



Promoting digital transformation  
and social innovation in VET  
for better access of deaf students  
to the labour market

2022-1-PL01-KA220-VET-000086953

# Guidebook for teachers

## Module 2: Social Entrepreneurship

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# WP2 - A3: Guidebook for teachers (Module 2 - Social Entrepreneurship)

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## Introduction

Welcome to the Guidebook for Educators (part 2) .

This comprehensive guide has been meticulously crafted to equip teachers of deaf individuals with the knowledge and tools necessary to foster creativity, innovation, and economic empowerment among their students. In an age where technology is reshaping the way we live and work, this guidebook aims to bridge the gap and empower educators to inspire their students in the world of 3D design, 3D printing, and social entrepreneurship.

### Structure and Scope:

This guidebook is for the Module 2 - Social Entrepreneurship and is organized into 5 main headings which are the five topics of the module 2, each dedicated to a critical aspect of empowering deaf students.

We begin with an "Introduction to Social Entrepreneurship," providing a theoretical base for the students to understand the whole module. The subsequent chapters delve deeper into the Creativity& Vision in Social Entrepreneurship, Mobilizing resources, Business Model Canva and Financial and Economic literacy.

For each topic 5 sub-topics are developed which includes one lesson plan and 5 activities and scenarios in each lesson plan.

By the end of this guidebook, you will be well-equipped to inspire and guide your students on a journey of social entrepreneurship, how to use the business model Canva and the necessary aspects students will need to start their own business.

## Module 2: Social Entrepreneurship

### Topic 1: Introduction to social entrepreneurship

#### Sub-topic 1: Introduction to entrepreneurship & important skills of an entrepreneur

#### *Lesson plan Name: Introduction to entrepreneurship & important skills of an entrepreneur*

Activity and duration	Content
<b>Introduction</b> 15 minutes	<p>Introducing entrepreneurship as an income generation opportunity via entrepreneurship that are available to anyone.</p> <p>As an introduction to get to know the students present better, it is recommended that the workshop begin with an icebreaker to help students get into the entrepreneurial mindset.</p>
<b>Description</b> 55 minutes	<p>The lesson will help to go through the steps to be taken to introduce students to entrepreneurship through an interactive lesson and workshop.</p> <p>After the introduction and ice-breaking game and after having viewed the first part of the power point presentation of the subtopic (up to the 10<sup>th</sup> slide), we suggest following up with the second activity "Dreaming through examples," in which students will be asked for their initial reactions after the question "what is the wildest entrepreneurial idea you've ever had?" – It will take about 15-20 minutes.</p> <p>The next step is to go on with the power point presentation up to the 17<sup>th</sup> slide.</p> <p>After seeing the second part of the presentation we suggest continuing with the role play as the third activity of the lesson.</p> <p>This game will be used to understand if the students have understood what the most important skills of an entrepreneur are. At the beginning we divide the class into 2 parts, and we distribute the different roles among the students (the good one, the know-it-all, the talkative one, the one who always interrupts the speech of the others, the shy one). Team members should discuss according to their role which is the most important competence of an entrepreneur. Then members of each group need to choose a spokesperson who explains to the other why they had chosen that skill as the most important one.</p> <p>After a short discussion/summarizing of the previous game it is the turn of the YouTube video. The purpose of the video is to see what the 5 most important rules are for starting a business according to Elen Musk.</p>

	<p>After video we can continue with the last part of the power point presentation. As the fifth activity we suggest a last brainstorming before the session of the summary. A short brainstorming to develop and apply the entrepreneurial mindset leading the students through the following questions: “What type of work experience do you have? What skills have you acquired from the classes you’ve taken? What are you passionate about?”</p>
<p><b>Videos</b> 5 minutes</p>	<p><a href="https://youtu.be/Qa_4c9zrx0?si=UYyFgndn16-ygKxb">https://youtu.be/Qa_4c9zrx0?si=UYyFgndn16-ygKxb</a></p>
<p><b>Quiz</b> 15 min</p>	<ol style="list-style-type: none"> <li>1. Fill in the gap: The state of being an entrepreneur, or a person who organizes, manages, and ..... the .... of a business with the goal of generating economic value.</li> <li>2. Is it true or false? The entrepreneurship is not important for the local investment.</li> <li>3. Is it true or false? The entrepreneurship is important for the GDP contribution.</li> <li>4. Multiple choice: Communication and listening: <ol style="list-style-type: none"> <li>a) Allow to express thoughts, ideas, and feelings through.</li> <li>b) Build credibility, improve efficiency, create a positive company culture.</li> <li>c) It has many ways: written, non-verbal, active listening, stress management.</li> <li>d) Helps to understand and respond appropriately.</li> </ol> </li> <li>5. Multiple choice: Teamwork and Leadership Skills: <ol style="list-style-type: none"> <li>a) These skills include good communication, emotional intelligence, delegation, conflict resolution.</li> <li>b) It promotes a positive and collaborative organisational culture, leading to greater employee satisfaction and improved performance.</li> <li>c) The most important parts of it: collaboration, communication, interpersonal skills, creativity, collaboration</li> <li>d) These skills help to scale the business and to boost opportunities.</li> </ol> </li> <li>6. Multiple choice: Critical and Creative Thinking Skills: <ol style="list-style-type: none"> <li>a) Includes analysis, brainstorming, evaluation, research.</li> <li>b) Entrepreneurs need to stay motivated, learn from mistakes and persevere through difficult times.</li> <li>c) Strong critical and creative thinking are essential for the growth.</li> <li>d) It allows to analyse all the information using evidences and analyse from various point of views.</li> </ol> </li> </ol>

	<p>7. Multiple choice: Time Management and Organizational Skills:</p> <ul style="list-style-type: none"> <li>a) Running a business can take a toll on an entrepreneur’s well-being.</li> <li>b) It means prioritising, goal setting, multitasking, decision making, collaboration.</li> <li>c) Meditation, positive thinking, mindfulness, exercises.</li> <li>d) Prioritising, goal setting, multitasking, decision making, collaboration.</li> </ul> <p>8. Multiple choice: How to improve entrepreneurial skills?</p> <ul style="list-style-type: none"> <li>a) Mentorship, look for experienced mentors</li> <li>b) Work hard</li> <li>c) Be adaptable</li> <li>d) Foster a growth mind-set</li> </ul> <p>9. Fill in the gap: What does ENTRECOMP mean? The ..... Framework.</p> <p>10. Multiple choice: What are the five specific competences of the area Ideas &amp; Opportunities:</p> <ul style="list-style-type: none"> <li>a) Spotting opportunities</li> <li>b) Creativity</li> <li>c) Mobilising resources</li> <li>d) Taking the initiative</li> <li>e) Vision</li> <li>f) Valuing ideas</li> <li>g) Ethical and sustainable thinking</li> </ul>
<p><b>Summary</b> 10 minutes</p>	<p>To summarise the lesson just completed, go through all the topics briefly, then ask the students for feedback, if everything was clear, if they had understood everything, if there is something they would still like to talk about. Leave time for any questions.</p>

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	Icebreaking
<b>Duration</b>	15 min
<b>Aim</b>	To help students get into the “entrepreneurship mindset.”
<b>Learning Objectives</b>	To understand and learn from previous work experiences even if they are not considered as formal work experience.  To get students think and talk.
<b>Relevant competences</b>	Entrepreneurial mindset and communication
<b>Facilities/Equipment</b>	Classroom setting
<b>Pre-requisites</b>	-
<b>Description</b>	The teacher asks students about their work experiences (paid or unpaid, favorite ones...). After the students' answers, they discuss what and how they can contribute to being an entrepreneur
Activity #2	
<b>Scenario Name</b>	Dreaming through examples
<b>Duration</b>	15 min
<b>Aim</b>	To get to understand that every business idea can come true with the right approach and competences.
<b>Learning Objectives</b>	Getting into the entrepreneurial mindset
<b>Relevant competences</b>	Creativity
<b>Facilities/Equipment</b>	Classroom setting
<b>Pre-requisites</b>	-
<b>Description</b>	The teacher asks students about their business idea, whether they have ever thought about it. Discuss any thoughts or reactions to these stories and highlight some stories.
Activity #3	
<b>Scenario Name</b>	Role-playing game
<b>Duration</b>	15 min
<b>Aim</b>	Introduction to the entrepreneurial skills



<b>Learning Objectives</b>	Understand the main entrepreneurial skills. A method to assess the affective and cognitive domains of learning.
<b>Relevant competences</b>	Cognitive competences
<b>Facilities/Equipment</b>	piece of paper, pen
<b>Pre-requisites</b>	-
<b>Description</b>	At the beginning we divide the class into 2 parts, and we distribute the different roles among the students (the good one, the know-it-all, the talkative one, the one who always interrupts the speech of the others, the shy one). Team members should discuss according to their role which is the most important competence of an entrepreneur. Then members of each group need to choose a spokesperson who explains to the other why they had chosen that skill as the most important one.
<b>Activity #4</b>	
<b>Scenario Name</b>	A story of success
<b>Duration</b>	15 min
<b>Aim</b>	To see what are the 5 most important rules for starting a business according to Elon Musk
<b>Learning Objectives</b>	Maximise student engagement about the entrepreneurial skills.
<b>Relevant competences</b>	Comprehension and critical thinking
<b>Facilities/Equipment</b>	<a href="https://youtu.be/Qa_4c9zrxf0?si=UYyFgndn16-ygKxb">https://youtu.be/Qa_4c9zrxf0?si=UYyFgndn16-ygKxb</a>
<b>Pre-requisites</b>	-
<b>Description</b>	Show the video and ask students to share their thoughts or questions regarding the video even during the video. Ask students to mind-map new ideas.
<b>Activity #5</b>	
<b>Scenario Name</b>	Discussion and roundtable
<b>Duration</b>	15 min
<b>Aim</b>	To develop an entrepreneurial mindset
<b>Learning Objectives</b>	Support and apply the entrepreneurial skills
<b>Relevant competences</b>	Self-expression, internal reflection, self-expression
<b>Facilities/Equipment</b>	-
<b>Pre-requisites</b>	-

<b>Description</b>	Lead the students through the following questions: <ul style="list-style-type: none"><li>• What type of work experience do you have?</li><li>• What skills have you acquired from the classes you've taken?</li><li>• What are you passionate about?</li></ul>
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## Sub-topic 2: Introduction to social entrepreneurship for deaf people

### *Lesson plan Name: Introduction to social entrepreneurship for deaf people*

Activity and duration	Content
<b>Introduction</b> 10 minutes	<p>The introductory part of this lesson is an ice-breaking game to set the atmosphere for the lesson. The game is the “Tallest Tower”, students’ task is to build the tallest possible free-standing structure from the materials provided (everyday items such as toothpicks, wooden blocks, uncooked pasta, pencil, rubber).</p> <p>help them understand what it’s like to be a person who can’t hear well, and how to make communicating easy for everyone.</p>
<b>Description</b> 60 minutes	<p>After this short introductory game, the teacher begins to show the power point presentation of the sub-topic until the 26th diapositive.</p> <p>After watching and discussing the first part of the presentation, it is the turn of a short warm-up activity where during the game the students will have a better understanding of social issues. Before starting the game, the teacher writes a list of the different problems on the blackboard. The 2 groups of students have to analyse the problems and classify them according to whether they are “social problems” or “other problems”.</p> <p>After concluding this activity, the teacher continues with the presentation up to the 30th slide.</p> <p>In the following, the class will watch a YouTube video on social enterprises. After watching it, the teacher will ask questions about the video for the students to discuss.</p> <p>In the next step we suggest showing another short video, now regarding some deaf social entrepreneurs. Also, this video has to be discussed in class (what are the similar point of the videos, what are the differences).</p> <p>Before summarising the lesson, teacher concludes the Power Point presentation.</p>
<b>Resources</b> 15 minutes	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Re0h-vHyiw">https://www.youtube.com/watch?v=Re0h-vHyiw</a> (9:18 min)</li> <li>• <a href="https://www.youtube.com/watch?v=18o0mg3pMq0">https://www.youtube.com/watch?v=18o0mg3pMq0</a> (1:04 min)</li> <li>• <a href="https://www.youtube.com/watch?v=pbKerQVALwo">https://www.youtube.com/watch?v=pbKerQVALwo</a> (4:03 min)</li> <li>• <a href="https://www.youtube.com/watch?v=VsJqdIKlPhA">https://www.youtube.com/watch?v=VsJqdIKlPhA</a> (2:06 min)</li> </ul>
<b>Quiz</b> 15minutes	<ol style="list-style-type: none"> <li>1. True or false? Is it true that social media have enabled deaf people to find and connect with each other more easily?</li> <li>2. True or false? is it true or false that new technologies are unable to offer help for the deaf community?</li> <li>3. True or false? Is it true or false that finding a mentor who is sensitive to the nature of deaf person can make a difference by developing entrepreneurial skills?</li> </ol>

	<ol style="list-style-type: none"> <li>4. Fill in the gap: Social ..... is an approach by individuals, groups, start-up companies or entrepreneurs, in which they develop, fund and implement solutions to ....., ....., or ..... This concept may be applied to a wide range of organizations, which vary in size, aims, and beliefs.</li> <li>5. True or false? Is it true the social entrepreneurship mission is to create social and/or environmental impact/challenges?</li> <li>6. True or false? Is it true or false the social entrepreneurship does not measure success in terms of the positive social and environmental outcomes?</li> <li>7. Multiple choice: Which of the following is a technological advance that can help the deaf community to develop entrepreneurial skills? <ol style="list-style-type: none"> <li>a) Remote steno captioning for teleconference calls,</li> <li>b) <a href="#">Video relay services (VRS)</a> - to communicate in sign language with an interpreter,</li> <li>c) <a href="#">Video remote interpreting (VRI)</a>,</li> <li>d) smartphones and apps like <a href="#">Ava</a> - created by deaf people for deaf people, provide real-time captions</li> <li>e) internet.</li> </ol> </li> <li>8. True or false? Is it true or false that Muhammad Yunus founded the "Bank for the Poor"?</li> <li>9. True or false? Is it true or false that DON8URI is not a social enterprise?</li> <li>10. True or false? Is it true or falls that TOMS provide a new pair of shoes to a person in need for every pair of shoes sold?</li> </ol>
<p><b>Summary</b> 15 minutes</p>	<p>After a brief summary of the lesson, we recommend proceeding with the last activity, namely the "If I Knew..." exercise. Students are asked to fill in a simple template that asks questions regarding the lesson they have just attended. The answers are then used to analyse how the lesson went, and get feedback from the students.</p>

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	The Tallest Tower
<b>Duration</b>	10 min
<b>Aim</b>	To encourage creative problem-solving and developing collaboration skills
<b>Learning Objectives</b>	Acquire additional communication skills
<b>Relevant competences</b>	Team player skills
<b>Facilities/Equipment</b>	everyday items such as toothpicks, wooden blocks, uncooked pasta, pencil, rubber
<b>Pre-requisites</b>	-
<b>Description</b>	The task is to build the tallest possible free-standing structure from the materials provided.
Activity #2	
<b>Scenario Name</b>	Warm-up activity: a plethora of problems
<b>Duration</b>	15 minutes
<b>Aim</b>	A better understanding of social problems.
<b>Learning Objectives</b>	To be able to define what social entrepreneur means
<b>Relevant competences</b>	Social entrepreneurial skills
<b>Facilities/Equipment</b>	whiteboard
<b>Pre-requisites</b>	
<b>Description</b>	<p>Before the beginning of the lesson, write a list of problems on the whiteboard just like:</p> <ul style="list-style-type: none"> <li>• poverty</li> <li>• dirty playground</li> <li>• broken dish in the kitchen</li> <li>• an oil stain underneath the car</li> <li>• stray dog in the yard</li> <li>• a friend with a broken leg</li> <li>• a swing with a broken chain</li> </ul>

	<ul style="list-style-type: none"> <li>unemployment</li> </ul> <p>Divide students into 2 groups. Give students some minute to go through the list of problems. Then direct them to discuss the similarities and differences between these problems within the group. They must work together to classify the problems into “social problems” and “other problems”. After that discuss the division of the problems between the 2 teams. After it direct them to come to a class definition of the term “social problem”.</p>
<b>Activity #3</b>	
<b>Scenario Name</b>	The concept of social enterprise
<b>Duration</b>	20 min
<b>Aim</b>	Gain a better understanding of social entrepreneurship.
<b>Learning Objectives</b>	Define social enterprise and social entrepreneur. Understand what they do and what makes them different.
<b>Relevant competences</b>	Basic knowledge about the social entrepreneurship
<b>Facilities/Equipment</b>	<a href="https://www.youtube.com/watch?v=Re0h-vHyiiw">https://www.youtube.com/watch?v=Re0h-vHyiiw</a> and sign language teacher to translate the video
<b>Pre-requisites</b>	
<b>Description</b>	<p>Watch the video “The Rise of Social Enterprises and the Social Entrepreneurs” at least once then discuss the following questions among students.</p> <ul style="list-style-type: none"> <li>What is a fundamental difference between social enterprises and traditional business?</li> <li>Do you remember where it was born?</li> <li>How do they improve the life?</li> <li>How do they reinvest profits in social mission?</li> <li>What about their social impact?</li> <li>How many social enterprise models are?</li> </ul>
<b>Activity #4</b>	
<b>Scenario Name</b>	Skills for everyone
<b>Duration</b>	15 min
<b>Aim</b>	Showing how deaf people can benefit from social entrepreneurship

<b>Learning Objectives</b>	Better understand of the deaf social entrepreneurs
<b>Relevant competences</b>	social entrepreneurial skills for deaf people
<b>Facilities/Equipment</b>	<a href="https://www.youtube.com/watch?v=18o0mg3pMq0">https://www.youtube.com/watch?v=18o0mg3pMq0</a> <a href="https://www.youtube.com/watch?v=pbKerQVALwo">https://www.youtube.com/watch?v=pbKerQVALwo</a> <a href="https://www.youtube.com/watch?v=VsJqdIKlPhA">https://www.youtube.com/watch?v=VsJqdIKlPhA</a>
<b>Pre-requisites</b>	Basic knowledge of the social entrepreneurial skills
<b>Description</b>	Watch these short videos on YouTube. After watching the videos discuss with your students what are the common points of the videos.
<b>Activity #5</b>	
<b>Scenario Name</b>	If I Knew... Exercise
<b>Duration</b>	15 min
<b>Aim</b>	Get an overview of how the students found the lesson
<b>Learning Objectives</b>	To have a list of the positives and negatives of the lesson
<b>Relevant competences</b>	-
<b>Facilities/Equipment</b>	Piece of paper and feedback template
<b>Pre-requisites</b>	having participated in the lesson
<b>Description</b>	<p>Students are asked to fill out a simple template that asks the following questions:</p> <ul style="list-style-type: none"> <li>• When I signed up to take this class, I was expecting...</li> <li>• This is what I got out of the class...</li> <li>• If I had only known...</li> <li>• This is what I would change...</li> </ul> <p>After that go through all of the responses, prepare a summary then present it to the students.</p>

## Sub-topic 3: Differences between ideas and opportunities

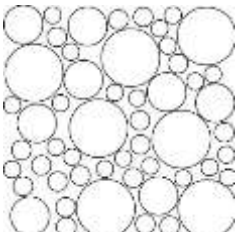
### *Lesson plan Name: Differences between ideas and opportunities*

Activity and duration	Content
<b>Introduction</b> 15 minutes	<p>Deciding on a business idea is a crucial step that holds immense significance before starting a business. It serves as the foundation upon which the entire business is built and determines its potential for success.</p> <p>As a warm-up activity do the Circle activity. This activity will take about 15 minutes.</p>
<b>Description</b> 30 minutes	<p>After the warm-up activity, proceed with the power point presentation. This part of the presentation is not long so project the whole sub-topic.</p> <p>Proceed with the second activity, Image Insights. In this activity, students are asked to brainstorm and discover products or services related to the pictures assigned to them by the teacher.</p> <p>After completing the second task, show the short youtube video to the students and then discuss the main messages.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=Yi1N_fd_N7k">https://www.youtube.com/watch?v=Yi1N_fd_N7k</a></li> <li>• The circles sheet</li> <li>• 3 pictures from everyday life</li> </ul>
<b>Quiz</b> 15 minutes	<ol style="list-style-type: none"> <li>1. Fill in the gap! Idea is a a ..... or .....for doing something.</li> <li>2. Fill in the gap! Opportunity is an ..... or ..... that makes it possible to do something that you want to do or have to do, or the possibility of doing something.</li> <li>3. Is it true or false that the nature of an idea is creative?</li> <li>4. Is it true or false that opportunity is a chance to bring the idea to life?</li> <li>5. Is it true or false that an idea can not be developed at any time?</li> <li>6. Is it true or false that an opportunity is viable and profitable?</li> <li>7. Is it true or false that an opportunity is aligned with the entrepreneur's vision and goals?</li> <li>8. Is it true or false that an opportunity does not take account market demand?</li> <li>9. Is it true or false that an idea is not potential to solve a problem?</li> <li>10. Multiple choice: The characteristics of a promising idea:             <ol style="list-style-type: none"> <li>a) Relevant</li> <li>b) Profitable in the long run</li> <li>c) Innovative</li> <li>d) Resistant</li> </ol> </li> </ol>



	e) Do not address a relevant need
<b>Summary</b> 10 minutes	Briefly summarise what was said during the lesson, leaving time for students to ask questions. Talk about and emphasise the importance of hobbies, which are often the source from which opportunities arise.

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	The Circle
<b>Duration</b>	15 min
<b>Aim</b>	To learn how to brainstorm
<b>Learning Objectives</b>	Upon completion student will recognize how ideas are important.
<b>Relevant competences</b>	Self-expression, communication, problem solving
<b>Facilities/Equipment</b>	Pen, sheet of paper/ photocopies of the circles 
<b>Pre-requisites</b>	-
<b>Description</b>	Distribute the photocopies of the circles to the students (or have the students draw as many circles they can on a sheet of paper). Tell them to create as many things as they can think of from each circle like a pizza, sun, flower etc. Let them work for at least 5 minutes. After finishing share what they made with the rest of the class.
Activity #2	
<b>Scenario Name</b>	Image Insights
<b>Duration</b>	15 min
<b>Aim</b>	Teaching Opportunity Identification
<b>Learning Objectives</b>	Learn to pay close attention to the world around us; See daily experiences through an entrepreneurial lens
<b>Relevant competences</b>	Identifying business opportunities
<b>Facilities/Equipment</b>	Photos from everyday life



(source: [www.pixabay.com](http://www.pixabay.com) )

<b>Pre-requisites</b>	-
<b>Description</b>	Divide the students into 2 groups, provide them with a photo of an everyday scene. Based on the image that was provided, students have to brainstorm briefly to identify at least 3 interesting business ventures that have a product or service in connection with the photo. Once the students have identified 3 products/services, discuss them all in the classroom.
<b>Activity #3</b>	
<b>Scenario Name</b>	business ideas&opportunities: spot the difference!

<b>Duration</b>	15 minutes
<b>Aim</b>	To give a further info about the difference of ideas and opportunities in entrepreneurship
<b>Learning Objectives</b>	Better understanding of the differences between ideas and opportunities
<b>Relevant competences</b>	The importance of differences between business ideas and business opportunities
<b>Facilities/Equipment</b>	<a href="https://www.youtube.com/watch?v=Yi1N fd N7k">https://www.youtube.com/watch?v=Yi1N fd N7k</a>
<b>Pre-requisites</b>	-
<b>Description</b>	Watch the video, then discuss it in the classroom.
<b>Activity #4</b>	
<b>Scenario Name</b>	The blackboard classification
<b>Duration</b>	30 minutes
<b>Aim</b>	To train students in recognizing autonomously what is an idea and what is an opportunity in business settings
<b>Learning Objectives</b>	Better understanding of the differences between ideas and opportunities
<b>Relevant competences</b>	Critical thinking, ability to make clear distinctions and classify ideas
<b>Facilities/Equipment</b>	A blackboard on which the teacher has drawn two columns; pens/pencils, sticky post-it
<b>Pre-requisites</b>	Having carried out already the Activity 3
<b>Description</b>	Each student works autonomously providing examples of business ideas and business opportunity: the examples, written on sticky post-it are then put on the blackboard under the right column. A classroom discussion and eventual correction follows.
<b>Activity #5</b>	
<b>Scenario Name</b>	Infographics for future entrepreneurs
<b>Duration</b>	1 hour
<b>Aim</b>	To wrap up the key concepts and overall knowledge transmitted in lesson 3
<b>Learning Objectives</b>	Full understanding of the differences ideas/opportunities and theoretical basics of social entrepreneurship

<b>Relevant competences</b>	Creative thinking, visualisation, memory, cooperation, teamwork
<b>Facilities/Equipment</b>	Pc, internet connection, Canva
<b>Pre-requisites</b>	Having followed and completed lessons 1-2-3
<b>Description</b>	In this activity the students must collaborate and create different work groups (depending on the size of the class). Each group then visually display skills, knowledge, benefits, and challenges of running a business which is 'social' highlighting in the infographic some practical examples of opportunities and ideas. After its finalisation, each group Canva infographic is exposed to the whole classroom.

## Topic 2: Creativity & Vision in Social Entrepreneurship

### Sub-topic 1: Introduction to creativity and why creativity is important for deaf people

#### *Lesson plan Name: Exploring Creativity and Its Significance for Deaf Individuals*

Activity and duration	Content
<b>Introduction</b> 15 minutes	Welcome students and introduce the topic of creativity and its importance for the deaf community. - Understand the concept of creativity - Recognize the specific benefits and challenges of creativity for deaf individuals.
<b>Description</b> 10 minutes	Here you need to describe the lesson plan and connect the 5 activities below This lesson plan aims to introduce the concept of creativity and explore why it is essential for deaf people. The plan includes five activities that will provide insight into the creative potential within the deaf community and address potential barriers.
<b>Resources</b> 10 minutes	Resources (videos, links, documents etc.): <ul style="list-style-type: none"> <li>• In document <b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b>, we share relevant articles, videos, and links FOR EACH SUBTOPIC, highlighting the importance of creativity for deaf individuals</li> <li>• Provide resources on sign language and Deaf culture.</li> </ul>
<b>Videos</b> 14 minutes	<a href="#">Powtoon video</a> Show a Powtoon video illustrating the significance of creativity in the lives of deaf people and how it can empower them. <a href="#">Creating a logo</a> . Basic understandings to take into account.(7 min) <a href="#">Effective brainstorming</a> .(7 min)
<b>Quiz</b> 15 minutes	<ol style="list-style-type: none"> <li><b>1. What is creativity?</b> <ol style="list-style-type: none"> <li>A. The ability to hear well</li> <li>B. The process of generating novel and valuable ideas</li> <li>C. The skill of speaking multiple languages</li> <li>D. The talent for playing musical instruments</li> </ol> </li> <li><b>2. Why is creativity important for individuals, including those who are deaf?</b> <ol style="list-style-type: none"> <li>A. It has no significant impact on personal development</li> </ol> </li> </ol>

- B. Enhances problem-solving skills and innovation
- C. Only benefits those with artistic interests
- D. Limits communication options for deaf individuals

**3. How can creativity positively impact the lives of deaf individuals?**

- A. It doesn't have any impact on their lives
- B. Enhances communication skills and expression
- C. Restricts social interactions
- D. Increases dependence on others for ideas

**4. Which of the following is an example of creative expression for deaf individuals?**

- A. Listening to music
- B. Sign language poetry
- C. Ignoring artistic pursuits
- D. Avoiding social situations

**5. How does creativity contribute to problem-solving for deaf individuals?**

- A. It hinders logical thinking
- B. Provides a limited perspective
- C. Offers new perspectives and solutions
- D. Creativity has no relation to problem-solving

**6. In what ways can technology support the creativity of deaf individuals?**

- A. By limiting access to information
- B. Providing tools for visual communication
- C. Exclusively focusing on auditory experiences
- D. Ignoring the use of technology altogether

**7. True or False:** Creativity is only relevant for artistic endeavors and has no practical application in everyday life for deaf people.

**8. How can educators foster creativity in deaf students?**

- A. By discouraging unconventional ideas
- B. By promoting a rigid and standardized curriculum
- C. By encouraging diverse thinking and problem-solving
- D. By avoiding the use of visual aids

**9. Which of the following is an example of a famous deaf individual who has made significant contributions in a creative field?**

	<p>A. Thomas Edison</p> <p>B. Helen Keller</p> <p>C. Ludwig van Beethoven</p> <p>D. Marie Curie</p> <p><b>10. Why is it important to recognize and value the creativity of deaf individuals in society?</b></p> <p>A. It is not important</p> <p>B. It promotes inclusivity and diversity</p> <p>C. Creativity has no impact on societal perceptions</p> <p>D. It only benefits deaf individuals, not the broader community</p>
<p><b>Summary</b></p> <p>15 minutes</p>	<p>Recap the main takeaways from the lesson, emphasizing the unique ways in which creativity is harnessed within the deaf community and why it is crucial for personal and cultural expression.</p>



## Activities and Scenarios

Activity #1	
Scenario Name	Deaf Creativity Show and Tell
Duration	60 minutes
Aim	To showcase and celebrate the creative talents within the deaf community.
Learning Objectives	Students will gain an appreciation for the <b>diverse forms of creativity among deaf individuals</b> . Students will recognize the <u>importance of creativity in personal and cultural expression for the deaf</u> .
Relevant competences	Appreciation of diversity, cultural awareness, creativity recognition.
Facilities/Equipment	A space for presentations, projector, art supplies (if needed).
Pre-requisites	Get the3D4DEAF_A3_ppt_Creativity_GAUDEM ppt contents available.
Description	GO TO SLIDE 11, in this activity, students, or guest speakers from the deaf community, can present and share their <b>creative talents and expressions</b> , such as <b>visual arts</b> , sign language <b>poetry</b> , music, or dance. This allows students to witness the rich tapestry of creativity in the deaf culture.
Activity #2	
Scenario Name	Barriers to Deaf Creativity Discussion
Duration	40 minutes
Aim	To understand the challenges that deaf individuals may face in expressing their creativity.
Learning Objectives	Students will identify potential barriers to creativity for the deaf. <b>Students will brainstorm solutions</b> to overcome these barriers.
Relevant competences	Problem-solving, empathy, critical thinking
Facilities/Equipment	Whiteboard, markers, brainstorming tools.
Pre-requisites	Basic understanding of deaf culture.
Description	GO TO SLIDE 13, in this activity, students will engage in a discussion to identify and explore potential obstacles that

	deaf individuals might encounter when expressing their creativity. They will also brainstorm creative solutions to address these challenges.
<b>Activity #3</b>	
<b>Scenario Name</b>	Visual Arts Workshop
<b>Duration</b>	45 minutes
<b>Aim</b>	To provide a hands-on experience of visual arts and its role in deaf creativity.
<b>Learning Objectives</b>	Students will participate in creating visual art (e.g., painting, drawing) to express their creativity. Students will understand how visual arts can serve as a powerful form of creative expression for the deaf.
<b>Relevant competences</b>	Hands-on creativity, understanding the power of visual arts.
<b>Facilities/Equipment</b>	Art supplies (e.g., paint, canvases, drawing materials).
<b>Pre-requisites</b>	None
<b>Description</b>	GO TO SLIDE 14, the activity involves a workshop where students can engage in hands-on visual <b>art creation and brainstorming</b> . They will explore how visual arts can be a medium for <b>expressing creativity</b> and <b>emotions</b> in a visual and accessible form.
<b>Activity #4</b>	
<b>Scenario Name</b>	Sign Language Poetry Exploration
<b>Duration</b>	35 minutes
<b>Aim</b>	To delve into the art of sign language poetry and its significance.
<b>Learning Objectives</b>	Students will explore the creative possibilities within sign language poetry. Students will create and share their own sign language poems.
<b>Relevant competences</b>	Linguistic creativity, expression through sign language.
<b>Facilities/Equipment</b>	Access to a sign language interpreter if needed.
<b>Pre-requisites</b>	Basic knowledge of sign language.
<b>Description</b>	GO TO SLIDE 15, in this activity focuses on the art of sign language poetry. Students will learn about the expressive

	nature of sign language and create their own sign language poems, fostering an appreciation for linguistic creativity.
<b>Activity #5</b>	
<b>Scenario Name</b>	Empathy Mapping for Social Innovation
<b>Duration</b>	120 minutes
<b>Aim</b>	To understand the cultural importance of creativity in the deaf community.
<b>Learning Objectives</b>	Students will recognize the role of creativity in preserving and expressing Deaf culture.  Students will understand the impact of creative expressions on identity and community cohesion.
<b>Relevant competences</b>	Cultural appreciation, identity exploration, community awareness.
<b>Facilities/Equipment</b>	Projector, access to resources about Deaf culture.
<b>Pre-requisites</b>	Basic understanding of Deaf culture.
<b>Description</b>	GO TO SLIDE 16,17,18 and 19, where Participants will engage in empathy mapping exercises to understand the unique challenges faced by the deaf community. The discussion will center on how creativity can drive social innovation, using activity 1, 2 and 4 tools, contributing to Goal 10 (Reduced Inequalities) and Goal 8 (Decent Work and Economic Growth)

## Sub-topic 2: Creativity and social entrepreneurship

### *Lesson plan Name: Exploring Creativity in Social Entrepreneurship*

Activity and duration	Content
<b>Introduction</b> 10 minutes	<ul style="list-style-type: none"> <li>- Understand the role of creativity in social entrepreneurship.</li> <li>- Recognize the potential of creativity to drive <b>positive social change</b>.</li> </ul>
<b>Description</b> 10 minutes	<p>Here you need to describe the lesson plan and connect the 5 activities below.</p> <p>Provide an overview of the lesson plan and how it will explore the connection between creativity and social entrepreneurship through various activities.</p>
<b>Resources</b> 10 minutes	<p>Resources (videos, links, documents etc.):</p> <ul style="list-style-type: none"> <li>• In document 3D4DEAF_A3_ppt_Creativity_GAUDEM, from slide 21, we share a list of resources including articles, websites, and case studies related to creativity in social entrepreneurship</li> <li>• Provide links and references for further reading and exploration.</li> </ul>
<b>Videos</b> 15 minutes	<p>Powtoon video.</p> <p>Show a Powtoon video that illustrates real-world examples of creative social entrepreneurship projects and their impact.</p> <p><a href="#">Climate change and opportunities</a>. (4 min)</p>
<b>Quiz</b> 20 minutes	<p><b>1.What is social entrepreneurship?</b></p> <p>A. Maximizing profit for personal gain</p> <p>B. Creating innovative solutions to address social issues</p> <p>C. Focusing solely on individual business success</p> <p>D. Ignoring the community impact of business ventures</p> <p><b>2.How does creativity play a role in social entrepreneurship?</b></p> <p>A. It is irrelevant to the success of social enterprises</p> <p>B. By fostering new and impactful solutions to societal problems</p> <p>C. By limiting the scope of social initiatives</p> <p>D. Creativity is only important in traditional business models</p> <p><b>3.True or False:</b> Social entrepreneurs are primarily motivated by financial gain rather than social impact.</p> <p><b>4.Give an example of a creative solution implemented by a social entrepreneur to address a specific social issue.</b></p> <p>A. Building a business for personal profit</p> <p>B. Developing a sustainable initiative to provide clean water in underserved areas</p>

C. Ignoring social problems to focus on individual success

D. Exclusively focusing on traditional business practices

**5.How can creativity contribute to the sustainability of social enterprises?**

A. By avoiding innovative approaches

B. By limiting community involvement

C. By constantly adapting and evolving to address changing needs

D. Creativity has no impact on sustainability

**6.In what ways can social entrepreneurs leverage creative thinking to engage with their target communities?**

A. By maintaining a distant and authoritative approach

B. By using traditional and outdated communication methods

C. By actively involving the community and adapting to cultural nuances

D. Creativity has no role in community engagement

**7.True or False:** Creativity in social entrepreneurship is only about generating unique ideas, not about implementing practical solutions.

**8.What challenges might social entrepreneurs face in integrating creativity into their ventures?**

A. Limited access to resources

B. Lack of interest in social issues

C. Ignoring community feedback

D. Creativity poses no challenges

**9.How does a focus on social impact distinguish social entrepreneurship from traditional business models?**

A. Social impact is not a priority for either model

B. Traditional business models exclusively focus on social impact

C. Social entrepreneurship prioritizes creating positive social change alongside financial sustainability

D. Creativity is not relevant to either business model

**10.Why is it important for social entrepreneurs to continually innovate and think creatively in their endeavors?**

A. It is unnecessary for social impact

B. To address evolving social challenges and maximize effectiveness

C. Creativity has no impact on the success of social enterprises

D. To focus solely on financial gains

**Summary**  
10 minutes

Recap the key takeaways from the lesson, emphasizing the role of creativity in addressing social issues and encouraging students to apply creative thinking to their own social entrepreneurship ideas.

## *Activities and Scenarios*

Activity #1	
Scenario Name	<b>Ideation Workshop</b>
Duration	60 minutes
Aim	To foster creative thinking in the context of social entrepreneurship.
Learning Objectives	<ul style="list-style-type: none"> <li>● Students will learn various ideation techniques.</li> <li>● Students will be able to generate innovative social entrepreneurship ideas.</li> </ul>
Relevant competences	Creative thinking, problem-solving, idea generation.
Facilities/Equipment	Whiteboard, markers, <b>brainstorming tools from the previous sub-topic.</b>
Pre-requisites	To have a good understanding from slide 13.
Description	GO TO SLIDE 24,25, in this workshop, students will participate in various ideation exercises to generate creative ideas for social entrepreneurship projects. They will explore techniques like <b>mind mapping, brainstorming, and role-playing</b> to unlock their creative potential.
Activity #2	
Scenario Name	<b>Case Study Analysis</b>
Duration	60 minutes
Aim	To understand how creativity can be applied in real-world social entrepreneurship projects.
Learning Objectives	<ul style="list-style-type: none"> <li>● Students will analyze the creative elements in successful social entrepreneurship case studies.</li> <li>● Students will identify the impact of creativity on the project's success.</li> </ul>
Relevant competences	Critical thinking, analytical skills, research.
Facilities/Equipment	Case study materials, computers.
Pre-requisites	Familiarity with the basics of social entrepreneurship.
Description	GO TO SLIDE 25, in Students will review and discuss case studies of social entrepreneurship projects that leverage creativity. They will

	analyze how creative thinking influenced the project's development and its positive impact on society.
<b>Activity #3</b>	
<b>Scenario Name</b>	<b>Guest Speaker Presentation</b>
<b>Duration</b>	45 minutes
<b>Aim</b>	To gain insights from a real social entrepreneur.
<b>Learning Objectives</b>	Students will learn from a successful social entrepreneur's experiences. Students will understand the practical application of creativity in social entrepreneurship.
<b>Relevant competences</b>	Communication, active listening, learning from experts.
<b>Facilities/Equipment</b>	Guest speaker, presentation setup.
<b>Pre-requisites</b>	None
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 26, where a guest speaker, who is an accomplished social entrepreneur, will share their journey, highlighting the role of creativity in their work. Students will have the opportunity to ask questions and gain practical insights.
<b>Activity #4</b>	
<b>Scenario Name</b>	<b>Creative Project Proposal</b>
<b>Duration</b>	90 minutes
<b>Aim</b>	To apply creative thinking to develop a social entrepreneurship project proposal.
<b>Learning Objectives</b>	Students will create a comprehensive project proposal for a social entrepreneurship idea. Students will incorporate creative solutions into their proposals.
<b>Relevant competences</b>	Project planning, creativity, writing skills.
<b>Facilities/Equipment</b>	Writing materials, computers.
<b>Pre-requisites</b>	Knowledge of social issues and potential project concepts.
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 27, in this activity, students will work individually or in groups to create a project proposal for a social entrepreneurship idea. They will be



	encouraged to infuse creativity into their proposals while addressing a real social problem.
<b>Activity #5</b>	
<b>Scenario Name</b>	<b>Idea Pitch and Feedback</b>
<b>Duration</b>	60 minutes
<b>Aim</b>	To refine and present their social entrepreneurship ideas.
<b>Learning Objectives</b>	Students will pitch their project ideas and receive constructive feedback. Students will learn to refine their ideas based on feedback.
<b>Relevant competences</b>	Presentation skills, adaptability, teamwork.
<b>Facilities/Equipment</b>	Presentation setup, computer and feedback forms and video camera.
<b>Pre-requisites</b>	Completed project proposals from Activity 4.
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 29, where Students will present their project proposals to the class or a panel of peers. They will receive feedback and suggestions for improvement. This activity simulates the real-world process of pitching and refining social entrepreneurship ideas.

## Sub-topic 3: Develop a vision to turn ideas into action

### *Lesson plan Name: Visionary Actions: Turning Ideas into Reality*

Activity and duration	Content
<b>Introduction</b> 15 minutes	Welcome students and introduce the sub-topic of developing a vision to transform ideas into actionable plans. - Understand the importance of having a clear vision for goal attainment. - Learn how to turn abstract ideas into concrete, actionable plans.
<b>Description</b> 10 minutes	Here you need to describe the lesson plan and connect the 5 activities below This lesson plan is designed to teach students the significance of creating a vision to implement their ideas effectively. The plan includes five activities that will guide students in developing a vision and turning their ideas into action.
<b>Resources</b> 45 minutes	Resources (videos, links, documents etc.): <ul style="list-style-type: none"> <li>• <b>3D4DEAF_A3_ppt_Creativity_GAUDEM topic 3 starting slide 31, where we share articles, links, and templates related to creating a vision statement and action plans.</b></li> <li>• Provide examples of successful vision statements.</li> </ul>
<b>Videos</b> 10 minutes	Powtoon video Show a Powtoon video illustrating the process of transforming ideas into actions through a clear and inspiring vision.
<b>Quiz</b> 20 minutes	<p><b>1.What is the purpose of creating a vision when turning ideas into action?</b></p> <p>A. It is unnecessary and time-consuming</p> <p>B. To provide a clear direction and purpose for the implementation of ideas</p> <p>C. To limit creativity in the execution phase</p> <p>D. Vision only applies to large-scale projects</p> <p><b>2.True or False:</b> A vision statement should be vague to allow for flexibility in the implementation of ideas.</p> <p><b>3.What elements should be included in a well-crafted vision statement?</b></p> <p>A. Ambiguous language to stimulate interpretation</p> <p>B. Clear goals, values, and an inspiring future state</p> <p>C. Technical jargon for precision</p> <p>D. A focus solely on individual success</p> <p><b>4.How does a compelling vision contribute to the motivation of individuals working to implement ideas?</b></p>

- A. It hinders motivation by setting unrealistic expectations
- B. By providing a sense of purpose and direction
- C. Vision has no impact on motivation
- D. By excluding team members from the visioning process

**5. In what ways can a vision guide decision-making during the implementation phase?**

- A. By disregarding the initial vision
- B. By providing a framework for evaluating choices in alignment with the vision
- C. By avoiding adaptation to changing circumstances
- D. Vision is irrelevant to decision-making

**6. How can a leader effectively communicate a vision to a team to inspire action?**

- A. By keeping the vision a secret until it is fully realized
- B. Through clear and consistent communication, using inspiring language
- C. By avoiding feedback from team members
- D. By exclusively focusing on the technical aspects of the vision

**7. True or False:** A vision is a one-time statement that does not require revisiting or updating during the implementation phase.

**8. What role does adaptability play in achieving a vision during the implementation process?**

- A. It is unnecessary and counterproductive
- B. By limiting flexibility and sticking strictly to the original plan
- C. By allowing for adjustments based on feedback and changing circumstances
- D. Vision is not affected by adaptability

**9. What potential challenges might a team face if the vision is not clearly communicated or understood?**

- A. Increased motivation and productivity
- B. Misalignment of efforts and confusion
- C. Improved collaboration
- D. Vision clarity has no impact on teamwork

**10. Why is it important to revisit and potentially revise the vision as the implementation progresses?**

- A. It is unnecessary and time-consuming
- B. To ensure continued relevance and alignment with evolving circumstances

	<p>C. Vision remains static and unchanging</p> <p>D. To discourage adaptability in the implementation process</p>
<p><b>Summary</b> 10 minutes</p>	<p>Recap the key takeaways from the lesson, emphasizing the importance of having a clear vision and actionable plan to bring ideas to life.</p>

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	Vision Statement Workshop
<b>Duration</b>	45 minutes
<b>Aim</b>	To introduce students to the concept of creating a clear vision statement.
<b>Learning Objectives</b>	Students will understand the purpose and components of a vision statement.  Students will create their own vision statements for a chosen project or idea.
<b>Relevant competences</b>	Communication, goal setting, creative thinking.
<b>Facilities/Equipment</b>	Whiteboard, markers, paper, writing materials.
<b>Pre-requisites</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM document available.</b>
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 33, in this workshop, students will learn about the significance of a vision statement in guiding their actions. They will work individually or in groups to develop a vision statement for a project or idea they want to pursue.
Activity #2	
<b>Scenario Name</b>	SMART Goal Setting
<b>Duration</b>	45 minutes
<b>Aim</b>	To teach students how to set SMART goals and create actionable plans.
<b>Learning Objectives</b>	Students will understand the SMART (Specific, Measurable, Achievable, Relevant, Time-bound) criteria for goal setting.  Students will create actionable plans with specific steps and deadlines.
<b>Relevant competences</b>	Goal setting, time management, planning.
<b>Facilities/Equipment</b>	Projector, presentation materials, canvas access.
<b>Pre-requisites</b>	Basic understanding of the project or idea for goal setting.
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 35 and 36, this activity involves a presentation and group discussion on setting SMART goals. Students will apply the criteria to their projects and

	develop action plans with clear steps and timelines. Keeping in mind our vision and values from the previous step.
<b>Activity #3</b>	
<b>Scenario Name</b>	Peer Feedback and Refinement
<b>Duration</b>	50 minutes
<b>Aim</b>	To promote collaborative learning and help students improve their vision statements and action plans.
<b>Learning Objectives</b>	Students will provide constructive feedback on vision statements and action plans. Students will refine their own visions based on peer input.
<b>Relevant competences</b>	Communication, collaboration, critical thinking.
<b>Facilities/Equipment</b>	Presentation setup, feedback forms.
<b>Pre-requisites</b>	Completed vision statements and action plans.
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 37,38 and 39, the students will present their vision statements and action plans to peers. They will receive feedback and suggestions for improvement, fostering collaboration and growth.
<b>Activity #4</b>	
<b>Scenario Name</b>	Interactive Goal Visualization
<b>Duration</b>	45 minutes
<b>Aim</b>	To encourage students to visualize their goals and develop a clearer understanding of their visions.
<b>Learning Objectives</b>	Students will learn how to create mental images of their goals. Students will discuss how visualization can motivate and guide their actions.
<b>Relevant competences</b>	Visualization, motivation, creativity.
<b>Facilities/Equipment</b>	Visualization tools (e.g., images, illustrations).
<b>Pre-requisites</b>	Completed vision statements and action plans and access to canvas web.
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 40, this activity, students will use visualization tools to create mental images of

	their goals. They will discuss how visualization can inspire them to take action and stay focused on their objectives.
<b>Activity #5</b>	
<b>Scenario Name</b>	Action Plan Presentation
<b>Duration</b>	90 minutes
<b>Aim</b>	To give students the opportunity to present their action plans and receive feedback.
<b>Learning Objectives</b>	Students will practice presenting their action plans to a small audience. Students will improve their communication skills and receive insights from peers.
<b>Relevant competences</b>	Presentation, communication, adaptability.
<b>Facilities/Equipment</b>	Presentation setup
<b>Pre-requisites</b>	Completed action plans and access to canvas web.
<b>Description</b>	<b>3D4DEAF_A3_ppt_Creativity_GAUDEM</b> to SLIDE 41. Students will present their action plans to a small audience, such as their peers or the instructor. This activity offers them the chance to practice presenting their ideas and get valuable feedback to refine their plans.

## Topic 3: Mobilizing resources

### Sub-topic 1: Introduction to mobilizing resources

#### *Lesson plan Name: Foundational Concepts*

Activity and duration	Content
<b>Introduction</b> 15minutes	<p>Introducing participants to the fundamental concepts of resource mobilization to guide them in creating a thematic mind map.</p> <p>To enhance familiarity among participants, initiating the course with an icebreaker, as outlined in Activity 1, is recommended. In this Activity participants share their experiences on ventures owned by deaf or hearing they know well.</p>
<b>Description</b> 55minutes	<p>The lesson will help to go through the steps to be taken to introduce students mobilizing resources with an interactive lesson and workshop.</p> <p>After the introduction and ice-breaking activity and after having viewed the first part of the power point presentation of the subtopic (up to the 17<sup>th</sup> slide), we suggest following up with the second activity " Match up," in which students will be asked to match their initial answers of previous activity with foundational concepts that was just presented.</p> <p>The next step is to go on with the power point presentation up to the 25<sup>th</sup> slide.</p> <p>After a short discussion/summarizing of the previous presentation we suggest continuing with the case's study as the third activity of the lesson.</p> <p>This activity will be used to understand the differences in importance among a variety of initiatives as also entrepreneur's plan. Initially, distribute printed cards containing different foundational concepts to each participant. Make it clear that each card signifies specific objectives that can be pursued by various initiatives. Divide participants into small groups, ensuring that each group has members holding different cards. Direct each group to engage in discussions and reach a consensus on the importance and relevance of the assigned concept within their set. Stress the significance of effective communication and collaboration. Following this, each group is tasked with developing a visual representation, such as a chart or diagram, highlighting the prioritized concepts and the reasoning behind their choices.</p> <p>Subsequently, each group presents its visual representation to the entire participant group, elucidating their prioritization decisions and the underlying rationale.</p> <p>After a short discussion/summarizing of the previous activity it is the turn of the quiz. The purpose of the quiz is to establish the knowledge that gained in the first subtopic.</p> <p>As the fifth activity we suggest a summarizing round table. Lead a collective discussion aimed at reviewing the description and highlighting the</p>



	significance of this concepts for mobilizing resources in the realm of social entrepreneurship.
<p><b>Quiz</b> 15 min</p>	<p><b>1. How is the mobilization of resources defined?</b></p> <ul style="list-style-type: none"> <li>A. Only acquiring resources</li> <li>B. A random process of gathering assets</li> <li>C. A strategic and purposeful process</li> <li>D. Mobilizing resources is not defined in the paragraph</li> </ul> <p><b>2. What is a key aim of mobilizing resources in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>A. Hoarding resources for future use</li> <li>B. Achieving specific goals</li> <li>C. Using resources irresponsibly</li> <li>D. Ignoring the ethical considerations</li> </ul> <p><b>3. Why is mobilizing resources considered crucial in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>A. It is a bureaucratic requirement</li> <li>B. To accumulate wealth for the entrepreneur</li> <li>C. To drive positive social impact</li> <li>D. It is not important in social entrepreneurship</li> </ul> <p><b>4. What is the significance of fostering responsibility in resource utilization for sustainable social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>A. It limits creativity</li> <li>B. It enhances ethical considerations</li> <li>C. It impedes resource mobilization</li> <li>D. It minimizes competition</li> </ul> <p><b>5. How does mobilizing resources support social entrepreneurship initiatives?</b></p> <ul style="list-style-type: none"> <li>A. By neglecting ethical considerations</li> <li>B. By creating challenges for the entrepreneur</li> <li>C. By hindering community involvement</li> <li>D. By addressing challenges and creating opportunities</li> </ul> <p><b>6. In the context of advocacy and visibility, what is the role of mobilizing resources?</b></p> <ul style="list-style-type: none"> <li>A. To keep initiatives hidden from the public</li> <li>B. To minimize the impact on the community</li> </ul>

	<p>C. To fund advocacy campaigns and increase visibility</p> <p>D. To discourage public engagement</p> <p><b>7. What role does community support play in the process of resource mobilization for social entrepreneurship?</b></p> <p>A. It hinders the mobilization process</p> <p>B. It provides financial capital only</p> <p>C. It is irrelevant to the process</p> <p>D. It facilitates and enhances resource mobilization</p> <p><b>8. What impact does responsible resource mobilization have on the success of social entrepreneurship endeavors?</b></p> <p>A. It has no impact</p> <p>B. It contributes to long-term success</p> <p>C. It only benefits the entrepreneur</p> <p>D. It hinders positive social impact</p> <p><b>9. How does mobilizing resources contribute to the effectiveness of strategic partnerships in social entrepreneurship?</b></p> <p>A. By avoiding collaboration with other organizations</p> <p>B. By demonstrating financial dependence on partners</p> <p>C. By facilitating joint initiatives and collaborations</p> <p>D. By isolating ventures from external support</p> <p><b>10. How does resource mobilization contribute to increasing the visibility of social entrepreneurship initiatives?</b></p> <p>A. By avoiding any form of public engagement</p> <p>B. By minimizing funding for advocacy campaigns</p> <p>C. By funding campaigns and initiatives that enhance visibility</p> <p>D. By discouraging public awareness</p>
<p><b>Summary</b> 10minutes</p>	<p>Conclude the session by summarizing the key insights derived from the roundtable discussion. Highlight and underscore the practical implications of concepts around mobilizing resources for social entrepreneurship, emphasizing its potential impact on initiatives and ventures.</p>

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	Icebreaking "Role models"
<b>Duration</b>	15 min
<b>Aim</b>	To help students get into the "entrepreneurship mindset."
<b>Learning Objectives</b>	To develop through real world examples the ability to identify various types of resources required for social entrepreneurship, including material, non-material, and digital resources.
<b>Relevant competences</b>	Deaf Entrepreneurial mindset and communication
<b>Facilities/Equipment</b>	Classroom setting
<b>Pre-requisites</b>	-
<b>Description</b>	<p>The instructor divides students into four groups and instructs them to exchange information within their respective groups about their interactions and experiences with (preferable deaf) entrepreneurs.</p> <p>Each group is required to share an example of a well-known business owned by deaf individuals, providing as many details as possible.</p> <p>Ex: A coffee shop, owned and run by deaf people.</p>
Activity #2	
<b>Scenario Name</b>	Match up
<b>Duration</b>	15 min
<b>Aim</b>	To examine the fundamental principles and grasp that each theoretical concept holds significance in the context of any real-world business.
<b>Learning Objectives</b>	Getting into the resource management mindset
<b>Relevant competences</b>	Creativity
<b>Facilities/Equipment</b>	Classroom setting
<b>Pre-requisites</b>	-
<b>Description</b>	<p>The teacher instructs students group to examine a fundamental principle related to the example they presented in the initial icebreaking activity.</p> <p>For instance, if a group student suggested a coffee shop with the foundational principle being a Holistic Resource View, that</p>

	student is then tasked with detailing the resources utilized by the proposed coffee shop.
<b>Activity #3</b>	
<b>Scenario Name</b>	Quiz on description and importance
<b>Duration</b>	15 min
<b>Aim</b>	Introduction to the meaning of mobilizing resources
<b>Learning Objectives</b>	Understand the mobilizing resources process as also its importance
<b>Relevant competences</b>	Cognitive competences
<b>Facilities/Equipment</b>	piece of paper, pen
<b>Pre-requisites</b>	-
<b>Description</b>	<p><b>1. How is the mobilization of resources defined?</b></p> <p>A. Only acquiring resources</p> <p>B. A random process of gathering assets</p> <p>C. A strategic and purposeful process</p> <p>D. Mobilizing resources is not defined in the paragraph</p> <p><b>2. What is a key aim of mobilizing resources in social entrepreneurship?</b></p> <p>A. Hoarding resources for future use</p> <p>B. Achieving specific goals</p> <p>C. Using resources irresponsibly</p> <p>D. Ignoring the ethical considerations</p> <p><b>3. Why is mobilizing resources considered crucial in social entrepreneurship?</b></p> <p>A. It is a bureaucratic requirement</p> <p>B. To accumulate wealth for the entrepreneur</p> <p>C. To drive positive social impact</p> <p>D. It is not important in social entrepreneurship</p> <p><b>4. What is the significance of fostering responsibility in resource utilization for sustainable social entrepreneurship?</b></p> <p>A. It limits creativity</p>

- B. It enhances ethical considerations
- C. It impedes resource mobilization
- D. It minimizes competition

**5. How does mobilizing resources support social entrepreneurship initiatives?**

- A. By neglecting ethical considerations
- B. By creating challenges for the entrepreneur
- C. By hindering community involvement
- D. By addressing challenges and creating opportunities

**6. In the context of advocacy and visibility, what is the role of mobilizing resources?**

- A. To keep initiatives hidden from the public
- B. To minimize the impact on the community
- C. To fund advocacy campaigns and increase visibility
- D. To discourage public engagement

**7. What role does community support play in the process of resource mobilization for social entrepreneurship?**

- A. It hinders the mobilization process
- B. It provides financial capital only
- C. It is irrelevant to the process
- D. It facilitates and enhances resource mobilization

**8. What impact does responsible resource mobilization have on the success of social entrepreneurship endeavors?**

- A. It has no impact
- B. It contributes to long-term success
- C. It only benefits the entrepreneur
- D. It hinders positive social impact

**9. How does mobilizing resources contribute to the effectiveness of strategic partnerships in social entrepreneurship?**

- A. By avoiding collaboration with other organizations
- B. By demonstrating financial dependence on partners
- C. By facilitating joint initiatives and collaborations
- D. By isolating ventures from external support

	<p><b>10. How does resource mobilization contribute to increasing the visibility of social entrepreneurship initiatives?</b></p> <p>A. By avoiding any form of public engagement</p> <p>B. By minimizing funding for advocacy campaigns</p> <p>C. By funding campaigns and initiatives that enhance visibility</p> <p>D. By discouraging public awareness</p>
<b>Activity #4</b>	
<b>Scenario Name</b>	ResourceMobilizationShowcase
<b>Duration</b>	15 min
<b>Aim</b>	Acquire the skill to analyze and prioritize resources based on their relevance and impact on the sustainability of entrepreneurial endeavors.
<b>Learning Objectives</b>	Understand the significance of effective resource utilization for the success of entrepreneurial ventures.
<b>Relevant competences</b>	Comprehension and critical thinking
<b>Facilities/Equipment</b>	<p>Chart paper or whiteboards</p> <p>Markers</p> <p>Printed cards with various resources (financial, human, community, digital)</p> <p>Timer</p>
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Introduction (2 minutes): Briefly present on powerpoint the importance of analyzing and prioritizing the foundational concepts in entrepreneurial endeavors for sustainability.</p> <p>Resource Cards (3 minutes): Distribute printed cards with various foundational concepts to each participant.</p> <p>Clarify that each card symbolizes specific objectives that can be targeted by various initiatives.</p> <p>Group Formation (2 minutes): Form small groups with participants holding different cards.</p>

	<p>Group Discussion and Consensus (9 minutes):</p> <p>Instruct each group to discuss and come to a consensus on the priority and relevance of the concept within their set. Emphasize the importance of effective communication and collaboration.</p> <p>Visual Representation (2 minutes): Each group creates a visual representation (chart or diagram) showcasing the prioritized concepts and their reasoning.</p> <p>Group Presentation (3 minutes): Each group presents their visual representation to the rest of the participants.</p> <p>Groups explain their prioritization choices and rationale.</p>
<b>Activity #5</b>	
<b>Scenario Name</b>	Recap Roundtable on Mobilizing Resources
<b>Duration</b>	15 min
<b>Aim</b>	Facilitate a collaborative discussion to recap the description and emphasize the importance of mobilizing resources in social entrepreneurship.
<b>Learning Objectives</b>	Gain insight into the role of resource mobilization in fostering economic independence within the deaf community.
<b>Relevant competences</b>	Cognitive competences
<b>Facilities/Equipment</b>	<p>Flipcharts or whiteboards</p> <p>Markers</p> <p>Printed key points on mobilizing resources</p>
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Roundtable Discussion (7 minutes):</p> <p>Form a roundtable setup and invite group participants to share their reflections. Each group participant has 2-3 minutes to discuss their understanding of concepts around mobilizing resources, how it relates to social entrepreneurship, and any personal experiences or insights gained.</p>

	<p>Facilitate a collaborative note-taking session on a whiteboard. Summarize key points and insights shared by participants during the discussion.</p> <p>Open Discussion (5 minutes):</p> <p>Encourage participants to ask questions, seek clarification, and engage in a dialogue about the importance of concepts around mobilizing resources.</p> <p>Conclusion and Takeaways (2 minutes):</p> <p>Summarize the main takeaways from the roundtable discussion. Emphasize the practical implications of mobilizing resources for social entrepreneurship and its potential impact.</p>
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## Sub-topic 2: What resources are needed for a social entrepreneur (material, non-material and digital)

### *Lesson plan Name: Sticky Resources*

Activity and duration	Content
<b>Introduction</b> 15minutes	<p>We suggest an introductory activity aimed at bridging the connection to the previous section. This ice-breaking activity acts as a platform for students to articulate their existing knowledge regarding various types of resources. This activity, referred to as the "<b>Stick it</b>" activity, encourages students to identify three resources linked to the specific examples discussed in the preceding section. Students record these resources on post-it notes and attach them to the table corresponding to the respective examples.</p>
<b>Description</b> 55minutes	<p>As a prelude to Activity 2, the "Resource Mix-Up Challenge," a second activity is suggested to generate interest in the categorization of resources. As a preparation for Activity 2, the instructor should collect the stickers used in Activity 1 and additionally, create extra stickers to match the number of participants. For instance, if there are 15 participants, prepare an additional 6 post-it notes with various resources written on them.</p> <p>Distribute them as confidential cards to each participant and task them with the objective of identifying other cards and joining groups possessing similar or complementary resources, all without verbal communication. A discussion on reasoning of the group formation can provide the necessary field to introduce resource categories.</p> <p>This is a proper time for presenting slides 26 to 33 providing the categories, types of resources. A short discussion of every type is crucial for taking the feedback of participants understanding.</p> <p>The next step is to go on with <b>activity 3</b> where participants choose 2 types of resources from every category and pair it with a venture example prioritizing their necessity.</p> <p>After a short discussion we suggest going on with the power point presentation up to the 40<sup>th</sup> slide presenting examples of resources by category.</p> <p>Next, we propose to use activity 4 "Examples – Impact" where participants have the chance to discuss the impact of a variety of resources.</p> <p>After a short discussion we suggest going on with the power point presentation up to the 49<sup>th</sup> slide explaining the significance of every resource type.</p> <p>At this time instructor can use activity 5 "Consultant" to emphasize the necessity of every resource. In this activity participants will act as consultants for a venture trying to find the negatives of missing resources.</p>

Summary  
10minutes

Conclude the session with a roundtable discussion on a 10 multiple choice quiz.  
summarizing the key insights of this subtopic. These where, categories, types, and impact.

1. **What are the primary categories of resources in the context of social entrepreneurship?**
  - A. Only financial resources
  - B. Material, non-material, and digital resources
  - C. Human resources only
  - D. Digital and financial resources
2. **Which of the following is an example of a material resource for a social entrepreneur?**
  - A. Networking skills
  - B. Financial capital
  - C. Office space
  - D. Digital literacy
3. **How can effective resource mobilization impact the success of social entrepreneurship initiatives?**
  - A. By hindering community involvement
  - B. By limiting innovation
  - C. By addressing challenges and creating opportunities
  - D. By isolating ventures from external collaborations
4. **What does the term "non-material resources" encompass in the realm of social entrepreneurship?**
  - A. Physical assets only
  - B. Intangible assets like knowledge and skills
  - C. Financial assets only
  - D. Digital assets exclusively
5. **In the digital realm, what is an example of a resource for social entrepreneurs?**
  - A. Physical office space
  - B. Financial capital
  - C. Social media presence
  - D. Networking skills

6. **How does responsible resource mobilization contribute to the long-term success of social entrepreneurship endeavors?**
  - A. By neglecting ethical considerations
  - B. By prioritizing short-term gains
  - C. By fostering sustainability and longevity
  - D. By accumulating wealth for the entrepreneur
7. **What is the significance of material resources for social entrepreneurs?**
  - A. They have no impact on business operations
  - B. They provide tangible assets for business operations
  - C. They limit creativity in entrepreneurship
  - D. They hinder collaboration with other organizations
8. **Which of the following is an example of a digital resource for a social entrepreneur?**
  - A. Physical workspace
  - B. Financial capital
  - C. Online platforms for marketing
  - D. Human skills
9. **How can ineffective resource mobilization negatively impact the success of social entrepreneurship initiatives?**
  - A. By encouraging innovation
  - B. By fostering collaboration
  - C. By limiting access to resources
  - D. By addressing community needs
10. **Why is it essential for social entrepreneurs to consider multiple categories of resources in their ventures?**
  - A. To simplify resource management
  - B. To limit the scope of initiatives
  - C. To enhance creativity and effectiveness
  - D. To discourage collaboration with other organizations

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	Stick
<b>Duration</b>	15 min
<b>Aim</b>	To help students express their prior knowledge on different type of resources.
<b>Learning Objectives</b>	Peer learning
<b>Relevant competences</b>	Identify and separate out the key components
<b>Facilities/Equipment</b>	Classroom setting
<b>Pre-requisites</b>	-
<b>Description</b>	The instructor requests students to pinpoint three resources related to the specific examples analyzed in the previous section. Students jot down these resources on post-it notes and affix them to the table representing the respective examples. Subsequently, the students engage in a discussion to explore the similarities among the examples and identify the most frequently mentioned resource.
Activity #2	
<b>Scenario Name</b>	Resource Mix-Up Challenge
<b>Duration</b>	15 min
<b>Aim</b>	To generate curiosity about the various types of resources in social entrepreneurship through a quick and interactive challenge.
<b>Learning Objectives</b>	Categorize type of resources
<b>Relevant competences</b>	Organising
<b>Facilities/Equipment</b>	Classroom setting Index cards or small pieces of paper Markers
<b>Pre-requisites</b>	-
<b>Description</b>	Preparation (3 minutes):  Prepare index cards or small pieces of paper, each with the name of a specific resource (e.g., money, skills, community support, technology).  Mix up the cards and place them in a container.

	<p>Introduction (2 minutes):</p> <p>Briefly introduce the concept of resources in social entrepreneurship, emphasizing their diverse nature and importance.</p> <p>Resource Mix-Up Challenge (7 minutes):</p> <p>Distribute a card to each participant. Instruct participants not to show their cards to others. Explain that their task is to find and form groups with others who have similar or complementary resources without speaking. They can use gestures or simple drawings.</p> <p>Group Formation (3 minutes):</p> <p>Allow participants to move around, interacting with others to form groups based on the resources on their cards.</p> <p>Discussion (2 minutes):</p> <p>Once groups are formed, facilitate a brief discussion on why they chose to group together and what resources they represent.</p> <p>Introduction to Categories (3 minutes):</p> <p>Briefly introduce the idea that resources can be categorized into different types (financial, human, community, digital).</p> <p>Explain that the activity was a simple representation of the diversity of resources.</p>
<b>Activity #3</b>	
<b>Scenario Name</b>	Restick
<b>Duration</b>	15 min
<b>Aim</b>	Identify and pair one resource of every category with examples
<b>Learning Objectives</b>	Use the categorization of resources.
<b>Relevant competences</b>	Judgement/decision making
<b>Facilities/Equipment</b>	Classroom setting Index cards or small pieces of paper Markers
<b>Pre-requisites</b>	-
<b>Description</b>	At the beginning the instructor can divide the class into 4 parts. Every team must clarify at least 2 types of resources in every category for given examples. 1 example for each team.

	Then members of each group need to choose a spokesperson who explains to the other groups why they had chosen that resource by category.
<b>Activity #4</b>	
<b>Scenario Name</b>	Examples - Impact
<b>Duration</b>	15 min
<b>Aim</b>	To identify specific material resources for real world examples
<b>Learning Objectives</b>	Develop the skill to assess and prioritize material resources, understanding their role in product/service development, production, and distribution
<b>Relevant competences</b>	Critical thinking
<b>Facilities/Equipment</b>	Classroom setting Index cards or small pieces of paper Markers
<b>Pre-requisites</b>	-
<b>Description</b>	The teacher asks students to find an example for every type of material resource of the presented examples. Then members of each group need to choose a spokesperson to share their thoughts to the other on the impact of the specific material resource.
<b>Activity #5</b>	
<b>Scenario Name</b>	Consultant
<b>Duration</b>	15 min
<b>Aim</b>	Instill a mindset of resourcefulness, encouraging participants to creatively source and utilize various resources to address challenges
<b>Learning Objectives</b>	Grasp the significance of non-material and digital resources in enhancing the effectiveness and reach of social entrepreneurship initiatives.
<b>Relevant competences</b>	Researching and investigating
<b>Facilities/Equipment</b>	Classroom setting Index cards or small pieces of paper

	Markers
<b>Pre-requisites</b>	-
<b>Description</b>	Instruct the student groups to post non-material and digital resources that are absent from the given examples. Additionally, ask them to highlight the adverse effects resulting from the lack of these resources.

### Sub-topic 3: How to use resources responsibly

#### *Lesson plan Name: Responsible Entrepreneur*

Activity and duration	Content
<b>Introduction</b> 15minutes	<p>Responsibly utilizing resources goes beyond mere efficiency; it reflects a commitment to sustainability, ethical conduct, and community well-being.</p> <p>As a warm-up activity do the Key Padlet activity. This activity will take about 15 minutes.</p>
<b>Description</b> 55minutes	<p>After the warm-up activity, proceed with the power point presentation slides 50 -57 analyzing the key principals.</p> <p>Next it is advisable to proceed with the <b>second activity</b>, where students asked to modify their previous answers using the new knowledge they gain.</p> <p>After completing the second activity continue with the slides 58-63 presenting the implications of resource utilization in details. Direct participants to extended discussion to prepare them for the quiz that follows.</p> <p>Provide the quiz that assesses participants' understanding and knowledge, helping them make informed decisions regarding resource allocation. This quiz explores also the long-term effects on both the community and business.</p> <p>Present slides 64–71 in your PowerPoint presentation to introduce ethical considerations and best practices for responsible resource use. This section should provide a foundation for understanding the importance of ethical decision-making in social entrepreneurship.</p> <p>Engage participants in exploring and discussing ethical considerations and best practices through real-world scenarios. Activity 4 involves presenting an Ethical Dilemma Scenario. Participants are tasked with using their judgment and decision-making skills to identify ethical dilemmas and propose solutions that align with ethical considerations and best practices.</p> <p>Conclude the session with a recap focused on the responsible use of resources. Summarize key points related to ethical considerations and best practices discussed during the session. Encourage participants to reflect on the importance of responsible resource use in social entrepreneurship.</p> <p>This structured approach ensures a comprehensive exploration of ethical considerations, provides practical scenarios for application, and reinforces the importance of responsible resource use through a recap.</p>
<b>Quiz</b> 15 min	<p><b>1: Why is responsible use of resources crucial in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>a. It is a legal requirement</li> <li>b. It fosters a positive ethical image</li> <li>c. It increases bureaucratic processes</li> <li>d. It limits creativity in business operations</li> </ul>



**2: What does responsible use of resources contribute to in social entrepreneurship?**

- a. Short-term financial gains only
- b. Long-term business sustainability
- c. Ignoring community needs
- d. Resource hoarding

**3: How does responsible resource management impact the environment in social entrepreneurship?**

- a. It has no impact on the environment
- b. It contributes to environmental sustainability
- c. It depletes natural resources
- d. It increases pollution

**4: What is one ethical consideration for responsible resource use in social entrepreneurship?**

- a. Hoarding resources for personal gain
- b. Ignoring community needs
- c. Ensuring fair treatment of stakeholders
- d. Exploiting resources for quick profits

**5: What role do non-material resources play in responsible resource use in social entrepreneurship?**

- a. They have no significance
- b. They contribute to environmental degradation
- c. They enhance the effectiveness and reach of initiatives
- d. They limit creativity in business operations

**6: What is a potential consequence of irresponsible resource mobilization in terms of resource depletion?**

- a. Increased availability of resources
- b. Conservation of natural resources
- c. Depletion of valuable resources
- d. Improved resource management

**7: What is a potential environmental impact of resource mobilization that is not aligned with sustainable practices?**

- a. Increased biodiversity
- b. Deforestation and habitat destruction
- c. Preservation of natural habitats
- d. Enhanced ecosystem health

	<p><b>8: How can resource mobilization lead to community displacement?</b></p> <ul style="list-style-type: none"> <li>a. By prioritizing community needs</li> <li>b. By promoting inclusive initiatives</li> <li>c. By neglecting the impact on local communities</li> <li>d. By fostering collaboration with local residents</li> </ul> <p><b>9: How can responsible resource mobilization positively influence cultural impact?</b></p> <ul style="list-style-type: none"> <li>a. By promoting cultural erosion</li> <li>b. By neglecting cultural diversity</li> <li>c. By fostering cultural preservation and enrichment</li> <li>d. By minimizing the importance of cultural heritage</li> </ul> <p><b>10: How does responsible resource mobilization impact local communities positively?</b></p> <ul style="list-style-type: none"> <li>a. By neglecting the needs of local residents</li> <li>b. By fostering collaboration and addressing community needs</li> <li>c. By promoting displacement of communities</li> <li>d. By minimizing community involvement</li> </ul>
<p><b>Summary</b> 10minutes</p>	<p>Conclude the session by summarizing the key insights derived from the roundtable discussion. Highlight and underscore the practical implications and cultivate an attitude of adaptability, emphasizing on the dynamic nature of resource needs in the evolving landscape of social entrepreneurship.</p>

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	Key Padlet
<b>Duration</b>	15 min
<b>Aim</b>	To help students get into the “responsible use mindset.”
<b>Learning Objectives</b>	Instill a sense of social responsibility
<b>Relevant competences</b>	Responsible use mindset
<b>Facilities/Equipment</b>	PC internet
<b>Pre-requisites</b>	-
<b>Description</b>	The teacher directs the students to examine the keywords provided on a Padlet. Each student shares their personal analysis by commenting, and they also review the responses of their peers.
Activity #2	
<b>Scenario Name</b>	Remake padlet
<b>Duration</b>	15 min
<b>Aim</b>	To describe the details of key principals in a responsible use of resources.
<b>Learning Objectives</b>	Understand the principles of responsible resource management in the context of social entrepreneurship
<b>Relevant competences</b>	Environmental and ethical awareness
<b>Facilities/Equipment</b>	Classroom equipped with PC and internet
<b>Pre-requisites</b>	-
<b>Description</b>	The teacher asks students to return to the same padlet and modify their answer using the extra knowledge they gain.
Activity #3	
<b>Scenario Name</b>	Quiz
<b>Duration</b>	15 min
<b>Aim</b>	Emphasize the positive impact of resource-conscious entrepreneurship on communities.

<b>Learning Objectives</b>	Acquire the ability to make informed decisions on resource allocation, considering long-term effects on the community and business operations
<b>Relevant competences</b>	Cognitive competences
<b>Facilities/Equipment</b>	Classroom equipped with PC and internet
<b>Pre-requisites</b>	-
<b>Description</b>	<p><b>1: Why is responsible use of resources crucial in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>a. It is a legal requirement</li> <li>b. It fosters a positive ethical image</li> <li>c. It increases bureaucratic processes</li> <li>d. It limits creativity in business operations</li> </ul> <p><b>2: What does responsible use of resources contribute to in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>a. Short-term financial gains only</li> <li>b. Long-term business sustainability</li> <li>c. Ignoring community needs</li> <li>d. Resource hoarding</li> </ul> <p><b>3: How does responsible resource management impact the environment in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>a. It has no impact on the environment</li> <li>b. It contributes to environmental sustainability</li> <li>c. It depletes natural resources</li> <li>d. It increases pollution</li> </ul> <p><b>4: What is one ethical consideration for responsible resource use in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>a. Hoarding resources for personal gain</li> <li>b. Ignoring community needs</li> <li>c. Ensuring fair treatment of stakeholders</li> <li>d. Exploiting resources for quick profits</li> </ul> <p><b>5: What role do non-material resources play in responsible resource use in social entrepreneurship?</b></p> <ul style="list-style-type: none"> <li>a. They have no significance</li> <li>b. They contribute to environmental degradation</li> <li>c. They enhance the effectiveness and reach of initiatives</li> </ul>

	<p>d. They limit creativity in business operations</p> <p><b>6: What is a potential consequence of irresponsible resource mobilization in terms of resource depletion?</b></p> <p>a. Increased availability of resources</p> <p>b. Conservation of natural resources</p> <p>c. Depletion of valuable resources</p> <p>d. Improved resource management</p> <p><b>7: What is a potential environmental impact of resource mobilization that is not aligned with sustainable practices?</b></p> <p>a. Increased biodiversity</p> <p>b. Deforestation and habitat destruction</p> <p>c. Preservation of natural habitats</p> <p>d. Enhanced ecosystem health</p> <p><b>8: How can resource mobilization lead to community displacement?</b></p> <p>a. By prioritizing community needs</p> <p>b. By promoting inclusive initiatives</p> <p>c. By neglecting the impact on local communities</p> <p>d. By fostering collaboration with local residents</p> <p><b>9: How can responsible resource mobilization positively influence cultural impact?</b></p> <p>a. By promoting cultural erosion</p> <p>b. By neglecting cultural diversity</p> <p>c. By fostering cultural preservation and enrichment</p> <p>d. By minimizing the importance of cultural heritage</p> <p><b>10: How does responsible resource mobilization impact local communities positively?</b></p> <p>a. By neglecting the needs of local residents</p> <p>b. By fostering collaboration and addressing community needs</p> <p>c. By promoting displacement of communities</p> <p>d. By minimizing community involvement</p>
<b>Activity #4</b>	
<b>Scenario Name</b>	Ethical Dilemma Scenario
<b>Duration</b>	15 min

<b>Aim</b>	To engage participants in exploring and discussing ethical considerations and best practices in social entrepreneurship through real-world scenarios.
<b>Learning Objectives</b>	Acquire knowledge of ethical considerations and best practices for responsible resource use
<b>Relevant competences</b>	Judgement/decision making
<b>Facilities/Equipment</b>	Printed ethical dilemma scenarios (prepared in advance) Flipcharts or whiteboards Markers
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Introduction (2 minutes):</p> <p>Use the presentation to analyze the importance of ethical considerations and best practices in social entrepreneurship for sustainable development and positive social impact.</p> <p>Scenario Presentation (5 minutes):</p> <p>Distribute printed ethical dilemma scenarios to 4 groups of participants.</p> <p>Each scenario should present a realistic situation involving ethical considerations in a social entrepreneurship context.</p> <p>Instruct each group to read and discuss the scenario.</p> <p>Group Discussion (5 minutes):</p> <p>Encourage each group to discuss the ethical dilemmas presented in their scenario.</p> <p>Ask them to consider potential actions, consequences, and the impact on sustainability and social impact.</p> <p>Solution Proposal (2 minutes):</p> <p>Each group presents their scenario, the ethical dilemmas identified, and proposes a solution that adheres to ethical considerations and best practices.</p> <p>Reflection (3 minutes):</p> <p>Facilitate a brief whole-group reflection on the common themes and challenges identified across different scenarios.</p> <p>Discuss how ethical decision-making contributes to sustainable development and positive social impact.</p> <p>Summarize key takeaways regarding the importance of ethical considerations and best practices in social entrepreneurship.</p>

	<p>Emphasize their role in fostering a more equitable and inclusive society.</p> <p>Promote inclusivity and equity through ethical business practices.</p>
<b>Activity #5</b>	
<b>Scenario Name</b>	Roundtable discussion and conclusion.
<b>Duration</b>	15 min
<b>Aim</b>	Cultivate a mindset of adaptability, inspiring participants to explore environmentally friendly and socially responsible alternatives in their business practices.
<b>Learning Objectives</b>	Recap on the responsible use of resources
<b>Relevant competences</b>	Flexibility/adaptability
<b>Facilities/Equipment</b>	<p>Roundtable seating arrangement (chairs arranged in a circular or semi-circular configuration)</p> <p>Flipcharts or whiteboards</p> <p>Markers</p> <p>Prepared discussion prompts related to responsible resource use</p>
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Introduction (2 minutes):</p> <p>Briefly recap the key principles of responsible resource use in social entrepreneurship.</p> <p>Explain the purpose of the roundtable discussion as a collaborative reflection and sharing session.</p> <p>Arrange the seating in a roundtable format to encourage open discussion.</p> <p>Discussion Prompts (8 minutes):</p> <p>Prepare discussion prompts related to responsible resource use (e.g., challenges faced, successful strategies, ethical considerations).</p> <p>Each participant takes turns sharing their thoughts and experiences based on the prompts.</p> <p>Collaborative Note-Taking (3 minutes):</p> <p>Assign a group member to take collaborative notes on a flipchart or whiteboard.</p>

	<p>Capture key insights, challenges, and strategies discussed during the roundtable.</p> <p>Open Discussion (1 minute):</p> <p>Encourage open discussion, allowing participants to respond to each other's insights and share additional thoughts.</p> <p>Reflection (2 minutes):</p> <p>Facilitate a brief reflection on the overall discussion.</p> <p>Ask participants to identify common themes, lessons learned, and any new perspectives gained.</p> <p>Key Discussion Points:</p> <p>Practical challenges in implementing responsible resource use.</p> <p>Successful strategies employed by participants.</p> <p>Ethical considerations and their impact on resource use.</p>
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## Topic 4: Business Model Canvas

### Sub-topic 1: What is a Business Model Canvas (BMC) – an introduction

#### *Lesson plan Name: What is a Business Model Canvas (BMC) – an introduction*

Activity and duration	Content
<b>Introduction</b>	<p>(NOTE - The classes require students to actively participate, work in groups, communicate, and express their thoughts. They also require reading comprehension and writing, which is an element of the presented business model canvas tool. Before starting the lesson, you should assess the potential of the deaf people in the class and, if necessary, ensure the participation of an interpreter or other supporting person.)</p> <p>The purpose of this lesson plan is to introduce students to the business model canvas, a tool to help them formulate a plan for their company.</p> <p>Despite the theoretical nature of the lesson, it is worth engaging students in conversation and presenting their ideas. Such activity will help them open up to the vision of having their own business and encourage creative thinking.</p>
<b>Description</b> 90 minutes	<p>Introduce students to entrepreneurship. Tell them what starting your own business involves, what activities we need to define in order to be able to present an action plan and start thinking about our own company. (slides 8-9)</p> <p>Introduce students to the concept of a business model canvas. (slides 10-13)</p> <p>Initiate a short conversation: Have students thought about their future in business after completing their education? Have they thought about starting their own business?</p> <p>An <u>ice-breaking activity</u> (A1) will ensure a relaxed atmosphere, stimulate participants and encourage them to actively participate in the classes.</p> <p>Encourage students to write down all their ideas and suggestions on a large piece of paper - they will be able to track the development of their vision and verify it at the end of the class.</p> <p>After an introduction and a short conversation about their perspective on business and starting a company, introduce the second activity "<u>Planning for the future</u>" (A2). Let everyone answer the question: "What business would you like to open in the future?" Write down your ideas, questions and doubts. Other students can comment on their ideas and make suggestions.</p> <p>To make their plans more specific and indicate what actions need to be taken to implement those plans, introduce a business model canvas. Discuss its structure corresponding to the elements of the company's operation that should be considered. Provide a canvas template that students can quickly create on their own paper. (slides 14-18, 43)</p>

	<p>At this stage, avoid writing out the model in detail. Focus on keeping students engaged in the discussion, encourage them to think creatively, come up with ideas, and see themselves as a person with entrepreneurial potential, ready and able to run their own business. Let them rely on their existing knowledge and their own creativity.</p> <p>After presenting the canvas, <u>discuss its elements</u> (A3). Depending on the size of the class, divide students into smaller groups. Choose one of the business ideas that appeared during the discussion. Assign one or two pieces of the canvas to each group to expand on the topic presented.</p> <p>This task will show what stage the students are at. Have they internalized the idea of entrepreneurship? Do they recognize the elements of the company's operations and can give examples?</p> <p>After finishing the task, each group presents their answers, which we write on the board. After receiving all of them, we check whether such a business model has "arms and legs" - could the company operate based on such elements? Do students notice such activities in their surroundings? (e.g. whether they use different sales outlets - online, stationary, wholesale; whether they have experienced good or poor customer service, etc.)</p> <p>Then note that all ideas, even the best ones, always require down-to-earth actions and hard work to be implemented and successful. Show the <u>video "How to start a company?"</u> (A4) and after watching it, introduce a short discussion - Did the students know what exactly it takes to set up a company/ individual entrepreneurship? Did anything surprise them? Do they understand the issues presented in the film?</p> <p>Extend this with a final, summary activity – "<u>Brainstorming</u>" (A5). Summarize the knowledge presented - briefly recall the elements of the canvas, repeat the steps from the video to start a business. Then students share their observations: What did this lesson teach them? Do they find starting a business easy or difficult? Could they present a simple plan for their company at this time? etc.</p> <p>Encourage the use of the canvas by emphasizing its advantages (slides 13, 19-21). Show that even the most complex activities can be written down in a simple and understandable way.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Ppt presentation</li> <li>• computer with internet access</li> <li>• projector</li> <li>• classroom equipment (blackboard, chalk/markers, paper and pens)</li> <li>• <a href="https://www.youtube.com/watch?v=K3KZhGQdiTY">https://www.youtube.com/watch?v=K3KZhGQdiTY</a></li> </ul>
<b>Videos</b> 3 minutes	<p><a href="https://www.youtube.com/watch?v=WnBvg0cEwrl">https://www.youtube.com/watch?v=WnBvg0cEwrl</a></p> <p><a href="https://www.youtube.com/watch?v=H6FmdpKWvSo">https://www.youtube.com/watch?v=H6FmdpKWvSo</a></p>
<b>Quiz</b> 10 minutes	Answer the questions:

	<ol style="list-style-type: none"> <li>1. What do you need to focus on when creating a plan for your future business? List at least 3.</li> <li>2. What can we compare creating a business model canvas to?</li> <li>3. Who introduced the canvas model?</li> <li>4. What are the 4 key areas of business?</li> <li>5. How many segments does the canvas consist of?</li> <li>6. List at least 4 canvas segments.</li> <li>7. What are the advantages of canvas? Name at least 3.</li> <li>8. When drawing a canvas template, do we write each segment on a separate sheet of paper?</li> <li>9. Can canvas be used for different businesses or only for a specific industry?</li> <li>10. Can the content placed on canvas be constantly modified?</li> </ol>
<p><b>Summary</b> 10 minutes</p>	<p>Briefly discuss the presented topic, highlighting the most important elements. Ask students if everything was understandable and if there is anything else they would like to talk about. Leave time for any questions they may have.</p>

## *Activities and Scenarios*

<b>Activity #1</b>	
<b>Scenario Name</b>	Ice-breaking
<b>Duration</b>	10 minutes
<b>Aim</b>	Introducing students to the issue of entrepreneurship. Initiating business thinking.
<b>Learning Objectives</b>	Stimulating students and encouraging them to actively participate in classes.
<b>Relevant competences</b>	Cognitive competences
<b>Facilities/Equipment</b>	Classroom equipment (blackboard, chalk/markers, pen and paper)
<b>Pre-requisites</b>	-
<b>Description</b>	Ask the students if they have ever thought about starting their own business after leaving school. Discuss their thoughts or reactions to these ideas with the class. You can write down the most interesting or frequently occurring ideas and discuss them in more detail.
<b>Activity #2</b>	
<b>Scenario Name</b>	Planning for the future
<b>Duration</b>	10 minutes
<b>Aim</b>	Realizing that it is worth being interested in entrepreneurship when you are young, coming up with various business ideas that can develop into real goals over the years.
<b>Learning Objectives</b>	Shaping students' ambitions related to business and entrepreneurial attitude.
<b>Relevant competences</b>	Imagination, forward thinking, flexibility and openness to change.
<b>Facilities/Equipment</b>	-
<b>Pre-requisites</b>	-
<b>Description</b>	Ask students about their work-related dreams and their vision of the ideal business they would like to open in the future.  Discuss the answers.
<b>Activity #3</b>	

<b>Scenario Name</b>	Key elements of a business / business model canvas
<b>Duration</b>	20 minutes
<b>Aim</b>	Get to know the business model canvas template and identify its elements.
<b>Learning Objectives</b>	Acquiring new knowledge and applying it in practice.
<b>Relevant competences</b>	Analytical thinking, creativity, perceptiveness, teamwork, communication and discussion.
<b>Facilities/Equipment</b>	Computer and/or projector, presentation.
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Divide students into smaller groups.</p> <p>Choose one of the business ideas that appeared during the discussion.</p> <p>Assign one or two pieces of the canvas to each group to expand on the topic presented.</p> <p>Write the groups' answers on the board.</p> <p>Analyse with the class whether such a business model has "arms and legs" - could the company operate based on the listed elements?</p>
<b>Activity #4</b>	
<b>Scenario Name</b>	Video "How to start a business"
<b>Duration</b>	20 minutes
<b>Aim</b>	Presentation of the process of setting up a company. Showing requirements that go beyond the idea itself.
<b>Learning Objectives</b>	Gaining new knowledge and becoming aware of how the business operates.
<b>Relevant competences</b>	Watching with understanding and using the acquired information in practice.
<b>Facilities/Equipment</b>	Computer and/or projector, internet access. <a href="https://www.youtube.com/watch?v=K3KZhGQdiTY">https://www.youtube.com/watch?v=K3KZhGQdiTY</a>
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Show the video "How to start a company?".</p> <p>After viewing it, enter a short discussion:</p> <ul style="list-style-type: none"> <li>- Did the students know what exactly it takes to set up a company/sole proprietorship?</li> </ul>

	<ul style="list-style-type: none"> <li>- Did anything surprise them?</li> <li>- Do they understand the issues presented in the film?</li> </ul>
<b>Activity #5</b>	
<b>Scenario Name</b>	Brainstorm
<b>Duration</b>	15 minutes
<b>Aim</b>	Exchange of ideas and opinions
<b>Learning Objectives</b>	Summarizing the acquired knowledge, checking students' memory, encouraging them to express themselves freely.
<b>Relevant competences</b>	Working in a team, taking part in discussions, expressing your opinion, creativity.
<b>Facilities/Equipment</b>	-
<b>Pre-requisites</b>	Participating in the lesson
<b>Description</b>	<p>Summarize the knowledge presented. Briefly recall the elements of the canvas, repeat the steps from the video to start a business.</p> <p>Then students share their observations:</p> <ul style="list-style-type: none"> <li>- What did this lesson teach them?</li> <li>- Do they find starting a business easy or difficult?</li> <li>- Would they be able to present a simple plan for their own company now? etc.</li> </ul>

## Sub-topic 2: What to pay attention to and what to avoid

### *Lesson plan Name: What to pay attention to and what to avoid*

Activity and duration	Content
<b>Introduction</b>	The purpose of this lesson is to prepare students to use Canvas by providing practical tips and further developing their entrepreneurial mindset.
<b>Description</b> 100 minutes	<p>Analytical thinking and noticing how certain elements make up a functioning whole are crucial not only in business, but also in many areas of everyday life.</p> <p>To break the barrier in the group and improve communication among students, we will use a task in the form of <u>sticky notes</u> (A1). The students' task is to write down on pieces of paper issues related to the functioning of the school they attend. Do they notice what elements the school's activities consist of, apart from conducting lessons? What other activities does it perform? Are they aware of the school's supplies and what items they cover? Does the school use external services or provide them itself? What should the school pay attention to in its activities and what mistakes should it avoid? etc.</p> <p>After writing down the answers, group the cards. Can they be divided into separate segments? Did students build on what they learned from the first lesson and frame issues in a way similar to the business model canvas? Do they perceive the school as an institution that operates on similar principles to a company? Has their business thinking been activated?</p> <p>After a short warm-up activity, we move on to the presentation. We present a handful of practical tips on how to start working with canvas (slides 24-27). We encourage students to take out the canvas template they created in the first lesson and then write down the tips on the other side.</p> <p>Students already have knowledge of how to build and work with canvas. Now we move on to the second important task, which is defining your business.</p> <p>Using the presentation (slides 28-36), we engage students in the game "<u>How to invent a company</u>" (A2). Each student takes out a piece of paper and divides it in half according to the instructions in the presentation. We go through the next steps - we analyse our environment in search of already existing enterprises. How do they work and what services do they offer? We look at what kind of people live in our city. What kind of customers are they? What do they need? Are their needs adequately met? etc. As suggested (slide 30), students write down their observations and ideas. Did they manage to come up with a business idea that could operate in their city?</p> <p>Once each student has outlined their business idea, we move on to the next exercise. If not everyone managed to define their business, we can do the task in groups or with the whole class on one selected idea. We are starting to stand firmly on the ground - "<u>Ideas come to life</u>" (A3).</p> <p>According to the steps from the presentation (slides 31-36), we divide this activity into 3 stages - looking for our ideal customer, looking at the world through their eyes, trying to empathize with their situation; writing down</p>

	<p>specific ideas regarding the chosen business; creating a short story about our company, "painting the full picture".</p> <p>We strive for the greatest possible openness among students, creative thinking and free expression, and at the same time transforming ideas into specific actions.</p> <p>We move on to the issue of what mistakes to avoid when preparing your business model (slides 37-40). We also present a <u>video</u> (A4) about LEGO company and its problem. We introduce a discussion about the problems of the global giant and how to solve them. We emphasize the importance of analysing your actions and responding to the environment, market, customer needs, etc.</p> <p>Finally, we return to the first topic of the classes, i.e. school. We <u>divide the class into two groups</u> (A5). One group makes a list of good things done by the school and its staff. The second group identifies shortcomings and errors in the approach to the student=customer. We then discuss the answers in front of the class and lead a discussion: Does the school adequately respond to students' needs?</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Ppt presentation</li> <li>• computer with internet access</li> <li>• projector</li> <li>• classroom equipment (blackboard, chalk/markers, paper and pens)</li> <li>• sticky notes</li> <li>• <a href="https://www.youtube.com/watch?v=GMJCKI9ibrA">https://www.youtube.com/watch?v=GMJCKI9ibrA</a></li> </ul>
<b>Videos</b> 3 minutes	<p><a href="https://www.youtube.com/watch?v=WnBvg0cEwrI">https://www.youtube.com/watch?v=WnBvg0cEwrI</a></p> <p><a href="https://www.youtube.com/watch?v=H6FmdpKWvSo">https://www.youtube.com/watch?v=H6FmdpKWvSo</a></p>
<b>Quiz</b> 10 minutes	<p>Rate the truthfulness of the given sentences. TRUE/FALSE</p> <ol style="list-style-type: none"> <li>1. The business model canvas focuses on the customer approach.</li> <li>2. When building a business model, you put yourself and your company at the center of attention.</li> <li>3. Avoid building a short-term strategy.</li> <li>4. The main advantage of canvas is its simplicity and flexibility.</li> <li>5. When creating a business model, remember to test your concept.</li> <li>6. Using another company's business model in your company is a good idea for development.</li> <li>7. When creating a canvas, describe the issues in detail.</li> <li>8. Canvas elements are interrelated and must complement each other.</li> <li>9. Always stick to your initial plan.</li> <li>10. We should match the group of customers to the product we sell.</li> </ol>



<b>Summary</b> 5 minutes	The teacher summarizes the students' work during the lesson and gives examples of good practices and mistakes made.
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## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	Sticky notes
<b>Duration</b>	15 minutes
<b>Aim</b>	Introduction to classes
<b>Learning Objectives</b>	Learning to analyse the immediate environment. Developing perceptiveness, noticing good and weak sides.
<b>Relevant competences</b>	Critical thinking, analysis, observation.
<b>Facilities/Equipment</b>	A4 sheets of paper, sticky notes, pens.
<b>Pre-requisites</b>	-
<b>Description</b>	<p>The students' task is to write down on sticky notes issues related to the functioning of the school they attend.</p> <ul style="list-style-type: none"> <li>- Do they notice what elements a school consists of, apart from conducting lessons?</li> <li>- What other activities does it perform?</li> <li>- Are they aware of the school's supplies and what items they cover?</li> <li>- Does the school use external services or provide them to anyone other than students?</li> <li>- What should the school pay attention to in its activities and what mistakes should it avoid? etc.</li> </ul> <p>After writing down the answers, group the sticky notes on A4 sheets of paper corresponding to the segments of the canvas.</p> <ul style="list-style-type: none"> <li>- Can they be divided into separate segments?</li> <li>- Did students build on what they learned from the first lesson and frame issues in a way similar to the business model canvas?</li> <li>- Do they perceive the school as an institution that operates on similar principles to a company?</li> <li>- Has their business thinking been activated?</li> </ul>
Activity #2	
<b>Scenario Name</b>	How to invent a company?
<b>Duration</b>	25 minutes
<b>Aim</b>	Help in developing your own business idea.

<b>Learning Objectives</b>	Analysing your environment and identifying opportunities for development.
<b>Relevant competences</b>	Analytical thinking, ability to predict, empathy/determining other people's needs. Creativity, imagination.
<b>Facilities/Equipment</b>	Pens and papers
<b>Pre-requisites</b>	-
<b>Description</b>	<p>Each student takes out a piece of paper and divides it in half according to the instructions in the presentation. We go through the next steps - we analyse our environment in search of already existing enterprises, etc.</p> <p>As suggested (slide 30), students write down their observations and ideas.</p> <p>Did they manage to come up with a business idea that could operate in their city?</p>
<b>Activity #3</b>	
<b>Scenario Name</b>	Ideas come to life
<b>Duration</b>	30 minutes
<b>Aim</b>	Defining the business idea.
<b>Learning Objectives</b>	Moving from abstract ideas to concrete actions. Connecting ideas with real elements (determining customer types, etc.).
<b>Relevant competences</b>	Critical thinking, analysis, planning.
<b>Facilities/Equipment</b>	Pens and papers
<b>Pre-requisites</b>	Participating in previous tasks, having notes with your own ideas.
<b>Description</b>	<p>According to the instructions in the presentation (slides 31-36), we divide this activity into 3 stages:</p> <ul style="list-style-type: none"> <li>- looking for our ideal customer, looking at the world through their eyes, trying to empathize with their situation;</li> <li>- writing down specific ideas regarding the chosen business;</li> <li>- creating a short story about our company, "painting the full picture".</li> </ul> <p>We strive for the greatest possible openness among students, creative thinking and free expression, and at the same time transforming ideas into specific actions.</p>

	We discuss students' answers.
<b>Activity #4</b>	
<b>Scenario Name</b>	Video - LEGO
<b>Duration</b>	10 minutes
<b>Aim</b>	Case study – problem solving by a large company.
<b>Learning Objectives</b>	Awareness that problems happen to every entrepreneur, at every stage of business.
<b>Relevant competences</b>	Watching with understanding, analysis.
<b>Facilities/Equipment</b>	Computer and/or projector, internet access. <a href="https://www.youtube.com/watch?v=GMJCKI9ibrA">https://www.youtube.com/watch?v=GMJCKI9ibrA</a>
<b>Pre-requisites</b>	-
<b>Description</b>	With the help of the presentation, we present what mistakes should be avoided when preparing your business model (slides 37-40).  We also present a video about LEGO company and its problem.  We introduce a discussion about the problems of the global giant and how to solve them.  We emphasize the importance of analysing your actions and responding to the environment, market, customer needs, etc.
<b>Activity #5</b>	
<b>Scenario Name</b>	Assess your school
<b>Duration</b>	15 minutes
<b>Aim</b>	Using the acquired knowledge in practice.
<b>Learning Objectives</b>	The ability to notice advantages and disadvantages. Identification of problems. Analysis of school's work in terms of students' =customers' needs.
<b>Relevant competences</b>	Perceptiveness, analysis, critical thinking.
<b>Facilities/Equipment</b>	Pens and papers
<b>Pre-requisites</b>	-
<b>Description</b>	We divide the class into two groups.  One group makes a list of good things done by the school and its staff.

	<p>The second group identifies shortcomings and errors in the approach to the student=customer.</p> <p>We discuss the answers in front of the class and lead a discussion: Does the school adequately respond to the needs of students?</p>
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### Sub-topic 3: How to create your own canvas – step by step

#### *Lesson plan Name: How to create your own canvas – step by step*

Activity and duration	Content
<b>Introduction</b>	Students have already learned basic information about canvas, its advantages and how to use it. They learned to think entrepreneurially and formulate their own business ideas. They developed creative thinking and free expression. The third lesson uses this preparation for a hands-on exercise of creating a complete business model canvas.
<b>Description</b> 120 minutes	<p>As a warm-up and to stimulate students' creativity, complete the "<u>3 hashtags</u>" (A1) task - searching for quick and short slogans that will help you immediately reach a specific target group of customers. We use enterprise ideas from previous classes or propose one idea to the entire class to work on.</p> <p>With the help of the presentation, we remind students once again of the canvas template and how to divide it (slides 41-45). To check how well students understand canvas concepts, we use a <u>matching</u> (A2) task. We write down supporting questions from the presentation on separate pieces of paper or on the board. The students' task is to match the questions to the appropriate segments they concern.</p> <p>Then we divide the class into smaller groups in which students will prepare canvases. We can use business ideas presented in previous classes, come up with new ones, or assign selected companies to groups in advance. We move on to the next steps and focus on <u>creating the canvas</u> (A3) (slides 46-58). Students use guiding questions for internal discussions.</p> <p>After finishing the group work, students move on to <u>presenting their business and the canvas</u> (A4) to the whole class. Students are asked to describe their project and the rest of the class asks questions.</p> <p>Finally, we introduce the concept of a business plan - what it is and how it differs from canvas (59-62).</p> <p>Although a business plan requires specific data that students are not able to collect in class, we <u>present the steps</u> (A5) in creating it (slides 63-80). We compare each step with those performed on the canvas. We discuss with students and point out similarities and differences. What additional information do students need to develop their canvas into a business plan?</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• PPT presentation</li> <li>• computer</li> <li>• projector</li> <li>• classroom equipment (blackboard, chalk/markers, paper and pens)</li> <li>• (sticky notes)</li> <li>• magnets</li> </ul>
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=WnBvg0cEwrI">https://www.youtube.com/watch?v=WnBvg0cEwrI</a>

3 minutes	<a href="https://www.youtube.com/watch?v=H6FmdpKWvSo">https://www.youtube.com/watch?v=H6FmdpKWvSo</a>
<b>Quiz</b> 10 minutes	Match the elements from the business model canvas to their related questions. <ol style="list-style-type: none"> <li>1. Customer segments</li> <li>2. Value proposition</li> <li>3. Channels</li> <li>4. Customer relationships</li> <li>5. Revenue streams</li> <li>6. Key resources</li> <li>7. Key activities</li> <li>8. Key partners</li> <li>9. Cost structure</li> </ol> <ol style="list-style-type: none"> <li>a) Customer service representative</li> <li>b) employee remuneration</li> <li>c) subscription</li> <li>d) What needs do we want to meet?</li> <li>e) Product design, manufacturing and delivery</li> <li>f) What are the needs and interests of our target group?</li> <li>g) supplier</li> <li>h) specialist knowledge</li> <li>i) Stationary stores</li> </ol>
<b>Summary</b> 5 minutes	The teacher summarizes the issues discussed during the lesson and comments on the students' work, giving examples of mistakes made and suggestions for correcting them.

## *Activities and Scenarios*

Activity #1	
<b>Scenario Name</b>	3 hashtags
<b>Duration</b>	5 minutes
<b>Aim</b>	Introducing students to the topic of the lesson, developing creative activity.
<b>Learning Objectives</b>	Stimulation of creativity
<b>Relevant competences</b>	Creative thinking, visualization
<b>Facilities/Equipment</b>	Pens and papers (or sticky notes)
<b>Pre-requisites</b>	Participation in previous classes, having your own notes.
<b>Description</b>	Students come up with three short advertising slogans in the form of hashtags on how to reach the target group, customers.
Activity #2	
<b>Scenario Name</b>	Match the questions to the topics
<b>Duration</b>	10 minutes
<b>Aim</b>	Reminder of content from previous lessons.
<b>Learning Objectives</b>	Verification of knowledge and assessment of learning progress.
<b>Relevant competences</b>	Memory, concentration.
<b>Facilities/Equipment</b>	Classroom equipment (blackboard, chalk/markers), pens and papers, magnets.
<b>Pre-requisites</b>	Participation in previous classes
<b>Description</b>	<p>We write down the auxiliary questions from the presentation (47-55) on separate pieces of paper or on the board. We also write the canvas segments on the board.</p> <p>The students' task is to match the questions to the appropriate segments of the canvas (we attach the sheets of paper with a magnet to the appropriate segments or number the questions from the board and write the numbers in the appropriate places).</p>
Activity #3	
<b>Scenario Name</b>	Do it yourself – creating a canvas
<b>Duration</b>	45 minutes



<b>Aim</b>	Creating a business model canvas
<b>Learning Objectives</b>	Application of acquired knowledge in practice
<b>Relevant competences</b>	Independence, group work/cooperation, memory, planning, decision-making, creativity, analytical thinking.
<b>Facilities/Equipment</b>	Classroom equipment (blackboard, chalk/markers), paper and pens, computer and/or projector, presentation.
<b>Pre-requisites</b>	Participation in previous classes.
<b>Description</b>	<p>We divide the class into smaller groups in which students will prepare their canvases.</p> <p>We can use business ideas presented in previous classes, come up with new ones, or assign selected companies to groups in advance.</p> <p>We move on to the next steps and focus on creating the canvases (slides 46-58). Students use guiding questions for internal discussions.</p>
<b>Activity #4</b>	
<b>Scenario Name</b>	Canvas presentation
<b>Duration</b>	30 minutes
<b>Aim</b>	Presentation of the results of students' work
<b>Learning Objectives</b>	Improving their speaking skills
<b>Relevant competences</b>	Ability to speak publicly, present and defend one's ideas. Critical thinking. Assertiveness.
<b>Facilities/Equipment</b>	A board, magnets to attach the canvas or a projector to present it in a larger format.
<b>Pre-requisites</b>	Participate in the canvas creation task
<b>Description</b>	Students present their canvases to the class. A selected person from the group discusses the project. The rest of the class asks questions and checks the correctness of the canvas elements used.
<b>Activity #5</b>	
<b>Scenario Name</b>	Business plan
<b>Duration</b>	30 minutes
<b>Aim</b>	Presenting knowledge on creating a business plan and distinguishing it from canvas.

<b>Learning Objectives</b>	Acquiring new knowledge.
<b>Relevant competences</b>	Developing the ability to compare and draw conclusions.
<b>Facilities/Equipment</b>	Classroom equipment, computer and/or projector for presentations.
<b>Pre-requisites</b>	Participating in classes and creating your own canvas.
<b>Description</b>	<p>We introduce the concept of a business plan - what it is, how it differs from a canvas (59-62).</p> <p>We present the stages of its creation (slides 63-80). We compare each step with those performed on the canvas.</p> <p>We discuss with students and point out similarities and differences.</p> <p>What additional information do students need to develop their canvas into a business plan?</p>

## Topic 5: Financial and economic literacy

### Sub-topic 1: Introduction to financial and economic literacy

#### *Lesson plan Name: Introduction to financial and economic literacy*

Activity and duration	Content
<p><b>Introduction</b></p> <p>15 minutes</p>	<p>To provide an overview of financial and economic literacy, emphasizing its importance and relevance in personal and entrepreneurial contexts. Participants will understand the key concepts and the impact of financial knowledge on decision-making.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define financial and economic literacy.</li> <li>• Highlight the significance of financial literacy in personal and entrepreneurial success.</li> </ul>
<p><b>Description</b></p> <p>180 minutes</p>	<ul style="list-style-type: none"> <li>• <b>Introduction to Financial Literacy:</b> <ul style="list-style-type: none"> <li>• Define financial literacy and its core components.</li> <li>• Scenario #1</li> <li>• Discuss the real-world implications of financial decisions on individuals and businesses.</li> <li>• Scenario #2</li> </ul> </li> <li>• <b>Introduction to Economic Literacy:</b> <ul style="list-style-type: none"> <li>• Explain basic economic concepts such as supply, demand, and market forces.</li> <li>• Scenario #3</li> <li>• Relate economic principles to entrepreneurship and business activities.</li> <li>• Scenario #4</li> <li>• Scenario #5</li> </ul> </li> </ul>
<p><b>Resources</b></p> <p>20 minutes</p>	<p>YouTube Videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">Financial Literacy Basics</a></li> <li>• <a href="#">Introduction to Economic Principles</a></li> </ul> <p>The YouTube videos provide dynamic visual explanations, catering to diverse learning styles.</p> <p>External Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">National Endowment for Financial Education (NEFE)</a></li> <li>• <a href="#">Khan Academy - Economics and Finance Courses</a></li> </ul>

	The National Endowment for Financial Education (NEFE) serves as a reliable source, offering in-depth materials that align with the introductory nature of the sub-topic. Additionally, Khan Academy's Economics and Finance Courses deliver structured lessons, ensuring a thorough understanding of key concepts.
<b>Videos</b> 5 minutes	<a href="#">Powtoon video</a>
<b>Quiz</b> 20 minutes	<ol style="list-style-type: none"> <li>1. <b>True/False:</b> Financial literacy primarily focuses on understanding economic principles.</li> <li>2. <b>Multiple Choice:</b> What is a key component of financial literacy? <ol style="list-style-type: none"> <li>a) Understanding market trends</li> <li>b) Budgeting and financial planning</li> <li>c) Advanced mathematical skills</li> <li>d) Environmental sustainability</li> </ol> </li> <li>3. <b>Fill in the Gap:</b> Economic literacy involves understanding the interactions between _____ and _____. <ol style="list-style-type: none"> <li>a) supply; demand</li> <li>b) income; expenses</li> <li>c) assets; liabilities</li> <li>d) savings; investments</li> </ol> </li> <li>4. <b>True/False:</b> Scenarios like "Financial Crossroads: A Decision-Making Tale" are effective for applying financial literacy concepts in a real-world context.</li> <li>5. <b>Multiple Choice:</b> What is the purpose of the scenarios introduced in the lesson? <ol style="list-style-type: none"> <li>a) Entertainment only</li> <li>b) Practical application of financial concepts</li> <li>c) Historical documentation</li> <li>d) Political analysis</li> </ol> </li> <li>6. <b>Fill in the Gap:</b> A startup budget should include planned expenses for _____ and _____. <ol style="list-style-type: none"> <li>a) equipment; office space</li> <li>b) marketing; advertising</li> <li>c) employees; salaries</li> <li>d) all of the above</li> </ol> </li> <li>7. <b>True/False:</b> Revenue diversification is crucial for entrepreneurs because it reduces financial risk.</li> </ol>

	<p>8. <b>Multiple Choice:</b> What does economic literacy help entrepreneurs understand?</p> <ul style="list-style-type: none"> <li>a) Historical events</li> <li>b) The impact of supply and demand on prices</li> <li>c) Creative writing techniques</li> <li>d) Health and wellness practices</li> </ul> <p>9. <b>Fill in the Gap:</b> Financial sustainability plans should align with the overall _____ and _____ of the venture.</p> <ul style="list-style-type: none"> <li>a) mission; vision</li> <li>b) market trends; competition</li> <li>c) government regulations; policies</li> <li>d) personal goals; aspirations</li> </ul> <p>10. <b>True/False:</b> Understanding economic principles is essential for making informed decisions in the world of entrepreneurship.</p>
<p><b>Summary</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Recap key points covered in the lesson.</li> <li>• Emphasize the practical application of financial and economic literacy in everyday life and entrepreneurial endeavors.</li> <li>• Encourage participants to explore the introduced scenarios further for a deeper understanding.</li> <li>• Assign a brief reflection or homework task related to the scenarios.</li> </ul>

## Activities and Scenarios

Activity #1	
<b>Scenario Name</b>	The Financial Detective: Unraveling Budget Mysteries
<b>Duration</b>	2 weeks
<b>Aim</b>	To sharpen learners' financial detective skills by immersing them in a scenario where they must investigate and resolve budget-related challenges within a company.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Enhance understanding of budget components and financial statements.</li> <li>2. Develop problem-solving skills through budget analysis and adjustments.</li> <li>3. Strengthen collaboration and communication in a team setting.</li> <li>4. Apply financial literacy to address real-world challenges.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Problem-solving</li> <li>• Collaboration</li> <li>• Financial literacy</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Virtual learning platform or physical meeting space</li> <li>• Access to financial statements and budgeting tools</li> <li>• Collaboration tools for team discussions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial terms and concepts</li> <li>• Familiarity with budgeting principles</li> </ul>
<b>Description</b>	<p>Learners step into the shoes of financial detectives tasked with investigating and resolving budgetary mysteries within a company facing financial challenges.</p> <p><b>Week 1: The Mystery Unveiled</b></p> <ul style="list-style-type: none"> <li>• <i>Day 1:</i> Introduction to the Scenario. Learners receive a mysterious letter from the fictional "Moneyville Corporation," highlighting financial concerns.</li> <li>• <i>Days 2-3:</i> Financial Literacy Refresh. Brief review sessions on financial terms, budgeting principles, and the components of financial statements.</li> </ul> <p><b>Week 2: The Investigation Begins</b></p>

	<ul style="list-style-type: none"> <li><i>Days 4-7:</i> Budget Analysis Workshop. Learners receive the company's financial statements and budget reports, working in teams to identify discrepancies, trends, and potential areas of improvement.</li> <li><i>Days 8-10:</i> Collaborative Decision-Making. Teams collaborate to propose budget adjustments and strategies to address the company's financial challenges.</li> </ul> <p><b>Week 3: Solving the Case</b></p> <ul style="list-style-type: none"> <li><i>Days 11-14:</i> Group Presentations. Each team presents their findings, proposed solutions, and the rationale behind their decisions. Learners engage in a Q&amp;A session to justify their budgetary choices and discuss potential outcomes.</li> </ul>
<b>Activity #2</b>	
<b>Scenario Name</b>	Entrepreneurial Voyage: Navigating Financial Waters in a Startup
<b>Duration</b>	3 weeks
<b>Aim</b>	To immerse learners in the dynamic world of entrepreneurship, guiding them through the financial decisions and challenges faced by startup founders.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>Gain practical experience in budgeting and financial planning for a startup.</li> <li>Develop strategic financial decision-making skills in an entrepreneurial context.</li> <li>Cultivate teamwork and communication skills within a startup setting.</li> <li>Apply financial literacy to real-world startup scenarios.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>Entrepreneurial mindset</li> <li>Financial decision-making</li> <li>Collaboration and teamwork</li> <li>Financial literacy</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>Virtual learning platform or physical meeting space</li> <li>Access to financial planning tools</li> <li>Collaboration tools for team discussions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>Basic understanding of financial terms and concepts</li> </ul>

	<ul style="list-style-type: none"> <li>• Familiarity with entrepreneurship principles</li> </ul>
<b>Description</b>	<p>Learners embark on an entrepreneurial journey as they join a startup named "InnoVentures," tasked with developing and launching an innovative product.</p> <p><b>Week 1: Setting Sail</b></p> <ul style="list-style-type: none"> <li>• <i>Day 1:</i> Startup Introduction. Learners become part of the InnoVentures team, introduced to the startup's mission, vision, and initial financial challenges.</li> <li>• <i>Days 2-3:</i> Financial Literacy Dive. Brief sessions on financial terms, budgeting, and financial planning tailored for startups.</li> </ul> <p><b>Week 2: Crafting the Financial Blueprint</b></p> <ul style="list-style-type: none"> <li>• <i>Days 4-7:</i> Startup Budget Challenge. Teams collaborate to create a comprehensive budget for the startup, considering initial investment, operational costs, and revenue projections.</li> <li>• <i>Days 8-10:</i> Financial Decision Simulation. Learners face simulated scenarios where financial decisions impact the startup's trajectory. They must navigate challenges and make strategic choices.</li> </ul> <p><b>Week 3: Launching the Venture</b></p> <ul style="list-style-type: none"> <li>• <i>Days 11-14:</i> Final Pitch Preparation. Teams prepare a financial pitch for their innovative product, incorporating budget details, financial projections, and potential challenges.</li> <li>• <i>Day 15:</i> Grand Pitch Day. Teams present their startup plans, highlighting financial strategies, to a panel of "investors." They answer questions and defend their financial decisions.</li> </ul>
<b>Activity #3</b>	
<b>Scenario Name</b>	Financial Game Night: Budgeting Challenge
<b>Duration</b>	3 hours
<b>Aim</b>	To engage learners in a hands-on, interactive budgeting challenge that simulates real-life financial decision-making in a condensed timeframe.



<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Apply budgeting principles in a time-constrained environment.</li> <li>• Enhance decision-making skills by prioritizing expenses and managing limited resources.</li> <li>• Improve communication and collaboration through team-based financial planning.</li> <li>• Gain practical insights into the impact of financial decisions on overall financial health.</li> </ul>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Decision-making under pressure</li> <li>• Collaboration and teamwork</li> <li>• Budgeting skills</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Classroom with seating arrangements for small groups</li> <li>• Whiteboard or flip chart for group discussions</li> <li>• Printed or digital budgeting templates</li> <li>• Timer or clock visible to all participants</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial terms and budgeting concepts</li> <li>• Familiarity with common expenses in personal or business contexts</li> </ul>
<b>Description</b>	<p>Learners participate in an intensive "Financial Game Night" where they engage in a budgeting challenge designed to simulate real-world financial decision-making scenarios.</p> <p><b>Hour 1: Introduction and Setup</b></p> <ul style="list-style-type: none"> <li>• <i>30 minutes:</i> Welcome and Scenario Briefing. Introduce the budgeting challenge, explaining the rules, goals, and constraints.</li> <li>• <i>15 minutes:</i> Team Formation. Participants divide into small groups, ensuring diversity in each team.</li> <li>• <i>15 minutes:</i> Budgeting Tutorial. A brief review of budgeting principles and the importance of making strategic financial decisions.</li> </ul> <p><b>Hour 2: Budgeting Challenge</b></p> <ul style="list-style-type: none"> <li>• <i>60 minutes:</i> Budgeting Simulation. Teams receive a scenario with income, expenses, and financial goals.</li> </ul>

	<p>They must collaborate to create a comprehensive budget within a limited timeframe.</p> <ul style="list-style-type: none"> <li>• <i>30 minutes:</i> Group Discussions. Teams discuss their budgeting strategies, sharing insights and challenges.</li> </ul> <p><b>Hour 3: Presentation and Debrief</b></p> <ul style="list-style-type: none"> <li>• <i>45 minutes:</i> Team Presentations. Each team presents their budgeting decisions, explaining their rationale and addressing questions from other teams.</li> <li>• <i>30 minutes:</i> Debrief and Reflection. Facilitate a discussion on the challenges faced, lessons learned, and the application of budgeting principles in a time-constrained setting.</li> <li>• <i>15 minutes:</i> Closing Remarks and Takeaways. Summarize key learnings, emphasizing the importance of strategic financial decision-making.</li> </ul>
<b>Activity #4</b>	
<b>Scenario Name</b>	Financial Literacy Expo: Bridging Knowledge and Practice
<b>Duration</b>	3 hours
<b>Aim</b>	To immerse learners in a dynamic "Financial Literacy Expo" that combines theoretical understanding with practical applications
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Gain a foundational understanding of key financial and economic terms.</li> <li>• Apply financial literacy principles to real-world scenarios.</li> <li>• Enhance communication skills through collaborative learning.</li> <li>• Develop a positive attitude towards financial empowerment.</li> </ul>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Communication and presentation</li> <li>• Collaboration</li> <li>• Positive mindset</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Classroom with seating arrangements for small groups</li> <li>• Whiteboard or flip chart for group discussions</li> </ul>

	<ul style="list-style-type: none"> <li>Printed or digital resources on financial terms and concepts</li> <li>Laptops or tablets for online research</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>Basic understanding of everyday financial terms</li> <li>Openness to collaborative learning and discussion</li> </ul>
<b>Description</b>	<p>Learners participate in a "Financial Literacy Expo," a multifaceted event where they not only absorb theoretical knowledge but also actively engage in applying financial literacy concepts to practical scenarios.</p> <p><b>Hour 1: Setting the Stage</b></p> <ul style="list-style-type: none"> <li><i>30 minutes:</i> Welcome and Orientation. Introduce the concept of the Financial Literacy Expo, outlining the goals and expectations.</li> <li><i>30 minutes:</i> Financial Literacy Stations. Participants rotate through stations with displays and resources covering foundational financial terms and concepts.</li> </ul> <p><b>Hour 2: Practical Application</b></p> <ul style="list-style-type: none"> <li><i>60 minutes:</i> Scenario-based Workshops. Small groups engage in scenario-based workshops where they apply financial literacy concepts to real-life situations. Scenarios include budgeting, understanding interest rates, and making informed financial decisions.</li> <li><i>30 minutes:</i> Group Discussions. Teams discuss their findings, share insights, and identify areas where financial literacy is crucial.</li> </ul> <p><b>Hour 3: Expo Showcase and Reflection</b></p> <ul style="list-style-type: none"> <li><i>45 minutes:</i> Expo Showcase. Each group sets up a booth showcasing their understanding of financial terms and their application in scenarios. Interactive displays and presentations are encouraged.</li> <li><i>30 minutes:</i> Reflection and Q&amp;A. Participants reflect on the expo experience, sharing challenges, lessons learned, and key takeaways.</li> <li><i>15 minutes:</i> Closing Remarks. Emphasize the importance of continuous learning in financial literacy and encourage a positive mindset towards financial empowerment.</li> </ul>

Activity #5	
Scenario Name	Financial Flash Challenge: Decoding Everyday Finance
Duration	1 hour
Aim	To engage learners in a fast-paced and interactive financial challenge, focusing on key concepts from sub-topic 1: Introduction to financial and economic literacy.
Learning Objectives	<ol style="list-style-type: none"> <li>1. Rapidly grasp essential financial terms and concepts.</li> <li>2. Apply basic financial literacy skills to real-world scenarios.</li> <li>3. Foster quick decision-making and problem-solving abilities.</li> <li>4. Cultivate a proactive approach to financial understanding.</li> </ol>
Relevant competences	<ul style="list-style-type: none"> <li>• Quick comprehension</li> <li>• Rapid decision-making</li> <li>• Problem-solving</li> <li>• Proactive learning</li> </ul>
Facilities/Equipment	<ul style="list-style-type: none"> <li>• Classroom with seating arrangements for small groups</li> <li>• Whiteboard or flip chart for brief discussions</li> <li>• Printed cards with financial scenarios and terms</li> <li>• Timer or clock visible to all participants</li> </ul>
Pre-requisites	<ul style="list-style-type: none"> <li>• Basic familiarity with common financial terms</li> <li>• Openness to quick-paced activities and discussions</li> </ul>
Description	<p>Participants engage in a "Financial Flash Challenge," a high-energy and time-efficient activity designed to rapidly reinforce and apply introductory financial and economic literacy concepts.</p> <p><b>15 minutes: Warm-up and Overview</b></p> <ul style="list-style-type: none"> <li>• <i>5 minutes:</i> Icebreaker Activity. Energize participants with a quick, fun activity related to finance to set a positive tone.</li> <li>• <i>5 minutes:</i> Scenario Overview. Briefly explain the challenge and its focus on foundational financial terms and concepts.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>5 minutes:</i> Team Formation. Participants form small teams for collaborative learning.</li> </ul> <p><b>30 minutes: Rapid Fire Scenarios</b></p> <ul style="list-style-type: none"> <li>• <i>20 minutes:</i> Flash Scenarios. Each team receives a set of flashcards with brief financial scenarios or terms. They have a limited time to discuss and respond to each scenario.</li> <li>• <i>10 minutes:</i> Group Discussions. Teams share their responses and reasoning in brief discussions.</li> </ul> <p><b>10 minutes: Speed Learning</b></p> <ul style="list-style-type: none"> <li>• <i>5 minutes:</i> Speed Learning Session. Facilitator provides quick insights or explanations on any terms or concepts that teams found challenging.</li> <li>• <i>5 minutes:</i> Quick Q&amp;A. Participants can ask rapid-fire questions for clarification.</li> </ul> <p><b>5 minutes: Wrap-up and Reflection</b></p> <ul style="list-style-type: none"> <li>• <i>3 minutes:</i> Recap and Key Takeaways. Summarize key concepts and highlight the importance of quick financial understanding.</li> <li>• <i>2 minutes:</i> Reflection. Participants briefly reflect on what they learned and how they can apply it in everyday life.</li> </ul>
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## Sub-topic 2: Basics of budgeting

### *Lesson plan Name: Basics of budgeting*

Activity and duration	Content
<b>Introduction</b> 15 minutes	<p>To provide a foundational understanding of budgeting principles, emphasizing their importance in personal and entrepreneurial financial management. Participants will grasp the basics of creating and managing budgets.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define budgeting and its role in financial management.</li> <li>• Discuss the benefits of budgeting for individuals and businesses.</li> </ul>
<b>Description</b> 180 minutes	<p><b>Understanding Budgeting:</b></p> <ul style="list-style-type: none"> <li>• Define budgeting and its significance in achieving financial goals.</li> <li>• Scenario #1</li> <li>• Discuss common challenges individuals and entrepreneurs face without effective budgeting.</li> <li>• Scenario #2</li> </ul> <p><b>Components of a Budget:</b></p> <ul style="list-style-type: none"> <li>• Break down the key components of a budget: income, expenses, savings, and investments.</li> <li>• Scenario #3</li> <li>• Explain how to categorize and prioritize expenses.</li> <li>• Scenario #4</li> <li>• Scenario #5</li> </ul>
<b>Resources</b> 20 minutes	<p>YouTube Videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">Introduction to Personal Budgeting</a></li> <li>• <a href="#">Budgeting Basics for Entrepreneurs</a></li> </ul> <p>The YouTube videos offer visual and accessible explanations, catering to various learning preferences.</p> <p>External Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Dave Ramsey's Guide to Budgeting</a></li> <li>• <a href="#">Practical Money Skills - Budgeting Tools</a></li> </ul> <p>Dave Ramsey's Guide to Budgeting serves as a reputable source, offering practical insights and strategies for effective budget management.</p>

	Additionally, Practical Money Skills - Budgeting Tools provides hands-on tools, aligning with the practical exercises recommended for this sub-topic.
<b>Videos</b> 5 minutes	<a href="#">Powtoon video</a>
<b>Quiz</b> 20 minutes	<ol style="list-style-type: none"> <li>1. <b>True/False:</b> Is budgeting only relevant for businesses and not necessary for personal financial management?</li> <li>2. <b>Multiple Choice:</b> What are the key components of a budget? <ol style="list-style-type: none"> <li>a) Income, expenses, assets, liabilities</li> <li>b) Income, expenses, savings, investments</li> <li>c) Income, expenses, marketing, sales</li> <li>d) Income, debts, investments, stocks</li> </ol> </li> <li>3. <b>Fill in the Gap:</b> Budgeting helps individuals and businesses prioritize and allocate resources based on their _____. <ol style="list-style-type: none"> <li>a) financial goals</li> <li>b) daily routines</li> <li>c) social media presence</li> <li>d) weather patterns</li> </ol> </li> <li>4. True/False: Categorizing and prioritizing expenses is an essential step in creating an effective budget.</li> <li>5. <b>Multiple Choice:</b> What is the primary purpose of creating a personal budget? <ol style="list-style-type: none"> <li>a) Entertainment</li> <li>b) Historical documentation</li> <li>c) Practical application for financial management</li> <li>d) Political analysis</li> </ol> </li> <li>6. <b>Fill in the Gap:</b> An emergency fund is a crucial component of a budget to cover unexpected _____. <ol style="list-style-type: none"> <li>a) expenses</li> <li>b) celebrations</li> <li>c) vacations</li> <li>d) investments</li> </ol> </li> <li>7. <b>True/False:</b> Savings and investments are considered as expenses in a budget.</li> <li>8. <b>Multiple Choice:</b> What should individuals and businesses do regularly to ensure their budget remains effective? <ol style="list-style-type: none"> <li>a) Never revisit the budget once created</li> <li>b) Adjust the budget based on changing circumstances</li> <li>c) Stick strictly to the original budget</li> <li>d) Ignore fluctuations in income and expenses</li> </ol> </li> </ol>

	<p>9. <b>Fill in the Gap:</b> To optimize a budget for sustainable growth, businesses should focus on _____ and _____.</p> <ul style="list-style-type: none"> <li>a) scaling challenges; strategic planning</li> <li>b) daily expenses; short-term goals</li> <li>c) marketing; sales promotions</li> <li>d) competitive analysis; market trends</li> <li>e) all the above</li> </ul> <p>10. <b>True/False:</b> Personal budgeting principles can be applied in entrepreneurial budgeting with minor adjustments</p>
<p><b>Summary</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>• Recap key points covered in the lesson, emphasizing the importance of budgeting.</li> <li>• Discuss how budgeting principles apply to both personal and entrepreneurial contexts.</li> <li>• Encourage participants to explore the introduced scenarios for further practice and understanding.</li> <li>• Assign a brief reflection or homework task related to personal budgeting.</li> </ul>



## Activities and Scenarios

Activity #1	
<b>Scenario Name</b>	Budgeting Odyssey: Navigating Financial Waters
<b>Duration</b>	1 hour
<b>Aim</b>	To immerse learners in a condensed but comprehensive budgeting experience, focusing on the core concepts of sub-topic 2: Basics of budgeting.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Grasp the fundamental components of budgeting.</li> <li>2. Apply budgeting principles to real-world scenarios.</li> <li>3. Foster collaboration and communication in financial decision-making.</li> <li>4. Develop a practical understanding of managing income and expenses.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Budgeting skills</li> <li>• Collaboration and teamwork</li> <li>• Communication</li> <li>• Practical financial management</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Classroom with seating arrangements for small groups</li> <li>• Whiteboard or flip chart for group discussions</li> <li>• Printed or digital budgeting templates</li> <li>• Laptops or tablets for online research</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial terms</li> <li>• Familiarity with personal or household income and expenses</li> </ul>
<b>Description</b>	<p>Learners embark on a "Budgeting Odyssey," a one-hour immersive experience where they actively engage in the core concepts of budgeting.</p> <p><b>15 minutes: Setting Sail</b></p> <ul style="list-style-type: none"> <li>• <i>5 minutes:</i> Welcome and Scenario Briefing. Introduce the concept of the Budgeting Odyssey, outlining the goals and expectations.</li> <li>• <i>5 minutes:</i> Budgeting Basics. Briefly review the fundamental components of budgeting, emphasizing the importance of managing income and expenses.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>5 minutes:</i> Team Formation. Participants form small teams, promoting collaborative learning.</li> </ul> <p><b>30 minutes: Budgeting Challenge</b></p> <ul style="list-style-type: none"> <li>• <i>20 minutes:</i> Budgeting Simulation. Teams receive a fictional scenario with varying income sources, expenses, and financial goals. They collaborate to create a basic budget within the given constraints.</li> <li>• <i>10 minutes:</i> Group Discussions. Teams discuss their budgeting decisions, share insights, and identify challenges.</li> </ul> <p><b>10 minutes: Review and Reflection</b></p> <ul style="list-style-type: none"> <li>• <i>5 minutes:</i> Budget Review. Facilitator guides a brief review of each team's budgeting decisions, highlighting key strategies and areas for improvement.</li> <li>• <i>5 minutes:</i> Reflection. Participants reflect on the budgeting challenge, identifying practical takeaways and areas of personal growth.</li> </ul> <p><b>5 minutes: Wrap-up and Application</b></p> <ul style="list-style-type: none"> <li>• <i>3 minutes:</i> Closing Remarks. Emphasize the importance of budgeting in personal and financial well-being.</li> <li>• <i>2 minutes:</i> Practical Application. Participants discuss how they can apply budgeting principles in their daily lives.</li> </ul>
<b>Activity #2</b>	
<b>Scenario Name</b>	Budgeting Showdown: The Financial Duel
<b>Duration</b>	2 hours
<b>Aim</b>	To create a dynamic and competitive in-class activity that focuses on mastering budgeting principles within a limited timeframe.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Rapidly apply budgeting skills in a competitive setting.</li> <li>2. Enhance decision-making and strategic thinking in financial planning.</li> <li>3. Foster teamwork and collaboration under time constraints.</li> <li>4. Develop a sense of urgency and efficiency in budgeting.</li> </ol>

<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Speed budgeting</li> <li>• Decision-making under pressure</li> <li>• Collaboration and teamwork</li> <li>• Efficient financial planning</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Classroom with seating arrangements for small teams</li> <li>• Whiteboard or flip chart for brief discussions</li> <li>• Printed or digital budgeting templates</li> <li>• Timer or clock visible to all participants</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial terms and concepts</li> <li>• Openness to quick-paced activities and discussions</li> </ul>
<b>Description</b>	<p>Learners participate in a high-stakes "Budgeting Showdown," a two-hour in-class activity designed to test and strengthen their budgeting skills in a competitive environment.</p> <p><b>30 minutes: Setting the Stage</b></p> <ul style="list-style-type: none"> <li>• <i>10 minutes:</i> Welcome and Overview. Introduce the Budgeting Showdown, explaining the rules, goals, and competitive format.</li> <li>• <i>10 minutes:</i> Budgeting Basics Review. Briefly review the fundamental components of budgeting, emphasizing key principles.</li> <li>• <i>10 minutes:</i> Team Formation. Participants form small teams, promoting collaborative learning.</li> </ul> <p><b>60 minutes: The Duel Begins</b></p> <ul style="list-style-type: none"> <li>• <i>45 minutes:</i> Budgeting Sprint. Teams receive a fictional scenario with specific financial goals, expenses, and time constraints. They must collaboratively create a budget within the allotted time.</li> <li>• <i>15 minutes:</i> Team Presentations. Each team presents their budgeting decisions, strategies, and reasoning.</li> </ul> <p><b>30 minutes: Review and Reflection</b></p> <ul style="list-style-type: none"> <li>• <i>15 minutes:</i> Peer Review. Teams evaluate and provide feedback on each other's budgeting strategies, identifying strengths and potential improvements.</li> <li>• <i>15 minutes:</i> Facilitator Review. Facilitator provides insights, highlights key budgeting principles, and</li> </ul>

	<p>addresses common challenges.</p> <p><b>20 minutes: Grand Finale</b></p> <ul style="list-style-type: none"> <li>• <i>10 minutes:</i> Final Challenge. Teams face an additional budgeting challenge that tests their adaptability and decision-making under heightened pressure.</li> <li>• <i>10 minutes:</i> Winner Declaration and Closing Remarks. The team with the most effective budgeting strategy is declared the winner, and closing remarks emphasize key takeaways.</li> </ul>
<b>Activity #3</b>	
<b>Scenario Name</b>	Financial Expedition: A Day in Budgeting Reality
<b>Duration</b>	1 day
<b>Aim</b>	To provide an immersive, full-day experience that mirrors the challenges and decisions involved in budgeting across various life scenarios.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Apply budgeting principles to diverse real-life situations.</li> <li>2. Enhance decision-making skills in managing varied financial challenges.</li> <li>3. Foster teamwork and collaboration in a day-long context.</li> <li>4. Develop a holistic understanding of budgeting for different aspects of life.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Comprehensive budgeting skills</li> <li>• Decision-making in diverse scenarios</li> <li>• Team collaboration and communication</li> <li>• Holistic financial planning</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Classroom or meeting space with breakout areas</li> <li>• Whiteboard or flip chart for group discussions</li> <li>• Printed or digital resources on diverse budgeting scenarios</li> <li>• Laptops or tablets for online research</li> <li>• Projector for presentations and instructions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Intermediate understanding of financial terms and concepts</li> </ul>

	<ul style="list-style-type: none"> <li>• Openness to a day-long immersive learning experience</li> </ul>
<p><b>Description</b></p>	<p>Participants embark on a "Financial Expedition," a full-day journey that encompasses various budgeting challenges reflecting real-life scenarios.</p> <p><b>Morning Session: Setting the Stage</b></p> <ul style="list-style-type: none"> <li>• <i>9:00 AM - 9:30 AM:</i> Welcome and Overview. Introduce the Financial Expedition, outlining the day's goals, expectations, and the importance of comprehensive budgeting.</li> <li>• <i>9:30 AM - 10:30 AM:</i> Budgeting Bootcamp. Brief review and workshops covering foundational and advanced budgeting principles.</li> </ul> <p><b>Late Morning Session: Budgeting in Daily Life</b></p> <ul style="list-style-type: none"> <li>• <i>10:45 AM - 12:30 PM:</i> Morning Scenarios. Participants engage in hands-on budgeting exercises related to daily life scenarios such as managing household expenses, planning for education, and dealing with unexpected financial challenges.</li> </ul> <p><b>Lunch Break: Networking and Reflection</b></p> <ul style="list-style-type: none"> <li>• <i>12:30 PM - 1:30 PM:</i> Networking Lunch. Participants interact, share experiences, and discuss insights from the morning session.</li> </ul> <p><b>Afternoon Session: Budgeting Challenges</b></p> <ul style="list-style-type: none"> <li>• <i>1:30 PM - 3:30 PM:</i> Afternoon Challenges. Teams face more complex budgeting scenarios, including investment decisions, long-term financial planning, and strategic budgeting for career growth.</li> </ul> <p><b>Late Afternoon Session: Strategic Planning</b></p> <ul style="list-style-type: none"> <li>• <i>3:45 PM - 5:00 PM:</i> Group Project. Teams collaborate on a comprehensive financial project, integrating the day's learning into a strategic financial plan. This may include budgeting for a specific life goal or creating a family financial plan.</li> </ul> <p><b>Evening Session: Project Presentations and Reflection</b></p>

	<ul style="list-style-type: none"> <li>• <i>5:15 PM - 6:30 PM</i>: Project Presentations. Teams present their strategic financial plans, showcasing their budgeting decisions, reasoning, and long-term financial strategies.</li> <li>• <i>6:30 PM - 7:00 PM</i>: Reflection and Closing. Facilitate a group reflection on the day's experiences, key learnings, and practical takeaways. Conclude with closing remarks and encouragement for ongoing financial empowerment.</li> </ul>
<b>Activity #4</b>	
<b>Scenario Name</b>	Financial Mastery Retreat: Navigating the Landscape of Wealth
<b>Duration</b>	3 days
<b>Aim</b>	To provide an extensive, immersive, and transformative financial learning experience that covers budgeting, investment, and strategic financial planning.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Master advanced budgeting techniques for personal and professional success.</li> <li>2. Understand investment strategies and their impact on financial growth.</li> <li>3. Develop strategic financial planning skills for long-term wealth management.</li> <li>4. Enhance collaborative problem-solving and decision-making in complex financial scenarios.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Advanced budgeting skills</li> <li>• Investment strategy</li> <li>• Strategic financial planning</li> <li>• Collaboration and decision-making in complex scenarios</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Residential retreat venue with meeting spaces</li> <li>• Audiovisual equipment for presentations</li> <li>• Printed or digital resources on advanced financial topics</li> <li>• Laptops or tablets for online research</li> <li>• Whiteboard or flip chart for collaborative discussions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Advanced understanding of financial terms and concepts</li> <li>• Prior experience in budgeting and basic financial planning</li> </ul>

<p><b>Description</b></p>	<p>Participants embark on a "Financial Mastery Retreat," a three-day immersive experience that delves into advanced budgeting, investment strategies, and strategic financial planning.</p> <p><b>Day 1: Mastering Advanced Budgeting</b></p> <ul style="list-style-type: none"> <li>• <i>Morning Session:</i> Welcome and Overview. Set the stage for the retreat, emphasizing the importance of mastering advanced budgeting for financial success.</li> <li>• <i>Late Morning to Early Afternoon:</i> Advanced Budgeting Workshops. Participants engage in intensive workshops covering advanced budgeting techniques, scenario planning, and budget optimization.</li> <li>• <i>Afternoon:</i> Practical Application. Teams apply advanced budgeting concepts to complex personal and business scenarios.</li> </ul> <p><b>Day 2: Journey into Investment Strategies</b></p> <ul style="list-style-type: none"> <li>• <i>Morning Session:</i> Recap and Reflection. Reflect on Day 1 and set the tone for the day's focus on investment strategies.</li> <li>• <i>Late Morning to Early Afternoon:</i> Investment Masterclass. Explore various investment vehicles, risk management, and portfolio diversification.</li> <li>• <i>Afternoon:</i> Investment Simulation. Participants engage in a realistic investment simulation, making strategic investment decisions in a dynamic market.</li> </ul> <p><b>Day 3: Strategic Financial Planning for Wealth</b></p> <ul style="list-style-type: none"> <li>• <i>Morning Session:</i> Recap and Reflection on Day 2. Introduce the day's focus on strategic financial planning.</li> <li>• <i>Late Morning to Early Afternoon:</i> Strategic Financial Planning Workshop. Teams collaboratively work on strategic financial plans, incorporating advanced budgeting and investment strategies for long-term wealth management.</li> <li>• <i>Afternoon:</i> Group Presentations. Teams present their strategic financial plans, emphasizing key decisions, risk mitigation, and long-term wealth-building strategies.</li> <li>• <i>Evening:</i> Closing Ceremony and Networking. Conclude the retreat with a closing ceremony, networking, and an</li> </ul>

	opportunity for participants to connect and share insights.
<b>Activity #5</b>	
<b>Scenario Name</b>	Financial Empowerment Week: A Holistic Wealth Journey
<b>Duration</b>	1 week
<b>Aim</b>	To offer a comprehensive and transformative week-long experience that covers foundational and advanced aspects of financial literacy, budgeting, investment, and strategic financial planning.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Build a strong foundation in financial literacy.</li> <li>2. Master practical budgeting techniques for personal and business success.</li> <li>3. Understand diverse investment strategies and risk management.</li> <li>4. Develop strategic financial planning skills for holistic wealth management.</li> <li>5. Cultivate a mindset of continuous financial learning and empowerment.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Holistic financial literacy</li> <li>• Advanced budgeting skills</li> <li>• Diversified investment strategy</li> <li>• Strategic financial planning</li> <li>• Continuous learning mindset</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Residential or centralized venue for immersive sessions</li> <li>• Audiovisual equipment for presentations</li> <li>• Printed or digital resources on financial topics</li> <li>• Laptops or tablets for online research</li> <li>• Collaboration tools for group activities and discussions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Participants with varying levels of financial knowledge</li> <li>• Openness to immersive learning and collaboration</li> </ul>
<b>Description</b>	Participants engage in a week-long "Financial Empowerment Week," designed to provide a holistic understanding of financial



principles, budgeting, investment strategies, and strategic financial planning.

#### **Day 1: Building Financial Foundations**

- *Morning Session:* Welcome and Introduction. Outline the objectives of Financial Empowerment Week and the importance of building a strong financial foundation.
- *Late Morning to Early Afternoon:* Financial Literacy Workshops. Cover foundational financial concepts, terminology, and the basics of personal finance.
- *Afternoon:* Group Discussions. Participants engage in group discussions to reinforce and apply foundational financial principles.

#### **Day 2: Mastering Budgeting Techniques**

- *Morning Session:* Recap and Reflection on Day 1. Introduce the day's focus on mastering budgeting techniques.
- *Late Morning to Early Afternoon:* Advanced Budgeting Masterclass. Dive into advanced budgeting techniques, scenario planning, and optimization strategies.
- *Afternoon:* Budgeting Simulation. Participants apply advanced budgeting concepts to practical scenarios, fostering collaboration and decision-making.

#### **Day 3: Understanding Investment Strategies**

- *Morning Session:* Recap and Reflection on Day 2. Introduce the day's focus on investment strategies.
- *Late Morning to Early Afternoon:* Investment Workshop. Explore various investment vehicles, risk management, and portfolio diversification.
- *Afternoon:* Investment Challenge. Engage in a hands-on investment challenge, making strategic decisions in a simulated market.

#### **Day 4: Strategic Financial Planning**

- *Morning Session:* Recap and Reflection on Day 3. Introduce the day's focus on strategic financial planning.
- *Late Morning to Early Afternoon:* Strategic Financial Planning Workshop. Teams collaboratively work on

strategic financial plans, incorporating advanced budgeting and investment strategies.

- *Afternoon:* Group Presentations. Teams present their strategic financial plans, emphasizing key decisions, risk mitigation, and long-term wealth-building strategies.

#### **Day 5: Financial Wellness and Well-being**

- *Morning Session:* Recap and Reflection on Day 4. Introduce the day's focus on financial wellness.
- *Late Morning to Early Afternoon:* Financial Wellness Workshops. Cover topics such as stress management related to finances, the psychology of money, and maintaining financial well-being.
- *Afternoon:* Personal Reflection and Goal Setting. Participants reflect on their financial goals and create action plans for improvement.

#### **Day 6: Continuous Learning and Future Planning**

- *Morning Session:* Recap and Reflection on Day 5. Introduce the day's focus on continuous learning and future planning.
- *Late Morning to Early Afternoon:* Future Financial Trends. Explore emerging financial trends, technologies, and their potential impact on personal and business finances.
- *Afternoon:* Goal Reassessment and Planning. Participants reassess their financial goals and create long-term plans, incorporating the knowledge gained throughout the week.

#### **Day 7: Closing Ceremony and Networking**

- *Morning Session:* Recap and Reflection on the Week. Facilitate a group reflection on the entire Financial Empowerment Week.
- *Late Morning to Early Afternoon:* Closing Ceremony. Conclude the week with a closing ceremony, certificate distribution, and acknowledgments.
- *Afternoon:* Networking and Future Collaboration. Participants engage in networking opportunities, share experiences, and discuss potential future collaborations.

## Sub-topic 3: Make a plan for the financial sustainability of a value-creating activity

### *Lesson plan Name: Make a plan for the financial sustainability of a value-creating activity*

Activity and duration	Content
<b>Introduction</b> 15 minutes	<p>To guide participants in understanding the importance of financial sustainability for value-creating activities. The lesson aims to foster skills in strategic financial planning to ensure enduring social impact.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Define financial sustainability in the context of value creation.</li> <li>• Highlight the long-term impact of strategic financial planning on business resilience.</li> <li>• Emphasize the role of financial sustainability in fostering enduring social impact.</li> </ul>
<b>Description</b> 180 minutes	<p><b>Introduction to Financial Sustainability:</b></p> <ul style="list-style-type: none"> <li>• Define financial sustainability and its significance in the context of value creation.</li> <li>• Scenario #1</li> <li>• Discuss how financial sustainability contributes to the long-term success of social ventures.</li> <li>• Scenario #2</li> </ul> <p><b>Components of a Strategic Financial Plan:</b></p> <ul style="list-style-type: none"> <li>• Break down the key elements of a strategic financial plan.</li> <li>• Scenario #3</li> <li>• Discuss the integration of financial goals with the overall mission and vision of the venture.</li> <li>• Scenario #4</li> <li>• Scenario #5</li> </ul>
<b>Resources</b> 20 minutes	<p>YouTube Videos:</p> <ul style="list-style-type: none"> <li>• <a href="#">Understanding Financial Sustainability</a></li> <li>• <a href="#">What is Financial Planning</a></li> </ul> <p>The YouTube videos provide visual explanations that enhance the understanding of financial sustainability concepts.</p> <p>External Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Financial Sustainability Guide</a></li> </ul>

	<ul style="list-style-type: none"> <li>• <a href="#">A simple guide to financial sustainability</a></li> </ul> <p>The Financial Sustainability Guide is a reliable external resource offering in-depth insights into crafting strategic financial plans, aligning well with the focus on planning for sustainability.</p> <p>Additionally, "A Simple Guide to Financial Sustainability" serves as a practical resource, likely providing straightforward steps and actionable advice for learners.</p>
<b>Videos</b> 5 minutes	<a href="#">Powtoon video</a>
<b>Quiz</b> 20 minutes	<ol style="list-style-type: none"> <li>1. <b>True/False:</b> Financial sustainability is only relevant for businesses and does not apply to value-creating activities.</li> <li>2. <b>Multiple Choice:</b> What is the primary focus of financial sustainability in the context of value creation? <ol style="list-style-type: none"> <li>a) Short-term profits</li> <li>b) Enduring social impact</li> <li>c) Rapid expansion</li> <li>d) Competitive pricing</li> </ol> </li> <li>3. <b>Fill in the Gap:</b> A strategic financial plan integrates financial goals with the overall _____ and _____ of the venture. <ol style="list-style-type: none"> <li>a) mission; vision</li> <li>b) marketing strategy; sales goals</li> <li>c) current trends; competition</li> <li>d) government policies; regulations</li> </ol> </li> <li>4. <b>True/False:</b> Financial sustainability is only concerned with generating profits and does not consider social or environmental factors.</li> <li>5. <b>Multiple Choice:</b> What does the scenario "Sustainable Ventures: A Strategic Financial Journey" aim to achieve? <ol style="list-style-type: none"> <li>a) Entertainment</li> <li>b) Practical application of financial sustainability concepts</li> <li>c) Political analysis</li> <li>d) Historical documentation</li> </ol> </li> <li>6. <b>Fill in the Gap:</b> The long-term impact of strategic financial planning contributes to the _____ of a business. <ol style="list-style-type: none"> <li>a) resilience</li> <li>b) success</li> <li>c) flexibility</li> <li>d) efficiency</li> </ol> </li> </ol>

	<p>e) all the above</p> <p>7. <b>True/False:</b> Components of a strategic financial plan include short-term goals and immediate financial gains.</p> <p>8. <b>Multiple Choice:</b> Why is it crucial to align financial sustainability with the mission and vision of a value-creating activity?</p> <p>a) To maximize short-term profits</p> <p>b) To secure government funding</p> <p>c) To foster enduring social impact</p> <p>d) To compete with other ventures</p> <p>9. <b>Fill in the Gap:</b> Financial sustainability plans should consider the _____ of value-creating activities.</p> <p>a) short-term gains</p> <p>b) immediate profits</p> <p>c) daily expenses</p> <p>d) long-term impact</p> <p>10. <b>True/False:</b> Impact investing is not related to financial sustainability and should be treated separately</p>
<p><b>Summary</b> 20 minutes</p>	<ul style="list-style-type: none"> <li>Recap key points covered in the lesson, emphasizing the significance of financial sustainability.</li> <li>Discuss how strategic financial planning aligns with the mission and vision of value-creating activities.</li> <li>Encourage participants to explore the introduced scenario for further practice and understanding.</li> <li>Assign a reflection or homework task related to strategic financial planning for value creation.</li> </ul>

## Activities and Scenarios

Activity #1	
<b>Scenario Name</b>	Sustainable Ventures Challenge: Crafting Financial Fortitude
<b>Duration</b>	2 days
<b>Aim</b>	To immerse participants in a hands-on experience of creating a financial sustainability plan for a value-creating activity, focusing on social and environmental impact.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop a deep understanding of financial sustainability in the context of value creation.</li> <li>2. Apply strategic financial planning skills to ensure the longevity of a value-creating initiative.</li> <li>3. Enhance collaboration and decision-making for sustainable business practices.</li> <li>4. Cultivate a mindset of responsible entrepreneurship and positive societal impact.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Strategic financial planning for sustainability</li> <li>• Collaborative decision-making</li> <li>• Responsible entrepreneurship</li> <li>• Social and environmental impact assessment</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Meeting space with breakout areas</li> <li>• Whiteboard or flip chart for group discussions</li> <li>• Printed or digital resources on sustainable business practices</li> <li>• Laptops or tablets for online research</li> <li>• Collaboration tools for group activities and discussions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial terms and concepts</li> <li>• Interest in social and environmental impact</li> </ul>
<b>Description</b>	<p>Participants embark on the "Sustainable Ventures Challenge," a two-day immersive experience where they work collaboratively to create a financial sustainability plan for a value-creating activity with a focus on social and environmental impact.</p> <p><b>Day 1: Understanding Financial Sustainability</b></p>

- *Morning Session:* Welcome and Overview. Introduce the Sustainable Ventures Challenge, emphasizing the importance of financial sustainability in value creation.
- *Late Morning to Early Afternoon:* Financial Sustainability Workshops. Cover the principles of sustainable financial planning, incorporating social and environmental impact considerations.
- *Afternoon:* Sustainable Business Case Studies. Participants analyze real-world case studies of businesses successfully integrating financial sustainability and social impact.

### Day 2: Crafting the Financial Sustainability Plan

- *Morning Session:* Recap and Reflection on Day 1. Introduce the day's focus on crafting a financial sustainability plan.
- *Late Morning to Early Afternoon:* Group Work – Financial Sustainability Plan. Participants form teams and engage in a hands-on session to craft a financial sustainability plan for a hypothetical value-creating activity.
- *Afternoon:* Plan Presentation and Peer Review. Teams present their financial sustainability plans, emphasizing strategic decisions, ethical considerations, and societal impact.
- *Evening:* Closing Ceremony and Networking. Conclude the challenge with a closing ceremony, certificate distribution, and opportunities for networking.

1. **Interactive Workshops:** Engage participants in workshops that blend theoretical knowledge with practical insights, exploring the intersection of financial sustainability and social impact.
2. **Case Studies Analysis:** Participants examine real-world case studies, gaining valuable insights into the challenges and successes of businesses that prioritize both financial sustainability and positive societal impact.
3. **Group Work – Financial Sustainability Plan:** Teams collaborate to create a comprehensive financial sustainability plan for a value-creating activity, considering economic, social, and environmental factors.

	<p>4. <b>Plan Presentation and Peer Review:</b> Teams present their plans to peers, receiving constructive feedback and insights. This encourages critical thinking and the application of learned concepts.</p> <p>5. <b>Closing Ceremony and Networking:</b> The challenge concludes with a ceremony where participants receive recognition for their efforts. Networking opportunities provide a platform for sharing experiences and building connections.</p>
<b>Activity #2</b>	
<b>Scenario Name</b>	Innovate for Impact: Financial Sustainability Hackathon
<b>Duration</b>	3 days
<b>Aim</b>	To immerse participants in a dynamic and collaborative hackathon focused on developing innovative solutions for financial sustainability in value-creating activities with a strong emphasis on social and environmental impact.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Foster a deep understanding of financial sustainability and its role in driving positive societal and environmental change.</li> <li>2. Cultivate creative thinking and problem-solving skills in the context of sustainable business practices.</li> <li>3. Enhance collaborative decision-making for crafting impactful financial sustainability plans.</li> <li>4. Promote a culture of innovation in entrepreneurship with a focus on social responsibility.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Innovative problem-solving</li> <li>• Collaborative decision-making</li> <li>• Financial sustainability planning</li> <li>• Social and environmental impact assessment</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Spacious hackathon venue with designated team spaces</li> <li>• Whiteboards, flip charts, or digital screens for brainstorming and presentations</li> <li>• Access to relevant data and resources on sustainable business practices</li> <li>• Laptops, tablets, or computers for research and presentations</li> <li>• Collaboration tools for team communication</li> </ul>



<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial concepts</li> <li>• Interest in sustainable business practices and social impact</li> </ul>
<b>Description</b>	<p>Participants engage in the "Innovate for Impact" hackathon, a three-day intensive experience focused on developing innovative solutions for financial sustainability in value-creating activities with a strong emphasis on social and environmental impact.</p> <p><b>Day 1: Understanding the Challenge</b></p> <ul style="list-style-type: none"> <li>• <i>Morning Session:</i> Welcome and Challenge Overview. Introduce the hackathon, emphasizing the importance of financial sustainability and social impact in entrepreneurial ventures.</li> <li>• <i>Late Morning to Early Afternoon:</i> Workshops on Financial Sustainability. Participants attend workshops covering the fundamentals of financial sustainability, innovative business models, and case studies of successful sustainable enterprises.</li> <li>• <i>Afternoon:</i> Team Formation and Ideation. Participants form teams and engage in brainstorming sessions to identify value-creating activities with a social or environmental focus.</li> </ul> <p><b>Day 2: Hacking for Solutions</b></p> <ul style="list-style-type: none"> <li>• <i>Morning to Late Afternoon:</i> Hackathon Sessions. Teams work intensively on developing innovative financial sustainability plans for their chosen value-creating activities. Mentors provide guidance and support as teams refine their ideas and strategies.</li> <li>• <i>Evening:</i> Progress Pitch Sessions. Each team presents their progress, sharing insights and challenges with fellow participants. This session encourages collaboration and idea exchange.</li> </ul> <p><b>Day 3: Refinement and Final Presentations</b></p> <ul style="list-style-type: none"> <li>• <i>Morning to Early Afternoon:</i> Final Hackathon Sprint. Teams refine their financial sustainability plans based on feedback received and continue working towards innovative solutions.</li> <li>• <i>Afternoon:</i> Final Presentations and Judging. Teams present their comprehensive financial sustainability</li> </ul>

	<p>plans to a panel of judges, highlighting the creativity, impact, and feasibility of their solutions.</p> <ul style="list-style-type: none"> <li>• <i>Evening: Awards Ceremony and Networking.</i> Conclude the hackathon with an awards ceremony recognizing outstanding contributions. Participants engage in networking sessions to share experiences and potential collaborations.</li> </ul> <p><b>Key Activities</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshops and Case Studies:</b> Participants attend interactive workshops and analyze case studies to gain a strong understanding of financial sustainability principles and innovative business models.</li> <li>2. <b>Team Formation and Ideation:</b> Participants form teams and engage in creative brainstorming sessions to identify value-creating activities that align with social or environmental impact goals.</li> <li>3. <b>Hackathon Sessions:</b> Teams work intensively on developing financial sustainability plans, incorporating innovative strategies and solutions for maximum societal and environmental impact.</li> <li>4. <b>Progress Pitch Sessions:</b> Teams share their progress, fostering collaboration and providing an opportunity for constructive feedback from peers and mentors.</li> <li>5. <b>Final Presentations and Judging:</b> Teams present their refined financial sustainability plans to a panel of judges, showcasing the creativity, feasibility, and impact of their solutions.</li> <li>6. <b>Awards Ceremony and Networking:</b> The hackathon concludes with an awards ceremony, acknowledging outstanding contributions. Networking opportunities allow participants to connect, share experiences, and explore potential collaborations.</li> </ol>
<b>Activity #3</b>	
<b>Scenario Name</b>	Eco-Entrepreneurship Symposium: Sustain the Future
<b>Duration</b>	4 days
<b>Aim</b>	To immerse participants in a symposium that explores the intersection of financial sustainability, value creation, and environmental impact, fostering eco-entrepreneurship for a sustainable future.

<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Gain insights into the principles of financial sustainability within the context of eco-entrepreneurship.</li> <li>2. Develop practical skills in crafting financial sustainability plans with a strong focus on environmental impact.</li> <li>3. Enhance collaborative decision-making for designing and implementing sustainable business practices.</li> <li>4. Inspire a commitment to responsible entrepreneurship and eco-innovation.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Financial sustainability planning for eco-entrepreneurship</li> <li>• Collaborative decision-making</li> <li>• Eco-innovation and sustainable business practices</li> <li>• Environmental impact assessment in business planning</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Conference-style venue with presentation facilities</li> <li>• Breakout areas for group discussions and workshops</li> <li>• Access to eco-innovation resources and case studies</li> <li>• Laptops or tablets for research and presentations</li> <li>• Collaboration tools for interactive sessions</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial concepts</li> <li>• Interest in eco-entrepreneurship and sustainable practices</li> </ul>
<b>Description</b>	<p>Participants engage in the "Eco-Entrepreneurship Symposium: Sustain the Future," a four-day symposium designed to explore the relationship between financial sustainability, value creation, and environmental impact in the realm of eco-entrepreneurship.</p> <p><b>Day 1: Setting the Eco-Entrepreneurial Stage</b></p> <ul style="list-style-type: none"> <li>• <i>Morning Session:</i> Welcome and Symposium Overview. Set the stage for the symposium, emphasizing the importance of financial sustainability and eco-innovation in entrepreneurship.</li> <li>• <i>Late Morning to Early Afternoon:</i> Keynote Addresses. Experts in eco-entrepreneurship and sustainable business practices share insights and case studies, providing inspiration for participants.</li> </ul>

- *Afternoon:* Eco-Business Showcase. Participants explore showcases of eco-friendly businesses, gaining practical insights into sustainable practices and financial strategies.

### **Day 2: Understanding Financial Sustainability in Eco-Entrepreneurship**

- *Morning Session:* Recap and Reflection on Day 1. Introduce the day's focus on financial sustainability in eco-entrepreneurship.
- *Late Morning to Early Afternoon:* Workshops on Eco-Financial Sustainability. Participants attend workshops covering the financial principles and strategies unique to eco-entrepreneurship.
- *Afternoon:* Group Discussions. Teams collaborate to discuss and brainstorm ideas for integrating financial sustainability into eco-entrepreneurial ventures.

### **Day 3: Crafting Financial Sustainability Plans with Environmental Impact**

- *Morning Session:* Recap and Reflection on Day 2. Introduce the day's focus on crafting financial sustainability plans with a strong environmental impact.
- *Late Morning to Early Afternoon:* Practical Exercises. Teams engage in hands-on exercises to develop financial sustainability plans for hypothetical eco-entrepreneurial ventures, emphasizing environmental impact.
- *Afternoon:* Progress Review. Teams share their progress, receive feedback from facilitators, and discuss challenges and solutions.

### **Day 4: Implementation and Future Commitments**

- *Morning Session:* Recap and Reflection on Day 3. Introduce the day's focus on implementation and future commitments.
- *Late Morning to Early Afternoon:* Action Planning. Teams outline steps for implementing their financial sustainability plans, considering environmental impact and stakeholder engagement.
- *Afternoon:* Eco-Entrepreneurship Pledge and Closing Ceremony. Participants commit to eco-entrepreneurial principles, and the symposium concludes with a closing

	ceremony, acknowledging achievements and fostering future collaborations.
<b>Activity #4</b>	
<b>Scenario Name</b>	Financial Crossroads: A Decision-Making Tale
<b>Duration</b>	2 hours
<b>Aim</b>	To engage participants in an interactive storytelling session where they navigate financial decisions, applying principles of financial literacy, budgeting, and strategic planning.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop practical decision-making skills in financial scenarios.</li> <li>2. Apply financial literacy concepts in real-life situations.</li> <li>3. Enhance collaborative problem-solving in a dynamic narrative.</li> <li>4. Foster a deeper understanding of the consequences of financial choices.</li> </ol>
<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Decision-making in financial scenarios</li> <li>• Financial literacy application</li> <li>• Collaborative problem-solving</li> <li>• Understanding consequences of financial choices</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Meeting space with projector or display for the story</li> <li>• Printed or digital worksheets for participants</li> <li>• Whiteboards or flip charts for group discussions</li> <li>• Writing materials for participants</li> </ul>
<b>Pre-requisites</b>	Basic understanding of financial terms and concepts
<b>Description</b>	<p>Participants embark on a storytelling journey titled "Financial Crossroads: A Decision-Making Tale," where they actively engage with the narrative, making decisions and solving challenges related to financial literacy.</p> <p><b>The Story:</b> In the bustling city of Financia, our protagonist, Alex, faces a series of financial challenges and crossroads. As participants follow Alex's journey, they encounter key decision points, each highlighting a different aspect of financial literacy, budgeting, or strategic planning.</p> <p><b>Question Points:</b></p>

	<ol style="list-style-type: none"> <li>1. <i>Introduction:</i> As Alex navigates their daily life, participants are introduced to financial scenarios. "Alex just received their monthly salary. What are the first steps Alex should take to manage their finances wisely?"</li> <li>2. <i>Budgeting Dilemma:</i> Alex is presented with unexpected expenses. "Alex needs to create a budget to manage these unexpected expenses. What categories should be prioritized, and how can Alex adjust their spending?"</li> <li>3. <i>Investment Opportunity:</i> Alex comes across an investment opportunity. "Should Alex invest in this opportunity? What factors should they consider, and how does it align with their financial goals?"</li> <li>4. <i>Emergency Fund Situation:</i> Alex faces an unexpected emergency. "Alex needs to use their emergency fund. How does this impact their overall financial plan, and what steps should they take to replenish the fund?"</li> <li>5. <i>Long-Term Goals:</i> Alex dreams of starting a social enterprise. "How can Alex create a strategic financial plan to achieve their long-term goal of starting a social enterprise? What steps should they prioritize?"</li> </ol> <p>After each question point, participants engage in group discussions, sharing their perspectives and decision-making rationale. Facilitators guide conversations to explore diverse approaches and considerations.</p>
<b>Activity #5</b>	
<b>Scenario Name</b>	Entrepreneurial Odyssey: A Budgeting Adventure
<b>Duration</b>	90 minutes
<b>Aim</b>	To immerse participants in an entrepreneurial journey where they must navigate budgeting challenges, make financial decisions, and strategically plan for the success of their ventures.
<b>Learning Objectives</b>	<ol style="list-style-type: none"> <li>1. Develop practical budgeting skills in the context of entrepreneurship.</li> <li>2. Apply financial literacy concepts to real-world business scenarios.</li> <li>3. Enhance collaborative decision-making for budget optimization.</li> <li>4. Foster strategic thinking in financial planning for business sustainability.</li> </ol>

<b>Relevant competences</b>	<ul style="list-style-type: none"> <li>• Budgeting skills in entrepreneurship</li> <li>• Application of financial literacy in business scenarios</li> <li>• Collaborative decision-making for budget optimization</li> <li>• Strategic financial planning for business sustainability</li> </ul>
<b>Facilities/Equipment</b>	<ul style="list-style-type: none"> <li>• Meeting space with projector or display for the story</li> <li>• Printed or digital worksheets for participants</li> <li>• Whiteboards or flip charts for group discussions</li> <li>• Writing materials for participants</li> </ul>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Basic understanding of financial terms and concepts</li> <li>• Interest in entrepreneurship</li> </ul>
<b>Description</b>	<p>Participants embark on an interactive storytelling adventure titled "Entrepreneurial Odyssey: A Budgeting Adventure," where they play the role of entrepreneurs navigating financial challenges and opportunities.</p> <p><b>The Story:</b> In the fictional city of Entreprenea, participants step into the shoes of aspiring entrepreneurs. Facing a series of business challenges, they must make budgeting decisions, optimize expenses, and strategically plan for the growth of their ventures.</p> <p><b>Question Points:</b></p> <ol style="list-style-type: none"> <li>1. <i>Startup Budgeting:</i> Participants kick off their entrepreneurial journey with the challenge of creating a startup budget. "As aspiring entrepreneurs, what key elements should be included in your startup budget, and how can you ensure it aligns with your business goals?"</li> <li>2. <i>Operational Costs:</i> Entrepreneurs encounter unexpected operational costs. "How should you prioritize and manage unexpected operational expenses while maintaining financial stability?"</li> <li>3. <i>Revenue Diversification:</i> Participants explore the concept of revenue diversification. "Why is it essential for entrepreneurs to diversify their revenue streams, and how can you strategically implement this concept in your business plan?"</li> <li>4. <i>Scaling Challenges:</i> As businesses grow, entrepreneurs face scaling challenges. "What financial strategies should you employ to ensure a smooth scaling process, and how can you optimize your budget for sustainable growth?"</li> </ol>

	<p>After each question point, participants engage in group discussions to share their budgeting decisions, rationale, and collaborative strategies. Facilitators guide discussions to explore various perspectives and solutions.</p>
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## The answer key for Module 2: Social Entrepreneurship

### Topic 1: Introduction to social entrepreneurship

#### *Sub-topic 1: Introduction to entrepreneurship & important skills of an entrepreneur*

Lesson plan Name: Introduction to entrepreneurship & important skills of an entrepreneur

1 assumes; risk	2 False	3 True	4 A;C;D	5 A;B	6 A;C;D	7 A;D	8 A;B;C;D	9 European Entrepreneurship Competence	10 A; B; E; F; G
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#### *Sub-topic 2: Introduction to social entrepreneurship for deaf people*

Lesson plan Name: Introduction to social entrepreneurship for deaf people

1 True	2 False	3 True	4 entrepreneurship; social; cultural; environmental; issues	5 True	6 False	7 A; B;C; D; E	8 True	9 False	10 True
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#### *Sub-topic 3: Differences between ideas and opportunities*

Lesson plan Name: Differences between ideas and opportunities

1 suggestion; plan	2 occasion, situation	3 True	4 True	5 False	6 True	7 True	8 False	9 False	10 A; B;C;D
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### Topic 2: Creativity & Vision in Social Entrepreneurship

#### *Sub-topic 1: Introduction to creativity and why creativity is important for deaf people*

Lesson plan Name: Exploring Creativity and Its Significance for Deaf Individuals

1B	2B	3B	4B	5C	6B	7 False	8C	9C	10B
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#### *Sub-topic 2: Creativity and social entrepreneurship*

Lesson plan Name: Exploring Creativity in Social Entrepreneurship

1B	2B	3 False	4B	5C	6C	7 False	8A	9C	10B
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#### *Sub-topic 3: Develop a vision to turn ideas into action*

Lesson plan Name: Visionary Actions: Turning Ideas into Reality

1B	2 False	3B	4B	5B	6B	7 False	8C	9B	10B
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### Topic 3: Mobilizing resources

#### *Sub-topic 1: Introduction to mobilizing resources*

Lesson plan Name: Foundational Concepts

1C	2B	3C	4B	5D	6C	7D	8B	9C	10C
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#### *Sub-topic 2: What resources are needed for a social entrepreneur (material, non-material and digital)*

Lesson plan Name: Sticky Resources

1B	2C	3C	4B	5C	6B	7B	8C	9C	10C
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#### *Sub-topic 3: How to use resources responsibly*

Lesson plan Name: Responsible Entrepreneur

1B	2B	3B	4C	5C	6C	7B	8C	9C	10B
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### Topic 4 : Business Model Canvas

#### *Sub-topic 1: What is a Business Model Canvas – introduction*

Lesson plan Name: What is a Business Model Canvas (BMC) – an introduction

1. Sector of activity, product/service sold, type of customer, method of operation, expected profits, etc.
2. Painting a picture on canvas.
3. Alexander Osterwalder and Yves Pigneur.
4. Customer, product, infrastructure, finance.
5. 9 segments
6. Customer segments, Value propositions, Channels, Customer relationships, Revenue streams, Key resources, Key activities, Key partners, Cost structure
7. simple and easy-to-use form, universality, quick development of a business model, structure and consistency - all important information about the company on one sheet, ability to modify and test various options, defining key elements of the business, focusing on the customer and his needs, ability to build a strategy marketing.
8. No, on one big one
9. Various sectors
10. Yes

#### *Sub-topic 2: What to pay attention to and what to avoid*

Lesson plan Name: What to pay attention to and what to avoid

1. True	2. False	3. False	4. True	5. True	6. False	7. false	8. True	9. False	10. False
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#### *Sub-topic 3: How to create your own canvas – step by step*

Lesson plan Name:

1F	2D	3I	4A	5C	6H	7E	8G	9B
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## Topic 5 : Financial and economic literacy

### *Sub-topic 1: Introduction to financial and economic literacy*

Lesson plan Name: Introduction to financial and economic literacy

1. False	2. B	3. A	4. True	5. B	6. D	7. True	8. B	9. A	10. True
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### *Sub-topic 2: Basics of budgeting*

Lesson plan Name: Basics of budgeting

1. False	2. B	3. A	4. True	5. C	6. A	7. False	8. B	9. E	10. True
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### *Sub-topic 2: Make a plan for the financial sustainability of a value-creating activity*

Lesson plan Name: Make a plan for the financial sustainability of a value-creating activity

1. False	2. B	3. A	4. False	5. B	6. E	7. False	8. C	9. D	10. False
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