 sheet the qualities it owns. Every group will explain why those qualities are necessary to do an SSE activity. The explanation should be persuasive, thought of as a job interview or a presentation to investors to sell an idea. For this reason, the group will need some minutes to prepare it (25 min.).

STEP 7: At the end, there will be the announcement of the winners, with the following procedure: each group prepares secretly, on a sheet, the ranking of the other groups. It will put in order the groups from the best one (the one that has the best qualities for them and used the best persuasion to explain its list) to the last one. Obviously, the group that writes the list can't put themselves in the list. No equal merit is allowed. The facilitator collects the lists and writes the results on the board (10 min.).

Debriefing

Ask the participants, in their groups:

- *How was the activity?*
- *What were the difficulties in the different steps to develop the activity?*

After that, analyse more specifically the choosing process during the activity:

- *Which criteria have been used for your decision making?*
- *Did they change during the time? For which reason?*

On a personal level:

- *Which qualities do you think you have?*
- *Which do you want to develop?*
- *Which kind of work would you like to realize?*

TOPIC 6

EMOTIONAL INTELLIGENCE

INTRODUCTION TO EMOTIONAL INTELLIGENCE

Presented by Consilium

Competencies addressed: Listening, teamwork, collaboration

Type of activity: Group work, reflection

Difficulty level: 1

Duration: 1 hour

Setting: No special setting needed.

Materials: Emotional Intelligence Cards (in Annexes). Question cards (in case there are more participants). Masking tape or blue-tack. Flipchart to stick cards on.

Preparation

Ensure that you have the cards cut out in advance. In case there are more participants than cards available, have a few extra questions cards available.

Implementation

STEP 1: Open the workshop with the question: *What makes a person smart?* Write down participants' answers on the flipchart.

STEP 2: Introduce the concepts of IQ (intelligence quotient) and EQ (emotional quotient). Ask if anyone knows the difference between the two. Provide short input at the end, focusing especially on the works of Daniel Goleman in the area of Emotional Intelligence. Mr. Goleman developed the *Emotional Competency Framework* and presented it in his book *Working with Emotional Intelligence*. Before introducing the concrete examples to the group, ask what they think the framework consists of.

STEP 3: Distribute EI Cards (one per participant). In case there are more participants than cards, use the special question cards. Next, invite participants to the activity. Their task is to walk around and have short conversations about the competences they received. Sample questions to reflect on include the following:

- *What is the significance of this competence?*
- *Can you find practical examples of when you used it or saw other using the competence?*
- *How can it be manifested and how it is relevant to the work/life of an entrepreneur?*
- *How to develop it?*
- *Do you have it?*

Participants who received a question card have the chance to ask questions to the partner with a competence card. Otherwise, only exchange of opinions takes place.

STEP 4: Once done with the conversations, ask participants to swap the cards, approach new people in the group and engage in further discussions. Please remind the group that even if they get the same card again, they will most probably talk about it with a different person and hence can find out their opinion, observations, etc.

STEP 5: Call participants back to their places and continue working with the cards. Inform the group about the actual composition of the EI Competency framework, which divides into:

a) Personal Competences

- Self-awareness
- Self-regulation
- Motivation

b) Social Competences

- Empathy
- Social Skills

Together, with all participants, try to place the cards under specific competences. If necessary or beneficial to the learning process, discuss the meaning of a given competence (as stated on the card), and ask for examples of how they meet this competence and at what level.

Debriefing

You can ask some questions to the participants:

- *How did you find the cards exercise?*
- *Was it difficult to find examples of given competences?*
- *What can you learn from the experience?*
- *What is the link between the exercises we did and the topic of entrepreneurship?*
- *What EI competences have you developed with the learning process so far?*
- *Which competences do you lack and how could you learn or develop them further?*

Notes and suggestions

- Allow enough time for the exchange exercise with EI cards. This is by far the most engaging part of the workshop.

- Depending on whether you want to make the final task easier or difficult, leave or take out the colour from cards.

TOPIC 6

EMOTIONAL INTELLIGENCE

STEP INTO THEIR SHOES

Presented by Consilium

Competencies addressed: Listening, empathy

Type of activity: Energizer, outdoor activity (if possible)

Difficulty level: 2

Duration: 1 hour – 1 hour 30 min (depending on the size of the group)

Setting: The proposed activities can be carried out either indoors or outdoors (e.g. in a park). For better outcomes, outdoor setting with uneven terrain may work better.

Materials: Blindfolds, Board/flipchart to record discussion outcomes

Preparation

- If working OUTDOORS: choose the best spot for the activity. It should be rather quiet, away from the street noise. Uneven terrain may be an advantage.
- If working INDOORS: have a few obstacles ready to spread around the training room to make the activity a bit more challenging for the group.

Implementation

STEP 1: Without providing too many explanations, ask participants to get into pairs, choosing partners whom they have preferably not worked or talked to too much before.

STEP 2: When ready, ask one person in the pair to put the blindfold on. The other one's task is to take their colleague for a silent 5 min walk around. Obstacles should not be avoided, though care needs to be given so that nobody gets hurt.

STEP 3: After 5-7 minutes' participants swap places.

STEP 4: Once everyone experienced being in both roles, give a new task. This time, working in the same pairs ask participants to swap shoes (literally!) and invite them for a 15-20 min walk. During the walk, each of the participants talks about a recent difficulty/emotional problem they experienced. (e.g. argument with a friend, criticism received from a supervisor, etc.) Without revealing how and if the issue was solved, participants who listen to their colleague's story try to imagine the situation and either ask guiding questions or suggest solutions.

Debriefing

Once everyone comes back from their walks, initiate sharing of experiences. Sample questions to ask include:

- *How are you feeling right now? Can you name your feeling in one word?*
- *How was the work with your partner? Did you enjoy or did you have any difficulties?*
- *What was the essence of the exercises?*

Remind participants of the 2 stages: first being blindfolded and guided by the partner and then walking in their shoes while listening to their story. Participants will be coming up with a few reasons why they did the task. Write these down on the board.

Once participants come up with suggestions, watch out for the ones related to understanding others and stepping into their world. Should these comments appear, ask participants what they actually mean by these. If participants are off track, stimulate the discussion, ensuring that relevant comments are made at some point. You can also ask questions directly:
What is the significance of you swapping shoes and taking a walk in them?

At some point in the debriefing the word 'empathy' will come out. Once it happens, ask participants to define the word. What does it mean? Next, ask further guiding questions:

- *Why do we need empathy?*
- *What is the link between empathy and entrepreneurship?*
- *What other skills and attitudes are important when working, living or sharing a space with other people?*

Notes and suggestions

- It is important to stress that any information shared during the walk, especially when talking about issues in each other's lives, stays confidential. This is to ensure trust within the group and exercise real empathy.
- Remind the groups that some exercises (e.g. blind walk), should be done in silence. This is to allow for better "feel" of the partner, developing trust and experiencing a lot of mixed emotions.

TOPIC 6

EMOTIONAL INTELLIGENCE

EMPATHY IN 5 STEPS

Presented by Consilium

Competencies addressed: Listening, empathy, observations skills

Type of activity: Group work, self-reflection

Difficulty level: 3

Duration: 1 hour 30 minutes – 2 hours

Setting: Indoor activity with possible observation time outside (preferably in the street)

Materials: Personal Development Plan: Attitude matters – handout (in Annexes). Pictures, video, projector etc. (depending on the practical task used).

Preparation

No special preparations required

Implementation

STEP 1: Start with a warm-up exercise. Ask participants to take their shoes off, put them on a pile. Next, take two random shoes (they don't need to be the same), put them on and have a few minutes' walk around the room. You can either allow for conversations OR ask for silence when walking, but observing emotions, states, other people's behaviours, etc.

STEP 2: After 2-3 minutes' call participants back to the circle and ask about their experience:

- *How was it to walk in somebody else's shoes?*
- *What have you observed about yourself, your feelings and thoughts?*
- *How did the others behave?*

STEP 3: Ask participants if they have ever heard the saying "Walk in somebody else's shoes".

What does it mean? Provide a short background to the saying; you can use the example below to make it interesting for the group.

TIP for FACILITATORS:

'The earliest traces of the enlightening part of the proverb date back to the Cherokee tribe of Native Americans, who said "Don't judge a man until you have walked a mile in his shoes". Nelle Harper Lee, an American authoress, was seemingly inspired by the saying of the Amerindians in her book "To Kill a Mockingbird", where she wrote: "You never really know a man until you understand things from his point of view, until you climb into his skin and walk around in it." (Lee, Harper. To Kill a Mockingbird. J.B. Lippincott & Co., 1960) and thereby brought the saying to a wider public and increased its popularity distinctly.' (SOURCE: <http://www.planetofsuccess.com/blog/2011/developing-empathy-walk-a-mile-in-someone%E2%80%99s-shoes/>)

STEP 4: Ask participants what is the significance of the saying? How does it link to entrepreneurship and working with other people? Ensure that the word 'EMPATHY' comes up in the discussion, unless it has already popped out. Also, inquire what skills are necessary in developing empathy. Write the ideas down on board.

STEP 5: Introduce 5 Skills to Develop Empathy:

- 1) WATCH & LISTEN: *What is the other person saying and what is her/his body language?*
- 2) REMEMBER: *When did you feel the same way?*
- 3) IMAGINE: *Imagine how you might feel in that situation. Validate the wide range of emotions that come up.*
- 4) ASK: *Ask how the person is feeling.*
- 5) SHOW YOU CARE: *Let them know that you care through your words and actions.*

STEP 6: Practical tasks

Version 1

Divide participants into pairs or groups of 3 (whichever works better). Next, ask each of them to go out to the street for 20 minutes and simply observe the people. When doing so, participants need to focus on watching the scenes in the surroundings e.g. people having a social conversation in a cafe, couple having an argument in a park, parent trying to manage the child's naughty behaviour, etc.

Version 2

Show a few emotional, shocking or puzzling pictures (e.g. from a magazine, representing some events in the community, the world, etc.). It's useful to also have some words linked to the images (e.g. an article, a title, etc.) Spread the pictures around the room and invite participants to have a look.

Version 3

Play a short caption from a lesser known movie. Select a scene that is somewhat shocking, confusing, unclear, etc. Start with playing a scene silently, allowing participants time for noticing and sharing observations. Only at the end play the scene again with the sound on.

STEP 7: Whichever version you use, ask participants to work in groups and carry out the following task based on the 5 steps introduced earlier:

- 1) WATCH & LISTEN: *What is happening? How does the person feel? How can you tell? What do their words say? What does their body language say? Does what they say match their body language?*
- 2) REMEMBER: *Have you felt the same way? When did something like this happen to you*
- 3) IMAGINE: *Imagine how you might feel.* Ask groups to brainstorm and write down examples of what it might feel like, and how they might act in a similar situation.
- 4) ASK: Participants to come up with examples of what they could say to someone in a situation observed e.g. *Are you OK? What happened to you? How do you feel? How are you doing?*
- 5) SHOW YOU CARE. Ask participants to think of how they can show someone they care. Answers should be written down in their notepads or on the flipchart provided. Some examples: *Listen with all your attention, spend time with them, stay with them (don't leave). Encourage them, 'Let's get help', How can I help? Do you need a hug? I'm here for you, etc.*

Debriefing

The choice of questions in the debriefing will be dictated by the version of the practical task selected. Nevertheless, it is always good to ask:

- *How did you find the exercise?*
- *How did it make you feel?*
- *What did you realise about yourself or others?*
- *What can you learn from the experience?*
- *What is the link between the exercises we did and the topic of entrepreneurship?*
- *Why is it important to talk about emotions when learning about entrepreneurship?*

Action time! Hand OUT "Personal Development Plan: Attitude matters". Ask participants to fill it in and act upon it. Ideas written down can be shared and personal progress in accomplishing actions can be checked during the follow-up meetings or successive workshops.

Notes and suggestions

- Before doing the warm-up exercise, ask if anyone has ever worn other people's shoes and if they mind when others put their shoes on. Some people may have problems with that!
- Decide on the practical task in advance. This will help you to prepare all resources and space in time.

TOPIC 7

LEADERSHIP

CLAP YOUR HANDS

Presented by Citizens in Action

Competencies addressed: Leadership

Type of activity: Interaction game, introduction to the theme

Difficulty level: 1

Duration: 30 minutes

Setting: Participants must sit in a circle for the exercise

Materials: Flipchart. Marker.

Preparation

No special preparations required

Implementation

STEP 1: Explain to participants that they must close their eyes and clap their hands according to the rhythm each person chooses. They must keep eyes closed and cannot talk.

STEP 2: When all the group is silent and with the eyes closed, give them the start. The group might start clapping with the same rhythm at a certain point, but some natural leader might come up with a different rhythm, some will follow, some others will insist on same rhythm, and different "competing" rhythms might come up. Observe what happens and after the situation has changed a few times or has got to a stable point, ask participants to stop and then open their eyes. The implementation might take from 1 to 3 minutes, depending on the reaction of the group.

Debriefing

The group stays sitting in the same circle. The facilitator enters the circle. Ask the following questions, anyone is free to answer or not:

- *How did you feel during the exercise?*
- *Did your feelings change, and how?*
- *What happened during the exercise?*
- *Can you describe what happened in the group, what was the process? (encourage different versions and perspectives to emerge)*

You can use more specific questions to stimulate reflection on leadership in a group, depending on what happened:

- *Why did the group, or part of it, start clapping at the same rhythm?*
- *Why did everyone, or part of you, follow? Why not?*
- *Was there one leader only, or more? And was this good or bad, confusing or enriching? Why?*
- *What was your role in the group during the exercise? (just following the others, wanting to lead, just wanted to bring some mess, wanted to support the one close to me...)*
- *Why do you think leaders come out in a group? Is it always necessary? Is it always good, or always bad?*

TOPIC 7

LEADERSHIP

LEADERSHIP ON THE SCREEN

Presented by Citizens in Action and Vedogiovane

Competencies addressed: Leadership

Type of activity: Introduction to the theme

Difficulty level: 2

Duration: 1 hour – 1 hour 30 min

Setting: Participants must sit in a semicircle watching a screen

Materials: Projector and speakers. Flipchart and marker. Movie clips (in Annexes). Summary of Goleman's leadership styles (in Annexes).

Preparation

Select the movie clips you want to show (See list of suggestions in Annexes).

Analyse carefully the clips to identify the leadership behaviours' and how they are implemented by the protagonists.

Prepare the laptop with the movie clips connected to the projector and speakers.

Implementation

STEP 1: Introduce the theme and the activity: you'll see some film clips that show some leaders at work. Ask participants not to comment on the movies while they are watching them, but to focus on the leader's actions and the reactions of the other characters.

STEP 2: Start with the first movie clip. To improve understanding of the clip, say a few words of introduction to the film, without going into details. If they wish, participants can make some notes.

STEP 3: After watching the clip, question the participants:

- *What actions do you remember from the leader? Can you try to put them in order? (You can write actions on the board).*
- *What are the consequences of the leader's actions? Why?*
- *Why did the leader decide to act in this way? Could he have acted differently? What would have happened?*
- *What suggestions do you take from this type of leadership? (Write a summary of suggestions on the board).*

STEP 4: Proceed with another clip: you can use the same questions as in step 3 and add a comparison of the different styles. You can also investigate some of the aspects which were analysed in the previous clip. After watching a few clips, go to the debriefing.

Debriefing

Distribute to each participant a copy of the table with the leadership styles of Daniel Goleman. Ask everyone to think back to the clips they have seen and to identify the styles that best describe each of the leaders shown in the movies (a single leader can use more than one style).

After the participants to complete the table: to try to identify, for each style of leadership, "when to use" and "weaknesses" and write them down, first individually and then all together.

TOPIC 7

LEADERSHIP

WHAT LEADER ARE YOU?

Presented by Vedogiovane

Competencies addressed: Leadership

Type of activity: Self-reflection and decision making

Difficulty level: 3

Duration: 30-45 minutes (it depends on the size of the group)

Setting: Participants must sit in a circle for the exercise

Materials: Sheets of paper. Pens/pencils. A copy with the description of archetypes of leadership for each participant (in Annexes).

Preparation

No special preparations needed.

Implementation

STEP 1: Introduce the activity with some reflections about leadership. You can use some phrases from an interview to Manfred Kets De Vries (professor of leadership development and organizational change at INSEAD):

"Most of us have recognized by now that successful organizations are the product of distributive, collective, and complementary leadership. The first step in putting together such a team is to identify each member of the team's personality makeup and leadership style, so that strengths and competences can be matched to particular roles and challenges. Employers typically see a number of recurring behavioural patterns that influence an individual's effectiveness within an organisation. I think of these patterns as leadership 'archetypes', reflecting the various roles executives can play in organisations. It is a lack of fit between a leader's archetype and the context in which he or she operates [that] is a main cause of team

and organizational dysfunctionality and executive failure.”

STEP 2: After this brief introduction, give to each participant a copy of the “Archetypes of leadership” made by Kets De Vries. Read the list of archetypes together and check if they are all clear.

STEP 3: Give a sheet of paper to each participant and describe the task: *“Imagine that we are all a mixture of different archetypes. What archetype are you? Reflect on yourself and on your way to stay in groups in which you participate. What archetypes better describe your style? You can choose three of them from the list I gave you. And you can define the percentage of each archetype, as in a cocktail. For example: 50% strategy, 30% change-catalyst, 20% transactor. On your sheet write your name, the three archetypes that you selected and their percentages, but do not let others know what you are writing”.*

All participants do the task and deliver to the facilitator their sheets closed, so they cannot be read.

STEP 4: Randomly choose one sheet, open it and read the writer's name. Then ask to the participants to think about her/him and to say what are the archetypes that define her/him in the best way. Collect proposals from all participants, do vote (show of hands) to see what the majority thinks. Only after collecting the opinions, communicate what is written on the sheet. Try to engage participants also encouraging those who know the person better to express their ideas. Challenge participants and the activity will be quite funny!

Debriefing

First, ask participants if they found it difficult to choose the archetypes and why.

Then, analyse feedback from/to others:

- *After hearing the opinion of others, would you change anything about what you have written?*
- *What archetypes written by others have surprised you? Why?*
- *Would you like to change in some way your own leadership style? What archetypes would increase? Or would you like to develop some completely new?*

Notes and suggestions

You can ask some questions from the debriefing as soon as you read a persons sheet, so as not to have to rely too much on memory.

TOPIC 8

WORKING IN A GROUP

BUILDING THE TRAINLINE

Presented by Consilium

Competencies addressed: Cooperation, communication, leadership

Type of activity: Interaction game

Difficulty level: 1

Duration: 1 hour 30 minutes

Setting: 3 separate rooms or 1 bigger room with 3 separate spaces for groups

Materials: Clay (big chunks, min. 1 per group). Foil or big/long piece of cardboard to place the train on. 1 ruler. A few pieces of paper. Pencils. Blindfold. Timer.

Envelopes with roles inside: number of roles depends on the number of actual participants in each group; representatives already have their roles assigned and are not affected.

These are examples of roles: Worker – you can touch all the materials; Worker – you cannot speak; Worker – you are blindfolded; Worker – you can only use YES and NO when communicating throughout the exercise; Group representative: you cannot touch the structure!

Preparation

Prepare the rooms or room (depends on what is available). Leave necessary resources for each group. Ensure that each group gets the clay, yet everyone receives also random resources. E.g. only one group receives a ruler, only 2 receive paper and pencil (for sketching, etc.).

Implementation

STEP 1: Divide participants into 2 or 3 groups - the choice depends on how big the group is.

STEP 2: Ask each of the groups to go to a separate space, familiarise themselves with the

resources and select the speaker for the group. At this stage, nobody knows yet what the task is. (5 min.)

STEP 3: Call the meeting of the group representatives in a space which is separate to any group e.g. corridor.

Explain the task:

Your task is to build a rail track with 3 main elements:

- *Train engine with 3 wagons*
- *3 m long rail track*
- *2 tunnels.*

You have 40 min to accomplish the task. Each of the groups will be responsible for building one element. The groups will work separately and can communicate with one another either through the representatives' meeting or letters.

Maximum 2 meetings can take place. Each group can call for a meeting by directly requesting it from the facilitator.

If the group wants to, the representative can be changed during the game.

Regarding letters, you can exchange as many as you want to. These should be handed over to the facilitator and letters will be posted to relevant groups.

Once the explanation is given, extra time is allowed for questions and clarifications. At the end, representatives select the element to be built (these are written down on papers and placed in a hat). Also, envelopes with corresponding roles within the groups are given out.

STEP 4: Representatives go back to their groups and explain the task. No handouts are provided so they pass forward whatever they heard. Roles are distributed and participants get set.

STEP 5: When everyone is ready, building of the train line starts. Give everyone the signal and ...GO!

Each group works separately. At the beginning no agreements are set so groups may call for the first meeting fairly soon. If that happens, ensure the meeting is not more than 5 minutes long. If groups want to exchange messages, allow for as many as they want. Keep in mind that not all groups will have pen and paper! They will need to find a different way of responding e.g. drawing with clay on paper. Creativity is encouraged. The use of phones (also for photos) is strictly forbidden.

Monitor the time. Occasionally announce how much time is left till the end (40 min.).

STEP 6: Groups bring their elements together and assemble the train line. If everything was done correctly the train and wagons sit perfectly well onto the track and can go under the tunnel without getting stuck or splitting. After putting the pieces together and testing, proceed with the debriefing. (10 min.).

Debriefing

The exercise seems easy, yet when roles with extra tasks are assigned, things get complicated. Debriefing allows to talk things through and to see where the main challenges were. Questions asked will depend on the group and the final outcome.

Sample questions:

- *In 3 words describe how you feel now (ask each participant)*
- *What was the process like? (Go through each stage and ask groups what they did)*
- *What do you think about cooperation in your own group?*
- *Are you satisfied with the final result of the whole group?*
- *What went wrong (anything)? How would you improve on it if you were to do it again?*
- *How did you manage to communicate with the other groups if you did not have pen and paper available?*
- *Were the meetings of group reps enough?*
- *Has any of the groups changed the representative? Why yes/no?*
- *What was the role of the representative?*
- *Was there a main leader of the whole task?*
- *What were the qualities in the leader(s)?*
- *What lessons can we learn from the exercise?*

Notes and suggestions

If the group is playful, the exercise may take longer. Hence, adjust the time for the task to the group (you will have known participants a bit better by then). Do not allow too much time, though, as the groups need to be kept under pressure.

TOPIC 8

WORKING IN A GROUP

BUILDING AN OBJECT

Presented by Vedogiovane

Competencies addressed: Cooperation, communication, leadership, decision-making

Type of activity: Interaction game

Difficulty level: 2

Duration: 2 hours

Setting: It is necessary to have quite a big space. In this way, the participants can start working individually and then in small groups of 5-6 people.

Materials: A lot of material to build objects: scissors, glue, tape, paper, cardboard, fabric, wool filaments, straw, paper box, crepe paper, markers, pencils, eraser, glasses, dishes, etc... Sheet of paper with roles to facilitate the groupwork (in Annexes).

Preparation

The materials are organized so that participants can get them easily.

Implementation

STEP 1: Introduce the activity: in the first part ask each participant to think about the group and about the path, the way, it has developed up to this moment. Everyone (individually) uses the material to build a symbolic representation of the whole group. (20 minutes).

STEP 2: Everybody shows their object: they can only say its title. After the objects have been presented, they will be put where everybody can see them. But without comment.

STEP 3: Ask the participants to create small groups of 5-6 people. Each small group must realize a new representation of the group. The group can decide to use everything or just a

part of the objects made by the individual participants in the group or they can do something completely new.

The participants are invited to think about what they want to realise (how they think the group should be represented) before they start to build it.

The facilitator, before starting this phase, shows the participants a short list (see resources section) with roles helping to manage the work group: the participants are invited to select the best roles for them and to act them out during the activity (40 minutes).

STEP 4: At the end of the activity, each group shows its own product and answers the questions from the participants and the facilitator to clarify the work.

Debriefing

Firstly, ask what the groups think about the products:

- *Are you satisfied with your product?*
- *Does it reflect your group's ideas?*

Then talk about the work process:

- *Which work phases were there (decisions, attempt to realize it, job sharing, etc...)?*
- *How was the transition from the individual products to the group product?*
- *How did the group members get involved in the work?*

At the end, the last stage, about the roles:

- *What roles did you choose?*
- *Did you really use them? How?*
- *Did they have an effect, positive or negative?*

TOPIC 8

WORKING IN A GROUP

A DIFFICULT DECISION

Presented by Vedogiovane

Competencies addressed: Emotional competence, decision-making

Type of activity: Decision exercise

Difficulty level: 3

Duration: 1 hour 30 minutes

Setting: No particular space needed. Participants must sit in a circle.

Materials: A copy of the story for each participant: plot characters' list (in resources). A board to help the decision-making process. Emotion word list – (<https://myvocabulary.com/word-list/emotions-feelings-mood-vocabulary/>) or use Emoticons - whatever is appropriate to the group.

Preparation

No special preparation needed

Implementation

STEP 1: Introduce the activity: the participants, in groups, must make a shared decision within a defined time.

To help the group, there will be a leader that will lead the meeting. The leader will be helped by two helpers: the helpers will observe the groups, without participating: every 10 minutes, they can talk with the leader to give them advice about how to proceed, thinking about what they saw.

STEP 2: Give to each participant 2 sheets: 1) one with the description of the situation the group is facing and must make a decision about; 2) the other that shows common emotions. The participants read both sheets and can ask for more clarification (if needed).

STEP 3: Individually, every participant makes their own decisions about the situation described on the sheet. They must write down their own ranking (please, look at the sheets with descriptions and everything will be clear!). The leader and his helpers don't define their ranking, but prepare the direction of the task the group will develop in the next step.

STEP 4. When the meeting starts: the group has 30 minutes to create a shared ranking. The leader can participate when and how he wants. His helpers can't talk, but also using the emotion word list as examples, can observe participants' emotions/attitudes and how they change during the discussion.

STEP 5. After 10 minutes, there is a 5 minute timeout, that allows the leader to talk with his helpers.

During the timeout, every participant is invited to go through the emotions he/she felt and to think about other participants' emotions.

STEP 6. The discussion starts again for another 10 minutes and step 5 is repeated.

STEP 7. When the time runs out, the leader gives the decision of the group.

Debriefing

First, invite all the participants to think again about the activities done, from a personal point of view:

- *Which emotions did you feel? What were the causes?*
- *Which emotions do you recognize in other participants?*

The participants, all together, review the evolution of the discussion. The facilitator summarizes on the board the main steps, and ask the participants about the main emotions felt by them in each step.

At this point the leader and their helpers can speak:

- *What about the debriefing of the discussion made by participants? Do you agree with them? Did something surprise you?*
- *What about your choices in leading the group? What results did they produce?*
- *How did you use the timeouts with the helper?*

At the end, the trainer proposes a summary about the work done, underlines the influence between the evolution of the discussion in the group, the emotions of the participants and the leadership.

Notes and suggestions

- To give more possibilities to the facilitator, we propose 2 different situations (The Space Shuttle and Ann and Bernard): the facilitator can decide which one he wants to use.
- The use of the emotion word list could help the participants to focus on the emotional level and how the emotions evolve during the meeting: instead of the word list you could use emoticons or sheets with some evocative pictures (paintings, pictures, etc.). In this last case, allow more time to participants so they can understand them.

- A variant in the realization of the activity: after each timeout, the leader changes, to allow the helpers to manage the role and focus more on the role than the personal style acting it.

TOPIC 9

NEW IDEAS FOR SSE

INTRODUCTION TO CANVAS

Presented by Vedogiovane

Competencies addressed: Entrepreneurial

Type of activity: Tool presentation

Difficulty level: 1

Duration: 2 hours

Setting: No particular setting. The activity just needs a space big enough to split in different groups or more than one room.

Materials: For each participant, a copy of MySBM (My Social Business Model) Canvas by Frank Escoubès and François Burra (In resources).

Preparation

Present some SSE experiences, possibly developed locally.

It is important that the experiences can be presented and analysed by the participants. To do this we consider these possible ways (put in order of interest, from major to minor):

- 1) The presence of the organizations during the session.
- 2) Telephone contact/skype with a representative during the session.
- 3) Pre-interview via email made by the facilitator: it's possible to present to the participants the collected answers.
- 4) Materials (website, brochures, etc...) that describe in a detailed way the experiences.

Implementation

STEP 1: Introduce briefly this phase: the participants will go through the construction of the idea of a SSE project.

Every participant receives a copy of MySBM Canvas (In resources): They read it and ask

questions about the contents, if something is not clear.

STEP 2: Introduce the SSE experiences to the participants (by the presence of a representative or by phone/skype, or using written materials, etc. See above). According to the interests of the participants, divide the big group into smaller groups: each of them will study one of the participating experiences.

STEP 3: The smaller groups use the information related to their chosen SSE experience (in whatever form it takes) to fill in the MySBM Canvas

STEP 4: When participants have completed this phase of collecting information, they make new groups, mixing the previous.

The members of the new groups should analyze these new experiences (it's not necessary to present every experience in every group).

The participants follow this scheme:

- They present what is interesting for them of what they heard and what they would like to "copy".
- They share what they found useful, easy and difficult in filling in the MySBC Canvas.
- A spokesman takes note of the most relevant elements, that they are going to share in the whole group.

Debriefing

The groups meet up again.

The spokesmen present the reflections developed in the small groups.

The facilitator reviews the most important elements of the discussion on two different boards:

- a) "ADVICE FOR A GOOD SSE PROJECT"
- b) "SUGGESTIONS TO USE CANVAS"

TOPIC 9

NEW IDEAS FOR SSE

FINDING NEW IDEAS

Presented by Vedogiovane

Competencies addressed: Entrepreneurial, project design

Type of activity: Problem Solving, Brainstorming, 'Open Space Technology'

Difficulty level: 2

Duration: 1 hour 30 minutes – 2 hours

Setting: No particular setting. The activity just needs a space big enough to split in different groups or more than one room. Every group should sit down around a table.

Materials: Posters. Markers. Newspapers, magazines, laptop, etc...

Preparation

The activity can be introduced at least a day before realizing it.

The purpose is to find out problems and social needs that could be addressed by the realization of an SSE project.

To find out the issues, participants can think about daily situations and people they meet every day, news they have read in newspapers, television, web...

Participants can start thinking about the issues and to identify the problems they might face.

Implementation

STEP 1: Invite participants to spend a few minutes thinking about problems that they face every day and/or they hear about from other people, (also) on a local level. To help them, they can use newspapers (hard copies and online).

STEP 2: Propose a brainstorming to identify the problems and needs that young people would like to face up to, starting on a local level. In this brainstorming phase, the participants

shouldn't make comments about their ideas.

STEP 3: Starting from the list of issues and needs made in the brainstorming, participants decide which ones they want to consider in more detail. They can do this by proposing them and adding some reasons or, in a more structured way, say personally why they want to discuss a particular issue or need, basing on specific interests and feasibility.

STEP 4: Every issue or need to discuss is written on a different poster. The poster is divided in 3 different areas: 1) Causes/connected problems; 2) Stakeholders; 3) Operative propositions. We use the method "Open Space Technology": for each problem, there is a table with the poster in the middle and some markers. Participants go around the tables, read the problems and depending on their ideas, fill in the first two areas: Causes/connected problems; Stakeholders.

Participants can write on every poster, but they are not forced to do it.

STEP 5: The facilitator proposes an example, based on one of the experiences faced in the previous activity, to identify business ideas starting from the analysis of the problems and the stakeholders. After the example, participants work to identify ideas to face problems found, using "Open Space Technology": they walk around the tables, read what has been written (problems and stakeholders), talk with other people at the same table and write down some proposals / ideas to fix the problem.

Debriefing

First of all, recap each step of the work done and ask what difficulties participants faced during the realization of the activity:

- Identifying problems
- Analysing causes/problems connected
- Recognizing stakeholders
- Imagining solutions

Then ask participants if they found new ideas, they didn't think about before the activity and/or by themselves.

Finally, ask each of them to say their preferences about the issues and needs they would like to face in the organization of the business idea.

Notes and suggestions

It is very important that the facilitator shows, starting from the examples, that solutions can arise from a new combination of elements. For this it is useful to analyse the problem carefully and creatively.

Open Space Technology - <http://openspaceworld.org/wp2/explore/open-space-key-concepts/>
What do you really want to do? + Why don't you take care of it?

TOPIC 10

SSE PROJECTS

DEVELOPING IDEAS

Presented by Vedogiovane

Competencies addressed: Entrepreneurial, project design

Type of activity: Project planning

Difficulty level: 3

Duration: 2 hours

Setting: No particular setting. The activity just needs a space big enough to split into different groups or more than one room.

Materials: Posters with analysed problems from the group (from Topic 9 – ‘New Ideas For SSE’). Empty Copies of MySMB Canvas. Tablet/Laptop with internet connection.

Preparation


Prepare a summary of the previous two activities (Topic 9 activities - *Introduction to Canvas* and *Finding New Ideas*): it will be useful as an introduction of this activity.

Implementation

STEP 1: Summarize the results of the last two activities (*Introduction to Canvas* and *Finding New Ideas*). Focus on the presentation of the problems selected by the group during the previous activity as topics to face during the conception of the SSE projects. According to the interest in these problems, create some planning teams of 3-6 people. Every team will develop a project about a specific problem. (10 min.).

STEP 2: Every planning team receives the poster with the ideas related to the issue or need identified and produced during the activity *Finding New Ideas*.

Every planning team makes an analysis of and comments on the ideas, identifying the most



interesting and doable. (20 min.).

STEP 3: Every planning team can use a tablet or a laptop with internet connection searching for examples of projects that face the same issues that it's facing. Every team examines the experiences found using the scheme of MySBM Canvas to collect the most promising ideas (45 min.).

STEP 4. With all the collected ideas, every planning team completes boxes number 1 and number 2 of their MySBM Canvas and prepares a short presentation of the project idea (30 min.).

Debriefing

Realize a quick debriefing to monitor how the work is going, ask each team:

- *At what point, have you arrived at with the task? How satisfied are you?*
- *Have you found any good ideas and suggestions thanks to the internet?*

At the end asks the participants to present a brief summary of their projects ideas.

TOPIC 10

SSE PROJECTS

BECOMING EXPERTS

Presented by Vedogiovane

Competencies addressed: Entrepreneurial, project design

Type of activity: Project planning

Difficulty level: 3

Duration: 2 hours

Setting: No particular setting. The activity just needs a space big enough to split in different groups or more than one room.

Materials: MySMB Canvas filled in with “good practice” (from 9-Introduction to Canvas). At least 3 copies of MySMB Canvas of “good practice” for every planning team. MySMB Canvas filled in by the planning teams. Empty copies of MySMB Canvas.

Preparation

Planning teams read again their MySMB Canvas.

Implementation

STEP 1: Inside the planning team, the roles of experts are assigned. Every participant must have a role of expert. More than one in the same group can have the same role. The roles are: 1) HUMAN RESOURCES EXPERT: they take care of the competences and the organization needed to develop the idea (box 3 and 5 of MySBM Canvas). 2) SOCIAL EXPERT: they take care of the social impact of the proposal, of the presentation and extension (box 3, 7 and 8 of MySBM Canvas). 3) ECONOMICAL EXPERT: they take care of the costs, money sources and the project sustainability (box 4 and 6 of MySBM Canvas).

Every expert reads again the MySMB Canvas about “good practice” and pay particular attention to their competence boxes. They also look for solutions that could be used in the definition of

their specific team project. (20 min.)

STEP 2: Using the roles, participants continue filling in their MySBM Canvas. Every expert is responsible to fill in their competence boxes: not just from their own ideas but also with the help of the other team members, and using all the results of their own reflection (40 min.).

STEP 3. Make three different groups of experts: all the human resources experts from the different teams meet; all the social experts from the different teams meet; all the economic experts do the same thing.

Inside the expert groups, each of them presents the idea they are working on with their own planning team, with particular attention on their own expert areas. The others in the group should: 1) Analyze the idea; 2) Consider the problems highlighted; 3) Find solutions. To help they can use the MySBM Canvas good practice, elaborated in *9-Introduction to Canvas*. (40 min.).

STEP 4. Back again in Planning team. Every expert shares with the team comments and suggestions from the other experts. Together, they modify the MySBM Canvas (20 min.).

Debriefing

Realize a quick debriefing to monitor how the work is going, ask each team:

- *At what point, have you arrived at with the task? How satisfied are you? Which aspects did you find most difficult to develop?*
- *Did you receive from the other expert's useful suggestions to develop your ideas?*

Starting from the feedback received, write on a MySBM Canvas the most useful advice. Give a copy to each participant.

TOPIC 10

SSE PROJECTS

SOCIAL SHARK TANK

Presented by Vedogiovane

Competencies addressed: Entrepreneurial, communication

Type of activity: Planning and simulation

Difficulty level: 2

Duration: 2 hours

Setting: No particular setting. The activity just needs a space big enough to split in different groups or more than one room.

Materials: MySMB Canvas filled in by the planning teams. Posters and markers. Tablet/Laptop with internet connection. Projector.

Preparation

Participants should take with them all the useful materials that could be necessary to effectively present their project idea.

Implementation

STEP 1: Introduce the activity: The planning teams can use paper and virtual tools (internet, tablet, projector, etc...) to prepare a presentation of their SSE entrepreneurial ideas. The presentation could last up to 7 minutes' maximum. (5 min.)

STEP 2: The planning teams prepare the presentation of their ideas: they will have to be efficient to convince potential investors to participate to their entrepreneurial idea. The preparation lasts 60 min.

STEP 3: At this point we can have two alternatives. The common element is that each team

presents its ideas to the potential investors. The alternatives concern who the investors are:
POSSIBILITY I: 5 local experts from the Social Economy World.

POSSIBILITY II: The planning teams, not involved in the presentation of their ideas.

In both scenarios, every investor (adult experts or the other teams) has a fixed amount of money in which to invest. They can decide to invest all on the same project or can vary the amount between projects.

Proceed in this way: the first team presents their proposition in 7 minutes; the investors can ask questions to better understand the idea (5 min.).

Only after they have listened all the proposals, can the investors decide how much money want to invest in each proposal.

The investors are not obligated to invest all their money or to give money to all the projects. If the investors are the other teams, they cannot invest in their own project.

STEP 4: The investors communicate how much they decided to invest in each project and explain what motivated / influenced their decisions.

Debriefing

Start from the investors evaluation of the projects: every team gives its opinion about this feedback.

- *Did you expect that feedback? Are they clear?*
- *Do you agree with the weakness and strength points?*
- *How can you improve your projects ideas?*

About the whole experience: go through every step of the activity and ask:

- *What was the most difficult aspect of these projects?*
- *What would you have done differently?*

At the end, a connection with real life. Ask each participant:

- *What do you need to develop an innovative a project?*
- *Can you find the 3 most important elements and the 3 least important? Can you find 3 things that you could easily achieve and 3 things that would be difficult?*

Notes and suggestions

You can give investors the criteria for choosing the projects, such as: 1) clarity; 2) sustainability 3) social impact; 4) management.

TOPIC 10

SSE PROJECTS

SSE VIDEOGAME

Presented by Nexes

Competencies addressed: Analysis of the situation, information and results. Planning and decision-making

Type of activity: Strategic simulation video game

Difficulty level: 3

Duration: 1 hour 30 minutes

Setting: A room with a computer for each participant or for each pair of participants. They also need to watch a screen.

Materials: PowerPoint with the presentation and instructions of the game (you are supposed to prepare it). Computers with Internet connection (1 for each participant or for each pair). Printer to print the results sheets.

Preparation

Prepare a presentation with the tutorial of the game.

Prepare the projector to show the tutorial and organise the room in such a way that all participants can sit in front of a computer.

Check that all the computers work and that the game is running properly.

Depending on the number of participants and the quantity of available computers, the participants can either play alone or in pairs.

Implementation

STEP 1: Welcome the participants, present the objectives and methodology of the session with the help of the PowerPoint and allow time for Q&A (5 min.).

STEP 2: Explain the functioning of the game with the help of the PowerPoint tutorial (10 min.).

STEP 3: Time to play the game. Each participant is invited to access the webpage and play a round.

www.issegame.eu

If they want to and have time, they can play a second time to improve the decision-making errors they committed in the first round (60 min.).

STEP 4: Each participant downloads and prints their results sheet (the game has an automatic option to do so) and everyone collectively shares all the decisions they made in each round of the game (15 min.).

Debriefing

To understand the impressions, thoughts and impact the game had on the participants, we will ask the following questions to the group:

- *What new knowledge, thought process or reflection did you gain or experience during the game?*
- *What did you think of the game? What would you highlight?*
- *How would you improve the game as well as the session?*

Notes and suggestions

It is important to offer help during the game playing time to answer any doubts that the participants have and explain the context of the decisions that should be taken in accordance with the design and purpose of the game.

TOPIC 11

FINAL EVALUATION

DICE EVALUATION

Presented by Consilium

Competencies addressed: Public speaking, presentation skills, self-reflection

Type of activity: Evaluation

Difficulty level: 1

Duration: 20-30 minutes (the bigger the group, the more time is needed)

Setting: No special setting needed

Materials: Inflatable dice. 6 papers with questions/statements to finish.

Preparation

Ask participants to form a circle and sit down together

Implementation

STEP 1: Explain what the task is:

In a moment, everyone will have the chance to evaluate the learning process that happened during the week/day (adapt it!). This will be done with the dice. Each participant, one by one, will be asked to toss the dice and depending on the number selected, asked to respond to the question or finish the statement.

STEP 2: Read out questions/statements:

1. *I liked the most...*
2. *I learnt...*
3. *If I could change/improve something, I would...*
4. *When I get back home...*
5. *I'd like to say....*

6. *TRY AGAIN!* (bonus round)

(Statements should be adapted to the needs of the group).

Debriefing

This is an evaluation exercise and it may not need debriefing. However, extra guiding questions may be useful. Therefore, pay attention to what is being shared and ask for further clarification, encourage participants to think positive. In case their feedback is slightly negative, invite them to think of improvements.

Notes and suggestions

- Some participants, have a tendency to speak a lot! There may be a need to put a time limit of max. 1 min.
- If the group is not very chatty, let them say as much as they want to.

TOPIC 11

FINAL EVALUATION

DIXIT EVALUATION

Presented by Consilium

Competencies addressed: Public speaking, presentation skills, self-reflection

Type of activity: Evaluation

Difficulty level: 2

Duration: 20-30 minutes (the bigger the group, the more time is needed)

Setting: No special setting needed

Materials: DIXIT cards

Preparation

Spread the cards on the floor or table.

Implementation

STEP 1: Invite participants to have a look through the different pictures on the cards and ask them to select 1-2 cards that best describe their feelings at the end of the workshop.

STEP 2: When ready, sharing starts. One by one, participants present their cards by briefly describing what's on them and explaining why they have selected it.

Debriefing

This is an evaluation exercise and it may not need debriefing. However, extra guiding questions may be useful. Therefore, pay attention to what is being shared and ask for further clarification, encourage participants to think positive. In case their feedback is slightly negative, invite them to think of improvements.

TOPIC 11

FINAL EVALUATION

WHAT'S NEXT?

Presented by Citizens in Action

Competencies addressed: Presentation skills, self-reflection

Type of activity: Evaluation

Difficulty level: 2

Duration: 2 hours

Setting: No particular setting needed

Materials: One sheet of paper and a pen for each participant

Preparation


Explain that every learning process also involves thinking about what we are going to do with the things we learnt, and that with this activity participants are invited to reflect on future steps.

Implementation

STEP 1: Each participant has 30 seconds to write down on the paper the one thing that impacted them most on a personal level, in one word, without thinking much about it. After that, those who want to share what they have written and why, can do so.

STEP 2: Each participant has 5 minute to write down what they would like to do with that awareness, what they would like to change, initiate or develop. It can be even something small, a change in behaviour, the will to search for more information etc.

STEP 3: Ask participants to gather in groups of 3, as they prefer, and to share what they have written. They can give comments to each other. Allow 10 minutes for this.



STEP 4: Invite to write down a short statement about what they plan to do: what, how, when and with whom. Clarify they can have either personal or collective plans, but that they should work together.

Debriefing

As a group, ask participants to share their plans (if they want to).

Resources

TOPIC 2

INTRODUCTION TO COOPERATION AND SHARING

A TORCH LAMP FOR ALL

PROFILES AND TICKETS

GROUP PROFILE N° 1

Partner: *TECH*

*You are part of a partnership made up of 4 partners (TECH, LINKS, PROF, INTRA), working at a distance. Each partner has some resources and some needs. The task **of the partnership** is to reassemble **one torch for each partner + one common torch** (5 torches at the end). You will have 1 hour for organising your work and achieving the **common** task, using the resources and the means of communication you have at your disposal.*

You as a working group:

You are a very organised working group both internally and externally, with clearly defined roles. You are working a lot with technologies. You are communicating a lot, almost only by email, sending a lot of them, answering quickly to the ones you get, sometimes even just to confirm good reception.

You don't see the point in moving and meeting your partners, as everything can be sorted out by email. Maybe one meeting to finalise the work at the very end could be foreseen.

Your communication resources:

Email: unlimited, fast connection, both for outgoing and incoming

Phone calls: 2 (max. 2 min. each call.)

Meetings: 1 (max. 5 min.)

Post deliveries: 2

GROUP PROFILE N° 2

Partner: **LINKS**

*You are part of a partnership made of 4 partners (TECH, LINKS, PROF, INTRA), working at a distance. Each partner has some resources and some needs. The task **of the partnership** is to reassemble **one torch for each partner + one common torch** (5 torches at the end). You will have 1 hour for organising your work and achieving the **common** task, using the resources and the means of communication you have at your disposal.*

You as a working group:

You are all volunteers, very much focused on an informal social relationship. You think most things can be solved that way. You have limited means for travelling (1 meeting). You make a lot of phone calls, which is a way of re-creating a kind of social relationship, so you make unlimited use of it.

As far as emails are concerned, you are not used to working that way and have limited access to them.

Your communication resources:

Phone calls: unlimited (max. 2 min. per call.)

Meetings: 1 (max. 5 min.)

Emails: Incoming some reception problems, outgoing access not always available

Post deliveries: 1

GROUP PROFILE N° 3

Partner: PROF

*You are part of a partnership made of 4 partners (TECH, LINKS, PROF, INTRA), working at a distance. Each partner has some resources and some needs. The task **of the partnership** is to reassemble **one torch for each partner + one common torch** (5 torches at the end). You will have 1 hour for organising your work and achieving the **common** task, using the resources and the means of communication you have at your disposal.*

You as a working group:

You are a professional organisation, working for more than 20 years in international partnerships. You have a lot of financial and organisational means of transportation for attending meetings all around the world. But you are moving and travelling only if you feel that the challenge is high and important. You are using email a lot and some phone calls.

Your communication resources:

Emails: unlimited, fast connection, both for outgoing and incoming

Meetings: 4 (max. 5 min. per meeting)

Phone calls: 2 (max. 2 min. per call)

Post deliveries: 1

GROUP PROFILE N° 4

Partner: INTRA

*You are part of a partnership made of 4 partners (TECH, LINKS, PROF, INTRA), working at a distance. Each partner has some resources and some needs. The task **of the partnership** is to reassemble **one torch for each partner + one common torch** (5 torches at the end). You will have 1 hour for organising your work and achieving the **common** task, using the resources and the means of communication you have at your disposal.*

You as a working group:

You are a group, which has never worked in an international partnership before. This might frighten you a little bit, so you prefer to work a lot internally, locally and plan carefully your communication with others before entering into direct contact with other partners, as you don't want to make any mistake. You are using emails, some phone calls (but it is a direct contact!) and you might meet other partners a few times.

Your communication resources:

Meetings: 2 (max. 5 min. per meeting)

Phone calls: 2 (max. 2 min. per call)

Emails: unlimited

Post deliveries: 3

VOUCHERS FOR MEETINGS, CALLS, POST DELIVERIES
 (to handout to each group according to profile instructions)

Voucher for a 5' MEETING	Voucher for a 5' MEETING	Voucher for a 5' MEETING
Voucher for a 5' MEETING	Voucher for a 5' MEETING	Voucher for a 5' MEETING
Voucher for a 5' MEETING	Voucher for a 5' MEETING	Voucher for a 5' MEETING
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
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Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL	Voucher for a 2' PHONE CALL
Voucher for a POST DELIVERY	Voucher for a POST DELIVERY	Voucher for a POST DELIVERY
Voucher for a POST DELIVERY	Voucher for a POST DELIVERY	Voucher for a POST DELIVERY
Voucher for a POST DELIVERY	Voucher for a POST DELIVERY	Voucher for a POST DELIVERY

TOPIC 2

INTRODUCTION TO COOPERATION AND SHARING

WIN AS MUCH AS YOU CAN

INSTRUCTIONS

INSTRUCTIONS

For the ten rounds, the red group should choose A or B and the blue group should choose X or Y. The points the groups receive from one round to the next one depends on the combination of what the two groups choose based on the following:

AX – both groups win 3 points

AY – red group loses 6 points, blue group wins 6 points

BX – red group wins 6 points, blue group loses 6 points

BY – both groups lose 3 points

Round	Minutes	Choice		Total points	
		Red group	Blue group	Red group	Blue group
1	3				
2	3				
3	3				
4*	3 select negotiator 3 select 3 group				
5	3				
6	3				
7	3				
8	3				
9**	3 select negotiator 3 select 3 group				
10**	3 select negotiator 3 select 3 group				

* Round 4 – double the points.

** Round 9 and 10 – multiple the number by itself (but keep the minus sign).

TOPIC 3

COOPERATION IN DAILY LIFE

COOPERATION MAP

COOPERATION MAP



TOPIC 3

COOPERATION IN DAILY LIFE

THE GAME OF LIFE

GAME BOARD

1



2



3



4



5



6



7



8



9



10



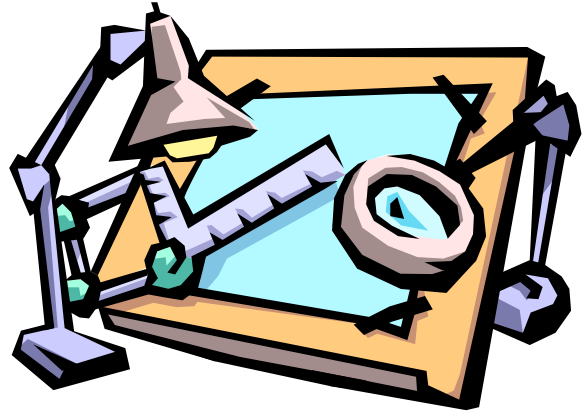
11



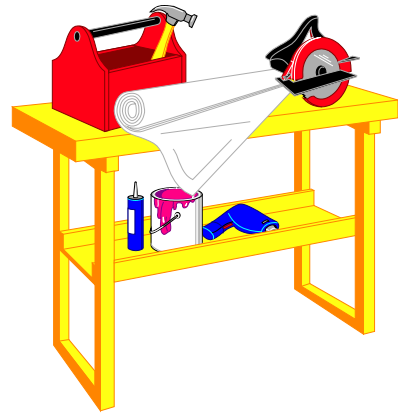
12



13



14



15



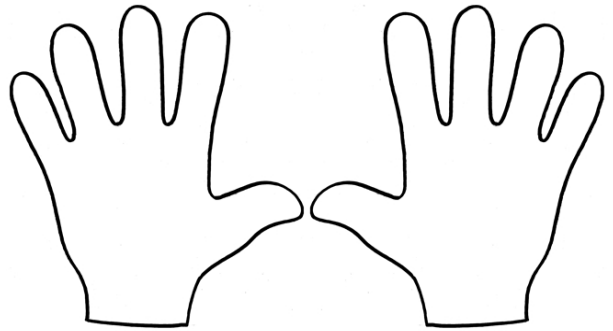
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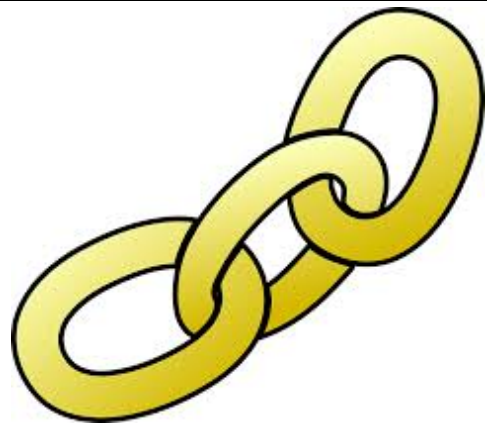
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29



30



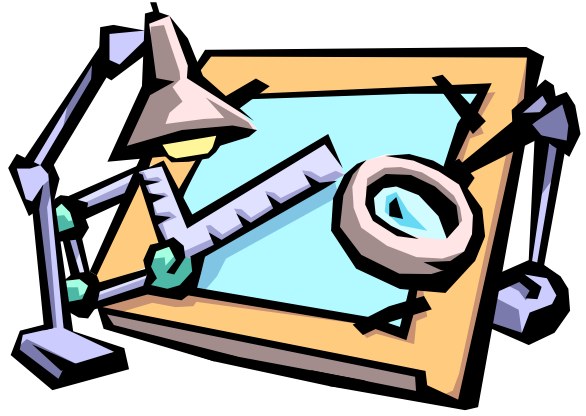
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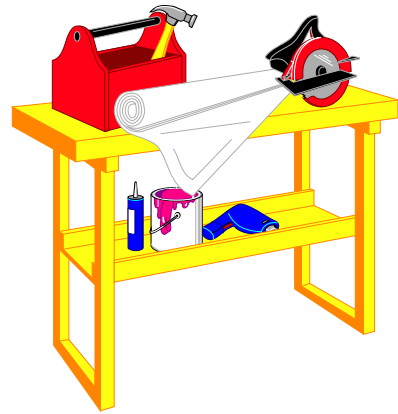
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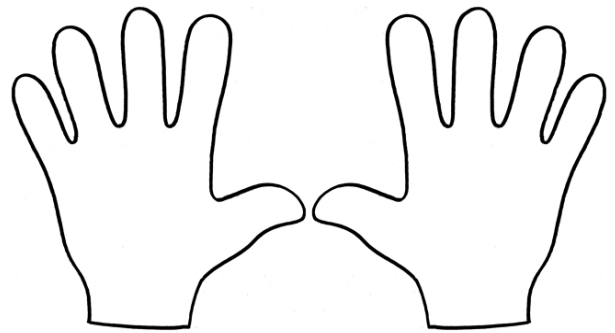
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40



TOPIC 5

WHAT DO YOU NEED FOR SSE

SKILLS ON THE MARKET – EXTENDED VERSION

LIST
WHITE CARDS
GREY CARDS
MONEY

LIST

Action-oriented	Keeps a correct detachment
Adaptable	Knows how to delegate to others
Always available	Knows how to lead a group
Analyses situation	Knows how to sell
Appreciates diversities	Knows how to share vision
Breaks free of established structure	Knows how to support people
Builds strong partnerships	Listens to people's desires and needs
Can make tough decisions	Loves cooperation with others
Capable to step back	Manages conflict
Clairvoyant	Manages the financial aspects
Collects data	Methodical
Communicates initiatives	Motivates people
Creative	Moves from 'I' to 'Us'
Curios	Organises and respect timing
Customer focused	Overcomes boundaries between disciplines
Deals with different communication types	Overcomes prejudice
Diplomatic	Pays attention to ethical aspects
Emotionally intelligent	Pays attention to social problems
Empathetic	Perseverant
Ensures administrative management	Promotes change
Faces new challenges	Promotes efficiency
Facilitates group dynamics	Recognises' people's skills
Facilitates social media	Reliable
Funds and transmits information	Self-confident
Fixes and follows objectives	Takes calculated risks
Flexible	Takes care of people
Focused on the long term	Understands other points of view
Gets people's trust	Uses digital tools
Gives proper feedback	Uses effective language
Good at marketing	Uses evaluation tools
Good at negotiation	Very good at planning
Good observer	Very patient
Great sense of initiatives	Works well under pressure
Helps people to define their objectives	Works with numbers
Independent	Works with rigor
Invents innovative solutions	Writes clear and complete documents

Action-oriented	Capable to step back	Diplomatic
Adaptable	Clairvoyant	Emotionally intelligent
Always available	Collects data	Empathetic
Analyses situation	Communicates initiatives	Ensures administrative management
Appreciates diversity	Creative	Faces new challenges
Breaks free of established structure	Curios	Facilitates group dynamics
Builds strong partnerships	Customer focused	Facilitates social media
Can make tough decisions	Deals with different communication types	Finds and transmits information

Fixes and follows objectives	Great sense of initiatives	Knows how to share vision
Flexible	Helps people to define their objectives	Knows how to support people
Focused on the long term	Independent	Listens to people's desires and needs
Gets people's trust	Invents innovative solutions	Loves cooperation with others
Gives proper feedback	Keeps a correct detachment	Manages conflict
Good at marketing	Knows how to delegate to others	Manages the financial aspects
Good at negotiation	Knows how to lead a group	Methodical
Good observer	Knows how to sell	Motivates people

Moves from 'I' to 'Us'	Promotes efficiency	Uses effective language
Organises and respect timing	Recognises' people's skills	Uses evaluation tools
Overcomes boundaries between disciplines	Reliable	Very good at planning
Overcomes prejudice	Self-confident	Very patient
Pays attention to ethical aspects	Takes calculated risks	Works well under pressure
Pays attention to social problems	Takes care of people	Works with numbers
Perseverant	Understands other points of view	Works with rigor
Promotes change	Uses digital tools	Writes clear and complete documents

Action-oriented	Capable to step back	Diplomatic
Adaptable	Clairvoyant	Emotionally intelligent
Always available	Collects data	Empathetic
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Perseverant	Understands other points of view	Works with rigor
Promotes change	Uses digital tools	Writes clear and complete documents

<i>20</i>	<i>20</i>	<i>10</i>
<i>10</i>	<i>10</i>	<i>10</i>
<i>5</i>	<i>5</i>	<i>5</i>
<i>5</i>	<i>1</i>	<i>1</i>
<i>1</i>	<i>1</i>	<i>1</i>

TOPIC 6

EMOTIONAL INTELLIGENCE




INTRODUCTION TO EMOTIONAL INTELLIGENCE

EMOTIONAL INTELLIGENCE CARDS

PERSONAL COMPETENCE - SELF AWARENESS

<p>Emotional Awareness <i>Recognising one's emotions and their effects</i></p>	<p>Accurate self-assessment <i>Knowing one's strengths and limits</i></p>	<p>Self-confidence <i>A strong sense of one's self worth and capabilities</i></p>
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PERSONAL COMPETENCE - SELF-REGULATION

<p>Self-Control <i>Keeping disruptive emotions and impulses in check</i></p>	<p>Adaptability <i>Flexibility in handling change</i></p>	<p>Innovation <i>Being comfortable with novel ideas, approaches, and new information</i></p>	<p>Conscientiousness <i>Taking responsibility for personal Performance</i></p>
			<p>Trustworthiness <i>Maintaining standards of honesty and integrity</i></p>

PERSONAL COMPETENCE - MOTIVATION

<p>Optimism <i>Persistence in pursuing goals despite obstacles and setbacks</i></p>	<p>Achievement /drive <i>Striving to improve or meet a standard of excellence</i></p>	<p>Alignment <i>Readiness to act on opportunities</i></p>	<p>Commitment <i>Aligning with the goals of the group or Organisation</i></p>
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SOCIAL COMPETENCE - EMPATHY

<p>Political awareness <i>Reading a group's emotional currents and power relationships</i></p>	<p>Leveraging diversity <i>Cultivating opportunities through different kinds of people</i></p>	<p>Service orientation <i>Anticipating, recognising, and meeting customers' needs</i></p>	<p>Developing others <i>Sensing others' development needs and bolstering their abilities</i></p>
<p>Understanding others <i>Sensing others' feelings and perspectives and taking an active interest in their concerns</i></p>			

SOCIAL COMPETENCE - SOCIAL SKILLS

<p>Influence <i>Wielding effective tactics for persuasion</i></p>	<p>Communication <i>Listening openly and sending convincing messages</i></p>	<p>Conflict management <i>Negotiating and resolving disagreements</i></p>	<p>Leadership <i>Inspiring and guiding individuals and groups</i></p>
<p>Change catalyst <i>Initiating or managing change</i></p>	<p>Building bonds <i>Nurturing instrumental relationships</i></p>	<p>Collaboration and cooperation <i>Working with others toward shared goals</i></p>	<p>Team capabilities <i>Creating group synergy in pursuing collective goals</i></p>

TOPIC 6
EMOTIONAL INTELLIGENCE

EMPATHY IN 5 STEPS





















PERSONAL DEVELOPMENT PLAN – ATTITUDE MATTERS

Personal Development Plan – ATTITUDE MATTERS

What do I want to change/improve on? - - - - -	How will I benefit from my goal? - - - - -
--	--

What obstacles do I have or may come across? (examples: no time, I don't know what to do, distractions, etc.)

Strategies to overcome my obstacles (examples: ask for help, make a plan, have a meeting with a trusted friend, etc.)

Specific Action Plan to achieve my goals	Completed	How did this work for me?
1)	1 2 3 4 5	   
2)	1 2 3 4 5	   
3)	1 2 3 4 5	   
4)	1 2 3 4 5	   
5)	1 2 3 4 5	   

Personal notes, observations...

TOPIC 7

LEADERSHIP

LEADERSHIP ON THE SCREEN

GOLEMAN'S STYLES OF LEADERSHIP – TABLE FOR PARTICIPANTS
GOLEMAN'S STYLES OF LEADERSHIP – TABLE FOR FACILITATOR
STYLES OF LEADERSHIP – A LIST OF MOVIES

Goleman's Styles of Leadership – Table for Participants

	Commanding	Visionary	Affiliative	Democratic	Pace setting	Coaching
<i>The leader's modus operandi</i>	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
<i>The style in a phrase</i>	"Do what I tell you"	"Come with me"	"People come first"	"What do you think?"	"Do as I do, now"	"Try this"
<i>Underlying emotional intelligence competencies</i>	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
<i>When to use</i>						
<i>Weaknesses</i>						

Goleman's Styles of Leadership – Table for Facilitator

	Commanding	Visionary	Affiliative	Democratic	Pace setting	Coaching
<i>The leader's modus operandi</i>	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
<i>The style in a phrase</i>	"Do what I tell you"	"Come with me"	"People come first"	"What do you think?"	"Do as I do, now"	"Try this"
<i>Underlying emotional intelligence competencies</i>	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
<i>When to use</i>	In a crisis or urgency, to kick-start a turnaround, or if there are problems with employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful situations	To build buy-in or consensus, or to get input from valuable employees	To get quick result from a highly motivated and competent team	Coach, mentor and develop individuals when they need to build long-term strengths
<i>Weaknesses</i>	Members can feel stifled as they are treated as workers and not asked for an opinion	Lacks the ability to help team members to understand how they get to a vision or goal	Confrontation and emotionally distressing positions can be avoided	Can be lots of listening but very little effective action	Can lack emotional intelligence	Can come across as micromanaging

Styles of Leadership – A list of movies

Title and Style	Description	Scenes
<i>The Devil Wears Prada</i>	The super-expert editor of a fashion magazine directs inflexibly his collaborators	<ul style="list-style-type: none"> • The first dialogue between the editor and the young assistant • The preparation of the photo shoot
<i>Sister Act</i>	A gospel singer disguised as a nun revolutionizes the choir	<ul style="list-style-type: none"> • The first choir practice managed by Sister Mary Clarence • The dialogue between Sister Mary Clarence and Mother Superior
<i>In the Bleak Midwinter (A Midwinter's Tale)</i>	An out-of-work actor tries to save his sister's local church from land developers for the community by putting on a Christmas production of Hamlet	<ul style="list-style-type: none"> • First reading of the text of Hamlet all together • Meeting of the cast: moment of crisis and discouragement • Last rehearsal before the premiere
<i>La Nuit américaine</i>	The great director Francois Truffaut plays himself while directing a movie: everyone has something to ask him	<ul style="list-style-type: none"> • The director walks on set and everyone asks about something: what dress to use, what car, how to arrange the scene, how long it takes to finish filming, etc...
<i>The King's Speech</i>	King George VI is stuttering, but must pronounce public speeches. He asks for help to an expert, a former actor	<ul style="list-style-type: none"> • The first speech of the future king, at the beginning of the film • The declaration of war on Germany, read by the King on the radio, with the help of his expert
<i>Chocolat</i>	In a small traditional village comes a young mother and opens a chocolate shop: everything will change	There are a lot of scenes you can use: pay attention to the contrast between the protagonist, Vianne, and the mayor traditionalist
<i>Paths of glory</i>	To get a promotion, General Mireau obliges the Colonel Dax to lead his men in an impossible attack against a fortress	You can compare the different style of leadership between general Broulard (treacherous), general Mireau (ambitious and arrogant), colonel Dax (loyal and attentive)
<i>Invictus</i>	Nelson Mandela asks the national rugby team to win the world championships, to help unite the country	<ul style="list-style-type: none"> • The dialogue between Mandela and the captain of the team about what it means to be a leader
<i>The lord of the ring</i>	A trilogy based on the world famous book by Tolkien	<ul style="list-style-type: none"> • The council of Elrond, from "Lord of the Rings: The Fellowship of the Ring" • The speech of Aragorn before the battle, from "Lord of the Rings: The Return of the King"

<i>Braveheart</i>	The life of the Scottish patriot and national hero William Wallace	<ul style="list-style-type: none"> The very popular inspirational speech of William Wallace before the battle between the Scottish and the English army
<i>Any given sunday</i>	A coach trying to motivate his football team in big trouble	<ul style="list-style-type: none"> Motivational speech by the coach before the beginning of the match
<i>The Wolf of Wall Street</i>	The climb to the economic success and the fall of Jordan Belfort, unscrupulous brokers in New York	<ul style="list-style-type: none"> The first phone call by Belfort, trying to sell "junk-shares" to customers Motivational speech by Belfort about the importance of being rich
<i>Coach Carter</i>	An high school basketball coach tries to convince his players to give importance to studies and collaboration	<p>You can find a lot of suggestions on the web:</p> <p>http://www.movieleadership.com/2011/09/12/4-powerful-leadership-lessons-from-coach-carter/</p> <p>http://coachcarterntu.blogspot.it/p/characteristics-of-leadership.html</p> <p>http://www.theleadershiphub.com/vault/blogs/5-leadership-lessons-coach-carter</p>
<i>12 Angry Men (there are two versions: 1957 and 1997)</i>	The member of a jury tries to convince colleagues not to condemn a boy accused of patricide.	The whole film is based on the leader's ability to make others change opinions, without forcing them, both by reasoning and managing emotions
<i>Apollo 13</i>	Due to a technical fault, the Apollo 13 can not reach the moon and has to return to Earth	<ul style="list-style-type: none"> The Flight Director organizes a meeting and listen to all the experts to define a plan with which to save the crew
<i>Mona Lisa Smile</i>	A young teacher tries to teach art history to a group of girls in a very traditional school in the 50s	<ul style="list-style-type: none"> The first, difficult lesson of Katherine Ann Watson with the class The second lesson, in which she introduces a new method A trip outside the class to watch a painting by Jackson Pollock The dialogue with Joan, helping her to choose the best for her life
<i>The Commitments</i>	Jimmy, a young man from the outskirts of Dublin, founds a new band with considerable success	<ul style="list-style-type: none"> The band's adventure begins at a wedding, when Jimmy becomes the manager and they find their singer Jimmy shows a James Brown's performance on television and says that's the example On the metro, Jimmy talks to the band about soul music

TOPIC 7
LEADERSHIP

ARCHETYPES OF LEADERSHIP

ARCHETYPES OF LEADERSHIP BY M. KETS DE VRIES

Archetypes of leadership

1. The strategist: leadership as a game of chess

Strategists are good at handling the development of the organization's environment: they provide vision, strategic direction and divergent thinking to create new forms of organization and generate future growth.

- Long-term orientation
- Ability to see the big picture and plan accordingly
- Consider all possible options
- Endowed with the ability to simplify highly complex situations
- Synthetic thinking skills
- Divergent thinking skills: innovators.
- Great interest to engage in new / solve difficult problems and unorthodox.
- Elastic and flexible to respond to change
- Excellent vision and strategy

The strategist works best in "turbulent" times, when there are changes in the environment that require to take new directions.

2. The change-catalyst: leadership as a turnaround activity

The change-catalysts like critical situations. They are masters in redesigning and creating new organizational "plans".

- Capable of recognizing organizational transformation opportunities
- Great ability to identify and "sell" the need for change
- Get ready to perform risky tasks, independent
- Good at translating abstract concepts into practical actions
- Always looking for new and challenging assignments
- Ability to make tough decisions: cold and tough-minded
- Very good in implementation and realization
- Define high standards and monitor performance
- Ability to combine vision, strategy and behaviour

The change-catalyst works best in situations that require cultural integration or in project of re-programming.

3. The transactor: leadership as deal making

The transactors are big business makers: specialized in finding and exploiting new opportunities, give the best of themselves in the negotiations.

5. Preference for innovation, adventure and exploration
6. They give the best of themselves in new challenges
7. Low interest in the management of routine
8. Big sellers / traders
9. Embrace change
10. Enthusiasm / dynamism
11. Proactive mode
12. Short-term focus
13. Great adaptability
14. Creative ability to building relationships for the achievement of purposes
15. Great risk tolerance
16. Good ability to "read" people

The transactors work best when you need to negotiate acquisitions or other transactions.

4. The builder: leadership as an entrepreneurial activity

The builders dream of creating something and have the determination and skills to accomplish their dream.

- Great need to be independent / to exercise control
- Enormous amount of energy, thrust, dynamism and initiative
- Determination / very focused / very resolute
- Huge perseverance: great ability to deal with obstacles
- Ability to work under pressure
- Long-term focus
- Success orientation
- Propensity to run high but calculated risks
- Good creative / creativity in adapting
- Strong motivation to build something
- Great talent to get the consent of the other / get resources
- Difficulties in dealing with the authorities.

Builders work best in the design of "experimental projects" or other initiatives outside or inside the organization.

5. The innovator: leadership as creative idea generation

Innovators are focused on new and have a great ability to solve extremely difficult problems

- Great motivation to pursue their own ideas
- Creative and full of imagination
- Always open to future possibilities: new projects, new activities and new procedures
- Never satisfied with the development of their ideas / difficulty in concluding
- High tolerance for problem-solving activities and pleasure in performing them
- Huge perseverance / targeted
- Long-term orientation in order to pursue their own ideas
- Not very interested in politics / naive about the company's policies
- Ineffective communicators
- Sometimes they seem eccentric

Within the organization, the innovators work best as generators of ideas.

6. The processor: leadership as an exercise in efficiency

The processors like the idea that the organization is like a well-oiled machine, where everything runs smoothly and without a hitch. They are very efficient in setting up all those structures and systems necessary to support the achievement of an organization's objectives.

- Ability to take a systems perspective
- Extremely efficient in translating abstract concepts into concrete actions
- Efficient to provide structures / processes
- Do not appreciate unstructured situations
- Adherence to roles and procedures
- Great commitment and dedication to the organization
- Significant corporate spirit, loyal and cooperative
- Great self-discipline, very reliable, efficient and conscientious
- Able to keep a cool head under stress
- Positive attitude toward authority
- Excellent in time management

The processors work best when they have to re-establish order in the disorder.

7. The coach: leadership as a form of people development

Coaches create high-performance teams and cultures.

- Empathetic / Able to listen
- Inspire confidence
- Affinity with the people / cooperative
- Excellent in dealing with the problems of the group and interpersonal situations
- Great trainers of people / Able to give constructive feedback
- Excellent in overseeing and guiding careers
- Great motivators
- Good communicators
- They have an optimistic view
- Good at delegating
- They prefer the participative management

Coaches work best when they have to create cultural change projects. They are particularly effective in highly complex organizations, reticular and based on knowledge.

8. The communicator: leadership as stage management

Communicators are individuals of great influence, and know how to have a big impact on those around them.

- Excellent in communicating the overall theme / the big picture
- Great talent in using a simple language and metaphors
- Little analytical thinking
- Strong charisma / know how to attract the attention of others on himself
- Impressive ability to convince
- Ability to restructure successfully with difficult situations
- Ability to influence others
- Good ability to network / build alliances
- Excellent in the management of the various stakeholders
- Very good at getting people to understand their point of view
- Very good to use "experts"
- Not so proud to reject outside help / make use of consultants

Communicators work best when they have to influence and push the different organizational components to overcome crisis situations.

TOPIC 8

WORKING IN A GROUP

BUILDING AN OBJECT

ROLES TO FACILITATE THE DECISION-MAKING

Roles to facilitate the decision-making

Role	Description
Encourager	Encourages participants, shows optimism about the capabilities of people and of the group
Listener	Stimulates dialogue, listen to everyone's opinion, invites you to listen to all before deciding
Trust giver	Shows trust in others, encourages autonomy, delegates the implementation of the different parts of the work
Question demander	Invites you to ask questions, asks many questions to analyze in depth problems, ideas and solutions
Taskmaster	Checks that everyone is focused on the task in order not to waste time, checks that the time is respected
Recorder	Remembers what has been discussed, reminds all the decisions taken
Empathetic	Pay attention to the emotions of the people and to the group's climate and to all the "weak signals" (tone of voice, posture, etc.)
HR Manager	Wants everyone to give contribution, using the best of his/her abilities
Guide	Takes the first step, faces the problems, proposes his ideas and says how you should work in his view
Stabilizer	Leaves space to others, deals with those aspects that others care less, is always available
Innovator	Is not satisfied of the simplest solutions, tries to propose always new ideas, sometimes quite strange
Dialectician	Believes that from different ideas the best solutions emerge, is at ease in the conflict, also claims to minority views
Synthesizer	Commits to synthesize the different positions, finds points of agreement to do the work
Comedian	Defuses, communicates often ironically but without offending, helps to keep a cheerful atmosphere
Peacekeeper	Helps to resolve personal conflicts, prevents members stronger prevail over the weaker ones
Down-to-earth	Addresses the problems in a practical way, trying immediate and easily workable solutions, with no frills

TOPIC 8

WORKING IN A GROUP

A DIFFICUL DECISION

THE SPACE SHUTTLE
ANN AND BERNARD

The Space Shuttle

You just discovered that a huge meteorite is coming into conflict with the Planet Earth and the impact may cause the end of the human civilization as we know it.

The only way to escape from it is a space shuttle, that can take some people to another planet. Here the survivors could start a new life.

11 people have been chosen by drawing lots to go on the space shuttle. But there's a problem: before the departure, you discover that there was a mistake and that the space shuttle can accommodate up to 7 people.

Your group must decide who is going to start a new life on the other planet.

Remember, just 7 people can go on the space shuttle.

Every decision must be unanimous: for this reason, it is necessary that everybody agrees with everybody, and not just the majority of the group.

Here is the list of the 11 people chosen by drawing lots:

- A 30 year-old man, violinist in symphonic orchestra
- A 70 year-old constitutional lawyer worldly famous
- A 28 year-old male electronic engineer and his 25 year-old wife (they can't go without each other)
- A 40 year-old cop, commanding, with a bond with his gun (he can't accept to participate without his weapon)
- A 17 year-old male student that attends the high school with bad results
- A 27 year-old man, with a criminal record, recently arrested for theft in a munitions store
- A 32 year-old woman that teaches in junior high, but suffered a bad nervous break down
- A 40 year-old female doctor, pessimistic
- An artist woman, 45 years-old that can't stand men
- A 24 year-old guy, poet, without any practical sense
- A few months old child

Ann and Bernard

Ann and Bernard are a young couple that live in a small village. They have an isolated house, separated from the village by the wood, crossed by a road. During the week Bernard is always away for work, leaving Ann by herself. Ann rarely goes to the village, mainly because she can't drive.

One Friday Colin arrives at Ann's house. Colin is a rich guy and he comes from a rich family: his parties are famous as worldly events and the most important parties in the life of the village.

Colin has come to invite Ann to a party night, saying that he's going to pick her up later. Ann would like to go, because she is always by herself. But she knows that her husband Bernard is really jealous and that Colin is famous for being a playboy (Ann is very pretty).

Colin assures her that she will be back at home before Bernard arrives home from work: Colin will drive her back at the end of the party. Ann accepts, goes to the party and has fun, but at the end of the night when she goes to Colin to ask him to take her home, he answers that he is too tired and if she wants, she can sleep, at his house (the house has many rooms): he will drive her home the next day.

Ann says that it is not possible: what will Bernard think if he arrives home and he doesn't find me there? Colin says again that he is tired and he doesn't want to go out.

Ann is desperate, she knows that in the wood there is Danny, a mad person escaped from a mental institute: he is a psychopath who kills everybody who get close to him. Crossing the wood alone is really dangerous.

It's 2 o'clock in the morning. Ann goes out from Colin's house trying to find a solution: she meets Ernest, a taxi driver. She asks him for a ride, but she realizes she has left all money at home. At that point, she asks Ernest if he can allow her to pay him back when they get to Ann's home. Ernest answers that he can't allow people to leave debts: he is sorry but if he gave free rides to all the people that promise to pay him back, he would lose a lot of money.

Ann tries to call her ex-boyfriend, Fred. They broke up in a bad way, as she started to date Bernard while they were still together. She goes to ring his bell to explain to him the situation, but Fred doesn't even listen to her.

At this point, Ann sees Gary on the street. He was at the party and tried to dance with her, fruitlessly. Gary walks up to her and asks her if she needs a ride, adding that maybe he could sleep at Ann's home. Ann understands his intentions and walks away offended.

Ann decides to cross the wood by herself. Danny kills her on her way home.

Ann's body is found by Harry, a mental institute guard that is looking for Danny.

Honestly, the guard saw Danny as he was escaping: he had the permission to shoot him, but he decided not to do it.

Rank all the people in this story, from the most responsible to the least responsible.

TOPIC 9

NEW IDEAS FOR SSE

INTRODUCTION TO CANVAS

MY SOCIAL BUSINESS MODEL CANVAS

My social business model canvas

<p style="text-align: center;">1. SOCIAL CHALLENGE</p> <p><i>In this quadrant, you should define the social problem you or your organization are seeking to address. It also covers the needs of the key stakeholders affected by the problem or related to it. Try to answer key questions such as:</i></p> <ul style="list-style-type: none"> - What is the social problem you are trying to solve? - What are the causes of the problem? - Who are the key stakeholders (beneficiaries, third parties, communities) related to this social problem? 	<p style="text-align: center;">2. SHARED VALUES</p> <p><i>This quadrant will take you through your mission and your offering to the community, not just for the beneficiaries of your project but also for the entire ecosystem that will be impacted it. Ask and answer these questions:</i></p> <ul style="list-style-type: none"> - What is the mission of your project? - How did you come up with your mission? - What is the value proposition for the stakeholders facing the social problem?
<p style="text-align: center;">3. CATALYSTS</p> <p><i>Here, you will define the key factors for the success of your project, including the issues of governance, social acceptability and the usability of your offer.</i></p> <ul style="list-style-type: none"> - What will the governance structure of your project look like? - How does your project plan to address its social acceptability? - Is the usability of your project easy to understand/use for your beneficiaries? 	<p style="text-align: center;">4. REVENUE MODEL</p> <p><i>Explain what are the different revenue streams of your project and the various channels of distribution opened to you.</i></p> <ul style="list-style-type: none"> - How will you price your products and services to your customers and beneficiaries? - What sort of relationship will you have with your clients and beneficiaries?
<p style="text-align: center;">5. CORE COMPETENCIES</p> <p><i>Here you will be able to summarize the core competencies that will be necessary to develop your project. These skills can be internal or external to your team.</i></p> <ul style="list-style-type: none"> - What are the core competencies of your team (experience, unique, sustainable...)? - How would you describe the needed external core competencies? Are these in the market, from volunteers & partners, or do you have to pay for some skills? 	<p style="text-align: center;">6. FINANCIAL SUSTAINABILITY</p> <p><i>This addresses the factors that will ensure your project will be financially successful into the future.</i></p> <ul style="list-style-type: none"> - Do you have a margin, or are you set as a coop, association/non-profit? - Does your organization have a sustainable financing model? - Is your project based on fixed or variable costs? - Can you finance your project through non traditional financing options? (grant, donation, crowdfunding...)
<p style="text-align: center;">7. IMPACTS</p> <p><i>This quadrant helps you clarify the social, environmental, economic, territorial and cultural impact of your project.</i></p> <ul style="list-style-type: none"> - What are the social impacts of your project & how do you measure them? - What are the environmental impacts of your project & how do you measure them? - What are the economic impacts of your project & how do you measure them? - What are the territorial impacts of your project & how do you measure them? - What are the cultural impacts of your project & how do you measure them? 	<p style="text-align: center;">8. SCALING</p> <p><i>Finally, what are the actions that will allow you to quickly increase your impact by acting on a larger scale.</i></p> <ul style="list-style-type: none"> - How will you approach different communities to obtain their support? - What are the mechanisms that will help scale your project? - Do you have to own the tangible and intangible assets of your project?

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