IDEEC

Impact-Driven Entrepreneurship Education for Children

Activity Toolkit Ages 9-12

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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
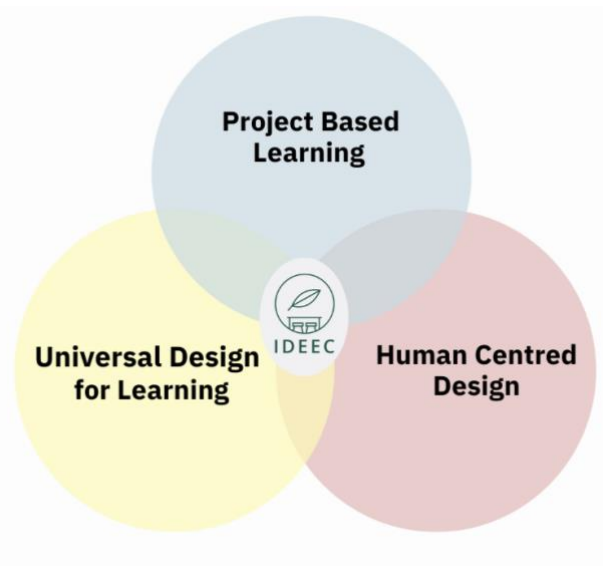
Universal Design for Learning (UDL)

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 copy 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

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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 (Ekskäret 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:
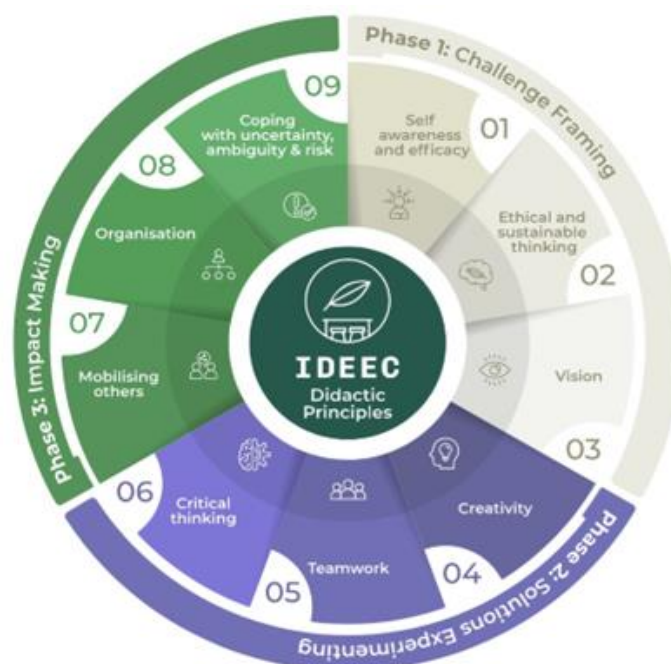
1. **Challenge Framing**
2. **Solutions Experimenting**
3. **Impact making**

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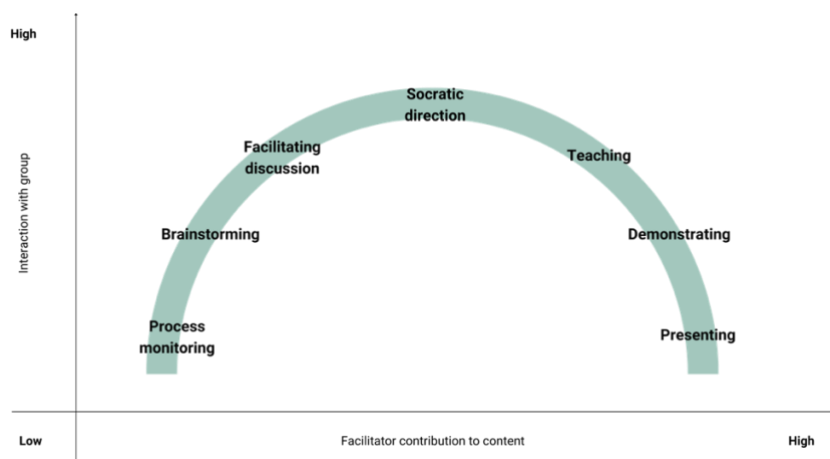
As teachers, you are encouraged to:
- make the content local
- add your own content and activities
- use the framework for planning how social entrepreneurship can best be integrated into your class, for your learners, in your communities.

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
Lego Vacuum	Vision
Communities Love Balance	Ethical and Sustainable Thinking
Draw your Future World	Vision
Letter to a Multinational	Ethical and Sustainable Thinking
Newspaper Activity	Ethical and Sustainable Thinking
Problem Ideation	Vision
Values for All	Self-Awareness / Self-Efficacy
Phase 2: Solutions Experimenting	**Competency**
Cartoon Greenwashing	Creativity
Creativity Spark 1	Creativity
Creativity Spark 2	Creativity
How-Now-Wow Matrix	Critical Thinking
School Garden	Teamwork
Dealing with Social Pressure	Teamwork
Street Voices 1 and 2	Critical Thinking
Team roles	Teamwork
The 5 Whys	Critical Thinking
Thinking Hats	Creativity
Traffic Light Reflection	Teamwork
Phase 3: Impact Making	**Competency**
Branding	Mobilising Others
Elevator Pitch	Mobilising Others
Feedback Matrix	Organisation
Making an impact	Organisation
Organising a Show and tell (demo event)	Mobilising Others
Peer Feedback	Managing Uncertainty, Ambiguity and Risk
Project Wrap-up	Organisation

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Butterfly Tool

Age	9 - 12
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	• I can understand the causes of issues that I would like to change • I can understand the impact these issues can have on individuals and the wider community • I can identify actions I can take to address these issues	• I 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	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	This activity could be broken into two sessions: Session 1: **Exploring the impact tree**: using language the young people can relate to and expanding he discussion of the three levels and applying it to different issues. 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.
By the end of the activity the learners will have:	Students explore the different levels of an issue and apply their understanding to issues or challenges they have identified.
Further Information:	

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Impact

Issue

Causes

IDEEC

SOCIAL ENTERPRISE ACADEMY

POSSIBLE ACTIONS

ROOT CAUSES

EFFECTS

POSSIBLE ACTIONS

List as many things YOU can do to help this root cause here

What creates the issue?

What happens as a result of the issue?

List as many things YOU can do to help this symptom here

The Issue:

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Case Study – Lego Vacuum

Age	9 - 12
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 then they think about find other challenges to solve.
Learning Objectives	● I can identify the ways that entrepreneurs generate and create their ideas by exploring problems and challenges. ● I can practice an entrepreneur's mindset with ideation.	● 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	This activity is used to help students better understand the concept of entrepreneurship and how it relates to solving problems. The video is used as a helpful way to engage with a fun and interesting example. You may like to consider a different video or example of a common problem that is more suitable to your students.
Step by Step	

Step 1: (Introduction and video – 10-15 mins)
Start by talking to students about inventions that solve problems. Ask them if they can think of anything that helps people by making something less frustrating or easier.

Watch a fun video together, like *"I built a LEGO vacuum that sorts your bricks!"* (or use another example where someone solves a problem in a cool way).

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

Guiding questions may include:

- What problem does this invention fix for people?
- How do you think the inventor came up with this idea? What are some other sources of inspiration for ideas?

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- What tools or technology did the inventor use to build it?
- What makes this inventor fun to listen to?

Step 3: (Problem exploration – 5-10 mins)
Ask students to think of something in their life that frustrates them, like a small problem they would like to fix. It could be something that happens while playing at school, or at home (you can use sticky notes to write or draw). This frustration could also be something bigger, like a problem people face in the community. These ideas could be saved for more fun activities later, where students can think of solutions to these problems!

Step 4: (Optional Sharing – 5-10 mins)
Invite students to share their ideas with the class. Encourage a conversation about how the video inventor identified a problem and then made a solution. Highlight how this is what entrepreneurs do—they see a problem, and they come up with a creative fix for it!

How to adapt	Prior to introducing the video, students could ideate problems, challenges and frustrations to do with Lego, and how they might solve these. You may like to encourage problems and frustrations related to social (impact-driven) issues.
By the end of the activity the learners will have:	Students will have used their vision to recognise opportunities for future possibilities and solutions to common problems. (see competency framework for more)
Further Information:	*Example list of common problems and frustrations:* Intermittent Wi-Fi connection Calls from unknown numbers Forgetting passwords Running out of phone battery Late trains/buses Not being able to find the end of the sticky tape Running out of mobile phone data When you crack your mobile phone screen Autocorrect on your phone Shops that no longer accept cash payments 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 Apps that don't quite do exactly what you need People who call you, when you asked for a text or vice versa When you straighten your hair and it rains Answer phone messages 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

![IDEEC logo]

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Communities Love Balance

Age	9 - 12
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 experience that, in order to be healthy, their body needs balance. This leads to a brainstorm on what students think there is too much and/or too little of in their community and what is needed to find balance.
Learning objectives	- I understand that health lies in balance - I can identify issues and challenges facing my local community - I can prioritise challenges and think of ideas and solutions that will benefit my local community. - 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 – 45 mins
Materials	A digiboard or flipchart, paper and pens to record the students' ideas.
Context	This activity can be used to enable young people to start thinking about challenges in their local community, working from their own experience that it is not good to have too much or too little of something.
Step by Step	

Step 1: (Bodies in balance - 10 mins)

Introduce the subject: *Let's think of things that our bodies need to be in balance.*

What happens if we have too little? We feel…
What happens if we have too much? We feel…

The following could be used as inspiration:

Bodies love balance: examples

↑ **Too much**	Stuffed	Bloated	Puffed up	Sweaty	Aching	Dozy ↑
Name things we need to be healthy	Food	Water	Air	Warmth	Exercise	Sleep
↓ **Too little**	Hungry	Thirsty	Gasping	Shivering	Unfit	Exhausted ↓

Source: Tool - Hello Doughnut 8-11   September 2024 - Google Drive

Guiding questions could include:
- Ask students to act how they feel when they have too much and too little.
- How do our bodies let us know when we've got too much or too little? How do we know when it's just right?

Close Step 1 reinforcing this insight: *Best health comes when we are in balance, when we are in the just-right zone.*

Step 2: (Brainstorm PART 1 - 5-10 mins)

Form small groups of 3-4 students.

Explain to students that, like their bodies, the local community needs balance too. Ask them to come up with things that the local community has too much of, and/or has too little of.

Step 2: (Brainstorm PART 2 - 5-10 mins)

Ask the small groups to discuss their list, led by the question:
- What is the most important topic to work on to make the community healthier?

Step 4: (Share and discuss – 10-15 mins)

Facilitate the small groups sharing their ideas in the main group after the time is up. The topics can be recorded on a flipchart or digiboard. Discuss the reasons why they find the topic important and record these as well.

Depending on the next steps you have planned, you may like to close with a group discussion to pick one topic that the main group will work on together; or record the topics the small groups will work on.

Close by inviting students to think what can be done to bring the community more in balance with regard to their chosen topic.

How to adapt	Depending on your students, you could choose to make the local community more specific, e.g. focusing on the direct environment of the school (in case of younger students) or on the wider local community or neighbourhood (for older students).
By the end of the activity the learners will have:	- Understood that health lies in balance - Identified issues and challenges facing their local community - Prioritised issues and challenges facing their local community to start working on

	- (see IDEEC competency framework for more)
Further Information:	This activity is inspired by the 'Bodies love balance' activity, developed by the Doughnut Economics Action Lab (DEAL). You can find the original activity and other examples here: Hello Doughnut! | DEAL

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Draw Your Future World

Age	9-12 years
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. To create a positive impact through entrepreneurship, it is fundamental to include positive environmental and social changes in the future scenarios you visualize.
Description	This activity uses the concept of daydreaming to help students visualise their ideal future world. It encourages them to reflect on the issues they care about, the future they want for themselves as well as the changes they would like to see within their communities. It begins by building a broad vision of their ideal future, followed by collaborative reflection in small groups to share ideas, name challenges and identify small steps they can take to reach their goals.
Learning objectives	- I can imagine what my future would look like. - I can think of ways to make my future come to life. - I can identify issues that affect my community. - I can share my ideas with others. - 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	This visioning activity can be done over two or three sessions of 40 minutes
Materials	A4 or A3 sheets, coloured pens, crayons, paint, glitter and glue.
Context	As part of Phase 1, this activity encourages students to reflect on what they value most, the changes they want to see around them, and the steps they think will create impact. Through a combination of visualisation and collaborative reflection, the students can explore their ideal future lives, focusing on both personal growth and community impact. This exercise may also help the students with future self-reflection and goal setting.
Step by step	
Warm Up:	

You may introduce the activity by explaining that students will be using creativity to reflect on their future dreams and draw their "future world". To help them visualise, you may show the sample drawing of a Future World or create your own to share as an example.

Step 1: Draw Your Future World Activity (30 minutes):

In this step, you may invite the students to imagine themselves 20 years in the future. What would their lives look like? Where do they live? In Scotland, in Paris or on Mars? What about their work. Have they opened their own social enterprises? What do their communities look like? Have they figured out a solution for climate change? You may help the students' creativity by bringing up prompts like work, home, values, community, environment and other social issues they care about. Thereafter, you may ask the students to draw what this future might look like. The goal is to let them daydream and bring their ideal future world to life on paper!

You may provide each student with paper and coloured pens, or, if preferred, set up groups with shared materials like chart paper, crayons, glitter, glue, and paint.

Step 2: Share your vision (25 minutes):

In groups of 4-5, you may invite the students to share their "future world" drawings and discuss any parts they are comfortable sharing. You may encourage them to look for common themes within the group and reflect on shared dreams or ideas. You may also guide the conversation to explore practical steps each student might take to reach their goals, supporting each other's visions for the future.

Step 3: Self - Reflection (15 minutes):

In this step, you may ask the students to take 15 minutes to reflect on their group discussion and consider any steps they can take to reach their future life. You may prompt them to consider which three aspects of their drawing means the most to them and think about any "small steps" they could take during the project to move closer to these goals. The students may write down these three key aspects and any initial steps on a post-it or on the back of their drawing.

Wrap up:

You may bring all the students back together to reflect on the Future World Drawing activity. You may discuss what the experience was like—was it challenging to imagine their future? Was it difficult to think of steps to make it a reality? The students are free to share what they enjoyed most, any parts they found tough, and if they would try this activity again. This reflection helps deepen their insights and encourages sharing ideas with others!

How to adapt	- As a warm-up, you might like to ask students which community issues they hope would not exist in the future and list these on a whiteboard. This helps them start thinking about their futures with a focus on social and environmental issues they care about and want to impact. - For students uncomfortable with drawing, an alternative can be creating vision collages or word clouds using magazines and newspapers.

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By the end of the activity the learners will have:	- Used their imagination and creativity to visualise their future. - Developed the ability to express their ideas visually through drawings. - Identified aspirations with respect to their personal development as well as community impact. - Be able to share their ideas with others. Felt more motivated about future possibilities
Further Information	- Use good examples of other vision boards, or images made by children for their best future world

Letter to a Multinational

Age	9 - 12
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	- I understand what ethical and sustainable choices are - I recognize when ethical choices are made - I can identify local issues related to sustainability - I can formulate sustainable alternatives - I 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	This is a multiple-session activity. It requires 2 or 3 sessions of 45-60 minutes: 1) 1 hour in class 2) Homework exercise or 1 hour in class 3) 1 hour in class A follow-up is needed after 2-3 weeks; this can be short (5 minutes) or much longer (see 'how to adapt')
Materials	Students need to be able to do research in class; on the internet and/or in books.
Context	This activity can be used to link your students to a specific problem in their direct environment. Prepare to present a problem to your students using images. For example, show a picture of pollution in your local area. Read through the full assignment and choose before session 1 whether you do session 2 in class or as homework assignment.
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 groups 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 actually 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 want to let the class debate about which problem they want to address.
	For younger students, you may wish to write the letter together as a class.
	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.
	You could also use the third session to give 'peer feedback' (see that activity)
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	9 - 12
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	- I can identify the issues and challenges facing my local community. - I can think critically - I can prioritise issues and challenges that are important to me - I can think of ideas and solutions that will benefit my local community. - I 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	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	Instead of newspapers, you could use video footage from news reports or social media about the student's local community.
	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.

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By the end of the activity the learners will have:	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.
Further Information:	The teacher may introduce ethics in the classroom and project decision-making using criteria such as equity, justice and respect for people and the planet. The topics encompass gender equality, poverty reduction, environmental rehabilitation, natural resource conservation, social justice and peace. Teachers model and teach fairness, justice, equity and the celebration of diversity.

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Problem Ideation

Age	9 - 12
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 many ideas in order to see multiple problems that exist in the world for their age group, school, community, or country.
Learning Objectives	• I can generate many problems that exist to help me choose a problem to develop a solution for. • 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 (you may like to use images to assist):
    - 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.

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Values for All

Age	9 - 12
Main Competence	Self-awareness and 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	- I can reflect and identify my personal values, in particular relating to my future career path. - I can understand how values can be important for being passionate about jobs and careers. - I can understand the role played by values for generating social/environmental impact through business. - I 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	45 – 60 minutes
Materials	Personal/Work Values Framework (to be printed or projected in class), notepad, pens **Optional:** Mentimeter, A3 paper
Context	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. 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.
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".

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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. In order to create impact through entrepreneurship, "self-awareness and self-efficacy" is a crucial starting point. To positively influence the present and future, it is necessary to be able to believe in, understand and reflect on yourself, on your and your team's strengths and weaknesses to identify possible positive change that makes a better you while believing in your growing ability as a changemaker. **Optional:** Students create working teams according to participants' preferred values
Further Information	See IDEEC capability framework for teacher tips
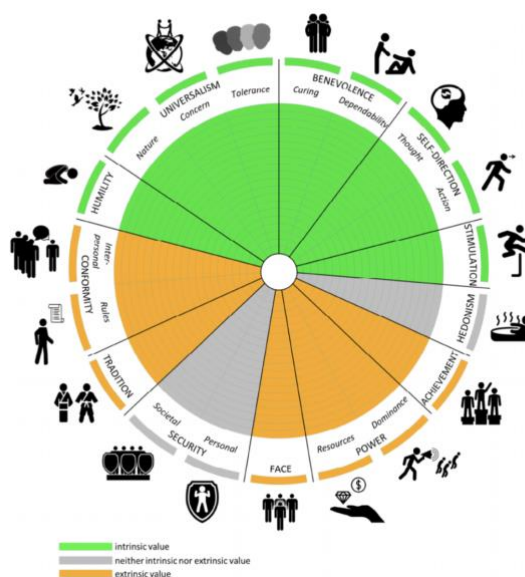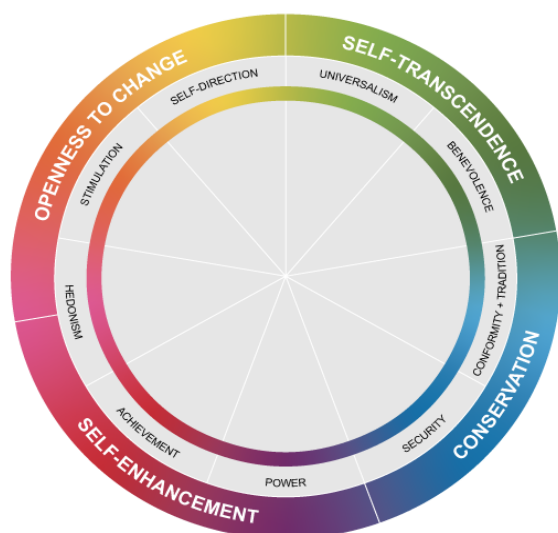
Name:

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

Provided by PlayAttune.com

Source: playattune.com

Cartoon Greenwashing

Age	9-12
Main Competence	Creativity
Description	The goal of this activity is to learn to look critical to advertisements about environment and sustainability, to know the meaning of greenwashing and to combine those two into a cartoon.
Learning objectives	• I know the meaning of greenwashing. • I can learn to look critical at advertisements. • I can use my creativity to make a meaningful cartoon.
Time	4 sessions (4 x 60 min.)
Preparing for this activity	Resources: • 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	For students to better understand the meaning of greenwashing, it can be helpful to engage with interesting examples that match their age. This activity could engage students in creative and critical thinking, working with ethical and sustainable values.
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. e.g. show the students this commercial
https://www.adidas.com/us/go/campaign/impact/planet

Guiding questions:
- What is the main message of the commercial?
- Do you think the commercial was effective? Why or why not?
- How does the commercial make you feel about the environment?
- What actions does the commercial encourage you to take?

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, e.g. is ocean plastic which some gym shoes are made of really plastic fished out of the sea.

Why will a company engage in greenwashing?
- To get a better image
- To also get customers who find sustainability important
- To receive investments (= money) from people/companies that find sustainability important
- To receive 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 the meaning of the cartoons.
(examples in attachment)
They're going to make their own cartoon about greenwashing in duos or groups. Core idea is raising awareness of greenwashing in a humorous way. Discuss the division of roles 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	9 - 12
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	This activity will help to highlight the importance of creativity when solving problems or implementing new ideas. It shows that everyone can be creative as an individual and as a team member. The activity is divided into three small warm up exercises, and it is aimed to produce ideas without filters. Creativity Spark I can be followed by Creativity Spark II.
Learning Objectives	● I can believe in my creative abilities ● I understand the value of creativity to solve problems or to implement new ideas	● 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 *Image 1 (The Bicycle)* 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	

Step 1: (Setting the intention – 20 mins)

Distribute two sticky notes to each student.

Ask students to individually write on one note 3 ideas of **what they understand by creativity** 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 together.

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

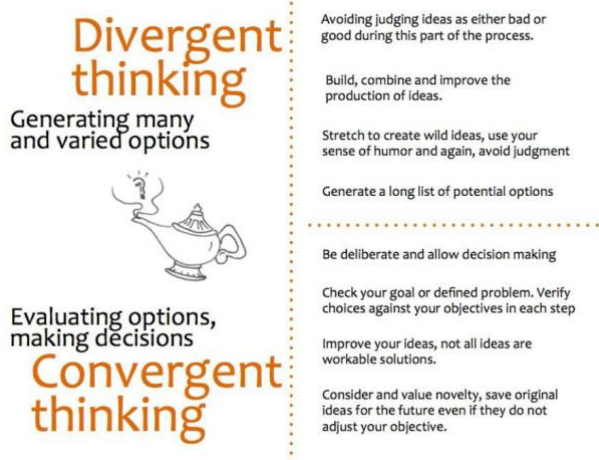|	
	larger.
	The teacher may set the classroom for the creation of new ideas, services and products to be developed, providing students with tools and spaces to be creative, and encouraging them to seek their own new and different actions
	You could use additional creative warm-up exercises during the 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:	Progressed in their competency: creativity.
	Learners will have tested an idea generation technique, and then produced and shared ideas.
Further Information	You might use *Image 2* 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

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Creativity Spark II

Age	9 - 12
Main Competence	Creativity
Description	This activity will help to highlight the importance of creativity when solving problems or implementing new ideas. It shows that everyone can be creative as an individual and as a team member. Creativity Spark II is a continuation of Creativity Spark I, and is intended to produce and filter ideas, selecting and improving the best ones for purpose.
Learning Objectives	● I can believe in my creative abilities ● I understand the value of creativity to solve problems or to implement new ideas ● I can select and assess different ideas as a team member	● I can 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	Sticky notes, pens and colours, a wall to place the results. Digital or printed version of *Image 1 (The Creative Process)* Printed copies of *Image 2 (The Three)* for each group Blank paper
Context	For the development of entrepreneurial projects in the classroom, it is vital to train creativity and imagination. In this phase, it is important to start working with intention on this key skill for life, helping students to gain self-confidence. Once students are used to the process, creative exercises of short duration can be carried out at any time. This activity follows Creativity Spark I.
Step by Step	

Step 1: (Brainstorming – 15 mins)

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.

Example Question:

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: <u>Preparation and motivation</u>. 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: <u>Generation of ideas associated with projects</u>. 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. <u>Filtering ideas.</u> 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: <u>Concretisation.</u> 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.

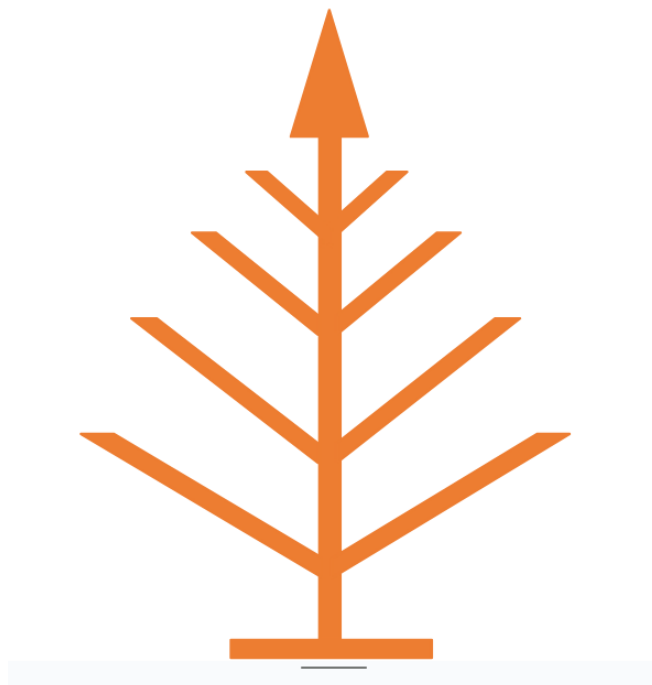| How to adapt	You could use additional creative warm-up exercises during the different phases of the project. This could be useful for practice and confidence building, increasing students' self-esteem and motivation, disinhibition, and teamwork.
By the end of the activity the learners will have:	Learners will have produced and shared ideas, then selected and filtered 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

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How-Now-Wow Matrix

Age	9 - 12
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	- I can analyse my ideas to find those with the most potential. - 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	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)
Provide students a template or ask them to draw a grid with four sections based on the picture on the next page.

Step 2: (Explain the Grid - 10 mins)
Explain that students are creating an 'idea adventure map' and discuss what each section of the grid represents:

- **Castle of Imagination (Blank – 'Impossible')** – These are ideas that may be too wild or impossible to implement right now.
- **Jungle of Big Dreams (Yellow 'How')** – These are big, creative ideas that show new thinking. However, they can't be implemented right now due to needing specials tools or money.

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- **Garden of Simple Fixes (Blue – 'Now')** – These are simple ideas that can make small improvements. They usually provide small benefits.
- **Land of Amazing Changes (Green – 'Wow')** – 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 - 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 the reasons why it is a Wow idea. Encourage students to write down what makes the idea amazing.

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. They make progress towards critical thinking (see IDEEC framework for more)
Further Information:	Further reading can be found here: HyperIsland Toolbox

How-Now-Wow Matrix (Instructions)   How-Now-Wow Matrix (Template)
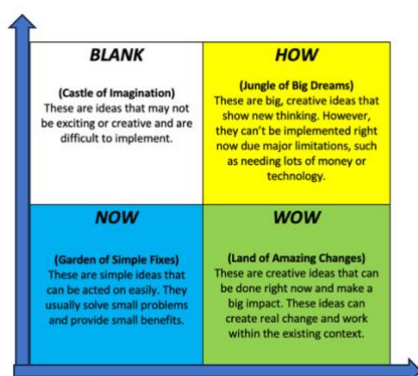
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School Garden

Age	9-12
Main Competence	Teamwork
Description	In this activity, students will learn to work as a team to create a school garden. This is a long-term activity for at least half a school year.
Learning objectives	- I can work as part of a team on a common project. - I can reach consensus and make decisions as a team. - I can care for nature and my immediate environment. - I know more about nature, gardening and sustainability
Time	A full school year, or at least a growing season
Materials	- Gardening equipment (shovels, rakes, watering cans, etc.) - Space in the school grounds for the garden (or pots for the classroom). - Stationery for planning and monitoring the project.
Context	This activity is ideal for the beginning of the school year, as it allows students to work on a long-term project that teaches them about nature, sustainability and teamwork. As a complement to this activity, it can be combined with a crowdfunding process that plans the project for the whole school year (see section how to adapt).
Step by Step	

Preparation:

Make sure you know the resources available within the school, and the possible involvement of other teachers / educators or others in the community,

Depending on this, the creation of the school garden can range from:

- Planting samples of flowers, native plants, aromatic plants with culinary applications... in pots that can be placed in the classroom or in a common area of the school.
- Even the planting of samples of seedlings, flowers, native plants... in an outdoor garden or greenhouse.

Step 1: Designing the garden (1 week):

- Students, in teams, research different types of gardens and plants.
- They consider the available space, sunlight, soil type and climate.
- They choose the plants they want to grow (focusing on native plants, seasonal fruits and vegetables, or plants for ornamental purposes). It is important to have reference projects to see the feasibility of the choice of plants. Make sure you have or activate (some) knowledge on the impact on the environment of the plants used. This refers to the knowledge of autochthonous plants, seasonal and autochthonous fruit/food, or plants with application in outdoor decoration and/or ornamental use.
- Create a design of the garden, including plant layout and infrastructure.

Step 2: Budgeting and Crowdfunding (2 weeks):

- Students identify the materials and resources needed for the garden.

- They draw up a budget, including the costs of seeds, plants, tools, soil, etc.
- Optional: see possibility of opening a crowdfunding campaign based on donations - see crowdfunding activity for age 9-12.
- In teams, design an attractive communication campaign for their garden, including:
    - A name and logo for the campaign
    - A description of the project and its objectives
    - Photos and videos of the garden design and students working in the garden
    - A fundraising goal - see the crowdfunding option to raise donations to fund part or all the project.

Step 3: Communication campaign (2 weeks):
- Promote the school garden in the school, local community and social media.
- Organise events to raise awareness and funds for the project.

Step 4: Construction and maintenance of the garden (rest of the school year):
- Purchase of necessary materials and construction of the garden.
- Divide the tasks of caring for the garden (watering, weeding, fertilising, harvesting).
- Document the progress of the garden with photos, videos and a garden diary.

Organise events to share garden produce with the school community.

How to adapt	• By combining it with a crowdfunding campaign, the School Garden activity adds a more entrepreneurial approach for the team. The team then tries to make the whole project happen with funding they found themselves. • For students with learning difficulties, more detailed instructions and individualised support can be provided. • For more advanced students, they can be encouraged to investigate more complex gardening techniques or to create an automated irrigation system.
By the end of the activity the learners will have:	• Developed teamwork, communication, planning and problem-solving skills. • Acquired knowledge about gardening, sustainability and crowdfunding. • Experienced the satisfaction of creating a project from scratch and seeing it grow. • Learned the importance of collaboration and community involvement.
Further information	This activity is inspired by CEIP Isabel de Moctezuma´s project from Cáceres (Spain): http://huertodelaliyrosi.blogspot.com/

Dealing with Social Pressure

Age	9 - 12
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 will investigate what social pressure is and how to prevent it or to deal with it.

Learning objectives	- I can explain what social pressure is - I can deal with social pressure - I can spot signs of social pressure in others - I can talk about signs of social pressure and support peers dealing with social pressure	- 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	About 45 minutes
Materials	- A3 sheets of papers, pens, colors etc - Sheets with pictures or sentences showing situations of social pressure
Context	If you notice social pressure to be a certain way or that people are excluded, this is a good exercise.
Step by Step	

Step 1: Introduce the subject 'social pressure' (10 minutes)

- You could start the activity by asking: "Has anyone ever felt like they had to do something because their friends were doing it?" Allow a few students to share.

- Together with the class, try to create a definition for social pressure. (e.g. social pressure is when we feel like we must act or think in a certain way because of what others around us are doing or expecting.)
- End this introduction by asking the group to give some examples and allow them to explain how it makes them feel

Step 2: Spotting social pressure (15 minutes)
- Divide the students into groups of 3 people and hand each group sheets with situations they might encounter. Examples:
  - A friend dares you to jump from a high place.
  - Everyone in the group wants to tease a classmate, and they expect you to join in.
  - Your friend wants you to skip school, but you don't feel comfortable with it.
- Discussion in Groups: For each scenario, ask students to discuss:
  - What would you do?
  - How would you say "no"?
- Have a discussion with the whole class. What were the different conclusions? Try to end this exercise by writing down a few tips on how to deal with social pressure

Step 3: Create a poster (15 minutes)
- Ask the group to stay in the same groups of 3 people and ask them to create a poster that includes:
  - A definition of social pressure
  - Some examples of social pressure
  - How the class can act against social pressure
- Encourage the class to be creative. They can write, draw or make the poster any way they like
- Once the posters are finished, ask a few groups to present the poster

Step 4: Reflection and next steps (5 minutes)
- Ask a few students to explain about what they have learned
- Ask the group why it is important to stand up to social pressure
- Explain to the group that you will hang the posters in the classroom and revisit them every once in a while

How to adapt	• You could adapt this activity by doing roleplaying • You could search for videos on YouTube to better explain social pressure • You can also highlight benefits of positive social pressure
By the end of the activity the learners will have:	• We work well and effectively together with varied others, making an action plan where we do different things. • See IDEEC framework for teacher support
Further Information	

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Street Voices 1 and 2

Age	9 -12
Main Competence	Critical Thinking
Description	In this activity, students are encouraged to reach out to people outside of the class and get relevant information for the development of their entrepreneurial ideas. Interviews can be used to validate the entrepreneurial ideas the class or the teams want to implement. Based on the respondents' answers, students can tune their ideas to better meet the identified needs.
Learning Objectives	• 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	• I compare different sources/needs and opinions. • – I prioritise. • – I select. • – I research what creates value for a better world. • – I seek truth. • – I seek justice. • – 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 like to 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, students are encouraged to formulate a divergent question. You may consider leading this step of creating the divergent questions altogether to make it easier for the students.

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. You may like to lead the google form creation in front of the class to get everyone involved and to teach students to use the new tool.

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.

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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:	The class will have collected 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:	

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Team Roles

Age	9-12
Main Competence	Teamwork
Description	A step-by-step activity to guide students in dividing into operational teams and to prepare a list of tasks and responsibilities for each sub-team
Learning objectives	● I can understand the different roles in an enterprise and their tasks ● I can identify skills/capabilities I would like to develop and use the teamwork as an opportunity to do so ● I can contribute to the team using my skills and capabilities
Time	30 to 45 minutes
Materials	Materials needed: ● A4/A3 paper and markers ● access to online design tool (Canva, Miro)
Context	This activity is designed to present the different roles and their tasks and responsibilities to the students first and then to guide them in deciding what role they would like to take on in their startup. By the end of the activity each team should be divided into sub-teams (i.e. design, production, communication and marketing)
Step by step	

Step 1: 5-10 minutes

You may want to introduce the different sub-teams and their tasks and responsibilities to the students, using the details below:

DESIGN: the members of this sub-team are responsible for designing and planning the product/service offered

PRODUCTION: this sub team are responsible to find the suppliers and materials needed to make their product; in case of a service, they may want to make a mock-up representation of how the service work

MARKETING: this sub-team is responsible for preparing posters, presentations about the product/service

COMMUNICATION: this sub team is responsible for presenting their product/service and preparing the pitch.

Step 2: 5-10 minutes

Students may be given time to think which role they think suits them and why; you may consider asking questions (i.e. what is your passion? what are you good at?) to support them in choosing the most appropriate role. You might ask them to share their choice and help the team to divide evenly in the different area teams. You may also consider having

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one student being the manager of a specific area, and then having more members filling the same position as team members (i.e. marketing manager + marketing team).

Step 3: 10-15 minutes

You may encourage the students to then sit together in their sub-teams and lists their tasks and who is going to do what.

Step 4: 5-10 minutes

At last, you may encourage the students to graphically represent their organisational chart with their names under each sub-team to visually illustrate them and assign tasks and responsibilities more easily.

How to adapt	
By the end of the activity the learners will have:	● Chosen a role in the team and understood their tasks and responsibilities ● Increased their awareness of how they can use or develop some of their skills ● Thought of the next steps to carry out in their new sub-team and role
Further Information	

The 5 Whys

Age	9 - 12
Main Competence	Critical Thinking
Description	The 5 Whys technique is a method based on asking questions and finding possible answers (brief and concise) to get to a conclusion as a team that can highlight a problem or challenge.
Learning objectives	- Produce ideas to understand better the problem proposed. - Work as a team to achieve common and consensual ideas. - I compare different sources/needs and opinions. - I prioritise. - I select. - I research what creates value for a better world. - I seek truth. - I seek justice. - I reject illogic. - I use deductive logic to draw conclusions.
Time	40 – 50 minutes
Materials	5 post-its per participant 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.
Context	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. You may wish to work through an example with younger students. Questions and answers do not always need to be written. The dynamic can be presented as a game with verbal answers.
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: The city's green areas are dirty

- <u>Why 1:</u> Why are the city's green areas dirty? Because they are not looked after.

- <u>Why 2:</u> Why aren't these green areas looked after? Because people throw rubbish on the ground.
- <u>Why 3:</u> Why do we throw rubbish on the ground? Because there are not enough litter bins.
- <u>Why 4:</u> Why are there not enough litter bins? Because many of them are broken.
- <u>Why 5:</u> Why are the litter bins broken? Because they are old and they don't change them.

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.

The chosen answer is used to develop the second why question, following the same directions as before. Continue until you found a convincing answer for the 5th Why.

Step 3: (Solution - 15 minutes)

The answer to the 5th Why question will be the final formulation of our challenge, which will lead to establishing actions for a solution.

Facilitate a wrap-up conversation about the group's satisfaction and usefulness of the solution they´ve achieved. Provide students time to reflect on the process and look for areas to improve.

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:	Produced 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

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Thinking Hats

Age	9 - 12
Main Competence	Creativity
Description	Thinking Hats
Learning Objectives	- Show creative and critical thinking attitude, by adopting roles - Explore an idea from multiple perspectives - Share ideas within my group - 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	Display the image attached so every student can assume the different colours and the meaning given to each of them. Get real hats, glasses o any element that can help students to visualise the colour assigned.
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. Anyhow, 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.

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?

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?

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?

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 might consider to introduce a red hat for the group of observers, and wait for their contributions until the last stage of the activity. Their goal will be paying attention to emotions and feeling involved in the discussion:
	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.
By the end of the activity the learners will have:	- Each student has engaged in a thoughtful discussion about their collaboration so far.
Further Information	- 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

Traffic Light Reflection

Age	9 - 12
Main Competence	Teamwork
Description	Students reflect on collaboration in their group using colours of red, orange and green.
Learning Objectives	● I can complete a reflection on the progress of my team. ● I can discuss overcoming challenges in my team.	● 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. You may like to model some examples of what teamwork looks, sounds, and feels like at high, medium and low level (you could use a Y chart to help show this – see resources below).

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. You could provide students some examples or sentence starters.

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. You may like to model this process and/or facilitate the timing of each person sharing in a very structured 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

Example of a Y chart can be found here: https://lo.unisa.edu.au/mod/book/view.php?id=611321 |

Branding

Age	9 - 12
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	I can create branding through a business name, logo and tagline.	- 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: - 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 is an important part of any business. It helps people know what a business does and why it's special. A good brand can help the business get more customers because it's easy to remember and understand.

Step 1: (Discussion - 10-15 mins)
Start by talking about why businesses need a name, a logo, and a tagline. Use examples of popular logos they know (like fast-food chains, toys, or cartoons) and ask students if they can recognize them. Next, explain that each group will create their own brand. Have them think about ways to divide tasks, like one person working on the name, another on the logo, and another on the tagline.

Step 2: (Business Name - 10-15 mins)
Explain that every business needs a name that's easy to remember and fun to say. Share these tips:
- Make the name short and easy to say.

- Choose a name that tells people what your business does.
- Add something creative or fun to make it special.

If students need help, 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 is like a slogan—a short, catchy phrase that tells people what the business is about. Give them simple tips:

1. Think about who will use your product and how it helps them.
2. Write down a few ideas of what your business does in one or two sentences.
3. Make the phrase shorter and fun!

For example, if their business sells fun toys, their tagline might be "Bringing Fun to Playtime!"

Here are some extra tools to help students to create an epic tagline:
- [Shopify slogan maker](#)
- [Oberlo](#)
- [Zyro](#)

Step 5: (Sharing - 10-15 mins)
Let students share their business name, logo, and tagline with the class or in small groups. Encourage them to give kind feedback to each other, sharing what they like and how their friends could improve their ideas.

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](#)

Elevator Pitch

Age	9 - 12
Main Competence	Mobilising Others
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	• I can develop an efficient way to share my idea • I can enhance my verbal communication skills • I can practice giving and receiving feedback
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. For younger audiences, the term 'pitch' has been replaced with 'presentation'.
Step by Step	

Step 1: (Elevator Presentation 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]

Optional (15 mins): **Before students apply the format to their own business, you may wish to provide a popular business example and ask students to practise the elevator presentation format for this product or service.**

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Step 2: (Write the Elevator Presentation - 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 present, you may like to encourage them to revisit throughout the project and update their elevator presentation as their ideas evolve. The call to action, or the last line of the presentation, can be adapted later when clearer objectives are identified.

Step 4: (Present for Feedback - 15-20 mins)
Provide students with an opportunity to present to the class or another group for more feedback.

You may like to lead a discussion on the benefits of an elevator presentation, 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 presentation 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 presentation to write, present and show their business to inspire others through effective persuasion and clear communication.
Further Information:	Elevator presentation examples can be found here: https://zapier.com/blog/elevator-pitch-example/

Feedback matrix

Age	9-12
Main Competence	Organization
Description	Students collect constructive feedback on their entrepreneurial solution from users/ audience in a simple but structured way.
Learning Objectives	- I can understand the qualities of good feedback - I can collected feedback in a structured way - I can improve my ideas based on feedback	- I can organise, plan, and have an impact. - I have effective planning skills for different phases of a project - I show up, - I do more than my part and I am effective and efficient - I follow the plan - I am resourceful - I am present - I participate
Time	30-60 minutes
Materials	Printed copies of the feedback matrix (see below), pens; or an online version students can write on.
Context	This activity could be used when students have prepared a prototype, pitch or other work to receive feedback on; and an audience they can ask feedback from.
Step by Step	

Step 1: Introduction of the Feedback matrix – 10-15 mins

Start by explaining why feedback is valuable. Tell students that feedback helps us grow. Tell them that today they will collect feedback, using the feedback matrix. They will ask feedback in four ways:

- Plus - what do you like?
- Triangle – what do you think could be improved?
- Question mark – what questions do you still have?
- Lamp – what new ideas do you have?
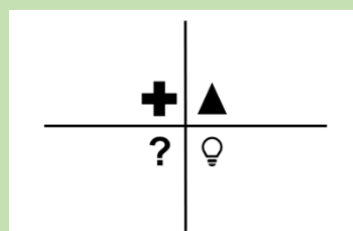
You can practice by asking them to use the feedback matrix on something fun, like their favourite toy; or a specific item you have in class.

Step 2: Prepare to Receive Feedback – 5-10 mins

Divide the group into small groups of students. You can do this based on the team they might have been working in and the available audience to give feedback. Groups of 2-3 students are ideal. Within the small group, ask them to divide the tasks. Who will find the users/audience, who will ask the questions and who will record the feedback?

Step 3: Receiving Feedback – 10-25 mins

The audience is now present. Make sure each team has a chance to receive feedback from the audience. Remind students to listen carefully when they get feedback and record it using the matrix. They can ask questions if they don't understand something.
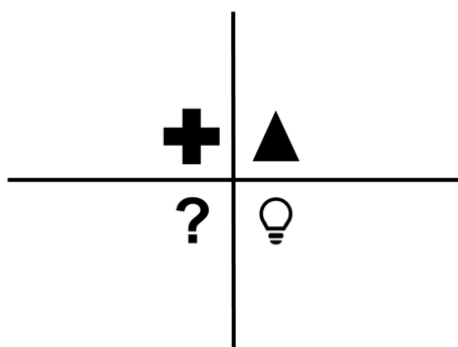If the feedback time is longer, ask them to switch roles (recording / asking questions) midway.

Step 4: Acting on Feedback – 5-10 mins

After receiving feedback, students review what was written in the matrix. Ask them to decide which feedback is most helpful and what they should work on next. You can guide them with questions like:
- Which feedback helps the most?
- What changes can make our idea even better?
- How can we use what they said to improve our project?

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

How to adapt	The activity can both be run for small groups receiving feedback on their group's idea / product; and for a larger group. In the latter case, you can have different subgroups asking the same questions to other audience members and turn step 4 into a discussion of the feedback received in the larger group.
By the end of the activity the learners will have:	Students will use the feedback matrix activity to present their work and receive feedback. This will allow them to organize the next step or iteration in their project.
Further Information:	Feedback matrix source: Youth Mayors Field Guide - 3 Taking action

Feedback capture matrix.

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Making an impact

Age	9-12 years
Main Competence	Organisation
Description	This activity has three stages, the first stage gets the students thinking about how they organise themselves during an experiential activity and then the two kinds of leadership application the activity finishes with a look at how leaders make an impact
Learning objectives	- I can develop and improve my organisation skills by trying out new ways of organising - I can improve my teamwork/organisation skills ∉ I have effective planning skills for different phases of a project ∉ I show up ∉ I do more than my part and I am effective and efficient ∉ I follow the plan ∉ I am resourceful ∉ I am present ∉ I participate ∉ I can organise, plan, and have an impact.
Time	About 45 mins
Preparing for this activity	- One light stick (tent poles work quite well) - Flipchart papers and pens
Context	This activity can be used after the students have decided on a cause or issue that they would like to make an impact on
Step by Step	

Step 1: Explaining the activity (5 mins)

Ask the students to form two rows which face each other. Introduce the Helium Stick- a long, thin, lightweight rod. Ask the students to point their index fingers and hold their arms out, then lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.

Explain that the challenge is to lower the Helium Stick to the ground. The catch is that each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed - it must rest on top of fingers. Reiterate to the group that if anyone's finger is not touching the Helium Stick, the task will be restarted.

Step 2: Undertaking the task (15 mins)

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Let the task begin. Particularly in the early stages, the Helium Stick has a habit of 'floating' up rather than coming down.

Pay attention to what is happening to the communication and energy in the group. The students may be confused initially about the paradoxical behaviour of the Helium Stick. Sometimes after 5 to 10 minutes of trying the students may be inclined to give up, believing it not to be possible or that it is too hard.

You can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.

Also, sometimes the group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure the students lower the pole all the way onto the ground.

This activity requires the student to concentrate, and very slowly, patiently lower the Helium Stick - easier said than done!

(The stick does not contain helium. The secret (keep it to yourself) is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.)

Step 3: Debrief with the group:

- How did they feel during the exercise?
- What did they notice about themselves?
- What surprised them?
- What did they notice about others in the group?

These discussions can then be linked to theory input around leadership and organisation in the next part of the session.

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 I could move my own finger on the stick

Leading others: share two kinds of leading other – I could help the group by suggesting how and when to move fingers

- 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 the Helium Stick activity when were you leading yourself and when were you leading others – ask the young people to share examples from the activity – this may need to be prompted by the teacher

Talk about how they organised themselves in the activity and link to the next element of leadership

Step 5: Making an impact (15 mins)

Invite the students to think about what are the ways that you can help someone or a cause with how they lead (either self leadership or leading others) share some examples – as a

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leader of others you can organise to pick up litter and recycle plastic in a big area and as a leader of yourself you can show other people how to look after the environment by picking up litter or plastic.

Create a spectrum as a line – with one student at one end representing a big impact a leader can have (like a world leader) and another student at the other end representing smaller impacts you van have a leader of yourself. Invite the students to think of ways they can make an impact or change something and place themselves on the spectrum.

To end invite the students to commit to one action of self-leadership on a cause or something they would like to change in their school or community – ensure that this is a small task and achievable for example being kind, helpful picking up litter etc

How to adapt	
By the end of the activity the learners will have:	By the end of this activity the students will: • Have reflected on their own reactions during the exercise • Understand more about two kinds of leadership • Identified how to take action and organise within leadership
Further information	

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Organising a Show and Tell Event

Age	9 - 12
Main Competence	Mobilising Others
Description	A step-by-step activity to enable students to show their capability to organise an event where they persuasively describe their entrepreneurial products and services.
Learning Objectives	- I can apply my communication skills using different techniques (e.g. storytelling, videos, social media) - I can improve my teamwork skills	- 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	4 – 6 hours across the demonstration event (multiple sessions)
Materials	Flipchart paper/ large sheets of paper/ online whiteboard application Markers Digital/ printed copies of template Gantt Chart/Action plan PC/laptops with internet connection
Context	This activity is suitable for students who have developed an entrepreneurial idea to share. The activity is most suitable when: - Students are at an advanced stage of development of their entrepreneurial ideas and where a prototype of the product/service has been developed - Students have a good understating of communication skills (e.g. elevator pitch activity) - There is time to complete over multiple sessions, to allow for varying complexity and to give time to students to finish their tasks. One way of organising an open or more public event is to use the step-by-step description below, which refers to a Show and Tell event.
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: Motivation - 15 minutes)

Consider communicating to the students when the Show and Tell event will take place and how it will be organised so that they are aware of the time and space available, and how their presentation can be developed.

Guiding Information to be shared could include:

- When will the event take place? 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)
- Who else will participate?

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. Consider guiding the students through the chart and filling it in with them.

Guiding questions to help complete the Gantt chart could include:

- What are the main tasks we must 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. Consider guiding the students in structuring a potential pitch if applicable.

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.

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	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 demonstration / information 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:	Prepared for a school Show & Tell; learnt how to prioritise tasks, be resourceful; shared roles and responsibilities; improved their communication skills.
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:

NOME STARTUP:							
Descrizione Obiettivo/ Compito	Team di riferimento*	Assegnato a	SCADENZA (gg/mm)	INCONTRO 1	INCONTRO 2	INCONTRO 3	EVENTO/DIMOSTRAZIONE
Aggiungi altre righe se hai piu' compiti							
* Team marketing/Comunicazione/Vendite etc.							
Legenda							
	Completo						
	Prossimo alla scadenza						
	Scaduto						
Usa questi colori per colorare le caselle in col E, F, G e H e creare una chart per mappare le tue scadenze							

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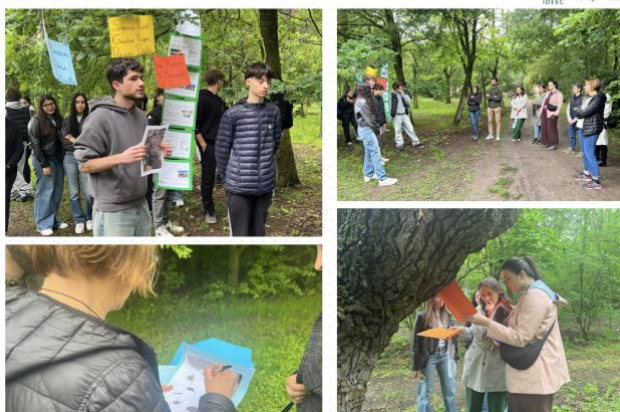
Four Italian school startups came together to deliver a Show & Tell Event as a trade show in their school courtyard. Each startup had the chance to present their products and services to other students and teachers that strolled among the stalls

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

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Peer Feedback

Age	9 - 12
Main Competence	Coping with uncertainties, ambiguity and risk
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	- 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.
Time	60 – 75 minutes
Materials	Paper or student notebooks A local example of a business idea, prototype or pitch An optional resource could be specific criteria that teachers would like students to use when giving feedback.
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'.

Remind students to listen carefully when they get feedback and not to argue or explain their idea too much. They can ask questions if they don't understand something.

Step 4: (Giving and Receiving Feedback – 15-20 mins)
Pair teams together. One team will present their idea while the other team listens and takes notes. After listening, the other team will share their feedback using "I like…" and "I wonder…"

Make sure each team has a chance to present and receive feedback. Use a timer to keep track of the time for each group.

Once finished, let the teams switch roles or rotate to new groups for more feedback practice.

Step 5: (Acting on Feedback – 10-15 mins)
After receiving feedback, students will return to their teams to review what was said. Ask them to decide which feedback is most helpful and what they should work on next. You can guide them with questions like:
- Which feedback helps the most?
- What changes can make our idea even better?
- How can we use what they said to improve our project?

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/

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Project Wrap-Up

Age	9 – 12
Main Competence	Organisation
Description	Students reflect on (think about) the good, bad, their personal growth, and any learnings from their project. They finish with being thankful for someone who supported them during the process.
Learning Objectives	- 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. - I show up, - I do more than my part and I am effective and efficient - I follow the plan - I am resourceful - I am present - I participate - I can organise, plan, and have an impact. - I have effective planning skills for different phases of a project
Time	45 – 60 minutes
Materials	Paper for each student
Context	This activity could be used at the end of the entrepreneurial program. The goal of this activity is to debrief the entrepreneurial journey and reflect on learnings. Adapted from *HyperIsland Toolbox.*
Step by Step	

Step 1: (Check-in - 5-10 mins)
Start with a fun check-in to help everyone feel ready. Remind everyone to pay attention and focus. Tell the class that today we will think about what we learned from our project and share our ideas.

Step 2: (Set Up - 5-10 mins)
Give each student a piece of paper. Ask them to fold the paper to create four sections. At the top, they will draw a smiley face. In the second section, they will draw a sad face. In the third section, they will draw an arrow pointing up. In the last section, they will draw an arrow pointing to the right.

Step 3: (The Highs - 5 mins)
In the section with the smiley face, ask students to write or draw something that made them happy during the project. Encourage them to think about why that moment was special and what helped make it great.

Step 4: (The Lows - 5 mins)
In the section with the sad face, ask students to think about something that was hard or

didn't go well in the project. Have them write or draw about that moment. Prompt them to think about what happened and what they learned from it.

Step 5: (Your Growth - 5-10 mins)
In the section with the upwards arrow, ask students to think of three ways they have grown or learned something new during the project. Encourage them to share how they have changed or improved.

Step 6: (Takeaways - 5-10 mins)
In the section with the arrow pointing to the right, ask students to think about what they want to remember for their next project. They can write or draw about skills or ideas they want to keep using.

Step 7: (Someone to Thank - 5 mins)
Have students think of someone they want to say thank you to for helping them during the project. They can write the person's name and draw a picture or write a sentence about why they are thankful.

Step 8: (Sharing - 10 mins)
Invite students to share their reflections with a partner or in small groups. Encourage everyone to listen and learn from each other.

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:

SECTION 5: Further Information and Contact

You can find further information on our website at *ideec.eu* and subscribe for the newsletter here.