



IDEEC

**Impact-Driven
Entrepreneurship
Education for Children**

**Activity Toolkit
Ages 12-15**

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SECTION 1: What Is The 'Impact Driven Entrepreneurship Education for Children' (IDEEC) Project?

IDEEC is a partnership of nine organisations from five countries. Together, we developed the tools available in this document and on the website (Ideec.eu), supported by a grant from the European Union.

Our goal is to support teachers to include impact-driven entrepreneurship education for young learners in our classes with the support of these IDEEC resources and your local education service provider. We also reach out to economic policy makers to shift policies to include impact entrepreneurship in teacher training and inside curriculum. Together, we can build effective programs that empower children aged 9-15 to develop entrepreneurial solutions for environmental and social challenges.

Who is involved?



A global team of experts:



SECTION 2: Main Methodologies, Principles and Key Competencies

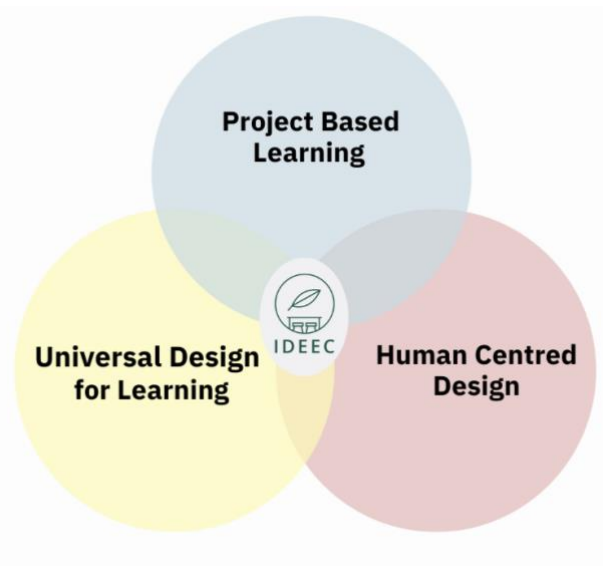
The IDEEC Wheel is a Competence Framework that provides a simple process and some guidelines for educators who wish to teach impact driven entrepreneurship education with their students.

The competence framework was developed from the previous It also lays the foundation for the IDEEC toolbox.

The IDEEC Didactic Principle Guide represents the basis for supporting teachers in developing and delivering impact-driven entrepreneurship educational programs in an adequate and effective way, while cultivating a classroom environment that enables students to explicitly develop competences.

Three main methodologies and four fundamental principles were identified by the IDEEC team as particularly relevant for impact-driven entrepreneurship education.

The Three Main Methodologies



Universal Design for Learning (UDL)

UDL is an educational method that seeks to provide all students with equal opportunities to learn, by addressing every students' needs and talents and eliminating unnecessary barriers in the learning journey (Rose et al., 2006).

- Providing learners with different instruments for perceiving, understanding and experiencing their way of learning
- Providing tools that ensure that all students can be successful in their learning applying principles of diversity, equity and inclusion
- Designing a project that can include a wider range of needs
- UDL fosters creativity, organisation and teamwork

Project-Based Learning (PBL)

PBL is a pedagogical approach that engages students in exploring and solving real-world problems, allowing them to apply knowledge and skills in authentic contexts (Jonassen & Hung, 2012).

- It is problem centred
- It is student-centred
- It is self-reflective
- Collaboration between students is needed
- Tutors are facilitators
- Feedback from the rest of the participants is crucial
- It encourages autonomy and responsibility in students
- PBL fosters competences as critical thinking, vision, teamwork, and the ability to cope with uncertainties, ambiguity and risk, and to mobilise others

Human Centred Design (HCD)

HCD is a problem-solving framework that puts real people at the centre of the solutions finding process, focussing on the creation of products and services that fit the needs of the target audience (Landry, 2020).

- Creation of solutions to tackle the target's needs
- Target analysis
- Target based - on all phases of the design process
- HCD fosters creativity, collaboration and organisation

The Four Fundamental Principles



- 1) The learning environment privileges and encourages *Diversity, Equity and Inclusion*: fair, accessible and respectful educational environments for every single student, no matter their religious, racial or ethnic background, gender, sexual orientation or learning capacities. Every student must have equal access to learning opportunities and has to be equally valued, considered, and respected (Drexel University - School of Education, 2023). Learners' individual differences enrich each student's educational journey.
- 2) *Content is Competence-based*: the emphasis is on the learning process and the acquisition of valuable skills to be applied in real-world contexts, rather than on the project end products.
- 3) *Learning is student centred, and student led*: students / learners / children are at the centre of the learning journey, including their individual needs and characteristics and they take an active role in their learning process. This principle boosts students' participation, it develops relevant and meaningful learning and fosters intrinsic motivation.
- 4) *Teacher as facilitator*: teachers do not simply assume only the traditional role of knowledge disseminators; instead they are responsible for using methods and processes of setting the scene for learning by creating dynamic learning environments; acting as a guide, instructor, coach, resource provider and any other role needed to support the active construction of knowledge by students.

The IDEEC framework

The IDEEC Framework was built on the foundations of the European Entrepreneurship Competence Framework (EntreComp), the European Sustainability Competence Framework (GreenComp) and the Soft Skills Framework, with the objective to integrate sustainability, entrepreneurship and soft skills into one framework.

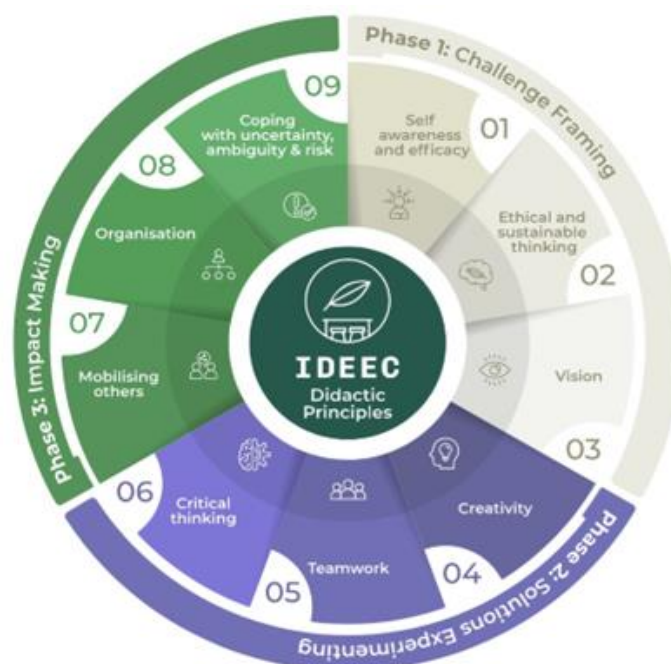
The result is a nine competence Framework that is structured in three main delivery phases that are pivotal in impact-driven entrepreneurship education programs, namely Challenge Framing, Solutions Experimenting, Impact Making. Each of the competences is linked to the most relevant phase. This was done with explicit acknowledgement that every impact-driven entrepreneurship educational program is framed around an iterative learning process. This means that whilst each of the competences are significant within every phase, they are often more critical at a specific point of the learning journey.

The IDEEC Competence Framework provides extensive definitions as well as shorter and more accessible descriptions. It presents an “I am/I can/I do statements” section and each competence is linked to one or more Inner Development Goals.

The IDGs Framework is particularly relevant for IDEEC. It provides twenty-three skills divided in five areas for inner development. The idea behind this is that for addressing the Sustainable Development Goals (SDGs) it is necessary to undertake inner objectives and to develop personal skills and qualities that will allow people to contribute to the implementation of the Agenda 2030. In summary, aiming for a global change towards sustainability without personal changes is not effective. The IDGs can then accelerate the implementation of the SDGs (Ekskåret Foundation, 2023).

Phases

If you set up a project or program on impact-driven entrepreneurship, we suggest you build it in a three-phase process:



- 1. Challenge Framing**
- 2. Solutions Experimenting**
- 3. Impact making**

There is encouragement of an iterative approach and the movement back and forward between phases where required.

Within each phase of the toolkit, there are key competencies for social entrepreneurship attached to each activity:

Phase 1: Challenge Framing:

- Self-awareness and efficacy
- Ethical and sustainable thinking
- Vision

Phase 2: Solutions Experimenting

- Creativity
- Teamwork
- Critical thinking

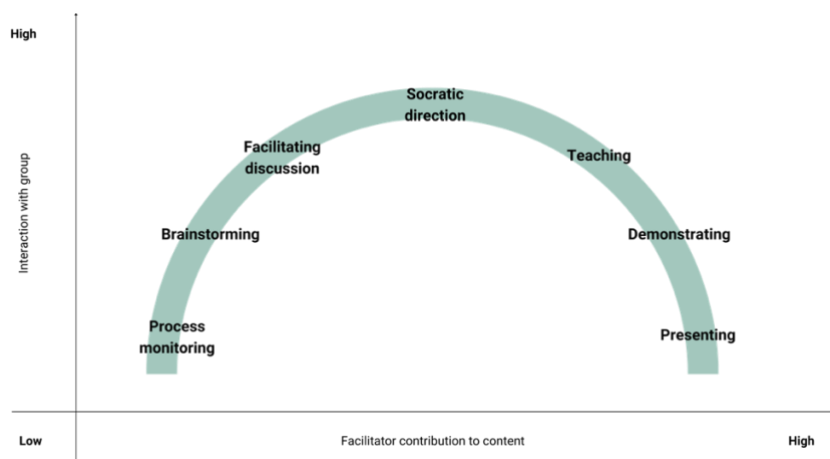
Phase 3: Impact Making

- Mobilising others
- Organisation
- Coping with uncertainty, ambiguity and risk.

SECTION 3: Facilitation of Activities And ‘How to Teach’

What should the learning experience look like?

The process of developing the capabilities for social entrepreneurship requires agency and activity from the learners.



As teachers, you are encouraged to:

- make the content local
- add your own content and activities
- use the framework for planning how social entrepreneurship can best be integrated into your class, for your learners, in your communities.

Challenge Framing: Where possible, select or identify challenges that are applicable and ideally come from the context and experience of your learners, from the local context, the challenges they face daily.

Solutions Experimenting: Take a coaching role, set the context for learners to try out, make things, prototype, work together, and develop critical capability in self assessing and asking for feedback. This means changing their product or services based on feedback from users.

Impact making: To ensure that learners are not working in an isolated way, we want to give them the opportunity to share their projects and activities, with another class, with another school, within their communities and hopefully even taking their connections globally.

SECTION 4: Impact and Measurement

SECTION 5: Full List of Activities Across 3 Implementation Phases

Phase 1: Challenge Framing	Competency
Butterfly Tool	Ethical and Sustainable Thinking
Case Study - Lego Vacuum	Vision
Donut Economics - Meet the Economy	Ethical and Sustainable Thinking
Donut Economics Challenge Mapping	Ethical and Sustainable Thinking
EntreGiant	Self-Awareness / Self Efficacy
Future Goals Party	Self-Awareness / Self Efficacy
Letter to a Multinational	Ethical and Sustainable Thinking
Newspaper Activity	Ethical and Sustainable Thinking
Personal SWOT	Self-Awareness / Self Efficacy
Problem Ideation	Vision
Problem on a Page	Vision
Values for All	Self-Awareness / Self Efficacy
Vision Board	Vision
Phase 2: Solutions Experimenting	Competency
Cartoon Greenwashing	Creativity
Creativity Spark 1	Creativity
Creativity Spark 2	Creativity
Customer Journey Mapping	Critical Thinking
How-Now-Wow Matrix	Critical Thinking
One Page Business Plan	Critical Thinking
School Garden	Teamwork
Social Business Model Canvas	Critical Thinking
Stakeholder Mapping	Teamwork
Street Voices	Critical Thinking
The 5 Whys	Critical Thinking
Thinking Hats	Creativity
Traffic Light Reflection	Teamwork
Unintended Consequences	Critical Thinking

Phase 3: Impact Making	Competency
Branding	Mobilising Others
Crowdfunding Campaign Part 1	Mobilising Others
Crowdfunding Campaign Part 2	Mobilising Others
Elevator Pitch	Mobilising Others
Future Me, Future World	Managing Uncertainty, Ambiguity and Risk
Organising a Demo Event	Mobilising Others
Peer Feedback	Managing Uncertainty, Ambiguity and Risk
Project Wrap-up	Organisation
Silent Letters	Organisation
Storytelling our Impact SDGs 1	Mobilising Others
Storytelling our Impact SDGs 2	Mobilising Others

Butterfly Tool

Age	12 - 15	
Main Competence	Ethical and sustainable thinking: “Ethical and sustainable thinking” allows you to assess the consequences and impact of ideas, opportunities and actions, to estimate the value and the effect of entrepreneurial action on the target community, the market, society and the environment. This competence enables you to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Therefore, “Ethical and sustainable thinking” allows you to act responsibly.	
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.	
Learning objectives	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I value people/the planet above profit. • I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing. • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Time	30 – 40 mins	
Materials	Printed butterfly sheets or flipchart paper to draw diagram Flipchart and pens	
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.	
Step by Step		

Step 1: (Explaining the issue tree diagram - 5 mins)

Show the group the Issues Diagram and explain how there are root causes, as well as an impact to the social and community challenges or issues, that students have identified they would like to change.

Discuss an example – e.g. If Homelessness is the issue we are trying to address (Trunk), what are some of the root causes (roots)? What are the impact/effects (branches)? – Image 1

- Roots – Unemployment, lack of money etc....

- Branches - Poor mental health, loneliness, no friends
- What do we think are some reasons people might become homeless? (Roots)
- What do we think they could do? How would that make them feel? (Impact)

Step 2: (Completing the Butterfly tool sheet - 15 mins)

Ask the group to identify one of the issues or things they would like to change in the world or their community and talk through the roots and effects with the whole group.

Explain that in this activity they are going to consider the issue by looking at the causes and effects to see if they can find some solutions.

Divide the young people into groups of three or four and ask each group to work on a Butterfly Tool sheet – Image 2

Step 3: (Sharing solutions - 5 mins)

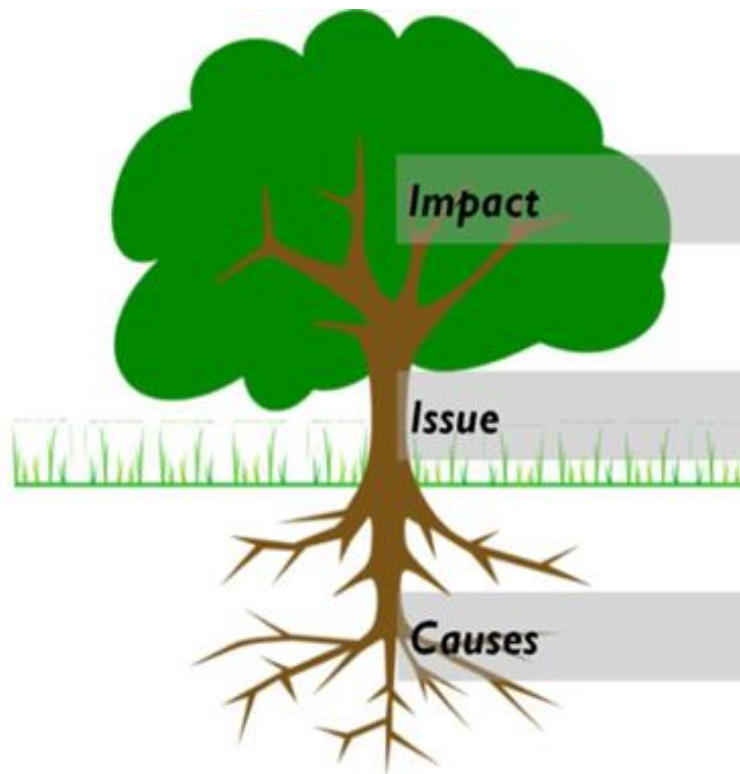
Bring the group back together and ask groups to share their solutions with the whole class – these can be recorded on a flipchart.

Step 4: (Wrap-Up – 10mins)

Debrief with students about how they found the activity and what they learned. Link this exercise to the development of their action – what level do they want to have an impact?

Outline to students that the next step would be to undertake a process to decide which idea or solution they might use for further research and testing the viability of their idea.

How to adapt	<p>This activity could be broken into two sessions:</p> <p>Session 1: Exploring the impact tree: using language the young people can relate to and expanding the discussion of the three levels and applying it to different issues.</p> <p>Session 2: Applying the learning: with the understanding from session 1 the young people apply the process using the butterfly sheet to issues that have identified.</p>
By the end of the activity the learners will have:	<p>Students explore the different levels of an issue and apply their understanding to issues or challenges they have identified.</p> <ul style="list-style-type: none"> • I value people / the planet above profit. • I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing (Parra, 2013). • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Further Information:	



POSSIBLE ACTIONS	ROOT CAUSES		EFFECTS	POSSIBLE ACTIONS
List as many things YOU can do to help this root cause here	What creates the issue?	<div>The Issue:</div>	What happens as a result of the issue?	List as many things YOU can do to help this symptom here

Doughnut economics – Meet the economy

Age	12-15 years	
Main Competence	Ethical and sustainable thinking: “Ethical and sustainable thinking” allows you to assess the consequences and impact of ideas, opportunities and actions, to estimate the value and the effect of entrepreneurial action on the target community, the market, society and the environment. This competence enables you to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Therefore, “Ethical and sustainable thinking” allows you to act responsibly.	
Description	The group is asked to take the idea or challenge (already developed in a previous lesson) and understand how the wider economy is the context for this challenge they are working in. The concept of Embedded Economy is used for this.	
Learning objectives	<ul style="list-style-type: none"> • I can think ethically and sustainably • I can identify issues and challenges facing my local community. • I can prioritise issues and challenges inside the context of wider economy • I can think of ideas and solutions that will benefit my wider community 	<ul style="list-style-type: none"> • I value people/the planet above profit. • I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing. • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Time	60-90 mins	
Materials	For this activity you will need: <ul style="list-style-type: none"> • Printouts of the “Meet the Economy” diagram (developed by Doughnut Economics Action Lab) • Access to the internet to watch an introduction to DONUT economics https://youtu.be/talXb1wiEFY?si=SPkzdLAGOrhs1Oya • Access to online or print resources to investigate local issues (e.g., community newspaper) • Flipchart, paper and pens 	
Context	This lesson helps students explore how challenges in their local community relate to broader economic activities. It uses a new form of economic thinking: Doughnut Economics and its “Embedded Economy” diagram. Students will map local challenges across the four spheres of activity—household, market, state, and commons—and think critically about how balancing these spheres can contribute to sustainability.	
Step by Step	Step 1: (Introduction to the Four Spheres of the Economy – 15-20 minutes)	

- Doughnut Economics Overview:
 - Start with a brief introduction to Doughnut Economics, showing the video on the topic (see materials; focus on 2:08 onwards).
 - Present the “Embedded Economy” diagram, emphasizing the four spheres in the centre: household, market, state, and commons.
- Mapping Economic Spheres:
 - Draw a large version of the four spheres on the board or chart paper, labeling each sphere:
 - Household: Unpaid, care-based activities within families or small groups.
 - Market: Economic activities based on buying and selling.
 - State: Government roles, laws, and public services.
 - Commons: Community-managed resources and shared activities.
 - Explain that all these spheres interact within society, which operates within the ecological limits of the Earth.

Step 2: (Framing Local Challenges within the Economy – 10-15 minutes)

- Local Challenge Identification:
 - Divide students into small groups. Each group will select a local issue or challenge relevant to their community (e.g., waste management, access to green spaces, affordable housing).
 - Give students 5-10 minutes to research or discuss their chosen challenge. They can refer to local news or community websites.
- Mapping the Challenge:
 - Ask each group to place their challenge within one of the four economic spheres on the “Meet the Economy” diagram. (Addendum)
 - Encourage discussion on why they chose a specific sphere, asking guiding questions like:
 - “Is this challenge managed at home, in the market, by the state, or by the community?”
 - “How does this challenge impact or depend on other spheres?”

Step 3: (Group Discussion - 10-20 minutes)

- Group Mapping and Discussion:
 - Groups share their challenge and its placement within the economic spheres. For each challenge, encourage the class to think about:
 - Which sphere is most affected or responsible?
 - How do the other spheres support or interact with this issue?
 - Balance Exploration: Prompt students to consider if there’s an imbalance in how this challenge is managed, asking:
 - “Are there resources or support missing from other spheres?”
 - “What might happen if the state or market took more responsibility for this challenge?”

Step 4: (Activity – Creating Sustainable Solutions – 15-20 minutes)

- Challenge Framing and Solution Exploration:
 - In their groups, ask students to brainstorm possible solutions or actions that each economic sphere could contribute to address their challenge sustainably.
 - Guiding Questions for Solution Framing:
 - Household: How can families or individuals contribute?
 - Market: Are there sustainable business or market solutions?
 - State: What could local government or public services do?

- Commons: How can the community come together to create change?
- Map Solutions on the Diagram: Students write solutions on sticky notes and place them on the “Meet the Economy” diagram under the relevant sphere.

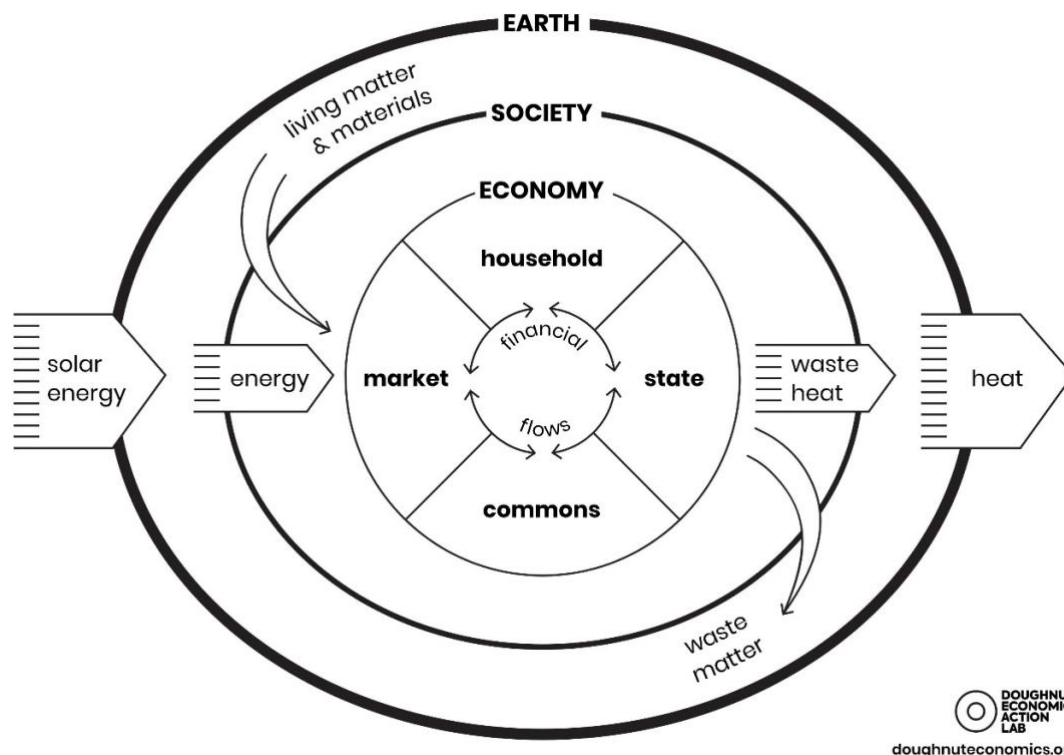
Step 5: (Reflection and Class Discussion - 5-10 minutes)

- Reflect on Sustainable Solutions:
 - Lead a brief class discussion on the solutions mapped. Emphasize that ethical and sustainable thinking involves considering each sphere's strengths and how they can work together to create a sustainable solution.
 - Questions for Reflection:
 - “What did you learn about how different spheres can support sustainable futures?”
 - “How might balancing these spheres in our community lead to a better outcome?”

Step 6: (Wrap-Up and Next Steps – 5 minutes)

- Summary of Learning: Recap the four spheres and their roles in sustainable economies.
- Next Steps: Encourage students to continue exploring local challenges and thinking about how they can influence change in their community using a balanced approach.

How to adapt	<p>-Break into smaller lessons</p> <p>-Extension Activity (Optional): Prioritizing Solutions:</p> <ul style="list-style-type: none"> ○ Have students rank solutions by feasibility or potential impact, considering which actions could realistically be implemented in their community. ○ Class Sharing: Each group shares their top-ranked solution, explaining why they believe it would be effective.
By the end of the activity the learners will have:	<p>By the end of this lesson, students will have:</p> <ul style="list-style-type: none"> • Analyzed local challenges through the lens of Doughnut Economics. • Mapped these challenges within the four economic spheres, understanding interconnections and balance. • Framed challenges with potential sustainable solutions for a thriving, balanced economy. <p>This lesson helps students develop a systems-thinking approach, recognizing the interconnectedness of different economic spheres in creating sustainable futures.</p>
Further information	<p>This activity was inspired by a similar activity developed by Doughnut Economics Action Lab. See Meet the Economy DEAL</p>



Source: Doughnut Economics Action Lab

Note: the diagram is available in 25 languages here: [Doughnut Diagrams in 25+ languages | DEAL](#)

Video <https://youtu.be/talXb1wiEFY?feature=shared>



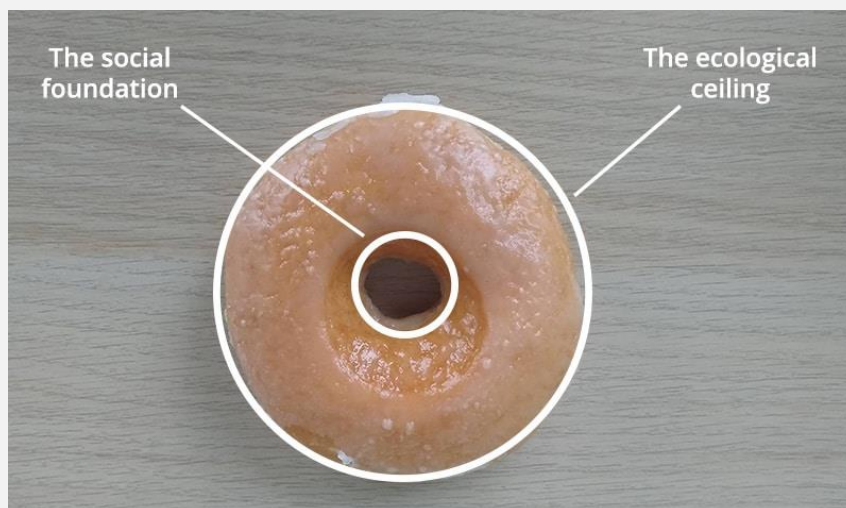
Doughnut Economics Challenge Mapping

Age	12-15 years	
Main Competence	Ethical and sustainable thinking: “Ethical and sustainable thinking” allows you to assess the consequences and impact of ideas, opportunities and actions, to estimate the value and the effect of entrepreneurial action on the target community, the market, society and the environment. This competence enables you to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Therefore, “Ethical and sustainable thinking” allows you to act responsibly.	
Description	This session is focused on understanding how the wider economy is the context for local problems or challenges. Students use concepts from ‘Doughnut Economics’, a way of new economic thinking, to relate their challenges to the wider context.	
Learning objectives	<p>Students:</p> <ul style="list-style-type: none"> • I can identify the issues and challenges facing my local community. • I can think ethically and sustainably • I can prioritise issues and challenges inside the context of wider economy • I can think of ideas and solutions that will benefit my wider community 	<ul style="list-style-type: none"> • I value people/the planet above profit. • I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing. • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Time	75 - 120 mins	
Preparing for this activity	<p>For this activity you will need:</p> <ul style="list-style-type: none"> • Possibly printouts of the diagrams • Access to the internet to watch an introduction to DONUT economics https://youtu.be/talXb1wiEFY?si=SPkzdLAGOrhs1Oya • Flipchart, paper and pens 	
Context	This activity can be used to enable the students to become more aware how ecological and societal issues and challenges in their local community can be related to the wider systems. They understand the concept of “enough” and understand the places where there is an overshoot and damage to our ecological and social systems. It can be used when students have identified problems or challenges they are going to work on.	
Step by Step	<p><i>Step 1: (Introducing Doughnut Economics - 5-15 mins)</i></p> <p>Explain that you are going to use the concept of Doughnut Economics to work with problems or challenges in the local community.</p>	

Doughnut Economics is developed by Kate Raworth and describes the economy as two rings:

- An outer ring of 9 “planetary boundaries”, the earth’s natural limits for sustainable life;
- An inner ring of 12 “social foundations”, representing human life’s essentials.

The sweet spot is the space in which we must all live to stay within the planet’s natural limits and to ensure all humans not just survive, but thrive. The zone of not taking too much and not sharing too little. The zone in which we all must live if we are all not just to survive, but to be joyful in doing so.



As a teacher, you can explain this in your own way, using the images provided here or in addendum 1. You could also consider using videos on you tube , for example this:

<https://youtu.be/talXb1wiEFY?si=SPkzdLAGOrhs1Oya>; or

[Kate Raworth: A healthy economy should be designed to thrive, not grow | TED Talk](#) to explain the concepts.

Step 2: (Exploring the Social Foundation - 15-30 minutes)

First, you focus on the social foundation, the inner ring of the Doughnut. Explain that the 12 dimensions of the social foundation are derived from the social priorities agreed in the Sustainable Development Goals [\(UN, 2015\)](#).

- [Education](#)
- [Energy](#)
- [Food](#)
- [Gender equality](#)
- [Health](#)
- [Housing](#)
- [Income and work](#)
- [Networks](#)
- [Peace and justice](#)
- [Political voice](#)
- [Social equity](#)
- [Water](#)

Divide the students into groups of three or four students. Explain that they are going to use the ‘social foundation’ to identify issues and challenges in their local community. Taking this list of 12 themes, where do they see problems? They then place these problems in one of the SDGs (see addendum 2 for a picture).

When the time is up, you ask the groups to share what they feel are the important issues with the whole class.

Step 3: (Discussing the planetary boundaries – 15-30 mins)

Explain that you are now moving towards the outer ring of the doughnut, the planetary boundaries. What are the scientists saying about the ecological or planetary issues we are facing?

The Ecological Ceiling

The 9 dimensions of the ecological ceiling are the nine planetary boundaries defined by Earth-system scientists ([Steffen et al., 2015](#)).

- [Air Pollution](#)
- [Biodiversity loss](#)
- [Chemical pollution](#)
- [Climate change](#)
- [Freshwater Withdrawals](#)
- [Land conversion](#)
- [Nitrogen & phosphorus loading](#)
- [Ocean Acidification](#)
- [Ozone layer depletion](#)

Use the images provided in addendum 3 to show the boundaries. Each dimension is measured, where possible, with 1 or 2 indicators, and the red wedges show the extent of shortfall and overshoot (too much use of our planetary resources). Students will see that humanity has already overshoot at least four planetary boundaries (air pollution and chemical pollution are currently unquantified).

Step 4: (Front page challenge – 20-60 minutes)

Show the image of the doughnut shortfall and overshoot (addendum 4). To make sure all humans have enough, and that the planets resources are not over-used, we need to get rid of all of the shortfall and overshoot.

Ask the group to discuss what problem, issue or challenge they would put on the front page of their local newspaper. How do they see the overshoot or shortfall of the chosen problem? Ask them to come up with a headline. Then allow time to present the headlines and for possible debates about the stories and for explanation about their importance.

This can be a relatively short or a longer step, depending on your group and available time.

Step 5: (Solutions imagination – 10-20 minutes)

With your full group of students, pick one, two or three challenges that most students feel strongly about. Then ask them to go back into their small groups and come up with as many ideas as they can about potential solutions for these issues and challenges. Explain that the ideas can be as imaginative and exciting as they can think of – there is no limit to the ideas. Explain that they don't have to think about whether these ideas are possible or not or of how they would make it happen – the idea is to generate as many different ideas as they can! The small groups can share their ideas in the main group after the time is up – these can be recorded on a flipchart.

Step 6: (Debrief and reflection - 10-15 mins)

Debrief with the young people on how they found the activity. You can use the following suggested questions or create your own:

- What was fun about thinking about ideas?
- What is hard to think of ideas?
- Was it easier in a group?
- Did some of your ideas build on someone else's suggestions?
- What did you learn about your community? What surprised you?

Link this exercise to the development of their understanding of how they can make an impact in their community. Outline to the young people that they will be undertaking a process to decide which idea or solution they might use for this purpose using a process of further research, testing the viability of their idea etc.

Now that they have decided what is important, ask the group to think about:

- What are you going to do next to find more information?
- What are the next steps?

How to adapt

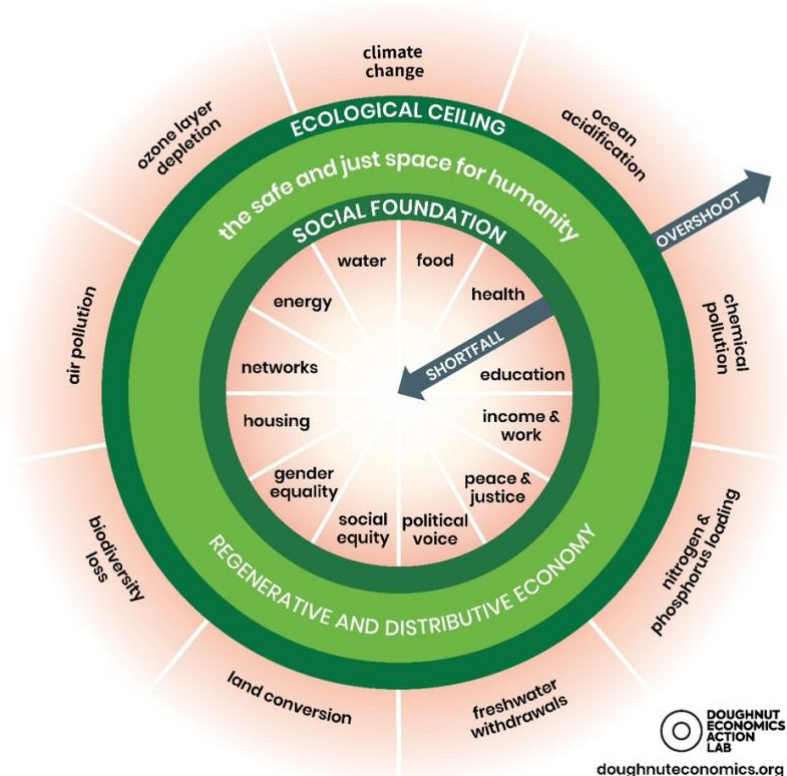
You can use newspapers, video footage from news reports or social media about the young people's local community to spark their thinking about problems.

The activity can be split into 2 lessons. One for understanding issues and challenges, the second lesson on the front page challenge, followed by the reflection/discussion.

By the end of the activity the learners will have:

- Researched into what is happening in their local community
- Explored what issues and challenges there are in their local community
- Identified which of these are a priority for their project
- Generated some ideas about solutions to these challenges

ADENDUM 1: Doughnut economics – the Doughnut



Source: Doughnut Economics Action Lab

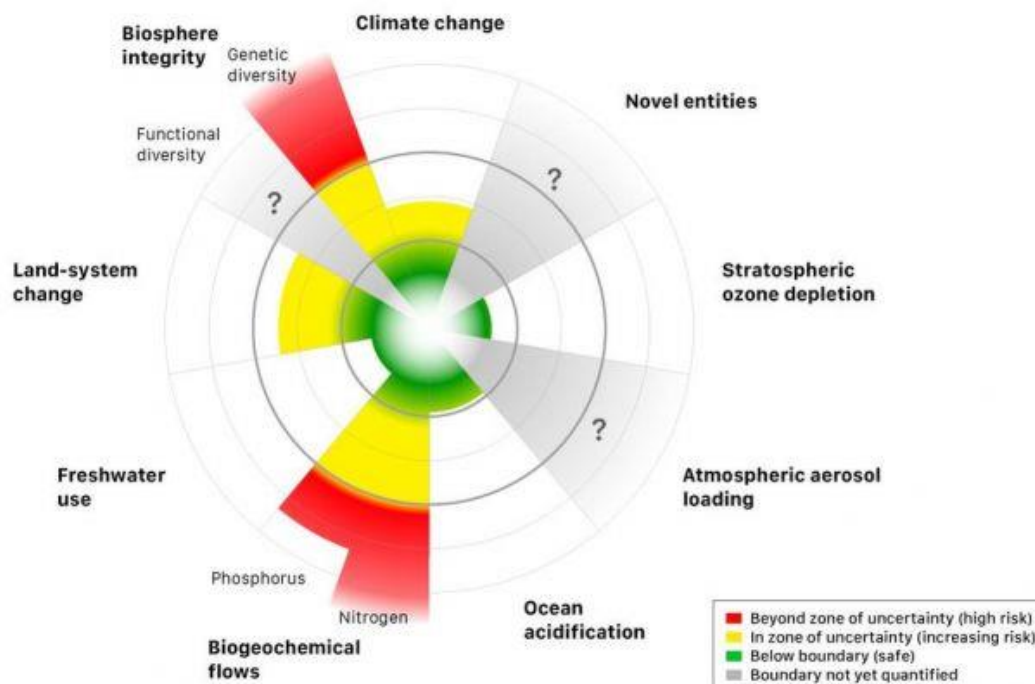
Note: the diagram is available in 25 languages here: [Doughnut Diagrams in 25+ languages | DEAL](#)

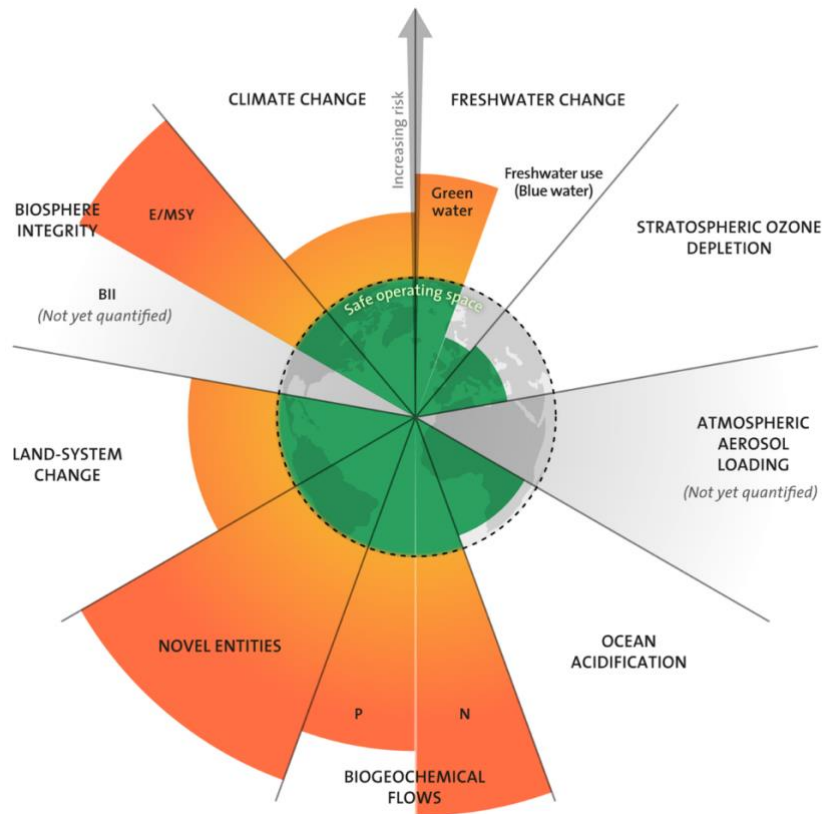
ADDENDUM 2: The Sustainable Development Goals (SDGs):



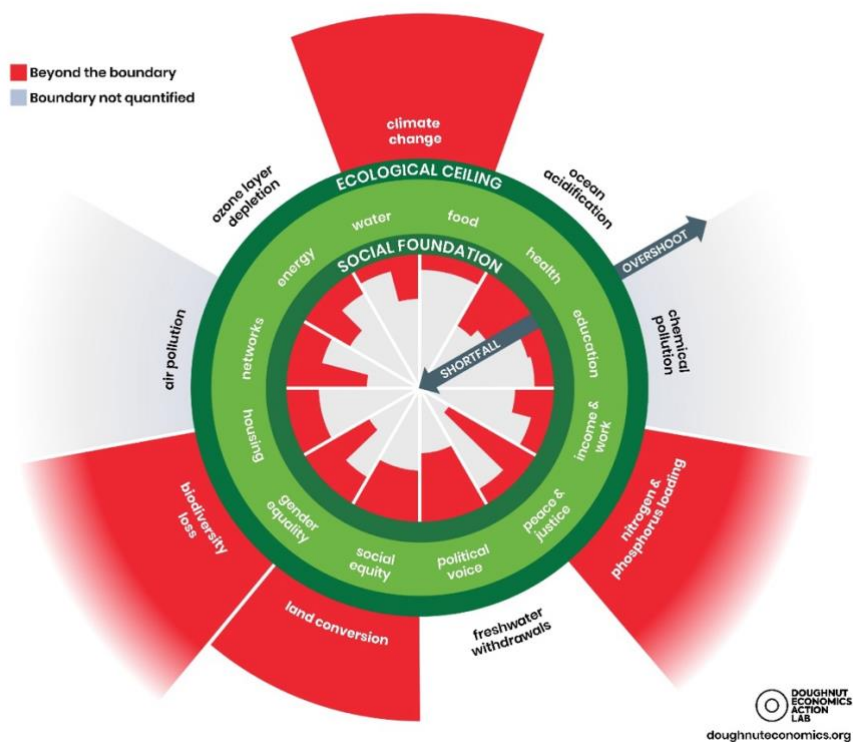
ADDENDUM 3: The planetary boundaries

The first image is from the book *Doughnut economics*, the second image is from the Stockholm Resilience Institute (on which the *Doughnut Economics* picture is based).





ADDENDUM 4: Doughnut shortfall and overshoot



Note: the diagram is available in

Case Study – Lego Vacuum

Age	12 - 15	
Main Competence	Vision: “Vision” allows you to imagine the future, to work towards your ideas of the future: to develop a vision to turn ideas into action, to visualize future scenarios to help guide effort and action.	
Description	Students explore an invention that solves a very real problem, and they then think about finding other challenges to solve.	
Learning Objectives	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● I recognise opportunities within challenges. ● I act strategically and use trust in my organisation of my group. ● I can imagine multiple positive future scenarios. ● I can develop a detailed vision from which I can plan steps to turn ideas into actions.
Time	25 - 45 minutes	
Materials	Projector, post-it notes, pens, VIDEO: https://www.youtube.com/watch?v=V0AbOTftMps (Use subtitles to support where required)	
Context	<p>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.</p> <p>You may like to consider a different video or example of a common problem that is more suitable to your students.</p>	
Step by Step		

Step 1: (Introduction and video – 10-15 mins)

Introduce the topic of exploring inventions that solve a frustration or challenge. Ask students if they can think of anything that makes life easier by removing a frustration.

Play the ‘I built a LEGO vacuum that sorts your bricks!’ video for your students [here](#) (6 mins, 29 secs) OR use another example of a common problem and solution.

Step 2: (Discussion after video – 5-10 mins)

Facilitate a discussion with the class about the video.

Guiding questions may include:

- What frustration does this product solve for people?
- Where did the inventor get the inspiration for this idea? What are some other sources

of inspiration for ideas?

- What software and technology did the inventor use to create this invention?
- What makes this inventor engaging to listen to?

Step 3: (Problem exploration – 5-10 mins)

Ask students to write down one ‘frustration’ that they currently experience and wish that they could solve (you may like to use sticky notes). This could be a frustration they experience when doing one of their favourite hobbies, when getting to or from school, or generally in their daily life. You may like to specify a problem or frustration linked to a social (impact-driven) issue.

You could use these sticky notes like as the beginning of a longer ideation session around problems and frustrations that exist in the world, or you may like to collect the sticky notes and use them as ideation provocations in future lessons.

Step 4: (Optional Sharing – 5-10 mins)

Ask students to share their sticky notes with the class and facilitate a discussion. Make connections back to the video and concept of entrepreneurship. The creator identified a problem, and they then created an innovative solution. They acted as an entrepreneur.

How to adapt	<p>Prior to introducing the video, students could ideate problems, challenges and frustrations to do with Lego, and how they might solve these.</p> <p>You may like to encourage problems and frustrations related to social (impact-driven) issues.</p>
By the end of the activity the learners will have:	<p>Students will have used their vision to recognise opportunities for future possibilities and solutions to common problems.</p>
Further Information:	<p>Example list of common problems and frustrations:</p> <ul style="list-style-type: none"> - Intermittent Wi-Fi connection - Calls from unknown numbers - Forgetting passwords - Running out of phone battery - Late trains/buses - Running out of mobile phone data - When you crack your mobile phone screen - Autocorrect on your phone - Not being able to fast forward live TV - No space on the train/bus - Tangled earphones - Getting the wrong order with your supermarket online shop - People who call you, when you asked for a text or vice versa - Forgetting to charge your wireless headphones - Living outside the delivery radius of the nearest restaurant - Switching from iOS to Android, or vice versa - Your story not uploading to Instagram or Facebook

EntreGiant

Age	12 - 15	
Main Competence	Self-awareness and self-efficacy: "Self-awareness and self-efficacy" allow you to know yourself and keep developing. Self-awareness includes the capacity to think about and see yourself through the eyes of others, to reflect on your development needs, aspirations, and wants in the short, medium, and long term.	
Description	This activity is a manipulative exercise meant for groups of all ages, to aid self-reflection and group discussion about what means to be entrepreneurial.	
Learning Objectives	<ul style="list-style-type: none"> • I can understand the different competences involved in being entrepreneurial. • I can identify and value my own entrepreneurial competences 	<ul style="list-style-type: none"> • I am active and resourceful. • I have the ability to learn. • I am resilient. • I can change. • I am a changemaker. • I know who I am. • I can identify and harness the strengths of others. • I can see growth through challenges. • I value myself and my diverse team.
Time	From 30 to 50 minutes	
Materials	Individual prints of Entre-Giant image and some scissors. It is also possible that the students copy the image and name the competences, drawing the figures themselves.	
Context	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.	
Step by step		

Step 1: (Introduction - 15 mins)

Introduce the concept of competence and particularly entrepreneurial competence.
Open a discussion by asking your students who considers themselves as entrepreneurial and why, or if they can think of specific examples of entrepreneurial people.

Explain that competences develop differently in different people, and that can be trained and there are different levels for each competence, and those could evolve.

Step 2: (Competences - 15 mins)

Work with the figure below: The objective is to look at the entrepreneurial competence as a set of competences, all of them equally important and here, organized in three colors or areas:

- Blue: Ideas and opportunities (where to act)
- Orange: Resources (what is needed to act)
- Green: Into action (what is needed to make a change)

Use scissors to cut the figure and ask your students to fold it, each folded part represents one of the 15 entrepreneurial competences.

- The main body includes the 'ideas and opportunities' competences
- The face, arms and legs are the 'resources' area
- The brain, the hands and the feet represent the 'into action' elements.

By folding and unfolding the competences students get in touch and get an overall view of what does it takes to be entrepreneurial.

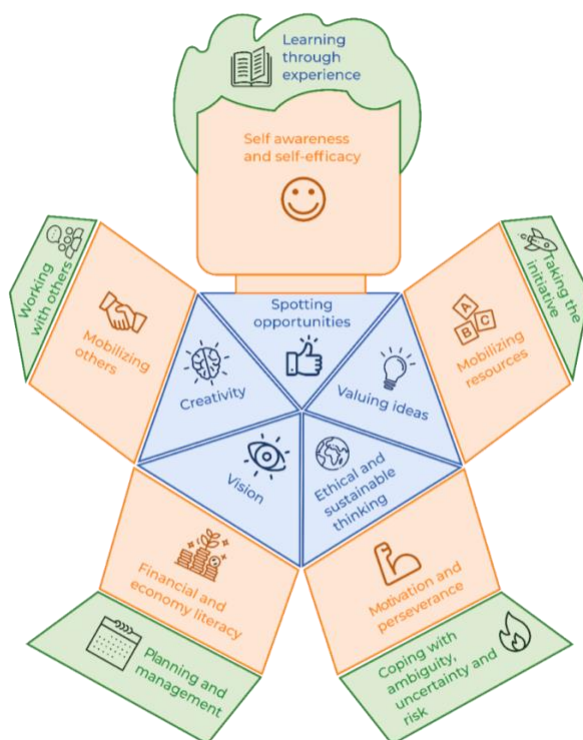
Step 3: (Self-Reflection - 15 mins)

Ask your students to mark in the unfolded figure which competences they are confident to have. To help the selection, ask them to think about a particular example where they can show that competence to any certain degree.

Step 4: (Conclusion - 15 mins)

Facilitate a discussion about which competences are more important to help create and put a project into practice.

How to adapt	It is also possible to play with the image by placing a big print where everyone can add sticky notes with examples of each competence.
By the end of the activity the learners will have:	Each student can recognise the value of the entrepreneurial competence, according to their own experience
Further Information	https://entrecompeurope.eu/wp-content/uploads/EntreComp-A-Practical-Guide-English.pdf



Annex: Adapted from <https://mypdcourses.blogspot.com/p/my-entrecomp-giant.html>

Future Goals Party

Age	12 - 15	
Main Competence	Self-awareness and self-efficacy: “Self-awareness and self-efficacy” allow you to know yourself and keep developing. Self-awareness includes the capacity to think about and see yourself through the eyes of others, to reflect on your development needs, aspirations, and wants in the short, medium, and long term.	
Description	<p>This activity requires some pre-planning with students.</p> <p>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.</p> <p>During the party, they will have to act out according to their “persona”.</p>	
Learning Objectives	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I am active and resourceful. • I have the ability to learn. • I am resilient. • I can change. • I am a changemaker. • I know who I am. • I can identify and harness the strengths of others. • I can see growth through challenges. • I value myself and my diverse team.
Time	30 minutes for pre-planning. 45 minutes for the party.	
Materials	Drinks and some food to celebrate the party. Each student will create a sketch of their “persona”.	
Context	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.	
Step by Step		

The definition of “persona” according to Wikipedia: A persona (plural personae or personas) is a strategic mask of identity in public, the public image of one's personality, the social role that one adopts, or simply a fictional character.

Step 1: (Pre-Planning - 30 mins)

Start by announcing the party and explaining the intent. Make sure you have a suitable space and have arranged any permissions required and dietary concerns. Set a date for the future and announce it to students.

To celebrate the party there will be two conditions:

- Students should be arranged in groups to take on the organization for room decoration, food and music. At this time, you might consider allowing some time for the party preparation (e.g. food, music, decoration, games etc.).
- Individually, students will need to work on a “persona,” a projection of themselves in the future. Their future persona will be 30 years older and will be revealed during the party, so it is important that they keep it to themselves during planning.

Some question you might like to provide students to help them prepare their future persona may include:

- Who is the successful person you envision yourself to be in 30 years? Could you describe this future version of yourself? What achievements, qualities, or experiences define your success?
- What are some key goals or dreams you have for your future self? Consider various aspects of your future life, such as career, relationships, personal growth, travel, and experiences. How do you imagine reaching those goals?
- Reflect on the potential steps, milestones, or actions you may need to take along the way. What specific moments of success would you like to showcase during the Future Goals party?
- How does your future dream align with your passions and interests? Explore the connection between your aspirations and the things that genuinely inspire and excite you.
- What challenges or obstacles do you anticipate on your journey toward your dream? (Remember, at the party, your goals are great, but the obstacles you overcome make for great storytelling about your future self).
- How can your dreams inspire and positively impact others around you? Think about a valuable impact you’ve made over the years and how you have made improvements on the environment or society

See image 1 to help students prepare for the task (if needed).

You may like to consider creating your own teacher persona and adding visual representations, symbolic objects, or written descriptions representing your dreams and accomplishments. You could write a newspaper article on yourself, bring a drawing of something you hope to achieve, or photoshop yourself into places you could visit.

Step 2: (Party – 45 mins)

Celebrate the future party, making sure students mix with each other and that they have a chance to perform their future self.

To conclude the activity, you might consider collecting feedback from students or facilitating a discussion to assess how productive and/or enjoyable the activity was for them.

How to adapt

You could choose to use the information shared during the party in future lessons and loop back to the hopes, dreams, achievements and challenges raised.

It could be useful to group students according to their interest, and consider the support required for students who may find the social interactions challenging.

By the end of the activity the learners will have:

Students will project an image of their own future and success, believing they can be changemakers.

Further information

Developing a Growth Mindset with Carol Dweck:

<https://youtu.be/hiiEeMN7vbQ?feature=shared>

This activity is adapted from Edutopia materials. Find more here:

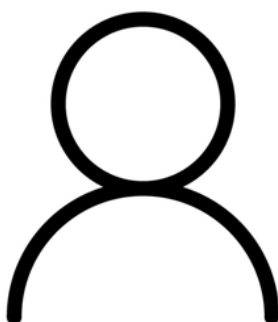
<https://www.edutopia.org/video/helping-teens-find-future-self-icebreaker-activity/>

Personality

Think about your personality and how you have developed over the years. Describe the person you want to be, with hobbies, family situation, passions...

Impact on society

Think about a valuable impact you've made over the years and how you have made improvements on the environment or society



Achievements

What kind of dream you've achieve. Think about travels, dreams, objectives, recognition. Don't be afraid to dream big, your future classroom colleagues will be amazed.

Problems overcome

Probably, during the next 30 years you will face problems and challenges. Think about how did you managed to overcome those, if someone helped you or you did it alone.

Letter to a Multinational

Age	12 - 15	
Main Competence	Ethical and sustainable thinking. "Ethical and sustainable thinking" allows you to assess the consequences and impact of ideas, opportunities and actions, to estimate the value and the effect of entrepreneurial action on the target community, the market, society and the environment. This competence enables you to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Therefore, "Ethical and sustainable thinking" allows you to act responsibly.	
Description	Students write a letter to a multinational company, related to a problem they see in their community.	
Learning objectives	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● I value people / the planet above profit. ● I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing (Parra, 2013). ● I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Time	<p>This is a multiple-session activity. It requires 2 or 3 sessions of 45-60 minutes:</p> <ol style="list-style-type: none"> 1) 1 hour in class 2) Homework exercise or 1 hour in class 3) 1 hour in class <p>A follow-up is needed after 2-3 weeks; this can be short (5 minutes) or much longer (see 'how to adapt')</p>	
Materials	Students need to be able to do research in class; on the internet and/or in books.	
Context	<p>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.</p> <p>Read through the full assignment and choose before session 1 whether you do session 2 in class or as homework assignment.</p>	
Step by Step		

This activity consists of 10 steps in total. It is divided into:

- Session 1 (45-60 minutes): Step 1-4
- Session 2 (homework or 45-60 minutes): Step 5
- Session 3 (45-60 minutes): Step 6-9
- Follow-up: Step 10

Session 1 (45-60 minutes)

Step 1: (Explain the problem - 5-20 minutes)

Explain that we see problems in our direct environment, for example with regard to pollution (or take another locally relevant example). We need to solve this to have a good environment for the future.

Explain why you picked this problem. Possibly this problem can also follow from another activity (such as 'communities love balance').

If you have time, you can let students discuss their first thoughts about the problem.

Step 2: (Brainstorm / Research - 20 minutes)

Form groups of 3-4 students. Tell them that in their group, they have 15 minutes to brainstorm and/or do research about the problem. They need to find answers to two questions:

- What are the main causes of the problem?
- Can you link the problem to actions of multinational companies (big companies that work internationally)?

Step 3: (Pitching – 10 minutes)

Ask the students to briefly present the causes they found and the linked multinationals.

After the pitches, decide with your class: what is the best idea / ideas to continue?

Step 4: (Letter assignment intro – 5-10 minutes)

Explain the next step or give a structured homework assignment.

In small groups (or individually, see 'how to adapt') we will write a letter to the multinational company about the problem in our environment.

The letter should include four main components:

- a) *Why this letter.* Let the students explain the impact of the problem on the local environment
- b) *The choice that was made.* Let the students refer to a specific moment where a decision was taken that caused the problem or made it worse.
- c) *Questions about the choice.* Let the students ask questions about the choice that was made.
- d) *Alternatives.* Let the students give suggestions on how to make future choices.

The letter should be between 400-600 words and written in a friendly tone. It is presented in session 3.

Session 2 (45-60 minutes) or Homework:

Step 5: (Writing the letter - 45-60 minutes or Homework)

Guide the students in writing the letter during class or at home. Depending on your group, you can give them a template, examples of similar letters or let them find their own.

Session 3 (45-60 minutes):

Step 6: (Presentation - 15-25 minutes)

Ask some or all small student groups to present their letters to the full group. Other students are invited to give constructive suggestions to improve the letters. Make sure someone from each group notes the suggestions.

Step 7: (Improve - 15-20 minutes)

Give the student groups time to improve their letters.

Step 8: (Finalize and send – 10 minutes)

Coordinate the process to send the letters, either by e-mail, or in printed version. Make sure to look up e-mail address, contact form on website, or have postal address and envelopes (if sent by mail)

Step 9: (Wrap up – 5 minutes)

Do a short evaluation: what did the students think of this assignment? Did they feel active and engaged? Do they feel more connected to their environment? Do they feel (more) empowered to contribute to solving problems in their local environment?

Follow-up (after 2-3 weeks)

Step 10: (Response check: 5 minutes to full lesson)

Check back after 2-3 weeks: who received a response? If so, how do they reflect on the response? If not, how do they feel?

Do the students feel their solutions are taken seriously? Does it inspire them to take action themselves?

Try to at least address this briefly in the classroom, where possible connect it to future activities.

How to adapt

Depending on your class, you may let the class debate about which problem they want to address.

You can easily increase the depth of research students do. They can find the sources on their own or you can guide them towards them. For example, you can tell the students to watch a previously selected video at home about the issues before working on it in the classroom.

You can also make writing the letter an individual assignment instead of a small group assignment. In that case, make sure you have enough time for presentation of the letters, or pre-pick several letters to be discussed in class.

By the end of the activity the learners will have:

Students will have:

- Identified local issues related to sustainability
- Understood what ethical and sustainable choices are
- Recognized the role multinationals play in this issue
- Practiced formulating sustainable alternatives
- Practiced formulating their own ethical and sustainable thinking in a clear way
- Practiced writing a professional letter

Further information

Newspaper Activity

Age	12 - 15	
Main Competence	Ethical and sustainable thinking: “Ethical and sustainable thinking” allows you to assess the consequences and impact of ideas, opportunities and actions, to estimate the value and the effect of entrepreneurial action on the target community, the market, society and the environment. This competence enables you to reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen. Therefore, “Ethical and sustainable thinking” allows you to act responsibly.	
Description	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.	
Learning Objectives	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I value people/the planet above profit. • I value reducing, reusing, recycling, respecting, repairing, reflecting and refusing. • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet.
Time	60 – 80 mins	
Materials	Local newspapers Access to the internet – to access local news and community pages on social media Flipchart, paper and pens	
Context	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.	
Step by Step		

Step 1: (Exploring newspapers for stories about their community - 30 mins)

Divide the students into groups of three or four and explain that they as a group are going to look through the local newspaper or its local community sites and newspaper online to identify issues and challenges in their local community and rank them according to what they think is important.

Explain how a newspaper works, that the stories in the paper and where they appear in terms of importance (front versus back page) are decided by editors (explain what an editor

does in a newspaper) at the newspaper, and this is their opportunity to see what they think is important to them.

This activity can also be done in a large group for students who need extra support, with the teacher going through the newspaper and talking about the different stories.

When the time is up, ask the groups to share what they feel are the important issues to them that they have read in the paper and what made them think they were important – these can be recorded on a flipchart.

Step 2: (Discussing the stories in the newspaper - 30 mins)

The next step is to invite the students to decide what issues or challenges they would put into their local newspaper.

Invite students to create their own 'newspaper' - they get to decide what they would put on the front and back page etc.

Invite the group to share what they have put into their newspaper

Next, invite the young people to come up with as many ideas as they can about potential solutions for **one** of the issues or challenges, they have put into their newspaper and explain that the ideas can be as imaginative and exciting as they can think of – there is no limit to the ideas.

Explain that they don't have to think about whether these ideas are possible or not or how they would make it happen – the idea is to generate as many different ideas as they can!

The groups can share their ideas to the whole class after the time is up – these can be recorded on a flipchart.

Step 3: (Debrief and reflection - 10 mins)

Debrief with the young people on how they found the activity.

Guiding questions could include:

- What was fun about thinking about ideas?
- What do you find challenging when trying to come up with ideas?
- Was it easier in a group?
- Did some of your ideas build on someone else's suggestions?
- What did you learn about your community? What surprised you?

Link this exercise to the development of their understanding of how they can make an impact in their community. Outline to students that they will be undertaking a process to decide which idea or solution they might use for this purpose using a process of further research and testing the viability of their idea.

Now that they have decided what is important, ask the group to think about:

- What are you going to do next to find out more information?
- What are the next steps?

How to adapt	<p>Instead of newspapers, you could use video footage from news reports or social media about the student's local community.</p> <p>The activity could be split into two lessons, one for understanding issues and challenges, then looking in newspapers. The second lesson could focus on the prioritisation and application of learning, followed by the reflection/discussion.</p>
By the end of the activity the learners will have:	<p>Students research what is happening in their local community and explore what issues and challenges there are. They identify which of these are a priority for their project and generate some ideas about solutions to these challenges.</p>
Further Information:	

Personal SWOT

Age	12 - 15	
Main Competence	Self-awareness and self-efficacy: “Self-awareness and self-efficacy” allow you to know yourself and keep developing. Self-awareness includes the capacity to think about and see yourself through the eyes of others, to reflect on your development needs, aspirations, and wants in the short, medium, and long term.	
Description	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.	
Learning Objectives	<ul style="list-style-type: none"> • I can recognise my personal strengths and weakness. • I can analyse opportunities and threats. • I can share personal thoughts with peers. 	<ul style="list-style-type: none"> • I am active and resourceful. • I have the ability to learn. • I am resilient. • I can change. • I am a changemaker. • I know who I am. • I can identify and harness the strengths of others. • I can see growth through challenges. • I value myself and my diverse team.
Time	50 minutes	
Materials	Students should have pen and paper to draw and write about the SWOT. You can print or project the annex image.	
Context	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	
Step by Step	<p><i>Step 1: (Introduction - 10 mins)</i> Explain the contents and usability of the SWOT and especially the objectives, and how being self-aware is a valuable competence.</p> <p><i>Step 2: (SWOT Analysis – 30 mins)</i> Facilitate completion of the SWOT template, allowing students some time to reflect on each section.</p> <p>Guiding questions may include:</p> <p>STRENGTHS</p> <ul style="list-style-type: none"> – What do you do well? What unique values can you drawn on? What do others see as your strengths? <p>WEAKNESS</p>	

- What could you improve personally? Where do you have fewer resources than others? What are others likely to see as weaknesses?

OPPORTUNITIES

- What opportunities are open to you? What trends could you take advantage of?
- How can you turn your strength into opportunities?

THREATS

- What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?

Step 3: (Conclusion – 10 mins)

Consider that all answers are very personal and during this sharing stage you may wish to adapt what and how much students give each other feedback. Sharing in pairs may be a more comfortable strategy.

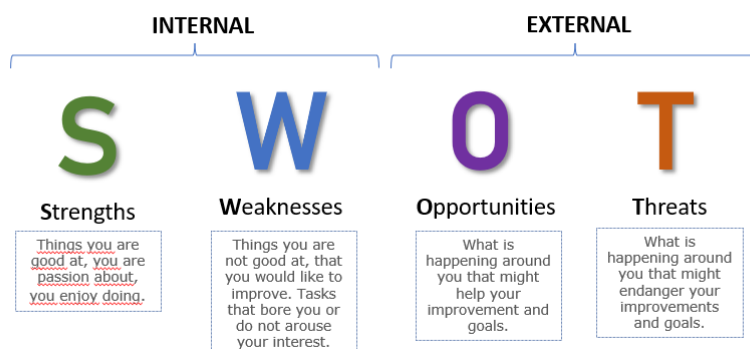
It is important to add some ground rules to ease the conversation and to ensure a climate of respect – e.g. do not judge others, only constructive feedback, possibility to ask further questions respectfully...

To close the activity, you may wish to ask participants reflection questions, such as:

- How did you feel during the activity?
- Was it difficult to reflect on yourself?
- Did you discover other aspects of yourself (by themselves or by speaking with others)?

How to adapt	In Step 3, you could put all sheets together and play a guessing game about who is the owner of each SWOT sheet. Also, to add a fun component, student could draw a quick self-portrait to their swot to ease the guessing game.
By the end of the activity the learners will have:	<ul style="list-style-type: none"> • Reflect on own abilities and weakness • Understand what aspects are internal and what are external. • Provide each other's constructive feedback
Further Information	https://www.edutopia.org/blog/8-pathways-metacognition-in-classroom-marilyn-price-mitchell

CONTEXT:



Problem Ideation

Age	12 – 15	
Main Competence	Vision: “Vision” allows you to imagine the future, to work towards your ideas of the future: to develop a vision to turn ideas into action, to visualize future scenarios to help guide effort and action.	
Description	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	<ul style="list-style-type: none"> ● I can generate a large number of problems that exist in order to help me choose a problem to develop a solution for. 	<ul style="list-style-type: none"> ● I recognise opportunities within challenges. ● I act strategically and use trust in my organisation of my group. ● I can imagine multiple positive future scenarios. ● I can develop a detailed vision from which I can plan steps to turn ideas into actions.
Time	30 – 45 minutes	
Materials	Pens, Paper, and enough sticky notes for each student to have a small stack. Contextual photos/images to support the problem prompts in Step 3 may help students with their thinking.	
Context	This activity is used for students to identify, ideate, and then explore problems that exist prior to developing any solutions.	
Step by Step		

Step 1: (Establish Rules of Play - 5 minutes)

Introduce three simple rules to guide students during this activity. These will help create a productive and creative ideation session. Students should try to:

1. Go Big - Generate many ideas. Focus on quantity, not quality.
2. Go Wild - Welcome crazy ideas. Big, small, or unconventional ideas are encouraged.
3. Go Together - Build on others' ideas. Use phrases like, “Yes, and that makes me think of...” to expand on teammates' ideas.

Step 2: (Ideation Practice - 5 minutes)

Students first practice a brainstorming activity before then moving to the main project-related task. Use the rules of play from above and give students a practice prompt to generate as many ideas as possible within 2 minutes. You may like to do this as a whole class or in small groups.

Example practice idea: *List all the problems a dog experiences in a day*

Step 3: (Problem Ideation - 10 minutes including explanation)

Guide students through a problem ideation session for the main project question. Remind

students of the 3 rules of play and provide sticky notes to each student. The aim is for students to write one idea per sticky note.

Explain that students stand around a table. When they think of an idea, they write it down on a sticky note, place it down on the table and say the idea out loud. Ensure that students place the sticky notes so that everyone can see all of them.

Set a time limit for the ideation (e.g. three minutes) and decide on the size of the group.

Guiding questions could include:

- What problems exist for people your age?
- What problems exist in your community?
- What problems related to technology or the environment matter right now?
- What happens when people don't show respect or concern for others?

Set a time limit for the ideation (e.g. three minutes)

Step 4: (Sift and Sort - 5 minutes)

Ask students to review the post-it notes, group together similar ideas and remove duplicates or ideas they don't like. Ensure all notes are visible and organized.

Step 5: (Choose a Problem - 5 minutes)

Encourage students to pick one problem they feel interested in solving. You may like to suggest students visit other tables for more ideas or inspiration. Teams can then form teams based on chosen problems.



How to adapt

To incorporate movement, you may like to have students move around the room and share their ideas with others. Alternatively, you could create stations for a specific type of problem (e.g. environmental problem station, health problem station). Students could share at the relevant station.

By the end of the activity the learners will have:

Each student, or group of students, has recognised problems and challenges and has a vision to select a problem that they are passionate about solving.

Further Information:

More information on ideation can be found here:
<https://www.interaction-design.org/literature/article/what-is-ideation-and-how-to-prepare-for-ideation-sessions#:~:text=Ideation%20is%20the%20process%20where,in%20the%20Design%20Thinking%20process.>

Problem on a Page

Age	12 - 15	
Main Competence	Vision: “Vision” allows you to imagine the future, to work towards your ideas of the future: to develop a vision to turn ideas into action, to visualize future scenarios to help guide effort and action.	
Description	Students complete an ideation activity using a one-page template to ideate and then explore problems or challenges.	
Learning Objectives	<ul style="list-style-type: none"> ✎ 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. 	<ul style="list-style-type: none"> ✎ I recognise opportunities within challenges. ✎ I act strategically and use trust in my organisation of my group. ✎ I can imagine multiple positive future scenarios. ✎ I can develop a detailed vision from which I can plan steps to turn ideas into actions.
Time	45 - 60 minutes	
Materials	‘Problem on a Page’ template - one copy per student/team. Pens Prior research about the problem (e.g. interviews or internet research) Optional modelled example by the teacher (preferably social/impact-driven related) to demonstrate the level of detail required.	
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.	
Step by Step		

Step 1: (Knowledge Section – 15 mins)

Explain that students will use Question One and Question Two on the template to guide their understanding of the basics of their chosen problem (e.g. who does it affect the most? Where does the problem happen?).

Explain that Question Three is a horizon scan of existing solutions. Students should identify specific organizations that are currently solving their problem and give a short summary of what these organizations do. Discuss that this initial research into existing solutions is important, so that students can later generate solution ideas of their own with some inspiration. It also helps to ensure that students do not replicate a solution that already exists.

You may like to provide students with time in teams to divide up the sections and complete the research by taking roles. Research could be done by either speaking to those who know about this problem, experience the problem, or students could use the internet.

Step 2: (Curiosity Section – 20 mins)

Explain that the three boxes at the bottom of the template encourage students to develop questions about their problem using some independent thinking. These can be questions that

have been raised through the research, or important questions about the problem that they would like to find answers for.

Provide students with guidance and time to develop these questions and then research them. Students may benefit from having experienced the problem personally or interacting with those who are linked to this problem. This is also possible by watching interviews online with people speaking about the problem.

Step 3: (Sharing – 10 mins)

Facilitate a process where students share their Problem on a Page with another group or as part of a class discussion.

How to adapt	You might like to provide examples or content where people have noticed a problem and have fixed it (e.g. rubbish clean up in the ocean). See this resource - The Ocean Cleanup .
By the end of the activity the learners will have:	Students have researched problems, posed questions, and had a vision to solve a problem they are passionate about.
Further Information:	See template example below

Problem on a Page template:

<p align="center">What is your problem?</p>		<p>3. What are 7-10 solutions that already exist to the problem? (Use research to learn about these solutions)</p> <table border="1"> <thead> <tr> <th>Name of the solution</th> <th>How it solves the problem</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>		Name of the solution	How it solves the problem																				
Name of the solution	How it solves the problem																								
<p align="center">Knowledge</p> <p align="center">What can we learn about the problem? Use research to help you.</p> <p>1. Who does this problem affect the most? (age, gender, location, specifics about them, what they do in their daily life)</p>																									
<p>2. Where does the problem happen? (Use facts and statistics to support your response)</p>																									
<p>Your own question about your problem:</p>	<p>Your own question about your problem:</p>	<p>Your own question about your problem:</p>																							

Values for All

Age	12 - 15
Main Competence	Self-awareness and self-efficacy: “Self-awareness and self-efficacy” allow you to know yourself and keep developing. Self-awareness includes the capacity to think about and see yourself through the eyes of others, to reflect on your development needs, aspirations, and wants in the short, medium, and long term.
Description	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.
Learning objectives	<ul style="list-style-type: none"> ● 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.
Time	45 – 60 minutes
Materials	Personal/Work Values Framework (to be printed or projected in class), notepad, pens Optional: Mentimeter, A3 paper
Context	<p>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.</p> <p>Reflecting on values is crucial when starting an impact driven entrepreneurship project since it provides direction for students in deciding which kind of problem to tackle and which kind of impact they want to generate.</p>
Step by step	

Step 1: (Warm Up - 15-20 mins)

To introduce this activity, you may wish to ask questions to the class. Using the Socratic Method, facilitate a 10-minute dialogue on the relevance of values for everyone’s life and for people’s academic and professional career.

Example guiding questions:

- In your opinion, are values important for everyday life? And for people's careers?
- Could you carry out tasks in your life and in your future job that are against your values?
- From 1 to 10, how crucial is it to work in an environment that supports your values?
- Could values add sense to what you do?

You may want to facilitate the creation of a common definition of "value".

Next, you might want to show one of the figures attached below as a reference - consider taking a few minutes to check with the students if all values displayed are clear for everyone, encouraging them to give a brief definition on certain values, if needed.

Think about encouraging students to add any missing value they consider relevant to the figure displayed and write them down on a board.

You may consider helping the students in reflecting on their values by asking more questions about their context (e.g. which values are important when you work in class with your classmates?).

Step 2: (Select Your Five Values - 5-10 mins)

Using the figure, the board, and the definition of "value" as references, you may ask the students to work individually and to write down their five most important values.

Step 3: (Select Your Top Three Values - 2-5 mins)

Think of encouraging the students to keep reasoning on what is significant for them, asking them to individually select their top three values among the five they have already chosen. These three should be their stronger values, those they cannot negotiate on.

Step 4: (Rank Your Top Three Values - 5-10 mins)

Finally, you might challenge each student to rank their three values and to write down the reason behind their choice.

Step 5: (Conclusion - 15-20 mins)

There are many options to conclude the activity. Here some examples:

1. You could split the class in small groups and each student can present their top 3 values and the reason behind their choice to the subgroup.
2. You could set up a [mentimeter](#) to ask each student to write their values ranking. A cloud will depict the most chosen values among students.

3. Each student may write only the 1st value in a A3 piece of paper creating a class “value manifesto”.

You may also use this activity to create working groups according to students’ preferred values. For example:

- Students who have selected “nature” as a value, might develop a project that tackles environmental challenges. Likewise, students that have chosen health might work in offering a service or product that faces health related challenges.

How to adapt

For a more concrete result, you may want to ask the students to think of an action related to their top value that they commit to perform in their everyday life.

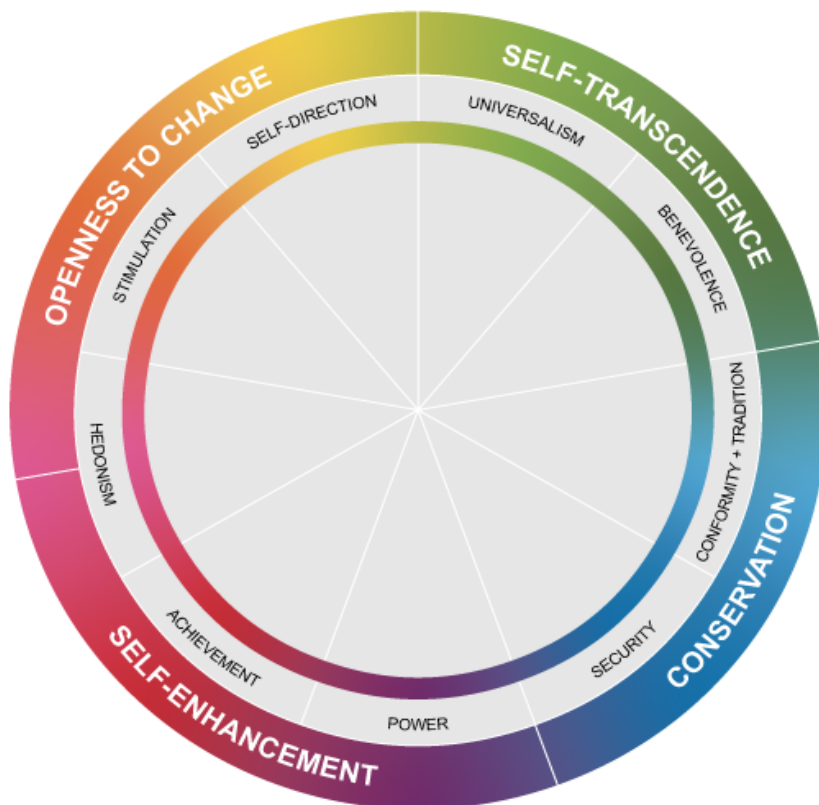
You may also consider adding the action in their class manifesto.

By the end of the activity the learners will have:

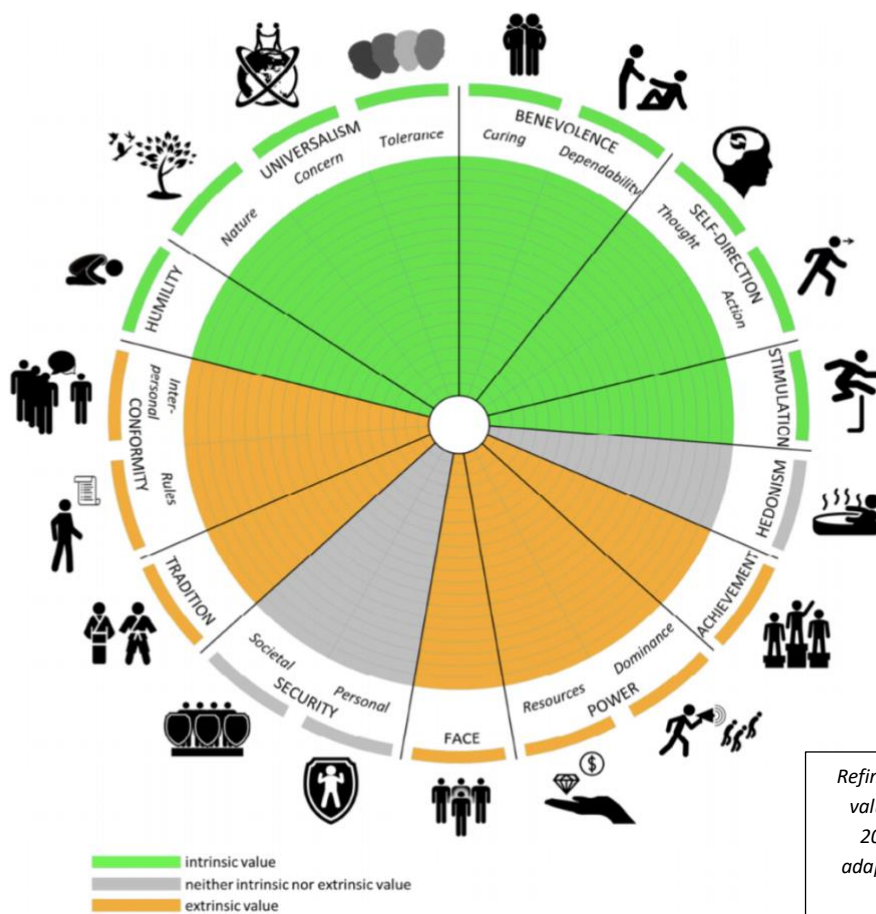
Students will increase their values self-awareness and create a common definition of “value”. They identify and rank their top three values and start to reflect on how to build on the most preferred values for developing their entrepreneurial ideas.

Optional: Students create working teams according to participants' preferred values

Further Information



The Schwartz Theory of Basic Human Values



Refined universal continuum of human values by Schwartz (Schwartz et al., 2012; Cieciuch et al., 2014) in the adapted version by Heblich & Terzidis (2016)

Name:
Date:


VALUES: WHAT IS IMPORTANT TO ME?

This worksheet is to help you understand what is important to you. For each item, please fill or mark the circles on how important they are. Please be honest and take your time!

Very Important = ●●● Important = ●● A Little Important = ● Not Important = leave blank.

 Having good grades <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being clean and organized <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Spending time with family <input type="radio"/> <input type="radio"/> <input type="radio"/>
 Being good in sports <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being careful and safe <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Having good friends <input type="radio"/> <input type="radio"/> <input type="radio"/>
 Having fun <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being creative <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being honest <input type="radio"/> <input type="radio"/> <input type="radio"/>
 Being popular or famous <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Learning new skills & information <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Helping others <input type="radio"/> <input type="radio"/> <input type="radio"/>
 Have a lot of money <input type="radio"/> <input type="radio"/> <input type="radio"/>	 To keep trying and not give up <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being respectful & fair <input type="radio"/> <input type="radio"/> <input type="radio"/>
 Have material goods <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Able to do things on my own <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being thankful <input type="radio"/> <input type="radio"/> <input type="radio"/>
 My religion <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being responsible for my actions <input type="radio"/> <input type="radio"/> <input type="radio"/>	 Being able to forgive others <input type="radio"/> <input type="radio"/> <input type="radio"/>

Provided by PlayAttune.com

 Source: playattune.com

Vision Board

Age	12 - 15	
Main Competence	Vision: "Vision" allows you to imagine the future, to work towards your ideas of the future: to develop a vision to turn ideas into action, to visualize future scenarios to help guide effort and action.	
Description	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.	
Learning Objectives	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● I recognise opportunities within challenges. ● I act strategically and use trust in my organisation of my group. ● I can imagine multiple positive future scenarios. ● I can develop a detailed vision from which I can plan steps to turn ideas into actions.
Time	1 hr 30 mins – 1 hr 45 minutes	
Materials	PC/Tablet per student Access to Canva.com for all students Slides with the following content are suggested: <ul style="list-style-type: none"> - visual examples of vision boards - as attached - suggested sets of questions 	
Context	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.	
Step by step		

Step 1: (Warm up - 5-10 mins)

Start by showing students some examples of Vision Boards and let them brainstorm for a few minutes on what a Vision Board is and its use. You may encourage them to share what they feel and what they perceive when looking at the examples.

Next, explain what a Vision Board is, and why it is useful to create one at this stage of the learning path. For instance, students may have just finished working on their entrepreneurial ideas but still have a blurred idea of the project. The vision board might help focusing on the big picture, clarifying the direction the project may take, in order for them to take steps to achieve the desired results.

You may wish to tell your students that they will be creating a team Vision Board with [Canva](https://www.canva.com), in which all members need to recognize themselves/to identify with.

Step 2: (Guided 'Ideastorming' - 20-30 mins)

Display some questions that can help the students to 'ideastorm' and start thinking and reflecting on their personal intentions and goals within the projects.

Guiding questions could include:

- What would you like to accomplish with this project?
- What experiences would you like to accomplish throughout the development of the project?
- You may think about words, images, quotes that evoke strong emotions in you
- Which symbols are meaningful to you considering the desired evolution of the project?
- How would you represent yourself and the skills you bring to the team?
- Which are the words or mantras or quotes that keep you motivated?

Consider encouraging students to answer the questions, not necessarily by writing, but also by drawing or by any other means they feel most at ease.

Next, ask the class to gather in their project teams. Students may first share their answers to the previous set of questions. Consider encouraging them to be respectful and to listen to the team member in a considered manner.

Then, consider guiding students with some additional prompts, e.g.:

- Are there any common elements between your answers that you want to highlight in your team Vision Board?
- Which group identity would you like to express?
- Which common goals and desires do you wish to express?

Step 3: (Populating their Vision Board- 45-60 mins)

In this step, you may invite students to create their team Vision Board on a shared Canva project. Consider letting the students know that they may add anything relevant that comes to their mind while they are working. Think of letting the workflow guide and inspire them, while they look at more pictures and navigate the web and Canva to find the art they want to include. That time might also be a good opportunity for further discussion while creating the board, when they might keep exchanging ideas.

When there are 15 minutes left, you may encourage students to finalise their team Vision Boards. All groups should take a few minutes to look at their board, check if the questions asked in step 2 are represented on it, and agree on final changes/adjustments.

Step 4: (Wrapping up - 3-5 mins per group)

In this step, you might call every team to present their Vision Board to the rest of the class, describing their desires in relation to the entrepreneurial project.

How to adapt

The vision board could also be a paper collage instead of a virtual Canva. In this case, among the materials newspapers, magazines, scissors, glue, white and coloured papers, printed photos, coloured pencils and markers will need to be offered.

	<p>The Vision Board could also be individual. Rather than having teams co-creating the same Vision Board, it could be a personal project. In this alternative, the second set of questions in step 2 is skipped.</p> <p>The activity can be carried out also in outdoor spaces so that students may be inspired by the natural environment.</p>
By the end of the activity the learners will have:	<ul style="list-style-type: none"> Created their team Vision Board Clarified their intentions, goals, objectives within the project Identified the direction in which the project is going Learnt how to represent in words and images specific concepts and ideas Increased their motivation and personal engagement towards the project
Further Information	



Cartoon Greenwashing

Age	12-15	
Main Competence	Creativity: Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes unorthodox, perspective to their work. This way of thinking can help departments and organizations move in more productive directions. In order to create impact through entrepreneurship, creativity is essential to design original responses to the unpredictable present and the future social, economic and environmental challenges.	
Description	The goal of this activity is to learn to look critical to advertisements, especially those about environment and sustainability, to know the meaning of greenwashing and to combine those two into a cartoon.	
Learning objectives	<ul style="list-style-type: none"> • I can understand meaning of greenwashing. • I can look critically at advertisements. • I can use my creativity to make a meaningful cartoon. 	<ul style="list-style-type: none"> • I can create or make new things. • I do things differently from others. • I can have a possibility mindset. • I can try again (persevere). • I innovate. • I can change/adapt. • I am not stuck.
Time	2 sessions (2 x 60 min.)	
Preparing for this activity	Resources; <ul style="list-style-type: none"> • https://www.adidas.com/us/go/campaign/impact/planet • https://www.youtube.com/watch?v=2NsBcVrPQok • Attachment with examples of cartoons on greenwashing • Attachment with exit ticket 	
Context	So that students can better understand the meaning of greenwashing, it can be helpful to engage with interesting examples.	
Step by Step		

Warm up: (10 min)

The students walk around the classroom. On a sign of the teacher, they stop and find a partner. The partners tell each other about an advertisement they know/saw/heard (preferably about environment or sustainability) and why they like/dislike this ad or why they think it's good or bad. Example to show the students;

<https://www.adidas.com/us/go/campaign/impact/planet>

Step 1: (10 min)

Talk about unfair advertising. Do the students have an idea or examples on what that is? Show the video about greenwashing. <https://www.youtube.com/watch?v=2NsBcVrPQok>

What is greenwashing? when a company or organization pretends to be greener/more sustainable/socially responsible than it really is.

1. The company emphasizes a small, sustainable part of what it does, while the core of the company is not sustainable at all.

2. Nowhere is there information about what exactly the company does about sustainability, for example about how much CO₂ it emits. There is also no evidence for what the company says it does.

Why will a company engage in greenwashing?

- Better image
- To also get customers who find sustainability important
- Receive investments (= money) from people/companies that find sustainability important
- Receiving subsidies (= money) because they are “doing so well”

Step 2: (30 min)

Tell the students there are various ways to protest or to make your opinion heard. Making a cartoon is one way they’re going to try out today. The purpose of a cartoon is to amuse and inform. Show the examples and let the students discuss about the meaning of the cartoons. (examples in attachment)

In duos or groups, they’re going to make their own cartoon on the subject greenwashing. Core idea is raising awareness of greenwashing in a humorous way. Discuss the division of roles and how to proceed with the students before they get to work.

Wrap up: (10 min)

Let the students show each other some of the results and let them try to talk about the meaning they see in the different cartoons.

The students fill in the exit tickets (attachment).

How to adapt

The activity could be broken into a lesson in understanding and unpacking greenwashing, followed by a lesson applying their learning via cartoon.

By the end of the activity the learners will have:

- developed their own cartoon on greenwashing
- presented their cartoon to the rest of the class

Further information

<https://youtu.be/6dd2qGkAgF4?feature=shared>



Creativity Spark I

Age	12 - 15	
Main Competence	Creativity: Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes unorthodox, perspective to their work. This way of thinking can help departments and organizations move in more productive directions. In order to create impact through entrepreneurship, creativity is essential to design original responses to the unpredictable present and the future social, economic and environmental challenges.	
Description	<p>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.</p> <p>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.</p>	
Learning Objectives	<ul style="list-style-type: none"> • I can believe in my creative abilities • I understand the value of creativity to solve problems or to implement new ideas 	<ul style="list-style-type: none"> • I can create or make new things. • I do things differently from others. • I can have a possibility mindset. • I can try again (persevere). • I innovate. • I can change/adapt. • I am not stuck.
Time	60 minutes	
Materials	Sticky notes, pens and colours, a wall to place the results. Digital or printed version of <i>Image 1 (The Bicycle)</i> Blank paper for the 'house'	
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 precedes Creativity Spark II.	
Step by Step	<p><i>Step 1: (Setting the intention – 20 mins)</i></p> <p>Distribute two sticky notes to each student.</p> <p>Ask students to individually write on one note 3 ideas of what they understand by creativity</p>	

and on the other note a name of **a person they think is creative**.

Stick the notes in a space in the classroom shared by all students, or volunteers for loud reading.

Ask students what they think about the next phrase: "Everyone can be creative".

Step 2: (The house – 10 mins)

Ask to each student to take blank piece of paper and divide it into 8 sections. Explain the following:

- Each student has 5 seconds to make a quick drawing in each section.
- For section one, students draw a HOUSE of any type.
- After five seconds, in section 2, ask students to draw another house.
- Keep giving those instructions in the same pattern until time has run out for the 8th section.

Students should share the results and explore what happened as a group.

Possible guiding questions:

- Was it easy to fill the 8 sections with 8 different houses? Did anyone manage this?
- How many different houses did you get?
- Did you come up with something surprising?
- Did you feel stress?

You might like to explain that there is a turning point of getting out of a comfort zone where new ideas start to arise. Sometime this can be stressful at the beginning, but rewarding when it happens.

Step 3: (The bicycle – 15 mins)

Distribute a printed copy of Image 1 (the bicycle) to each student. Seat students in a circle if possible. Explain to the students that, based on their experience of riding a bicycle, they should look at the image and draw an improvement to the bicycle design. Explain they have 10 seconds.

E.g. What would you add to this bicycle? Draw it.

Then, after 10 seconds of the first improvement of the bicycle, they must pass the paper to the person on the left, and again, ask them to add an improvement to the one drawn before. Continue as many times as desired.

Step 4: (Conclusion – 10 mins)

Place all completed bicycles on a wall, creating an exhibition of the results. Ask students to move around to look at the designs and try to identify which ideas they prefer.

This will be an opportunity to highlight the benefits of co-creation and cooperative work. This is also a chance to experience how sharing ideas is an opportunity for improvement.

How to adapt

Depending on the number of students, this can be done in a large group or in small groups (5-7 people), and the template should be exchanged as many times as possible, up to 7 times if the group is

	larger. You could use additional creative warm-up exercises during the different phases of the project. This could be useful for practice and confidence building, increasing students' self-esteem and motivation, disinhibition, and teamwork.
By the end of the activity the learners will have:	Learners will test an idea generation technique and then produce and share ideas.
Further Information	You might use <i>Image 2</i> to convey some ideas about applied creativity during the life of a project. Consider if these exercises could be example of divergent thinking. Here you can find some more ideation warm up techniques. https://innovationlab.net/blog/9-best-exercises-to-spark-creativity-in-ideation/



Image 1

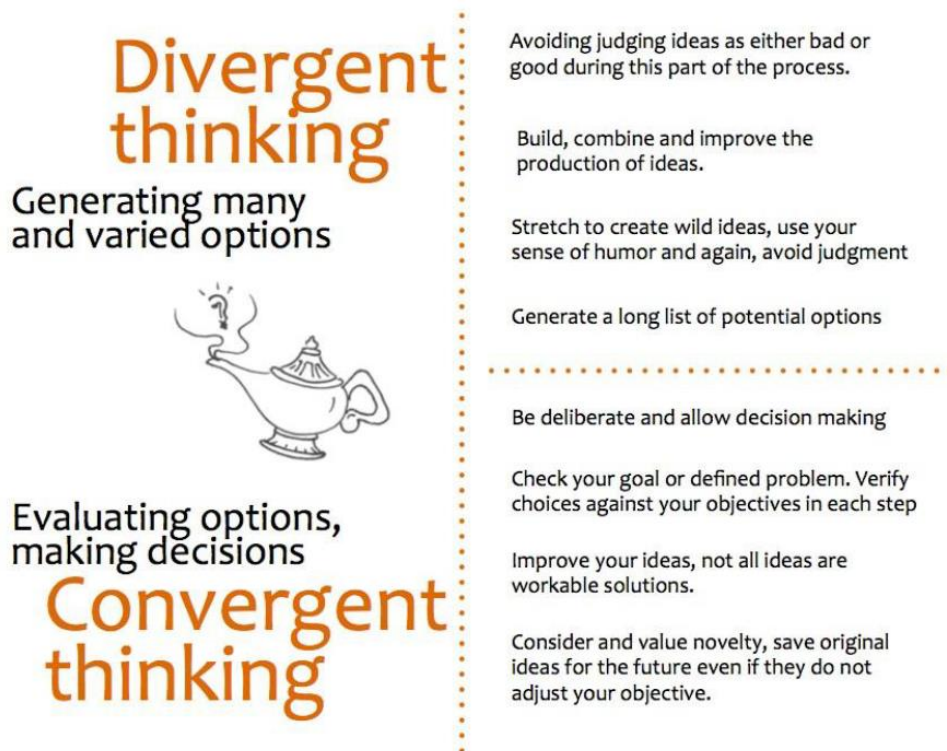


Image 2

Creativity Spark II

Age	12 - 15	
Main Competence	Creativity: Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes unorthodox, perspective to their work. This way of thinking can help departments and organizations move in more productive directions. In order to create impact through entrepreneurship, creativity is essential to design original responses to the unpredictable present and the future social, economic and environmental challenges.	
Description	<p>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.</p> <p>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.</p>	
Learning Objectives	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can create or make new things. • I do things differently from others. • I can have a possibility mindset. • I can try again (persevere). • I innovate. • I can change/adapt. • I am not stuck.
Time	45 - 60 minutes	
Materials	<p>Sticky notes, pens and colours, a wall to place the results.</p> <p>Digital or printed version of <i>Image 1 (The Creative Process)</i></p> <p>Printed copies of <i>Image 2 (The Three)</i> for each group</p> <p>Blank paper</p>	
Context	<p>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.</p>	
Step by Step	<p><i>Step 1: (Brainstorming – 15 mins)</i></p> <p>Organise the class in small groups (approximately 5 students). Provide sticky notes to the students. Set up a basic problem that could be an issue they can relate to, such an ethical issue or something around them they would like to improve.</p> <p>Example Question:</p>	

How could our city be improved to make it easier for young people to live in it?

The objective of brainstorming is to produce as many ideas as possible. Encourage students to be positive and avoid criticisms of other people's ideas. At this stage all ideas are good ideas.

At the start it is helpful to encourage an open mind and to embrace that failure is also part of the process. You may want to remind students at this stage that just because somebody offers an idea, that doesn't mean they will have to implement it or carry it forward.

Provide students 5 minutes to write down all the ideas they can think of and write each of them on a sticky note.

Step 2: (The creative process – 15 mins)

Give some context by explaining *Image 1 'The Creative Process'*, a model of how creative processes work using a mnemonic metaphor that relates it to the four elements: fire, air, water and earth.

You may like to use the explanation below:

Fire: Preparation and motivation. Explain that this is the beginning, the fire. It is necessary to add fuel to the fire of inspiration and enthusiasm, to generate a warm environment that leads to the implementation of projects. Motivation, confidence and the interest of those who are going to carry it out are needed to create the spark, the flame that inspires.

Air: Generation of ideas associated with projects. This is the time for imagination and fantasy. Ideas are in the air, where permission is given to make mistakes and where techniques are used to generate ideas. This stage is used to overcome the comfort zone and where teamwork reinforces the project.

Water. Filtering ideas. Explain that students are going to use water to find the golden nuggets. This stage helps filter the ideas generated to make them more concrete and useful.

Ground: Concretisation. It is time for the project ideas to start to take ground and solidify, so that they begin to transform into real actions.

Step 3: (Organise ideas around "The Tree" – 20 mins)

Explain that each group will have to select ideas and place them in the tree. They might have to re-write some of them. There will be a maximum of 8 ideas to be considered, and then students should place on top a feasible solution that is good enough to present back to the larger group.

Step 4: (Conclusion – 10 mins)

Place all completed trees on a wall, creating an exhibition of the results. Ask students to move around to look at the results and try to identify which solutions they prefer.

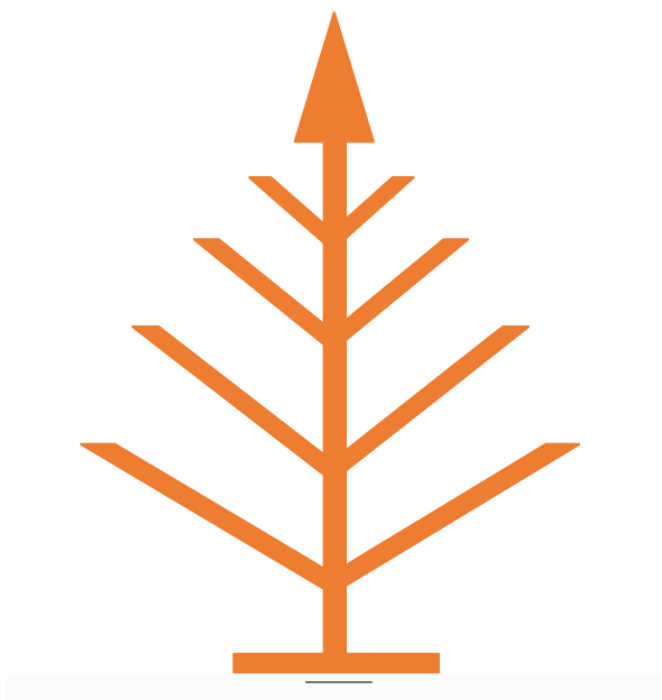
This will be an opportunity to highlight the benefits of co-creation and cooperative work.

How to adapt	You could use additional creative warm-up exercises during the different phases of the project. This could be useful for practice and confidence building, increasing students' self-esteem and motivation, disinhibition, and teamwork.
By the end of the activity the learners will have:	Learners will produce and share ideas, then select and filter ideas within the group.
Further Information	Some tips for brainstorming: https://www.edutopia.org/blog/critical-thinking-toolbox-brainstorm-hans-nathaniel-bluedorn

Image 1



Image 2



Customer Journey Mapping

Age	12 - 15	
Main Competence	Critical Thinking: "Critical thinking" allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
Description	Students think through a customer's entire experience within a situation to find ways to improve and innovate their idea.	
Learning Objectives	<ul style="list-style-type: none"> • I can identify opportunities for innovation by mapping out a customer's experience. 	<ul style="list-style-type: none"> • I compare different sources/needs and opinions. • I prioritise. • I select. • I research what creates value for a better world. • I reject illogic. • I use deductive logic to draw conclusions.
Time	60 - 75 minutes	
Materials	Butcher's Paper, Coloured pens, Sticky Notes Useful examples: https://au.whogivesacrap.org/ https://youtu.be/WdWZ8WVv6qk?feature=shared	
Context	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.	
Step by Step		

Prior Information

Each situation or problem (e.g. painting a room) has a range of steps involved until the task is complete or the problem is solved (e.g. going to the store, choosing a colour, buying the paint, buying a roller, covering the floor, painting the wall, ensuring it is smooth etc.). By identifying and mapping out these steps, students can find unique and potentially overlooked opportunities for solutions.

Case Study – optional (you may like to use a local example for your context)

This is a useful example to highlight the value of this activity using the social enterprise [Who Gives A Crap](#) (pitch video [here](#)) and the product of toilet paper. By understanding the customer journey of buying and using toilet paper, they found a range of issues that customers experience:

(e.g. having to take a large box of toilet paper to your car resulted in a changed delivery model; not being able to recycle the packaging resulted in recyclable packaging; not knowing

how many toilet rolls you have left resulted in a red 'emergency roll' which indicates your supply is coming to an end).

Identifying and solving these issues helped to build and scale a successful, innovative toilet paper solution.

Step 1: (Preparation – 5 mins)

Explain that students will identify a customer journey. Students need to think about what customers currently do when they buy a product or service like theirs.

Ask students to map out their customer journey on a large sheet of butcher's paper. You can then guide students through the steps of the activity as follows:

Step 2: (Establish Steps – 10 mins)

Write down all the steps the customer takes. Put these on post-it notes. Even the small ones matter. The idea is to look closely at the whole experience.

Step 3: (Order Steps – 10 mins)

Arrange the steps in order. It helps to make a timeline. You can also show different paths the customer might take. You can use pictures or any other way to show the steps.

Step 4: (Insights – 15 mins)

Find insights. What's hard or annoying at each step? What could be better? Are there any patterns? Look for chances to make things better. Note them down around each step.

Step 5: (Sharing – 15 mins)

If you can, share the map with people who know about the experience. They might notice things you missed or got wrong.

Step 6: (Refinement – 10 mins)

Narrow down on the best opportunities for innovation from Step 4. Circle them. Use these as inspiration to design a promising product or service.

How to adapt	Students could create a storyboard that maps out the customer's journey. Students could use technology to represent their findings. Create a customer journey journal, video diary documenting each step of the customer's journey, or role play the experience.
By the end of the activity the learners will have:	Completed customer journey map, with opportunities for innovation identified.
Further Information	An explanation of the activity with more examples is available here .

How-Now-Wow Matrix

Age	12 - 15	
Main Competence	Critical Thinking: “Critical thinking” allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
Description	Students use this activity matrix to categorize their ideas based on creativity and viability, helping them identify solutions that can create significant impact.	
Learning Objectives	<ul style="list-style-type: none"> ● I can analyse my ideas to find those with the most potential. 	<ul style="list-style-type: none"> ● I compare different sources/needs and opinions. ● I prioritise. ● I select. ● I research what creates value for a better world. ● I reject illogic. ● I use deductive logic to draw conclusions.
Time	30 – 45 minutes	
Materials	A3 paper, pens	
Context	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 .	
Step by Step		

Step 1: (Prepare the Grid - 5-10 mins)

Ask students to draw a grid with four sections (or provide a printed template) based on the template on the next page.

Step 2: (Explain the Grid - 5 mins)

Explain what each section of the grid represents:

- **Blank (Impossible Ideas)** – These are ideas that may not be exciting or creative and are difficult to implement.
- **How (Yellow Ideas)** – These are big, creative ideas that show new thinking. However, they can’t be implemented right now due major limitations, such as needing lots of money or technology.
- **Now (Blue Ideas)** – These are simple ideas that can be acted on easily. They usually solve small problems and provide small benefits.

- **Wow (Green Ideas)** – These are creative ideas that can be done right now and make a big impact. These ideas can create real change and work within the existing context.

Step 3: (Sort Ideas - 10-15 mins)

Ask students to look at the sheet, file or template where they have recorded their solution ideas. They should circle 6-10 ideas that seem promising or exciting.

Next, students should sort these ideas into the How-Now-Wow matrix. Encourage them to discuss each idea with their team to make sure it fits into the right category.

If students have one or more Wow ideas, ask them to consider all of the reasons why it is a Wow idea.

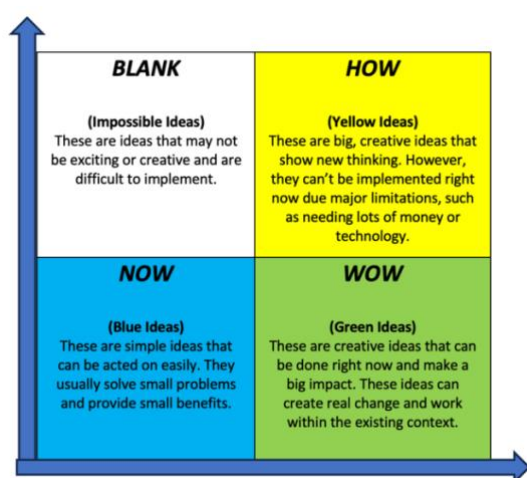
Step 4: (Pick Ideas - 10-15 mins)

Now students can choose ideas to move forward with. If students do not have enough wow ideas, encourage them to keep thinking and ideating.

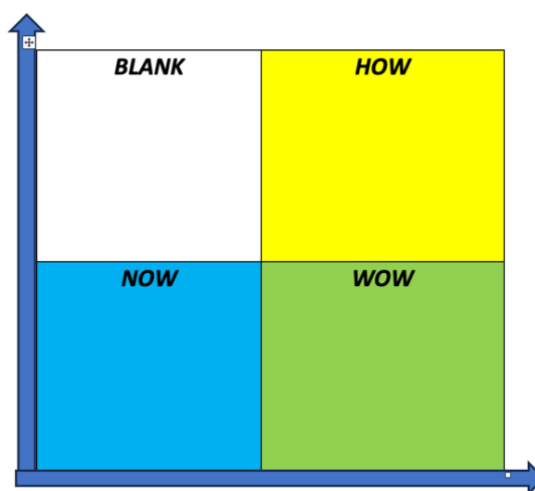
You may wish to have teams share back their How-Now-Wow matrix to the whole class for further feedback and discussion.

How to adapt	You may like to consider using brainstorming, discussion, and voting at different stages of the activity to help students collaboratively decide which ideas to move forward with, making the process more fun and engaging.
By the end of the activity the learners will have:	Students have used the How-Now-Wow matrix to evaluate and reflect on their ideas to draw well-reasoned conclusions and optimise impact.
Further Information:	Further reading can be found here: HyperIsland Toolbox

How-Now-Wow Matrix (Instructions).



How-Now-Wow Matrix (Template)



One Page Business Plan

Age	12 - 15	
Main Competence	Critical Thinking: “Critical thinking” allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
Description	This is an activity to enable students to understand and identify what the next steps are in developing a social business.	
Learning Objectives	<ul style="list-style-type: none"> ☞ 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 	<ul style="list-style-type: none"> ☞ I compare different sources/needs and opinions. ☞ I prioritise. ☞ I select. ☞ I research what creates value for a better world. ☞ I reject illogic. ☞ I use deductive logic to draw conclusions.
Time	45 mins	
Preparing for this activity	Business plan sheets Pieces of paper or other materials for each individual young person Flip chart or large pieces of paper, markers, paints Post it notes, paint pots, coloured stickers pens	
Context	This activity can be used when the students have decided to start a social enterprise or social business.	
Step by Step		

Step 1: (Warm-up - 5 mins)

This activity invites young people to use their imaginations- suggesting they think as big as they can and imagine what it would be like to have no limits to what they can create.

As a start, depending on the group, invite the young people to close their eyes and imagine their social enterprise:

- What would it look like?
- What would it be doing?
- What would students be selling?
- Who would be buying?
- Where would it be?

Then, invite the students to either draw it, draw specific parts of it, or describe it in words.

Step 2: (Creating the business plan - 15 mins)

Now, invite students to think about what they need to do to make a social enterprise happen – you can prompt this by asking the groups to think about the answers to the questions:

- We want to help with the issue of ...
- To do this we will ...
- it is a good idea because ...

Next, suggest that they are going to look at the activities linked to these questions. You can use the one-page Social Enterprise Business Plan template as a guide and identify elements to be developed – you can check out with the young people what they understand by the four sections using the prompt questions.

Ask the group to self-select into groups around the topics and share their ideas both on the topic and from the exercise on imagining a virtual social enterprise. Let the young people know that they can draw or write words to describe what the tasks are or build something to describe it!

This is an iterative activity, it is messy and unstructured, and it may go off on tangents and into other ideas. This is part of the social entrepreneur's journey! Invite the groups to share any 'aha' moments or sparks of ideas on each other's areas of 'work'.

You can use the Social Enterprise Business Plan template to help you to support students to think of different tasks by asking questions, e.g. 'have you thought about how you are going to make... (whatever the item is they are going to sell)?

Step 3: (Planning 2 - 15 mins)

Once the groups have a good idea of what they need to do (it doesn't have to be an exhaustive list, just enough to get the project moving), you can bring the groups together and invite them to look at what the other groups have created. They will discover more things to do or change what they thought they needed to do as the social enterprise develops.

The final stage of this activity is to get the young people to volunteer, as a first invitation to be part of the groups carrying out the tasks.

Invite them to think about:

- What would they like to do first?
- What would they like to know more about?
- How can they help each other?

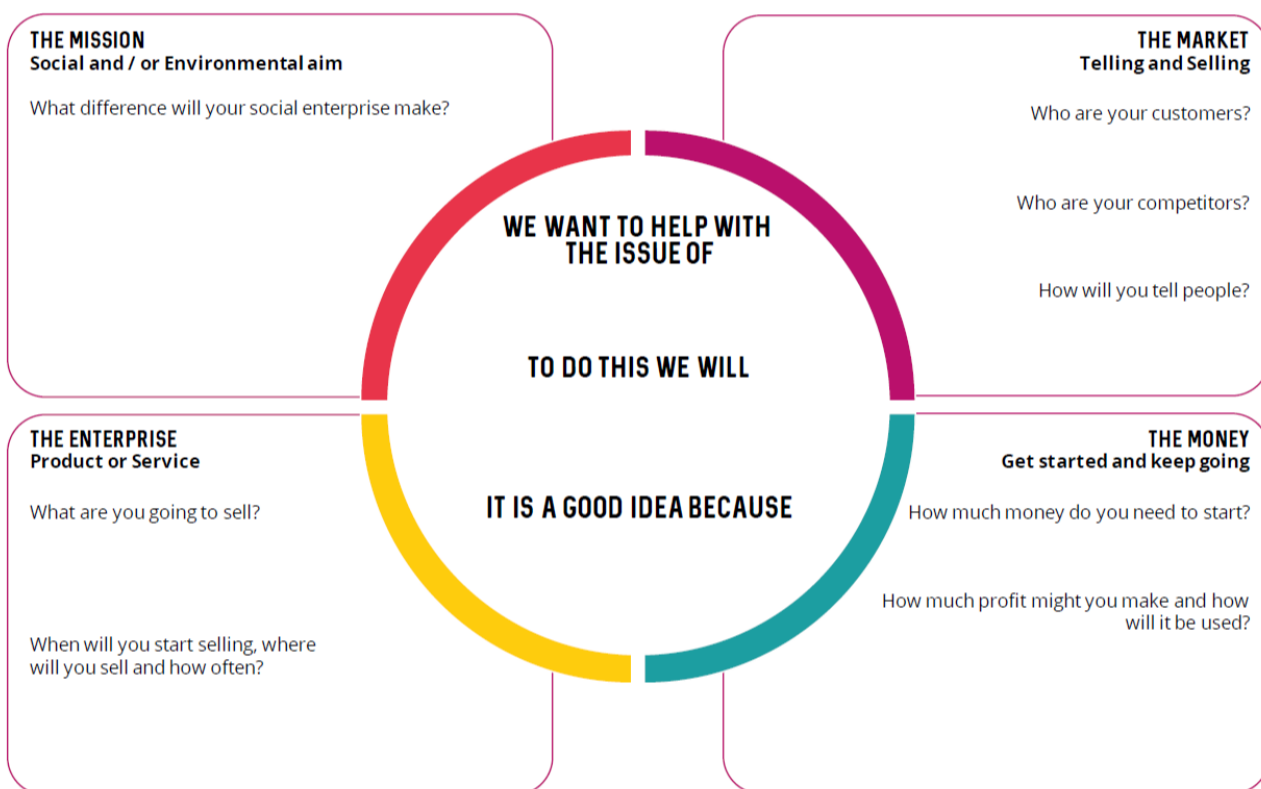
Step 4: (Wrap-up - 10 mins)

Debrief with the young people on how they found the activity, what they learned, what was fun, what was challenging etc.

Link this exercise to the development of their social enterprise and outline to the young people that they will be undertaking a process of further research, testing the viability of their idea etc.

How to adapt	<p>This one page can be simplified by just using the four questions</p> <ul style="list-style-type: none"> – We want to help with the issue of ... – To do this we will ... – It is a good idea because ... – To start the enterprise, we will need...
By the end of the activity the learners will have:	Students will have developed a business plan for their enterprise idea, identified the different elements of their social business, and understood what it takes to develop a social enterprise or business.
Further Information:	

OUR SOCIAL ENTERPRISE BUSINESS PLAN



School Garden

Age	12-15	
Main Competence	<p>Teamwork: “Teamwork” allows you to cooperate and work together with others. It ensures successful communication among a group of people. As within work we face tasks that depend on a group rather than individuals, and because people are different, we have to take into account different work styles and be flexible and adaptable. Valuing diversity means addressing diversity positively based on the idea that it is possible to achieve more positive results with diversity than without it, when diversity is managed correctly.</p>	
Description	<p>In this activity, students will work in teams to create a sustainable school garden and fund it through a crowdfunding campaign with rewards, exploring concepts of social entrepreneurship</p>	
Learning objectives	<ul style="list-style-type: none"> ● I can research and analyse the needs of our community in relation to healthy eating and sustainability. ● I can design a school garden that responds to these needs and promotes biodiversity. ● I can plan and execute a crowdfunding campaign ● I can manage project resources in a responsible and transparent way. 	<ul style="list-style-type: none"> ● I can work alone and in a team. ● Together we bring our own strengths and collaborate on an action plan and network. ● We work well and effectively together with varied others, making an action plan where we do different things. ● We see where things do not work and we change the people or tasks so that we reach our goals together. ● We can celebrate what works and share failures knowing how we may change in future.
Time	A full school year, or at least a growing season	
Materials	<ul style="list-style-type: none"> ● Gardening equipment (shovels, rakes, watering cans, etc.) ● Space in the school for the garden (or pots for the classroom). ● Stationery for planning and monitoring the project ● Graphic design software to create marketing materials for the crowdfunding campaign. 	
Context	<p>This activity is suitable for students who are exploring issues of social entrepreneurship, sustainability and civic engagement. It allows them to apply their knowledge and skills to a real-world project with an impact on their community. It also promotes autonomy in responsibility and care for the educational environment.</p> <p>It requires the possibility to use a space in the school outdoors, taking advantage of this space and/or rehabilitating it for the use of the school garden.</p>	

	This activity is combined with a crowdfunding campaign. The general steps for crowdfunding are included; more details can be found in that activity description.
Step by Step	
<p>Step 1: Research and needs analysis (2 weeks):</p> <ul style="list-style-type: none"> • Students research the challenges and opportunities related to healthy eating and sustainability in their community. • They conduct surveys, interviews and data analysis to identify specific needs. • They define the target audience for the school garden and how it can contribute to the community. <p>Step 2: Design a sustainable garden (3 weeks):</p> <ul style="list-style-type: none"> • Based on their research, students design a school garden that is sustainable in terms of: <ul style="list-style-type: none"> ◦ Efficient use of water and energy ◦ Organic waste management (composting) ◦ Promotion of biodiversity ◦ Integration with the school curriculum (natural sciences, mathematics, etc.) • Students create a detailed work plan, including a timeline and assignment of responsibilities. <p>Step 3: Crowdfunding with rewards (3 weeks):</p> <ul style="list-style-type: none"> • Students research crowdfunding platforms with rewards and choose the most suitable one for their project. • They define a realistic fundraising goal, based on a detailed budget. • They design attractive rewards for backers, which can include: <ul style="list-style-type: none"> ◦ Products from the garden (fruits, vegetables, aromatic herbs) ◦ Gardening and healthy cooking workshops ◦ Guided tours of the garden ◦ Recognition on the project's website and social networks • They create a digital marketing campaign, including videos, photos, texts and a social media plan. <p>Step 4: Launching and managing the campaign (1 month):</p> <ul style="list-style-type: none"> • Students launch the crowdfunding campaign and actively promote it in their community, using online and offline marketing strategies. • They maintain constant communication with backers, updating them on the progress of the project. • They Manage the funds raised in a transparent and accountable manner, keeping detailed records of expenditures. <p>Step 5: Construction and operation of the garden (rest of the school year):</p> <ul style="list-style-type: none"> • With the funds raised, students build the garden, following their design and work plan. • They implement the sustainability practices they have planned. • They organise activities to involve the school and local community in the garden, such as workshops, events and visits. 	

<ul style="list-style-type: none"> • They evaluate the impact of the project on the community and document the results. 	
How to adapt	<ul style="list-style-type: none"> • For students with a greater interest in design and technology, the use of 3D design software can be integrated to create a virtual model of the garden. • For students with an interest in social entrepreneurship, you can delve into the creation of a business model for the garden, exploring the possibility of generating income through the sale of products or services.
By the end of the activity the learners will have:	<ul style="list-style-type: none"> • Developed leadership, teamwork, communication, critical thinking and problem-solving skills. • Acquired knowledge about sustainability, healthy eating, crowdfunding, digital marketing and social entrepreneurship. • Created a project with a positive impact on their community, promoting citizen participation and environmental awareness.
Further information	<p>You can find more inspiration here:</p> <p>https://schoolgardenproject.org/</p> <p>https://seewhatgrows.org/6-school-garden-examples-to-inspire-your-own/</p> <p>https://seedmoney.org/blog/best-crowdfunding-practices-ed-en-community-garden/</p>

Social Business Model Canvas

Age	12-15	
Main Competence	Critical Thinking: “Critical thinking” allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
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.	
Learning Objectives	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● I compare different sources/needs and opinions. ● I prioritise. ● I select. ● I research what creates value for a better world. ● I reject illogic. ● I use deductive logic to draw conclusions.
Time	2 hrs – 2 hrs 30 mins	
Materials	Editable SBMC to be filled One PC per working team Notepad and pens	
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.	
Step by Step		

Step 1: (Warm up - 20-25 mins)

You may wish to introduce the SBMC to your student using the metaphor of the theatre (figure attached): “When you go to the theatre to watch a performance, there are many visible elements on the stage that contribute to the success of the show and the enjoyment of the audience. However, there is also a hidden part: the one behind the scenes. This part is just as essential, ensuring that the onstage performance runs smoothly and is therefore successful”.

The same applies to any business: every company has a visible part for the public and a hidden part that contributes to its functioning. By developing a SBMC it is possible to reflect on the part clients/customers will see and interact with (for example how the business will

reach out to them or how the products will be sold- shops/online), as well as the parts they won't see but that are still fundamental to the business (for example costs and revenue streams of the business).

You may consider providing a simple definition of the SBMC.

You may guide the class in filling a well-known company SBMC (an example is attached; [here](#) a video of Ryanair BMC). You might use an editable SBMC and project it on the class multimedia board.

Step 2: (Developing the SBMC – 1 - 1.5 hours)

You may think of providing the students with an [editable SBMC](#) and encourage each team to fill it in with the aim of developing the SBMC of their entrepreneurial projects.

It could be that each team might need support. In this case, it might be useful to guide the development of the SBMC by filling one section at the time, allowing each team to complete one section before moving to the next one.

One approach to filling in the canvas, mirroring the theatre metaphor, could be:

1. Value proposition
2. Customer segments
3. Channels
4. Customer relationship
5. Revenue streams
6. Cost Structure
7. Key activities
8. Key resources
9. Key partners
10. Cost structure
11. Impact & measurement- three sections

Step 3: (SBMC Check and presentation prep - 10-15 mins)

You may allow each group to check the work done, to fix the SBMC, if needed, and to get prepared to briefly present it to the rest of the class.

Step 4: (SBMC presentation - 30-40 mins)

You may invite each group to present their SBMC as a simulation of a presentation in front of potential funders.

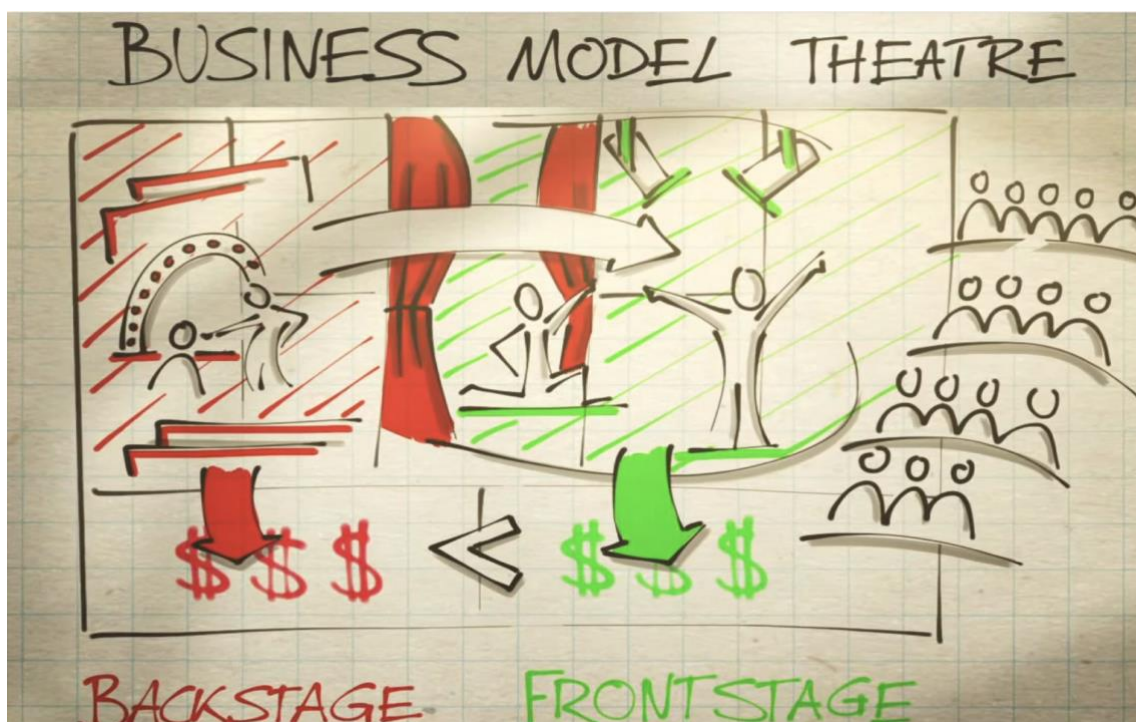
Consider encouraging the class to ask questions at the end of each presentation.

Step 5: (Wrap up - 10-15 mins)

Based on the feedback and questions received, each group may want to amend their SBMC.

How to adapt	<p>In case a class is developing only one entrepreneurial idea, the activity might be carried out as a group exercise facilitated by the teacher</p> <p>The activity can be carried out entirely in one session, as well as in two separate sessions with step 3 and 4 being carried out in session 2.</p>
By the end of the activity the learners will have:	<p>Students will have developed and applied their critical thinking skills to design the SBMC of their entrepreneurial project. They will have presented their SBMC to the rest of the class.</p>
Further information	<p>If you need more details about and to prepare for this activity, you may watch these videos:</p> <ol style="list-style-type: none"> 1. BMC part 1 2. BMC part 2 3. BMC part 3

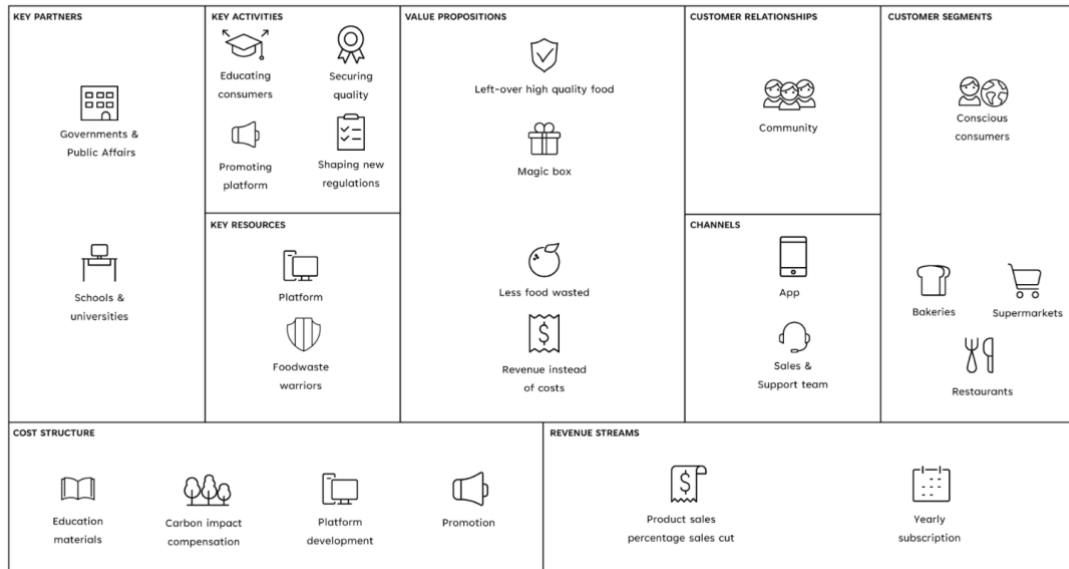
Metaphor of the Theatre



Key partners Who does help you?	Key activities How do you do it?	Value propositions What do you do?	Customer relationships How do you interact with customers?	Customer segments How are your customers?
	Key resources What do you need?		Channels How do you reach out to your customers?	
Cost structure What are your main costs?		Revenue streams Where do your revenues come from?		
What positive impacts do you generate?		How do you measure positive impacts? What data or indicators would you use?		
Which SDGs do you contribute to?				

Social Business Model Canvas template. referring to the metaphor of the theatre, in the first page the sections on the right are the “visible part” of the business, while on the left side there are the “invisible parts” of it.

Business model canvas.



[Too Good to Go](#) Business Model Canvas:

Source: www.businessmodelsinc.com

Stakeholder Mapping

Age	12 – 15	
Main Competence	Teamwork: “Teamwork” allows you to cooperate and work together with others. It ensures successful communication among a group of people. As within work we face tasks that depend on a group rather than individuals, and because people are different, we have to take into account different work styles and be flexible and adaptable. Valuing diversity means addressing diversity positively based on the idea that it is possible to achieve more positive results with diversity than without it, when diversity is managed correctly.	
Description	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.	
Learning Objectives	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • I can work alone and in a team. • Together we bring our own strengths and collaborate on an action plan and network. • We work well and effectively together with varied others, making an action plan where we do different things. • We see where things do not work and we change the people or tasks so that we reach our goals together. • We can celebrate what works and share failures knowing how we may change in future.
Time	60 minutes The activity could be completed over two lessons (A: steps 1-4 and B: steps 5-6).	
Materials	Large pieces of paper (at least A3, preferably large flipcharts); 3 x colours of sticky notes; coloured markers for all to use at least 3 colours.	
Context	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.	
Step by Step		

Prior knowledge - Example:

If a team's idea is to sell earplugs that are eco-friendly, they would explore the helpers, experts in hearing, relevant groups with experience of the environment, including legal and policy, deafness, and sound experts.

Phase 1: Introduction

Step 1: (Recap the Challenge - 5 mins)

Begin by reminding the class of the challenge or project they are working on. Re-engage their interest by asking a few students to share what they are excited about or what they find challenging about the project.

Step 2: (Introduction to Stakeholders - 10 mins)

- Ask: "Who do you think might be interested in our project or affected by it?"
- Explain the term "stakeholder" in simple terms: "A stakeholder is anyone who cares about or is affected by what we are doing."
- Give examples: "If our project is about cleaning up the park, a stakeholder might be the people who live nearby, the park rangers, or even the animals in the park."

Step 3: (Categorizing Stakeholders - 5 mins)

Introduce the three types of stakeholders using the post-it colours:

- **Green Post-its:** "Helpers" – These are people who would be excited about your project and want to help (e.g., friends, supportive teachers).
- **Yellow Post-its:** "Neighbours" – These are people who are close by or easy to reach (e.g., family members, local shop owners). First users of product or service.
- **Red Post-its:** "Challenges" – These are people or things that might make your project harder (e.g., rules, people who might not agree).

Phase 2: Mapping Stakeholders

Step 1: (Group Work – Listing Stakeholders - 10 mins)

- Divide the students into small groups (3-4 per group).
- Give each group a set of coloured post-its and ask them to write down one stakeholder on each post-it based on the three categories introduced.
- Encourage discussion within the group to identify as many stakeholders as possible.

Step 2: (Creating the Stakeholder Map - 10 mins)

- On a large piece of paper, have each group draw a big circle in the middle and write "Us" or the name of their project inside it.
- Ask the students to place their post-its around the circle:
 - The "Helpers" (Green) close to the centre. These can also be Experts
 - The "Neighbours" (Yellow) a bit further out. These can be first users
 - The "Challenges" (Red) near the edges of the paper.

Step 3: (Group Presentations - 5 mins)

- Each group presents their stakeholder map to the class, explaining why they placed each stakeholder where they did.
- Encourage the other students to ask questions or suggest changes.

(To break up the lesson, you can do a short session on each category of stakeholder, and split this lesson into multiple shorter sessions)

Phase 3: Reflection and Conclusion

Step 1: (Class Discussion on the Importance of Stakeholder Mapping - 10 mins)

- Ask: "Why do you think it's important to know who our community / stakeholders are?"

- Discuss how knowing who can help and who might make things difficult helps in planning the project product or service better.
- Mention that understanding stakeholders can help them ask for help when they need it or prepare for any challenges.

Step 2: (Exit Pass - 5 mins)

- Before leaving, ask each student to write one thing they learned about stakeholders on a small piece of paper (the exit pass).
- Collect the exit passes and review them to gauge understanding.

<p>How to adapt</p>	<p>This activity can be used in different levels of complexity.</p> <ul style="list-style-type: none"> – With more advanced groups, you can introduce stakeholder maps of actual social enterprises in your area as examples. – With lower age groups, you can give them pre-defined stakeholders and ask them to place this within pre-defined levels of 'stake': crucial, important, not so important. <p>Levelling Up:</p> <ul style="list-style-type: none"> – For more advanced students or in future lessons, introduce real-world stakeholder maps from local social enterprises. – For lower levels, provide pre-defined stakeholders and guide the students in placing them on the map. <p>For reflection: Create a connections journal, video diary documenting each step of the stakeholder mapping process, or for different learning styles, learners can role play the experience as a drama.</p>
<p>By the end of the activity the learners will have:</p>	<ul style="list-style-type: none"> – Stakeholder maps produced by each group. – Participation in group discussions and presentations. (teamwork) – Exit pass reflection showing understanding of stakeholders and their importance.
<p>Further Information:</p>	

Street Voices

Age	12 - 15	
Main Competence	Critical thinking: “Critical thinking” allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
Description	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.	
Learning Objectives	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● I compare different sources/needs and opinions. ● I prioritise. ● I select. ● I research what creates value for a better world. ● I reject illogic. ● I use deductive logic to draw conclusions.
Time	1st session - Interview prep - 1 hour 2nd session - Let’s interview - 1.5 hour 3rd session - Results discussion - 45 minutes	
Materials	PC, phones, google forms, notepad and pens	
Context	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.	
Step by Step		

1st session - Interview Prep - 1 hour

Step 1: (Warm up - 5 mins)

Explain the relevance of interviewing people as part of an iterative process of solution identification. To encourage students to undertake this task and get out of their comfort zone, you may wish to set a challenge for your students to carry out a minimum number of interviews face-to-face, online and by phone.

Note that this number will be decided with the class, based on the total number of students. E.g. Each student could collect at least six responses, namely two responses for each type of interview. Alternatively, each team could be challenged to collect a specific number of interviews.

Step 2: (Target identification - 10 mins)

Before writing down the questions for the interview, it is important to depict and keep in mind a specific target for each entrepreneurial idea. When conducting the interviews, students should focus precisely on their target audience.

You may ask these questions to guide students:

- Who exactly are you developing your idea for?
- Who do you imagine could benefit from your solution?
- What characteristics does this person have (age, occupation, preferences, tastes, specific interests etc.)?

Step 3: (Convergent vs divergent interview - 10 mins)

Once the target is established, guide your students an understanding how to formulate a sound interview by watching [this video](#) that shows two different types of interviews: convergent and divergent.

Students are encouraged to formulate a divergent interview that leads to collecting more authentic and broader information from respondents.

E.g. in a divergent interview, the interviewers do not reveal the idea they want to develop, to avoid influencing the interviewee.

Step 4: (Interview creation - 25 mins)

Now invite each group of students to identify and to write down in bullet points the key information they want to gather from their target audience.

For each piece of information, they are encouraged to formulate a divergent question. Provide them with support, especially to the 9-12 age group.

Once the key questions are formulated, make sure students include initial greetings and target validation to understand if the interviewee belongs to the target group (E.g. Do you live in the city of Milan?), as well as a request for references and final greetings.

Step 5: (Google form prep - 10 mins)

To conclude, students are invited to record the formulated questions on a Google form, which will be very useful not only for sending it to the target audience, but also for face-to-face interviews, since students can record interviewees' responses directly on it.

OUTPUT: Each team has prepared an interview ready to be conducted

2nd session - Let's Interview - 1.5 hour

Step 1: (Sending interviews by email & interviewing by phone - 30 mins)

Each team can split in two, in order to have some students sending emails with the link to the Google form, while others start to carry out interviews by phone, recording answers directly on the Google form.

It is necessary for students to identify some contact details of people that could belong to their specific target audience.

Step 2: (Face-to-face interviews - 1 hour)

Each team is encouraged to go out of the class and to interview people. Depending on the target audience, this can be done in the school building or outside it.

This is usually a very exciting moment for students, especially if they can go out of the school building.

OUTPUT: Each team has collected a certain number of face-to-face and phone interviews.

Note that the online interviews will probably be collected between the 2nd and the 3rd session.

3rd session - Results Discussion - 45 minutes

Step 1: (Students' Feedback - 10 mins)

Ask students how it was to interview people. Was it fun and exciting? Was it challenging? Did anything happen that you would like to share?

Check also with them if they could gather the minimum number of interviews that was set during the 1st session.

Step 2: (Team Discussion - 30 mins)

Ask each team to share internally the responses they got. Encourage them to critically understand the respondents' answers and to find out if their entrepreneurial idea is validated by the target, or if there are some hints for tuning their idea to their target's needs.

Step 3: (Conclusion - 5 mins)

To conclude, each team has 1 minute to share with the teacher and with the rest of the class any adjustments or any relevant new aspect they intend to develop or if the idea was validated.

How to adapt

Interviews can be carried out also with no Goole form, using notepads instead.

By the end of the activity the learners will have:

Each team will have collect a satisfying number of answers from the target audience to validate or to tune their entrepreneurial ideas to better meet the target's identified needs.

Further Information:

The 5 Whys

Age	12 - 15	
Main Competence	Critical Thinking: “Critical thinking” allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
Description	<p>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.</p> <p>The ideas (questions and answers) should be brief, concise, and presented in the time allotted for the activity.</p>	
Learning objectives	<ul style="list-style-type: none"> ● Produce ideas to understand better the problem proposed. ● Work as a team to achieve common and consensual ideas. 	<ul style="list-style-type: none"> ● I compare different sources/needs and opinions. ● I prioritise. ● I select. ● I research what creates value for a better world. ● I reject illogic. ● I use deductive logic to draw conclusions.
Time	40 – 50 minutes	
Materials	<p>5 post-its per participant</p> <p>You might reproduce the image attached to organise the information. It can be printed or written on a white board. Use sticky notes to collect the answers and to produce new questions.</p>	
Context	<p>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.</p> <p>It can be tested or practice also with a big group, so everyone is able to understand the process.</p>	
Step by Step		

Step 1: (Introduction - 10 minutes)

For preparation, you might wish to facilitate a brief conversation about a problem you want to explore, as a group. If the problem is not defined, ask students to volunteer any ideas to practice the technique (see fig 1 as a reference).

You might need to briefly explain one example related to the area you are exploring.

For Example: Problem: Elderly people feeling lonely

Why 1: **Why do older people feel lonely?**

Write some answers and choose one: **Because they live in residential homes.**

Transform the answer into a question.

Why 2: **Why do they live in residential homes?**

Write some ideas and choose the second answer (cause): **Because they have not a place to stay with their families.**

Why 3: **Why cannot they stay with their families?**

Because they don't have space at home...

(and so on...)

Step 2: (5 Whys - 20 minutes)

Students should volunteer the first question and once the process is clear, they should write their own answers to a sticky note or read it aloud. A maximum of 5 minutes will be given to produce an answer and write it down.

Each participant should read out their first answer and then the group chooses which answer is the most concrete. When everyone has finished the process, stick the notes on the board.

Step 3: (Solution - 15 minutes)

The chosen answer is used to develop why question number 2, following same directions as before.

And so on, successively, until you found a convincing answer for the 5th WHY?

Step 4 (Wrap-Up - 10 minutes)

The answer to why question 5 will be the final formulation of our challenge, which will facilitate its understanding and the possibility of establishing actions for its solution.

You might consider having a wrap up conversation about group satisfaction with the solution you've achieved.

How to adapt

You might like to explore different problems, changing the focus according to the interests and level of the students.

Once the students have understood the dynamics of this activity, it can be completed in small groups and used for quicker explorations.

By the end of the activity the learners will have:

Produce some ideas to the proposed questions as well as show involvement in discussion about best ideas and conclusions.

Further information

https://en.wikipedia.org/wiki/Five_whys

<https://seventy.org/youth-civics/can-we-talk/cwt-lessons/the-five-whys>

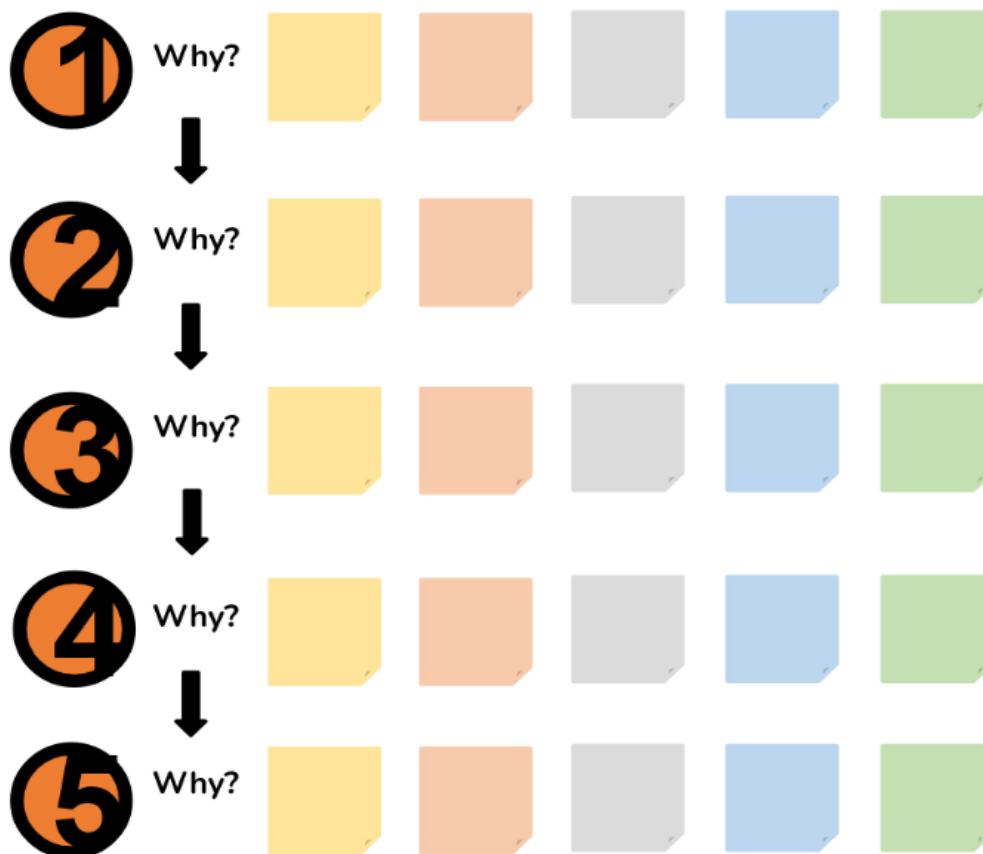


Figure 1

Thinking Hats

Age	12 - 15	
Main Competence	Creativity: Creative people have the ability to devise new ways to carry out tasks, solve problems, and meet challenges. They bring a fresh, and sometimes unorthodox, perspective to their work. This way of thinking can help departments and organizations move in more productive directions. In order to create impact through entrepreneurship, creativity is essential to design original responses to the unpredictable present and the future social, economic and environmental challenges.	
Description	Thinking Hats	
Learning Objectives	<ul style="list-style-type: none"> • Show creative and critical thinking attitude, by adopting roles • Explore an idea from multiple perspectives • Share ideas within my group 	<ul style="list-style-type: none"> • I can create or make new things. • I do things differently from others. • I can have a possibility mindset. • I can try again (persevere). • I innovate. • I can change/adapt. • I am not stuck.
Time	50 – 60 minutes	
Materials	<p>Display the image attached so every student can assume the different colours and the meaning given to each of them.</p> <p>Get real hats, glasses or any element that can help students to visualise the colour assigned.</p>	
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.	
Step by Step		

Step 1: (Preparation - 5 minutes)

Set up clearly the problem, issue, concept, or project to be discussed with the tool. That could be the chosen solution to a problem that the group has achieved previously.

Regardless, the issue should connect to world that children live in.

Step 2: (Set the rules for the game – 10-15 minutes)

Explain the purpose, describe what each colour hat represents (see below). Tell students they will use this creative problem-solving process to address an issue important to the group.

Have students either pick a 'hat' or you can allocate them. The rest of students will be observers.

Establish some ground rules: listen with respect and avoid interruptions, everyone takes turns, all ideas are valid. If someone is not comfortable wearing a particular hat can pass it any of the observers. As a facilitator, make sure that students stay with the hat of the moment.

Step 3: (Play out – 15-20 mins)

Start the discussion and write down the ideas on each poster with the appropriate colour marker/template colour area or have the students act as scribes.

White Hat: Focused on information and data. In this mode, participants concentrate on available data, look at what they know, and see what they can learn. It's all about facts and figures. What do you already know or need to find out?

Red Hat: Signifies feelings, hunches, and intuition. When wearing the Red Hat, participants express emotions and feelings and share fears, likes, dislikes, loves, and hates, without the need for justification. How does it make you feel? Consider fears, likes, and dislikes.

Black Hat: Caution and critical judgment. It is used to point out the weaknesses in an idea. This is a crucial hat as it helps to make plans more resilient and solid. It is not about argumentation but about identifying potential problems. What might go wrong?

Yellow Hat: Optimism and the exploration of benefits. Here, participants explore the positives and probe for value and benefit. The Yellow Hat helps identify the value of an idea. What are the positives, values, and benefits?

Green Hat: Creativity and new ideas. This is where participants develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. What are the possibilities and alternatives?

Blue Hat: Process control. The Blue Hat is used to manage the thinking process.

Usually, the session leader wears this hat and is responsible for organizing the process and ensuring that the Six Thinking Hats guidelines are followed. It can be worn by the teacher-facilitator or from the observers, that will give feedback about the process after the game.

Step 4: (Wrap up – 10 mins)

Get the whole group class, including the group of observers to reflect about the process. Ask them how did they feel, if it was easy or difficult to adapt to the assigned role, if they consider that they have produced valuable input.

How to adapt

You can adapt this classic technique to younger students (from 6 to 9 years old) by reducing the number of “thinking” options.

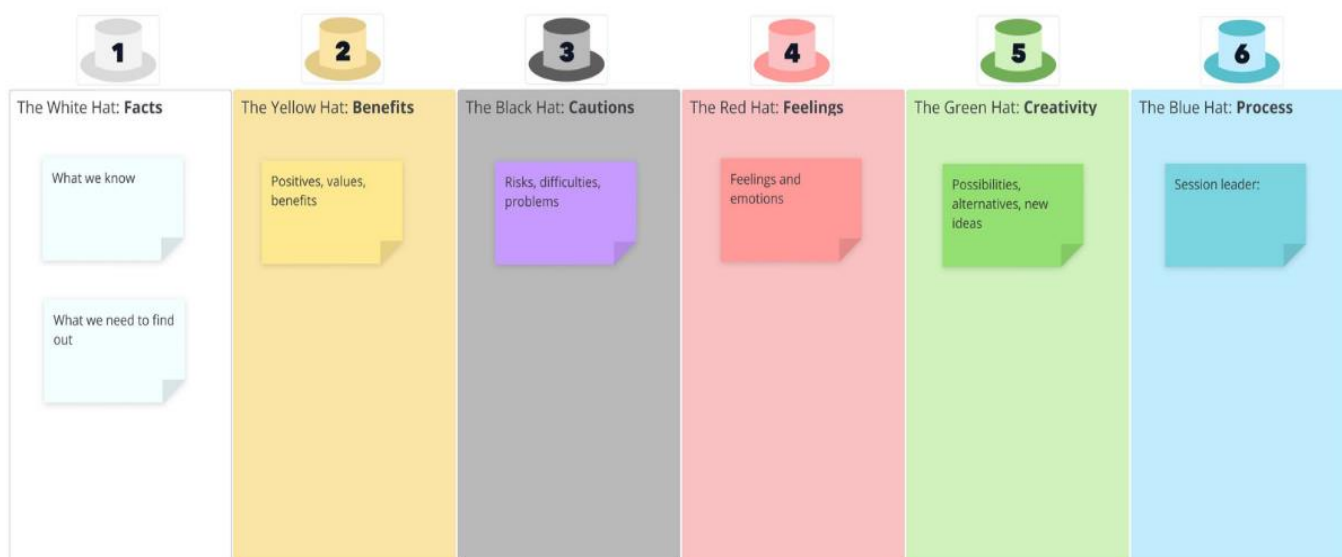
Perform the analysis only with White hat (facts), Red hat (emotions), Black hat (problems), and Green hat (alternatives, creativity).

Get real hats (or glasses or customs) to make it more fun and theatrical.

By the end of the activity the learners will have:

- Each student has engaged in a thoughtful discussion about their collaboration so far.

	- Experience the benefits of looking at a problem-solution issue from different points of view.
Further Information	<ul style="list-style-type: none"> - You as a teacher might like to watch this video before trying. https://youtu.be/MO4T_pQBVQc?si=3BVH6oyf9he8ALp1 - This video can aid instructions to students: https://youtu.be/UZ8vF8HRWE4?si=yrCnuYfMhsdXTgFm <p>General information and process: https://www.bitesizelearning.co.uk/resources/six-thinking-hats-technique</p>



Traffic Light Reflection

Age	12 - 15	
Main Competence	Teamwork: "Teamwork" allows you to cooperate and work together with others. It ensures successful communication among a group of people. As within work we face tasks that depend on a group rather than individuals, and because people are different, we have to take into account different work styles and be flexible and adaptable. Valuing diversity means addressing diversity positively based on the idea that it is possible to achieve more positive results with diversity than without it, when diversity is managed correctly.	
Description	Students reflect on collaboration in their group using colours of red, orange and green.	
Learning Objectives	<ul style="list-style-type: none"> ● I can complete a reflection on the progress of my team. ● I can discuss overcoming challenges in my team. 	<ul style="list-style-type: none"> ● I can work alone and in a team. ● Together we bring our own strengths and collaborate on an action plan and network. ● We work well and effectively together with varied others, making an action plan where we do different things. ● We see where things do not work and we change the people or tasks so that we reach our goals together. ● We can celebrate what works and share failures knowing how we may change in future.
Time	30 – 60 minutes	
Materials	Projector, Pens, Paper	
Context	This activity could be used when you see a group struggling or when you predict that problems/obstacles are about to happen.	
Step by Step		

Step 1: (Group Discussion - 10-15 mins)

Put an image of a traffic light on the board, with all the colours visible. Explain that green stands for high level of teamwork, orange is medium and red is low level of teamwork.

Discuss with students' what teamwork looks like at each colour of the traffic light.

Write student contributions next to the colour in the image. Repeat with the next two colours.

Step 2: (Individual Reflection - 10-15 mins)

Encourage students to reflect individually on whether their group is at a red, orange, or green level of teamwork.

On a page, each student should individually write the colour that best represents their team, and some reasons why.

Step 3: (Team Reflection - 10-20 mins)

Explain that students will share their reflection in their team. The goal of the conversation is to discuss issues and highlight the best teamwork in a respectful way.

Firstly, each team allows each member to share their colour and reasons without being interrupted, and without any discussion.

The next step is then to discuss as a team. Guiding questions could include:

- What obstacles or difficulties were shared that you agree with?
- What positives happened, and why?
- How can you develop a plan to improve?
- What should you do more of as a team?
- What should you do stop doing as a team?

Step 4: (Wrap Up - 10 mins)

If you have done this activity with small teams in the larger class, conclude the discussion in the whole group.

You may like each team to present one example of teamwork that they have learned.

How to adapt	You may like to include or add different styles of reflection. You may like to consider the size of the teams. You may also like to model this process as a whole class.
By the end of the activity the learners will have:	Students will use the traffic light reflection to improve the cooperation, communication, and collaboration in their team.
Further Information	Further reading for examples of how the traffic light activity is used in different types of reflection can be found here: https://thinkingpathwayz.weebly.com/traffic-light-reflection.html



Unintended Consequences

Age	12 - 15	
Main Competence	Critical Thinking: "Critical thinking" allows you to analyze, self-reflect, adopt logical reasoning, deduct induct or abduct conclusions from one or more premises, find and study relevant sources, analyze facts and evaluate and reflect on your thinking process.	
Description	Students explore the unintended consequences of their ideas and apply this thinking to create innovative business models that address these challenges.	
Learning Objectives	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● I compare different sources/needs and opinions. ● I prioritise. ● I select. ● I research what creates value for a better world. ● I reject illogic. ● I use deductive logic to draw conclusions.
Time	45 - 60 minutes	
Materials	Post-It Notes or Paper Modelled example	
Context	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 .	
Step by Step		

*Prior Information: (Definition of 'unintended consequence' as per [Oxford Reference](#))
A useful phrase that usually describes unfortunate or undesirable consequences of policies and practices that had good and/or best intentions. Conversely, it may describe unexpected favourable outcomes not considered at the planning stages of a program.*

Examples include:

- *An example of disastrous unintended consequences was the occurrence of arsenic poisoning in Bangladesh after water pumps were installed to overcome the hazard of bacterial waterborne disease in contaminated surface water.*
- *An example of good unintended consequences is strengthening of parent-teacher relations as a result of a school safety program.*

Step 1: (Introduction - 5-10 mins)

Explain the concept of unintended consequences. You may like to use examples from your local context or other research that is relevant and/or age appropriate to your students. Facilitate a discussion to check for understanding.

Step 2: (Brainstorm Popular Technologies - 10-15 mins)

Ask student groups to brainstorm a list of five popular technologies or businesses (e.g. Netflix, Instagram, Google Maps).

Then, explain that students should think of at least three unexpected outcomes or effects for each technology or business (e.g. Netflix was designed for easy television streaming, but it also led to binge-watching).

Encourage creative thinking, reminding students there are no right or wrong answers. Ask for all ideas to be written down on sticky notes or paper.

After 10 minutes, invite each group to share their ideas with the class.

Step 3: (Propose New Business Models - 15 mins)

For each unintended consequence, students should suggest a new potential business model (e.g. Netflix could offer free television content if users limit themselves to one episode per day, or perhaps charge a premium fee for binge-watching).

Explain that all ideas are valid in this session, even if some business models seem less suitable.

Encourage groups to focus on business models that could create a positive impact.

Step 4: (Apply to Student Ideas - 15-20 mins)

Now, ask students to apply this method to their own ideas. Provide students time to refine their ideas based on these unintended consequences.

Guiding questions could include:

- What unintended consequences could come from their idea?
- Are these good or bad?
- Could there be opportunities to innovate or manage any potential issues?

How to adapt

You may like to consider using Step 4 as an additional lesson or homework activity.

Step 4 could also be used as a peer feedback activity. Students could identify unintended consequences in each other's ideas.

By the end of the activity the learners will have:

Students identify one or more unintended consequences in their ideas by evaluating and reflecting on their thinking and drawing well-reasoned conclusions. This will help to optimise the impact of their idea.

Further Information:

Further reading can be found at [HyperIsland Toolbox](#).

This article may provide more information as an example: [Here](#)

Branding

Age	12 - 15	
Main Competence	Mobilising Others: “Mobilizing others” allows you to inspire, enthuse and get relevant stakeholders on board in order to get the support needed to achieve valuable outcomes. This competence entails the capacity to demonstrate effective communication, persuasion, negotiation and leadership.	
Description	Students create a business brand by developing a memorable name, professional logo and a clear tagline, using online tools for support.	
Learning Objectives	<ul style="list-style-type: none"> • I can create branding through a business name, logo and tagline. 	<ul style="list-style-type: none"> • I can persuade. • I can negotiate. • I can lead. • I prioritise ethical options that don't harm people or planet. • I can gather resources, materials, finances, people and supporters. • I demonstrate effective communication. • I show effective persuasion. • I am comfortable with negotiation. • I can take leadership.
Time	60 – 90 minutes	
Materials	Internet-enabled devices These online resources: <ul style="list-style-type: none"> - The Ten Best Logos - The Small Business Guide to Crafting The Perfect Tagline or Slogan 	
Context	This activity could be used when students have an established business idea and are ready to consider branding strategies.	
Step by Step		

Prior Information:

Branding and marketing are crucial for business development because they help establish a company's identity and attract customers by effectively communicating its values and benefits. This leads to increased visibility, customer loyalty, and competitive advantage.

Step 1: (Discussion - 10-15 mins)

Begin the activity by discussing the importance of a business' brand, including the role of a name, logo, and tagline. You may like to run a fun class challenge to identify famous logos (e.g. using the included resource).

Next, introduce the branding activity. Encourage students to consider how they could divide tasks among team members.

Step 2: (Business Name - 10-15 mins)

Explain that every business needs a name. Encourage students to consider the following things to help create a successful business name:

- Make it memorable so it 'sticks' with people
- Keep it short - shorter is better
- Keep it functional
- Have a story behind the name
- Invent your own language or try something unique

If students are having difficulty, consider using some of these business name generators:

- [Namelix](#)
- [Shopify](#)

Step 3: (Business Logo - 15-20 mins)

Tell students that a logo is a small picture or symbol that shows who their business is. It should be clear and easy to recognize. They can draw it or use a device to create it. Encourage students to think about colours, shapes, and symbols that show what their business does. You can show them examples of logos from famous businesses they might know.

You may like to allow access to these logo generators for assistance:

- [Brandmark](#)
- [Looka](#)
- [Canva](#)

Step 4: (Business Tagline - 15-20 mins)

Explain that a tagline, or slogan, is a short phrase that captures your business' brand. The tagline should show what your brand represents and how customers can benefit. A great tagline motivates consumers to engage with your brand.

Ask students to consider the following steps to help create a tagline:

1. Write a few sentences about who your ideal customer is and how they benefit from your product or service.
2. Trim it down to one short sentence.
3. Experiment with different options.

Remind students to keep it simple, clear, and focused on benefits.

Here are some extra tools to help students to create an epic tagline:

- [Shopify slogan maker](#)
- [Oberlo](#)
- [Zyro](#)

Step 5: (Sharing - 10-15 mins)

Facilitate a sharing session or discussion for students to show their branding ideas to each other. You may like to run a feedback session at this time.

How to adapt	You may like to consider splitting the steps over more than one lesson. This could be a good time to invite a local business owner or marketing professional as a guest speaker to talk about the process of creating a brand and the importance of names, logos, and taglines.
By the end of the activity the learners will have:	Each team has created a business name, logo, and tagline to inspire and engage a target audience through branding strategies.
Further Information:	Further information and resources for the lesson include:

- [The Ten Best Logos](#)
- [The Small Business Guide to Crafting The Perfect Tagline or Slogan](#)

This video has big brand examples and practical advice on creating a tagline:

- [The Small Business Guide to Crafting The Perfect Tagline or Slogan](#)

Crowdfunding Campaign Part 1

Age	12-15	
Main Competence	Mobilising others: “Mobilizing others” allows you to inspire, enthuse and get relevant stakeholders on board in order to get the support needed to achieve valuable outcomes. This competence entails the capacity to demonstrate effective communication, persuasion, negotiation and leadership.	
Description	Students launch a crowdfunding campaign to collect funds for executing an entrepreneurial project.	
learning objectives	<ul style="list-style-type: none">• I can plan and execute a crowdfunding campaign with rewards, using effective marketing and communication strategies.• I can manage project resources responsibly and transparently.	<ul style="list-style-type: none">• I can persuade.• I can negotiate.• I can lead.• I prioritise ethical options that don’t harm people or planet.• I can gather resources, materials, finances, people and supporters.• I demonstrate effective communication.• I show effective persuasion.• I am comfortable with negotiation.• I can take leadership.
Time	At least several weeks; depending on project it is linked to	
Materials	<ul style="list-style-type: none">• Stationery for planning and monitoring the project.• Computer with internet access for research on how to create a good crowdfunding campaign for my educational community.• Graphic design software to create marketing materials for the crowdfunding campaign.• Camera to create videos and take photos for the crowdfunding campaign.	
Context	<p>This activity is suitable for students who are exploring issues of social entrepreneurship, sustainability and civic engagement. It allows them to apply their knowledge and skills to a real-world project with an impact on their community.</p> <p>The crowdfunding campaign can be linked to a process of sponsorship, of investment with reward. This can be executed in different forms, depending on the scalability of the project.</p> <p>For a better understanding of the crowdfunding campaign, we have applied this activity to another activity: building a school garden. The garden can be a school project in which a large open space is used to put soil and make a proper and viable installation.</p> <p>You can ask for an investment just to buy materials, or ask for funds to build a nursery, to buy plants on a large scale, etc.</p>	
Step by step		
Step 1: Research and needs analysis (2 weeks):		

- Students research the challenges and opportunities related to healthy eating and sustainability in their community.
- Students conduct surveys, interviews and data analysis to identify specific needs.
- Students define the target audience for the school garden and how it can contribute to the community.

Step 2: Design school garden campaign (1 week).

- Students create a detailed work plan, including a timeline and assignment of responsibilities.

Step 3: Crowdfunding with rewards (3 weeks):

- Students research crowdfunding platforms with rewards and choose the most suitable one for their project.
- They define a realistic fundraising goal, based on a detailed budget.
- They design attractive rewards for backers, which can include:
 - Products from the garden (fruits, vegetables, aromatic herbs)
 - Gardening and healthy cooking workshops
 - Guided tours of the garden
 - Recognition on the project's website and social networks
- Students create a digital marketing campaign, including videos, photos, texts and a social media plan.

Step 4: Launching and managing the campaign (1 month):

- Students launch the crowdfunding campaign and actively promote it in their community, using online and offline marketing strategies.
- They maintain constant communication with backers, updating them on the progress of the project.
- Students manage the funds raised in a transparent and accountable manner, keeping detailed records of expenditures.

Step 5: Construction and operation of the garden (rest of the school year):

- With the funds raised, students build the garden, following their design and work plan.
- They implement the sustainability practices they have planned.
- They organise activities to involve the school and local community in the garden, such as workshops, events and visits. These visits can be part of the rewards.
- They evaluate the impact of the project on the community and document the results.

How to adapt	Link the class activities to existing issues, challenges or crowdfunding examples for your community or similar issues
By the end of the activity the learners will have:	<ul style="list-style-type: none"> • Developed leadership, teamwork, communication, critical thinking and problem-solving skills. • Acquired knowledge about sustainability, healthy eating, crowdfunding, digital marketing and social entrepreneurship. • Created a project with a positive impact on their community, promoting citizen participation and environmental awareness.
Further information	There are different crowdfunding platforms that can be used, depending on the local context.

This activity was created in Spain and has been applied here using reward platforms. They are the best-known platforms and are used by entrepreneurial people with projects in the early stage. They can now be used for almost any product or business model, regardless of the size of the objectives and needs. On these platforms, those who contribute and receive something in return are called PATRONS and generally expect to receive something in return for their donation. Most are all-or-nothing campaigns, so it is advisable to make a very realistic forecast of the campaign's financing objective.

Some of the most recognized are:

Goteo: <https://www.goteo.org/>

Ulule : <https://es.ulule.com/>

Verkami : <https://www.verkami.com/>

Example of campaigns launched from educational centres:

Educational garden project launched by an Asturian school:

- <https://crowdfunding.fundaciontriodos.es/lanzate-a-crear-tu-huerto-/1074>
- <https://youtu.be/zwApR5sInKM?feature=shared>

Creation of a psychomotor room.

- <https://www.migranodearena.org/reto/-tempspermourens>

School fundraising campaign to take a trip.

- <https://masinteresmadrid.com/los-alumnos-de-un-colegio-de-puente-de-vallecas-arrancan-una-campana-de-crowdfunding-para-hacer-el-camino-de-santiago>
- <https://youtu.be/JJw4ID768GQ?feature=shared>

Campaign for 2nd year high school students to launch a product

- <https://www.zerbikas.es/aprendiendo-del-crowdfunding-proyectos-reales-para-la-educacion-y-la-vida/>
- <https://youtu.be/QY2WztCMEqk?feature=shared>

Crowdfunding Campaign Part 2

Age	12-15	
Main Competence	Mobilising others: “Mobilizing others” allows you to inspire, enthuse and get relevant stakeholders on board in order to get the support needed to achieve valuable outcomes. This competence entails the capacity to demonstrate effective communication, persuasion, negotiation and leadership.	
Description	Students launch a crowdfunding campaign to collect funds for executing an entrepreneurial project.	
learning objectives	<ul style="list-style-type: none"> • I can plan and execute a crowdfunding campaign with rewards, using effective marketing and communication strategies. • I can manage project resources responsibly and transparently. 	<ul style="list-style-type: none"> • I can persuade. • I can negotiate. • I can lead. • I prioritise ethical options that don't harm people or planet. • I can gather resources, materials, finances, people and supporters. • I demonstrate effective communication. • I show effective persuasion. • I am comfortable with negotiation. • I can take leadership.
Time	At least several weeks; depending on project it is linked to	
Materials	<ul style="list-style-type: none"> • Stationery for planning and monitoring the project. • Computer with internet access for research on how to create a good crowdfunding campaign for my educational community. • Graphic design software to create marketing materials for the crowdfunding campaign. • Camera to create videos and take photos for the crowdfunding campaign. 	
Context	<p>This is part 2 of this extended activity. This activity allows students a to apply their knowledge and skills to a real-world project with an impact on their community.</p> <p>The crowdfunding campaign can be linked to a process of sponsorship, of investment with reward. This can be executed in different forms, depending on the scalability of the project. For a better understanding of the crowdfunding campaign, we have applied this activity to another activity: “building a school garden”.</p> <p>The garden can be a school project in which a large open space is used to put soil and make a proper and viable installation.</p> <p>You can ask for an investment just to buy materials, or ask for funds to build a nursery, to buy plants on a large scale, depending on the needs of the project and the resources in the community.</p>	
Step by step		

(Previous lesson) Research and needs analysis (2 weeks) and Design school garden campaign (1 week) are complete.

- Existing detailed work plan, including a timeline and assignment of responsibilities.

This lesson:

Step 1: Crowdfunding with rewards (3 weeks):

- Students research crowdfunding platforms with rewards and choose the most suitable one for their project.
- They define a realistic fundraising goal, based on a detailed budget.
- They design attractive rewards for backers, which can include:
 - Products from the garden (fruits, vegetables, aromatic herbs)
 - Gardening and healthy cooking workshops
 - Guided tours of the garden
 - Recognition on the project's website and social networks
- Students create a digital marketing campaign, including videos, photos, texts and a social media plan.

Step 2: Launching and managing the campaign (1 month):

- Students launch the crowdfunding campaign and actively promote it in their community, using online and offline marketing strategies.
- They maintain constant communication with backers, updating them on the progress of the project.
- Students manage the funds raised in a transparent and accountable manner, keeping detailed records of expenditures.

Step 3: Construction and operation of the garden (rest of the school year):

- With the funds raised, students build the garden, following their design and work plan.
- They implement the sustainability practices they have planned.
- They organise activities to involve the school and local community in the garden, such as workshops, events and visits. These visits can be part of the rewards.
- They evaluate the impact of the project on the community and document the results.

How to adapt

Link this extended and real world class activities to existing issues, challenges or crowdfunding examples for your community or similar issues.

By the end of the activity the learners will have:

- Developed leadership, teamwork, communication, critical thinking and problem-solving skills.
- Acquired knowledge about sustainability, healthy eating, crowdfunding, digital marketing and social entrepreneurship.
- Created a project with a positive impact on their community, promoting citizen participation and environmental awareness.

Further information

There are different crowdfunding platforms that can be used, depending on the local context.

This activity was created in Spain and has been applied here using reward platforms. They are the best-known platforms and are used by entrepreneurial people with projects in the early stage. They can now be used for almost any product or business model, regardless of the size of the objectives and needs. On these platforms, those who contribute and receive something in return are called PATRONS and generally expect to receive something in return for their donation.

Most are all-or-nothing campaigns, so it is advisable to make a very realistic forecast of the campaign's financing objective.

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Elevator Pitch

Age	12 - 15	
Main Competence	Mobilising Others: "Mobilizing others" allows you to inspire, enthuse and get relevant stakeholders on board in order to get the support needed to achieve valuable outcomes. This competence entails the capacity to demonstrate effective communication, persuasion, negotiation and leadership.	
Description	Students craft and refine an elevator pitch for their business idea, presenting it to peers for feedback and practicing concise, effective communication.	
Learning Objectives	<ul style="list-style-type: none"> • I can develop an efficient way to share my idea • I can enhance my verbal communication skills • I can practice giving and receiving feedback 	<ul style="list-style-type: none"> • I can persuade. • I can negotiate. • I can lead. • I prioritise ethical options that don't harm people or planet. • I can gather resources, materials, finances, people and supporters. • I demonstrate effective communication. • I show effective persuasion. • I am comfortable with negotiation. • I can take leadership.
Time	60 – 90 minutes	
Materials	Student notebooks or laptops Local examples of short, elevator pitches would be useful.	
Context	This activity could be used when students are ready to share their ideas in a short, 60 second summary and then receive feedback.	
Step by Step		

Step 1: (Elevator Pitch Format – 10-15 mins)

Show or model (by teacher) local examples of various presentations where an idea is presented in only 1-2 minutes.

Provide students with the elevator presentation format below. Ask students or teams to complete each statement with one or two sentences:

- *We are...* [business name]
- *Our problem is...* [describe your problem and why it matters]
- *Our solution is...* [explain clearly]
- *We are different from the competition because...* [give a point of difference]
- *We would like you to...* [provide an action for your listener, e.g., ask for feedback, encourage interaction with the product, place an order, or partner with you]

Step 2: (Write the Elevator Pitch - 10-15 mins)

Ask students to re-write their elevator presentation for their own business idea in the format provided using clear and concise sentences that flow and have cohesion.

Step 3: (Refine the Pitch – 15-20 mins)

Allow students time to practice their presentation within their team. The presentation should be completed in 60 seconds. Encourage students to practice out loud and refine their wording to smooth out any issues.

If students are not ready to pitch, you may like to encourage them to revisit throughout the project and update their elevator pitch as their ideas evolve. The call to action, or the last line of the pitch, can be adapted later when clearer objectives are identified.

Step 4: (Pitch for Feedback - 15-20 mins)

Provide students with an opportunity to pitch to the class or another group for more feedback.

You may like to lead a discussion on the benefits of an elevator pitch, such as:

- How did you feel about the session?
- What was the key learning experience?
- What would you keep or change next time?

How to adapt

You may like to split these steps over multiple sessions.

You may like to consider asking students to refine their elevator pitch for different audiences – e.g.

- What parts would stay the same, and what parts would change if students were pitching to a potential customer?
- A potential business partner/s?
- A business expert for feedback?

By the end of the activity the learners will have:

Students will use the elevator pitch to write, present and show their business to inspire others through effective persuasion and clear communication.

Further Information:

Elevator pitch examples can be found here:

<https://zapier.com/blog/elevator-pitch-example/>

Future Me, Future World – Envisioning a Sustainable Future

Age	12-15	
Main Competence	Coping with uncertainties, ambiguity and risk	
Description	<p>This lesson plan is focused on envisioning a sustainable “Future Me, Future World.” This end-of-project reflection activity incorporates Doughnut Economics principles, decolonial futures concepts, and visioning exercises to encourage students to imagine and plan for an ecologically and socially just future.</p> <p>Learners work together to investigate and report and share their impact. They would like to investigate the change they wanted to make, if they did make a difference and report and share the change and impact they have made. This lesson builds well on the other Doughnut economics activities.</p>	
Learning objectives	<ul style="list-style-type: none"> • I can reflect on my personal growth and learning outcomes from their project. • I can envision a sustainable future for myself and the world, using Doughnut Economics principles as a guide. • I recognize the importance of decolonial thinking and equitable social frameworks in creating a just and sustainable future. • I can set actionable, realistic goals for contributing to a sustainable, inclusive future. 	<ul style="list-style-type: none"> • I work towards a better future by supporting fairness, equity and justice for current and future generations, and the planet. • I dare to take decisions in situations of uncertainty and ambiguity. • I am tolerant of risk. • I show resilience. • I overcome difficult circumstances. • I test my ideas with others by making samples/prototypes and adapting and changing, based on rethinking and feedback. • I can receive positive and negative feedback constructively, and use it to adapt and change my ideas and plans. • I can make quick changes without getting stuck.
Time	45 - 60 minutes (can be separate lessons)	
Materials	<ul style="list-style-type: none"> • Copies of the Doughnut Economics model (printed or displayed on a screen) • Paper or books or journal for reflective activities • Large sheets of paper or poster boards, markers, sticky notes • Example quotes or visuals on decolonial futures for inspiration • Optional: calming background music for visioning exercises 	

Context	This lesson builds on the ethical and sustainable thinking capability from phase 1 challenge framing, and can be done twice, as part of vision / ethical thinking and again at the end once they have presented their creative and collective solution. This activity adds the theoretical and content lens of doughnut economics and Donut economics to deepen their vision of a future me and future world.
Step by step	

Step 1: Reflecting on the Learning Journey (25 minutes)

- **Guided Reflection:** Begin with a short, guided reflection where students consider:
 - What they learned about sustainability and social impact.
 - The challenges they faced and how they grew from them.
 - How their perspective on the world and their role in it has changed.
- **Reflection Opportunity:** Ask learners to write or draw their own reflection on themselves and their abilities:
 - “One thing I’m proud of accomplishing is...”
 - “A challenge I overcame was...”
 - “One value that is important to me is”
 - “An important lesson I learned about the world is...”

Step 2: Introduction to Future Envisioning with Doughnut Economics and Decolonial Futures (10 minutes)

- **Explain Doughnut Economics for Future Visioning:**
 - Present the Doughnut model, emphasizing the “safe and just space” between the ecological ceiling and the social foundation.
 - Explain that envisioning a thriving future involves balancing human needs with planetary health.
 - Ask learners to reflect on danger zones and identify ecological and social boundaries that they have experienced or know about.
- **Decolonial Futures:**
 - Introduce decolonial thinking, focusing on envisioning futures that honour diverse cultural perspectives, respect Indigenous knowledge, and prioritize social equity.
 - Share an inspirational quote or visual about respecting different cultural practices and perspectives as part of a sustainable world.

Step 3: Visioning Exercise – Future Me, Future World (20 minutes)

- **Guided Visioning:**
 - Begin with a calming, guided visualization where students close their eyes and imagine a future world that is ecologically balanced and socially equitable. Describe scenes like clean rivers, thriving communities, healthy biodiversity, and inclusive societies that respect diverse cultures.
 - Ask students to picture their role in this world. What are they doing? How are they contributing to sustainability? How do they feel?
- **Individual Reflection:**
 - After the visualization, have students write down or sketch their ideas in response to questions like:
 - “What does my ideal future look like for me and my community?”
 - “What sustainable practices do I envision in this world?”
 - “What role do I see myself playing in making this future a reality?”

Step 4: Class Reflection and Setting Future Goals (5 minutes)

- **Class Reflection:**
 - Facilitate a short class discussion on what they learned from imagining (envisioning) a more sustainable future.
 - Discuss how considering decolonial and ecological perspectives helped broaden their view of sustainability.
 - Emphasize that working toward these visions involves continuous learning, flexibility, and resilience.
- **Setting Future Goals:**
 - Conclude by asking students to set one immediate and one long-term goal related to their vision. Examples:
 - **Immediate Goal:** “I will start composting at home.”
 - **Long-term Goal:** “I will study environmental science to work in sustainable urban planning.”

Wrap-Up and Next Steps

- **Final Reflections:** End with a closing thought that reminds students their visions and actions today lay the foundation for the future.
- **Future Planning:** Encourage students to revisit their goals regularly and continue learning about sustainable practices and inclusive community-building to stay engaged in their journey toward a thriving future.
- **Reflective Questions:**
 - “How does connecting our project to the ‘Donut economy change the way we see its impact?”
 - “What new insights did we gain about new me and a vision for a new future?”
- **Extending the Story:** Encourage students to think about ways to share their story outside the classroom—posting online, sharing with another school, or presenting to community members to inspire wider support for their efforts.

How to adapt

You can extend and make more lessons by adding presentation methods: dance, song, poetry on what change was made through your project or challenge or solutions.

According to the interests and level of the students, students can use creative methods to present the story of the impact of the project.

Added activity for students:

Poster Activity –

Mapping Future Actions (from 40 to 60 minutes)

- **Creating Future Me, Future World Posters:**
 - Provide students with large sheets of paper or poster boards to create visual representations of their envisioned future, including specific actions they might take to support this vision.
 - **Poster Sections:**

	<ul style="list-style-type: none"> ○ My Vision: Students illustrate or describe their vision for an ideal world, using keywords and images related to Doughnut Economics (e.g., social foundations, ecological balance). ○ Personal Actions: Specific steps they will take in their personal lives to support this vision (e.g., reducing waste, advocating for fair policies, learning about different cultural practices). ○ Community Actions: Ideas for community initiatives or broader societal actions to contribute to the sustainable future they've envisioned (e.g., clean-up campaigns, community gardens, supporting Indigenous initiatives). <ul style="list-style-type: none"> ● Group Sharing: <ul style="list-style-type: none"> ○ Once posters are complete, students share their vision with a partner or small group, describing what excites them about their future vision and what steps they can start taking now
By the end of the activity the learners will have:	<p>By the end of this lesson, students will have:</p> <ul style="list-style-type: none"> ● Reflected on their personal growth and impact-making journey. ● Developed a personal and collective vision for a sustainable, socially equitable world. ● Set actionable steps for contributing to an ecologically balanced, inclusive future. <p>This lesson empowers students to become active participants in shaping a just and sustainable world, grounded in ecological balance and respect for diverse cultural narratives.</p>
Further information	<p>The House that Modernity Built (decolonial futures) for more information Vanessa Andreotti</p> <p>Links to resources: the house modernity built (mini-zine house/mycelium) – Gesturing Towards Decolonial Futures</p> <p>Donut economics - About Doughnut Economics DEAL</p>

Organising a Demo Event

Age	12 - 15
Main Competence	Managing uncertainty, ambiguity and risk
Description	A step-by-step activity to enable students to show and describe their entrepreneurial ideas at a demonstration event.
Learning Objectives	<ul style="list-style-type: none"> • 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
Time	4 – 6 hours across the demonstration event (multiple sessions)
Materials	<p>Flipchart paper/ large sheets of paper/ online whiteboard application</p> <p>Markers</p> <p>Digital/ printed copies of template Gantt Chart/Action plan</p> <p>PC/laptops with internet connection</p>
Context	<p>This activity is suitable for students who have developed an entrepreneurial idea to share. The activity is most suitable when:</p> <ul style="list-style-type: none"> • 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. <p>One way of organising a demo event is to use the step-by-step description below, which refers to a Show and Tell event.</p>
Step by Step	

Prior Information

A Show and Tell event is an important milestone of an entrepreneurial education project for students to show and describe their entrepreneurial ideas. It provides an opportunity to answer questions and receive valuable feedback.

Step 1: (Idea Brainstorming - 15 minutes)

Facilitate a discussion to encourage students to come up with suggestions about the organisation of the event: (e.g. date, times, location, aim).

Guiding questions could include:

- When are you planning to hold your event and will it be part of an existing celebration (e.g. Earth day)
- How long will the event last?
- Where will the event be located? (e.g. garden / yard / school hall)
- What do you want your event to achieve? (e.g. raising awareness / crowdfunding / feedback on your prototype / sales)

Step 2: (Action plan - 45 minutes)

Explain that students will decide what exactly will be done, how to prepare for the event and who will do what task.

Using a Gantt chart (a template is provided below), students go through the main organisational steps, listing the different activities, roles and responsibilities, timeline and deadlines.

Guiding questions to help complete the Gantt chart could include:

- What are the main tasks we have to cover in order to organise the demonstration event?
- How are you going to complete the tasks?
- Who will do each task? What are the different roles and responsibilities?

Step 3: (Implementation - 3-5 hours in multiple sessions)

Assist students to divide into smaller groups based on the tasks listed in their Gantt chart. Students should use the Gantt chart to keep track of their progress and deadlines.

Ensure everyone knows what needs to be done and provide support through challenges that arise. Encourage students to apply a method to evaluate the impact of the event and of their product/service (i.e. Did the event raise awareness? Was the product or service useful? Would anyone buy or pay for the idea?).

Step 4: (Wrap up - 15 minutes)

Facilitate a reflection on the learning gained during the organisation of the event. You may like to gather feedback from students at this time (e.g. using an online word cloud in Mentimeter; Google form; inspirational cards like [Dixit cards](#).)

How to adapt

You may like to use class discussion and reflection to help solve challenges faced through the preparation.

Examples of several other different types of demonstration events that can involve other classes, the entire school, or the local community to increase the impact include:

- Presentation with Q&A to the rest of the school or to the broader community by inviting families and friends
- A trade show where multiple ideas are shared through stalls and people can roam between them, looking at the ideas, asking questions, providing feedback and engaging in practical demonstrations.
- A flash mob or awareness campaign explaining why an issue is important to students and how they have thought of addressing it.
- A demo video shared online with a feedback form to gather comments and suggestions from potential users

You may like to show photos of different demonstration events (some examples are included below).

By the end of the activity the learners will have:

Designed and organised a school Show & Tell Event which has provided an opportunity to follow a plan, prioritise tasks, be resourceful and share roles and responsibilities.

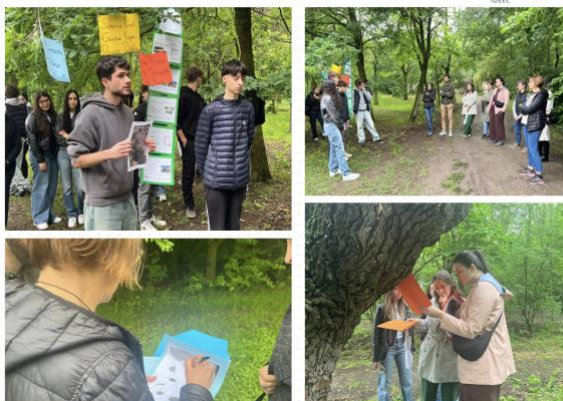
Further Information:

More information about using a Gantt chart can be found here: <https://www.teamgantt.com/what-is-a-gantt-chart>

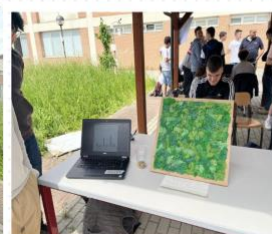
Example of a Gantt Chart and photos from an Italian school:

[illegible]

An Italian school startup, that provides team building services to raise awareness on air quality, during a Show & Tell Event. This startup organised a treasure hunt with some employees of a local company in order to test their service and to get feedback



Four Italian school startups came together to deliver a Show & Tell Event as a trade show in their school courtyard. Each startup had the chance to present their products and services to other students and teachers that strolled among the stalls



A school startup that promotes outdoor activities for fighting social isolation, performing live music in the city of Milan. This Show & Tell Event was realised as a prototype of their service, tested during the event



Peer Feedback

Age	12 - 15	
Main Competence	Coping with uncertainties, ambiguity and risk: “Coping with uncertainties ambiguity & risk” allows you to make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes. This competence includes structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing within the value-creating process. It also entails handling fast-moving situations promptly and flexibly.	
Description	Students practice giving and receiving constructive feedback on their entrepreneurial ideas, helping them refine their projects through peer input and actioning relevant suggestions.	
Learning Objectives	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I dare to take decisions in situations of uncertainty and ambiguity. • I am tolerant of risk. • I show resilience. • I overcome difficult circumstances. • I test my ideas with others by making samples/prototypes and adapting and changing, based on rethinking and feedback. • I can receive positive and negative feedback constructively, and use it to adapt and change my ideas and plans. • I can make quick changes without getting stuck.
Time	60 – 75 minutes	
Materials	<p>Paper or student notebooks</p> <p>A local example of a business idea, prototype or pitch</p> <p>An optional resource could be specific criteria that teachers would like students to use when giving feedback.</p>	
Context	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.	
Step by Step		

Step 1: (Introduction to Feedback – 10-15 mins)

Start by explaining why feedback is valuable. Tell students that feedback helps us grow, just

like practice helps us get better in sports or art. You can share stories of famous inventors or people who asked for feedback to improve their ideas.

Tell students that feedback is a positive thing—it's like a gift. Then, introduce the feedback format using sentence starters like:

- "I like..." (for something they liked).
- "I wonder..." (for something that could be made better).

You can practice by asking them to give feedback on something fun, like their favourite game or toy.

Step 2: (Establish Criteria – 10-15 mins)

Explain to students that feedback is more helpful when we follow some simple rules or criteria. Here are some simple guiding questions they can think about:

- Does this idea fix the problem?
- Can it be done easily?
- Is it different from other ideas?
- Will other kids or people like it?

You might like to show an example idea or drawing and let students use "I like..." and "I wonder..." to give feedback.

Step 3: (Prepare to Receive Feedback – 5-10 mins)

Explain that students will partner with other teams to give and receive feedback.

Ask students to set up a page with two columns to write down the feedback they received: 'They liked' and 'They wondered'.

Tell students to focus on accepting and recording the feedback without any arguments or explanations. However, students may ask clarifying questions if needed.

Step 4: (Completing the feedback process – 15-20 mins)

Establish roles for feedback - one team presents their idea while the listening team is silent, taking notes.

When it's time to give feedback, the presenting team should record it without discussion, except for clarifying questions.

Use visible timers to help keep track of time for sharing the idea and giving feedback. Allow teams to switch roles when necessary.

You may like to rotate teams to present again to a different group to provide further practise and feedback. Repeat as many times as you wish.

Step 5: (Action the feedback - 10-15 mins)

Students return to their teams to prioritize the feedback they received.

Guiding questions may include:

- What feedback is most relevant?
- What feedback, if applied now, would have the biggest impact?
- How can you act on the feedback you feel will most improve your idea?

Once they've discussed, let them start making changes to their project based on the feedback.

How to adapt

Depending on the maturity and experience of your students, you may like to limit the number of criteria they provide feedback on and extend further over time.

After several feedback sessions, you could consider asking students to prioritise whether there is any feedback that keeps coming up and ensure this is actioned with priority.

By the end of the activity the learners will have:

Students will use the peer feedback activity to present their work and give/receive feedback to test ideas to reduce uncertainty and mitigate risk and failure.

Further Information:

You can read more about peer feedback here:
<https://www.edutopia.org/article/teaching-kids-give-and-receive-quality-peer-feedback/>

Project Wrap-Up

Age	12 - 15	
Main Competence	<p>Organisation: “Organisation” is a broad competence you show when you work within constraints like limited time scales, prioritize, and concentrate on the task to deliver good results. This competence allows you to meet the needs of users or customers. To do this, you need to have first investigated what the internal or external customer is expecting and deliver good services to meet those needs. This competence is also about finding solutions to problems, planning and delegating more long-term activities, keeping schedules and reporting progress.</p>	
Description	<p>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.</p>	
Learning Objectives	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● I can persuade. ● I can negotiate. ● I can lead. ● I prioritise ethical options that don't harm people or planet. ● I can gather resources, materials, finances, people and supporters. ● I demonstrate effective communication. ● I show effective persuasion. ● I am comfortable with negotiation. ● I can take leadership.
Time	45 – 60 minutes	
Materials	Paper for each student	
Context	<p>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.</p> <p>Adapted from HyperIsland Toolbox.</p>	
Step by Step		

Step 1: (Check-in - 5-10 mins)

Begin with a check-in to help team members settle into the session. Emphasize the importance of being fully present and focused. Explain that the session will focus on wrapping up the project and gathering valuable insights.

Step 2: (Set Up - 5-10 mins)

Provide each participant with paper. Ask them to divide the page into four sections. Label the sections as follows: a smiley face at the top, a sad face second, an upwards arrow third, and an arrow pointing to the right in the fourth section.

Step 3: (The Highs - 5 mins)

In the smiley face section, have participants write down or draw images that represent the highlights of the project. Encourage them to reflect on why these moments were significant, what led to their success, and any lessons learned.

Step 4: (The Lows - 5 mins)

In the sad face section, ask participants to reflect on the low points of the project. Have them write down or draw images representing these moments. Prompt them to consider the causes, their reactions, and lessons learned from these experiences.

Step 5: (Your Growth - 5-10 mins)

In the upwards arrow section, participants should identify the top three areas of personal growth during the project. Encourage them to reflect on how they have developed and what they have learned about themselves.

Step 6: (Takeaways - 5-10 mins)

In the arrow to the right section, encourage participants to think about what they want to carry forward from this experience into their next project or assignment. This could be skills, mindsets, or attitudes they want to retain and where they plan to use them.

Step 7: (Someone to Thank - 5 mins)

Ask participants to write down the name of someone they would like to thank for their support during the project. Prompt them to specify what they are thankful for, whether it's support, challenge, or inspiration. This could be done as a written exercise or through group discussion.

Step 8: (Sharing – 10 mins)

Facilitate an opportunity for students to share their reflections. This could occur in small groups or as a class.

How to adapt

You may like to adjust the number of steps or areas for reflection in this activity based on the available time.

You could consider changing the reflection style, such as writing, group discussion, or whole class discussion.

By the end of the activity the learners will have:

Students use the Project Wrap Up template to organise their thoughts and reflection about the entrepreneurial process. Students can use this reflection to improve their business idea, further prioritise tasks, meet expectations and deliver a better service.

Further Information:

Example of template:






Silent letters

Age	12-15 years	
Main Competence	Organisation: “Organisation” is a broad competence you show when you work within constraints like limited time scales, prioritize, and concentrate on the task to deliver good results. This competence allows you to meet the needs of users or customers. To do this, you need to have first investigated what the internal or external customer is expecting and deliver good services to meet those needs. This competence is also about finding solutions to problems, planning and delegating more long-term activities, keeping schedules and reporting progress.	
Description	This activity involves the group forming letters as a group in the room, in silence, the objective of the activity is to allow the group to reflect on the role they took in the activity, to try out different roles This activity is carried out without speaking, to explore how we communicate. The activity follows a pattern of asking the group to form a letter then reflect, identify what they did, invite to try something else and form another letter and so on. There is time for sharing and reflecting at the end. The activity then develops these insights to exploring leadership	
Learning Objectives	<ul style="list-style-type: none">● I can develop and improve my organisation skills by trying out new ways of organising● I can apply my communication skills● I can improve my teamwork skills	<ul style="list-style-type: none">● I can persuade.● I can negotiate.● I can lead.● I prioritise ethical options that don’t harm people or planet.● I can gather resources, materials, finances, people and supporters.● I demonstrate effective communication.● I show effective persuasion.● I am comfortable with negotiation.● I can take leadership.
Time	50 mins	
Materials	Flipchart papers and pens	
Context	This activity can be used to introduce communication styles, roles within groups, organisation skills and how we can adapt these to suit different situations. It also explores leadership in two contexts – leading self and others	
Step by Step		
Step 1: Letter forming (5 mins)		

Invite the group to form a letter from the alphabet without speaking to each other– once they have done this – invite them to think about how they did this and what part did they play:

- Did I direct other people?
- Did I wait for other people to decide where I was to stand?
- Did I think of doing it a different way?
- Did I have an idea about how to do it, but didn't take any action on this?

Note: The instructions or directions and questions for reflection can be adapted depending on the learners

Step 2: Letter forming part 2 (5 mins)

Invite the group to form another letter from the alphabet without speaking to each other, this time invite the group to take on a different role e.g. if they were one of the group who organised the formation, take a different part by observing and waiting to be shown, if you were a group member who waited to be moved, then take on another role, perhaps to organise the group – once they have done this – invite them to think about how they did this and what part did they play:

- What did you notice about how it was to do something different – was it good, a bit uncomfortable etc.

Step 3: Letter forming part 3 (5 mins)

Finally ask the group to form another letter and invite them to choose – would they like to do what they 'normally' do or something different? Invite them to think about what they noticed:

- What was different about what happened in the group?
- What was different about what I did?

Step 4: Leading myself and others (10 mins)

Outline that there are two kinds of leading – leading myself and leading other people example:

Leading myself: being in charge of your actions, choices etc

Leading others: share two kinds of leading others:

- Being a role model – inspiring others by how you act
- Guiding others or a group toward a goal

Invite the students to think about in this activity when were you leading yourself and when were you leading others – ask the young people to share examples from the activity

Step 5: making an impact (15 mins)

Create two groups (these can be self-selected by the students) one for leading myself and one for leading others and ask the groups to brainstorm ideas that they can do in each category to make an impact on the issues or issues they have identified – for example if the issue is recycling plastic – being a role model might be recycling plastic that you find outside or leading others might be organising a campaign to improve the availability of recycling bins in the school

Once the groups have made a list – ask the groups to present their ideas to the class. Invite the young people to individually pick one activity from one the lists that they will commit to undertaking and make a list of what they need to do to organise the impact activity

Part 6 debrief (10 mins)

Ask the group to share some of their thoughts while doing the activity.

- Did I find it difficult not being able to talk in the silent activity?
- Did I like not being able to talk?
- What was the most challenging or interesting part of the activity?
- What did I learn about myself?

Invite the students to form a line in the classroom, facing forward – next invite them to take a step forward as a leader and remind the students that this is all that is required to take the first step!

How to adapt

By the end of the activity the learners will have:

By the end of this activity the students will:

- Experienced how they undertake a group activity
- Have tried out a new way of organising in a group
- Understand more about two kinds of leadership
- Identified how to take action within leadership

Storytelling Our Impact SDGs 1

Age	12-15	
Main Competence	Mobilising others: “Mobilizing others” allows you to inspire, enthuse and get relevant stakeholders on board in order to get the support needed to achieve valuable outcomes. This competence entails the capacity to demonstrate effective communication, persuasion, negotiation and leadership.	
Description	<p>Using Storytelling and the SDGs to Communicate Impact</p> <p>This lesson will guide students in framing their project’s impact by highlighting connections to the Sustainable Development Goals (SDGs). They’ll use the SDGs to showcase their project’s purpose, actions, and outcomes, helping them communicate the broader impact of their work in a way that is persuasive and accessible.</p> <p>Learners work together to investigate and report and share their impact. They would like to investigate the change they wanted to make, if they did make a difference and report and share the change and impact they have made.</p>	
Learning objectives	<ul style="list-style-type: none"> • I can identify which SDG(s) fits to a project idea • I can recognise the importance of aligning our project goals with global sustainability efforts. 	<ul style="list-style-type: none"> • I can persuade. • I can negotiate. • I can lead. • I prioritise ethical options that don’t harm people or planet. • I can gather resources, materials, finances, people and supporters. • I demonstrate effective communication. • I show effective persuasion. • I am comfortable with negotiation. • I can take leadership.
Time	70 minutes – 120 minutes	
Materials	<ul style="list-style-type: none"> • Copies of the SDG chart or individual SDG descriptions • Whiteboard or large poster paper • Markers, sticky notes, or index cards for brainstorming 	
Context	<p>This activity is focused on communicating what change your project or product or service makes in the world.</p> <p>This lesson builds connection of the work and project you are doing, to the SDGs. It works well on the other Doughnut economics activities in this pack of activities</p>	
Step by step		

Step 1: Introducing the SDGs (10 minutes)

- **SDG Overview:** Begin with a quick recap of the SDGs, especially the goals that may relate closely to students' projects (e.g., Good Health and Well-being, Clean Water and Sanitation, Climate Action).
- **Connecting Projects to the SDGs:** Explain that aligning their projects with the SDGs can help communicate how their work contributes to global goals for a better, more sustainable world.

Step 3: Creating the Narrative (15 minutes)

- **Story Structure:** Guide students in structuring their information into a narrative format, moving from the problem to the solution, and highlighting how it aligns with an SDG.
- **Crafting a Persuasive Story:** Encourage students to keep their audience in mind, focusing on clarity, relevance, and why their project matters. Remind them to make it accessible and engaging, with a focus on tangible outcomes.
- **Practice Time:** Allow students to rehearse presenting their story to a partner or small group, giving each other feedback on clarity and impact.

Step 4: Presenting and Reflecting (15 minutes)

- **Team Presentations:** Each group presents their project using the storytelling canvas, explaining how their project aligns with the SDGs and why it makes a difference.
- **Class Reflection:** After each presentation, prompt classmates to reflect on:
 - "What part of the project's story was most compelling?"
 - "How did the project support the SDGs?"
 - "What could be improved or scaled to create a greater impact?"
- **Voting (Optional):** If desired, the class can vote on the most impactful presentations or the clearest storytelling, offering constructive feedback and celebrating each team's work.

Wrap-Up and Next Steps

- **Reflective Questions:**
 - "Which SDG challenges are present in my life and my community?"
 - "How does connecting our project to the SDGs change the way we see its impact?"
- **Extending the Story:** Encourage students to think about ways to share their story outside the classroom—posting online, sharing with another school, or presenting to community members to inspire wider support for their efforts.

How to adapt

You can extend and make more lessons by adding presentation methods: dance, song, poetry on what change was made through your project or challenge or solutions.

According to the interests and level of the students, students can use creative methods to present the story of the impact of the project.

By the end of the activity the learners will have:	<p>By the end of this lesson, students will have:</p> <ul style="list-style-type: none"> • Articulated / persuasively explained their project's story in a way that connects with the Sustainable Development Goals (or Inner Development Goals). • Practiced organizing and communicating their impact to engage others. • Enhanced their ability to see their projects as part of a larger, global effort for sustainable development. <p>This storytelling approach reinforces the power of framing local projects within global goals, helping students become effective advocates for sustainability in their communities.</p>
Further information	SDGs THE 17 GOALS Sustainable Development

Storytelling SDGs Overview

1. Challenge

- Purpose:** Describe the problem or need that prompted the project.
- How to Frame It:** Start with the "why" behind the project. What social or environmental issue were you addressing? Was there a specific SDG (like Clean Water and Sanitation, Zero Hunger) you aimed to support?
- Tips for Students:** Use examples from the community to ground the issue, such as "Plastic waste was harming wildlife in our area" or "Some students didn't have access to healthy food options."

2. SDG Connection

- Purpose:** Highlight which SDG(s) the project aligns with.
- How to Frame It:** Explain how addressing this problem contributes to a larger global goal. Why is this SDG important in the context of your project?
- Tips for Students:** Use phrases like "Our project supports Goal 13: Climate Action by reducing emissions," or "We address Goal 3: Good Health and Well-being by creating safer, cleaner environments."

3. Solution

- Purpose:** Describe the approach or actions taken to solve the challenge.
- How to Frame It:** Outline the core idea of the project. Was it a product, a service, a campaign, or an educational event? Make sure it's clear how the solution was meant to address the challenge.
- Tips for Students:** Use action words and clear steps. For instance, "We organized community clean-ups and placed recycling bins in key areas."

4. Adjustments/Feedback

- Purpose:** Show adaptability by including any changes made based on feedback or challenges encountered.
- How to Frame It:** Briefly explain if feedback or unexpected issues led to improvements or changes in the project.
- Tips for Students:** Encourage them to frame this as a positive learning experience. For example, "We initially focused only on recycling bins, but feedback suggested adding educational posters, which made our message clearer."

5. Outcome/Impact

- Purpose:** Summarize the results of the project, focusing on the tangible changes made to people's lives (social foundation) and the environment (ecological ceiling).
- How to Frame It:** This is the "Did we make a difference?" part of the story. Describe both immediate and potential long-term impacts.
- Tips for Students:** Quantify impacts where possible and break them into people and planet categories:
 - Impact on People:** Improved quality of life, healthier environments, increased awareness, community engagement, or skills gained.

1. Example: "50 students learned about recycling and reported that they started recycling at home."
 - ii. **Impact on the Planet:** Environmental improvements, reductions in waste, energy savings, or conservation efforts.
 1. Example: "We reduced local plastic waste by 30% and prevented litter from entering nearby streams."
6. **Answering "Did We Make a Difference?"**
- a. **Purpose:** Sum up the project's overall contribution and its significance.
 - b. **How to Frame It:** This section reinforces the purpose and outcome. Encourage students to keep this concise but impactful, underscoring why their project matters.
 - c. **Tips for Students:** Highlight both the story of their journey and the measurable outcomes. For example, "Our project tackled plastic waste in our school, supported SDG 13, and educated our peers, contributing to a cleaner, healthier environment."

Tips for Telling Impact on People and Planet

To effectively convey impact on both people and the planet, students should aim for a balance between storytelling elements and facts. Here's how to do it:

1. **Use Specific Data for Measurable Impact**
 - a. Encourage students to include statistics, such as the number of people who benefited, the percentage reduction in waste, or the amount of resources saved. This lends credibility to the impact they describe.
2. **Highlight Stories or Testimonials**
 - a. Personal stories can powerfully demonstrate impact, especially if students can recount how their project directly affected individuals. For example, "One community member mentioned she learned how to recycle for the first time," or "Several students reported feeling proud to contribute to a greener campus."
3. **Visuals and Comparisons**
 - a. Visual representations, such as before-and-after photos or impact charts, can help communicate environmental and social impact. If possible, students might describe visual changes, like cleaner spaces or community gatherings, to reinforce their story.
4. **Frame Positive and Future Impact**
 - a. Have students emphasize both immediate results and potential long-term benefits, showing how their project set a foundation for continued positive change. For example, "We planted 20 trees, which will grow to absorb carbon dioxide and support biodiversity."
5. **Connect to Real-Life Improvements**
 - a. Encourage students to think of ways their project brought concrete improvements to daily life, making the case for how even small changes matter. For example, "By reducing waste, we kept our parks clean, which means safer, more enjoyable spaces for everyone."
6. **Include Reflections on Growth and Learning**
 - a. To wrap up, students can briefly reflect on how the project affected them personally and how it might inspire others to take action. This personal touch can be both authentic and persuasive.

By using the storytelling canvas with these framing techniques, students can effectively communicate their project's impact, making a compelling case for how they contributed to the social and ecological goals of the Doughnut Economics model and SDGs.

Storytelling Our Impact SDGs 2

Age	12-15	
Main Competence	Mobilising others	
Description	<p>Using Storytelling framework to Communicate Impact</p> <p>This lesson will guide students in framing their project's impact using the storytelling canvas. They'll use this canvas to create a clear narrative that showcases their project's purpose, actions, and outcomes, helping them communicate the broader impact of their work in a way that is persuasive and accessible.</p> <p>Learners work together to investigate and report and share their impact. They would like to investigate the change they wanted to make, if they did make a difference and report and share the change and impact they have made.</p>	
Learning objectives	<ul style="list-style-type: none"> • I can organize project details into a compelling narrative, using a storytelling canvas. • I can present a story in a way that clearly communicates their project's impact on people and the planet. • I can communicate the alignment our project goals with global sustainability efforts. 	<ul style="list-style-type: none"> • I can persuade. • I can negotiate. • I can lead. • I prioritise ethical options that don't harm people or planet. • I can gather resources, materials, finances, people and supporters. • I demonstrate effective communication. • I show effective persuasion. • I am comfortable with negotiation. • I can take leadership.
Time	70 minutes – 120 minutes	
Materials	<ul style="list-style-type: none"> • Printed storytelling canvases • Whiteboard or large poster paper • Markers, sticky notes, or index cards for brainstorming 	
Context	<p>This activity is focused on communicating what change your project or product or service makes in the world. It uses any storytelling canvas to help learners to communicate their impact.</p> <p>This lesson builds well on the other Doughnut economics activities in this pack of activities</p>	
Step by step		

Step 1: Introducing the Storytelling Canvas (10 minutes)

- **Introduce the Storytelling Canvas:** Explain that the storytelling canvas will help them organize their project's story in a way that highlights impact, using elements like challenge, solution, adjustments, and outcome.

Step 2: Mapping the Project Story on the Canvas (25 minutes)

- **Canvas Sections:**
 - **Challenge:** What problem or need did the project aim to address? (Prompt them to think of challenges like pollution, lack of resources, or health issues in their community.)
 - **Solution:** Describe the solution they implemented, the main idea, and the intended impact.
 - **Adaptations/Feedback:** Include any adjustments they made to improve the solution based on feedback or unexpected challenges.
 - **Outcome/Impact:** Detail what results they achieved and how they measured impact. Encourage them to think about both immediate and potential long-term effects.
- **Filling in the Canvas:** Allow students time to complete each section, prompting them to use specific examples that demonstrate both personal actions and broader impact. For example, "Our project reduced single-use plastics in our school by X%" or "We planted 50 trees, which will help in carbon absorption and support Goal 13: Climate Action."

Step 3: Creating the Narrative (15 minutes)

- **Story Structure:** Guide students in structuring their information into a narrative format, moving from the problem to the solution, and highlighting how it aligns with an SDG.
- **Crafting a Persuasive Story:** Encourage students to keep their audience in mind, focusing on clarity, relevance, and why their project matters. Remind them to make it accessible and engaging, with a focus on tangible outcomes.
- **Practice Time:** Allow students to rehearse presenting their story to a partner or small group, giving each other feedback on clarity and impact.

Step 4: Presenting and Reflecting (15 minutes)

- **Team Presentations:** Each group presents their project using the storytelling canvas, explaining how their project aligns with the SDGs and why it makes a difference.
- **Class Reflection:** After each presentation, prompt classmates to reflect on:
 - "What part of the project's story was most compelling?"
 - "How did the project support the SDGs?"
 - "What could be improved or scaled to create a greater impact?"
- **Voting (Optional):** If desired, the class can vote on the most impactful presentations or the clearest storytelling, offering constructive feedback and celebrating each team's work.

Wrap-Up and Next Steps

- **Reflective Questions:**
 - “What new insights did we gain about how to communicate our ideas effectively?”
 - “What makes a compelling story?”
 - “How can I make our project story more compelling?”
- **Extending the Story:** Encourage students to think about ways to share their story outside the classroom—posting online, sharing with another school, or presenting to community members to inspire wider support for their efforts.

How to adapt

You can extend and make more lessons by adding presentation methods: dance, song, poetry on what change was made through your project or challenge or solutions.

According to the interests and level of the students, students can use creative methods to present the story of the impact of the project.

By the end of the activity the learners will have:

By the end of this lesson, students will have:

- Articulated / persuasively explained their project’s story in a way that uses the Storytelling Canvas, and can build on the SDG storytelling.
- Practiced organizing and communicating their impact to engage others.
- Enhanced their ability to see their projects as part of a larger, global effort for sustainable development.

This storytelling approach reinforces the power of framing local projects within global goals, helping students become effective advocates for sustainability in their communities.


Further information

Storytelling canvas

<https://www.designabetterbusiness.tools/tools/storytelling-canvas>

Storytelling Canvas Overview

STORYTELLING CANVAS				
SUBJECT What is the story about?		GOAL What do you want to achieve with this story?		AUDIENCE What is your story's audience? What are their needs?
BEFORE What does your audience think, feel, know, want, before they have experienced your story?	1. SET THE SCENE What do you need to introduce? What should be set up or explained?	2. MAKE YOUR POINT The audience's A-Ha moment.	3. CONCLUSION The end of your story. What is the conclusion? What is your call to action?	AFTER What does your audience think, feel, know, want, after they have experienced your story?

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The storytelling canvas is typically divided into sections that guide students to tell a coherent and compelling story about their project. Here's a suggested layout with tips on how students can approach each section:

7. Challenge

- Purpose:** Describe the problem or need that prompted the project.
- How to Frame It:** Start with the "why" behind the project. What social or environmental issue were you addressing? Was there a specific SDG (like Clean Water and Sanitation, Zero Hunger) you aimed to support?
- Tips for Students:** Use examples from the community to ground the issue, such as "Plastic waste was harming wildlife in our area" or "Some students didn't have access to healthy food options."

8. Solution

- Purpose:** Describe the approach or actions taken to solve the challenge.
- How to Frame It:** Outline the core idea of the project. Was it a product, a service, a campaign, or an educational event? Make sure it's clear how the solution was meant to address the challenge.
- Tips for Students:** Use action words and clear steps. For instance, "We organized community clean-ups and placed recycling bins in key areas."

9. Adjustments/Feedback

- Purpose:** Show adaptability by including any changes made based on feedback or challenges encountered.
- How to Frame It:** Briefly explain if feedback or unexpected issues led to improvements or changes in the project.
- Tips for Students:** Encourage them to frame this as a positive learning experience. For example, "We initially focused only on recycling bins, but

feedback suggested adding educational posters, which made our message clearer.”

10. Outcome/Impact

- a. **Purpose:** Summarize the results of the project, focusing on the tangible changes made to people’s lives (social foundation) and the environment (ecological ceiling).
- b. **How to Frame It:** This is the “Did we make a difference?” part of the story. Describe both immediate and potential long-term impacts.
- c. **Tips for Students:** Quantify impacts where possible and break them into people and planet categories:
 - i. **Impact on People:** Improved quality of life, healthier environments, increased awareness, community engagement, or skills gained.
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 1. Example: “We reduced local plastic waste by 30% and prevented litter from entering nearby streams.”

11. Answering "Did We Make a Difference?"

- a. **Purpose:** Sum up the project’s overall contribution and its significance.
- b. **How to Frame It:** This section reinforces the purpose and outcome. Encourage students to keep this concise but impactful, underscoring why their project matters.
- c. **Tips for Students:** Highlight both the story of their journey and the measurable outcomes. For example, “Our project tackled plastic waste in our school, supported SDG 13, and educated our peers, contributing to a cleaner, healthier environment.”

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- a. Encourage students to include statistics, such as the number of people who benefited, the percentage reduction in waste, or the amount of resources saved. This lends credibility to the impact they describe.

8. Highlight Stories or Testimonials

- a. Personal stories can powerfully demonstrate impact, especially if students can recount how their project directly affected individuals. For example, “One community member mentioned she learned how to recycle for the first time,” or “Several students reported feeling proud to contribute to a greener campus.”

9. Visuals and Comparisons

- a. Visual representations, such as before-and-after photos or impact charts, can help communicate environmental and social impact. If possible, students might describe visual changes, like cleaner spaces or community gatherings, to reinforce their story.

10. Frame Positive and Future Impact

- a. Have students emphasize both immediate results and potential long-term benefits, showing how their project set a foundation for continued positive change. For example, “We planted 20 trees, which will grow to absorb carbon dioxide and support biodiversity.”

11. Connect to Real-Life Improvements

- a. Encourage students to think of ways their project brought concrete improvements to daily life, making the case for how even small changes matter. For example, “By reducing waste, we kept our parks clean, which means safer, more enjoyable spaces for everyone.”

12. Include Reflections on Growth and Learning

- a. To wrap up, students can briefly reflect on how the project affected them personally and how it might inspire others to take action. This personal touch can be both authentic and persuasive.

By using the storytelling canvas with these framing techniques, students can effectively communicate their project’s impact, making a compelling case for how they contributed to the social and ecological goals of the Doughnut Economics model and SDGs.

SECTION 5: Further Information and Contact

You can find further information on our website at ideec.eu and subscribe for the newsletter [here](#).