



Better Cooperate!

SOCIAL ENTREPRENEURSHIP

LESSONS' SCENARIOS

POTENZA-POZNAŃ 2024



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Project Title: Better Cooperate! Education through and to the values of the social economy as a way to reinforce the society.

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Project number: 2023-1-PL01-KA220-YOU-000158100



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Introduction

Based on the acquired knowledge and long-term experience of the *Better Cooperate* project partners we have prepared a set of scenarios to develop the competences of young Europeans in the field of social entrepreneurship. We assume that this product will become an effective tool to support the processes of developing the competences of young people required by the labour market today

and in the future. We hope that the curriculum content included in both the educational programme on social entrepreneurship and the lesson plans attached to it will prove useful for those involved in educational and vocational counselling as well as those supporting young people in developing their competences and supporting young people in developing their professional competences and entrepreneurial attitudes.

The present collection contains 18 scenarios at various levels of difficulty (basic, intermediate, advanced). The structure of the material corresponds to, complements and extends the Social Entrepreneurship Education Programme. The scenarios thus relate to modules related to: 1) Social economics and the primacy of value over profit 2) Social economics and inequality; 3) Social economics and local development; 4) Social economics and digital transformation; 5) Social economics and the ageing population and 6) Social Economy and Climate Change. Each of the scenarios has this duration (180 minutes) and similar structure: introduction, proposal of exercises with detailed instructions for their implementation, summary and evaluation. For some of the exercises, we have prepared special teaching materials, which you will find on the project website - for your convenience, there are links to these. Each scenario ends with an evaluation. We warmly invite you and participants to share their opinions with us.



Module 1 - SE and the primacy of the values over the gain

Lesson Scenario: Beginner

Timing (minutes)	180 minutes
Materials/ Equipment Required	<ul style="list-style-type: none"> • Whiteboard and markers • Projector and laptop • Handouts with key information about social economy • Poster boards, markers and other art supplies for group work • Access to the internet (optional for research purposes) • Notebooks and pens for students
Knowledge & Skills Developed	<ul style="list-style-type: none"> • Understanding of social economy principles and values (social goals, solidarity, cooperation, equity, inclusion, sustainability, democratic governance, etc.) • Critical thinking and analysis • Teamwork and collaboration • Presentation and communication skills • Creativity and problem-solving
Lesson Scenario: Scope / Goal	To introduce students to the values and principles of the social economy, engage them in activities that illustrate these principles and develop their ability to apply these concepts in real-life situations.
Total duration of the lesson	3 hours

Introduction

This workshop is focused on the understanding of the values and principles of Social economy. Workshop is divided in two segments/activities focused on the theoretical education and practical work on the development of values that SE represents. Module is consisted of theoretical lectures, individual and group work, interactive activities, field work and collaborative projects through which students will gain practical experience and enhance their creativity, critical thinking, effective communication, teamwork and collaboration.

Description of the Learning Activities

Workshop Opening:



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Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. Briefly explain the concept of social economy and its importance, introducing the core values: solidarity, cooperation, equity, inclusion and sustainability. After the short lecture present to students few successful examples from the social economy (e.g., cooperatives, social enterprises). Include a mix of global and local examples to help students relate better. In scope of the presentation the short video with examples of social economy initiatives can be screened.

Assessment/ Evaluation

Participants will be evaluated based on their engagement and participation in all group activities, ensuring they actively contribute and demonstrate the skills developed throughout the workshop.

Activity 1: Learning about values and principles in Social economy

Duration: 90 minutes

Goal: Introduce participants to the concept of Social economy, its values and principles.

Description: This activity is designed to help participants understand core values and principles of SE, their significance and their application in community and society through presentations, group discussions and interactive exercises.

Task 1: Brainstorming and discussion (30 minutes):

- Write the core values of SE on the whiteboard.
- Divide students into small groups.
- Provide each group with a handout summarizing the principles of the social economy.
- Ask each group to brainstorm what these values mean to them and come up with examples from their own experiences or communities.
- Ask them to discuss the following questions:
 - What do these principles mean to you?
 - Can you think of any examples from your community that reflect these principles?
- After 10 minutes, have each group share their thoughts with the class.
- Facilitate a discussion to highlight key points and common themes.

Task 2: Interactive group activity (30 minutes):

- Assign each group a principle of the social economy (for example, one group focuses on solidarity, another on inclusion).
- Ask groups to create a poster that explains their assigned principle and illustrates it with examples or a mini-project idea (for example a community garden, school enterprise, humanitarian event, a cooperative bookstore, etc.).
- Provide art supplies and give them 20 minutes to complete the task.



- Allow groups to present their posters to the class and explain their ideas. Instead of simple presentations, organize a gallery walk where students display their posters around the room and other groups visit and discuss.
- Encourage other students to ask questions and provide feedback.
- Lead a class discussion on how these principles can be applied in their school or community.

Task 3: Reflection and sharing (20 minutes):

- Provide students with reflection prompts (e.g., What did you learn about your assigned principle? How can you apply this principle in your daily life?).
- Ask students to write their reflections individually for 10 minutes.
- Facilitate a sharing session where students can volunteer to share their reflections with the class.

Task 4: Conclusion (10 minutes):

- Summarize the key points discussed during the lesson.
- Ask students to reflect on what they learned and how they can apply these principles in their daily lives.

Optional additional activities:

- Organize a visit to a local social enterprise or cooperative.
- Invite a guest speaker from a social enterprise to talk about their experiences.

Activity 2: Implementation of Community service project

Duration: 90 minutes

Goal: Introduce participants to the practical demonstration of SE values in community.

Description: This activity is designed to help participants understand and apply the values of SE through the practical work on community projects.

Task 1: Brainstorming and discussion (30 minutes):

- Discuss with students about local community and identify community needs in terms of for example, ecology and cleanliness in the school/neighborhood/city. Alternatively, before the class ask students to conduct a quick survey in their community to identify needs as a homework.
- Divide students into small groups.
- Ask each group to brainstorm about these needs and think about community project as a solution.
- After 10 minutes, have each group share their ideas with the class.

Task 2: Planning (30 minutes):



- After the presentation organize voting and selection of the best idea.
- Based on the selected idea discuss with the students about planning of such project.
- Divide students into small groups and assign tasks to each group – planning of the location, resources, logistic, timing, staff, local community/neighborhood, stakeholders (create a stakeholder map to identify all parties involved and their roles).

Task 3: Execution:

Execute the small community project, for example focused on the cleaning of some location, encouraging teamwork and collective effort. Encourage students to document their project process through photos, videos and a project diary.

Task 3: Reflection and sharing (20 minutes):

- Provide students with reflection prompts (e.g., Did you recognized any of the SE principles in your community project? How did you felt during the implementation of the project?).
- Ask students to write their reflections individually for 10 minutes.
- Facilitate a sharing session where students can volunteer to share their reflections with the class.
- Reflect on the impact and learnings from the project.

Task 4: Conclusion (10 minutes):

- Summarize the key points discussed during the lesson.
- Ask students to reflect on what they learned and how they can apply these principles in their daily lives.

Lesson Scenario: Intermediate

Timing (minutes)	180 minutes
Materials/ Equipment Required	<ul style="list-style-type: none"> • Whiteboard and markers • Projector and laptop (for presentations) • Handouts with detailed case studies • Role-playing scenario cards • Poster boards, markers and other art supplies • Notebooks and pens for students
Knowledge & Skills Developed	<ul style="list-style-type: none"> • In-depth understanding of social economy values and principles • Analytical and critical thinking • Teamwork and collaboration • Presentation and communication skills • Problem-solving and project planning



	<ul style="list-style-type: none"> • Empathy and perspective-taking
Lesson Scenario: Scope / Goal	To deepen students' understanding of the values and principles of the social economy through analysis, role-playing, project planning and simulation game to enhance their ability to apply these concepts in practical scenarios.
Total duration of the lesson	3 hours

Introduction

This workshop is focused on the deeper understanding of the values and principles of Social economy. Workshop is divided in two segments/activities focused on the group exercises and practical work such as analysis, role play, project planning and simulation game. Module is consisted of discussion, analysis, individual and group work, interactive activities and collaborative projects through which students will gain practical experience and enhance their analytical and critical thinking, communication and presentation skills, teamwork and collaboration, creativity, problem-solving and project planning.

Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. Briefly review the core values and principles of the social economy (solidarity, cooperation, equity, inclusion, democratic governance, sustainability). Explain the goals of today's lesson: to analyze real-life examples, engage in role-playing to understand different perspectives, plan a social economy project and simulate the work of student's cooperative.

Assessment/ Evaluation

Participants will be evaluated based on their engagement and participation in all group activities, ensuring they actively contribute and demonstrate the skills developed throughout the workshop.

Activity 1: Learning about values and principles in Social economy through practical exercises

Duration: 90 minutes

Goal: Deeper understanding of the concept of Social economy, its values and principles and teaching of problem-solving, empathy and business skills within a social context.



Description: This activity is designed to help participants deepen understanding of social economy principles and values through analysis and discussion on real-life examples of successful social enterprises or cooperatives, conduction of a role-playing exercise where students identify needs, develop ideas and/or resolve issues in social enterprise, planning of projects with social purpose including all important elements and simulation of student cooperative.

Task 1: Case study analysis (25 minutes):

- Provide each student with a handout of a detailed case study on a successful social enterprise or cooperative.
- Ask students to read the case study individually for 10 minutes.
- In small groups, have students discuss the following questions for 15 minutes:
 - What social economy principles are demonstrated in this case study?
 - What challenges did the enterprise face and how did they overcome them?
 - How did the enterprise benefit the community / what impact they have on the community?
- Each group presents a summary of their analysis to the class.

Task 2: Role - playing exercise (30 minutes):

- Divide students into groups and assign each group a role-playing scenario related to a social economy issue (e.g., starting a cooperative, addressing community needs, managing a conflict in a social enterprise, developing a business idea that address a social issue).
- Provide scenario cards with background information and roles for each student.
- Give groups 15 minutes to prepare their role-play.
- Have each group perform their role-play in front of the class for 5 minutes.
- Students can also use online platforms (e.g., Zoom breakout rooms) for role-playing to accommodate remote or hybrid learning environments.
- Facilitate a class discussion on the different perspectives and solutions presented in the role-plays.

Task 3: Project planning (25 minutes):

- In their groups, ask students to brainstorm and plan a small project that aligns with social economy principles (e.g., a school recycling program, a community service initiative, humanitarian event).
- Provide poster boards and art supplies for students to create a project plan that includes:
 - Objectives and goals
 - Steps to implement the project
 - Resources needed
 - Potential challenges and solutions
- Allow groups to present their project plans to the class.

Task 4: Conclusion (10 minutes):

- Summarize the key insights from the case studies, role-plays and project plans.



- Ask students to reflect on what they learned and how they can apply these principles in their own lives.

Optional additional activities:

- Follow up with students on their project plans and support them in implementing their ideas.
- Encourage students to conduct interviews with local community leaders or social entrepreneurs to gain deeper insights into the social economy in practice.

Activity 2: Simulation of student cooperative

Duration: 90 minutes

Goal: Deeper understanding of the concept of Social economy, its values and teaching through practice the principles of cooperation, collective / democratic decision-making processes and shared benefits.

Description: This activity is designed to help participants understand and apply the values of SE through the practical work / simulation of student cooperative.

Task 1: Brainstorming, discussion and planning (30 minutes):

- Discuss with students about the concept of student cooperative. Present some successful examples. Discuss about school, students and community needs.
- Divide students into small groups.
- Ask each group to brainstorm about these needs and think about school cooperative as a solution.
- After 10 minutes, have each group share their ideas with the class.
- Organize voting and selection of best idea.

Task 2: Establishment (30 minutes):

- Form a student cooperative within the class, such as a small business or project (e.g., a school store or event planning committee).
- Elect a management team and assign roles to students.
- Develop a business plan focusing on cooperation and mutual benefit. Provide to students a template for the business plan to ensure all important elements are covered.

Task 3: Operation:

- Simulate the operation of the cooperative, talk about roles and responsibilities.
- Define the important topics for the cooperative operation and organize meeting where decisions will be made democratically, with each student having an equal vote.
- Simulate the sharing of profits or benefits equitably among participants.

Task 4: Reflection and sharing (20 minutes):



- Provide students with reflection prompts (e.g., Did you recognize any of the SE principles in your student cooperative? How did you feel during the implementation of the project? What are the benefits and challenges of democratic governance?).
- Ask students to write their reflections individually for 10 minutes.
- Facilitate a sharing session where students can volunteer to share their reflections with the class.
- Reflect on the impact and learnings from the project.

Task 4: Conclusion (10 minutes):

- Summarize the key points discussed during the lesson.
- Ask students to reflect on what they learned and how they can apply these principles in their daily lives.

Lesson Scenario: Advanced

Timing (minutes)	180 minutes
Materials/ Equipment Required	<ul style="list-style-type: none"> • Whiteboard and markers • Projector and laptop (for presentations) • Handouts with advanced case studies • Debate topic cards and guidelines • Poster boards, markers and other art supplies for project development • Notebooks and pens for students
Knowledge & Skills Developed	<ul style="list-style-type: none"> • Advanced understanding of social economy principles and their real-life applications • Critical thinking and analytical skills • Public speaking and debate skills • Teamwork and collaboration • Project management and planning • Research and problem-solving skills
Lesson Scenario: Scope / Goal	To advance students' understanding of the social economy values and principles through advanced analysis, debate and project development, enabling them to apply these concepts in complex, real-world situations.
Total duration of the lesson	3 hours

Introduction



This workshop is focused on the deeper understanding and advanced learning of the values and principles of Social economy. Workshop is divided in two segments/activities focused on the group exercises and practical work such as analysis, debate, project development and competition of social business ideas. Module is consisted of opinion exchange, analysis, individual and group work, interactive activities and collaborative projects through which students will gain practical experience and enhance their analytical and critical thinking, communication and public speaking skills, teamwork and collaboration, creativity, problem-solving and project management.

Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. Briefly review the core values and principles of the social economy (solidarity, cooperation, equity, inclusion, democratic governance, sustainability). Explain the goals of today's lesson: to analyze complex case studies / real-world examples, engage in a structured debate, develop an actionable project plan and create concrete social business plans in form of completion.

Assessment/ Evaluation

Participants will be evaluated based on their engagement and participation in all group activities, ensuring they actively contribute and demonstrate the skills developed throughout the workshop.

Activity 1: Learning through practical exercises and opinion exchange

Duration: 90 minutes

Goal: Deeper understanding of the concept of Social economy, its values and principles and teaching of analytical skills, project management, critical thinking, public speaking and ethical reasoning.

Description: This activity is designed to help participants advance understanding of social economy principles and values through analysis and discussion on real-life examples of successful social enterprises or cooperatives, opinion exchange, public speaking and debate exercise and development of concrete projects and business plans and models with social purpose.

Task 1: Advanced Case study analysis (25 minutes):

- Provide each student with a handout of an advanced case study on a social enterprise or cooperative that faced significant challenges and achieved notable impact. Provide multiple case



studies to choose from, catering to different interests and allowing students to explore various sectors of the social economy. Use visual aids like infographics or videos to make the case studies more engaging.

- Ask students to read the case study individually for 10 minutes.
- In small groups, have students discuss the following questions for 20 minutes:
 - What social economy principles are demonstrated in this case study?
 - What challenges did the enterprise face and how did they address them?
 - Did you recognize any milestone in the enterprise operation?
 - What innovative solutions, strategies or business models were used?
 - How did the enterprise measure its impact?
- Each group presents a summary of their analysis to the class.

Task 2: Debate (25 minutes):

- Divide students into two groups for a debate on intriguing topics related to the social economy (for example, "Should social enterprises prioritize profit or social impact?" or "Should social enterprises be more focused on employment or resolving of community/society problems?").
- Provide topic cards and guidelines for structured debate.
- Allow each group 10 minutes to prepare their arguments and counterarguments. Allow some time for students to conduct quick research or access pre-prepared materials to strengthen their arguments.
- Conduct the debate, with each group presenting their arguments and rebuttals, followed by a class discussion.
- Facilitate a discussion to reflect on the different viewpoints and how they relate to social economy principles. Stimulate critical thinking and enhance public speaking and ethical reasoning.

Activity 2: Project development (30 minutes):

- In their groups, ask students to brainstorm and develop a detailed project plan for a social enterprise, cooperative or community initiative that addresses a local, national or global issue.
- Provide templates for project planning and business model canvases to help structure their ideas effectively. Provide poster boards and art supplies for students to create a project plan that includes:
 - Objectives – operational and strategic
 - Detailed steps to implement the project – phases and activities
 - Required resources (human, financial, logistic) and potential partnerships (stakeholders)
 - Competition, market, marketing and management.
 - Risk assessment and mitigation strategies
 - Metrics for measuring success
- Assist students in development of their project/business plan – lead them to thinking and conclusions, advise, direct and shape the final document.
- Allow groups to present their project plans to the class and receive feedback.

Conclusion (10 minutes):

- Summarize the key insights from the case studies, debate and development of project plans.

- Ask students to reflect on what they learned and how they can apply these principles in their own lives and future careers.

Activity 2: Organization of Social business plan competition / Pitch competition / Hackathon

Duration: 90 minutes

Goal: Deeper understanding of the concept of Social economy, its values and principles through practical exercise focused on cooperation, creativity and quick problem-solving.

Description: This activity is designed to help participants understand and apply the values of SE through the practical work / preparation of concrete social business plans.

Task 1: Introduction (20 minutes):

- Briefly remind the students of the previously learned in the field of social economy.
- Explain the rules and goals of the competition.
- Brainstorm with students about potential social business plans - Idea generation.
- Divide students into small groups. Allow students to form teams or assign them into groups ensuring a mix of skills and interests.

Task 2: Implementation (30 minutes):

- Students work in teams to develop innovative solutions to social problems within a limited time.
- Each group creates a business plan for a social enterprise that addresses a specific community need incorporating feedback from teachers.
- Plans should include the social mission, target beneficiaries and how the business will operate sustainably while prioritizing social goals over profits.
- Encourage teams to create simple prototypes or models of their products / services.

Task 3: Presentation (30 minutes):

- Teams prepare their presentations, focusing on key aspects of their business plans and prototypes.
- Groups present their plans to the class and a panel of judges (teachers or local entrepreneurs, community leaders) which evaluates them based on their potential social impact rather than financial gain.
- **Judges** Include criteria such as feasibility, impact, innovation and alignment with SE principles. Judges score the presentations based on predefined criteria such as innovation, social impact, feasibility and presentation skills.
- After each presentation, judges ask questions to assess the depth of understanding and feasibility of the plans. Judges provide constructive feedback after each presentation, allowing students to learn and improve.



- After the judges make decision, announce the winners and present awards or certificates to all participants. Engage the audience by allowing them to vote for a "People's choice" award, adding an element of community involvement.
- Optionally, create a showcase of all the business plans and prototypes for the school community to view.

Task 4: Reflection and sharing (10 minutes):

- Provide students with reflection prompts (e.g., Do you consider this learning experience interesting, practical and valuable? How did you felt during the implementation of the project? What skills were improved within this exercise?).
- Ask students to write their reflections individually for 10 minutes.
- Facilitate a sharing session where students can volunteer to share their reflections with the class.
- Reflect on the impact and learnings from the project.

Module 2: Inequalities and Social Economy

Lesson Scenario: Beginner

Title: Tenement house

Timing (minutes)	180 minutes
Materials/ Equipment Required	Laptop, PPT and display screen Flip chart and markers. Learning resources: Wheel of inequalities; Character sheets
Knowledge & Skills Developed	Communication skills Adaptability Problem solving Emotional intelligence



	<p>Negotiations</p> <p>Decision making</p>
<p>Lesson Scenario: Scope / Goal</p>	<p>Participants of the work will learn:</p> <ul style="list-style-type: none"> • what are inequalities and where do they come from • what are the impact of inequalities for individuals and local community • possible ways of solving the problems caused by inequalities.

Introduction

This scenario is for a workshop on social inequalities. During the class, participants will learn what inequalities are and discover their consequences for the individual and the community in which they live. They will also learn about proposals to counteract inequalities including associating and solidarity. They will consider what the concepts of social justice, solidarity and community mean.

Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. Explain that the training will refer to Inequalities and their impact on Society and the quality of life of each individual. Then agree on a working time contract including: rules, information on breaks and how to work.

Duration: 10 min



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Activity 1: Let's meet!

Duration: 10 min

Goal: Engagement with the tenement and community narrative. Familiarisation with character sheets.

Description: Welcome to our tenement house! Distribute random character sheets with the number of tenement apartment within the group (see the attachment). Ask the participants to familiarize themselves with the assigned character sheet. Give your character a name and a surname and think of one thing she likes to do - a ritual, maybe a passion: e.g. she likes to run a few times a week or goes out for coffee every Saturday to a nearby café. Think from the information you have: what might your character like? Play with associations .

Rules: each person reads the character card in silence, then creates a small business card for the character: write down the first name and surname, and on the other side a short description or drawing of their chosen ritual/passion.

Ask the group / Deepening questions - inspiration for the facilitator:

Imagine the day, Saturday, Sunday of your character based on the data you have....

Attachment: character sheets

Activity 2: Fate takes its course!

Duration: 20 min

Goal: Changing perspectives and the way that you perceive your character

Description: spin the wheel and find out more about your character. See: how old she is, her physical condition, her relationships, her job, her fee/budget challenges. Familiarise yourself in silence, as each assimilates the information, there will be a moment to share.

Rules: Each person draws individual data from the wheel on: age, physical condition, relationships, job, fee/budget challenges of their character. He/she reads them in silence. Adds to the character description.

Additional questions - inspiration for the facilitator:



How has the character changed? How has your idea of the character changed?

Can the chosen ritual / passion make the character current? Why yes/no?

What surprised you?

Attachment: Wheel of inequality

Activity 3: Everyday life, or... common challenges in the tenement house

Duration: 60 minutes (20 minutes/each challenge)

Goal: To name inequalities in practice, to develop solidarity, social, common interest and empathy.

Description: We solve the challenges one by one. The facilitator narrates/reads each challenge, gives time for reflection. This is followed by a conversation and a simple vote:

Here stand the people for YES:

Here stand the people for NO:

Here stand people with a new idea: two people max!

Additional questions - inspiration for the facilitator:

This is not a game where sums win. We lead by challenging - by talking, by arguing, by parking the group's questions - to name levels of inequality in terms of concepts.

It's worth making the voting dynamic, the group can move around, have a lot of emotion, allow for that.

Take care to structure the discussion so that everyone and anyone is heard. Summarise the stages!

Rules:

Discussion, discussion + voting + debate. Followed by conclusions and introduction of concepts by the facilitator. Deepening questions are provided under each challenge.

Attachments: challenge descriptions (see below).

Descriptions of the challenges:

Challenge #1: Lift needed!



There is no lift in your tenement, and there are people among you who are bothered by this.

Luckily, there is an innovative offer on the market - the city will give you a lift if you keep the whole street clean all year round - there are 5 other tenements here. What this means: shovelling snow, cleaning up on the pavements 4 x a week, trimming the trees as well as the bushes, putting out the rubbish bins so that the rubbish truck can conveniently take them away, putting the bins back. Last year the city implemented this type of service with another stone, it worked very well, the residents took care of a piece of the street in solidarity. What it will be like for you?

Here stand those for YES:

Here stand the people for NO:

Here stand the people with a new idea: two people max! Decide who you give your vote to.

Follow-up questions:

What do you think about this? What is important here? What needs to be taken care of? Will everyone be able to get involved and how?

Discussion and facilitation of conclusions.

Challenge #2

One of the residents has a problem with paying his rent. He is the resident who has lived here the longest, as long as he has been fit: he has taken care of the garden, shovelled the snow, although no one paid him for it, he has done it out of his own will and his attachment, his love for the place where he was born, his life.

He asked for his rent to be reduced by a certain amount to allow me to pay the rent regularly. The cooperative that manages your building is looking favourably at this proposal and will agree to it, but on the condition that people who live on the ground floor and the ground floor will agree to pay a bit more. They have the biggest flats with the best light. What do you think about this solution?

Here stand those in favour of YES:

Here stand the people for NO:

Here stand the people with a new idea: two people max! Decide who you give your vote to.



Follow-up questions: Should everyone pay the same amount for rent? Why yes/no? Should the additional tasks performed by the person make a difference to the rent?

Discussion and facilitation of conclusions.

Challenge #3

A developer wants to buy your townhouse. He will renovate everything beautifully and will certainly raise its standard, but he sets a few conditions. The rent for all residents will increase by 30%. The payment dates will be non-extendable - if someone is a few days late, they will be evicted straight away. The new owner also offers to put a large garage for rent in place of the garden. What will you do?

Here are the people standing for YES:

Here stand those in favour of NO:

Here stand the people with a new idea: two people max! Decide who you give your vote to.

Follow-up questions: Will everyone be able to afford to live in the renovated building? Is there any other solution? If so, which one? How will the situation of your joint change if the cooperative sells the tenement?

Discussion and facilitation of proposals

Summary:

The situation we find ourselves in is influenced by many different factors, and we do not always have control over them. These factors very often lead to social inequalities. This means that we do not all have the same access to material resources (such as housing) or immaterial resources (such as prestige), which are desirable in society and sometimes simply necessary for living. Point out to participants that a lone individual has little influence, but as a group you can do much more.

Activity 4: Let's talk about the future

Duration: 40 minutes (20 minutes/each challenge)

Goal: To name inequalities in practice, to develop solidarity, social, common interest and empathy.





Description: We solve the challenges one by one. The facilitator narrates/reads each challenge, gives time for reflection.

Challenge #4: What's good for me it's good for you too?

Duration: 20 min

Goal: Anyone can suggest one change to the tenement that would make life better for his/her character.

Description: Think about what change would be good for your character in terms of housing and relationships in the tenement. Suggest one solution that would be good for your character on the forum. Tell about it in detail, show the advantages of this solution. Could it be good for someone else?

Rules: First each person writes a proposal on a piece of paper, talks about it. Questions can be asked. Hang on the wall, then vote. Choose two - together by voting: everyone has two dots and puts them next to the solution. When there is a tie: we vote until the two proposals with the most votes remain.

Additional questions:

What won? What did 'better' mean? What determines worse, better? What does this change in the lives of individual residents? How do the solutions chosen correspond with previous challenges and decisions made? Does what is good/bad for my character - affect other characters?

Do any of you strongly disagree with the decisions made? Why?

Who among you is an ardent supporter / advocate of their introduction? Why? Why not?

Challenge #5: Happy coincidence!

Duration: 20 minutes

Goal: discussion about inequalities in the context of tenement dwelling, needs and characters

Description: Fate sometimes changes everything and sometimes it doesn't... Let's find out what happened in your character's life and how it affects her. Let's also make these events real in the context of real, statistical life.



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Rules: Each and every one draws a Lucky Coincidence for a character. He or she then writes down: what does it change?

Follow-up questions: What do you think about lucky coincidences? How does it relate to inequalities? What happened to your character that surprised, saddened, pleased you?

Attachment: List of happy coincidences

(→ look at the attachment with didactic materials for more challenges cards)

Summary:

Recall again the definition of inequality. Draw participants' attention to the fact that our situation is influenced by many factors beyond our control and that inequality translates not only into a poorer quality of life for individuals, but also for the community as a whole.

Duration: 10 minutes

Evaluation

Duration: 10 minutes

Ask the participants to share their impressions of the activity. Hand out a summary questionnaire or ask questions:

- what important things have I discovered for myself during the activity?
- what am I doing well (what can I do)?
- what do I need to work on and how can I achieve this (where do I get the information)?

After completing the questionnaire, ask students to pair up and share their answers. Ask them to keep the completed.

Questionnaire and stick it in a binder with other workshop materials.



Duration	180 minutes
Equipment Required	<p>Laptop, PPT and display screen</p> <p>Flip chart and markers.</p> <p>Didactic materials: Card Characters (Attachment no.1), Situations (Attachments no.2).</p> <p>Educational Programme, module: Inequalities and Social economy</p>
Knowledge & Skills Developed	<p>Participants will develop their knowledge about: inequalities.</p> <p>Skills:</p> <ul style="list-style-type: none"> • collaboration • teamwork • communication • empathy
Goal	<ul style="list-style-type: none"> • letting know more about inequalities and their impact and the attitudes we may adopt in relations to them.

Introduction

This scenario is about inequalities, their impact and the attitudes we may adopt in relation to them. During the class, participants will learn what inequalities are and their consequences for the individual and the community in which they live. They will also learn about proposals to counteract inequalities including associating and solidarity. They will consider what the concepts of social justice, solidarity and community



Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. Explain that the training will refer to Inequalities and their impact on Society and the quality of life of each individual. Then agree on a working time contract including: rules, information on breaks and how to work.

Duration: 10 min

Activity No.1 : Let's meet each other

Duration: 20 min

Goal: To get to know the character

Description: Distribute random character within the group (see the attachment No.1.). Ask the participants to familiarize themselves with the assigned character sheet. Give your character a name and a surname and think of one thing she likes to do - a ritual, maybe a passion: e.g. she likes to run a few times a week or goes out for coffee every Saturday to a nearby café. Think from the information you have: what might your character like? Play with associations .

Rules: each person reads the character card in silence, then creates a small business card for the character: write down the first name and surname, and on the other side a short description or drawing of their chosen ritual/passion.

Activity No. 2: Loss at the start



Duration: 20 min

Objective: to practice development, context, character possibilities

Description: We play character cards here. Everybody stands in a line, the trainer reads out some facts that may concern the character. If they apply: the person takes a step forward. After everyone has been read: we check who is the furthest and who is stuck.

Following-up questions: Who is in front? Who is left behind? Which question was difficult?

Attachment: Situation descriptions (see Attachment No.2)

Activity No. 3.: The best!

Duration: 20 min

Goal: to verify: what does *best* mean in total? Worth talking about at the end what is the opposite? What stereotypes come out?

Description: Ask each participant to imagine *the best among people*. And then describe or draw it on one's paper. Imagine 'the best among the people'. This is supposed to be a person who is widely respected - among parents, teachers, friends or the whole society. Try to see this person. Think about what he looks like, where she lives, where they work, what hobbies she has, what his day is like. Take a card. Now try to describe this person. You can draw him, give him a name.

Follow-up questions: When the drawings and descriptions are ready, ask the group about their 'Best'. Hang the previously prepared sheet on the board. Write the answers on the board (in case of disagreements do a quick vote noting the results):

- What is his/her gender?
- What is his/her age?
- What is his/her nationality?
- What language do they speak?
- What is his skin colour?
- Are they rich?
- Is he educated?



- Where does he live - in the countryside or in a city? (What kind of city?)
- Does he go to church?
- What is his or her religion? –
- What political views might he have? –
- Does he know his parents?
- Is he physically and mentally fit?
- What is his sexual orientation?
- Is he or she attractive?
- Are they in relationship?

Summary:

Duration: 10 minutes

Think about whether your ideas about the best person were similar or different? If similar, ask yourself why? Consider whether it is too easy for us to judge people based on factors beyond their control? And are we too easily linking the word ‘best’ to someone who is successful? Discussion Looking at your joint answers, try to reflect together on the ‘Best’

Activity No. 4: Working with the majority

Duration: 20 min

Description: Two people willing to leave go outside the room, the rest of the group stays. Those who leave wait in another room or at such a distance - so that they are not aware of what is happening with the majority group. The larger group establishes a code/its own language of communication, e.g.

- the word house means shoes,
- when sb says “school” one claps
- when sb says “and” one jumps up
- when sb says “but” one makes a specific gesture in silence

The majority group comes up with min. 3 such rules, starts to talk to each other so as to apply them as often as possible - a specific topic can be given (e.g. house just, where house means shoes). When two people join, the group is already busy talking. The task of the people who



have joined is to join in the conversation, to make contact.

Follow-up questions: What was difficult? What strategies did the people who joined take? Did they succeed in joining in? How did those in the majority group feel? Who felt uncomfortable, why?

Attachment – not applicable

Activity No. 5: We do it together!

Goal: Cooperation for a common goal

Description: Each group (we work in subgroups: 4-5 people) draws: resources, constraints, possibilities and one white blank card. What they have - allows them to agree on what is achievable for them as a group. We then check in the forum to see if we can come to an agreement - we work out a course of action together.

Follow-up questions: What was difficult? What strategies did the people who joined take? Did they succeed in joining in? How did those in the majority group feel? Who felt uncomfortable, why?

Attachments: slips of paper resources, constraints, opportunities and one white blank sheet + format to work with.

Summary:

Duration: 10 minutes

We are all different: we have a different background, experiences, skills and competences. We're also different when it comes to the different resources. Working together allows us to achieve the goals that we would be able to achieve alone.

Evaluation

Duration: 10 minutes

Ask the participants to share their impressions of the activity. Hand out a summary questionnaire or ask questions:



- what important things have I discovered for myself during the activity?
- what am I doing well (what can I do)?
- what do I need to work on and how can I achieve this (where do I get the information)?

After completing the questionnaire, ask students to pair up and share their answers. Ask them to keep the completed.

Questionnaire and stick it in a binder with other workshop materials.

Lesson Scenario: Advanced

Title: Let's talk about inequalities

Duration:	180 minutes
Materials/ Equipment Required	Laptop, PPT and display screen Flip chart and markers, Worksheets (see attachment)
Knowledge & Skills Developed	Skills: <ul style="list-style-type: none"> • developing the ability critical thinking • developing the ability of analytical thinking and drawing conclusions • developing working group ability
Goals	<ul style="list-style-type: none"> • you will learn about the main causes of inequality between people • you will analyse the consequences of social, economic and political inequalities; • you will explore the concept of social justice • explore ways to address inequalities, including the



	<p>aims of the cooperative movement</p> <ul style="list-style-type: none">• you will reflect on the ideas of: community and solidarity
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Introduction

This scenario is for a class on social inequalities. During the class, participants will learn what social inequalities are, their consequences for the individual and the community in which they live. They will also learn about proposals to counteract inequalities, including the foundations of the cooperative movement. They will consider what the concepts of social justice, solidarity and community mean.

You will find detailed material related to these issues in the Social Entrepreneurship Education Programme, in the module: Social Economy and Inequality.

Description of the Learning Activities

Part I: Inequalities: the reasons

Workshop Opening: (example)

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. Explain that the training will refer to Inequalities and the role of the Social Economy in solving the problem of inequalities.

Activity 1: All human, all equal?

Duration: 10 minutes

Brainstorming. Ask participants whether all people are equal? Do we all have access to the same goods and opportunities? Why not? Write on the board the reasons why some people have more opportunities than others. Participants can draw on their own experiences during this activity. Remember to avoid judgement.



Leave the boards with written examples of inequality in a visible place.

Summary.

Present the definition of inequality.

Social inequality - a particular collective or individual has at their disposal more goods valued in society than others. Their acquisition requires effort. The most common are: wealth, power and prestige.

Education, health and physical fitness are also distinguished.

Tell participants that social inequality is considered by some scholars to be one of the most important global challenges. Many NGOs and researchers involved in monitoring this situation are sounding the alarm that the situation - already very difficult - has worsened with the COVID-19 pandemic. And the planned target cannot be reached. The data they have collected is alarming. Take a look at some of them:

- Since 2020, the richest five men in the world have doubled their fortunes. During the same period, almost five billion people globally have become poorer. (Oxfam)
- The richest 10% of humanity currently own more than 50% of the income and 76% of the world's wealth. In the other half are the 50% poorest, who own only 8% of income and their wealth is 2% of humanity's total wealth.(Inequality Lab).
- During the coronavirus pandemic, the wealth of the world's 10 richest people doubled; at the same time, more than 160 million people fell into poverty. (Oxfam).

Activity 2: Stories behind the numbers:

Duration: 20 minutes

Divide participants into several smaller groups of 4-5 people. Each group will then be given a worksheet with a short biography of one person. Make a note of factors that you think might determine her fate. Try to answer the questions: 1) what goals and 2) what dreams each of these people might have.

Worksheets

Maria - the youngest daughter, has 7 siblings. The family was supported by her dad - a driver. Maria wanted to further her education, unfortunately in her country secondary education is paid. And there



was a need to help the family. Maria lives in a small village far away from big metropolises. Maria draws beautifully. She works at a garment factory on a daily basis and also takes care of her elderly grandmother.

George - is an entrepreneur and investor. He comes from New York. His parents are professors at the University there. At the age of 10 he got his first computer, on which he learned to program. In college, he did an internship in the IT department of a bank. He divides his life between the USA and Europe - he is a great lover of Italy, where he owns a house. George suffers from type 1 diabetes and has to take insulin every day.

Alexandra - a doctor. She came from a not-so-wealthy family, but thanks to a state scholarship and diligence, she graduated from medical school and started working as a doctor in a small border town. She recently got a loan to buy her first flat. Unfortunately, war broke out a short while later and Aleksandra and her two children had to flee the country. Her unfamiliarity with the language does not allow her to work in her position. To pay her rent and bills she works as a domestic helper.

Summary

Consider whether the people mentioned have the same opportunities? What might determine their future lives? Do they have an impact on each of the factors? Could these people have the same opportunities and desires? Why yes? Why not?

Tell the participants that, unfortunately, we do not all have the same opportunities to live a decent life. Note that many things do not depend on us but on external factors over which individuals have very little or no influence. Consider what effects factors related to inequality might have on the lives of your characters.

Part II – Impact

Activity 1: Talking about consequences

Duration: 20

Economists agree that inequality has more downsides than upsides. Below you will find the examples of the negative effects of inequality. Try to assign them to the appropriate groups: individuals/society/world. Do you agree with these suggestions? Would you add new ones? Or would you remove some of them? Why yes/not?

Impact for the individual: shorter life's expectancy, limited access to the basics services such as:



healthcare, education, water, sanitation, lack of access to the justice, curtail human's right through discrimination and abuse; poverty

Impact for society: economic instability, less social mobility, increase property crime and violent, slow down local development, crime, higher social expenses, higher level of infant mortality, low level of happiness, societal breakdown in trust, solidarity and social cohesion, it reduces people's willingness to act for the common good, low social mobility

Impact for world - migration crisis, erode social cohesion, lead to political polarisation and lower economic growth.

Inequalities – consequences		
Individual	Local	Global

Activity 2: SPENT

Duration: 15 minutes

Play the game available on this link: <https://playspent.org/> Share your results with the rest of the group.

Did you win/loose? Did you find it easy? Why? Why not?

Summary:

Summarise the exercises. Note how many negative factors are directly linked to inequality. Say that there is now a global, cross-country consensus that inequality must be tackled. Reducing inequalities is even one of the Sustainable Development Goals identified by the UN. You can add that the SDGs are a set of 17



goals adopted by the UN member states in 2015, aimed at addressing global challenges and promoting sustainable development by 2030.

However, this is very difficult. Why do you think this is?

We will talk about how this problem can be solved in the third part of the workshop.

Part III SOLUTIONS

Activity 1: Brainstorming

Duration: 10 minutes

Tell participants what the Gini index is.

The Gini Coefficient - which measures the level of social inequality on a scale from 0 to 1, where 0 is the state where we all have the same thing and 1 is the state where one person has everything. In 2024, Denmark had the lowest level of inequality at 0,24 (and the other Scandinavian countries) and Namibia the highest at 0,74. (The Gini index for the whole world based on a comparison of the incomes of all its inhabitants is 0,70).

Think together about what can be done to reduce inequality and thus reduce this ratio in your country/community. Write examples of solutions on the board and come back to them at the end of the class.

Activity 2: Veil of ignorance

Duration: 20 minutes

Divide the participants into several smaller groups. Distribute cards with specific characters among the participants, but tell them that they must not reveal them before completing the task. Beforehand, each group should solve one of the following dilemmas:

1) You are the members of the local community. You have 100 000 euros in your budget. You can use the money to hire caretakers for the elderly or organise a big fete and invite a celebrity. What do you



do?

2) You are co-workers in a large company. The company has had a good year. Management makes you the following offer - office workers get a 15% raise, warehouse workers get 5%. Or all receive 8% each? What do you do?

3) You are the members of the local community. Your town has been offered an investment that could create new jobs. However, it is conditional on cutting down the town's only park. What do you do?

Each group presents the results of their activity. Participants then check their cards. The groups have an additional 10 minutes to discuss their decisions.

Summary: Did your discussion go differently when you knew your characters? Why yes? No?

Introduce participants to the concept of the veil of ignorance that underpins the theory of social justice developed by the American political philosopher John Rawls. 'Let us try to act,' says Rawls, 'as if we do not know what role we will play in society. Read more about the veil of ignorance and watch the movie available in the Educational Programme.

Activity 3: Cooperatives tackle inequality: Co-opoly/BC game

Duration: 90 minutes

Look again at the board with your proposals for tackling inequalities. Note that they can be broadly divided into two types - one requires systemic changes introduced top-down by the state. One may involve the need to raise taxes for certain sections of society. And we only have an indirect influence on these changes.

Explain that indirect influence in reducing inequality can also come from collective action - and this is the basis of cooperatives.

Play the game – the game and the instructions are available upon this link:
<https://store.tesacollective.com/products/co-opoly-the-game-of-co-operatives>

Summary - draw participants' attention to the importance of co-operation and community. By supporting each other they were able to win the game. It was the human being that was more important in this game



than profit. A similar assumption is the foundation of cooperatives. In cooperatives, everyone is equal and every cooperative member, regardless of their background or financial situation, has the same voting rights (one vote). You will find the cooperative principles in the educational programme.

Social enterprises, including social cooperatives, play a special role. Their aim is to level the playing field for people who experience particular difficulties that distance them from the labour market and society.

Activity 4: Case study

Duration: 20 minutes

Introduce participants to the history of the Brewery Cooperative (Educational Programme). Consider together what problems address this initiative? How would you define its major goal?

Summary: 10 minutes

Social inequality is a phenomenon related to unequal access to socially desirable goods and intangible resources. Although there is a growing awareness that social inequalities lead to a range of negative social and economic impacts, addressing the problem remains a challenge. Among the proposals for solving this problem, the cooperative movement and the social economy occupy an important place. These are activities for which the idea of coming together for a common purpose is central, and people are more important than profit.

Module 3 – Local development

Lesson Scenario: Beginner

Timing (minutes)	180 minutes
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Materials/ Equipment Required	<ul style="list-style-type: none"> • Digital materials: presentation slides, videos • Analogue materials: paper, pens, flip charts, markers • Sticky notes, whiteboard or chalkboard
Knowledge & Skills Developed	<p>Participants will develop:</p> <ul style="list-style-type: none"> • Communication skills: Effective verbal and non-verbal communication, active listening, and assertive communication. • Teamwork: Collaborative working, sharing responsibilities, and supporting team members. • Problem-solving: Analyzing problems, developing solutions, and decision-making. • Leadership: Guiding teams, inspiring others, and conflict resolution. • Project management: Planning, organizing, and executing projects.
Lesson Scenario: Scope / Goal	<p>The goal of this module is to equip participants with the soft skills necessary to successfully contribute to local development projects. By the end of this training, participants will not only understand the importance of soft skills but also be able to apply them in real-world scenarios, enhancing both their personal and professional growth.</p>
Total duration of the lesson	3 hours

Introduction

This is a workshop on Soft Skills Development for Local Development. This module aims to provide participants with a comprehensive understanding of essential soft skills and their application in local development contexts. Through interactive activities, role-playing scenarios, and a collaborative project, participants will gain practical experience and enhance their ability to effectively communicate, solve problems, lead, and work as part of a team.

Description of the Learning Activities



Co-funded by
the European Union

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. By the end of this lesson, participants will have a basic understanding of soft skills, practical experience in applying these skills through role-playing, and teamwork practice through a collaborative project. This comprehensive approach ensures that participants not only learn about soft skills theoretically but also understand how to apply them in real-world local development scenarios.

Assessment/ Evaluation

Participants will be evaluated based on their engagement and participation in all group activities, ensuring they actively contribute and demonstrate the skills developed throughout the workshop.

Activity 1: Soft Skills Development for Local Development

Duration: 60 minutes

Goal: Introduce participants to the concept of soft skills and their importance in local development.

Description: This activity is designed to help participants understand what soft skills are, their significance, and their application in local development contexts through presentations, group discussions, and interactive exercises.

Rules:

1. Begin with a brief presentation defining soft skills.
2. Highlight key soft skills such as communication, teamwork, problem-solving, and leadership.
3. Discuss why these skills are essential for personal and professional growth, especially in local development projects.
4. Divide participants into small groups of 3-4.
5. Each group discusses which soft skills they think are most important and why.
6. Groups then share their thoughts with the larger group.
7. Play a video on the importance of communication and teamwork (external resources: [Assertive and Non-Violent Communication](#)).
8. After the video, facilitate a discussion on key takeaways.
9. Encourage participants to share personal experiences where they used or witnessed the use of soft skills effectively.

Explanation:

1. The session starts with a 15-minute presentation to introduce the concept of soft skills. This presentation should cover definitions and examples of key soft skills such as communication, teamwork, problem-solving, and leadership. The facilitator should emphasize the importance of these skills in local development projects and their role in fostering personal and professional growth.
2. Participants are divided into small groups of 3-4 for a 20-minute discussion. Each group will identify and discuss which soft skills they believe are most crucial and provide reasons for their choices. After the discussion, each group will present their insights to the larger group, fostering a collective understanding of the significance of various soft skills.
3. A 25-minute interactive exercise follows, starting with a video that highlights the importance of communication and teamwork, using external resources such as Assertive and Non-Violent Communication. Post-video, the facilitator will lead a discussion on the key takeaways from the video, encouraging participants to share personal stories where they have effectively used or observed soft skills. This exercise aims to reinforce the concepts learned and provide practical examples of soft skills in action.

Activity 2: Role-Playing Scenarios

Duration: 60 minutes

Goal: Enhance participants' soft skills through practical application in role-playing scenarios.

Description: Participants will engage in role-playing exercises to practice and develop their soft skills in simulated local development situations.

Rules:

1. Explain the concept and benefits of role-playing in skill development.
2. Provide guidelines for effective role-playing, emphasizing active participation and constructive feedback.
3. Divide participants into pairs or small groups.
4. Assign each group a scenario related to local development, such as organizing a community event, resolving a conflict among team members, or presenting a development proposal to local authorities. ***
5. Each group spends 15 minutes preparing their role-play.
6. Groups then perform their role-play scenarios for the rest of the class.
7. Encourage creativity and realism in their performances.



Explanation:

1. The session begins with a 10-minute explanation of role-playing, highlighting its benefits for skill development. The facilitator provides guidelines for effective role-playing, stressing the importance of active participation and offering constructive feedback.
2. For 10 minutes, participants are divided into pairs or small groups and assigned scenarios relevant to local development. These scenarios might include organizing a community event, resolving a team conflict, or presenting a proposal to local authorities. The facilitator ensures each group understands their scenario and objectives.
3. Groups spend 15 minutes preparing their role-play, focusing on creativity and realism. Each group then performs their scenario for the entire class. The total time for this section is 30 minutes, allowing each group sufficient time to present and engage with the audience.
4. A 10-minute debriefing session follows the role-plays. The facilitator leads the discussion, providing positive feedback and constructive criticism. Participants discuss what went well in each role-play and identify areas for improvement, fostering a learning environment and enhancing their understanding and application of soft skills.

***** SCENARIOS to be used for this activity****Scenario 1: Organizing a Community Event**

Description: Your group is responsible for organizing a community event to promote local culture and arts. You need to plan the event, coordinate with local artists, secure a venue, and promote the event to the community. Roles:

- Event organizer: Oversees the planning and execution of the event.
- Local artist: Needs assurance and details about their participation.
- Venue manager: Discusses the logistics of using the venue.
- Community member: Provides feedback on the event's promotion and content.

Scenario 2: Resolving a Conflict Among Team Members

Description: Your local development team is facing internal conflicts between members with differing opinions on project priorities. You need to mediate the situation and find a resolution that allows the team to move forward productively. Roles:

- Team leader: Mediates the conflict and facilitates the discussion.



- Team member 1: Believes the project should focus on immediate infrastructure improvements.
- Team member 2: Thinks the project should prioritize long-term educational programs.
- Neutral observer: Provides an unbiased perspective and suggests compromise solutions.

Scenario 3: Developing a Youth Engagement Program

Description: Your group is tasked with developing a program to engage local youth in community activities and leadership opportunities. You need to design the program, secure funding, and gain community support. Roles:

- Program developer: Designs the program and outlines its activities.
- Local business owner: Potential sponsor who needs to be convinced of the program's value.
- School principal: Discusses how the program can be integrated with school activities.
- Youth representative: Provides insight into what activities would attract and benefit local youth.

Scenario 4: Presenting a Development Proposal to Local Authorities

Description: Your group has developed a proposal for a new community park. You need to present this proposal to the local council, addressing potential concerns and highlighting the benefits. Roles:

- Project presenter: Leads the presentation and addresses key points.
- Local council member: Questions the feasibility and funding of the project.
- Environmental expert: Supports the proposal with data on environmental benefits.
- Community advocate: Emphasizes the social benefits and community support.

Activity 3: Team-Building project

Duration: 60 minutes

Goal: Foster teamwork and collaboration by working on a mini local development project.

Description: Participants will collaborate on a small project, applying their soft skills to achieve a common goal.

Rules:

1. Explain the team-building project: planning a community garden or organizing a local clean-up day.



2. Discuss the objectives, expected outcomes, and roles within the team.
3. Divide participants into small teams of 4-5 members.
4. Each team creates a plan for their project, including task assignments, timelines, and required resources.
5. Encourage teams to use effective communication and decision-making skills.
6. Each team presents their project plan to the rest of the group.
7. Other teams and the instructor provide feedback and suggestions.
8. Facilitate a group discussion on what they learned about teamwork and collaboration.
9. Encourage participants to reflect on how they applied their soft skills during the project.

Explanation:

1. The session starts with an explanation of the team-building project. Participants are briefed on the project options, such as planning a community garden or organizing a local clean-up day. Objectives, expected outcomes, and individual roles within the team are discussed to ensure clarity and alignment.
2. Participants are divided into small teams of 4-5 members. Each team is tasked with creating a detailed plan for their project, including task assignments, timelines, and required resources. This phase emphasizes the importance of effective communication, collaboration, and decision-making skills.
3. Each team presents their project plan to the rest of the group. This allows participants to practice their presentation skills and receive constructive feedback from their peers and the instructor. The feedback session encourages critical thinking and improvement.
4. The activity concludes with a group discussion reflecting on the teamwork and collaboration experience. Participants share their insights and learnings about the application of soft skills during the project, fostering a deeper understanding and appreciation of these skills.

Lesson Scenario: Intermediate

Timing (minutes)	180 minutes
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Materials/ Equipment Required	<ul style="list-style-type: none"> • Digital materials: presentation slides, videos • Analogue materials: paper, pens, flip charts, markers • Sticky notes, whiteboard or chalkboard
Knowledge & Skills Developed	<p>Participants will develop:</p> <ul style="list-style-type: none"> • Community mapping and needs assessment: Understanding the current state of the community, identifying key assets and areas of need. • Stakeholder collaboration: Effective communication and negotiation with diverse community stakeholders. • Inclusive strategy development: Creating actionable plans to overcome barriers to inclusive participation in local development projects.
Lesson Scenario: Scope / Goal	<p>The goal of this module is to empower participants with the skills and knowledge necessary to engage effectively with their communities and promote inclusive and sustainable local development. By the end of this training, participants will be equipped to map community resources, collaborate with stakeholders, and develop strategies to ensure inclusive participation.</p>
Total duration of the lesson	3 hours

Introduction:

This is an intermediate-level workshop on Community Engagement and Local Development. This module is designed to deepen your understanding of community dynamics and enhance your skills in facilitating sustainable and inclusive development initiatives. Through practical exercises and collaborative discussions, you will gain valuable insights and tools to effectively contribute to the growth and well-being of your community.

Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning



outcomes of the training. These activities are designed to help intermediate-level participants enhance their understanding and skills in community engagement and local development. Through practical exercises and collaborative discussions, participants will be better equipped to contribute to sustainable and inclusive development initiatives in their communities.

Assessment/ Evaluation

Participants will be evaluated based on their engagement and participation in all group activities, ensuring they actively contribute and demonstrate the skills developed throughout the workshop.

Activity 1: Community mapping and needs assessment

Duration: 60 minutes

Goal: To help participants understand the current state of their community and identify areas that need improvement through community mapping and needs assessment.

Description: Participants will work in small groups to create a visual map of their community, highlighting key assets, resources, and areas of need. They will then conduct a needs assessment to prioritize areas for development and identify potential barriers to inclusive participation.

Rules:

1. Divide participants into small groups (4-5 people each).
2. Provide each group with large sheets of paper, markers, and sticky notes.
3. Ask groups to draw a map of their community, including landmarks, key resources, and areas of need.
4. Encourage participants to discuss and note down the strengths and weaknesses of their community.
5. Once the map is complete, each group will conduct a needs assessment by identifying and prioritizing areas that require development or improvement.
6. Groups will present their maps and assessments to the class.

Explanation:

1. Start by explaining the importance of understanding the community's current state to plan effective development initiatives.
2. Give an overview of community mapping and its benefits in visualizing assets and needs.
3. Guide participants through the process of drawing their community map, ensuring they include all significant elements.



4. Discuss the needs assessment process, emphasizing how to prioritize areas based on urgency and impact.
5. Allow groups to work on their maps and assessments, providing support as needed.
6. Facilitate presentations, encouraging feedback and discussion on each group's findings.

Activity 2: Role-Playing Stakeholder Collaboration

Duration: 60 minutes

Goal: To develop participants' skills in stakeholder collaboration and communication by simulating a local development project meeting with diverse community stakeholders.

Description: Participants will engage in a role-playing activity where they assume the roles of various community stakeholders (e.g., local government officials, business owners, residents, youth representatives) and collaborate to plan a local development project.

Rules:

1. Assign each participant a role representing a different community stakeholder.
2. Provide a brief scenario of a local development project (e.g., building a community center).
3. Each stakeholder should have specific interests and concerns related to the project.
4. Conduct a simulated meeting where participants discuss the project, negotiate, and attempt to reach a consensus.
5. After the meeting, debrief with the whole class to discuss the challenges and successes of the collaboration.

Explanation:

1. Introduce the concept of stakeholder collaboration and its importance in local development.
2. Explain the scenario and distribute role cards to each participant, detailing their character's interests and concerns.
3. Set the stage for the meeting, encouraging participants to advocate for their stakeholder's viewpoint while seeking common ground.
4. Guide the discussion, ensuring that everyone has a chance to speak and that key points are addressed.
5. After the role-play, facilitate a debriefing session to reflect on the experience, discussing what worked well and what could be improved in real-life scenarios.



Activity 3: Developing Inclusive Strategies

Duration: 60 minutes

Goal: To enable participants to create strategies for fostering inclusive participation in local development projects.

Description: Participants will work in groups to develop strategies that address barriers to inclusive participation in local development. They will consider cultural, linguistic, economic, and social barriers and propose actionable solutions to overcome these challenges.

Rules:

1. Form small groups (4-5 people each).
2. Each group will choose a specific barrier to focus on (e.g., cultural, linguistic, economic).
3. Groups will brainstorm and develop a detailed strategy to overcome their chosen barrier, including specific actions, resources needed, and potential outcomes.
4. Each group will present their strategy to the class.
5. Facilitate a discussion on the proposed strategies, encouraging feedback and suggestions for improvement.

Explanation:

1. Start with a brief discussion on the importance of inclusive participation in local development and the common barriers faced.
2. Explain the activity and provide examples of different types of barriers.
3. Allow groups to choose their focus area and begin brainstorming solutions.
4. Encourage groups to think creatively and consider diverse perspectives in their strategies.
5. Provide time for groups to develop their strategies and prepare their presentations.
6. Facilitate the presentations, offering constructive feedback and encouraging peer review.



Lesson Scenario: Advanced

Timing (minutes)	180 minutes
Materials/ Equipment Required	<ul style="list-style-type: none"> • Digital materials: presentation slides, videos • Analogue materials: paper, pens, flip charts, markers • Sticky notes, whiteboard or chalkboard
Knowledge & Skills Developed	<p>Participants will develop:</p> <ul style="list-style-type: none"> • Advanced Community Mapping and Needs Assessment: Techniques for identifying and prioritizing community needs. • Stakeholder Collaboration and Engagement: Effective methods for communicating and negotiating with diverse stakeholders. • Innovative Project Design: Skills to create sustainable and inclusive community development projects.
Lesson Scenario: Scope / Goal	<p>The goal of this module is to empower participants with the tools and knowledge necessary to lead and contribute to sustainable and inclusive local development initiatives. By analyzing successful projects, practicing advanced stakeholder engagement techniques, and designing innovative projects, participants will be equipped to drive positive change in their communities.</p>
Total duration of the lesson	3 hours

Introduction

This is an advanced-level workshop on Community development. This module is designed to enhance your skills and deepen your understanding of sustainable community development. Through practical exercises, case study analyses, and collaborative discussions, you will be better equipped to contribute to impactful development initiatives in your communities.

Description of the Learning Activities



Workshop Opening: (example)

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training. These activities are designed to help advanced-level participants deepen their understanding and skills in sustainable community development. By analyzing successful projects, practising advanced stakeholder engagement techniques, and designing innovative projects, participants will be better equipped to lead and contribute to impactful development initiatives in their communities.

Assessment/ Evaluation

Participants will be evaluated based on their engagement and participation in all group activities, ensuring they actively contribute and demonstrate the skills developed throughout the workshop.

Activity 1: Advanced Strategies for Sustainable Community Development

Duration: 60 minutes

Goal: To critically analyze successful community development projects from around the world and extract key strategies and lessons that can be applied to local contexts.

Description: Participants will study detailed case studies of successful community development projects, identify the strategies used, and discuss the applicability of these strategies in their own communities.

Rules:

1. Divide participants into small groups (4-5 people each).
2. Provide each group with a case study of a successful community development project.
3. Each group will analyze their case study, focusing on the following aspects:
 - Project goals and objectives
 - Key stakeholders involved
 - Strategies and approaches used
 - Challenges faced and solutions implemented
 - Outcomes and impact
4. Groups will then discuss how these strategies can be adapted to their own community projects.



5. Each group will present their findings and ideas to the class.

Case studies to be used:

1. Makoko Floating School, Nigeria:

Source: [Kunlé Adeyemi, NLÉ Architects](#)

ArchDaily

2. Kibera Public Space Project, Kenya:

Source: [Kounkuey Design Initiative \(KDI\)](#)

KDI

3. Favela-Bairro Project, Brazil:

Source: [Inter-American Development Bank \(IDB\)](#)

IDB

4. Gurara Falls Eco-Tourism Project, Nigeria:

Source: [African Development Bank \(AfDB\)](#)

AfDB

Explanation:

1. Begin by explaining the importance of learning from successful projects and how case studies can provide valuable insights.
2. Give an overview of the case studies to be analyzed and distribute them to the groups.
3. Guide participants through the analysis process, ensuring they cover all key aspects.
4. Allow groups time to discuss and prepare their presentations.
5. Facilitate the presentations, encouraging critical discussion and comparisons between the case studies and participants' own contexts.

Activity 2: Advanced Stakeholder Engagement Techniques

Duration: 60 minutes

Goal: To equip participants with advanced techniques for engaging stakeholders in community development projects, including conflict resolution and consensus-building.



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Description: Participants will engage in a workshop on advanced stakeholder engagement techniques. They will learn and practice methods for effective communication, conflict resolution, and consensus-building through role-playing exercises and simulations.

Rules:

1. Start with a brief lecture on advanced stakeholder engagement techniques.
2. Divide participants into pairs or small groups.
3. Each group will be given a scenario involving a stakeholder conflict or complex negotiation in a community development project.
4. Participants will role-play the scenario, applying the techniques learned to resolve conflicts and build consensus. ****
5. After the role-play, each group will reflect on the experience and discuss what strategies were most effective.

Explanation:

1. Provide a detailed overview of advanced engagement techniques, including active listening, mediation, and negotiation skills.
2. Explain the importance of these techniques in managing stakeholder relationships and ensuring successful project outcomes.
3. Distribute scenarios and guide participants through the role-playing exercises.
4. Facilitate the role-play, offering feedback and support as needed.
5. Conduct a debriefing session, encouraging participants to share their experiences and insights.

****** SCENARIO FOR THE ROLE-PLAY**

Scenario 1: Neighborhood park renovation

Description: Your team is tasked with renovating a local park. However, there's a conflict between young adults who want a skate park and parents who prefer a safe play area for children. Both groups are passionate and have strong opinions.

Roles:

Project leader: Mediates the discussion and facilitates consensus.

Young adult representative: Advocates for the skate park.

Parent representative: Advocates for the children's play area.



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Neutral community member: Provides a balanced perspective and suggests compromise solutions.

Scenario 2: Community Health Clinic

Description: A new community health clinic is being planned, but there is a disagreement on its location. One group prefers a central location near public transportation, while another group wants it closer to underserved areas.

Roles:

Health project manager: Facilitates the negotiation and tries to reach a consensus.

Public transportation advocate: Supports the central location.

Underserved community representative: Supports the location closer to underserved areas.

Local government official: Provides insights on feasibility and regulations.

Scenario 3: Local Business Improvement District

Description: A proposal has been made to create a business improvement district (BID) to revitalize the local economy. Small business owners are concerned about increased taxes, while larger businesses support the proposal for the potential benefits.

Roles:

BID coordinator: Leads the discussion and mediates between parties.

Small business owner: Opposes the proposal due to cost concerns.

Large business owner: Supports the proposal for economic benefits.

Economic development expert: Provides data and potential impacts to inform the discussion.

Scenario 4: Affordable Housing Development

Description: A plan to build affordable housing in a neighborhood has met with resistance from residents worried about property values and community character. Advocates argue it's essential for addressing the housing crisis.

Roles:

Housing project developer: Mediates the discussion and advocates for the project.

Concerned resident: Opposes the project due to worries about property values and community character.



Housing advocate: Supports the project to address the housing crisis.

Urban planner: Provides insights on zoning, community impact, and possible compromises.

Activity 3: Designing Innovative Development Projects

Duration: 60 minutes

Goal: To develop participants' skills in designing innovative and sustainable community development projects that address specific local needs.

Description: Participants will work in groups to design a community development project that incorporates innovative approaches and sustainability principles. They will create detailed project proposals, including goals, strategies, resources, and expected outcomes.

Rules:

1. Form small groups (4-5 people each).
2. Each group will choose a specific local need or issue to address through their project.
3. Groups will brainstorm and develop a detailed project proposal, focusing on:
 - Project goals and objectives
 - Innovative strategies and approaches
 - Sustainability considerations
 - Resource requirements
 - Implementation timeline
 - Expected outcomes and impact
4. Each group will present their project proposal to the class.
5. Facilitate a discussion on the proposed projects, providing feedback and suggestions for improvement.

Explanation:

1. Start with an introduction to innovative and sustainable development practices, highlighting successful examples.
2. Explain the importance of addressing local needs through tailored projects.



3. Guide participants through the project design process, emphasizing the need for innovation and sustainability.
4. Allow groups time to brainstorm and develop their project proposals.
5. Facilitate the presentations, offering constructive feedback and encouraging peer review.

Module 4 – Digital Transformation

Lesson Scenario: Beginner

Timing (minutes)	150 minutes
Materials/ Equipment Required	Paper, markers, sticky notes, projector, laptop/tablet.
Knowledge & Skills Developed	Digital communities, creative thinking, problem solving
Lesson Scenario: Scope / Goal	<ul style="list-style-type: none"> • Identify digital gaps. • Understand the theoretical concepts behind digital communities. • Learn strategies to build and sustain digital communities.
Total duration of the lesson	2 1/2 hours

Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training.

Activity 1: Icebreaking

Create Digital Identity Tags (15 minutes):

Each participant creates a digital identity tag on a piece of paper. This tag should include:





- A username (fun and creative)
- A favorite app or digital tool they use
- One interesting fact about themselves related to technology (e.g., a favorite online game, a memorable experience online, etc.)

Sharing (10 minutes): Participants pair up and share their digital identity tags with each other. After a few minutes, they rotate and share with another person.

Activity 2: Reflecting on Digital Exclusion (45 minutes)

Objective: To help participants understand the reasons for digital exclusion and brainstorm solutions.

Materials Needed: Whiteboard, markers, sticky notes.

Instructions:

1. Brainstorming Session (10 minutes): Ask participants to think about and list reasons why people might be digitally excluded. Each participant writes their ideas on sticky notes and places them on a whiteboard.
2. Discussion (20 minutes): Group the sticky notes into categories (e.g., lack of access, lack of skills, financial barriers). Discuss each category and ask participants for real-life examples or stories they might know.
3. Solution Brainstorming (15 minutes): In small groups, participants brainstorm solutions to overcome one or two of the barriers discussed. Groups share their ideas with everyone.

Activity 3: Designing a Digital Community (60 minutes)

Objective: To engage participants in designing a digital community aimed at including digitally excluded individuals.

Materials Needed: Large paper sheets, markers, sticky notes, and digital devices if available.

Instructions:

1. Introduction (10 minutes): Explain the steps to design a digital community and highlight the importance of inclusivity.
2. Group Activity (40 minutes): Divide participants into groups. Each group designs a digital community with the following steps:
 - Define the target audience and their needs.
 - Choose the digital platform(s) to be used.
 - Plan the content and activities for the community.
 - Create strategies for promoting digital inclusion (e.g., providing digital literacy training, partnering with local organizations).
3. Presentation (10 minutes): Each group presents their digital community design to the larger group.

Activity 4: Wrap-Up and Reflection (30 minutes)

Objective: To reflect on the activities and discuss takeaways.

Instructions:

1. Reflection Circle (15 minutes): Participants sit in a circle and share one key takeaway from the session. Encourage them to think about how they can apply what they've learned in their communities.
2. Feedback (10 minutes): Conduct a quick feedback session where participants can share what they liked and what could be improved.
3. Closing Remarks (5 minutes): Summarize the key points discussed and thank participants for their engagement.



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Lesson Scenario: Intermediate

Timing (minutes)	180 minutes
Materials/ Equipment Required	Laptop, PPT and display screen Flip chart and markers.
Knowledge & Skills Developed	Digital communities, creative thinking, problem solving
Lesson Scenario: Scope / Goal	<ul style="list-style-type: none"> • Identify digital gaps. • Understand the theoretical concepts behind digital communities. • Learn strategies to build and sustain digital communities.
Total duration of the lesson	3 hours

Description of the Learning Activities

Workshop Opening:

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training.

The participants briefly introduce their names, where they are from and why they are there.

Activity 1: Ice-Breaking Activity - "Digital Story Chain" (20 minutes)

Objective: To encourage creativity and teamwork while introducing digital concepts.

Materials Needed: Paper, pens, digital devices (if available).

Instructions:

1. Introduction (5 minutes): Briefly explain the activity and its purpose.
2. Story Creation (10 minutes): Participants sit in a circle. The facilitator starts a story related to digital transformation (e.g., "Once upon a time, in a world where technology was changing rapidly..."). Each participant adds a few sentences to the story, incorporating elements of digital transformation or social enterprises.
3. Sharing (5 minutes): After the story is complete, a volunteer reads the entire story aloud to the group.

Activity 2: Brainstorming Session - "Future Tech Brainstorm" (40 minutes)



Objective: To foster creative thinking about future technologies and their impact on social enterprises.

Materials Needed: Large sheets of paper, markers, sticky notes.

Instructions:

1. **Introduction (5 minutes):** Explain the purpose of the activity, focusing on imagining future technologies and their potential applications in social enterprises.
2. **Individual Brainstorming (10 minutes):** Each participant writes down as many future technologies as they can think of that could impact social enterprises (e.g., AI, blockchain, advanced robotics).
3. **Group Discussion (15 minutes):** In small groups, participants discuss their ideas and select the three most promising technologies.
4. **Presentation (10 minutes):** Each group presents their chosen technologies and explains how they could transform social enterprises.

Activity 3: Reflecting on Digital Exclusion - "Barrier Mapping" (40 minutes)

Objective: To identify and reflect on reasons for digital exclusion and brainstorm solutions.

Materials Needed: Large sheets of paper, markers, sticky notes.

Instructions:

1. **Introduction (5 minutes):** Briefly explain digital exclusion and its impact.
2. **Barrier Identification (10 minutes):** Participants brainstorm reasons for digital exclusion and write them on sticky notes.
3. **Barrier Mapping (15 minutes):** Participants place their sticky notes on a large sheet of paper, grouping similar ideas together.
4. **Solution Brainstorming (10 minutes):** In small groups, participants choose one barrier and brainstorm creative solutions to overcome it.
5. **Sharing (5 minutes):** Groups share their solutions with the larger group.

Activity 4: Creative Problem Solving - "Design a Digital Community" (60 minutes)

Objective: To engage participants in designing a digital community aimed at including digitally excluded individuals.

Materials Needed: Large paper sheets, markers, sticky notes, and digital devices if available.

Instructions:

1. **Introduction (10 minutes):** Explain the steps to design a digital community and highlight the importance of inclusivity.
2. **Group Activity (40 minutes):** Divide participants into groups. Each group designs a digital community with the following steps:
 - Define the target audience and their needs.
 - Choose the digital platform(s) to be used.





- Plan the content and activities for the community.
 - Create strategies for promoting digital inclusion (e.g., providing digital literacy training, partnering with local organizations).
3. Presentation (10 minutes): Each group presents their digital community design to the larger group.

Activity 5: Wrap-Up and Reflection (20 minutes)

Objective: To reflect on the activities and discuss takeaways.

Materials Needed: None.

Instructions:

1. Reflection Circle (10 minutes): Participants sit in a circle and share one key takeaway from the session. Encourage them to think about how they can apply what they've learned in their communities.
2. Feedback (5 minutes): Conduct a quick feedback session where participants can share what they liked and what could be improved.
3. Closing Remarks (5 minutes): Summarize the key points discussed and thank participants for their engagement.



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Lesson Scenario: Advanced

Timing (minutes)	180 minutes
Materials/ Equipment Required	Laptop, PPT and display screen Flip chart and markers.
Knowledge & Skills Developed	Digital communities, creative thinking, problem solving
Lesson Scenario: Scope / Goal	<ul style="list-style-type: none"> • Identify digital gaps. • Understand the theoretical concepts behind digital communities. • Learn strategies to build and sustain digital communities.
Total duration of the lesson	3 hours

Description of the Learning Activities

Workshop Opening: (example)

Begin by welcoming the participants and introducing everyone. Explain the purpose and learning outcomes of the training.

The participants briefly introduce their names, where they are from and why they are there.

Activity 1: Advanced Ice-Breaking Activity - "Tech Innovation Pitch" (30 minutes)

Objective: To encourage creativity, public speaking, and teamwork while introducing advanced digital concepts.

Materials Needed: Paper, pens, digital devices (if available).

Instructions:

1. Introduction (5 minutes): Briefly explain the activity and its purpose.
2. Team Formation (5 minutes): Divide participants into small teams of 3-4.
3. Innovation Pitch Preparation (15 minutes): Each team comes up with an innovative technology idea that could transform social enterprises. They prepare a brief pitch, including the problem it solves, how it



works, and its potential impact.

4. Pitch Presentation (5 minutes): Each team presents their pitch to the group. Optionally, participants can vote for the most innovative idea.

Activity 2: Deep Dive Brainstorming - "Impact of Emerging Technologies" (45 minutes)

Objective: To explore the deeper implications of emerging technologies on social enterprises.

Materials Needed: Large sheets of paper, markers, sticky notes.

Instructions:

1. Introduction (5 minutes): Explain the activity, focusing on the implications of emerging technologies like AI, blockchain, and IoT, and its relations to digital marginalized people.
2. Individual Brainstorming (10 minutes): Participants write down potential impacts of these technologies on sticky notes.
3. Group Discussion (20 minutes): In small groups, participants categorize the impacts into opportunities and challenges.
4. Presentation (10 minutes): Each group presents their categorized impacts and discusses potential strategies for social enterprises to leverage opportunities and mitigate challenges.

Activity 3: Reflecting on Digital Exclusion - "Persona Mapping" (45 minutes)

Objective: To identify and reflect on reasons for digital exclusion through detailed personas and brainstorm solutions.

Materials Needed: Large sheets of paper, markers, sticky notes.

Instructions:

1. Introduction (5 minutes): Briefly explain digital exclusion and its impact.
2. Persona Creation (15 minutes): Participants create detailed personas representing different digitally excluded groups (e.g., elderly, low-income, rural).
3. Barrier Identification (10 minutes): For each persona, participants identify specific barriers they face regarding digital inclusion.
4. Solution Brainstorming (10 minutes): In small groups, participants brainstorm tailored solutions for one or two personas.
5. Sharing (5 minutes): Groups share their solutions with the larger group.

Activity 4: Advanced Problem Solving - "Design a Comprehensive Digital Inclusion Strategy" (60 minutes)

Objective: To engage participants in designing a comprehensive digital inclusion strategy for a social enterprise.

Materials Needed: Large paper sheets, markers, sticky notes, and digital devices if available.



Instructions:

1. Introduction (10 minutes): Explain the steps to design a comprehensive digital inclusion strategy and highlight the importance of inclusivity.
2. Group Activity (40 minutes): Divide participants into groups. Each group designs a digital inclusion strategy with the following steps:
 - Define the target audience and their specific needs.
 - Choose the appropriate digital platform(s) and tools.
 - Develop a detailed plan for content, training, and community engagement activities.
 - Create strategies for monitoring and evaluating the effectiveness of the inclusion efforts.
3. Presentation (10 minutes): Each group presents their digital inclusion strategy to the larger group, followed by a brief Q&A.

Activity 5: Wrap-Up and Reflection - "Future Action Plan" (20 minutes)

Objective: To reflect on the activities, discuss takeaways, and develop a personal action plan.

Materials Needed: Paper, pens.

Instructions:

1. Reflection Circle (10 minutes): Participants sit in a circle and share one key takeaway from the session. Encourage them to think about how they can apply what they've learned in their communities.
2. Action Plan (5 minutes): Each participant writes down a personal action plan outlining how they will use the insights gained to promote digital inclusion in their community.
3. Feedback and Closing Remarks (5 minutes): Conduct a quick feedback session where participants can share what they liked and what could be improved. Summarize the key points discussed and thank participants for their engagement.

Module 5 – Ageing Society

Lesson Scenario: Beginner

Timing (minutes)	180 minutes
Materials/ Equipment Required	post-it, A3 papers, board, markers, pens printed template of tools



<p>Knowledge & Skills Developed</p>	<ul style="list-style-type: none"> ● intergenerational team work ● active listening ● empathy ● design thinking approach
<p>Lesson Scenario: Scope / Goal</p>	<ul style="list-style-type: none"> ● enhance the reflection on the topic of aging societies between intergenerational groups of participants ● stimulate the self reflection on needs and skills and how they can change in time ● empathy and active listening as a tool for overcoming the gap between generations
<p>Total duration of the lesson</p>	<p>3 hours</p>

Description of the Learning Activities

Activity 1- Let's get to know each other:: Superpowers, Achilles heel and dreams

Duration: 30 minutes

Goals: stimulate the self-reflection of the participants on themselves, introducing the topics of

Step-by-step :

- Give each participants three post-it of three different colors
- Ask them to write on each post-it:
 - **1 superpower:** one thing they feel particularly good at/one talent
 - **1 Achilles heel:** one weak point, something they feel insecure about/source of stress/something they feel they need to practice more
 - **1 dream:** ask them to answer the question “*What did you want to do when you were growing up?*”
- Participants will have 10 minutes to write the three post it
- Each participant presents itself to the rest of the group through these three post-it. Ask the participant to elaborate a bit they answer while presenting to the group. Each participant has 3 minutes.

Activity 2- Needs Assessment

Part 1



Duration: 30 minutes

Goals: self reflection on needs, active listening, understanding of similarities and differences of needs inside the group

Step-by-step:-

- Give each participant 3 post-it
- Ask them to write on them 2 needs they feel they have. They can concern their personal life and how it is related to major social issues- such as job, education, environment, economy.
- Ask them to place the post-it on a board
- Start to clusterize the post-it by similarities.
- Start to read out loud the different groups of needs and ask the participants to stand up when they hear their post-it being read.
- Facilitate the communal reflection on similarities of needs.

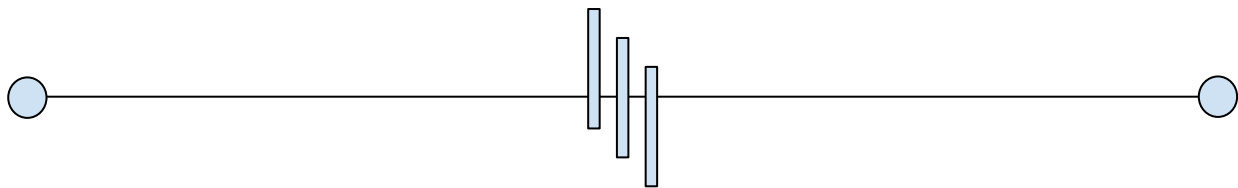
Part 2

Duration: 45 minutes

Goals: needs assessment, self-reflection on needs, communal reflection on different needs: how the change in time and which are the changing factors

Step-by-step:

- Give each participant a paper and ask them to draw on it a scheme similar to this:



In correspondence with point A, ask them to write three needs they feel they had in the past. They can concern their personal life and how it is related to major social issues- such as job, education, environment, economy.

In correspondence with point B, ask them to write how this need had been fulfilled and to which ongoing situation it led.

At the center of the line ask them to write the turning point/tool/solution that they found to go from point A to point B.

Ex. *“Finding a job aligned with my educational studies” ----- internship --- “Work as a graphic designer”*

- Ask each participant to present their timeline to the rest of the group

Activity 3- User Journey Experience

Duration: 1 hour

Goals: reflect on different way of experience services/products, reflect on practical application of the need assessment, enhance active listening and empathy

Step-by-step:

- Divide the participants in groups (youth participants groups /senior participants groups; each group should include at least 3 participants)
- Choose one of the Needs emerged during part 1 of Activity 2.
1 group of youth participants and 1 group of seniors will work on the same Need. If there are more than 2 groups, pick more Needs (1 Need X 2 groups)
- Give each group one “User Journey Map” and ask them to complete it having in mind the assigned Need. Starting from the Need, they need to imagine the different steps that can lead to the fulfillment of that Need.
- Each group have 5 minutes to present the map to the other groups

Evaluation and feedbacks

Like & Wish

Ask the participants to leave one “Like”- a thing they particularly enjoyed about the workshop and a “Wish”- something they feel it was missing and they wish would be included/taken more in consideration in the workshop

Lesson Scenario: Intermediate

Timing (minutes)	180 minutes
Materials/ Equipment Required	post-it, A3 papers, board, markers, pens printed template of tools



Knowledge & Skills Developed	(For example: knowledge about society, climate change, soft skills etc.)
Lesson Scenario: Scope / Goal	(Mention three goals that participants will complete in the end of each Lesson)
Total duration of the lesson	3 hours

Description of the Learning Activities

Activity 1- Let's meet each other- Human Bingo

duration: 30 min

Goals: meet each other in an active and unconventional way, be aware of the characteristics of the groups, stimulate interaction

Human Bingo Card consists on a 5 x 5 square grid. Each box contains human characteristics, personalities, and life facts.

Tip: try to think of characteristics/facts linked with the topic/specificity of the group. In this case for example the fact that are an intergenerational group

You can generate your custom Human Bingo Card here: <https://myfreebingocards.com/human-bingo/human-bingo/edit>

- Give each participant a Human Bingo Card and a pen
- The participant will go around and ask each other if they fit one of the characteristics in the box. When they find one they write the name of the person and continue to the rest of the group (name on multiple boxes does not count- this rule does not apply to groups smaller than 10).
- The participant that fills all the boxes first wins and declares the end of the game.

Activity 2- Empathy Interview Role Play

duration: 1H15

Goals: active listening, self-reflection through empathy, alignment on the needs of the group

Before starting the activity, discuss with the group a topic of interest that will be central for the interview. The topic can be a product, a service, or a project.

It can be very specific (ex. The Community Garden of the local park) or very general (ex. Digitalisation of public services).



- Split the participant in couples of 1 young participant / 1 senior participant
- Give each participant an Empathy Interview Canva and ask them to fill it with the answer of their pair (30 min).
- Now each participant will present to the rest of the group the person they interviewed as they were this person.

Activity 3- In your Shoes: User Journey Reverse

duration: 45 min

Goals: projection on the “other” needs, implementation of active listening fundings, put in practice needs assessment

Starting from the learnings of the empathy interviews, now ask the participant to create the User Journey as if they were the person they interviewed.

- Ask the participant to complete the User Journey template approaching the topic (product/service/project decided before the interviews) as if they were the person they interviewed.
- The participant will now check the User Journey created by their interview partner and discuss if they feel represented by it/ which step they would have done differently and which ones are on point.

Assessment/ Evaluation

Focus Group

Ask the participant to discuss in a group about four main topics. Ask them to resume their answers in three main concepts shared by all the group.

- What young people have learned about senior participants
- What senior participant have learned about young participants
- What we liked/what we don't like about the activities.
- Which activity can be added/deepened in the workshop?

Lesson Scenario: Advanced

Timing (minutes)	180 minutes
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Materials/ Equipment Required	post-it, A3 papers, board, markers, pens printed template of tools
Knowledge & Skills Developed	(For example: knowledge about society, climate change, soft skills etc.)
Lesson Scenario: Scope / Goal	(Mention three goals that participants will complete in the end of each Lesson)
Total duration of the lesson	3 hours

To Keep in Mind: for the advanced Lesson Scenario we suggest making the group work on a real project. Ideally it would be to work on a community/social project that needs to be rethought in a more inclusive way from an intergenerational point of view.

Description of the Learning Activities

Duration: 45 minutes

Goals: active listening, mapping of group's skill, knowing each other on a personal and professional level

Activity 1- Let's meet each other- Capacity Building Mapping

- Split the participant in couples of 1 young participant / 1 senior participant
- Give each participant a Capacity Building Card and ask them to interview each other and to fill the card with the answer of their pair (30 min).
- Write the categories of the Capacity Building Card on a board.
- Now ask each participant to summarize on post-it the answers of the pair to the different categories and to place them on the board
- Facilitate the reflection on the mapping of the different skills, expectations, goals and stress factors of the group in order to make them more aware of the diversity of personalities and the useful skills that everyone can bring in the project.

Activity 2- User Personas

Duration: 45 minutes

Goals: self-projecting, needs and challenges assessment, empathy

The **user personas** tool is a representation of a typical or ideal user of the service being designed. Each persona is endowed with a name, life story, goals, and specific experiences that make them a unique



individual. Personas are created to help better understand the needs, motivations, desires, and challenges of users.

- Divide participants in mixed groups. Ask them to create 2 user personas, one for each “generation”- having in mind the project they are working on.
- Each group presents its User Personas canvas to the rest of the group.

Activity 3- Common Ground: User Journey Comparison

Duration: 1H30

Goals: put in practice needs assessment, self-reflection “on other’s shoes”, reflection on common ground, understanding of other’s needs

- Ask the group to create two User Journey, one for each User Persona they created.
- Once they have created the two User Journey, ask them to create a third one in which to find a common ground between the young/senior User Experience of the project
- Each group present the “Common Ground User Journey” to the rest of the group

Assessment/ Evaluation

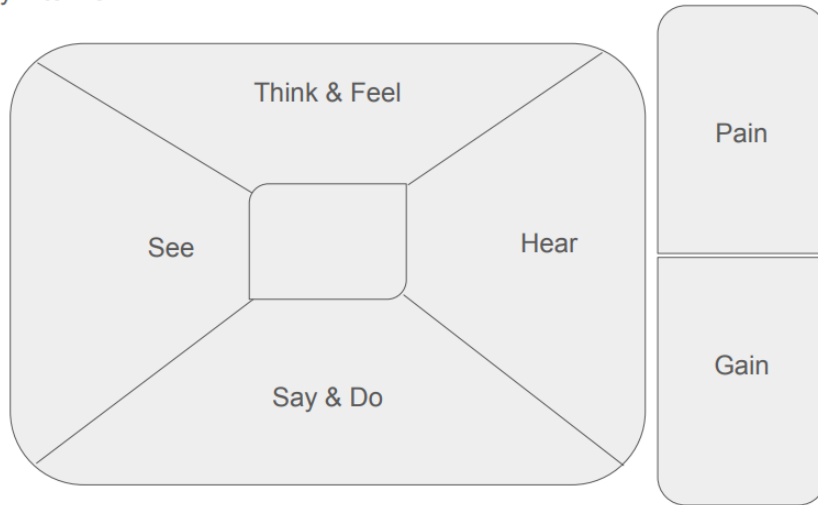
Retrospective

Ask the participant to collect all the materials produced during this journey and to arrange it as an art retrospective with the purpose to show to the public the process and reflections that brought to the creation of a intergenerational User Experience Journey.

Ask them to collect on a board their learnings about the “other generation” and how some of this learnings can help them on their own experience.



Empathy Interview



Capacity Building Card

Who?
name, age, 1 thing he/she is passionate about

Hard Skills

Soft Skills

Stress Factors

Expectations about the project

What I can bring

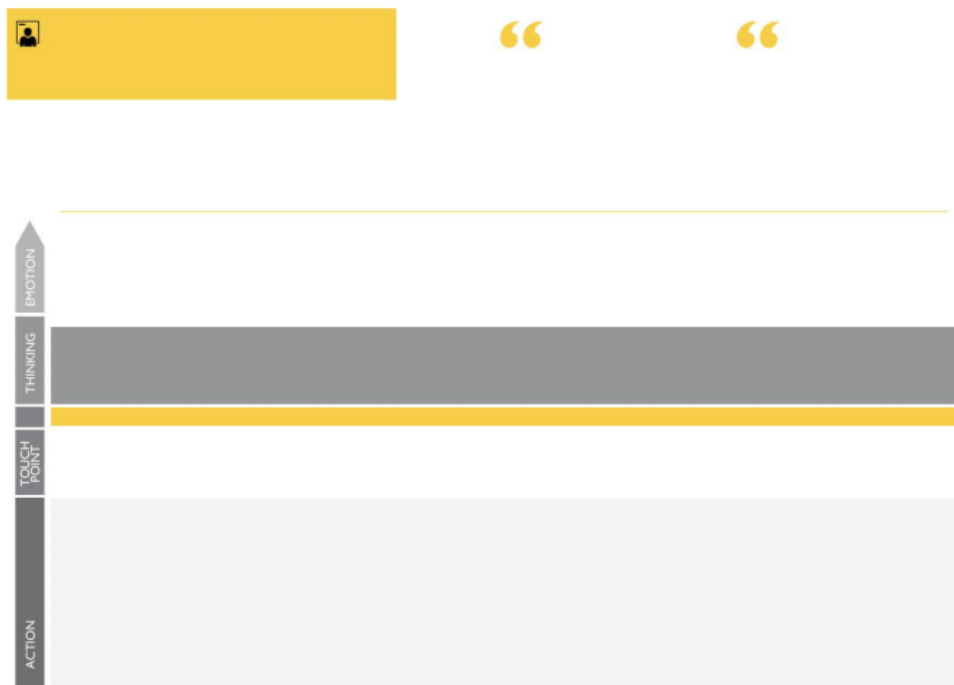
Goal: What I want to achieve in the project?



User Personas Canva

<p>Stakeholder</p> 	<p>What does he/she like?</p> 	<p>What does he/she hate?</p> 
	<p>Needs What needs/challenges he/she has that we can address?</p>	<p>Competences What skills and competences can he/she share to solve the challenge?</p>
<p>Name</p> <p>Age</p> <p>Profession</p> <p>City</p> <p>Lifestyle</p> <p>Typical quote</p> <p>“</p> <p>”</p>	<p>Goals What goals/scopes he/she has that we can support?</p>	<p>Resources What material and immaterial resources can he/she share to solve the challenge?</p>

User Journey Experience Map



Module 6 – SE and Climate Change

Lesson Scenario: Beginner

Timing (minutes)	180 minutes
Materials/ Equipment Required	<ul style="list-style-type: none"> ● Cards with eco-friendly actions ● Recycled materials (e.g., cardboard boxes, plastic bottles, old magazines, egg cartons, empty cans, etc.) ● Scissors ● Glue or tape ● Markers, paints, and other craft supplies ● Small pots or containers ● Potting soil ● Seeds or seedlings (e.g., herbs, flowers, vegetables) ● Watering cans or spray bottles ● Gardening gloves (optional) ● Labels or markers for labeling pots ● Aprons or old shirts to protect clothing ● Tables or workstations for planting ● Laptop ● Projector



<p>Knowledge & Skills Developed</p>	<p>Skills: Communication, Teamwork, Critical Thinking, Problem-Solving, Creativity, Following Instructions, Self-Reflection, Empathy, Social Responsibility and Initiative, Presentations Skills</p> <p>Learning Outcomes: Social Economy (definition and difference from traditional businesses), Eco-Friendly Actions, Climate Change Impacts, Upcycling, Planting and Plant Care, Daily Eco-Friendly Actions.</p>
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<p>Lesson Scenario: Scope / Goal</p>	<p>Explaining the concept of social responsibility and its connection to the environment. By the end of the lesson, kids will be able to explain how businesses or individuals can make choices that benefit both people and the planet.</p> <p>Identifying ways to live a more sustainable lifestyle. Through various activities, kids will gain knowledge about actions they can take in their daily lives to reduce their environmental impact.</p> <p>Demonstrating creativity and resourcefulness in solving environmental challenges. The learning scenario will encourage kids to think creatively and use their ingenuity to find solutions for environmental issues.</p>
<p>Total duration of the lesson</p>	<p>3 hours</p>

Description of the Learning Activities

Workshop Opening: Eco Charades (15 minutes)

Eco Charades is a fun twist on the classic game, where instead of acting out words, kids act out eco-friendly actions for their teammates to guess! This is a great way to reinforce the learning from the Social Economy and Climate Change program in a lively and interactive way.

Materials:

- Cards with eco-friendly actions

Instructions:

1. Divide kids into two or more groups.
2. One player from each team comes up front. The teacher hands out an eco-friendly action card to each player (e.g., planting a tree, riding a bike, turning off the lights).
3. The player silently acts out the action for their team to guess within a set time limit (around 30 seconds is a good starting point).



4. Their team members shout out guesses until they get it right.
5. Award points to the team that guesses correctly within the time limit.
6. After each round, a new player from each team comes up to act out a new action.
Continue until everyone has had a turn or 15 minutes have passed.

Reviewing the main concepts (40 minutes)

Materials:

- Laptop
- Projector

Instructions:

1. Briefly review the concepts of social economy and climate change using simple language and relatable examples.
2. Facilitate a group discussion using questions like "What businesses do you know that help people or the environment?" and "How do you think social enterprises are different from regular businesses?"
3. Use online interactive quizzes (15 - 20 questions) or apps to explore climate change facts and impacts in a fun and engaging way.

Upcycling Workshop (60 minutes)

Materials:

- Recycled materials (e.g., cardboard boxes, plastic bottles, old magazines, egg cartons, empty cans, etc.)
- Scissors
- Glue or tape
- Markers, paints, and other craft supplies.

Instructions:

1. Split the kids into small groups of 3-4.
2. Show the kids the collection of recycled materials you've gathered. Explain that upcycling is where we take old or unwanted things and turn them into something new and useful!
3. Challenge each group to work together and create something useful or artistic using the recycled materials provided. Examples of projects include:
 - Bird feeders made from plastic bottles
 - Pencil holders made from tin cans



- Picture frames or wall art from cardboard boxes
 - Decorative baskets from magazine pages
 - Play instruments or costumes using a variety of recycled materials
 - Bug hotels
4. Encourage collaboration and creative problem-solving within the groups. Let them brainstorm ideas, sketch designs, and help each other out.
 5. Once the time is up, each group gets to present their amazing upcycled creations to the rest of the class!

Planting Party! (45 minutes)

Materials:

- Small pots or containers
- Potting soil
- Seeds or seedlings (e.g., herbs, flowers, vegetables)
- Watering cans or spray bottles
- Gardening gloves (optional)
- Labels or markers for labeling pots
- Aprons or old shirts to protect clothing
- Tables or workstations for planting

Instructions:

1. Introduction
 - Gather the kids together and introduce the activity by explaining that they will be planting their own plants in pots today.
 - Emphasize the importance of plants for the environment and how caring for plants can make a positive impact on the planet.
2. Planting Demonstration
 - Conduct a brief demonstration on how to plant seeds or seedlings in pots.
 - Show them how to fill the pots with soil, make a hole for the seeds or seedlings, gently place them in the soil, and cover them with a thin layer of soil.
3. Hands-on Planting
 - Divide the kids into small groups and assign each group a workstation with the necessary materials.
 - Guide them as they plant their chosen seeds or seedlings in the pots, encouraging them to work together and take turns.



- Provide assistance and answer any questions they may have about planting or caring for plants.
- 4. Personalizing Pot Labels
 - After planting, provide labels or markers for the kids to personalize their pots.
 - Encourage them to write the name of the plant they've planted or decorate the labels with drawings or stickers.
- 5. Caring for Plants
 - Briefly discuss the importance of watering and caring for their plants regularly.
 - Show them how to water their plants gently using watering cans or spray bottles, and remind them to place their pots in a sunny spot.

Self-reflection (10 minutes)

Ask kids questions to make them think about what they've learned:

- What was your favorite activity today?
- What did you learn about social economy and climate change?
- Did anything surprise you?
- What can you do in your daily lives to be more eco-friendly?

Evaluating the activity (10 minutes)

The teacher mentions the following aspects of the activity and each child rates what they thought of it from 1 to 3.

1. Eco charades
2. Upcycling Workshop
3. Planting Party!
4. The class behavior
5. The teacher

After each aspect, the teacher can ask some kids (especially those who give a lower score) their opinion and why they gave that score.

Lesson Scenario: Intermediate

Timing (minutes)	180 minutes
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<p>Materials/ Equipment Required</p>	<ul style="list-style-type: none"> ● List of eco-friendly items or actions to find (e.g., recyclable materials, energy-saving devices, sustainable practices) ● Clipboards ● Pens or pencils ● Prize for the winning team ● Laptop ● Projector ● Whiteboard ● Markers/Pens ● Smartphones/Tablets (with video recording capability)
<p>Knowledge & Skills Developed</p>	<p>Soft Skills: Communication, Teamwork, Critical Thinking, Problem-Solving, Creativity, Following Instructions, Self-Reflection, Research, Leadership, Decision-Making, Time Management, Empathy, Social Responsibility and Initiative</p> <p>Learning Outcomes: Social Economy (definition & difference from traditional businesses), Eco-Friendly Actions, Climate Change Impacts, Upcycling.</p>
<p>Lesson Scenario: Scope / Goal</p>	<p>Explaining the concept of social responsibility and its connection to the environment. By the end of the lesson, kids will be able to explain how businesses or individuals can make choices that benefit both people and the planet.</p> <p>Identifying ways to live a more sustainable lifestyle. Through various activities, kids will gain knowledge about actions they can take in their daily lives to reduce their environmental impact.</p>

	Demonstrating creativity and resourcefulness in solving environmental challenges. The learning scenario will encourage kids to think creatively and use their ingenuity to find solutions for environmental issues.
Total duration of the lesson	3 hours

Description of the Learning Activities

Workshop Opening: Eco Scavenger Hunt (30 minutes)

Materials:

- List of eco-friendly items or actions to find (e.g., recyclable materials, energy-saving devices, sustainable practices)
- Clipboards
- Pens or pencils
- Prize for the winning team

Instructions:

1. Divide the kids into small teams.
2. Provide each team with a list of eco-friendly items or actions to find within a specified area (e.g., school grounds, local park).
3. Set a time limit for the scavenger hunt (around 20 minutes).
4. Teams must work together to find and document each item or action on their list.
5. The team that finds the most items or completes the most actions within the time limit wins a prize.
6. After the scavenger hunt, gather the teams to discuss their findings and share any new eco-friendly practices they discovered.

Reviewing the main concepts (15 minutes)

Materials:

- Laptop
- Projector

Instructions:



1. Briefly review the concepts of social economy and climate change using simple language and relatable examples.
2. Facilitate a group discussion using questions like "What businesses do you know that help people or the environment?" and "How do you think social enterprises are different from regular businesses?"

Climate Action Movie Making (120 minutes)

Materials:

- Whiteboard or Projector
- Markers/Pens
- Smartphones/Tablets (with video recording capability)

Instructions:

1. Brainstorm and Research (45 minutes):
 - Divide students into small groups.
 - Facilitate a quick brainstorming session on a whiteboard or projected screen. Ask: "What are some ways climate change affects different communities?" Encourage a rapid-fire session, listing all ideas.
 - Based on the brainstormed ideas, have each group choose one specific aspect of climate change and its impact on a particular community. Guide students to use their phones/tablets to research this topic online or from pre-prepared resources.
2. Scriptwriting and Storyboarding (45 minutes):
 - Within their groups, students write a short script. Encourage them to consider:
 - Who are they trying to reach? (e.g., their generation, local community)
 - What key point do they want viewers to remember? (e.g., rising sea levels threatening coastal communities)
 - Focus on a clear message delivered through a catchy slogan, short narrative, or impactful visuals.
 - Storyboarding (Optional): Have groups create a simple storyboard on paper, sketching out key scenes they want to film for their movie.
3. Filming and Production (45 minutes):
 - Students use their smartphones/tablets to film their movie based on their script and storyboard. Encourage creative use of their environment, props readily available (clothing, signs), and short takes.
4. Sharing and Discussion (30 minutes):
 - Have each group present their movie to the class. Encourage them to briefly explain their chosen topic and the message they wanted to convey.



- Facilitate a class discussion about the different movies. Discuss the importance of collective action, potential solutions, and ways to get involved.

Self-reflection (10 minutes)

Ask kids questions to make them think about what they've learned:

- What was your favorite activity today?
- What did you learn about social economy and climate change?
- Did anything surprise you?
- What can you do in your daily lives to be more eco-friendly?

Evaluating the activity (5 minutes)

The teacher mentions the following aspects of the activity and each child rates what they thought of it from 1 to 3.

1. Eco Scavenger Hunt
2. Climate Action Movie Making
3. The class behavior
4. The teacher

After each aspect, the teacher can ask some kids (especially those who give a lower score) their opinion and why they gave that score.



Lesson Scenario: Advanced

<p>Timing (minutes)</p>	<p>180 minutes</p>
<p>Materials/ Equipment Required</p>	<ul style="list-style-type: none"> ● Whiteboard or projector ● Markers or pens ● Large sheets of paper (flipchart paper or construction paper) ● Markers, crayons, colored pencils (for logo design) ● Optional: Magazines, newspapers (for collage elements in logo design) ● Timer ● Sticky notes ● Construction paper (different colors) ● Scissors ● Glue sticks ● Optional: Internet access for research (on specific materials)
<p>Knowledge & Skills Developed</p>	<p>Soft skills: Communication, Teamwork, Creativity, Problem-Solving, Critical Thinking, Research, Leadership, Public Speaking, Decision-Making, Time Management, Empathy, Social Responsibility and Initiative.</p> <p>Learning Outcomes: Social Economy (definition and difference from traditional businesses), Eco-Friendly Actions, Climate Change Impacts, Entrepreneurship.</p>



<p>Lesson Scenario: Scope / Goal</p>	<p>Explaining the concept of social responsibility and its connection to the environment. By the end of the lesson, kids will be able to explain how businesses or individuals can make choices that benefit both people and the planet.</p> <p>Identifying ways to live a more sustainable lifestyle. Through various activities, kids will gain knowledge about actions they can take in their daily lives to reduce their</p>
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	<p>environmental impact.</p> <p>Demonstrating creativity and resourcefulness in solving environmental challenges. The learning scenario will encourage kids to think creatively and use their ingenuity to find solutions for environmental issues.</p>
<p>Total duration of the lesson</p>	<p>3 hours</p>

Description of the Learning Activities

Workshop Opening: Two Truths and an Eco-Lie (15 minutes)

Instructions

1. Introducing the game "Two Truths and an Eco-Lie."
2. Explain that each student will think of three statements about themselves: two that are true and one that is a lie, but related to the environment.
3. The lie should be believable and related to environmental actions, behaviors, or interests.
4. Give students a few minutes to come up with their statements.
5. Once ready, students can take turns sharing their three statements with the class.
6. After each student shares, the class will try to guess which statement is the lie.

Eco-Innovators Pro! (150 minutes)

Calling all eco-warriors! This challenge invites students to unleash their creativity and business savvy to develop a social enterprise that tackles environmental issues.

Materials:

- Whiteboard or projector
- Markers or pens
- Large sheets of paper (flipchart paper or construction paper)
- Markers, crayons, colored pencils (for logo design)
- Optional: Magazines, newspapers (for collage elements in logo design)
- Timer
- Sticky notes
- Construction paper (different colors)



- Scissors
- Glue sticks
- Optional: Internet access for research (on specific materials)

Instructions

1. Form Your Green Team (5 minutes): We'll start by forming teams of 4-5 eco-champions.
2. Investigate and Choose Your Mission (45 minutes):
 - Encourage students to use the internet or textbooks to research critical environmental challenges. They may think about problems in their own community too.
 - Students discuss their research and vote on the environmental issue their team will tackle.
 - Students decide who their social enterprise will benefit the most.
3. Brainstorming (40 minutes):
 - Teenagers brainstorm the heart of their social enterprise: what product or service will they offer? How will it directly address the chosen environmental issue?
 - How will they spread the word about their amazing enterprise? Encourage a discussion of marketing strategies to capture their target audience's attention.
 - Time to make their social enterprise financially sustainable! How will they price their product/service? Who are their potential partners?
4. Preparing their enterprise presentation (30 minutes): Each team prepares a presentation to show the rest of the class their enterprise idea. They can build a simple prototype of their product or service. This could be a physical model, a mock website layout, or a service demonstration script.
5. Pitch Perfect Presentations (45 minutes):

Each team will have 5-7 minutes to present their social enterprise to the class. Be sure to cover:

- The environmental issue they tackle.
- Their target audience.
- Their product/service and its prototype.
- Their marketing strategy and business model.
- Their logo and brand identity.

Remember, clear communication and a captivating presentation can make all the difference! After each presentation, there will be time for questions from the class.

6. Vote & Celebrate (30 minutes):

The time has come to choose the winning social enterprise! Each student will anonymously vote for the idea they find most impactful and well-developed. The winner will be announced



Self-reflection (10 minutes)

Facilitate a reflection about the diverse ideas and the power of social entrepreneurship to tackle environmental challenges.

Evaluating the activity (5 minutes)

The teacher mentions the following aspects of the activity and each child rates what they thought of it from 1 to 3.

1. Eco-Innovators Pro!
2. The class behavior
3. The teacher

After each aspect, the teacher can ask some kids (especially those who give a lower score) their opinion and why they gave that score.

About the project

The project *Better Cooperate!* Education through and to the values of the social economy as a way to reinforce the society is a project combining the fields of education and social entrepreneurship in the activities of . Its aim is to increase the capacity of the social economy sector to carry out educational activities in the field of social entrepreneurship and thus to formulate an effective response to the





challenges of the modern world and to increase the initiative and entrepreneurship of young people and their effective inclusion in the social and professional life of their societies.

The results of the project will be as follows:

- 1) Social entrepreneurship education programme, including lesson plans;
- 2) An educational package including, among others, MOOC courses, an online game, a board game and a good practice database related to student entrepreneurship
- 3) A new model for student cooperatives and a guide to best practice - the project will also set up at least six new youth initiatives combining entrepreneurial and social objectives.

We will carry out these activities in an international partnership (Italy, Sweden, Germany, Spain, Serbia) and with the participation and support of local stakeholders (teachers, researchers, educators, local authority representatives) and the ultimate recipients of our activities, namely young people. Project duration: 1.11.2023 r. - 31.10.2026 r.



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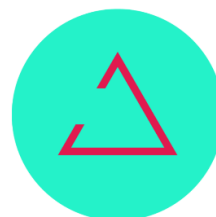


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Tytuł projektu: Lepiej współpracować! Edukacja poprzez wartości ekonomii społecznej jako sposób na wzmocnienie społeczeństwa.

Numer projektu: 2023-1-PL01-KA220-YOU-000158100

