|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Butterfly Tool** | **Case Study –**  **Lego Vacuum**  A black background with a black square  Description automatically generated with medium confidence | **EntreGiant** | **Future Goals Party** |
| **Age** | 12 - 15 | 12 - 15 | 12 - 15 | 12 - 15 |
| **Main Competence** | Ethical and sustainable thinking | Vision | Self-awareness and self-efficacy | Self-awareness and self-efficacy |
| **Description** | Students use the butterfly tool to understand and identify the impact and causes of issues that they have identified as part of generating ideas for making a social impact in their community. | Students explore an invention that solves a very real problem, and they then think about finding other challenges to solve. | This activity is a manipulative activity meant for groups of all ages, to aid self-reflection and group discussion about what means to be entrepreneurial. | This activity requires some pre-planning with students.  The theme is to organise a party that will recreate a school reunion in 30 years. Students need to prepare for the party by creating a future “persona”, including consideration for the achievement of dreams, future travel, impact on community and any challenges they might overcome. This is about projecting themselves in the future in a positive way.  During the party, they will have to act out according to their “persona”. |
| **Learning objectives** | * I can understand the causes of issues that I would like to change * I can understand the impact these issues can have on individuals and the wider community * I can identify actions I can take to address these issues | * I can identify the ways that entrepreneurs generate and create their ideas by exploring frustrations and challenges. * I can practice an entrepreneur’s mindset with ideation. | * I can understand the different competences involved in being entrepreneurial. * I can identify and value my own entrepreneurial competences | * I can recognise my personal aspirations and dreams * I can perform as a team member to organise an event. * I can imagine future scenarios where I can create social or environmental impact |
| **Time** | 30 – 40 mins | 25 - 45 minutes | 50 minutes | 30 minutes for pre-planning. 45 minutes for the party. |
| **Context** | The activity can be used once students have identified a number of issues (such as using the newspaper activity) that they would like to change in their world as a way of narrowing down the focus. | This activity is used to help students better understand the concept of entrepreneurship and how it relates to solving problems. The video is used as a helpful way to engage with a fun and interesting example.  You may like to consider a different video or example of a common problem that is more suitable to your students. | This activity is thought to help understand the different competences involved in entrepreneurship as a motivation to guide a future impact project, by working on self-reflection and self-knowledge. Group discussion is essential for its development so it works better with a group that has worked together before, where the climate is safe so everyone can participate. | This activity is a fun and effective way to build cohesion and for staff and students to know each other better. You could consider organising it at the beginning of the year or before setting deeper learning project. |
|  | **Letter to a Multinational** | **Newspaper Activity** | **Personal SWOT** | **Problem Ideation** A black background with a black square  Description automatically generated with medium confidence |
| **Age** | 12 - 15 | 12 - 15 | 12 - 15 | 12 – 15 |
| **Main Competence** | Ethical and sustainable thinking | Ethical and sustainable thinking | Self-awareness and self-efficacy | Vision |
| **Description** | Students write a letter to a multinational company, related to a problem they see in their community. | Students explore local newspapers to identify and rank important community issues, then create their own “newspaper” highlighting these concerns. They brainstorm imaginative solutions to one selected issue and reflect on the process, building their understanding of community impact and the steps needed to research and develop viable ideas. | This activity guides students through a personal SWOT analysis, encouraging self-reflection on their strengths, weaknesses, opportunities, and threats, followed by a respectful peer feedback session to gain insights and build self-awareness. Students close with a reflection on their experience and any new self-discoveries. | This activity helps students to generate a large number of ideas in order to see multiple problems that exist in the world for their age group, school, community, or country. |
| **Learning objectives** | * I understand what ethical and sustainable choices are * I recognize when ethical choices are made * I can identify local issues related to sustainability * I can formulate sustainable alternatives | * I can identify the issues and challenges facing my local community. * I can think critically * I can prioritise issues and challenges that are important to me * I can think of ideas and solutions that will benefit my local community. | * I can recognise my personal strengths and weakness * I can analyse opportunities and threats * I can share personal thoughts with peers | * I can generate a large number of problems that exist in order to help me choose a problem to develop a solution for. |
| **Time** | This is a multiple-session activity. It requires 2 or 3 sessions of 45-60 minutes:  A follow-up is needed after 2-3 weeks; this can be short (5 minutes) or much longer (see ‘how to adapt’) | 60 – 80 mins | 50 minutes | 30 – 45 minutes |
| **Context** | This activity can be used to link your students to a specific problem in their direct environment. Prepare to present a problem to your students using images. For example, show a picture of pollution in your local area. | This activity can be used to enable the young people to become more aware of issues and challenges in their local community and in their own experience and to use their imaginations to come up with solutions. | Prepare the context by focusing the intent i.e. This SWOT could be aimed to make a personal and collective analysis about, for example, “what makes a good team member?”.  Prepare some examples of the SWOT questions if required | This activity is used for students to identify, ideate, and then explore problems that exist prior to developing any solutions. |
|  | **Problem on a Page** A black background with a black square  Description automatically generated with medium confidence | **Values for All** | **Vision Board** A black background with a black square  Description automatically generated with medium confidence | **Creativity Spark I** |
| **Age** | 12 - 15 | 12 - 15 | 12 - 15 | 12 - 15 |
| **Main Competence** | Vision | Self-awareness and self-efficacy | Vision | Creativity |
| **Description** | Students complete an ideation activity using a one-page template to ideate and then explore problems or challenges. | This activity guides students to reflect on their personal values, understand their significance, and select their top three non-negotiable values. Through group discussions, students create a shared ‘value manifesto’ and can form project teams based on common values to address real-world challenges. | Each team creates a virtual Vision Board, a collage of words, images, and inspirational phrases that visually represents their goals for the project and the steps they envision to achieve them. | This activity will help to highlight the importance of creativity when solving problems or implementing new ideas. It shows that everyone can be creative as an individual and as a team member.  The activity is divided into three small warm up exercises, and it is aimed to produce ideas without filters. Creativity Spark I can be followed by Creativity Spark II. |
| **Learning objectives** | * I can research my chosen problem, exploring who it affects, where it happens, and the existing solutions. * I can apply my own curiosity to my chosen problem, generating my own questions to guide further research. | * I can reflect and identify my personal values, in particular relating to my future career path. * I can understand how values can be important for being passionate about jobs and careers. * I can understand the role played by values for generating social/environmental impact through business. | * I can visualise future scenarios * I can reflect on my aspirations * I can develop and apply creativity skills * I can share and respect each other’s ideas * I can understand what a visual board is, and I can learn how to create one | * I can believe in my creative abilities * I understand the value of creativity to solve problems or to implement new ideas |
| **Time** | 45 - 60 minutes | 45 – 60 minutes | 1 hr 30 mins – 1 hr 45 minutes | 60 minutes |
| **Context** | This activity is used before students consider any solutions. It helps students to explore and understand their chosen problem through research. It will also help students to recognize opportunities for change. | This activity is useful as a prompt to start an entrepreneurial programme. It enables students to deeply reflect on themselves and their values. It is essential to note that, in this context, the class will reflect on values related to the school project as well as to their future academic and career paths. | These guidelines for creating a Vision Board are best suited with students working in sub-teams developing several entrepreneurial ideas.  The intent is to motivate teams to start thinking of their project's overall purpose and vision. | For the development of entrepreneurial projects in the classroom, it is vital to train creativity and imagination. In this phase, it is important to start working with intention on this key skill for life, helping students to gain self-confidence. Once students are used to the process, creative exercises of short duration can be carried out at any time. |
|  | **Creativity Spark II** | **Customer Journey Mapping A black background with a black square  Description automatically generated with medium confidence** | **How-Now-Wow Matrix A black background with a black square  Description automatically generated with medium confidence** | **One Page Business Plan** |
| **Age** | 12 - 15 | 12 - 15 | 12 - 15 | 12 - 15 |
| **Main Competence** | Creativity | Critical Thinking | Critical Thinking | Critical Thinking |
| **Description** | This activity will help to highlight the importance of creativity when solving problems or implementing new ideas. It shows that everyone can be creative as an individual and as a team member.  Creativity Spark II is a continuation of Creativity Spark I, and is intended to produce and filter ideas, selecting and improving the best ones for purpose. | Students think through a customer’s entire experience within a situation to find ways to improve and innovate their idea. | Students use this activity matrix to categorize their ideas based on creativity and viability, helping them identify solutions that can create significant impact. | This is an activity to enable students to understand and identify what the next steps are in developing a social business. |
| **Learning objectives** | * I can believe in my creative abilities * I understand the value of creativity to solve problems or to implement new ideas * I can select and assess different ideas as a team member | * I can identify opportunities for innovation by mapping out a customer’s experience. | * I can analyse my ideas to find those with the most potential. | * I can use my imagination to create a virtual social enterprise * I can understand what activities I need to think about to start a social enterprise * I can think about what I can contribute to the development of the social enterprise * I can develop a plan for the next steps of the social enterprise |
| **Time** | 45 - 60 minutes | 60 - 75 minutes | 30 – 45 minutes | 45 mins |
| **Context** | For the development of entrepreneurial projects in the classroom, it is vital to train creativity and imagination. In this phase, it is important to start working with intention on this key skill for life, helping students to gain self-confidence. Once students are used to the process, creative exercises of short duration can be carried out at any time. This activity follows Creativity Spark I. | This activity is used when students have established an idea and are ready to identify the connection between a customer’s experience and the product or service they are trying to create.  The activity is most suitable when applied to the student or team’s own specific product or service idea. | This activity could be used after students have generated many possible solution ideas. It will help students analyse their ideas and choose ideas that have the most potential. Anything placed in the ‘wow’ section should be worth considering.  Adapted from [*HyperIsland Toolbox*](https://toolbox.hyperisland.com/unintended-consequences)*.* | This activity can be used when the students have decided to start a social enterprise or social business. |
|  | **Social Business Model Canvas**  **A black background with a black square  Description automatically generated with medium confidence** | **Stakeholder Mapping**  **A black background with a black square  Description automatically generated with medium confidence** | **Street Voices A black background with a black square  Description automatically generated with medium confidence** | **The 5 Whys A black background with a black square  Description automatically generated with medium confidence** |
| **Age** | 12-15 | 12 – 15 | 12 - 15 | 12 - 15 |
| **Main Competence** | Critical Thinking | Teamwork | Critical thinking | Critical Thinking |
| **Description** | A Social Business Model Canvas (SBMC)is a strategic management tool that helps organisations in designing, visualising, and developing their social business models. It is an adaptation of the traditional Business Model Canvas (BMC), tailored to focus more on social impact rather than just profit. The SBMC includes elements that emphasise the social mission and the value proposition of the organisation. | The purpose of this activity is to find opportunities for networking, and understanding people or organisations that may be helpers, first users or challenge the use of a product or service. | In this activity, students conduct interviews to validate and refine their entrepreneurial ideas based on real feedback. By reaching out to people outside the class, students gather insights that help them adjust their ideas to better align with identified needs, enhancing the relevance and viability of their concepts. | The 5 Whys technique is a method based on asking questions and find possible answers, to get conclusion as a team, that can lead to highlight a problem or challenge. The aim is to explore a particular problem through questions, and then link the group answers to generate more questions, making conclusions at the end.  The ideas (questions and answers) should be brief, concise, and presented in the time allotted for the activity. |
| **Learning objectives** | * I can understand the complexity of business * I can structure a business project * I can visually represent the necessary steps to develop an entrepreneurial project * I can reason on the value a business can generate for people and the environment | * I can understand that a lot of stakeholders are involved in a topic * I can identify and map possible networks of helpers, experts, possible first users and challengers * I demonstrate active teamwork to solve the challenge * I can give arguments about why certain stakeholders are (or not) crucial to our product or service | * I can critically understand other’s point of view. * I can take one or more steps back and revisit ideas ( * I can understand how to gather accurate information * I can better depict target audience | * Produce ideas to understand better the problem proposed. * Work as a team to achieve common and consensual ideas. |
| **Time** | 2 hrs – 2 hrs 30 mins | 60 minutes | 3 hours over 3 sessions | 40 – 50 minutes |
| **Context** | These guidelines for developing a SBMC are thought most suitable for classes that have worked in teams developing several entrepreneurial ideas; teams that have already identified a business idea and need to define and plan the next steps; and for getting a comprehensive view of the developing business. | This activity requires that your learners have already identified one or more issues or **challenges** that they are working on, either with the whole class, or in small groups. | These guidelines for creating and conducting interviews are provided with consideration that classes have worked in sub-teams developing several entrepreneurial ideas. Guidelines are also suitable for classes that are developing one entrepreneurial idea. | This activity works well in groups of 4-5 students, producing questions and answers and then dedicating time to share and wrap up conclusions for the whole group.  It can be tested or practice also with a big group, so everyone is able to understand the process. |
|  | **Thinking Hats** | **Traffic Light Reflection A black background with a black square  Description automatically generated with medium confidence** | **Unintended Consequences A black background with a black square  Description automatically generated with medium confidence** | **Branding A black background with a black square  Description automatically generated with medium confidence** |
| **Age** | 12 - 15 | 12 - 15 | 12 - 15 | 12 - 15 |
| **Main Competence** | Creativity | Teamwork | Critical Thinking | Mobilising Others |
| **Description** | Thinking Hats | Students reflect on collaboration in their group using colours of red, orange and green. | Students explore the unintended consequences of their ideas and apply this thinking to create innovative business models that address these challenges. | Students create a business brand by developing a memorable name, professional logo and a clear tagline, using online tools for support. |
| **Learning objectives** | * Show creative and critical thinking attitude, by adopting roles * Explore an idea from multiple perspectives * Share ideas within my group | * I can complete a reflection on the progress of my team. * I can discuss overcoming challenges in my team. | * I can identify unintended consequences in my solution ideas (positive or negative). * I can adapt and improve my current solutions to accommodate these unintended consequences. | * I can create branding through a business name, logo and tagline. |
| **Time** | 50 – 60 minutes | 30 – 60 minutes | 45 - 60 minutes | 60 – 90 minutes |
| **Context** | This classic creativity and critical thinking technique is based in role playing is aimed to look to an issue in groups, give feedback or find a solution to a problem. The goal is to explore and value multiple point of views to look at a problem. | This activity could be used when you see a group struggling or  when you predict that problems/obstacles are about to happen. | Run this activity when students have a few existing solutions, to help them improve upon them or narrow in on a preferred solution.  Adapted from [*HyperIsland Toolbox*](https://toolbox.hyperisland.com/unintended-consequences)*.* | This activity could be used when students have an established business idea and are ready to consider branding strategies. |
|  | **Elevator Pitch A black background with a black square  Description automatically generated with medium confidence** | **Organising a Demo Event A black background with a black square  Description automatically generated with medium confidence** | **Peer Feedback A black background with a black square  Description automatically generated with medium confidence** | **Project Wrap-Up** |
| **Age** | 12 - 15 | 12 - 15 | 12 - 15 | 12 - 15 |
| **Main Competence** | Mobilising Others | Managing uncertainty, ambiguity and risk | Coping with uncertainties, ambiguity and risk | Organisation |
| **Description** | Students craft and refine an elevator pitch for their business idea, presenting it to peers for feedback and practicing concise, effective communication. | A step-by-step activity to enable students to show and describe their entrepreneurial ideas at a demonstration event. | Students practice giving and receiving constructive feedback on their entrepreneurial ideas, helping them refine their projects through peer input and actioning relevant suggestions. | Students reflect on the highs, lows, personal growth, and any learnings from their project. They conclude with a moment of gratitude for someone who supported them during the process. |
| **Learning objectives** | * I can develop an efficient way to share my idea * I can enhance my verbal communication skills * I can practice giving and receiving feedback | * I can manage challenges and apply feedback I can apply my communication skills using different techniques (e.g. storytelling, videos, social media) * I can improve my teamwork skills | * I can understand the qualities of good feedback. * I can practice giving feedback and receiving feedback from my peers. * I can improve my ideas based on feedback. | * I can reflect on my experience with entrepreneurial education, generating insights about myself and ideas about qualities, tools or techniques I can use in the future. |
| **Time** | 60 – 90 minutes | 4 – 6 hours across the demonstration event (multiple sessions) | 60 – 75 minutes | 45 – 60 minutes |
| **Context** | This activity could be used when students are ready to share their ideas in a short, 60 second summary and then receive feedback. | This activity is suitable for students who have developed an entrepreneurial idea to share. The activity is most suitable when:   * Students are at an advanced stage of development of their entrepreneurial ideas and where a prototype of the product/service has been developed * Students have a good understating of communication skills (e.g. elevator pitch activity) * There is time to complete over multiple sessions, to allow for varying complexity and to give time to students to finish their tasks.   One way of organising a demo event is to use the step-by-step description below, which refers to a Show and Tell event. | This activity could be used when students have an idea, prototype, pitch or other work to receive feedback on. A peer feedback activity works well when student teams have ideas developed, and these ideas are ready for input. | This activity could be used at the end of the entrepreneurial program. The goal of this activity is to debrief the entrepreneurial journey and reflect on learnings.  Adapted from [*HyperIsland Toolbox*](https://toolbox.hyperisland.com/project-wrap-up)*.* |