INN@SEE- INNOVATIVE SOCIAL ENTREPRENEURSHIP WITH YOUTH ENGAGEMENT

Funded by the Erasmus+ Programme of the European Union

SOCIAL ENTREPRENEURSHIP TOOLKIT

THEORY TOOLS TRAINING

A RESOURCE FOR YOUTH WORKERS, TEACHERS, COMMUNITIES

that would like to go up the ladder and get more information about establishing social enterprises

DISCLAIMER

This project has been funded with support from the European Commission within the Erasmus+ programme. This toolkit reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Erasmus+
Enriching lives, opening minds.

CONTRIBUTORS

Pedagogical University of Krakow

The Pedagogical University of Cracow founded in 1946 is nowadays the largest and one of the oldest pedagogical universities in Poland. It has long been prized for a well-deserved reputation. Since its foundation, the university has been constantly expanding its educational offer, making it more attractive to meet the interests and needs of young people and the current needs of the society.

ARNO

ARNO is an organization for Social Innovation established in 2013 in North Macedonia. Immediately after its first project, ARNO became recognized as a leader in the field of Social Entrepreneurship. ARNO manages competitions for Green and Social Businesses; works with schools, delivers training programs to young people, teachers and youth workers.

Desert Bloom

Desert Bloom is a nonprofit organization based in Jordan dedicated to unleashing people's potential to contribute to the world's peace and sustainability. Desert Bloom is very active in youth and community empowerment including economic and social empowerment and capacity development.

ART-ER

ART-ER Attractiveness Research Territory is the Emilia-Romagna Joint Stock Consortium that was born from the merger of ASTER and ERVET, with the purpose to foster the region's sustainable growth by developing innovation and knowledge, attractiveness and internationalisation of the region system. ARTER's Research and Innovation Division focuses on human capital employability in innovation, research and technology transfer, by empowering competences of young people and fostering synergies with businesses.

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FOREWORD

Dear youth worker, teacher, user of the Toolkit,

As someone with already proven interested in the field you will agree on the fact that "social entrepreneurship has been identified as a key feature of the EU social market economy". Nevertheless, no matter the big developments and recognitions, the concepts of "social economy" and "social innovation" are little known or misunderstood, and they seem to be rarely considered an important factor for business, especially for young people. On the other hand, social start-ups encounter more difficulties in reaching economic sustainability, and yes, economy took a lot of turns with the COVID pandemic. The pandemic influenced also our toolkit decisions: whether we should present tools that are doable online or offline. After many back and forth discussions, we opt for eclectic mode. So, whenever noted, you might see links for some online materials or advices how to modify the tools for both versions.

The INN@SE project relies on the idea that a successful approach to overcome challenges, can be represented by the open innovation methodology based on a cross-sectoral collaborative process. Thus, the project partnership is created by organizations from countries with different levels of know-how on SocEnt, and therefore we created this Toolkit- to help with the transfer of knowledge, theory, inspiration and motivation to people that already recognize the importance of SocEnt and the need to boost young people participation in the SE ecosystem.

The aim of this Intellectual Output is to inspire young people's innovative social entrepreneurial mindset and help them to ideate. This IO will serve to showcase flexible toolkit and training program using a cross-sectoral approach; eclectic collection of existent tools merged under different topics and modes (the offline/online choice).

The creators of the INN@SE project are all representing sectors with different approaches to the topic (higher education, research, NGO). As partners we are different, but also highly specialized in activities related to young people empowerment: training, social economy research, and start-ups development. This diversity that each partner imputes to the project is valued and recognized as essential to ensure the success and sustainability of the joint efforts. Here, we would like to stress that yes, you might see different tone in some chapters- this is the holistic approach and authentic author's contribution we left with intention, and also to stress that this document is seen as compilation material where a youth trainer, a teacher or anyone interested in conducting training courses, workshops or initiating some local action, can pick, re-design and deliver upon his/her own needs.

As ARNO was taking the lead of the design of this IO, we would like to thank all the authors for their inputs, and to also give credit to ourselves for the experimental approach and boldness to merge and innovate. We must admit that after the final editing of the Toolkit, we cut some pages and chapters as the innovative element was the highest guiding principle. In next endeavors, we would like to also move in other directions, but we believe that this version is also good "food for thought" in the field of social economy, and it does spark innovative mind and fresh looks to the field.

We hope this Toolkit will serve your needs!
Sincerely,
Irina Janevska -ARNO; Editor and Lead Author

PROVIDING ASPIRING YOUNG SOCIAL ENTREPRENEURS WITH A FLEXIBLE TOOLKIT

Learning Objectives of the Toolkit

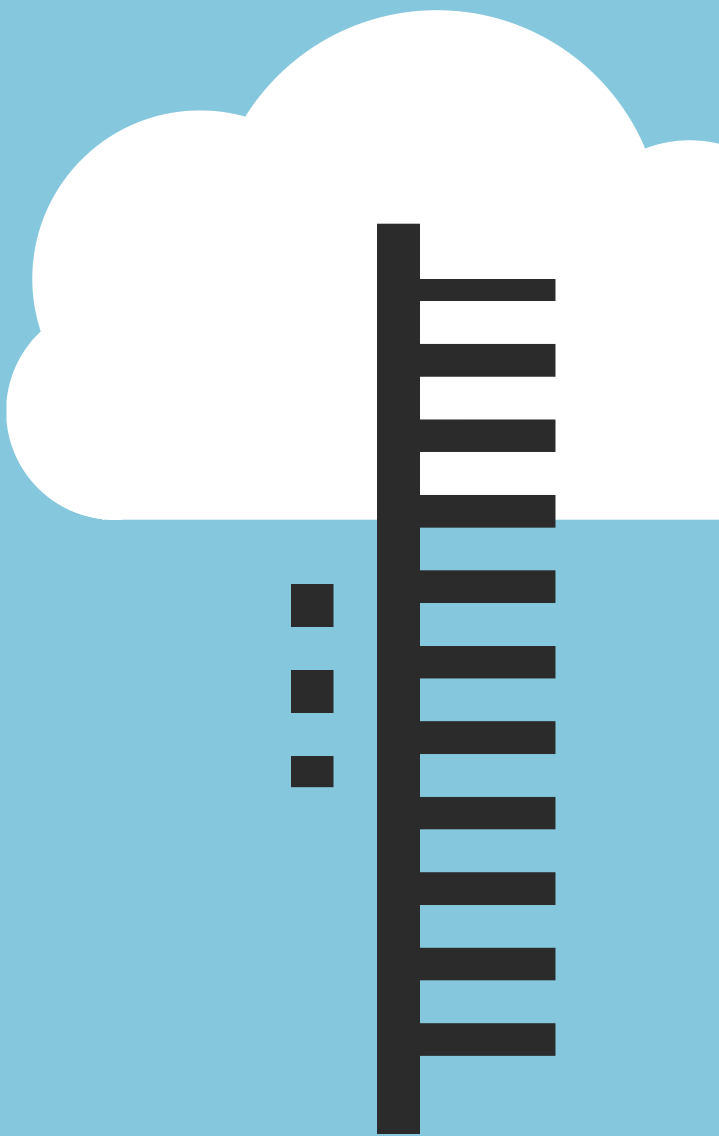
- to familiarize the match of the "social entrepreneurship" and the principles of "open social innovation",

- to acquire the appropriate skills to build social enterprises that address the challenges of our time and local communities,

- to promote creativity and innovation design – thinking,

- to acquire appropriate skills regarding business development and financial sustainability, through use of new training sessions and tools

- to create strong cross-sectoral partnerships, capable to develop future projects concerning social entrepreneurship.



The full Toolkit in digital version is available at this link

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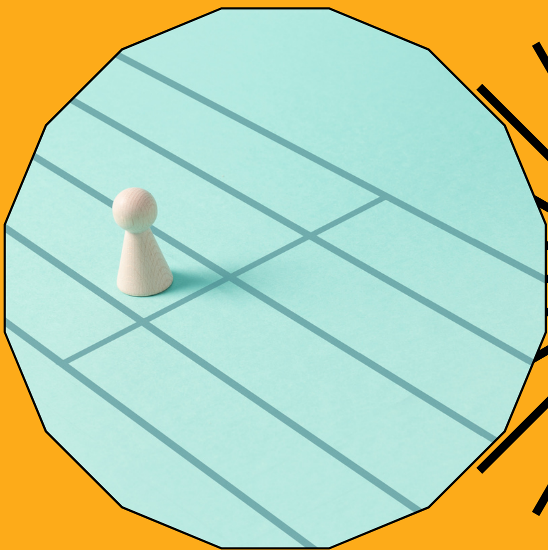


Chapter I

Stefan Chichevaliev
Vladimir Petkovski

Understanding Social entrepreneurship

Social entrepreneurship is a growing field that has attracted attention from all sectors (Zahra et al., 2009). It is characterized by deficiency of theoretical limitations, and is contested by contending definitions and conceptual contexts and narrow empirical data (Mair & Marti, 2006). Given that the research and practice are still not aligned yet, researchers are struggling to find shared ground on the research about social entrepreneurship (Alegre, 2013). To better understand the field, we need to take a look where it all began, its definition and the difference between various concepts such as entrepreneurship, social entrepreneurship, philanthropy and humanitarian organizations (activities) which seems to create confusion among students, theorists and practitioners.

The Origins of Social Entrepreneurship

Social entrepreneurship is the new wave of economic modelling which puts the social impact at the pedestal instead of profits. It brings fresh air to the already stiff governance and lax economy which affects both the social and ecological sector.

Social entrepreneurship beginnings can be found in the 19th century when people such as Florence Nightingale (founder of the first nursing school) and Mathilde Franziska Anneke (founder of the first school for women) operated toward finding solutions to social issues tackling unemployment, education, gender inequality and other. Also, the founder of the cooperative movement, Robert Owen, can be added to that list with a great contribution to the rise of social entrepreneurship a century later (Sepulveda, 2014). Some scholars state that social entrepreneurs were always present, but were not perceived as such, because the concept was not established yet.

In order to better understand social entrepreneurship as a new and upcoming field we have to look in the reasons for its emergence. It is safe to say that the history thought us that in every country, region or continent the reasons for the beginning of the concept vary.

Table 1. The reasons for the emergence of social entrepreneurship in the regions

Continent	Region	Situation	Consequence
Europe	The Western civilization	Withdrawal of state support	Low state support for the non-profit sector
	Western Europe (Borzaga & Defourny, 2001)	Uncertain economy	Continuously increasing unemployment and government ineffectiveness of the employment programs.
	East-Central Europe (Les & Kolin, 2009)	Fall of communism	Market transition and reforms increased unemployment rates
USA	United States (Eikenberry & Kluver 2004)	State funds withdrawal	Commercial revenue generation for non-profit organizations and emergence of social enterprises
South America	South America (Kerlin, 2010)	The Washington Consensus	Shriveled the social programs due to market reforms which resulted in increased rates of unemployment
	Argentina (Roitter & Vivas, 2009)	Unemployment and social exclusion	Association with civil society, cooperatives and mutual benefit societies
Africa	Africa (Santos, 2009)	Poor economies and lack of trust in state authorities	Allocation of the continuously increasing international aid
Asia	Asia (Santos, 2009)	High levels of poverty and unemployment	Small ventures addressing unemployment, protect the environment and provide other needed services
Source: Chichevaliev S. (2020) Key Factors for Conducive Environment for Development of Social Entrepreneurship in the Republic of North Macedonia			

The common denominator for the nascent of social entrepreneurship is the lack of state efficiency, low trust in the state authorities and its systems, poor economy and high levels of poverty and unemployment.

Beside the global causes for emergence of social entrepreneurship, it was the American economist Bowen who introduced the terms ‘social entrepreneurship’ and ‘social entrepreneur’. It was also Bowen who sparked the interest about corporate social responsibility in the late 1950s. While Bowen introduced the terms, it was Bill Drayton, the founder of Ashoka Foundation, and Muhammad Yunus, the founder of Grameen Bank, who modernized the terms.

Defining Social Entrepreneurship

There is no universally recognized definition for social entrepreneurship. The variety of definitions are provided depending on the geographical placement, state system, and even which type of sector is involved. This situation makes it difficult for researchers and practitioners (social entrepreneurs) to find common ground on which definition should be used and explained to new and upcoming social entrepreneurs and consequently affects its promotion and growth.

The definitions date from the 1970s until today and there is still no consensus about what definition is most suitable. We will provide a few to from the past 30 years just to provide the bigger picture of the definition development for social entrepreneurship. For e.g., Dees (1998) defines “social entrepreneurship as a social purpose included in the business ventures”. Seelos and Mair (2005) state that “social entrepreneurship combines the resourcefulness of traditional entrepreneurship with a mission to change society (p. 241). Kuratko (2017) provide a more modern version of the definition explaining that “social entrepreneurship is a form of entrepreneurship that exhibits characteristics of non-profits, governments, and businesses, combining private-sector focus on innovation, risk-taking, and large-scale transformation with social problem solving” (p.82).

Alongside the definitions in the literature, there are definitions provided by EMES, a research network of university research centers and individual researchers on social enterprise and those of the institutions such as the European Commission.

The EMES definition on social entrepreneurship delineates in between the economic and social indicators. The economic criteria are:
·A continuous activity, producing and selling goods and/or services;
·A high degree of autonomy;
·A significant level of economic risk;
·A minimum amount of paid work.
The social criteria include:
·An explicit aim to benefit the community;
·An initiative launched by a group of citizens;
·Decision-making power not based on capital ownership;
·A participatory nature, which involves the various parties affected by the activity

Source: Defourny J., Nyssens M. (2006) Defining Social Enterprise. Routledge Studies in the Management ofVoluntary and Non-Profit Organizations, pp. 3-26.

The European Commission uses the term 'social enterprise' to cover the following types of business

- Those for who the social or societal objective of the common good is the reason for the commercial activity, often in the form of a high level of social innovation
- Those whose profits are mainly reinvested to achieve this social objective
- Those where the method of organization or the ownership system reflects the enterprise's mission, using democratic or participatory principles or focusing on social justice

The EU operational definition of social enterprise includes three main dimensions: the economic (entrepreneurial), social (social aim and mission) and inclusive governance (ownership).

- The entrepreneurial dimension: “social enterprises (SEs) are engaged in the carrying out of stable and continuous economic activities, and hence show the typical characteristics that are shared by all enterprises”;
- The social dimension: it is defined by the aim and/or products delivered. Aim: SEs pursue the explicit social aim of serving the community or a specific group of people that shares a specific need. "Social" shall be intended in a broad sense so as to include the provision of cultural, health, educational and environmental services. By promoting the generalinterest, SEs overcome the traditional owner-orientation that typically distinguishes traditional cooperatives. Product: when not specifically aimed at facilitating social and work integration of disadvantaged people, SEs must deliver goods/services that have a social connotation”;
- Ownership dimension: to identify needs and involve the stakeholders concerned in designing adequate solutions, SEs require specific ownership structures and governance models that are meant to enhance to various extents the participation of stakeholders affected by the enterprise. SEs explicitly limit the distribution of profits and have an asset lock The non-profit distribution constraint is meant to ensure that the general-interest is safeguarded. The non-profit distribution constraint can be operationalized in different ways.

Source: European Commission (2020) A Map of Social Enterprises and Their Eco-Systems in Europe. Comparative Synthesis Report

The case of definition is still a current discussion, however, there are common indicators that makes it possible to make an operational definition for specific programs, grant schemes and toolkits. The most common indicator is “the use of business models to achieve social mission”. We will integrate this indicator the definition for this toolkit. It would make it easier to understand by the new entrepreneurs and it respects the general agreement about a piece of the definition that is social entrepreneurship.

For the purpose of this toolkit for social entrepreneurship, we will be using the following definition:

> **“Social enterprise is a business, market oriented and usually associated with the local community, addressing important and neglected societal problems or/and making clear social impact by innovative approach” (Murzyn et al., 2020).**

Understanding the roles of the sectors

In business there are three sectors categorized by their type of ownership. The three sectors include public, private and the third sector, and they constitute the sectors of the economy.

The public sector is owned by the state (government) and they provide various goods and services for the benefit of its citizens. They are being operated by the government and run with capital raised from taxes.

For e.g., clinics operate in the public sector

The private sector (market) is owned by individuals and they are driven by profit. Their profit is shared between the owners, shareholders and investors. Also, they are funded by private finance from shareholders and by bank loans.

For e.g., supermarkets operate in the private sector

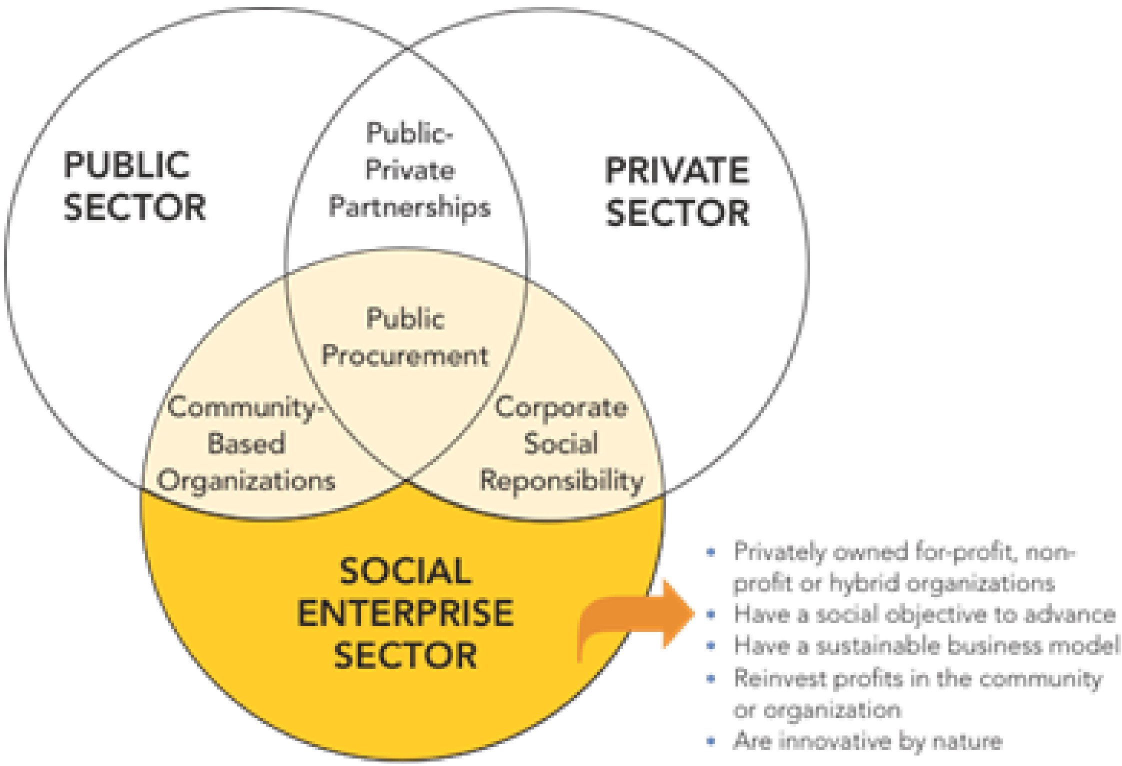
The third sector organizations are owned and lead of one's own volition and they are not motivated by profit, but for the need to help and support the community and their constituents. They are funded by donations and grants.

These organizations can also undertake economic activities which would provide them with revenue and consequently financial sustainability. Any profits gained are being reinvested in the organization and its mission.

This is the sector where the social entrepreneurship is identified, and third-sector organizations can be social enterprises.

For e.g., civil society organization (ARNO), social enterprises (PROMO), cooperatives and other operate in the third sector

Figure 1. Social Enterprises: How They Fit and Thrive



Source: Moreno N. C. (2016) How can we better support social entrepreneurs to improve service delivery? The World Bank. Social Enterprise Innovations. Available at: https://web.worldbank.org/archive/website01600/blogs.worldbank.org/dmblog/how-can-we-better-support-social-entrepreneurs-improve-service-delivery.html. [Accessed: 23.02.2021]

Problem Tree + Assignment Sheet with detailed explanation

When we are developing a project, we need to address the real needs of the beneficiaries. In order to do that we need to analyze the situation and problem. That is where the problem tree analysis comes in.

The problem tree is a participatory planning technique which is best to be completed with all key stakeholders (local government, civil society organization, social enterprise, local community and other) if possible. It is a methodology that of three steps outlining the causes, the main problem, and the consequences or effects. It is used to create objectives to complete and a strategy to follow to pave the path to overcome the challenge and achieve the set objectives set. The main problem presents the trunk of the tree, the roots are the causes and the consequences are the branches of the problem tree.

Figure 2. Problem tree main steps

Source: Author's own interpretation

The problem tree can also be done in small teams of six to eight people and is created through several phases.

Step 1 – Problem analysis

In this step it is important to agree what problem would you like to analyze and tackle. The problem that you choose would take the place where the main problem that the beneficiaries suffer from is on Figure 3. The problem should be a broad issue and through the conversation with colleagues be actualized as a specific issue everyone feels passionate about.

For e.g., Main problem – pollution.

Step 2 – Identifying the causes of the problem

The second step is identifying the main causes of the issue that needs resolving and the parties that are involved in creating the problem.

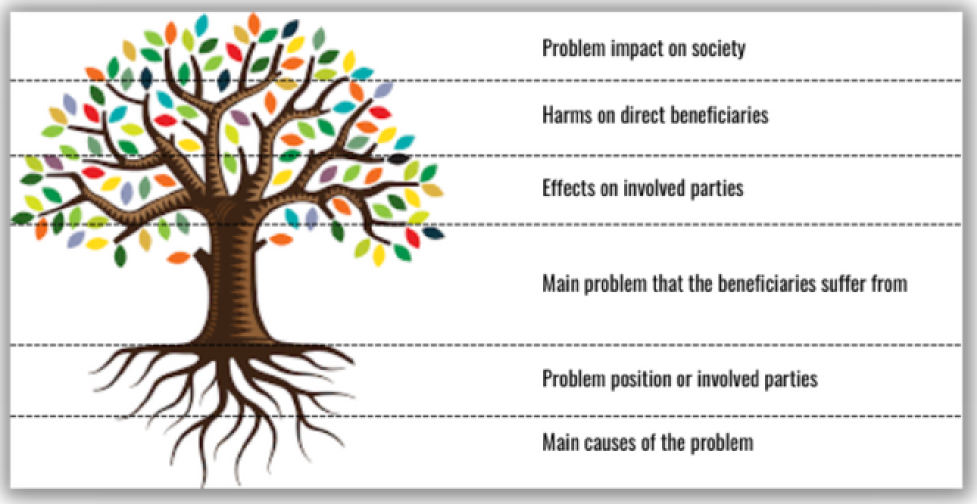
For e.g., Causes – waste from the population, waste from tourists, weak waste management, etc.

Step 3 – Identifying the consequences of the problem

In the third step, we identify the outcomes of the problem. We get involved in a cause-and-effect logic activity where we recognize the contemporary outcomes of the issue and the potential ones.

or e.g., Consequences – health hazards, polluted agriculture, polluted air, etc.

Figure 3. Questions of the problem tree analysis



Source: Author's own interpretation

ADVANTAGES

·The main problem can be fragmented into minor and manageable pieces.

·Provides focus and clear prioritization of activities.

·Provides better understanding of the problem and the causes.

·It can identify the issues and arguments and consequently the stakeholders and current processes.

·Provides current information about the main issue needed to build a convincing case (solution).

·Sharing information often leads to an improved understanding of what needs to be done.

DISADVANTAGES

·At the beginning, some causes and effects of the problem may be overseen.

·It is time consuming to arrange all stakeholders to sit at one table and to discuss the pressing issue at hand. Everyone has to be involved to provide the most current and real situation

On a poster with already set main problem, the participants should provide an answer for the questions posed in Figure 3. The participants should right the causes and the consequences on sticky notes or cards in order to arrange them in the cause-and-effect logic.

This goal of this exercise is the dialogue and the discussion between the participants during the process of creating the tree. At the end of the process, the participants need to explain their reasoning.

This exercise should take 15 minutes at most. Each three sections (causes, consequences and presentation) should be 5 minutes.

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Business Modeling

When you are starting a business, one of the crucial parts of the process is planning. Take your time and dedicate yourself (or your team) to determine what is your product and/or service, what is your target group (customers), and how you will make profit. To achieve this you will need to decide what is the best business model for the idea and incorporate it in you processes.

Business modelling is crucial for the decision-making process, whether it is assessing strategic opportunities, new investments or current processes. It helps you to analyze a business idea by using a holistic and strategic approach.

Business modelling compartmentalize the business idea into the most important parts of business such as value proposition and/or creation. It provides a foundation for analyzing, outlining, improving and inventing as the core of the business model.

The famous definition by Drucker (1954) for business modelling is "who is the customer, what does he value and how can you make money from it". When you ask this type of questions you identify your target group, the value proposition of the business model and the revenue streams that provide you financial sustainability and means-to-an-end to realize your social mission.

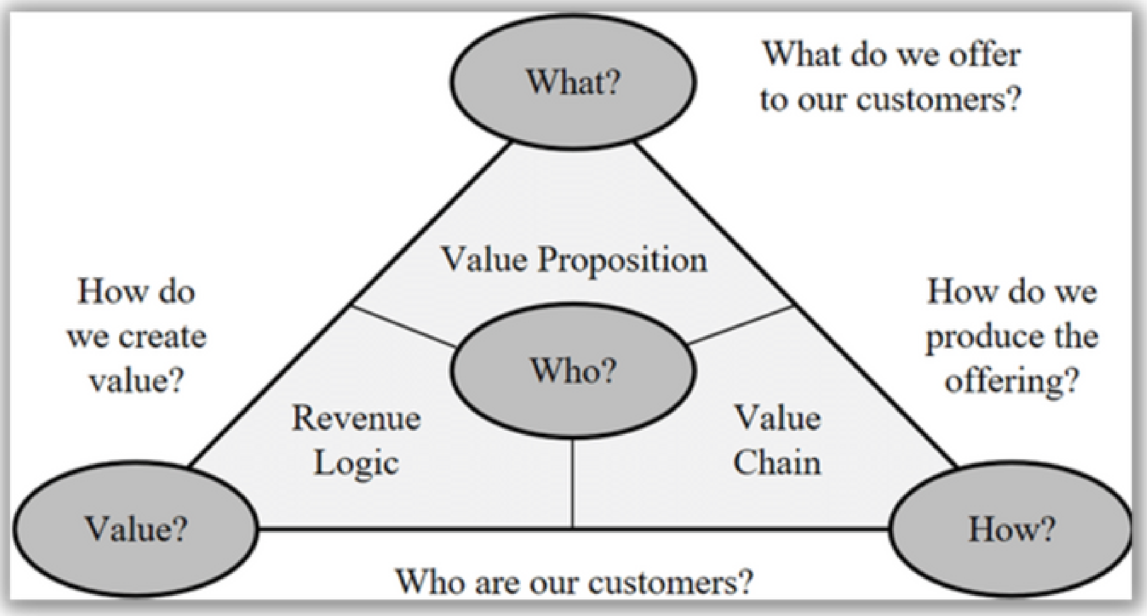
Bluntly put, business model is your enterprise plan how to reach profit, how to make money by selling your product and/or service to your customers (target group, customer base) in the particular market.

You can start by asking yourself or the team these four questions:

- What product or service your enterprise will sell
- How do you intend, that product or service, to place it on the market
- What kind of expenses your enterprise will face
- How you enterprise expects to turn a profit

On Figure 5, you can see the questions that you (or within a team) need to ask yourself to provide answers to the most vital issues.

Figure 5. The magic triangle of business models



Source: Böhm et al. (2017:1007)

The fundamentals of a business model include:

- Value proposition: A fragment that will make your product or service appealing to your clienteles.
- Target market: A precise crowd of customers who would be attracted by your product.
- Competitive advantage: A unique item of your product or service that could not be copied easily by your competition.
- Cost structure: A list of the fixed and variable expenses your enterprise needs to operate, and how the costs/expenses affect your pricing.
- Key metrics: The methods your enterprise measures success.
- Resources: Your enterprise's physical, financial, and intellectual assets.
- Problem and solution: Your clienteles need, and how your enterprise plans to meet them.
- Revenue model: An outline that pinpoints feasible income sources to pursue.
- Revenue streams: The various ways your enterprise will generate income.
- Profit margin: The amount your revenue surpasses your business expenses

There are four traditional types of business models including:

- B2C – Business to consumer. B2C businesses sell to their end-user. This is the most common business model.
- B2B – Business to business. In a B2B business model, a business sells its product or service to another business.
- C2B – Consumer to business. Individuals sell products and services to businesses.
- C2C – Consumer to consumer. Most common online marketplace (eBay).

There are many business models that related to the idea and the response of the aforementioned four questions encompassing:

1. **Subscription Model.** For a monthly fee you get certain products or services. E.g., Netflix.
2. **Bundling Model**. You can buy several products or services for a more attractive price. E.g., Burger King.
3. **Freemium Model**. You get one-month free product or service, but you need to pay if you want more. E.g., LinkedIn.
4. **Razor Blades Model**. You buy the foundation, but you need to keep paying for the product. E.g., Nespresso.
5. **Product to Service Model.** You pay for the service for a certain amount of time. E.g., Uber.
6. **Leasing Model**. You rent a product for a certain period. E.g., Rent-a-car.
7. **Crowdsourcing Model**. You provide an input to receive a product or a service. E.g., Wikipedia
8. **One-for One Model.** You buy one product or a service and a free one gets someone less fortunate. E.g., TOMS shoes.
9. **Franchise Model.** You but the license from a company to open it in your neighborhood. E.g., Starbucks.
10. **Distribution Model.** You buy wholesale from a distributor who also supplies other companies. E.g., Avnet, Inc.
11. **Manufacturer Model**. You manufacture your own products and sell it to distributors. E.g., LG Electronics.
12. **Retailer Model.** You sell products from a bigger brand and get a commission from the sales. E.g., Target.
13. **Advertising Model**. You provide content that people are interested in and sell space to your customers to display their ads. E.g., Website.
14. **Affiliate Marketing Model**. You are recommending products or services for a commission. E.g., Amazon Associates Program

Whatever model you choose, be sure that you have pinpointed the fundamentals of the business model and you are ready to go.

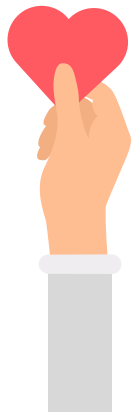
Business Model Canvas

One of the most used business models, especially for start-ups and social enterprises in the business model canvas (BMC). It presents a key elementary tool for planning the crucial parts of an early-stage business. The BMC is focused on assessing the potential of the project, business and it can be used for any business idea. To put your idea on the canvas you have to think of the main aspects, challenges and opportunities of your idea or you can do your own SWOT analysis (see Chapter 1) and then start working on the canvas. Either way, the BMC will give you the means to see an overview of the various essential features of the potential of your business idea.

Given that you need to delineate the commercial and social mission of your enterprise, this canvas will provide the opportunity to do so. You can see clearly how both missions interact with each other, how they align with you overall business idea and the miscalculations and tensions amongst them. This process will give you the reality check we all need when starting a new business. It will provide you with the insights which would reflect to increased capacity for decision making, efficiency and effectiveness.

One of the priorities for you as a new and upcoming social entrepreneur would be to remember that social entrepreneurship has entrepreneurship in it, meaning that without profit you cannot achieve your social mission. Therefore, remember that if the business model is not financially viable, then there is no point of starting it. Start a new canvas or find a way how to create revenue streams that will help you achieve your social mission. It is also worth mentioning that business model which has revenues and gains profit without addressing a social issue and attain social mission presents only a business, not a social enterprise.

If you think that it is impossible to achieve both missions, just take a look at some of the greatest social enterprises in the world including Grameen Bank from Bangladesh, Echoing Green – USA, The Skoll Foundation – North America, Schwab Foundation for Social Entrepreneurship and many others, and you will see that is very realistic and achievable.

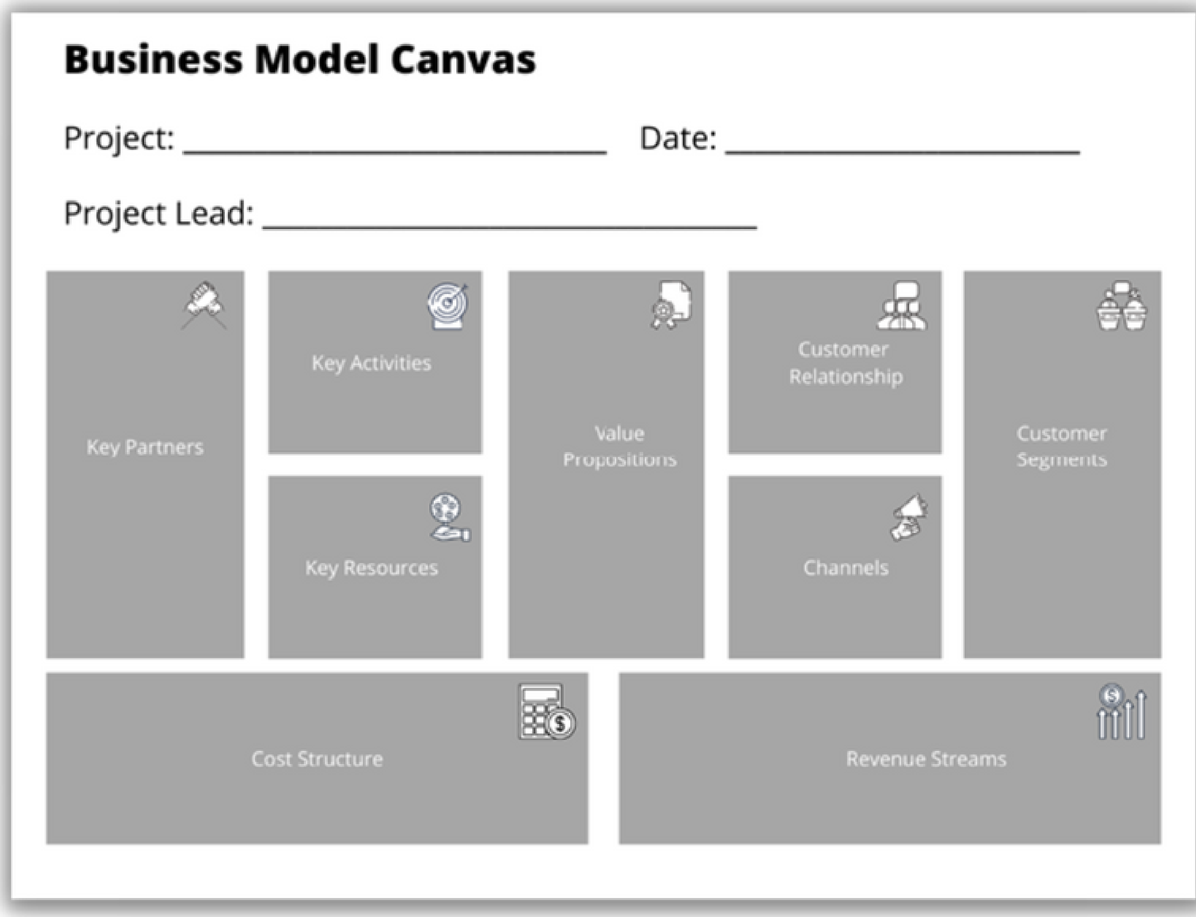


The whole point of involving in social entrepreneurship is to be able to attain sustainable social impact within a viable business model (Burkett, 2013).
So, what do you need to do to be a social enterprise? Here are several steps:

1. You need to have a mission that is related to some economic, social, environmental or cultural issue which is associated to community value (Burket, 2020).
2. Have an economic activity to achieve your mission.
3. Pull out a significant share of the income from economic activity.
4. Reinvest the profit in the activities of the enterprise to realize your social mission.

To be able to achieve all the steps you need to complete the BMC to see if your idea has potential, so let's jump right to it. On Figure 1 are all the key features of the model which we will explain in detail below.

Figure 1. Business Model Canvas



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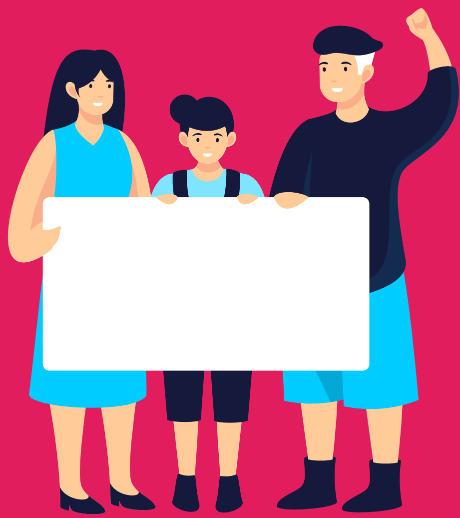


“IDEAS AND OPINIONS ARE NOT SPONTANEOUSLY "BORN" IN EACH INDIVIDUAL BRAIN: THEY HAVE HAD A CENTRE OF FORMATION, OR IRRADIATION, OF DISSEMINATION, OF PERSUASION-A GROUP OF MEN, OR A SINGLE INDIVIDUAL EVEN, WHICH HAS DEVELOPED THEM AND PRESENTED THEM IN THE POLITICAL FORM OF CURRENT REALITY.”

— ANTONIO GRAMSCI, SELECTIONS FROM THE PRISON NOTEBOOKS

SOCIAL ENTREPRENEURSHIP EXERCISES AND EXAMPLES

Chapter II

Shemsedin Iljaz
Irina Janevska

Quick Introduction

In this section, you will see few handpicked exercises that ARNO had implemented in the past (pandemic/online trainings) period and were of great addition to the programs we delivered. We hope they will be refreshing for your programs and will be of good use for you.

·**The exercise "The big picture"** is great introduction for the role of Social Entrepreneurship in wider social context. ARNO is modifying this exercise according to the participants age, background, familiarity with the topic. The exercises had been done in trainings with more than 200 young people (within SEED Project[1], primarily) and its most common feedback is the "Aha" effect.

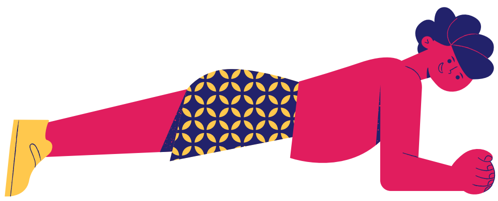
·**The Exercise "Urban Farm"** is one of the favorite practical approaches for discussing financial projections. Thanks to the project RISE[2] more than 100 young people played it, and reported high level of interactivity, learning outcomes etc. Please note that due to the online mode of the exercise you will be directed to online folder with all the materials (excel files with formulas).

·**Upgraded Social Business Model Canvas** that is core part of the Application Form for the Green Ideas Competition[3] that ARNO is managing for 8 years.

The upgraded version has 2 additional blocks: Social & Environmental Cost and Social & Environmental Benefits. The entire upgrade is done to highlight the social and environmental dimension of the Business Model, but also to filter ideas that might have potential risk of operations, e.g. if some business employees some special group of people, but relies on plastic packaging that cannot be avoided (e.g. Last minute juices prepared near green markets by single-moms, but packed in plastic cups) or very perspective profit-oriented business that must use unsustainable delivery methods (E.g. Catering delivered by traditional car).

ARNO is using this upgraded fields to filter eligible ideas, but also to guide applicants for green and social conversion, so they can apply the next year to the competition with improved BMC. ARNO is also using this BMC version, as it also has strong educational element- by examining closely the business models participants learn better about the operations and its wider dimensions. Once, during and ideation RISE program one of the team realized that they can be more green if they use green hosting services - web hosting solution done by environmental friendly resources such as renewable energy.

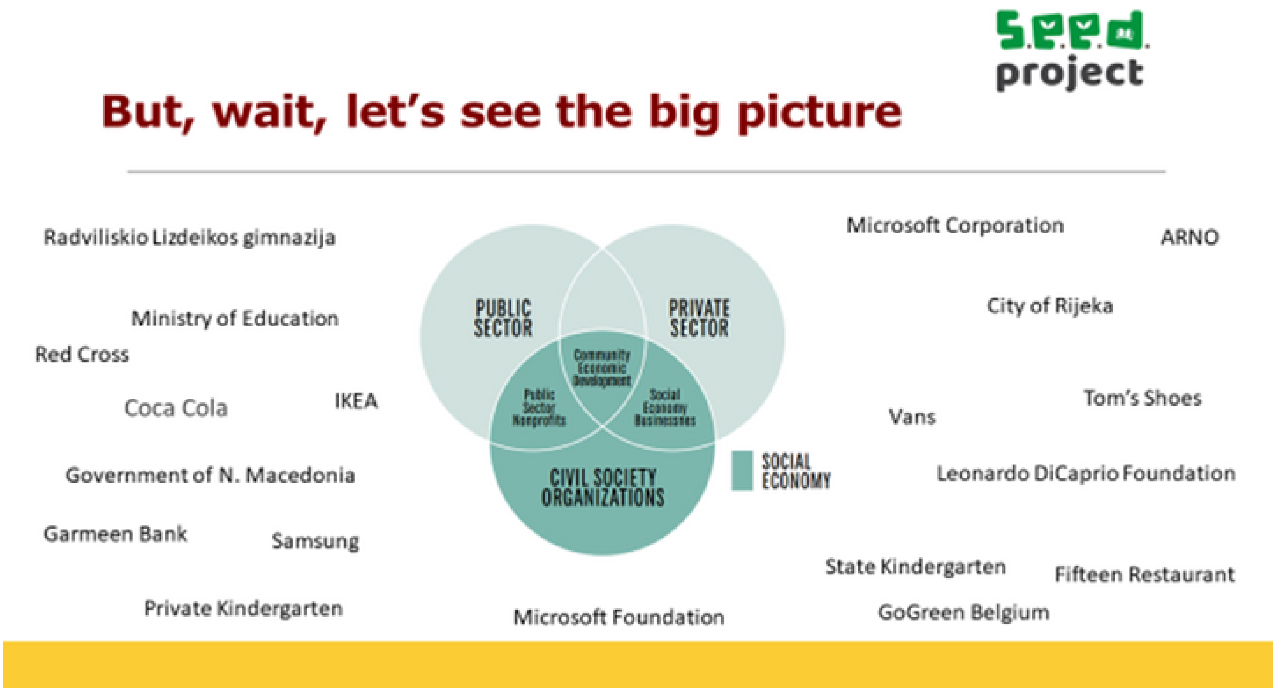
[1] https://www.seed-project.net/
[2] https://www.risewb.org/
[3] https://arno.org.mk/project/green-ideas/



Exercise "The big picture"

You can run this exercise in online or offline mode, on the slide here (slide 1) there are different entities that the participants should move to the right sector. If you play it online you can create Miro board, or share the power point slide and ask participants to move the names by themselves. If you run it offline, you can print/write the entities and ask the participants to physically move them.

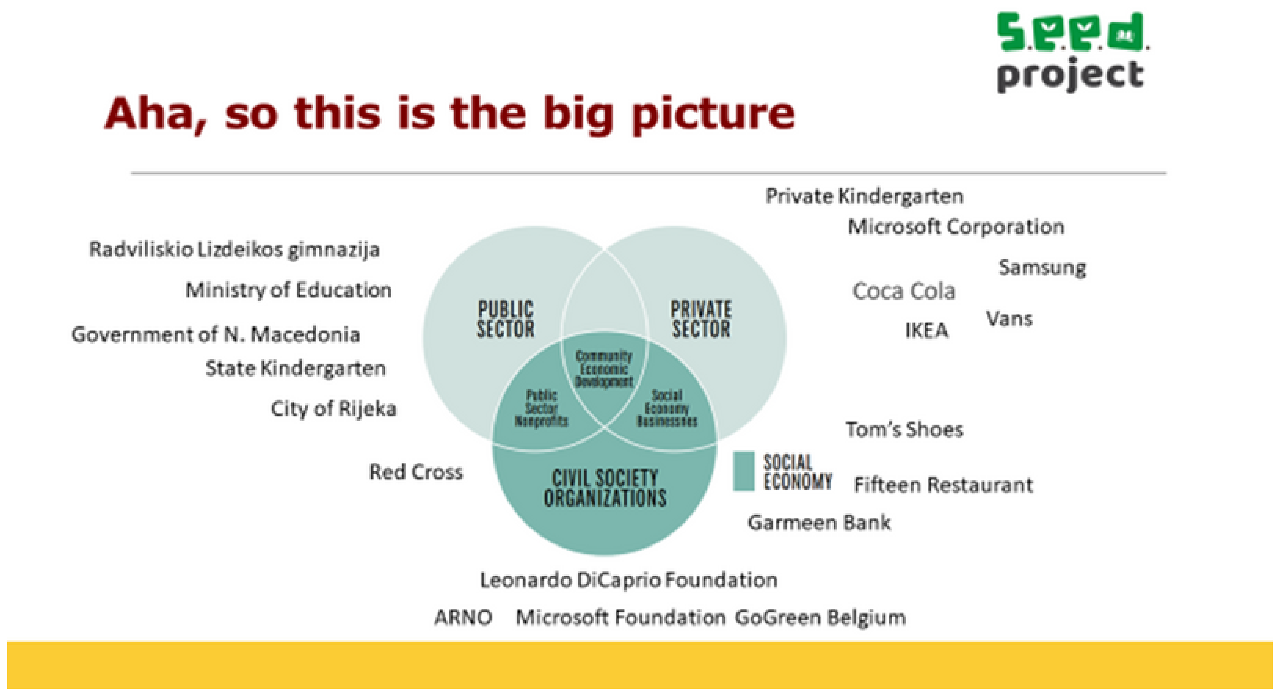
Note: Feel free to change the entities! The examples are taken from the SEED project tailored trainings for high-school students coming from Croatia, Lithuania, Belgium and N. Macedonia. It was easier for the students to recognize local entities or know examples.



Slide 1- Place the entities in the right sector

Exercise “The big picture”

Correct answers are displayed, you can use the discussion to explain differences among the sectors, share examples of Social Enterprises and other CSOs.



Slide 2 Correct answers (placing entities in the correct sector)

Exercise for Business Planning prepared by Shemsedin Iljaz-ARNO

Title: Urban Farm Exercise

Note: Due to e-materials distribution (excel files with formulas) here is link with all the Exercise Files (Annexes included) that can be accessed by anyone with the link https://drive.google.com/drive/folders/16b4GflwhS2ITTh36Itbvw6hXmW3YIioi?usp=sharing

Learning objectives:
This exercise is part of the RISE project programs for young social entrepreneurs. The Regional Incubator for Social Entrepreneurs (www.risewb.org) is a project for young, motivated, committed people, willing to learn and change the world. RISE project is developed by a consortium which includes GROUPE SOS Pulse, the Regional Youth Cooperation Office (RYCO), the South East European Youth Network (SEEYN), the French Institute (Institut Français) and the Franco-German Youth Office (FGYO/OFAJ) and has been funded by the French Development Agency (Agence française de développement, AFD)

This exercise is designed to teach young entrepreneurs or entrepreneurs how to create a profit and loss statement. Ideally, the exercise should be done in groups of three to five participants, but can equally be done individually. The exercise is designed to provide a brief overview of a company. It also includes information that should be included in a Profit & Loss Statement, as well as questions for analyzing the results more deeply. It is essential that the team (or the individual) understands not only how to fulfill the Profit & Loss Statement, but also how to understand and discuss it.

Instructions:

Online Version

Participants are introduced to "Appendix 4 - Glossary" by the Trainer before the exercise begins. Afterwards, participants are divided into online breakout rooms of 3-5 participants.
Each group receives the "Appendix 1 - Exercise instructions (for participants)", "Appendix 2 – Empty Profit & Loss Statement (for participants)", and "Appendix 4 – Glossary".

Each team receives 1 hour for completing the "Appendix 2 - Empty Profit & Loss Statement (for participants)"; and an additional 30 minutes for discussing within their group the questions listed in "Appendix 1 - Exercise instructions (for participants)".

Upon completing the exercise, each team sends the Profit & Loss Statement to the Trainers without making any additional adjustments. Each team presents their Profit & Loss Statement and answers to the questions listed in Appendix 1. After each team has presented their Profit & Loss Statement the Trainer opens a general discussion with the group. By explaining the areas where participants have made mistakes to them, the trainer helps them learn how to improve. The purpose of the exercise is to teach participants how to complete the Profit & Loss Statement without judging them for their mistakes.

This exercise lasts between two and a half hours and three hours, depending on the number of teams created. Alternatively, this time frame can be reduced to two hours if you're working with an experienced team.

Live (Offline mode)

Participants are introduced to “Appendix 4 - Glossary” by the Trainer before the exercise begins. Afterward, participants are divided into groups of 3-5 participants.
Each group receives the “Appendix 1 - Exercise instructions (for participants)”, “Appendix 2 – Empty Profit & Loss Statement (for participants)”, and “Appendix 4 – Glossary”.

Besides the above-mentioned Appendices, each group should have at least one (1) laptop. Alternatively, if no laptop is available, the trainer should print the "Appendix 2 - Empty Profit & Loss Statement (for participants)" in A2 or A3 format (see figure 1). In addition, each team should receive a calculator, white paper for notes, a pen and marker, and “Appendix 5 – Instructions on how to fulfill the P&L Statement by hand”.

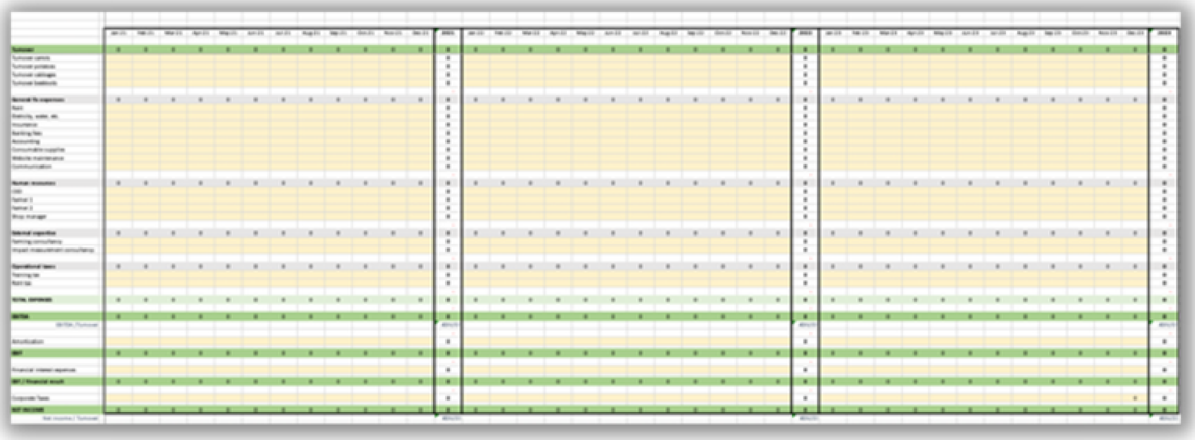


Figure 1 ((please check the link above the chapter for the files)

Each team receives 1 hour for completing the "Appendix 2 - Empty Profit & Loss Statement (for participants)"; and an additional 30 minutes for discussing within their group the questions listed in "Appendix 1 - Exercise instructions (for participants)”.

Upon completing the exercise, each team sends the Profit & Loss Statement to the Trainers without making any additional adjustments. Each team presents their Profit & Loss Statement and answers to the questions listed in Appendix 1.

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The purpose of the exercise is to teach participants how to complete the Profit & Loss Statement without judging them for their mistakes.

This exercise lasts between two and a half hours and three hours, depending on the number of teams created. Alternatively, this time frame can be reduced to two hours if you're working with an experienced team.

The “Appendix 5 – Instructions on how to fulfill the P&L Statement by hand” should be shared if the exercise is played live and without a laptop.

IMPORTANT NOTE: There is a tricky statement in the Appendix 1 – statement number 16:

You had contracted a loan for the purchase of this machine. Each month, you pay 90€ to the bank, divided as such:

- 83€ of capital reimbursement
- 7€ of interests payment

In the Profit & Loss Statement, the budget line “Capital Reimbursement” does not appear, which leaves many participants confused as to where they should be registered. In the “Appendix 3 – Fulfilled Profit & Loss Statement (for trainers)” you will see both expenses are recorded under the Budget line “Financial interest expenses”. The creators of the exercise never explained why this budget line was chosen. Participants typically ask the trainers where these expenses should be recorded. Some may even set up a new budget line called "Capital Reimbursement".

Appendix 1/1 – Exercise instructions (for participants)

Urban Farm Business Plan
You have developed an Urban Farm just outside Belgrade.
You have already been developing the project for the last four months and have:

- Started the first piece of land with vegetables on a small scale;
- Identified distribution channels for your vegetables;
- Recruited one person as an urban farmer for this land plot;
- Invested in a farming machine.

Your next steps are to expand your production on a larger scale by renting 2 new different pieces of land in order to reach breakeven. In order to organize this development and raise enough funds to implement this development plan, you need to write your financial Business Plan.
In order to write this Business Plan, you will start with a P&L for the 3 coming years.
Please fill in the Excel Sheet with the following elements (all elements below are considered before tax):
1. You currently pay a rent of 700€ for your actual piece of land
2. You plan to have an extra rent of 1500€ for the larger plot from July 2021
3. You have fix charges for electricity, water etc. of 150€ a month
4. You pay 30€ par trimester for website maintenance and further development
5. You pay an annual fee of 1200€ for insurance
6. You have recruited your first employed farmer at the end of last year for a gross salary (employer charges included) of 800€ a month
7. You intend to pay your first salary from September 2021, with a minimum of 600€ monthly. You will need to raise that salary to 700€ as of March 2022, and then 800€ as of January 2023
8. You will recruit a second farmer as of July 2021 for a monthly salary (employer charges included) of 1000€ for each farmer.
9. You intend to recruit a part-time shop manager as of January 2022 for a monthly salary of 650€ (employer charges included).
10. You will ask for the expertise of Farming experts for the installation of the new land plots in 2021. You have already received their quote for a total amount of 6000€.
11. You expect to implement an impact evaluation in 2023. If you want to externalize it, it can cost you up to 5400€.
12. The law in your country imposed 2 different operational taxes:
a. A training tax, which corresponds to 1% of the total salary cost
b. A rent tax, for an annual amount of 540€
13. Your bank charges you with a monthly fee of 10€
14. You have an external accountant who charges a monthly fee of 150€ for accounting and payroll.
15. You have bought a farming machine for 6000€ in January 2020. It is amortized in 5 years, so 1200€ a year.
16. You had contracted a loan for the purchase of this machine. Each month, you pay 90€ to the bank, divided as such:

- 83€ of capital reimbursement
- 7€ of interests payment

17. The Corporate Taxes in your country are of 15% of you EBT.
18. On your first piece of land, you grow carrots and beetroots mostly. You have planted potatoes last year and should have your first crops in May 2021. You sell carrots at 2€ a kilo, beetroots at 3€ a kilo, and potatoes at 1,5€. You intend to sell 350kg of carrots a month and 400kg of beetroots a month. As of May 2021, you plan to sell 500kg of potatoes a month.

Appendix 1/2 – Exercise instructions (for participants)

19. From your new pieces of land that you will have in July 2021, you won't be able to sell any vegetables before March 2022 because you need to wait for the crops to grow. In 2022, you intend to sell:

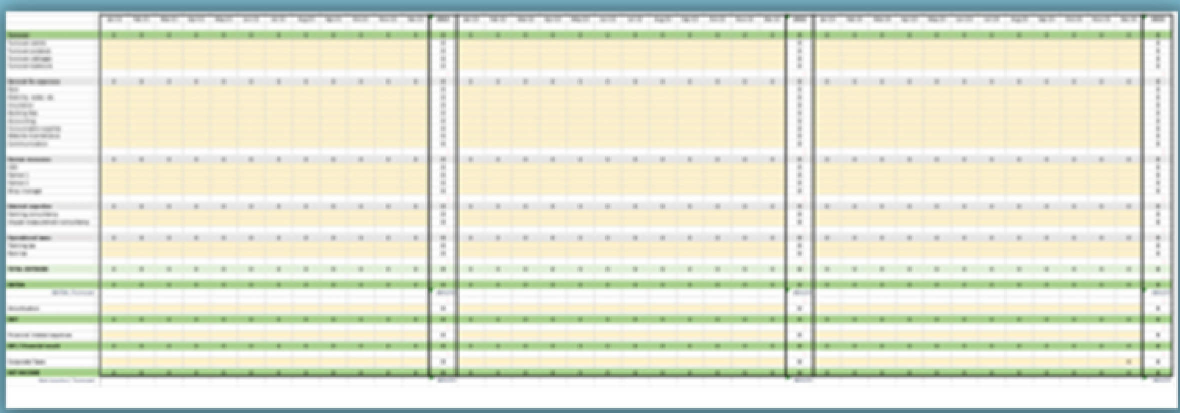
- 700kg more of carrots from March
- 800kg more of potatoes from September
- 800kg of cabbages from October. You sell cabbages at 2,5€ a kilo.
- 550kg more of beetroots from June.

Once you have filled the P&L, please analyze it answering the following questions:

- What is your target turnover after the development of your urban farm?
- When does your EBITDA turn positive (annually & monthly)? How do you explain it?
- When does your Net Income turn positive (annually & monthly)? How do you explain it?
- Analyze the results in 2021; 2022 and 2023.

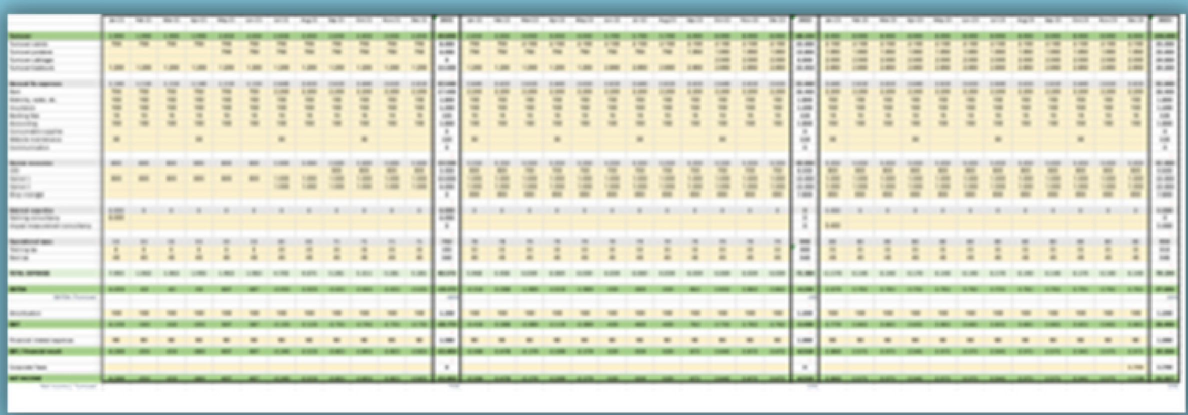
Appendix 2 – Empty Profit & Loss Statement (for participants)

Figure 1 – Empty Profit & Loss Statement (please check the link above the chapter for the files)



Appendix 3 – Fulfilled Profit & Loss Statement (for trainers)

Figure 2 – Fulfilled Profit & Loss Statement (please check the link above the chapter for the files)



Appendix 4 – Glossary (for participants and trainers)

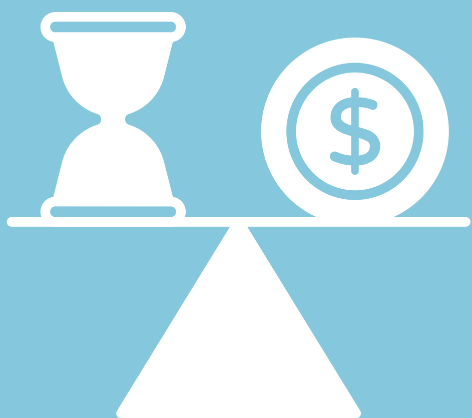
EBITDA — Earnings Before Interest, Taxes, Depreciation, and Amortization

EBIT — Earnings Before Interest and Taxes

EBT — Earnings Before Taxes

NET INCOME - Net income represents the overall profitability of a company after all expenses and costs have been deducted from total revenue. Net income also includes any other types of income that a company earned, such as interest income from investments or income received from the sale of an asset.

BREAK-EVEN POINT - The break-even point is the point at which total cost and total revenue are equal, meaning there is no loss or gain for your small business. In other words, you've reached the level of production at which the costs of production equal the revenues for a product.



Appendix 5 – Instructions on how to fulfill the P&L Statement by hand

Rows Turnover, General Fix Expenses, Human Resources, External Expertise and Operational Taxes should include the sum for each month on the top. In other words:

Row **TURNOVER** – should include the total monthly sum of all budget lines under this category more exactly: Turnover carrots, Turnover potatoes, Turnover cabbages and Turnover beetroots.
Row **GENERAL FIX EXPENSES** - should include the total monthly sum of all budget lines under this category more exactly: Rent Electricity, water, etc., Insurance, Banking fees, Accounting, Consumable supplies, Website maintenance and Communication
Row **HUMAN RESOURCES** - should include the total monthly sum of all budget lines under this category more exactly: CEO, Farmer 1, Farmer 2 and Shop manager.
Row **EXTERNAL EXPERTISE** - should include the total monthly sum of all budget lines under this category more exactly: Farming consultancy and Impact measurement consultancy

Row **OPERATIONAL TAXES** - should include the total monthly sum of all budget lines under this category more exactly: Training tax and Rent tax
-Calculation of the TRAINING TAX: total monthly salaries for a concrete month (example March 2022) X 0.01 (or 1% if the calculator has this option) = training tax
Row **TOTAL EXPENSES** - should include the total monthly sum of General Fix Expenses, Human Resources, External Expertise and Operational Taxes

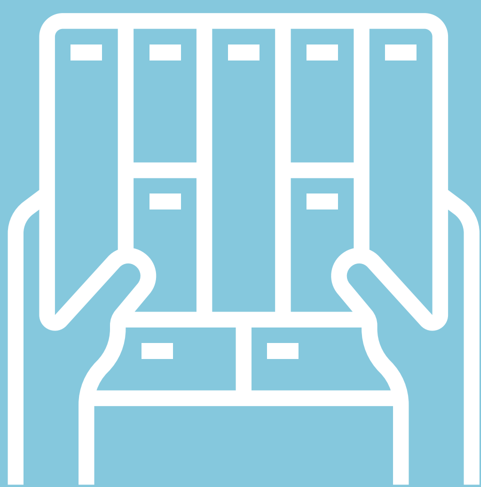
Row **EBITDA** - should include the total monthly sum of Turnover minus the total monthly sum of the Total Expenses
-Row **EBITDA /Turnover** – is calculated only in the end of the year, more exactly the EBITDA /Turnover for 2021 is calculated by dividing the total sum for 2021 of EBITDA with the total sum for 2021 of TURNOVER. The result from this equation should be multiplied with 100 in order to receive the percentage which may be positive or negative.

Row **EBIT** - should include the total monthly sum of EBITDA minus the total monthly sum of the AMORTIZATION

Row **EBT / Financial result** - should include the total monthly sum of EBIT minus the total monthly sum of the FINANCIAL INTEREST EXPENSES
-Row **CORPORATE TAXES** – is calculated only in the end of the year, and only if the total balance of EBT / Financial result for that year is positive. If the balance is positive the CORPORATE TAXES are calculated by multiplying the total sum for that concrete year (for example 2023) of EBT / Financial result with 0,15 (or 15% if the calculator has this option)

Row **NET INCOME** - should include the total monthly sum of EBT / Financial result minus the total monthly sum of the CORPORATE TAXES
-Row **Net income / Turnover** – is calculated only in the end of the year, more exactly the Net income / Turnover for 2021 is calculated by dividing the total sum for 2021 of NET INCOME with the total sum for 2021 of TURNOVER. The result from this equation should be multiplied with 100 in order to receive the percentage which may be positive or negative.

Example1: Business Model Canvas Upgraded Version – Balkan Green Ideas (Copyrights to Sofija Daceva, WISE Additive- National and Regional Green Ideas winner 2020)



Key Partners
- Producers of wine/or grappa (wineries, small producers, local people)
- Factories from the dairy, confectionary and mill and bakery industries;
- Accredited laboratory for testing characteristics of the final product
- Logistics and distribution companies for distribution of the additive to its' final destination (end client)

Key Activities
- Collection of grape pomace from selected wineries/small producers with which a contract for collaboration will be made;
-R&D Activities related to constant improvement of the initial product;
- Production of multifunctional grape pomace additive;
- Marketing of the product;
- Sales by using B2B strategy

Key Resources
- People (staff and team);
- Working space; - Grape pomace (as raw material);
- Substances necessary for the technological process;
-Machines for production of the additive; - Packaging material.

Value Propositions

Natural: the grape pomace additive will be produced from 100% natural ingredients
Multifunctional: role of antioxidant, dietary fiber source and natural food coloring ingredient - all delivered via single product
Value for money

Customer Relationships
-Development of personal relationship with buyers, which includes constant communication and evaluation of possible improvements of the products or services in line with customers' preferences, with the aim
to create a group of loyal customers and generate trust that leads to long-term collaboration;
-Marketing through social media in order to highlight the social and environmental aspects of the additive to end customers.

Channels
- Direct contact with relevant food manufacturers;
- Collaboration with trading companies that specialize in additive sales.

Customer Segments
Development of B2B strategy through targeting three industries in the food and beverage sector:
-Dairy industry;
-Confectionary industry;
-Mill and bakery industry.

Cost Structure
Fixed costs: salaries for employees, operating expenses, accounting services.
Variable costs: costs of raw materials, packaging material, electricity costs related to the production process of the additive, distribution costs, transport costs for obtaining the raw material from local wineries.

Revenue Streams
Sales of multifunctional grape pomace additive by using B2B strategy.

Social & Environmental Cost
The current market gives limited options for purchase of one machine. Besides this machine, all other equipment will be purchased locally. The transport of the grape pomace will be done by renting a truck, but it will be minimized to twice per year, and the positive environmental impact of the action overcomes this negative impact.

Social & Environmental Impact
Decreasing negative environmental impact through grape marc waste reduction; Increasing positive environmental impact through grape pomace recycling; Purchasing necessary equipment & raw materials from local suppliers; Empowering local communities by purchasing their grape marc waste; Transformation of the conventional supply chain model of wineries into a circular model.

http://www.zeleniidei.mk/

Example 2: Business Model Canvas Upgraded Version– (Copyrights to ARNO, Coolinari is an initiative run by the organization)

This is a business model canvas created (and shared with a license to use) by ARNO. Printing and reproduction of copies is permitted as long as the integrity of the text is preserved, the copy is not used out of context, nor it does not display incomplete information or misleads the reader about the nature, scope and content of the text. The source of the text must always be quoted.

Key Partners
- State hospitality school "Lazar Tanev"
- Supermarket (to provide the ingredients)
- Alliance of chefs (VIP chefs)
- Restaurants and embassies (to nominate their own chefs and thematic classes)
- Slow Food
-Platform for online sales
- Influencers/ foodies

Key Activities
- -Creating the concepts of the program (themes, occasions, combos)
- Building partnerships
- Creating partnership with chefs
- promotion of the cooking classes
- Sales through B2C and B2B strategy
- Creation of tailored program for the skills building of the student-chefs
- implementing tailored program for the students

Key Resources
- Fully equipped cooking cabinet in the school
- Ingredients for the cooking
- Cooking inventory
- Main chefs acting as instructors of the classes
- Student-chefs acting as assistants
- Team building moderator (for B2B)
- Photographer

Value Propositions

Original activity through which everyone can learn how to cook special dishes and meals and by taking part in the activity to contribute to promotion of VET and social entrepreneurship.

- Affordable prices
- Entertaining and fun
- Assistance to the cooking (student-chefs are around to help)
- Professional conditions (the cooking takes part in an educational cooking cabinet according to professional standards)
- You can order customized cooking class on demand

Main impact
- Decreasing youth unemployability and skill building of the student chefs by implementing the tailored Program "Coolinari" which is financed as social entrepreneurship activity by sales of cooking classes.

Customer Relationships
- Close customer relations, building trust and long term relations (buying a packed of few cooking classes)
Transparency, honesty and feedback possibility (anonymous evaluation forms after each class)
Communication the social mission (the reinvestment of the profit)
-Participation certificate for everyone that will attend the class

-For the companies we will offer PR text for the attended cooking class, with professional photos. We will target firstly companies with developed CSR programs.

Channels
- -Social media, targeted posts
- Data base of companies
- Newsletter mailchimp (targeted)
- articles for SocEnt in the country
- morning TV shows presence *with live cooking)
- Ads in plane magazines

Customer Segments
Developing B2B strategy for targeting
- Companies with CSR awareness and practices
- Companies that already had supported SocEnt
- Companies that use team building services
- Potential clients are also embassies, donor agencies (e.g. UN, EBRD), other CSOs

The B2C strategy will target;
- Citizens with higher income
- Cooking enthusiasts 30-40 years' old
- Diaspora people
- Tourists

Beneficiaries:
- Student chefs from the state hospitality school "Lazar Tanev" (most of them are from the category youth with less opportunities)

Cost Structure
Fixed costs: salaries, accountant
Variable costs: costs for the supplies, costs for the packaging (take away food after the class), travel costs, promotion, photographer, honoraria for the chefs, honoraria for the team building expert, refreshments for the workshops with the students (the Coolinari reinvestment program).

Revenue Streams
Sales of cooking classes to individuals or teams(team building though cooking)

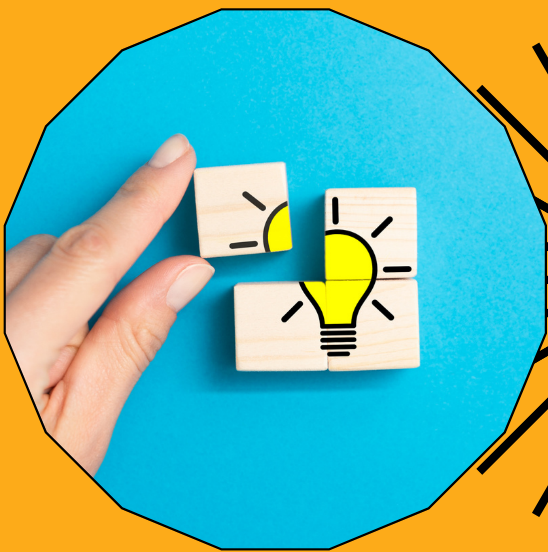
Social & Environmental Cost
Potential negative environmental impact is that in the process of cooking the less experienced participants can produce food waste,
We will insist to secure supplies from local producers, but if a supermarket offers to sponsor the initiative it might be not doable.

Social & Environmental Impact
- Promotion of vocational education
- Profit Reinvestment program for the students (purchase of uniforms, skills building, professional photo, CV)
- Decreasing youth unemployability
- Promotion of SocEnt as tool for financial sustainability in the CSO sector
- Use of local ingredients and support to local farmers
- Good model of collaboration (school, CSO+ private sector)

“OUR GOALS CAN ONLY BE REACHED THROUGH A VEHICLE OF A PLAN, IN WHICH WE MUST FERVENTLY BELIEVE, AND UPON WHICH WE MUST VIGOROUSLY ACT. THERE IS NO OTHER ROUTE TO SUCCESS.”

PABLO PICASSO, PAINTER

OPEN INNOVATION FOR SOCIAL ENTREPRENEURSHIP



Chapter III

Marta Czyżewska
Dorota Murzyn

Concept of open innovations

Implementing innovation is an engine for economic development, but it also comes with inherent risks. Companies implementing innovations as pioneers usually bear the greatest risk, while competitors coming up next with similar solutions have a chance to avoid many mistakes by observing the actions of the pioneers. Because of cost and technological risk, companies do not want to take on the burden of being a pioneer. Less risky is the strategy of imitative innovation, which involves the assimilation of innovative technologies developed by others, and in parallel to implement their own original solutions.

The realization of such a strategy is facilitated by a popular contemporary model of coupled innovation processes, associated with the concept of open innovation. International legal regulations and patent protection laws are relatively easy to circumvent, so substitute products appear on the market very quickly. W. Wierzbicki points out that the imitation strategy is a safer form of building the market position of a company and lies at the basis of many economic successes in the micro- and macroeconomic scale (Wierzbicki, 2017).

An example is Apple and its iPhone, which was not the first smartphone without a keyboard or a pioneer in large touch screens. Steve Jobs merely integrated functions that were already known into the phone

(https://theconversation.com, 2017).

In the literature there are four types of innovation distinguished: product innovation, process innovation, marketing innovation, and organizational innovation. Therefore, they cover a wide range of changes in a company's operations. Many specialists, including Henry Chesbrough - creator of the open innovation model, express the view that the sources of innovation can not be limited only to research and development departments, but the entire environment of the company should be involved in the innovation process (Chesbrough, 2003, p. 17).

This broad approach to the process of innovation emergence was used by P.F. Drucker to distinguish sources of demand and supply. The former include unexpected changes in the market or industry. It should be noted here the importance of the customer, as an active participant involved in the innovation process through the search for concepts of new products. In such a situation we talk about innovations "pulled by the market". Supply sources of innovations are new knowledge created by science and then "injected" into the economy (e.g. technological advancement of the industry or highly qualified personnel). These are then innovations "pushed by science" (Drucker, 2004).

Open innovation, open science and openness to the world were the three main objectives of the European Union's research and innovation policy promoted from 2016 (European Commission, 2016). The concept of open innovation means opening up the innovation development process to people with expertise in areas other than academia and science. Involving more people in the innovation process is intended to facilitate knowledge sharing. This knowledge is to be used to develop products and services that will enable the creation of new markets. Open science is an approach to the scientific process that focuses on the dissemination of knowledge using digital and collaborative network technologies. Opening up to the world means supporting international cooperation which enables access to the latest global knowledge and the opportunity to recruit the most talented people. Opening up to the world means facing global challenges and giving entrepreneurs the chance to reach new opportunities in emerging markets.

Models of innovation processes and innovation management

Innovative changes can be either abrupt or continuous. Leap changes are unplanned and unexpected in nature. As a rule, they are not the result of systematic activities, unlike process innovations. The theory of innovation distinguishes two trends in the innovation process (Schumpeter, 1934; Schumpeter, 1942; Schmookler, 1966): the first - focused on vertical transfer to production (from research to implementation), the second - consisting in the dissemination of innovation, or diffusion (horizontal transfer).

The issue of horizontal transfer, or diffusion of innovation, is most often linked with E.M. Rogers (Rogers, 2003), who defined this process as the spread of a new idea from its source to the final users or imitators. He identified the stages of the innovation uptake process, distinguished and named groups of attitudes towards innovations according to the criterion of speed of response to innovations. He also defined the innovation decision making process. He also found that the curve depicting the rate of diffusion of most innovations is "S" shaped. Vertical transfer, which can be compared to the production process in which certain goods and activities are transformed into other goods and services (transformation process, conversion process), has always taken place in several phases that were arranged in the so-called technology development cycles, which, in turn, consisted of activities within the scope of research and development (basic research, applied research, development work) and implementation (commercialization phase). In the currently used models of innovation processes, activities proceed in an interactive way (Table 1).

Table 1: Generations of Innovation Framework Models

Generations	Name of process model	Model characteristics
First generation	Technology-driven innovation model	Simple, linear, sequential, focus on R&D, market as a recipient of R&D results
Second generation	Market-pull innovation model	Simple, linear, sequential, focus on marketing, market source of ideas giving direction to research
Third generation	Coupling model	Recognizing interaction between different elements and feedback loops between them, emphasis on integrating R&D and marketing
Fourth generation	Interactive model	Combination of push and pull models, integration within firm, emphasis on external linkages with suppliers and clients, horizontal cooperation
Fifth generation	Network model	Strategic integration with major suppliers, including cooperation on new product development; innovation is a distributed networking process; introduction of ICT systems to accelerate the innovation processes and communications across the networking systems
Sixth generation	Open innovation model	A distributed model based on open innovation, which assumes that knowledge sharing and exchange allows to better meet the requirements of a rapidly changing environment

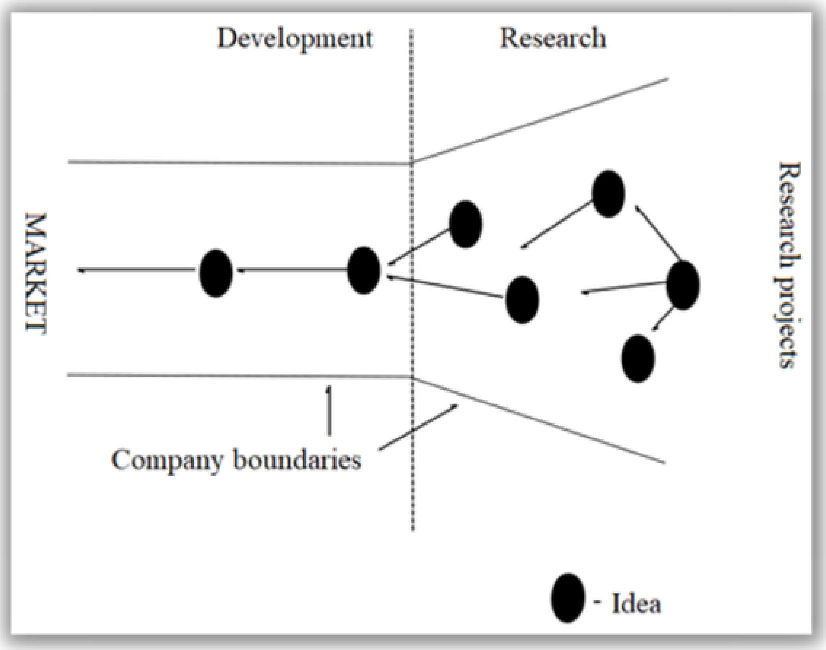
Source: Own elaboration on the basis of Rothwell, 1992; O'Sullivan & Dooley, 2008; IPACSO

With the development of information and communication technologies, innovation has become a network process. The model based on the so-called open innovation allows participants to reap comprehensive benefits resulting from the synergy of knowledge, information and facilitating the process of mutual learning. Open innovation has been defined by H.W. Chesbrough (2006) as the deliberate inflow and outflow of knowledge that accelerates innovation within a company and also expands the markets for external use of innovation. Open innovation is a paradigm that assumes that firms can and should use external ideas as well as internal ideas, and internal and external paths to market, as they look to advance their technology.

Subsequent attempts to define the concept of open innovation have been made by many researchers: Gassmann & Enkel (2004), Dahlander & Gann (2010), West & Bogers (2014). Chesbrough and Bogers (2014) redefined open innovation by defining it as a distributed innovation process purposively managed knowledge flows across organizational boundaries, using pecuniary and non-pecuniary mechanisms in line with each organization's business model. These flows of knowledge may involve knowledge inflows to the focal organization (leveraging external knowledge sources through internal processes), knowledge outflows from a focal organization (leveraging internal knowledge through external commercialization processes) or both (coupling external knowledge sources and commercialization activities).

The concept of open innovation supports the company in increasing its susceptibility to absorb innovations and thus increasing its technological level and market reach. In the model of open innovation, the principle is to maximize the value of different ideas that arise both inside the company and outside the entity. The boundaries between the company and the environment are not tight, as in the closed innovation model (Figure 1), and the formal framework of the organization does not restrict the flow of knowledge between the company and its environment. An open innovation process is therefore a process that allows the inflow and outflow of ideas, knowledge, innovations and technologies across the 'porous' boundaries of the company at all stages of the innovation process.

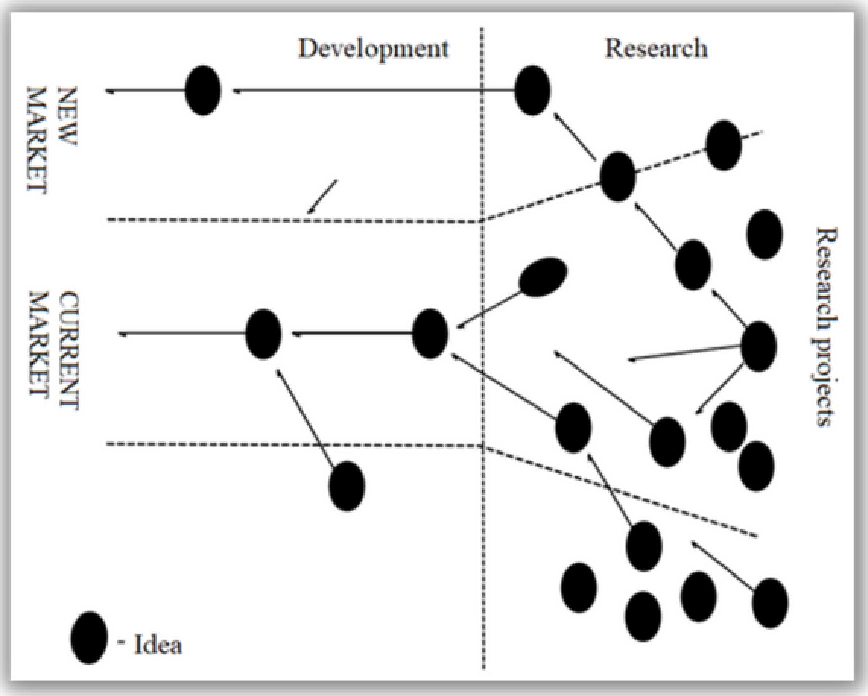
Figure 1. A model of a closed approach to innovation



Source: K. Kozioł-Nadolna (2015, p. 67).

Employees are willing to develop ideas that they are not the authors of, and they also make their ideas available to others if they feel that they will not be bothered with them themselves. Innovation is becoming more global, so the openness of this innovation model is increasing (Figure 2) .

Figure 2: The open innovation approach model



Source: K. Kozioł-Nadolna (2015).

Modelling of innovation processes is of significant importance for companies constantly looking for opportunities to develop and improve themselves. The limitation of internal technological, intellectual, and financial resources and the complexity of contemporary innovations prompt them to draw inspiration and knowledge from the environment. The model of open innovation is the concept that is used by rapidly growing companies, especially start-ups, i.e. organizations established to create a new product under conditions of extreme uncertainty (Ries, 2017). The benefits of using the model of open innovation were demonstrated by Chrzanowski and Zawada (2018, p. 102), confirming on the basis of research that start-ups plan to create innovations in an open way at the marketing or product level. The benefits of this model, indicated by start-ups, are: acceleration of the process of creation and implementation of innovations in general and increase in the number of partners and customers.

Both models – closed innovation and open innovation, offer benefits but also both have some disadvantages. A comparison of the two was presented by GoTech Innovation (Table 2).

Table 2. Benefits and disadvantages of closed innovation model and open innovation model

Benefits of closed innovation	Disadvantages of closed innovation
All work on innovations is under the full control of the top management of the company. Information about innovative developments does not spread to the outside world, which means that it creates additional competitive advantages in the form of technologies that are unique for the market.	New technologies in this model of corporate innovation are developed with limited corporate resources. The same employees of the department, no matter how talented they are, cannot endlessly generate new ideas. The corporation is left without external expertise, which often helps to refine the idea and product before the innovation goes to market. Without such expertise, the risks of failure increase significantly.
Benefits of open innovation	**Disadvantages of open innovation**
The process of developing innovations becomes much more efficient and faster. There is no need to maintain an entire department of employees on a permanent basis, which means that the costs of innovation are significantly reduced. Opportunity to get an objective expert assessment from the outside. Ability to choose among numerous startups and projects.	Openness to the market logically gives rise to a number of risks associated with information leakage that gives competitive advantages in the market. In addition, the risks in terms of corporate cybersecurity should not be forgotten. There are always risks of making the wrong choice among startups and companies offering innovative products and technologies and making financial investments that will not bring results. Another disadvantage of innovation openness is the risk that talented employees of the corporate innovation team may be lured into competing companies.

Source: https://gotechinnovation.com/closed-innovations-vs-open-innovations/ (accessed: 06.04.2022)

Open social innovation

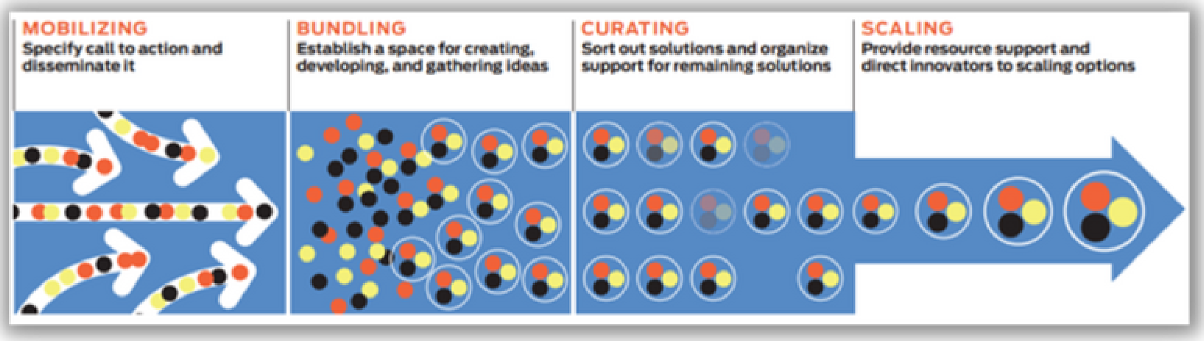
Recent experiments on open and participatory approaches offer important insights for refreshing the practice of social innovation. Mair and Gegenhuber (2021) believe that open innovation methodology can be applied to the practice of social innovation. For many societal challenges, the partners interested in solving the problems can use the approach of open innovation in the process of co-creating prototypes, and scaling solutions. A sense of collective responsibility and collective learning enable to tackle societal challenges and face challenges and crises.

Open Social Innovation (OSI) stands for a broad participation process to address social challenges with new solutions. Open Social Innovation focuses on the parallel testing of numerous solution approaches, to quickly find out what works and what does not. Proven solutions are put into practice through cooperation and ideally consolidated. Chesbrough and Di Minin (2014, p. 170) define OSI as the application of either inbound or outbound open innovation strategies, along with innovations in the associated organization's business model, to curb social challenges.

Stiftung and Bosch (2021) claim that by using modern technologies, such as online collaborative platforms and video group calls, the rules of interaction and participation have changed. That has helped bridging gaps between local governments, civil society and NGOs. Therefore, Open Social Innovation is one of the ways to genuinely support a grass root initiative with participation from a broad sector of actors.

Mair and Gegenhuber (2021) appreciated the potential of Open Social Innovation and specified the process of OSI highlighting the four phases: mobilizing, bundling, curating and scaling (Figure 3). In the mobilization phase challenges are identified and problems further specified, then ideas and potential solutions are scouted. The questions that need answers are: What problem needs to be solved? What requirements must a solution meet? Which stakeholders should get involved? The challenge is also to dissemination which is a significant challenge as many suffer from information overload. In the bundling phase problems, ideas and solutions are matched and combine, and experimentation linking problems and solutions begins. Participants can submit their ideas using digital platforms which foster collaboration. They are encouraged to form teams and jointly work on problem solving. Offline meetings can also be organized. In the curation phase, problem-solution combinations are selected. It requires due diligence as it reduces the ideas and also number of participants in the process. In this phase the very important aspects are: managing and nurturing community, facilitating collective actions and enabling ongoing experimentation. In the scaling phase, solutions are put on different pathways to achieve impact. Innovators need to decide: Will they start a new social business? Scale through government or business? Important challenge in this phase are to support innovators with resources (e.g. funding or hands-on resources) and linking the innovators with scaling partners.

Figure 3. The Open Social Innovation Process Source: Mair and Gegenhuber (2021)



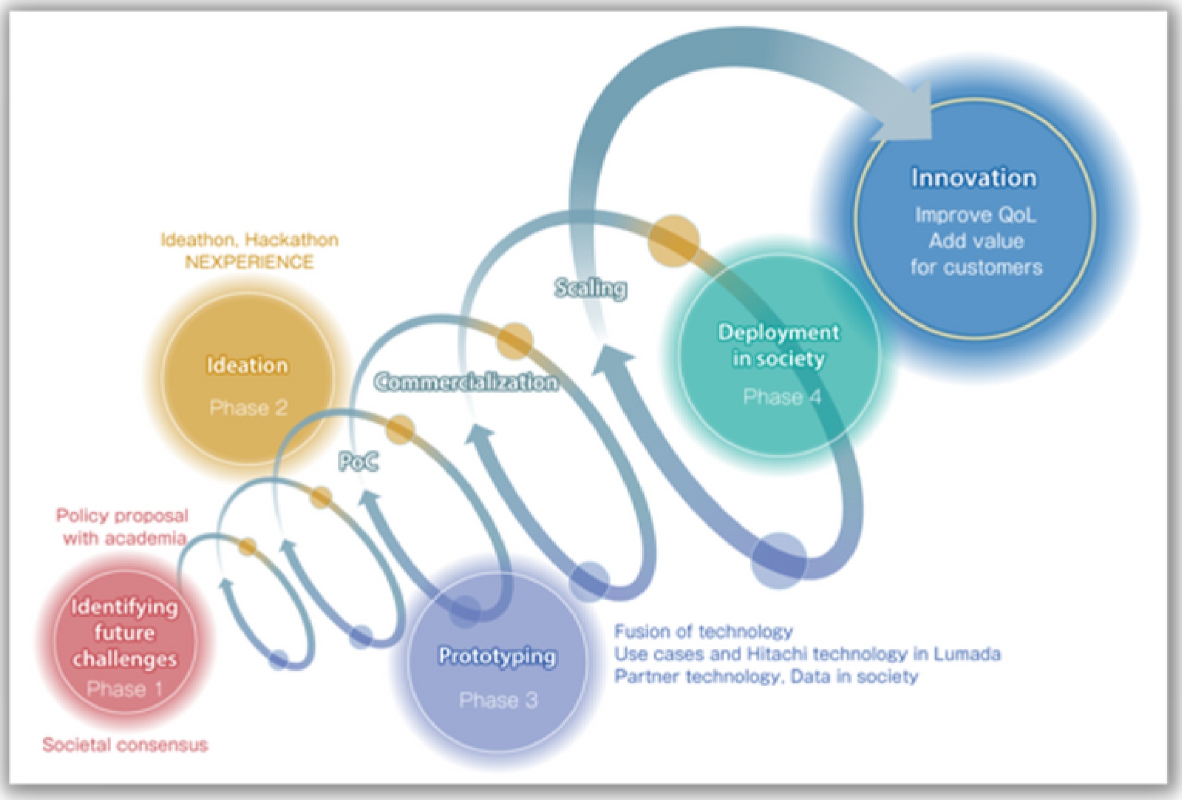
A good example of OSI approach is the one implemented by Hitachi – the company is working in co-creation with a wide range of stakeholders and partners (Figure 4) to accelerate innovation that will raise the quality of life of people and customers' corporate value. Social value, environmental value and economic value will be increased by bringing together external knowledge and Hitachi's technology platforms and know-how "to realize an even better society".

Figure 4. Open Social Innovation Platform initiated by Hitachi

Source: Evolution of collaborative creation to accelerate innovation, https://www.hitachi.com/rd/open/index.html (accessed 12.04.2022).

The open innovation process is considered in four phases (Figure 5). The goal is to generate innovation by engaging in co-creation at each phase with various stakeholders such as the industry-academia-government community or academia, startups, customers, partners and citizens.

Figure 5. The phases of open innovation approach to accelerate innovation that will raise the quality of life of people and customers' corporate value



Source: Evolution of collaborative creation to accelerate innovation, https://www.hitachi.com/rd/open/index.html (accessed 12.04.2022).

Concluding the above considerations, it should be emphasized that not only a traditional companies need to implement innovations, but also a social enterprise should develop an innovation strategy that can be based and supported by implementing the approach of open social innovation. Popularizing and disseminating the model of open social innovation encourages companies to open their models of innovative activity to social problems, leading to greater integration of knowledge and a significant increase in innovation potential.

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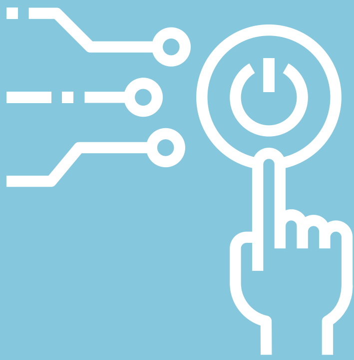
Open Innovation Exercise

Alain Marenghi
Lara Porciatti



Title: Open Innovation practices (exercise for online work)
Learning objectives:
The exercise aims to make the different open innovation processes more understandable. In fact, the team will have to understand not only the type of process (inbound, outbound or coupled) but also which subtype it belongs to. It will also have to understand who are the actors involved and also the type of contribution that is required from the subjects involved.

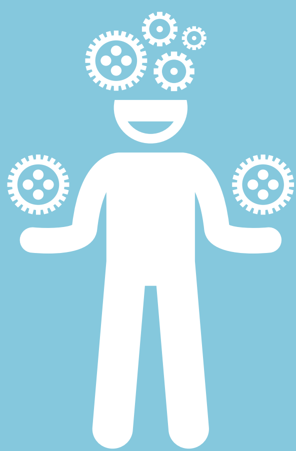
Instructions:

Students need to form XX number of groups. Each team will be provided with a case study of a practice of Open Innovation adopted by a company or an organization. We will strongly advise that the case studies should comprise at least:

1)An Open Call practice (https://newsroom.toyota.eu/toyota-startup-accelerator-2nd-edition-open-call-for-innovations-in-mobility-for-all-and-sustainability/) ;
2) A corporate incubator (https://pgventuresstudio.com/) ;
3) A cocreation practice (https://ideas.lego.com/) ;
4) an OI service provider (https://www.innocentive.com/)

Each group needs a canvas where they can describe 1) the type of process and practice; 2) Type of challenge; 3) the type of actors involved 4) the area of innovation. You can also add a fifth block and label it as "Degree of Openness", which will explain the involvement of the company and the type of relationship it's able to put in place with the ecosystem of innovators it wants to get in touch with

Once the groups are formed, students have 15 minutes to collect individually the information browsing the websites of the practise they have been asked to analyze, using from different internet sources on specific companies and their open innovation activities. Then they must regroup as a team and start discussing how to fill in the blocks of the canvas. They also need to name a spokesperson who will report to the class the outcome of the exercise on a 5 slide presentation
Online



You can also use Miro or Mural or another digital whiteboard.

Here you can find an example about how to set up the board: https://miro.com/app/board/uXjVO3Ld-YM=/?share_link_id=125961840761

"IF YOU HAVE AN APPLE AND I HAVE AN APPLE AND WE EXCHANGE THESE APPLES THEN YOU AND I WILL STILL EACH HAVE ONE APPLE. BUT IF YOU HAVE AN IDEA AND I HAVE AN IDEA AND WE EXCHANGE THESE IDEAS, THEN EACH OF US WILL HAVE TWO IDEAS."

- GEORGE BERNARD SHAW

TRAINING PROGRAM FOR EDUCATORS

Chapter IV

Chapter Contents

Irina Janevska

Quick Introduction

In this toolkit chapter, we take a practical approach to teaching social enterprise and entrepreneurship. Through non formal education methods, the program provides participants with the tools and activities to be familiarized with social entrepreneurship. The purpose of this toolkit chapter is to give young people a general insight into social enterprise and entrepreneurship, and to prepare them to start their own social enterprises by using new tailored programs that aims to follow the principles of design thinking and open innovation (yes, kind of experimental approach).

As this toolkit is created initially as online document, any names of organizations, programs, or resources include a link to the place where readers can find more information about those organizations, programs, or resources. We tried to use the space as much as efficiently, and thus we provide direct links where the user can familiarize deeper on the content. The entire approach when writing this chapter was focused on creation of the program, with reference to the tools and sessions. This is where all our innovative capacity was used, so if we once as trainers used the Shoe ID game only as energizer for getting to know each other, know we use the same activity to explore the Empathy as element of designing products/services. Same goes for the Privilege game, if once we used it as a great tool to sparkle discussion on inequalities in society, now we use it to debrief the context of social entrepreneurship- how and why it should empower people.

With the partners we tried to test some of the Sessions, in mode that was suitable to be done in the Pandemic context. We tried to do testing in online and offline mode. In some space of the chapter you will see indication/remark from the testing. This is done with the intention to put highlight to possible dimensions of use of the Session, emerged questions, potential limitations and so on. Due to the experimental approach we would advise users of the Training program to plan and (if possible) to do small scale testing of the innovative tools and Sessions we suggest.

To the prospective user: This program is useful for any person or group that aims to use experiential education to learn social enterprise and entrepreneurship. Different sections and elements of the guide are applicable to people from different audiences and educational levels. Any expert in the field of social entrepreneurship (e.g. entrepreneur, consultant) can benefit from the resource as well, and can also modify the program according to expressed needs. While creating the program, we avoided overlapping of Sessions from the Innovathon, but we also advise on using the educational material presented there, as it is completely in line with the Training program.

Previous training on familiarization within the field of deign thinking and/or open innovation is highly encouraged. Some of the exercises that guide participants through the process of ideation require for the trainer to have strong creative mind and facilitation expertise (the random words game, the 6 hats). So, I'd strongly recommend some familiarization /training on the topic prior diving in to this experimental Training program.

Let's go and stretch our minds!
Irina Janevska

Organizing a Training

About

This six-day training curriculum is designed for approximately 25 participants guided by 2 trainers working aside. The toolkit users can further use the material and exercises in this curriculum when designing future workshops. The exercises might also be used in refresher trainings and separate workshops. Once trained, participants need continuing support, including further training, perhaps as part of ideation and incubation programs.

Logistics

The training is set for offline mode, full board and stay in designated location is preferred due to full working hours, although it can also welcome participants arriving and departing each day.

Big working room with space and opportunities for using other smaller rooms and corners for team work is recommended.

The training follows the general non-formal education standards and requires the basic training equipment e.g. flipchart table, projector, TV (for playing multimedia content), speakers, folders, pens, colored pens, markers and similar props.

Open Call

For transparent and balanced selection of participants it is advised to run an open call for young people that will be distributed across all communication channels. The Call can target participants and ensure a process in which the selection will be based on answers, demographics, interests and other tailored objectives (if any). Here are few suggestions:

- Ask participants about their interest and motivation
- Ask participants on familiarity with the topic (avoid participants who have been part of few similar programs, or went to ideation and/or incubation phase)
- Ask participants for a problem they recognize in their local community
- Ask participants on expectation on the design thinking/open innovation approach
- Ask participants on their professional affiliation, as the open innovation method is best used when different stakeholders are in the same group

For easy administration using online Google Form is advised. After the collecting of responses/application call is over an Excel sheet will be created. There you can immediately color entire rows in red (not complete application/poor answers) vs. green (great elaborated answers), or gray (not eligible, e.g. age or previous experience with few similar programs).

Form a jury board and select the best fit applicants. If you plan to further work with this group of people, run an ideation program, and if the turnout and interest is great (above 40/45 applications) you can also do preselection or interview day.

Preparations

For the theoretical sessions you can prepare presentations, use mix of methods and approaches for non-formal learning. It goes without saying that high level of interactivity, safe space for asking questions, debates should be encouraged.

Training Programme

The Programme for this Training is designed to follow each day topic. The topics reflect the essence of social entrepreneurship- understanding personal values, empowering group actions and social belonging, designing actions to respond to social challenges, prototyping solutions and motivating young people to work in their communities. The program is also designed to follow the stages of design thinking process, with simulation experiences.

Energizers and Ice breakers

Teamwork, collaboration, and innovation are the pillars of the design thinking approach. Using these approaches, collective teams can reframe the way they think about product/service development from the perspective of end-users and also speaking about social entrepreneurship the perspective of the beneficiaries (not only clients). In addition to energizers here, all the other methodology tools aim to ensure that each person's voice is heard, are intended to challenge participants to think outside the box, and serve as de facto team-building exercises.

Important: Ensure your participants know you don't simply want to do energizers, but they're an integral part of the process. Always share with the participants the goal of each activity, and if there is room for learning activity use the time afterwards to reflect on it as it improves the understanding process. For the tram building activities and tasks for the team, like the prototyping challenges this is a must.

The suggested energizers and ice breakers are referenced from other existing materials and are selected to best follow the logic of the training It's up to the trainers to use variants, and/or replace. The energizers should also be adequate to the cultural norms (e.g. some of the require close contact, taking shoes off etc.).

Note: With design thinking methodologies some exercises at first might be difficult to understand and practice. The methods require creative, lateral thinking and for some participants this can be first time exposure to this approach. Try to encourage everyone, enable atmosphere of openness, learning, and address the needed culture of trials and errors as desired culture of the training.

AGENDA

	Day 1 Arrival	Day 2 Introduction to SocEnt	Day 3 Business Modeling- Human Centered	Day 4 Prototyping	Day 5 Testing	Day 6 Departure
	We are here	***Who am I*** ***The Individuals***	***Who are we*** ***The Users/The Beneficiaries***	***What can we do*** ***The Modeling***	***How can we do it*** ***The Actions***	***Let's do it***
08:00-09:00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
09:30-11:00 90 min		**Session I** • First Impressions (30') • HUMAN Bingo (20') • DT and SE Bingo (30'+10' Debrief)	**Session I** • Human Knot (30') • The 3 sectors pptx (60')	**Session I** • The egg challenge (70') • Intro to Prototyping pptx (20')	**Session I** • The privilege game (70') • Dancing Leader (20')	**Session I** • Expectations check (10') • 6 Thinking Sticker (50') • Letter to myself (20') • Training evaluation (10')
11:00-11:30		Break	Break	Break	Break	Break
11:30-13:30 120 min	Arrivals	**Session II** • Introduction to SocEnt (60') • The shoe ID (20') • The shoe of the other (30'+10' Debrief)	**Session II** • SE Examples pptx (60') • Business Modeling pptx (60')	**Session II** • Prototyping I (120')	**Session II** • 30 seconds fame (30') • Communication and marketing pptx (90')	Departures
13:30-15:00		Lunch	Lunch	Lunch	Lunch	Lunch
15:00-16:30 90 min		**Session III** • Problem Tree pptx (30') • Group analysis (20') • Group Work: problem tree+ statement (40')	**Session III** • Random word (30') • The 5 thinking hats (60')	**Session III** • The Longest Shadow (30') • BMC pptx (60')	**Session III** • Gallery walk (30') • Prototyping II(90')	
16:30-17:00		Break	Break	Break	Break	Break
17:00-19:00 120 min	**Session 0** • Overview of goals and agenda • Training rules • Expectations	**Session IV** • The 4Ws and 5Whys (80') • Empathy Map (40')	**Session IV** • The Crazy 8ths • Presentation of Ideas • Voting the best 4	**Session IV** • BMC work in groups (60') • Group Presentations (60')	**Session IV** • Pitch Preparations (30') • Pitching of ideas (30') • Reflective Reflection (60')	
19:00-20:30	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner

Day 1- We are here

The arrival day is the Intro day where participants are welcomed and introduced to the agenda and the flow of the training is presented. The welcoming session should provide overview of each day. The Session is expected to last shorter than the time block in the agenda.

Suggested content for Session 0:

·Welcoming=**10 min**

Note: If the participants are not tired from the travels, you can select any short introduction name game.

·Overview of Training Goals and agenda= **10 min**

Note: Feel free to use your tone and selection of methods

·Training Rules= **20 min**

Note: Feel free to use your tone and selection of methods

·Setting up expectations= **30 min**

Note: Suggested method can be found here:

SALTO-YOUTH - Toolbox - Backpack of needs and expectations. Salto-youth.net. (2022). Retrieved from https://www.salto-youth.net/tools/toolbox/tool/backpack-of-needs-and-expectations.1340/.

Day 2- Who am I

The second day is focused on the individual, on the human, on human-centered approaches, on empathy and bonding of the group through reflections on diversity, privileges, social challenges of each citizen and individual. The selection of energizers is set to reflect on these social concepts. Through the designed sessions the participants will be exposed and introduced to Social Entrepreneurship.

Suggested content for Session I:

·HUMAN Bingo = **20 min**
See APPENDIX 1 for option 1
See APPENDIX 2 for option 2
Note: Think of providing awards for the first 3 BINGOs. Do not tell in front what the awards will be. It's advised to be something shared by all the group, e.g. big box of chocolates. Encourage sharing of the chocolates.

·DT for SE Bingo= **20 min** playing +**20 min** reflection of answers/topics
See APPENDIX 3 for modified version by the author
Note: Expect that there might be low number of BINGOs, and encourage the participants to explore answers no matter the familiarity. At the end of the bingo, tell them that all the statements in the Bingo will be answered through the training. Also share that no matter if someone has some previous knowledge of the topic, it's always good to remind, reflect. Furthermore, encourage the experience and previous knowledge to be share, so open learning and peer education (learning from each other) can be achieved.

Important: Make sure the statements follow your final confirmed agenda, and you will provide answers to all of them through the delivery of the training. Feel free to adjust the statements according to the sessions and the knowledge objectives.

·First Impressions game= **30 min**
See APPENDIX 4

Suggested content for the Session II:

·Deliver a presentation (pptx) with highlights on definition on SE, origins of SE, differences between CSR, SE, Charity = **60 min**
·The shoe ID+ The shoe of the other (with the author's modification) =**20 +40 min**
See APPENDIX 5
Note: For the modified version you should invite few participants to share stories, it should be upon desire, not everyone will want to share, acknowledge that as ok, but also acknowledge openness for participation. Ask participants on the symbolic of the game. Ask them how was it. What does it mean to them to take part in this kind of activities?
·Debrief on the empathy concept in design thinking and the human-centered approach in social entrepreneurship. Debrief time should be 10-15 min.

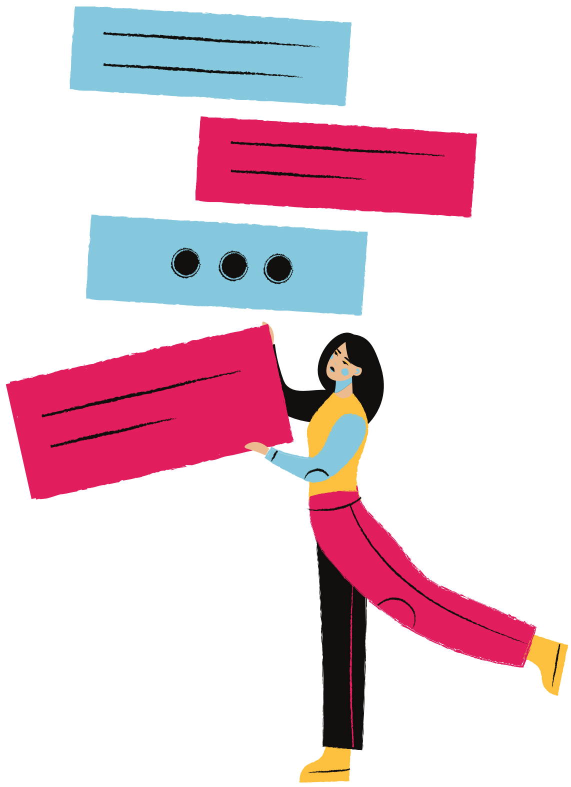
Day 2- Who am I

Suggested content for the Session III:

·Deliver a presentation (pptx) for the Problem Tree Concept = **30 min**
·Group analysis of 1 problem (e.g. Youth unemployment) = **20 min**
·Select 4 Problems and work in groups (each group makes a problem tree) = **40 min**

Suggested content for the Session IV:

·The 4Ws and 5Whys= **80 min**
See APPENDIX 6
·Empathy Map=**40 min**
See APPENDIX 7



APPENDIX 1

SALTO-YOUTH - Toolbox - Human Bingo. Salto-youth.net from https://www.salto-youth.net/tools/toolbox/tool/human-bingo.433/

Human Bingo !!!!!!

You have to do a line or a diagonal by finding persons who have the following characteristics. It has to be different persons!

Who has more then 10 letters in his/her name?	**Who is born in 1981?**	**Who is sportive?**	**Who can touch his/her nose with the tongue?**
Who never took part in international meeting before?	**Who is in the board of an NGO?**	**Who lives in the country side?**	**Who has minimum then 3 brothers or sisters?**
Who can tell a good joke?	**Who can move his/her own ears?**	**Who can bite their own 'foot-fingers'?**	**Who has already travelled in 4 different countries?**
Who is afraid of highs?	**Who has goldfish as pet?**	**Who plays guitar?**	**Who likes to cook?**

APPENDIX 2

Human Bingo - New class/ form activity | Teaching Resources. Tes.com. Retrieved from https://www.tes.com/teaching-resource/human-bingo-new-class-form-activity-11650725.

Human Bingo

Find somebody who....
...and write their name in the box. Once you have filled your card, shout BINGO!

Has lived abroad	Can touch their nose with their tongue	Plays more than two sports	Has helped someone in the last week
Has a phobia	Speaks more than one language	Has visited more than five countries	Has the same dream job as you
Is left handed	Has an allergy	Went to a different primary school	Was born in the same month as you
Has a sibling at this school	Can play a musical instrument	Has an interesting story or fact about themselves	Has the same favourite subject as you

APPENDIX 3 (for more experienced group)

INN@SE
Design Thinking & Social Entrepreneurship
BINGO

Dear participant,

This game is called BINGO. The purpose is to find the people who agree with these statements (put their name on the line) and try to make a diagonal, horizontal, or vertical line. The first one who completes a line WINS and shouts BINGOOOOO.

P.S. your name shouldn't be in the line ☺

I know what is cash flow My name is __________	I would like to run a SocEnt (share the idea) My name is __________	I can name 3 Social Enterprises My name is __________	I know what is the difference between CSR and SE My name is __________
I know what is empathy My name is __________	I know what is the difference between NGO and Social Enterprise My name is __________	I know what is market research My name is __________	I know what is Social Entrepreneurship My name is __________
I can name 3 types of Business Models My name is __________	I know what is a Problem Tree My name is __________	I know what is Business Model Canvas My name is __________	I know what is NGO (Non-governmental organization) My name is __________
I know the 5 steps in Design Thinking process My name is __________	I know what is Design Thinking My name is __________	I know what is SWOT My name is __________	I know what is a focus group My name is __________

Have fun ☺

APPENDIX 4

Maryville.edu. Retrieved from
https://www.maryville.edu/cse/wp-content/uploads/sites/62/2016/09/Icebreakers-Team-Builders.pdf

First Impressions Game:
To set up First Impressions, pass out the large sheets of paper and writing utensils.

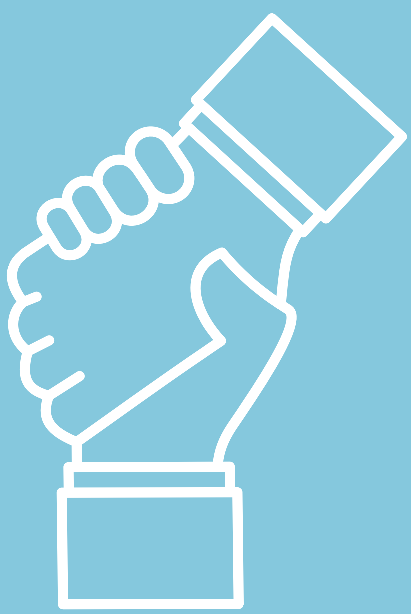
· Have each person write their name on the top of a sheet of paper.

·Tape each person's sheet to their back so that they can't see it.

· Instruct everyone to mingle with each other and to converse. Tell everyone to say hello and to introduce each other for a few moments. After a minute or so, ask each person to write an adjective (their "first impression" of the person they just spoke with) on each other's papers. Then have each person continue mingling with new people, repeating the process.

·After 10-20 minutes (depending on how large your group is and how long you want this activity to run), each person should have several adjectives and descriptive words listed on their backs. Go around the room and introduce each other, reading the words written on your neighbor's paper. This should be pretty humorous, and if people did this activity correctly, there should be lots of kind things said about each other.

·Important note: instruct everyone to write nice (or encouraging) words ONLY! Do not allow any mean, rude, or critical words to be written. For example, one can write words such as "beautiful smile," "great sense of humor," "smart and witty personality," "gifted listener," etc.

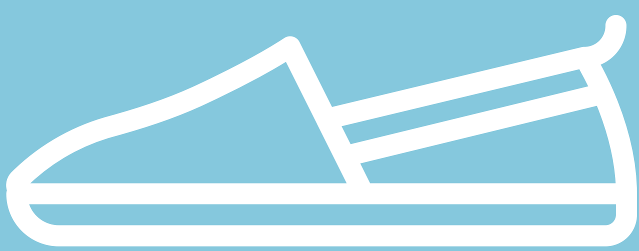


APPENDIX 5

Maryville.edu. Retrieved from
https://www.maryville.edu/cse/wp-content/uploads/sites/62/2016/09/Icebreakers-Team-Builders.pdf.

Shoe ID Game
Everybody takes off a shoe and throws them in a large pile on the floor.
·On the count of three, each person grabs a shoe from the pile, then find the person with the matching shoe in their other foot and find out their name and three things about them they didn't already know.
·Works best with larger groups.
·After everyone has found their person and asked them the questions, then go around the circle and have everyone introduce the person they talked to and tell the three things about them. This game is a good large group game, though it can be somewhat smelly.

Shoe ID Game (Author's modification):
Everybody takes off a shoe and throws them in a large pile on the floor.
·On the count of three, each person grabs a shoe from the pile, then find the person with the matching shoe in their other foot and find out their name and ask them this:
- What were the happiest times while wearing the shoes
- What were the most surprising times while wearing the shoes (name a situation)
- What was the biggest obstacle solved when wearing the shoes (if any, do not ask sub questions)
- Tell me a story of the shoes that no one knows.



APPENDIX 6

The Ultimate Guide to Design Thinking: What it Is & Why You Need It. Workshopper.com. Retrieved from https://www.workshopper.com/post/guide-to-design-thinking#toc-empathize-stage-1-of-the-design-thinking-process

The four Ws

Yet another technique to synthesize your findings from the empathizing stage. The four Ws method helps you pinpoint the problem by answering the following questions: who, what, where and why.

Who is experiencing the problem? Who are you focusing on, while trying to solve the problem?

What is the problem? The main pain point that stands in the user's way.

Where is the problem happening? Is it physical, mental or digital? What's the context around this problem?

Why is it important? Will the user get substantial value out of that problem being solved?

The 5 Whys

An easy-to-use technique that will let you delve deep into the cause and effect of your problem. The interrogative and iterative nature of 'the 5 Whys' lets you get to the bottom of the problem in as little as five rounds of why's.

Start at the very top of your problem, its most obvious effect, and keep asking the question until you feel you've gotten to the ultimate cause of it.

Why are our users not using feature X? – Because they don't understand our product.

Why don't our users understand our product? – Because they don't do the onboarding

Why don't they do the onboarding? – Because they don't have time for a 2-hour call.

Why don't they have time? – They are working long hours and have little free capacity.

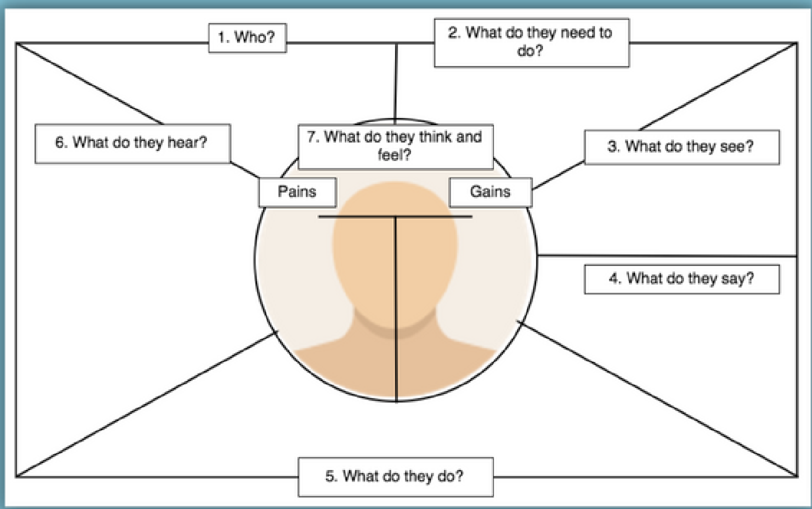
Why are they working long hours? – They aren't able to effectively manage their time.

The root cause, in this case, is the inability to manage their time efficiently. Your problem statement would likely focus on topics of time-efficiency, or time-savings.

APPENDIX 7

Empathy Mapping in the Teaching and Training Classroom – PeacheyPublications.com. Peacheypublications.com. Retrieved from https://peacheypublications.com/empathy-mapping-in-the-teaching-and-training-classroom.

The process of empathy mapping has an unlikely origin in product development and was originally designed to help companies understand the needs of their customers (but can very easily be adapted to to help us better understand the people we are working with, their pains and their motivation. So this is an empathy map and this is how it works.
To use the map you should move around it from 1 to 7 trying to understand your subject and fill in the relevant information.



1. **Who?**

You should decide who it is you want to understand and empathise with. This doesn't have to be a single person, though it can be very useful if you have particular student or trainee that you find challenging or who needs extra help, it can also be a group of people or a persona. So for example, if you are planning a training course you could use it to start understanding the needs of your trainees as a group, before getting to know them better as individuals.

1. **What do they need to do?**

At this point, you need to think about their goal in relations to your course, what they do, what they need to do and what they need from you.

1. **What do they see?**

At this point you need to think about what they see around them in relation to this goal, so, for example, an English student may see other people with better English getting better jobs. An experienced teacher may see more teachers and students using technology and be influenced by this. Try to think of as many things as you can that could be influencing them in relation to their goal.

1. **What do they say?**

At this point, you need to think about what they are saying in relation to the goal. What are they saying to you and what are they saying about their goal to others? What can you imagine them saying?

1. **What do they do?**

At this point, we need to think about what they do. What kinds of behaviour have we observed them doing? What do they do that they may want or need to change? What can we imagine them doing in their day to day context?

1. **What do they hear?**

At this point, you need to think about what they are hearing others say. What are their colleagues and friend saying? What do they hear 'second-hand'?

1. **What do they think and feel?**

Finally, at point 7 you should be able to pull all this information together and it should inform you about the fears and frustrations (Pains) and their hopes, dreams and beliefs (Gains) for the future.

APPENDIX 7.1

Empathy Mapping in the Teaching and Training Classroom – PeacheyPublications.com. Peacheypublications.com. Retrieved from https://peacheypublications.com/empathy-mapping-in-the-teaching-and-training-classroom.

Tasks and Activities
We can use the empathy map in a number of ways.
You can use it to better understand either the individuals or groups you are teaching or you could use it with a particularly challenging student, to better understand the causes of their behaviour.

We can also use it as a learning tool for our students and get them to create empathy maps. They could create empathy maps about the characters in the stories or literature they are reading. In longer texts, they can gradually build empathy maps for each of the characters in the story as they gather more information.

We can get students to create empathy maps about people in the news to help them better understand the world around them and the motivations people may have for the things they do.

Whether we like or agree with the things the people around us do, having empathy and greater understanding for why they do things will help us and our students better understand the world and so be better able to deal with it and so influence change in themselves and the people around them.

Day 3- Who are we

The second day is focused on observation of the society, the social groups, the role of the sectors and also business modeling. It is also a day to do mind stretch and follow up on the previous mapped problems, user personas and practice lateral thinking.

Suggested content for the morning session I:

HUMAN Knot **= 30 min**
See https://guideinc.org/2015/09/15/team-building-activity-human-knot/
Note: Debrief on challenges, communication, connection to the game to the real world

Deliver a presentation (pptx) for the role of the Sectors = **60 min**
Note: Focus on the Social Entrepreneurship dimension on empowering groups of people and also the big overview of the sectorial roles of each sector in a society.

Suggested content for the Session II:

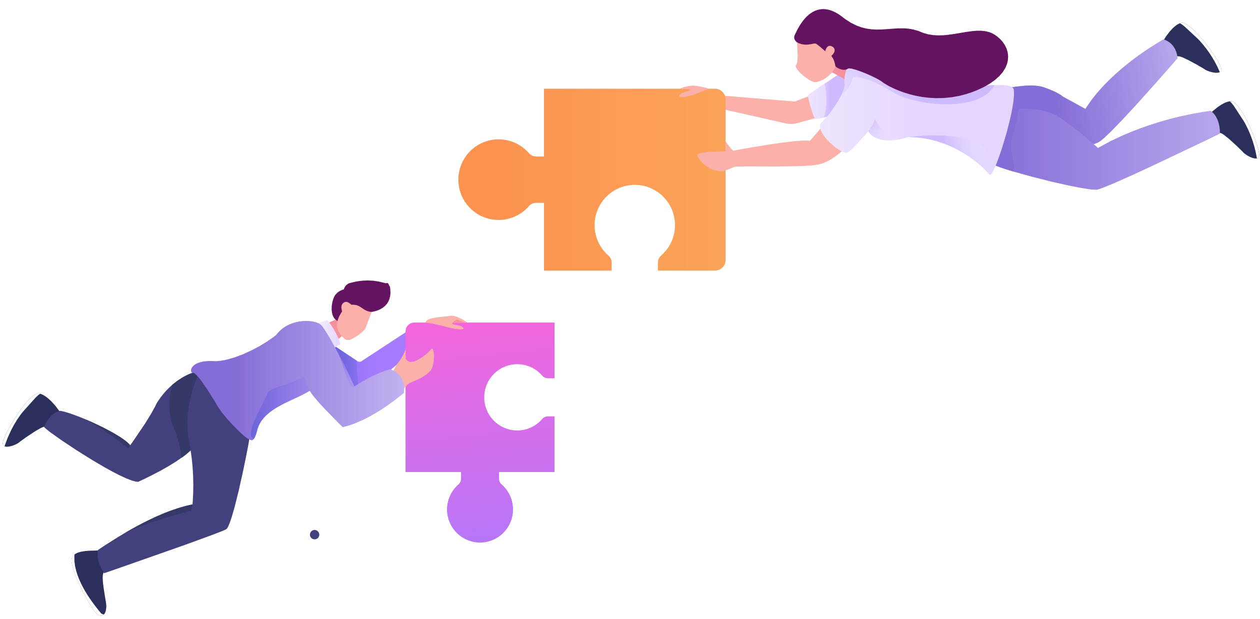
Deliver a presentation (pptx) of examples of SE = **60 min**
Deliver a presentation (pptx) of Business Modeling = **60 min**
Note: It is advised to use the variety of examples as point of discussion on the diverse business models.

Suggested content for the Session III:

Random Words for lateral thinking= **30 min**
See APPENDIX 9
The 5 Thinking Hats= **60 min**
See APPENDIX 10

Suggested content for the Session IV:

Selection of ideas, group work and presentation of ideas = **120 min**
Note: Participants decide to work on 4 ideas and for each they do Problem Statement, User Persona and Empathy map



APPENDIX 8

Team Building Activity: Human Knot | GUIDE, Inc.. Guideinc.org. Retrieved from https://guideinc.org/2015/09/15/team-building-activity-human-knot/.

Human Knot
Many may be familiar with this activity as it is a tried and tested way to encourage your group to work together in close physical proximity to complete a task. Facilitate this activity to create a discussion about trust, leadership, group cooperation, communication and problem solving – all critical elements of a successful team! We enjoyed getting untangled at Georgia Teen Institute this summer as it also gave our Youth Action Teams the opportunity get to know each other better and to mingle with other teams.

Time Needed: 15-20 minutes
Group Size: 6-10 people per group
Materials: None

Description & Directions: Have each group form a tight circle, standing and facing each other shoulder to shoulder. Each person should then extend one hand into the circle and grasp another person's hand across the circle. Have them cross their other arm over their extended arm and reach for another person's hand across the circle. Have them be sure that the two hands they are holding do not belong to the same person.

Human KnotNow that each group is in a large "knot," their challenge is to become untangled without anyone letting go of the hands that they are holding onto. Keeping safety in mind, members of the groups can physically climb over, under or through each other's arms to untie their knot. Each group should end up in a large circle facing in, but on occasion it may work out that two circles form instead of just one because of the way people grabbed hands.

Debrief Questions:

How did you feel about the close proximity that you were in with the other group members?
Did anyone lead the group at any time or did everyone work on his/her own?
Do some groups work better when there is a leader? Why?
How does leadership or lack thereof impact your group's ability to communicate effectively?
What "knots" need to be unraveled in your group to help you be successful?

APPENDIX 9

Vandenberg, S. How to Generate Original Creative Ideas with Random Word Stimulation - InnovationManagement. InnovationManagement. Retrieved from https://innovationmanagement.se/2009/08/09/how-to-generate-original-creative-ideas-with-random-word-stimulation/.

Random word stimulation is a powerful technique that provides a practical method of accessing your subconscious mind and utilize the wealth of information it contains to generate fresh new original ideas.
Random word stimulation is a powerful technique that provides a practical method of accessing your subconscious mind and utilize the wealth of information it contains to generate fresh new original ideas.
Regular practice causes the brain to expand its neural network to accommodate this free-form style of thinking, which strengthens connection to the subconscious mind and endows the practitioner with greatly enhanced creativity and critical thinking skills.

The best part? The benefits of improving your thinking skills come from the practice of generating new ideas about things that matter to you. Using this simple technique, you can find new ways to solve personal or business problems, create new inventions, improve existing products and services, explore your own feelings and your relationships with others, and – in the larger sense – to discover new ways of thinking about absolutely anything that interests you.
Before you begin, you will need a printed dictionary. Not a dictionary on your computer – an actual old-fashioned "analog" book. You will also need a way to take notes – a pen and paper or computer are fine.

Step 1: Formulate a specific problem statement
Write down exactly what it is you want to generate new ideas about. You can work with any type of subject, there are no limitations. Try to capture the true essence of what you're looking for in as few words as possible. Be specific in your description, a vague description will usually yield equally vague results.
The subject can be stated in the following forms:
1. Solve a Problem – State the problem to solve. Defining a problem is an art in itself. A clear perception of the problem is the first step toward discovering an optimal solution.
2. Generate Ideas – State what the new ideas are about. Perhaps to create a new invention of some kind, improve an existing product or service, or simply to gain a deeper insight into any subject.
3. Ask a Question – It's amazing how answers can present themselves with the help of some random stimulation – answers that come from the same mind that asked the question!

Step 2: Gather random stimuli
Note by the author: you can just ask participants to think of random words (nouns), or take newspapers with you
Close your eyes. Open the dictionary to any page and place your finger on the page. Open your eyes and write down whatever word is closest to your finger. It's very important to use that particular word whether you like the word or not. This technique works best when there is no obvious relationship between the word and your subject. Don't choose the word – let the word choose you. Randomness is critical so use whatever word you point to, write it down, and don't let your eyes wander over the page. Of course it's a good idea to read the definition so you understand the full meaning of the word.
Repeat this procedure to select five or six random words from different pages in the dictionary.

Step 3: Create associations between random words, your challenge

At this point you have reached the critical juncture that will determine your level of success in using Random Word Stimulation.

Your objective is to create associations that connect the meaning of each random word to your subject in some way. Each new association represents the seed of a new idea so the more associations you create – the better your chances of generating useful results.

Exposure to the stimulus of random words will immediately trigger associations to experiences buried in your subconscious mind. The process is automatic and inevitable. Many associations and the ideas they generate will not make sense in relation to your subject. Be aware that new ideas often seem illogical, absurd, or completely irrelevant, when they first come into your mind.

Our minds have been trained to make sense of things. Thoughts that do not make sense trigger a deeply conditioned Left-Brain response of instantly discarding these thoughts as worthless fantasy. Learning to recognize this conditioned response and bring it under managed control is essential.

Catch the moment when you think "This Does Not Make Sense" and turn it into a question of "How Could This Make Sense?".

It's the effort you make to answer this question that causes the brain to respond. Exercising the body results in increased strength and enhanced capabilities of movement. Exercising the brain results in increased mental strength and enhanced capabilities of thinking. It does not matter if your associations make sense logically or not at this point. Find any way to connect the words to your subject that you can think of. If you feel inhibited in any way make an effort to be a little outrageous until you overcome your inhibitions. Did I say "a little"? No – what I meant to say was extremely outrageous!

Focus on creating as many new ideas as possible. Do not stop to justify your new ideas, for now it is enough that you have them. Have faith in the fact that your subconscious mind brought these thoughts to light for a reason, even though the reason may not be readily apparent. Success depends entirely on your willingness to temporally suspend the urge to discard new ideas and allow yourself the freedom to explore them.

Step 4: Increase your associations

It was Aristotle (384 – 322 BC) that formulated the three laws of association. Apply these laws in as many ways as you can to create your associations.

They are:

1. Contiguity: This law explains how associations work by the stimulation of contact or nearness. A saddle may remind you of a horse, a tree of a forest, a foot of a shoe.
2. Similarity: This law explains how similar things produce associations. A cat could remind you of a tiger, a tent may provoke the association with a log cabin, the human eye is similar to a camera, a stair is similar to an escalator.
3. Contrast: This law explains how we associate things that contrast one another. A dwarf may trigger associations of a giant, day is a contrast to night, a sad face is a contrast to a happy face, black and white are contrasting colors, tall and short, new and old, fresh and stale.

Take some time to consider each word individually and in combination. Be sure to write down everything that comes into your mind, no matter how silly or irrelevant they may seem at first.

Step 5: Make more connections

Congratulations! You have just expanded your perceptions of your subject far beyond your normal patterns of thinking in ways you would not have otherwise considered.

After a number of new associations have been generated, perhaps several dozen, you can begin to explore and discover ways to apply your associations to the matter at hand. Applying random meaning to a subject suggests ways of looking at the subject in a different context from which the subject is normally viewed. Discovering new ways to look at your subject will start to generate new ideas automatically.
Just remember that generating new ideas is about quantity rather than quality. It's like drilling for oil. You will often drill many dry holes before you finally hit the gusher that brings the fortunes of success.

Keep in mind that due to our education, and the many other influences in our world, most of us lean toward left-brained, logical thinking.

Random Word Stimulation is by nature a decidedly right-brain activity. Depending on your current brain state balance, you may find Random Word Stimulation awkward to use at first. This is why it is highly recommend to limit your initial sessions to 10 to 15 minutes to avoid frustration.

The brain can take a few days or more to restructure its neural network to accommodate this new type of thinking. If you are having trouble getting started, don't worry about it. Just keep trying short, relaxed sessions until you acquire the habit of producing results.

Remember it's the effort of trying that triggers the brain to adjust and it will adjust if you give it the time and patience it needs.

APPENDIX 10

How to use the Six Thinking Hats ("Social Enterprise" version). Social Business Design. Retrieved from https://socialbusinessdesign.org/how-to-use-the-six-thinking-hats-for-social-enterprises/

How to use the Six Thinking Hats-A decision-making tool for social entrepreneurs

We know how difficult it is to design and launch new, innovative social enterprises. The business model design process can indeed get quite complicated, as it is unpredictable and iterative by nature. To reduce risks and overcome uncertainties, we are on a mission to provide aspiring social entrepreneurs with useful tools and techniques to succeed in their entrepreneurial journeys. Therefore, this article is dedicated to a technique you've probably already heard about: the Six Thinking Hats.

Six Thinking Hats: brief outline

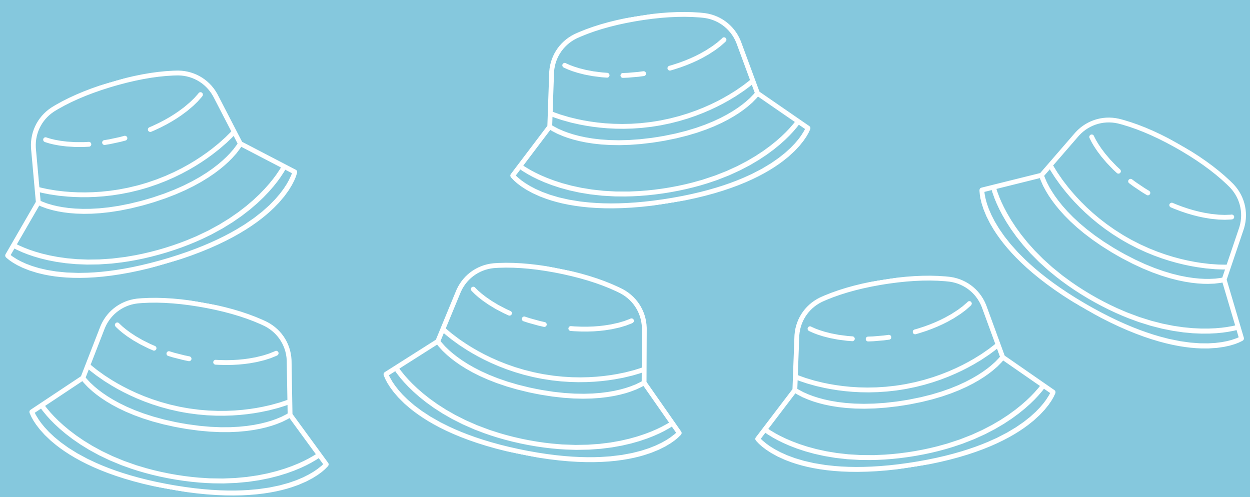
The Six Thinking Hats (6THs) is a brainstorming technique originally created by Edward de Bono. As a matter of fact, De Bono came out in 1985 with a book titled "Six Thinking Hats: An Essential Approach to Business Management", dedicated to this subject. Ever since then, this technique gained popularity and became widespread.

De Bono's ultimate goal was to help business practitioners become better thinkers and decision-makers through deliberate role-playing. It is indeed through role-playing that we usually start exploring and analyzing a specific situation from other people's perspectives. In other words, it helps us leave our habitual thinking style and embrace alternative points of view. Something that proves particularly valuable for managerial decisions and business practices of all kinds.

In its original version, the 6THs represent six different thinking styles. Therefore, each way of thinking has its own colored "thinking hat" associated. De Bono Group, a consulting firm named after the inventor of this technique, identifies the following "mindsets/hats":

1. White Hat, focusing on facts, available information and objective data;
2. Yellow Hat, focusing on positives, benefits and reasons why an idea might succeed;
3. Black Hat, focusing on dangers, difficulties and reasons why an idea might fail;
4. Green Hat, focusing on creativity, with new ideas and alternatives that might overcome previous weaknesses;
5. Red Hat, focusing on emotions and intuitions, not strictly related to logic reasoning;
6. Blue Hat, the control mechanism overviewing the whole thinking process.

Usually the 6THs are used in brainstorming sessions, with small as well as bigger groups of people. The Blue Hat usually initiates the whole process and sets the direction to take. Then, the team starts examining a problem/idea from a specific perspective (namely, a "hat"), before moving onto analyzing it from a different viewpoint (another "hat").



Six Thinking Hats: "Social Enterprise" version

As said before, here at Social Business Design our goal is to help aspiring social entrepreneurs master tools and techniques coming from the fields of business modeling and business design. From time to time, this might include "reinterpreting" such tools/techniques in the context of social entrepreneurship. As you may have guessed, with did exactly the same with 6THs.

Given the complexities social entrepreneurs usually deal with, for each "thinking hat" we indeed put together some key questions that might help them use this technique more effectively.

WHITE HAT *What do we know/not know about the social problem we want to tackle? How has it been addressed so far?* *What do we know/not know about beneficiaries and their needs?* *What facts/data do we need to understand how to solve the problem?*	**YELLOW HAT** *Is there any opportunity fo us to address this problem? Which of our skills/resources could we leverage to tackle it?* *What kind of benefits/added value can our solution(s) bring to beneficiaries? Why?* *What short-term outcomes and long-term impact could the solution(s) lead to?*	**BLACK HAT** *Is our solution(s) flawed? Why so? Why could it fail in creating value for beneficiaries and generating positive impact?* *What internal resources/skills do we lack to improve and/or implement our solution(s)?* *Are there any external impeding factors that we haven't yet considered?*
GREEN HAT *Is there any alternative way to tackle this social problem? Any solution(s) we haven't yet considered?* *Can we generate new concepts to overcome risks (identified with the Black Hat)?* *If not, can we partially change our solution(s) to increase value creation? How?*	**RED HAT** *What does our intuition tell us about this solution? What are our feelings towards it?* *If we were in our targets' shoes (beneficiaries and/or customers), how would we react to this solution? Would it make us satisfied/happy/angry/etc.?*	**BLUE HAT** *The Blue Hat manages the whole process by:* - *Setting up rules/guidelines, agenda, goals* - *Timekeeping and moderating* - *Asking right questions for each Thinking Hat* - *Ensuring every stakeholder's point of view is considered (i.e. beneficiary, customer, partner, investor, etc.)*

Original version © The De Bono Group

As a rule of thumb, it's important to remember that the Blue Hat begins the whole process by setting up the agenda, as well as the rules to follow and the goals to achieve. From there, the brainstorming session can truly begin. Since that moment, team members are initiated to the thinking hats, that should be used to analyze the situation from different points of view.

APPENDIX 11

Share and engage with the Design Sprint Community. Designsprintkit.withgoogle.com. Retrieved from https://designsprintkit.withgoogle.com/methodology/phase3-sketch/crazy-8s.

Time: 8 mins
Activity: Individual
Sprint Type: All

Crazy 8's is a core Design Sprint method. It is a fast sketching exercise that challenges people to sketch eight distinct ideas in eight minutes. The goal is to push beyond your first idea, frequently the least innovative, and to generate a wide variety of solutions to your challenge.
Some team members without a design background may find this method intimidating at first, so it is helpful to reassure everyone that these are rough sketches. They do not need to be perfect or beautiful—sketches just need to communicate the idea. If necessary, you could even hold a quick "how to sketch" tutorial session before starting this exercise.
It's also important to remember that the ideas do not have to be great. This exercise is about quieting the inner critic and giving our creative impulses space to flourish. Weird, impossible, and impractical ideas often give way to truly inspired ones. It's called Crazy 8's for a reason.

Directions

1. Each team member folds their piece of paper and fold it into eight sections
2. Set the timer for eight minutes
3. Individually, each team member sketches one idea in each rectangle, trying their best until all sections are filled
4. When the timer goes off, all pens are down

APPENDIX 12

Share and engage with the Design Sprint Community. Designsprintkit.withgoogle.com. Retrieved from https://designsprintkit.withgoogle.com/methodology/phase3-sketch/crazy-8s-sharing-and-voting. \

Time: 30 mins
Activity: Group
Sprint Type: All

Crazy 8's Sharing and Voting
After everyone has finished the Crazy 8's exercise, it's time for each team member to share the ideas they have generated and discuss with the group. In order to not get bogged down, give each sprinter roughly 3 minutes to present. If they risk running long, let them know. Keep it moving.
After the entire team has presented their sketches, hold a round of voting. You're not choosing the idea you're moving forward with yet. Instead, you're weeding out any sketches that aren't feasible and/or won't help the user.

Directions

- Put up each sprinter's sketches on a wall or whiteboard one at a time so everyone can see them clearly
- Each person has three minutes to talk through the ideas they generated and answer any questions other teammates may have
- Give each team member three votes
- The team will have five minutes to indicate the three most compelling ideas by voting on the specific sketches (not the entire paper)
- It is ok to vote for your own sketch or to put all three dots on one idea if you think it is truly the most valuable to pursue

Day 4- What can we do

The fourth day is focused on business modeling and mastering the Business Model Canvas. The tone of the day is set to action oriented work, Design thinking tools and building up on the ideas and improving their business aspects.

Suggested content for Session I:
The egg challenge = **70 min**
See APPENDIX 13
Intro to Prototyping pptx= **20 min**

Suggested content for the Session II:
Prototyping I (Storytelling and role play)**=90 min**

Suggested content for the Session III:
The Longest Shadow Team building Game = **30 min**
See APPENDIX 14
Business Model Canvas Presentation= **60 min**

Suggested content for the Session IV:
Group work on Business Model Canvas in the 4 groups = **30 min**
Group work (finishing up) storyboards and role plays = **20 min**
Presentation of the the group works: BMC+ Role Plays ; 4 x 10= **40 min**
Note: Participants decide to work on 4 ideas and for each they do Problem Statement, User Persona and Empathy map.

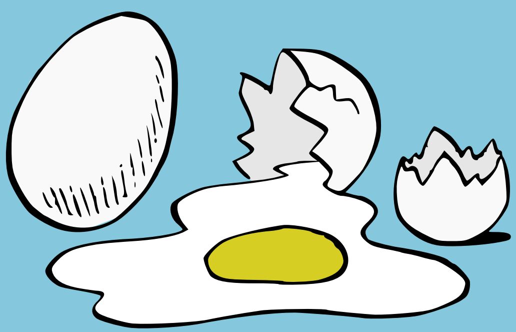
APPENDIX 13

Egg Drop - Science World. Science World. Retrieved from https://www.scienceworld.ca/resource/egg-drop/.

In this exploration, students design, evaluate, test, and suggest improvements for a container that will protect their precious payload: an egg. The Classic "Egg-Drop" experiment has been a standard in science instruction for many years. Essentially, students are asked to construct some type of container that will keep a raw egg from cracking when dropped from ever-increasing elevations.

There are three basic ways to increase the likelihood of safely dropping an egg:

1. Slow down the descent speed.
2. Parachutes are an obvious method for slowing the decent speed, as long as the design includes a way to keep the parachute open.
3. Cushion the egg so that something other than the egg itself absorbs the impact of landing.
4. The largest end of the egg has an area of air trapped between the egg's two membranes. This air space forms when the contents of the egg cool and contract after the egg is laid. It accounts for the crater you often see at the end of a hard-cooked egg. Upon impact the heavier spherical yolk continues moving towards the ground. The compression of the airspace acts like an air bag for the eggs' valuable contents. Building an artificial cushioning device will also help absorb the impact of landing.
5. The largest end of the egg has an area of air trapped between the egg's two membranes. This air space forms when the contents of the egg cool and contract after the egg is laid. It accounts for the crater you often see at the end of a hard-cooked egg. Upon impact the heavier spherical yolk continues moving towards the ground. The compression of the airspace acts like an air bag for the eggs' valuable contents. Building an artificial cushioning device will also help absorb the impact of landing.
6. Orient the egg so that it lands on the strongest part of the shell.
7. The arch structure at either end of the egg is stronger than its sides. Pressure is distributed down (or up) the arches so that less pressure acts on any one point. Orienting the arch downwards will increase the egg's survival.



The Challenge:
On August 22, 1994, David Donoghue threw an egg out of a helicopter onto a golf course in the UK, from a height of 213 meters (700 feet). He now has the record for the longest egg drop without breaking in the world (all without an outside structure for added protection!).

Teacher Tip:
You can relate the activity to the challenge NASA scientists had in building a lander for the Mars Exploration Rover. Physically, it had to withstand both the heat of entry into the Martian atmosphere and the impact of landing. Strategically, they also had to figure out a way that the rover could right itself no matter how it landed. Students love to see how the structure they've built often resembles the one conceived by NASA scientists.

Objectives

- Demonstrate curiosity and show inventiveness.
- Brainstorm in a team to generate ideas.
- Use problem-solving strategies in building simple structures.

Materials

Per Class:

- large plastic sheet/tarp/vinyl tablecloth
- ladder (optional)
- Per Group of 2–3 students:
- 1 extra-large egg
- 1 bag of materials (may include cardboard cup, string, tape, balloons, straws, etc.)
- 2 sheets of scrap paper and 2 pencils

Key Questions

- What was successful/unsuccessful in your design?
- What makes an egg a good 'subject' for the drop experiments?

What To Do

Preparation:

- Scout out accessible locations around the school for the egg drop at different heights.
- Make enough bags of materials for student groups.

Exploration:

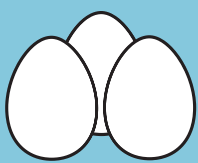
- Challenge the students (in teams of 2–3) to build a structure in 40 minutes that will prevent an egg from breaking when dropped from a high place. Brainstorm ways to increase the likelihood of safely landing their eggs.
- Each group gets a bag of materials, 2 pencils, and 2 sheets of scrap paper.
- The students cannot assemble anything for the first 10 minutes. This time is to be used to brainstorm and to draw a mockup of their structure on the scrap paper provided.
- When the 10 minutes is up, circulate around the class to ensure that the students have thoughtfully mocked up their landers.
- Place the eggs in individual egg holders and hand out to the teams. Remind students that they cannot use the egg holder as part of their design.
- Drop the eggs from a launch point into the drop zone, which is protected by a plastic sheet, ensuring that each lander is dropped from the same distance.
- Once dropped, the students check out the egg to see if it has broken or if there are any cracks.
- The team whose egg survives the highest drop wins.

Teacher tips

- The teacher should be the one to launch the eggs to ensure fairness and to reduce the risk of injury (if dropping from a high distance).
- Many of the supplies in this activity can be collected and reused!

Extensions

- How would you modify your design to make it better? Present your revised mock-up to the class.
- Assign prices to each craft item and give students a budget. Students come to the "store" with their designs and the teacher hands out the materials they've requested.
- Show the students the Mars Exploration Rover landing video.



APPENDIX 14

The Longest Shadow Team Building Activity. Team Building Activities, Challenges | Venture Team Building. Retrieved from https://ventureteambuilding.co.uk/the-longest-shadow-team-building-activity/.

The Longest Shadow Team Building Activity: This outdoor team building activity has the group working together to form the longest shadow they can, using only their bodies.
Resources: None.
Space Required: Large. Outdoors. This activity works best if conducted in an open field on a bright, sunny day.
Group Size: 10 – 20 participants.
Total Time: 30 minutes

- 5 minutes to brief and setup
- 5 minutes for planning/strategy
- 10 minutes for the activity
- 10 minutes to review and debrief

Running the Activity

- Explain the activity: In this activity, the team is tasked with forming shadows in order to create the longest one they can. The team shadow must be continuous and created only by positioning themselves to create the longest shadow they can using only their bodies.
- The team receives 5 minutes of planning time. During this time, they cannot test out their plan but can only have a verbal discussion.
- Once the planning time is over, they have 10 minutes to test and execute their plan to create the longest shadow.
- At the end of the allotted 10 minutes, the facilitator will measure/check their shadow.
- If there is more time, you can try the variations on this activity (listed below).

Rules

- The shadow that is created by the team must be unbroken – e.g. the individual shadows must connect or overlap with each other.
- The shadow must be created only using people, not props – e.g. the team has to position themselves to create longer shadows, and other items such as clothing, shoes etc cannot be used.

Variations

- Challenge the group to form the largest/longest perimeter of a shape (e.g. star, rectangle or circle)
- This activity can also be done in pairs to find the longest shadow created by two people.

Activity Notes

This may seem like a fairly simple activity, but it can have a strong impact as it highlights how powerful planning and teamwork can be. Using shadows as a metaphor, this activity can be used a starting point for a team discussion on what legacy or impact they'd like to leave in the organization.

Suggested Learning Outcome

- Creativity
- Collaboration
- Problem solving
- Leadership

Review

Suggested questions to ask:

- How well did the team communicate?
- Did everyone agree on the plan? If not, how did you compromise?
- How useful was the planning time in creating your strategy?
- Did anyone step up as a leader? How did having a leader help?
- What did you learn from the challenge?
- Just as shadows are cast by the sun, how do you think your team will have an impact on the success of your organization?

Day 5- How can we do it

The fifth day is focused on boosting motivation, business modeling and mastering the Business Model Canvas. The tone of the day is set to action oriented work, Design thinking tools and building up on the ideas and improving their business aspects.

Suggested content for Session I:

·The privilege walk = **70 min**
See APPENDIX 15
·Dancing leader= **20 min**
See APPENDIX 16
Note: Put highlights to the call for action, social cohesion, working together, collaboration and trust.

Suggested content for the Session II:

·30 seconds fame=**30 min**
See APPENDIX 17
Note: it's easy to talk about the things you are mostly familiar with and also passionate about. In Social entrepreneurship this dimension is very important.
·Presentation "Communication and marketing" =**60 min**
Note: The highlight is on ethics, the concern of the buyer (not buying from a charitable reasons), use of media as a tool to gain public attention versus only paying for commercials

Suggested content for the Session III:

·Gallery Walk Exercise = **30 min**
See APPENDIX 18
·Prototyping **I**I= **90 min**

Suggested content for the Session IV:

·Preparations for pitching= **30 min**
Note: Participants continue to work in their 4 small groups, provide clear instructions on the presentation expectations
SEE APPENEDIX 19
·Pitching of ideas= **30 min**
Note: Each group delivers 120 seconds pitch and 5 Star review; 5 minutes per team
Reflective Reflection= **60 min**
SEE APPENDIX 20

APPENDIX 15

The Longest Shadow Team Building Activity. Team Building Activities, Challenges | Venture Team Building. Retrieved from https://ventureteambuilding.co.uk/the-longest-shadow-team-building-activity/.

The privilege walk

As both social entrepreneurship and philanthropy (in any form) seek to contribute to positive changes in the community, and as much as important it is to define the root cause of a problem it is very important to talk to students about diversity, privileges and inequality. The following activity was adapted to be practiced with the teachers that took part at the pilot STRET training for teachers held 12-19.02.2020 in Rijeka, Croatia.

As teachers you are well informed on the pedagogical aspects of bringing non-formal methods in the classrooms, as well as the importance of tailored approached and caution when working with young people. This activity can be further adapted with questions that are relevant for the group of students, based on their comfortability, openness, cohesion and other cultural dimensions.

Privilege Walk Lesson Plan Taken from https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/ (modified by STRET Teacher Toolkit Author-Irina Janevska)

Introduction:

Many educators and activists use privilege walks as an experiential activity to highlight how people benefit or are marginalized by systems in our society. There are many iterations of such walks with several focusing on a single issue, such as race, gender, or sexuality. This particular walk is designed with questions spanning many different areas of marginalization, because the goal of this walk is to understand intersectionality. People of one shared demographic might move together for one question but end up separating due to other questions as some move forward and others move back. This iteration of the privilege walk is especially recommended for a high school classroom in which the students have had time to bond with each other, but have never taken the time in a slightly more formal setting, i.e., led by a facilitator, to explore this theme. It is a good tool for classes learning about privilege or social justice and could also be used to discuss intersectionality in classes that have the danger of singling out a single aspect of social injustice. It is important that the students or group members are already acquainted and are not doing this activity as strangers, since an immense amount of trust in the people and the environment are needed to help people feel comfortable with acknowledging that certain statements apply to them.

Goal:

To discuss the complicated intersections of privileges and marginalizations in a less confrontational and more reflective way.

Time:

15~20 minutes for the Privilege Walk

45~60 minutes for the debrief

Materials:

·A wide open space, e.g., a classroom with all chairs and tables pushed back, an auditorium, or a gymnasium

·Chairs to form a circle for the debrief

·Painter's tape to make an initial line for participants

·Optional: tape or other materials to draw lines to indicate where to step back or forth

Procedures:

·Have participants line up in a straight line across the middle of the room with plenty of space to move forward and backward as the exercise proceeds.

·Have participants hold hands or place one hand on the shoulder of the person to their left or right depending on space constraints. Important: Make sure to ask participants if they are comfortable touching and being touched by others. If some are not, do not make them and do not make a big deal out of it.

·You may give an explanation about the activity, how it is intended to educate about privilege, and what exactly is privilege, or you can send students into the activity with no such background.

·Read the following to participants:

·I will read statements aloud. Please move if a statement applies to you. If you do not feel comfortable acknowledging a statement that applies to you, simply do not move when it is read. No one else will know whether it applies to you.

·Begin reading statements aloud in a clear voice, pausing slightly after each one. The pause can be as long or as short as desired as appropriate.

·When you have finished the statements, ask participants to take note of where they are in the room in relation to others.

·Have everyone gather into a circle for debriefing and discussion.

Privilege Walk Statements (Note: The article reflects inputs and suggestions by the author)

1.If you are right-handed, take one step forward.
2.If English is your first language, take one step forward.
3.If one or both of your parents have a college degree, take one step forward.
4.If you rely, or have relied, primarily on public transportation, take one step back.
5.If you have attended previous schools with people you felt were like yourself, take one step forward
6.If you constantly feel unsafe walking alone at night, take one step back.
7.If your household employs help as servants, cleaner, gardeners, etc., take one step forward.
8.If you are able to move through the world without fear of sexual assault, take one step forward.
9.If you studied the culture of your ancestors in elementary school, take one step forward.
10.If you often feel that your parents are too busy to spend time with you, take one step back.
11.If you were ever made fun of or bullied for something you could not change or was beyond your control, take one step back.
12.If your family has ever left your homeland or entered another country not of your own free will, take one step back.
13.If you would never think twice about calling the police when trouble occurs, take one step forward.
14.If your family owns a computer, take one step forward.
15.If you have ever been able to play a significant role in a project or activity because of a talent you gained previously, take one step forward.
16.If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
17.If you ever had to skip a meal or were hungry because there was not enough money to buy food, take one step back.
18.If you feel respected for your academic performance, take one step forward.
19.If you have a physically visible disability, take one step back.
20.If you have an invisible illness or disability, take one step back.
21.If you were ever discouraged from an activity because of race, class, ethnicity, gender, disability, or sexual orientation, take one step back.
22.If you ever tried to change your appearance, mannerisms, or behavior to fit in more, take one step back.
23.If you have ever been profiled by someone else using stereotypes, take one step back.
24.If you feel good about how your identities are portrayed by the media, take one step forward.
25.If you were ever accepted for something you applied to because of your association with a friend or family member, take one step forward.
26.If your family has health insurance take one step forward.

Privilege Walk Statements (Note: The article reflects inputs and suggestions by the author)
31.If you live in an area with crime and drug activity, take one step back.
32.If someone in your household suffered or suffers from mental illness, take one step back.
33.If you have been a victim of sexual harassment, take one step back.
34.If you were ever uncomfortable about a joke related to your race, religion, ethnicity, gender, disability, or sexual orientation but felt unsafe to confront the situation, take one step back.
35.If you are never asked to speak on behalf of a group of people who share an identity with you, take one step forward.
36.If you can make mistakes and not have people attribute your behavior to flaws in your racial or gender group, take one step forward.
37.If you have always assumed you'll go to college, take one step forward.
38. If you have more than fifty books in your household, take one step forward.
39. If your parents have told you that you can be anything you want to be, take one step forward.

Debrief Questions:
During and after the Privilege Walk, participants might experience an array of intense feelings no matter their position in the front or the back. While the point of the Privilege Walk is indeed to promote understanding and acknowledgment of privileges and marginalization, it would be detrimental to end the activity with potentially traumatic or destructive emotions. The point of the debrief session is twofold. First, through the reflection provoking questions, help participants realize what exactly they were feeling and muster the courage to articulate it to each participant's acceptable level. This process will relieve possible negative emotions, preventing possible damage. Second, as negative emotions are relieved, the debrief will help participants realize that either privileges or marginalizations are integral to the person's being. Instead of casting off either privilege or marginalization, participants can learn how to reconcile with themselves, and through the utilization of newfound knowledge of the self, have a better relationship with themselves and others around them.

1.What did you feel like being in the front of the group? In the back? In the middle?
At the end of the exercise, students were asked to observe where they were in the room. This is a common question to use to lead into the discussion and allows people to reflect on what happened before starting to work with those ideas in possibly more abstract ways. It keeps the activity very experience-near and in the moment.

2.What were some factors that you have never thought of before?
This asks students to reflect in a broader sense about the experiences they might not think about in the way they were presented in this activity. It opens up a space to begin to discuss their perceptions of aspects of themselves and others that they might have never discussed before.

Debrief Questions:

3.If you broke contact with the person beside you, how did you feel in that moment?
This question focuses on the concrete experience of separation that can happen during the activity. For some students, a physical aspect like this can be quite powerful. There are many iterations of the privilege walk that do not involve physical contact, but this extra piece can add another layer of experience and be an opening for very rich student responses.

4.What question made you think most? If you could add a question, what would it be?
The first part of this question asks students to reflect more on the activity and the thoughts behind it. The second part of this question is very important for creating knowledge. Students might suggest a question about which instructors had not thought. Asking students how they would change the activity and then working to incorporate those changes is an important part of collaborative learning.

5.What do you wish people knew about one of the identities, situations, or disadvantages that caused you to take a step back?
This question invites people who would like to share about the ways they experience marginalization. It is a good question to ensure that this part of the conversation is had. That being said, it is also important to not expect or push certain students to speak, since that would be further marginalizing them and could cause them to feel unsafe. It is not a marginalized person's job to educate others on their marginality. If they would like to do so, listen. If they would not like to do so, respect their wishes.

6.How can your understanding of your privileges or marginalizations improve your existing relationships with yourself and others?
This question is based on the idea that people can always use knowledge and awareness of the self to improve how one lives with oneself and those existing within one's life. It also invites students to think about ways that this understanding can create positive change. This is not only for the most privileged students but also for marginalized students to understand those in their group who may experience other marginalizations. This can bring the discussion form the first question, which asks about how they are standing apart to this last question, which can ask how can they work to stand together.

7.(Suggestion by the author) How can social enterprises, and philanthropic acts influence and change the existing inequalities>
This question is based on the idea that students can recognize the business models and potential of CSR programs, as well as other philanthropic actions as a way to influence reality and contribute to more equal future. This questions can bring up lot of examples of social enterprises, the role of the private sector, discussions on employee management, human rights in the private sector, the need for donor support, creativity of young people to do market research and come up with sustainable ideas that have social impact.
This activity was developed by Rebecca Layne and Ryan Chiu for Dr. Arthur Romano's Conflict Resolution Pedagogy class at George Mason's School for Conflict Analysis and Resolution. Some walk activity questions are commonly seen on other privilege walks while others were written by these students for this specific walk. Procedures were written from experiences participating in other walks. Debrief questions, excepting question one, were written by these students with the goal of this walk in mind. Question one is fairly universal for this activity.

APPENDIX 16

Leadership Lessons from the Dancing Guy. kottke.org. Retrieved from https://kottke.org/13/05/leadership-lessons-from-the-dancing-guy.

Leadership Lessons from the Dancing Guy

This is possibly the best three-minute demonstration of anything I've ever seen. Derek Sivers takes a shaky video of a lone dancing guy at a music festival and turns it into a lesson about leadership.
A leader needs the guts to stand alone and look ridiculous. But what he's doing is so simple, it's almost instructional. This is key. You must be easy to follow!

Now comes the first follower with a crucial role: he publicly shows everyone how to follow. Notice the leader embraces him as an equal, so it's not about the leader anymore — it's about them, plural. Notice he's calling to his friends to join in. It takes guts to be a first follower! You stand out and brave ridicule, yourself. Being a first follower is an under-appreciated form of leadership. The first follower transforms a lone nut into a leader. If the leader is the flint, the first follower is the spark that makes the fire.

I got this link from @ottmark, who astutely notes its similarity to revolution. The rarest of these specialists, he says, is an authentic genius — a person capable of having seemingly good ideas not in general circulation. "A genius working alone," he says, "is invariably ignored as a lunatic."

The second sort of specialist is a lot easier to find: a highly intelligent citizen in good standing in his or her community, who understands and admires the fresh ideas of the genius, and who testifies that the genius is far from mad. "A person like this working alone," says Slazinger, "can only yearn loud for changes, but fail to say what their shapes should be."

On Twitter, Jeff Veen shortened the three personas to "the inventor, the investor, and the evangelist".

Youtube.com. Retrieved from https://www.youtube.com/watch?v=fW8amMCVAJQ

APPENDIX 17

2005. Youth Peer Education Toolkit Training of Trainers Manual. [ebook] New York: United Nations Population Fund, p.43. Available at: https://www.fhi360.org/sites/default/files/media/documents/Youth%20Peer%20Education%20Toolkit%20-%20The%20Training%20of%20Trainers%20Manual.pdf

Exercise: Thirty seconds of fame

Time: 30 min
Objectives:
To give participants an opportunity to speak in public
To make the experience as positive as possible in order to build confidence
Materials:
Chairs for all participants

Process
Explain that each participant will be given 30 seconds to speak to the group about anything she or he would like. Tell the participants that: ‘
At the end of the 30 seconds, I will start to applaud to show appreciation for your effort. Don’t be alarmed if you are in mid-sentence. My applause will be the signal for everyone else to begin applauding, which will show positive appreciation for your effort. During your 30 seconds, you can do whatever you want. However, even if you stop speaking, we will not begin to applaud until your 30 seconds are over. It is the job of everyone in the group to give each speaker their undivided attention and delighted, enthusiastic interest. Please do not interrupt any speaker in any way at all. Do not try to rescue them in any way. We should applaud as loudly for the last person as we did for the first, and for everyone in between.’

Ask the first person to begin; after 30 seconds, even if she or he is in mid-sentence, you should begin applauding.
You may sometimes have to remind the group to remain silent while a person speaks and to give every speaker their undivided attention. Also remind them to wait until you give the signal before they begin clapping.

Closure
After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise. Which speeches best displayed effective public-speaking skills? How can these skills be applied to peer education training?

https://www.fhi360.org/sites/default/files/media/documents/Youth%20Peer%20Education%20Toolkit%20-%20The%20Training%20of%20Trainers%20Manual.pdf

APPENDIX 18

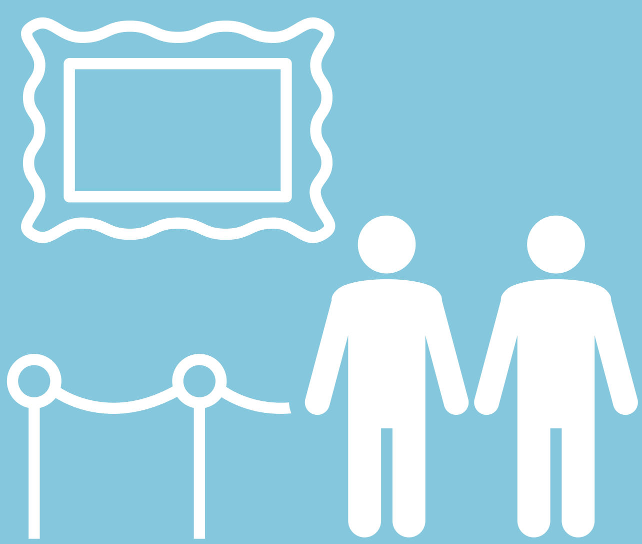
Cultures of Thinking. n.d. Gallery Walk. [online] Available at: http://www.rcsthinkfromthemiddle.com/gallery-walk.html

Gallery walk

Description:
The Gallery Walk strategy showcases various graphic and/or textual displays while learners interact around them in a purposeful way. Just like in an art gallery, this is a quiet activity. This strategy can easily be combined with other strategies such as the Chalk Talk thinking routine.

How to Use the Strategy:

1. Choose a topic/concept in which a visual display will be produced by small groups.
2. Choose a PURPOSEFUL way that students will interact with what is displayed (ie: gather 5 ideas, write something in their journal/sticky note, find 3 things you do not agree with, etc.). Keep in mind that students should DO SOMETHING with the ideas they are taking away from the displays.
3. Once the small groups have completed their visual display, hang them up around the room.
4. The first time you introduce Gallery Walk, you will need to state the rules: no talking, there is a focus/task to complete while walking, rotate through the gallery clockwise/counterclockwise, set amount of time, etc.
5. Explain the PURPOSE for the Gallery Walk by telling students what they need to be doing while they are walking quietly.
6. Start the Gallery Walk for the time allotted.
7. Culminate the activity in some way (ie: whole class discussion, small group discussion, journal entry, exit slip, writing piece, etc.)



APPENDIX 19

Basetemplates.com. n.d. 8 Pitching Exercises for Entrepreneurs | BaseTemplates. [online] Available at: https://www.basetemplates.com/blog/pitching-exercises-from-experienced-founders-vcs-and-kids .

The 120 Second Investor Pitch Exercise

Recently, I've stumbled on some great quote coming from Andrea Barrica, Venture Partner and Pitch Coach at 500 Startups: What you need investor to know is that this is a great market, and you can do that in 30 seconds.

Simple ideas go viral. Simple ideas carry immense power. Yet, boiling down your complex technology or product idea to a few snappy lines isn't always that simple. However, as Andrea implies: "If you can't explain it to me in a minute, you don't understand it well enough."

And there's more truth to that – investors spend just 3 minutes and 44 seconds on average on your pitch deck even if you were granted the luxury to speak for the whole 10 minutes.

You have less time than you think to impress. Don't waste it on unnecessary details. Go straight to the point instead. Start refining your startup pitch by writing down the answers to the next three Ws:

What's my big market to disrupt?

You know there are 150,000 seniors in your area living alone. You came up and spoke to Jim – a former high school principal and an energetic widower. His kids live 400 km away and visit him once in a few months. While Jim is pretty active, knows how to use computers, and even teaches PC classes for other seniors once a week, he still feels very lonely at times. He wishes there was something to help him connect with other elders in his area and organize more events together.

That's a cute, but long story. Here's magic advice: shrink it to a few compelling lines.

For instance:

"10,000 calls come to a senior loneliness hotline each week in my town. 150,000 elders live alone in the area. But technology can help them beat isolation. Already, 38% of the surveyed seniors said that they like using Skype and some other apps for communication with their families...."

Why Now is the best time to launch?

Instill the FOMO filling within your business pitch. If your idea doesn't take traction right now, someone else will implement it and gain the profits.

When pitching to investors, always outline that your target market is ready for the proposed solution, and there's no better time to launch it than now.

Here's the continuation of your story:

"...And another 45% said that they'd love to discover new technology for communication, yet they find most of the existing ones too complicated. Their family and local community establishments don't provide this kind of education. Emily, 68, wants to understand how chat apps and Skype work and connect with other gardening fans, but she doesn't know whom to ask. If she were offered a simple solution today, she'd be even ready to pay for it between $2 and $10....".

A memorable startup pitch is an exercise in empathy and storytelling.

Why this idea matters?
Andrea mentions that many founders start with a sales mindset and build their pitches around customer value, acquisition, and their delight. Yet, while those numbers matter as well, everyone has gathered in the room for a good story. A magical story.

Own your story. Be brave enough to push it forward and speak why it matters to you personally and why you are the right person to implement that idea. You can make an actual change with your idea.

"....Yet, I don't think we should charge anyone for their desire to learn and make contact with other human beings. Living in isolation and experiencing loneliness leads to earlier death and a variety of health problems, as the research proves. For two years in college, I volunteered in a nursing home. I offered my companionship for free to a dozen of people and gathered more stories and unconditional gratitude than during the rest 25 years of my life. I taught eight people to use Skype and Whatsapp and showed them how to connect with their family and message their peers. The product we offer will make even further impact. We'd like to connect more volunteers and active seniors like Jim, the high school principal with people like Emma and other curious elders. We want to create a simplistic digital environment, which makes modern tech look like a simple and exciting place. Five-year-olds can use video conferencing, and sixty-five-year-olds can do that too".

In conclusion, your investor pitch should be like a 120-seconds movie teaser – intriguing, action-packed yet leaving the audience with a desire to learn more about your startup idea.

The Five-Star Review.
Imagine you are your venture's customer and you are writing a 50 word, five-star review of the business, its products or services. What would this person say?

APPENDIX 20

Salto-youth.net. n.d. SALTO-YOUTH - Toolbox - Reflective Reflection. [online] Available at: https://www.salto-youth.net/tools/toolbox/tool/reflective-reflection.2074/

Reflective Reflection

This tool addresses: Evaluation

It is recommended for use in: Youth Exchanges, Training and Networking

Materials needed:

*1 box minimum 30*30*30cm (even 1m)

*1 mirror minimum 30*30cm (larger is ok)

*1 cover (sheet, blanket etc) that cover the whole box and can even flow over

* a few sheets of paper

Duration:

1-3-5 minutes per participant

This is a tool to be used in the evaluation of an entire activity. It is based on reflection and self assessment.

Aims of the tool

*to encourage participants to reflect on their own learning

* to support participants into looking at themselves and their learning from another point of view

* to highlight the important elements of one's learning

Description of the tool

During the final sessions, in the middle of the participants' circle, there will be a box with a cover on top. Participants will be told that in the box there is the photo portrait of each person. In turns, participants will peek in the box, see the face of a participant and talk about that person, without giving any type of hint on who the respective person is. (Facilitator will have to change the "photo" afterwards).

Key questions:

*How did you perceive that person when we all met?

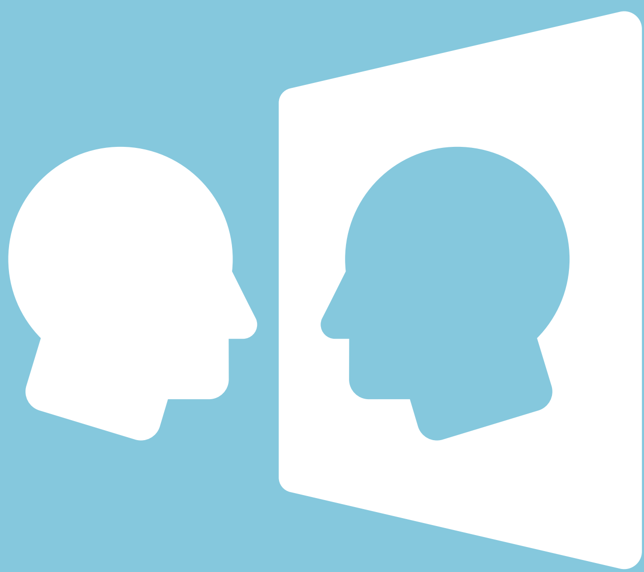
*What changes have you seen in this person during the time here?

*What advice would you give to the person?

Facilitator can add some funny questions or other relevant ones.

THE METHOD is that in the box (besides a few pages that make the simulation of changing photos) participants will see a mirror. Surprising the participant, he/she will speak about themselves without having prepared answers beforehand, here more sincerity.

Another part of reflection, is that participants will listen to the comments of each one and see themselves through the eyes of others, wondering of it's about them talking. On the other hand, participants who have been in front of the mirror, will be able to further reflect on their learning hearing other points of view.



Day 6- Lets do it

The last day is focused on evaluation the program, but also providing space for self-reflection to the participants. The set of tools used for evaluation are handpicked to best fit the Design thinking approach. The letter to myself activity is proposed as a value of the training to look to the future and as opportunity to remind the participants in future time of their learning experience and developed ideas.

Suggested content for Session I:

·Expectations check= **10 min**
·6 Thinking Stickers= **50 min**
SEE APPENDIX 20
·Letter to myself= **20 min**
SEE APPENDIX 21
·Training Evaluation= **10 min**

APPENDIX 21

Salto-youth.net. n.d. SALTO-YOUTH - Toolbox - 6 Thinking Stickers. [online] Available at: https://www.salto-youth.net/tools/toolbox/tool/6-thinking-stickers.2078/

6 Thinking Stickers

6 thinking Stickers is a evaluation exercise, which based on DeBono's 6 Thinking Hats method. However this exercise can be used as for individual as for group evaluation. Also, it can be used as a Self-evaluation method.

Aims of the tool
Aim of the exercise is to think about events happened during training and make evaluation or self-evaluation.

Description of the tool
Trainer prepares big paper (6 Flipcharts taped to each other) and paints just circuitously any word: for example: THANK YOU! Also he/she prepares 6 different color stickers: white, red, yellow, pink, green and blue. Trainer puts big taped Flip chart and color stickers on the floor.
Also, trainer writes on the flip chart or whiteboard descriptions of the color stickers:
white - Data, Information, Facts **-** on the white stickers participants write just facts which they can remember happened.
red - Feelings and Emotions **-** What the feelings and emotions their had during the training?
yellow - Positive things **-** participants answer the question: What positive things happened in training period? (something the most important for them).
pink - Contribution. What were their contributions during the training?
green - Creative thinking and ideas. What was the most interesting and new for them, which engaged them to create something new?
blue - Summaries, conclusion. What conclusion their made after the training? How their summarized it for themselves.

Trainer gives to participants 20-30 minutes to make fill each color stickers and attach stickers randomly on the words written on flip chart. Better if trainer uses some background music.

When all participants finish their job, trainer together with volunteers, hang on the flip chart on the wall to show everyone how colorful and divers picture their get together.

After it trainer decide to do group work on leave it just for self-evaluation.
If trainer would to continue, he/she asks questions, according the colors in the big group and collects participants answers.

APPENDIX 22

online] Available at: https://www.sessionlab.com/methods/letter-to-myself

Letter to Myself

Materials

- Pens
- Postcards / Writing paper and envelopes
- Stamps
- Flipchart/Whiteboard
- Markers

Instructions

Step 1:

Hand out pens and postcards/writing paper. Explain that they are going to write a letter to their future selves, and that this will help them apply their insights and learnings from the workshop/program.

Tell them that you will post the card/letters in X number of months, and that they should take that into account when writing them. You can define the timeframe with the group.

Facilitator notes

This exercise can be as open or closed as you think is appropriate. You could restrict them to three bullet point actions that they need to follow up on. Or you could give them the freedom to write whatever they want to themselves. Judge the needs of the group and the purpose of the session.

Step 2:

Write a focus question or prompts on a flipchart/whiteboard. These can either be defined by you, or through discussion with the group. For example:

- What will I achieve by X date?
- What will I do tomorrow, next week, next month?
- How do I feel now about my work/job/team? And how do I want my future self to feel?
- Don't forget…
- I want to change… because…
- Give them around 10 minutes to complete their cards/letters. More if they need time and you are flexible.

Step 3:

Collect the cards/letters, put them in a safe place, and post them on the agreed date.

FIRST YOU WANT TO DESIGN THE RIGHT THING THEN DESIGN THE THING RIGHT*

*https://acumenacademy.org/blog/prototyping-design-process-pressure-test-ideas/

MORE TOOLS FOR THE TRAINERS

Chapter V

Annex content for the Toolkit:
Ice breakers, Energizers and Team Building activity
Prepared by: Samer Al-Kasih, Trainer and Consultant.

https://youthatworkpartnership.org/alkasih/
https://www.salto-youth.net/tools/toy/samer-al-kasih.2729/
Desert Bloom for Training and Sustainable Development

New suggested content for the toolkit/Games: Energizing Game and Ice breakers

Aim: Designed for training for SE and Design thinking, team building and energizing activities
Type: Face to Face, Offline Activity (the suggested games needs to be offline as it is more applicable).

Approaches: we are using mix and practical approaches that we can all use and come back for the toolkit after INN@SE ends as a reference.

A-Energizing & Ice breaking Games

Game No. 1

-Game Name: A Group of … (5, 3, 7. 9.Etc.)
-Game Goal: This is energizing activity that help for Group Dynamic for the participants

-Instructions & Summary: simply you ask the people to move around the available room / whole and then ask them to be in a groups of 4 people each, then keep walking, then a group of 7 for example, then keep on walking, then a group of 2, then keep walking ….
You continue on that tell they tried the groups for 6/ 7 time and before they are tired
Usually such energizer game makes people bond, move their bodies, get closer to each other, get to know each other, laugh, and energized.

-Tools needed: only a space, could be open space or inside the training or the meeting room.
Duration: 5- 7 minutes.

Game No. 2

-Game Name: catch the Finger
-Game Goal: This is energizing activity that help for Group Dynamic for the participants

-Instructions & Summary: Al All participants stand in a circle
Each participant must place the palm of his right hand on the finger of the left hand of his colleague, who is standing next to him from the right.
He places the finger of his left hand on the palm of the hand of his colleague who is standing on his left
The coach or facilitator starts counting, and when the number three is reached, each participant makes two moves together:
The first: Trying to hold the finger of the colleague on his right before pulling it down
The second: running away with the finger of his left hand before being caught by his colleague who is standing to his left.
The exercise is repeated five to six times
Then the movement is performed in reverse so that the participant opens his palm with the left hand and raises his finger with the right hand, to touch the palm of his colleague who is standing on his right. I participants stand in a circle

-Tools needed: nothing.
-Duration: 3-5 minutes.

A-Energizing & Ice breaking Games

Game No .3

-Game Name: speed Dating
-Goal: Support the get-to-know process at the beginning of a session.

-Instructions & Summary: All participants stand one by one
Participants are called group A and group B
The participants in group A are stationary and mobile in group B
When the trainer claps his hand, the participants get to know each other and talk about a common topic for a few seconds, then the trainer claps again, so one of the participants from group B moves to another colleague from group A and talks to him, the trainer continues to clap and give an opportunity of 15-20 seconds or more in all round

-Tools needed: nothing, only space in the meeting room (recommended to be outside area if available).
-Duration: 10 munities

Reference: Trainer & Facilitator Samer Al-Kasih
https://youthatworkpartnership.org/alkasih/
https://www.salto-youth.net/tools/toy/samer-al-kasih.2729/
Desert Bloom for Training and Sustainable Development

A-Energizing & Ice breaking Games

Game No. 4:

-Game Name: Near and Far

-Goal: To build connections and to discuss issues pertaining to corporate culture, organizational dynamics, and the building of networks.

-Instructions & Summery: Near and far is a wonderful warm up game that provides excellent avenues to build connections and to discuss various issues of corporate culture and dynamics. I have used it in conferences and it is suitable for small, medium, and large groups.

-Instructions: Invite people to stand in a large circle where they can make eye contact with each other. If the group is too large you can break the circle into smaller clusters. I frequently conduct this activity outdoors since we need plenty of open space.

-Flow:

1. Ask the participants to look around their circle and make eye contact with other people and smile.
2. Then ask each participant to select a near person to stay close to. Keep the identity of this near person a secret.
3. To demonstrate, randomly select a person and announce your choice. Invite the selected person to wander around in the middle of the circle and follow him or her trying to get close. Thank the selected person with a round of applause.
4. Continue your instructions by asking each participant to select a far person to stay away from. Again in doing so, ask participants to keep their choices secret.
5. Continue the demonstration by choosing someone else in the circle and announce your choice. Invite this person to wander around in the middle of the circle and keep a good distance away from him or her. Thank the selected person with a round of applause.
6. Check in with the group and make sure everyone has two choices. Ask people to raise their hands to signify they have chosen one person to stand close to (near) and another person to stay away from (far).
7. Explain safety requirements to ensure nobody gets hurt: no running, hugging, or touching is allowed.
8. Instruct everyone to take a few steps forward to form a tight huddle. At the count of three, ask the participants to wander around, implementing both the near and far rules at the same time without talking. As soon as the group moves into action, weird and interesting dynamics will unfold. Let the system dynamics run its course for 30 to 45 seconds. This is sufficient time for patterns to emerge and not too long that it becomes boring.

A-Energizing & Ice breaking Games

Game No. 4:

Debriefing

Invite people back into a large circle and discuss what happened and what relevance the event has to the real world. Themes for discussion may include factions, team dynamics, and assumptions about others.

Reference : https://www.sessionlab.com/methods/near-and-far
oring.

Game No. 5:

-Game Name: I love you Honey

-Goal: To build connections and to discuss issues pertaining to corporate culture, organizational dynamics, and the building of networks.

Instructions & Summary: A simple and short group game all about trying to make each other crack a smile. Participants take turns in the middle, trying to convince another participant to smile using only the like “I love you honey, won’t you give me a smile?” The game generates laughter and helps groups build trust and openness through play.

Goal

Help groups build trust and openness through play

Step 1:

The group stands or sits in a circle.

Step 2:

One person in the middle walks to one person in the circle and says, “I love you, honey, won’t you give me a smile?” The chosen person must respond, “I love you too, honey, but I just can’t smile,” without smiling.

If the chosen person cracks a smile, then he or she switches places with the one in the middle. Repeat the cycle 7 to 10 times until the laughter and playfulness in the group reaches a peak.

Background

Source: Hyper Island toolbox

Hyper Island designs learning experiences that challenge companies and individuals to grow and stay competitive in an increasingly digitized world. With clients such as Google, Adidas and IKEA, Hyper Island has been listed by CNN as one of the most innovative schools in the world

https://www.sessionlab.com/methods/i-love-you-honey

B-Team Building Games

New suggested content for the toolkit / Games:
Energizing Game and Ice breakers.
Aim: Designed for training for SE and Design thinking, team Building and design thinking improvement
Type: Face to Face, Offline Activity (the suggested games needs to be offline to be more applicable)

Team building exercises and group, entrepreneurial and critical thinking
By Sam Campbell

Team building games are a fun and creative way to get your team connecting and working together. Whether you're meeting virtually or at the office, doing activities together can energize your team and brighten their day. Finding the right exercise can be challenging, since not every team is comfortable with certain types of activities. It's important to choose an activity everyone feels safe doing.

Why business needs team-building games or exercises?
With the time we spend with our co-workers, the benefits of investing time and money in teambuilding cannot be overemphasized.
The most obvious benefits of doing team-building initiatives at work include:

- Facilitates collaborative and motivated work culture as these activities are seen as a move towards bringing individuals together
- Helps in agile problem solving and decision making as many heads/hands contribute in the process
- Fosters responsive and meaningful communication as employees come to know personality, desires, strengths and weaknesses of their co-workers
- Aids use of creativity and out-of-the-box thinking by moving employees away from the usual job set up that recharges and refreshes them
- Creates atmosphere to enhance productivity by identifying and eliminating obstacles or by improving existing ways of working
- Boosts employee morale as they feel the company and colleagues are interested in knowing and developing them, a valid reason for employee retention
- Simple games or brain teasers can also keep everyone awake during morning meetings. It helps creative juices flow, which in turn makes your meetings more productive.
- Finally, the learning and insights from team-building games can be transferred to the actual work environment resulting in better work equations and organizational performance

https://blog.sage.hr/top-50-team-building-games-employees-love-play/

B-Team Building Games

The First Game: Building the highest tower

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:

-The participants are divided into groups of equal numbers

-Every group will be asked to build a highest tower possible through the available tools, which are: (used papers, newspaper sheets, a specific length long of a scotch tape, a table),

Instructions & Implementation steps:

- The team should consult on how to properly build the tower
- Find a wide massage for innovation and leadership
- You find that some of the participants have a leadership figure in each group
- You also will find that some of the participants have entrepreneurship skills in each group

-Everyone should consult the application mechanism

-A specific time is given to everyone

-At the end of time, the tallest and most stable tower is measured

Tools: Used papers, newspaper sheets, a specific length long of a scotch tape, a table

Reference: Trainer / facilitator Samer Al-Kasih
https://youthatworkpartnership.org/alkasih/
https://www.salto-youth.net/tools/toy/samer-al-kasih.2729/
Desert Bloom for Training and Sustainable Development

B-Team Building Games

The Second Game: Find a Common Ground

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:

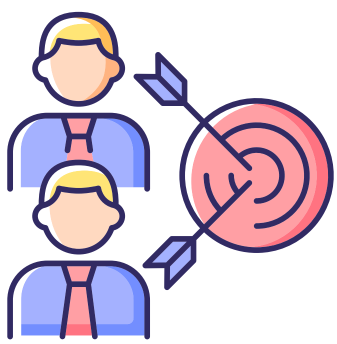
Before your regular staff meeting, break your team into groups. Instruct the groups to find out one commonality among themselves. It might be a hobby or an interest they all do, or having the same favorite genre of music or favorite food. Once they discover a commonality they can agree on, they create a list of what might be stereotypical qualities of such people.

Then, the groups come together to announce to the rest of the groups who they are. For example, they might be "Roller Coaster Buffs" or "Jane Austenites." For the rest of the regular staff meeting (or the day, if you're daring), group members must fulfill the stereotypes they listed. The Roller Coaster Buffs, for example, might periodically raise their arms and holler, or the Jane Austenites might rephrase all of their speech to co-workers as quotes from Jane Austen books.

At the completion of the meeting (or day), talk about stereotypes that we assign to people. Discuss how they affect how we perceive other people's abilities. Talk about how people managed to find a commonality, and the process it took to dig it up.

Purpose: The idea is to force your team to confront the foolish nature of stereotypes and how, if people really behaved as we casually write them off to be, the office would be much different. The game also reveals the ability of a seemingly random group of people to find a commonality. That's a skill well worth building.

Reference:
https://wheniwork.com/blog/team-building-games



B-Team Building Games

The Third Game: created economy

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:

In the book Weslandia by Paul Fleischman, the young boy Wes creates his own language, culture, and economy one summer. A new startup created a small economy and ended up having a great deal of fun as well as learning about what motivated other team members.

Get your team together and decide if you want to create an economy or some mini-aspect of larger society. Set up the rules you will abide by, leaving enough wiggle room to experience problems that need group agreement to solve as the system is put into action.

Purpose: By creating a "mini" society, your team naturally creates problems and challenges that force them to work together. There are rewards and penalties. Some team members will reveal themselves to be rule-abiders and others as creative rule-benders. The team will quickly learn how others work, solve, and think outside of the typical work-related realm. This will bring new understanding to work-related projects that need solutions.

Reference: https://wheniwork.com/blog/team-building-games

B-Team Building Games

The Fourth Game: It's your problem

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:

Bring the team into the room, and divide evenly into groups of at least two. Tell them they have thirty minutes to come up with a group problem-solving challenge that would make use of: teamwork, creativity, and communication.

When the thirty minutes is complete, the team will choose from one of the problem-solving challenges and actually do the activity.
A variation is to use all of the challenges over a period of time so that your team-building activities come directly from your team itself.

Purpose: This team building exercise puts leadership responsibilities back on your team, showing them that they have the potential to come up with solutions, too. It also gives your team a chance to challenge other team members in ways they might not otherwise find the opportunity to do so in regular workday activity.

Reference:
https://wheniwork.com/blog/team-building-games

B-Team Building Games

The Fifth Game: Use what you have

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:
Divide your team into equal groups. Create a specific project with clear restrictions and a goal. For example, you might have your team create a device that involves movement without electricity, and moves a golf ball from point A to point B. The challenge is completely up to you.

Then give each team the same supplies to work from, or create a pile of available supplies in the middle of the room. Give them a specific time to complete the project, making sure to mention that they can only use what is available, though how they use it is completely up to them. The final reveal is a fun event, and a great opportunity for your team to compete.

Purpose: Problem solving as a team, with a strong mix of creativity, is exactly what this exercise accomplishes. It also brings an element of fun and maker-ism into the mix, with the added twist of learning how to solve a problem with reduced options.

Reference:
https://wheniwork.com/blog/team-building-games

B-Team Building Games

The sixth Game: Human Knot

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:
This game combines team fun with communication and creativity.
The participants are asked to stand in circle, shoulder to shoulder, facing inside of the circle. Each member is asked to extend his or her right arm and grab hand of someone standing across the circle. And the same is repeated with left arm.

There are two conditions to follow –
1) Everyone should hold hands of two different people
2) No one should hold hand of someone who's standing directly next to them

The objective of the game is to untangle everyone forming the human knot without breaking the circle. If the chain breaks, the group has to repeat the exercise.

B-Team Building Games

The Seventh Game: Team Birthday Lin up

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:
A great icebreaker team activity, this quick and simple game is recommended for training that involves focus on problem solving, communication and cooperation.

The participants are asked to fall in line side-by-side. They are then asked to rearrange their line in order of their birthdays (considering only the month and date). What's the catch? The challenge is that the group members cannot talk at all. They can resort to using sign language, nudges, and other techniques to determine each other's birthday.

This is ideal team challenge game for more than 8 participants and you might see some members taking lead and directing the members to achieve desired outcome.

Variation to the game involves blindfolding couple of participants, using platform/bench for members to stand – where if anyone falls, the group has to start all over again.

Reference:
https://blog.sage.hr/top-50-team-building-games-employees-love-play/

B-Team Building Games

The eighth game: Escape Room

The goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Nothing tells you more about your team or brings your team together quite like an escape room. With a mix of challenging (but fun) obstacles, an immersive environment, and the adrenaline rush to beat the clock, your team will come out stronger than ever (whether you escape or not!).

Explanation:

Here's how it works: Your team will need to work together and communicate efficiently to find clues, solve puzzles, and ultimately complete a mission in under an hour.

You can choose to find lost gold, repair a spaceship on Mars, break out of prison, and more! Most games hold up to 8 people and many companies have multiple games, which means you can bring the whole team/department and spread them across adventures.

9/10 people have said that team communication improved after playing with this top rated Escape Room company. Their team of artists, engineers, and designers have created games that will boost morale and improve your team's communication and collaboration in 60-minutes or less!

B-Team Building Games

The ninth Game: Talking in a Circles:

This is a very fun and challenging game that requires lot of communication and coordination among the teammates, the goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:
The group is asked to stand in a circle around a long piece of string tied at the ends to form a circle. The team is next asked to create shapes with the string – square, triangle, figure 8, rectangle and many other shapes.

To increase the difficulty level, the members are asked to shut their eyes/be blindfold and repeat the exercise. To further the complexity of task, random team members may be "muted" at different times thereby making communication more challenging.

This activity also tests the level of leadership and trust within a group.

Reference for the previous games:
https://blog.sage.hr/top-50-team-building-games-employees-love-play/

B-Team Building Games

The tenth Game: Wink and Run

This is a very fun and challenging game that requires lot of communication and coordination among the teammates, the goal and objective of the exercise: working as a team, team building activity, working as a group, entrepreneurial and critical thinking exercise

Explanation:
The participants are divided into two groups A + B, group B brings chairs and sits on them in a circular motion, and an empty chair is added inside the circle that no one can sit on. Group B Each participant stands behind one of the seated people in the group B and puts their hands on the shoulders of the seated people.

An additional person in group A stands behind the empty chair and tries to wink at one of the people from group B, and he has to quickly move from the chair in which he is sitting to the empty chair.
The person behind the winked person gently tries to stop him from going to the empty chair.
The person behind the empty chair tries to wink another one of those seated to bring him to the empty chair, and so the game continues.

Reference: Trainer / facilitator Samer Al-Kasih
https://youthatworkpartnership.org/alkasih/
https://www.salto-youth.net/tools/toy/samer-al-kasih.2729/
Desert Bloom for Training and Sustainable Development

C: Creative problem-solving & ideation techniques

Selected by Mamoun Khreisat

·https://www.ionos.com/startupguide/productivity/brainstorming/
·https://www.doprocess.com/blog/how-to-think-outside-the-box/
·https://www.gowork.pl/blog/think-outside-the-box-uwolnij-swoje-kreatywne-myslenie/
·https://asana.com/pl/resources/convergent-vs-divergent
·http://nicolecolter.com/rules-for-convergent-thinking/
·https://www.indeed.com/career-advice/career-development/convergent-thinking
·https://www.toolshero.com/psychology/convergent-thinking/


NOW, THERE ARE TWO DIFFERENT ATTITUDES TOWARDS LEARNING FROM OTHERS. ONE IS THE DOGMATIC ATTITUDE OF TRANSPLANTING EVERYTHING, WHETHER OR NOT IT IS SUITED TO OUR CONDITIONS. THIS IS NO GOOD. THE OTHER ATTITUDE IS TO USE OUR HEADS AND LEARN THOSE THINGS THAT SUIT OUR CONDITIONS, THAT IS, TO ABSORB WHATEVER EXPERIENCE IS USEFUL TO US. THAT IS THE ATTITUDE WE SHOULD ADOPT.

MAO ZEDONG

INNOVATHON
(SOCIAL IMPACT HACKATHON)

Chapter VI

Irina Janevska

What is an Innovathon?

Innovathon is an event that uses the hackathon format, with focus on Open Innovation and Design Thinking methodologies. The event aims to stimulate ideas, contribute to innovation processes, promote collaborations and design business models in the field of social entrepreneurship.

Innovathon is a great tool to:
-Bring together people from different sectors to work together (e.g. young people, municipality representatives, private sector, CSOs etc.).
-Design ideas that help the local communities
-Inspire young people to be proactive and more entrepreneurial
-Boost creativity among participants

Innovathon is not a great tool to:
-Promote theoretical outputs (e.g. new policy paper)
-Evaluate participants' knowledge (it's focus is on creativity, not learned material)
-Artificially build collaboration (e.g. municipality representatives that attend the event only for few sessions)
-Deliver a training (it sure can be a mix of approaches, but due to the time limit (it's short) it cannot replace a full training)

Methods

The methods and activities for the Innovathon consist of a series of work groups, workshops, networking actions, challenges… all aimed at further acknowledging the importance of social entrepreneurship with stakeholders and participants and providing tools to come up with innovative solutions collaboratively, through open innovation processes, which is at the base of the INN@SE project. Nevertheless, the activities proposed are designed namely for an offline event. Adjustments should be made for an online initiative.

Preparations

What to do prior the Innovathon:

- Collect application forms: Name; Age; Organization (e.g. Student...); Field of study/work; Select at least 2 interests (transport, energy, air pollution etc.: further topics should be proposed by the organizing partner); Background (Do you have any experience in the topics selected?); Disclaimer (I agree photos to be taken); Covid protocols.
- Ensure the presence of 50 people, i.e. 40 students + 10 stakeholders (one per each team that will be created)
- Create the jury (3-5 people= 1 SE+ 1 Expert on Environment, 1 from Municipality): it is up to the organizing partner to decide whether they want more members in the Jury
- Logistics: there should be at least 2 facilitators to run the event, 3 assistants (it is recommended to have 1 person from the staff during exercises to support the group) 1 photographer
- Rules for the Competition (scorecards for the Jury)

Suggested Agenda for offline (live) event 1/3

Please note that the project used the Innovathon as Multiplier Event (thus there is some time secured for explanations of the projects and its outputs)

Time	Duration	Session	Comment
8:00	1 hour	Preparations	Set up the room, ask participants to fill out the Pre-Event Survey. Collect surveys. MATERIALS: Participants list, 10 tables that seat 4-6 people (arranged beforehand);Pre-Event Survey; name tags; markers; music; morning refreshments.
9:00	30 min	Welcome and Introduction	Go through the agenda and address housekeeping needs (restrooms, etc.) COVID protocols ACTIVITY: Participants introduce themselves in a fun icebreaker (the Human Bingo). MATERIALS: Printed copies of BINGO,pens. SEE APPENDIX 1
9:30	15 min	Presentation of the Project	Give a brief overview of the project. Give Social Entrepreneurship Definitions and Examples MATERIALS: Presentation (ppt)
9:45	30 min	Introduction to Open Innovation and the Challenge	Introduce Open Innovation by reading the Car was Allergic to Ice Cream (5 minutes) Provide overview on the topic of the day and present facts on environmental and social problems (10-15 min) ACTIVITY: Discussion about what is Open Innovation (if they know similar examples like the car) and the event challenge. MATERIALS: Presentation, The Story about the Car, Groups and Topics SEE APPENDIX 2
10:15	40 min	The Spaghetti Challenge	Introduce The Spaghetti Challenge rules (5 minutes) ACTIVITY: Teams work in teams on their construction MATERIALS: SEE APPENDIX 3
10:55	5 min	The Spaghetti Winners	Teams present their solutions. Highest construction is awarded ACTIVITY: Discussion about collaboration, ideation, debrief of the game MATERIALS: Awards for the teams (big box of chocolates that can be shared with everyone)

Suggested Agenda for offline (live) event 2/3

Time	Duration	Session	Comment
11>00	30 min	Break	MATERIALS: Drinks, snacks, music
11:30	10 min	Introduction to Ideation	Provide an overview of Problem Tree (10 minutes) MATERIALS: Presentation
11:40	30 min	Group Work	ACTIVITY: Teams work in groups on Problem Identification and voting MATERIALS: Post-its, markers, flip charts
12:10	40 min	Lunch	MATERIALS: Drinks, food, music
12:50	30 min	Brainstorming	Give an overview of the Brainstorming Rules. (5 minutes) ACTIVITY: Teams brainstorm ideas. (20 minutes) ACTIVITY: Distribute 3-5 voting stickers to each participant, and have the teamconverge on the most promising ideas to take forward. (5 minutes) MATERIALS: Presentation; Post-its, markers, flip charts; voting stickers
13:20	120 min	Prototyping	Give an overview of the BMC (upgraded version) (30 min) Provide instructions to the teams and set time for their work in groups ACTIVITY: Participants create prototypes of selected ideas via BMC (75 minutes) MATERIALS: Presentation about BMC, example BMC, empty BMC copies, music
15:20	10 min	Break	MATERIALS: Drinks, snacks, music
15:30	60 min	Pitching	Pitching Masterclass ACTIVITY: 30 seconds fame game MATERIALS: Presentation about Pitching
16:30	45 min	Preparations	Provide guidance on the Innovathon Competition Rules (5) ACTIVITY: Each team works on their presentation of the BMC, and potential next steps (40 min). MATERIALS: Prototype, Share Your Prototype worksheet, Post-its, markers

Suggested Agenda for offline (live) event 3/3

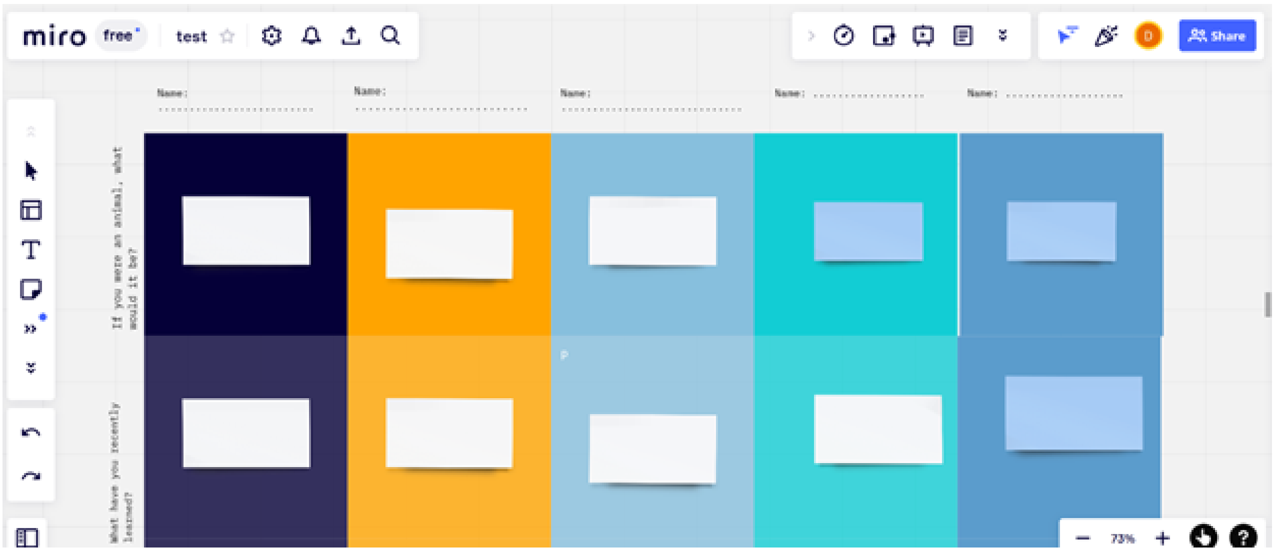
Time	Duration	Session	Comment
17:15	60 min	Innovathon Competition	Each team competes in front of the Jury (10 team's x 5 min= 50 min) After they finish the Presentations they exhibit their BMC. ACTIVITY: Gallery walk MATERIALS: Stickers
18:15	60 min	Dinner (Jury meeting)	Provide dinner for the participants and separate room for the jury Calculate votes from the Gallery Walk, collect feedback, Votes for People Choice Award (optional) MATERIALS: Score sheets, Collecting points in Excel
19:15	/	Winners, Reflections and Closing	Give an overview of the process. Announce Winners (Jury and People's choice (if any)) (15 min) and give awards Participants fill out a Post-Event Survey (10 min) Give participants a chance to share their reflections, and take any final questions or thoughts. Give chance to the Jury to present other opportunities Announcement of next steps and closing thoughts. (20) MATERIALS: Awards for the team(s) Presentation; Post-Workshop Survey, Camera for joint photo

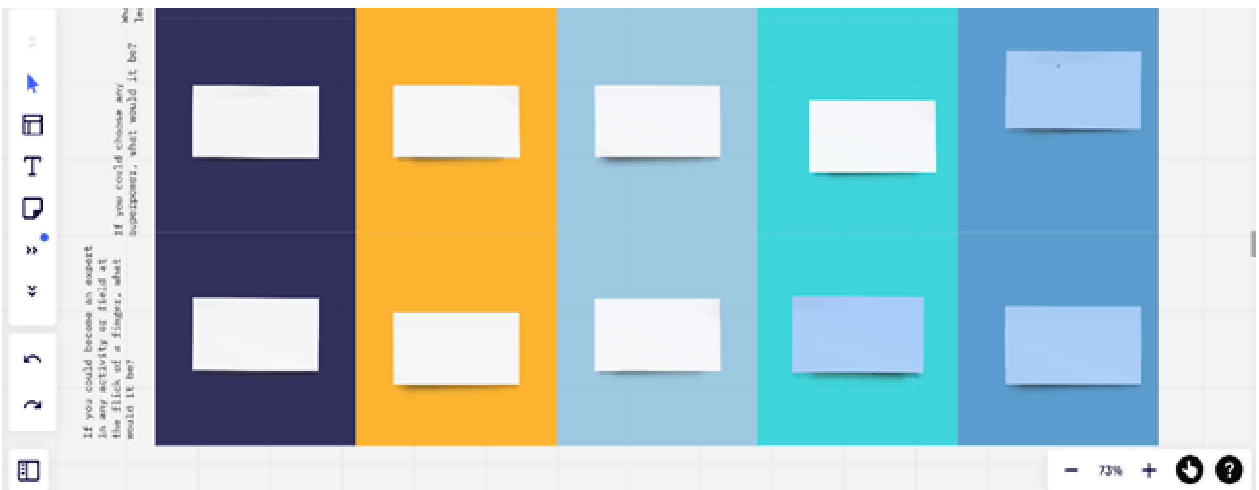
Adapted Agenda for Online Event 1/3 provided by the Pedagogical University of Krakow

8:30 9:00	**Registration / login**	**Completing the PRE-workshop questionnaire**
9:00 **(60 min)**	Welcome, Introduction and Objectives	Presentation of guests Presentation of the purpose and agenda of the meeting ACTIVITY: Participants introduce themselves through play using the Miro board
10:15 **(15 min)**	INN@SE project	Presentation of the project Introducing participants to Intellectual Outputs Definitions of social entrepreneurship and examples
10:15 **(20min)**	Introduction to Open Innovation and themes of the day	Introduction to Open Innovation (Car was Allergic to Ice Cream) Getting to know the topic of the day and presenting facts about the environmental and social problems that we want to deal with. ACTIVITY: Discussion about what Open Innovation is
0:35 am **(15 min)**	Break	
10:50 am **(5 min)**	Introduction to Ideation (creating ideas	Presentation of the Thought Map as a tool for creating ideas
10:55 am **(55 min)**	Work in groups	ACTIVITY: Teams work in groups to identify the problem
11:50 pm **(15 min)**	Break	
12:05 pm **(30 min)**	Brainwriting	Overview of the rules of Brainwriting ACTIVITY: Teams brainstorm and vote on the most promising idea that will be continued
12:35 pm **(60 min)**	Prototyping	Overview of Business Model Canvas ACTIVITY: Participants create prototypes of the selected idea through BMC
13:35 pm **(25 min)**	Break	
14:00 pm **(30 min)**	Pitching	ACTIVITY: a quiz on PollEv, Introduction to Pitching
14:30 pm **(60 min)**	Preparation	Providing guidance on the rules of the Innovathon competition ACTIVITY: Each team is working on their BMC presentation
15:30 pm **(60 min)**	Innovathon Competition	ACTIVITY: Each team presents itself to the Jury After the presentation, the teams post their presentations on the MsTeams team ("tasks")
16:30 pm **(30 min)**	Winners, summary and reflections	Jury vote and audience vote Announcement of winners (selection of the jury and audience)A chance to share your reflections and for possible final questions or thoughts. Participants fill in the PO-workshop questionnaire
17:00	End	

Adapted Agenda for Online Event 2/3
Online Ice-Breakers and Tasks

Break the ice in the team and get to know each other better!
Fill out the "ice breaker" below: everyone writes their name above the selected column and then answers the questions on each line on the cards

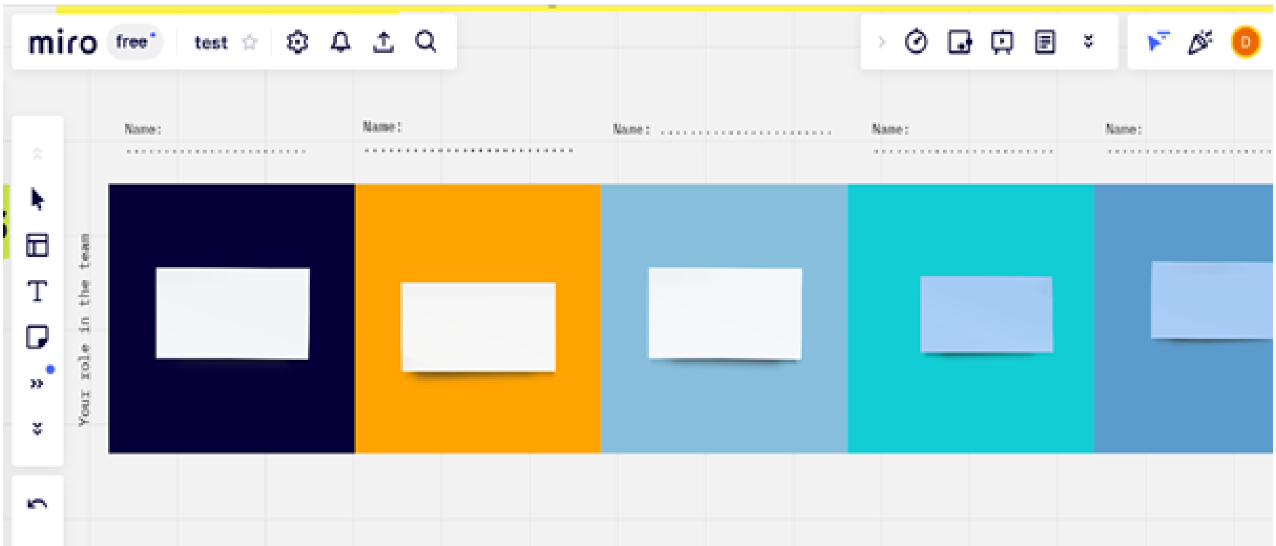




Questions:
-If you were an animal, what would it be?
-What have you recently learned?
-If you could choose any superpower, what would it be?
-If you could become an expert in any activity or field at the flick of a finger, what would it be?

Adapted Agenda for Online Event 3/3
Online Ice-Breakers and Tasks

You already know everything about yourself, or at least everything you need to define your roles in the team :-)
Based on the characteristics above, agree on the role and role of the team and name them creatively with two words - write them below.



APPENDIX 1

INN@SE Innovathon- The Krakow Edition

BINGO

Dear participant,
This game is called BINGO. The purpose is to find the people who agree with these statements (put their name on the line) and try to make a diagonal, horizontal, or vertical line. The first one who completes a line WINS and shouts BINGOOOOO.
P.S. Your name shouldn't be in the line.
Have fun ☺ Please mind the COVID protocols!

I am born before 1984 **My name is** __________	**I would like to run a Social Enterprise** **My name is** __________	**I have the same dream job as you** **My name is** __________	**I am first time at a Innovathon (Hackathon)** **My name is** __________
I am left-handed **My name is** __________	**I like to cook** **My name is** __________	**I have a brother and a sister (we are 3 or more kids)** **My name is** __________	**I know what is Social Entrepreneurship** **My name is** __________
I have already travelled to 5 diff.countries **My name is** __________	**I have a cat** **My name is** __________	**I know what is Business Model Canvas** **My name is** __________	**I have more than 6 letters in my name** **My name is** __________
I can tell a good joke **My name is** __________	**I can play a musical instrument** **My name is** __________	**I love Krakow** **My name is** __________	**I have lived abroad** **My name is** __________

APPENDIX 2 1/4

This Car was Allergic to Vanilla Ice-Cream

Medium. 2022. This Car was Allergic to Vanilla Ice-Cream. [online] Available at: https://neocody.medium.com/this-car-was-allergic-to-vanilla-ice-cream-f2b0d253474d

A story that originated in the early 70's details a time that somebody submitted a complaint to Pontiac. It was a tradition in his family to buy ice-cream for his family after dinner each night, but he was having problems starting his car after buying a certain type of ice cream.
The man had recently purchased the new car and hasn't had issues with the car starting on any of his other trips. Regardless, every-time he bought vanilla ice-cream, the car wouldn't start. He knew this sounded silly but was adamant that the car had no problems starting if he bought any other flavor in the store.

The president of Pontiac was understandably skeptical about the letter, but nonetheless sent an engineer to check it out anyway.
They agreed to meet one night after dinner, and the two hopped into the car to drive and pick up the ice-cream. It happened to be vanilla that night, and sure enough, after they came back, the car wouldn't start.

The Engineer returned for three more nights. The first night, they got chocolate. The car started. The second night, he got strawberry. The car started. The third night he ordered vanilla. The car failed to start.

The engineer, being a logical man, refused to believe that the man's car was allergic to vanilla ice-cream. He arranged to continue his visits for as long as needed and started to write down all sorts of data like the time of day, type of gas, time of driving etc.

In a few days, he found a clue: the man took less time to buy vanilla than any other flavor. It turned out the layout of the store had vanilla, the most popular ice-cream, at the front where it could be picked up quicker. The engineer realized it wasn't the ice-cream, but rather the shorter length of time between starting the engine that was the problem.

After further analysis, he concluded it was caused by vapor lock. The car's engine needed more time to dissipate the heat before it could start again.

APPENDIX 2 2/4

Debrief –reformatted by the Author

Whether true or not, this story exemplifies that most problems, no matter how complex they might seem at first, can often be deduced to a simple solution. We've often found ourselves procrastinating on simple tasks, yet once we exerted the effort, found that the solution was much easier than we had anticipated. Remember, no matter how crazy or difficult a problem might appear at first glance, what really matters are our attitude and perception because we can rarely read a book by its cover.

How we do problem solving?

Problem solving is a process for individuals to overcome a specific problem. That process, simply, begins at a starting point and continues until a conclusion is reached. The process includes the higher mental functions and creative thinking. However, problem solving is also seen in the animal kingdom through the use of mazes and testing to obtain hidden rewards. Many animals display quite a range of problem solving strategies including win-stay." Problem solving is not only seen in humans but can be catalogued in the animal kingdom as well."

(Psychologydictionary.org. n.d. What is PROBLEM SOLVING? definition of PROBLEM SOLVING (Psychology Dictionary). [online] Available at: https://psychologydictionary.org/problem-solving).

With this said, we are here today to try to solve problems, but not as individuals but as groups. And yes, we do have some awards to make the entire process more fun.

Problem-solving is a mental process that involves discovering, analyzing, and solving problems. The ultimate goal of problem-solving is to overcome obstacles and find a solution that best resolves the issue. The best strategy for solving a problem depends largely on the unique situation. In some cases, people are better off learning everything they can about the issue and then using factual knowledge to come up with a solution. In other instances, creativity and insight are the best options.

Verywell Mind. n.d. Using Problem-Solving Strategies to Finding a Solution. [online] Available at: https://www.verywellmind.com/what-is-problem-solving-2795485 .

APPENDIX 2 3/4

What is open innovation?

You have heard that our Inn@SE project promotes this concept? Have you heard about it before?

The term open innovation means a situation where an organization doesn't just rely on their own internal knowledge, sources and resources (such as their own staff or R&D for example) for innovation (of products, services, business models, processes etc.) but also uses multiple external sources (such as customer feedback, published patents, competitors, external agencies, the public etc.) to drive innovation.

The Oxford Review. n.d. Open Innovation: definition and explanation. [online] Available at: https://oxford-review.com/oxford-review-encyclopaedia-terms/encyclopaedia-open-innovation-definition-explanation/ .

And this is why we are all here today. Among use we have people from different backgrounds, interests, we have students, municipalities, SEs…

"Open Innovation", the term was coined in 2003 by Henry Chesbrough, is the opening of the innovation process. Once new products have been developed secretly and behind closed doors, today a targeted integration of customers, researchers, suppliers and partners into the innovation activities takes place.

Today we target here not the final user only or the client, but also the beneficiary, the stakeholder. We have created mixed groups in which you are going to work together so we can think how we can create solutions to the problems we have in our community. The solutions will need to have a business model, so we'll be in the shoes of the buyer, we will prototype the idea, but we will also discuss how this idea can help people, how it can create strong collaboration and generate support.

What are our problems what do we want to solve here today?

(Thematic selection) 20 Facts about Social and Environmental Issues in –tbd by the organizer

What is the methodology of the innovathon

Let us first explain what is Innovathon. For this event we borrowed the logic from organizing Hackathons. Do you know what are hackathons? Have you ever taken part in any?

What is a hackathon? Hacking is creative problem solving. (It does not have to involve technology.) A hackathon is any event of any duration where people come together to solve problems.

Our one-day event is called innovathon- as we will follow the concept of open innovation and work on creating a prototype of a Social Business.

In the first part we will work on identifying a root cause of a problem and each group will need to decide internally one problem to focus on. Later on we will learn the method of Business Model Canvas and each team will need to prepare its BMC. After the masterclass on Pitching teams will have time to prepare their pitch and compete in front of the Jury. In the end we will choose the winners and celebrate all our efforts.

APPENDIX 3

playmeo. n.d. Fun Problem-Solving With The Marshmallow Challenge Game. [online] Available at: https://www.playmeo.com/activities/team-building-problem-solving-activities/marshmallow-challenge/

Step-by-Step Instructions

1. In advance, prepare one kit containing the following items for each small group:
2. – 20 sticks of spaghetti
3. – 1 metre (3′) of string
4. – 1 metre (3′) of masking tape
5. – 1 x marshmallow
6. Gather your group and divide them into small teams of approx 4 to 8 people.
7. Distribute one kit to each small group.
8. Instruct the groups to use (only) the contents of the kits to build the tallest free-standing structure, and to place the marshmallow on top (highest peak of structure.)
9. Explain that every group has exactly 20 minutes to complete the task.
10. Groups are permitted to use as little or all of their resources and break the spaghetti, string and tape as they choose.
11. The team with the tallest (free-standing) structure supporting the highest marshmallow at the end of the time, wins.

Reflection Tips & Strategies

Coupled with one or more reflection strategies, here are some sample questions you could use to process your group's experience after playing this popular group initiative:

- Was the task harder than you initially thought? Why?
- Did you make any assumptions during the exercise?
- If you could do this task again, would you do anything differently? What exactly?
- What lessons does this challenge present to us?

In many cases, three key lessons may bubble up from a debrief of this exercise:

1. Children do better than adults, especially business and management graduates – on almost every measure of creativity, kindergarteners create taller and more interesting structures. Why? They are not bound by rules, engineering degrees and assumptions.
2. Prototyping matters – the reason children do better than adults, and commerce graduates, in particular, is that young people spend more time playing and prototyping. They naturally start with the marshmallow and poke in the sticks. Adults generally spend a lot more time planning, then executing on the plan, with almost no time to fix their structure's design once they put the marshmallow on top (and then discover the third lesson.)

Authors comment: You can watch and use this video for debrief https://www.youtube.com/watch?v=H0_yKBitO8M&t=5s

CHANGE
IS THE END RESULT OF
ALL TRUE LEARNING

LEO BUSCAGLIA

INN@SE PROJECT