MAKING SPACE 365 CREATIVE SKILLS & ENTREPRENEURSHIP YOUTH TRAINING TOOLKIT

Maximising the Potential of Young People through Creative and Cultural Entrepreneurship in the Community

Entrepreneurship Competencies Module T2

Vision and ethical and sustainable thinking

Module T2: Ideas and opportunities - vision and ethical and sustainable thinking

In this module, you will find a compendium of modular, active learning resources and activities that will support you and your learners to develop competencies on *Ideas and opportunities - vision and ethical and sustainable thinking.*

Namely, this module contains:

- Description of a 3-hour face-to-face learning activity
- Activities for a 2-hour self-directed learning
- Fact sheets
- Learner handouts
- Self-reflection exercises

Aim and learning objectives of this module

The main aim of this module is to build core basic skills and competencies to promote entrepreneurship based on the principles of ethical and sustainable thinking, and to raise those abilities to create a vision, ideas and opportunities based on these principles. Through this module, the learners are expected to develop the following knowledge, skills, and attitudes:

TOPIC	KNOWLEDGE	SKILLS	ATTITUDE
T2 Vision and ethical and sustainable thinking	● T2K1 - Basic knowledge of how vision is defined in different aspects (individual, organisation, company, community, etc) ● T2K2 - Introduction to strategic planning ● T2K3 - Basic knowledge of what is ethical and sustainable thinking ● T2K4 - Tools on how to assess the medium and long-term impact of the "vision" on multiple levels (individual, community, professional, economic, etc)	● T2S1 - Ability to develop a vision ● T2S2 - Ability to develop a strategic plan with steps to achieve this vision (turn ideas into action) ● T2S3 - Ability to successfully present the vision to others ● T2S4 - Ability to inspire others to follow/contribute to the vision ● T2S5 - Ability to identify challenges, risks and opportunities and find a way to work past them to achieve the vision in the long-term ● T2S6 - Flexibility/Adaptability. Being able to make necessary changes to	● T2A1 - Being aware of the importance of having a vision ● T2A2 - Being aware of the importance of assessing the impact of the actions that lead to the achievement of the vision ● T2A3 - Behaving ethically and with respect towards others ● T2A4 - Being accountable for actions taken and impact achieved

		the strategic plan, when necessary, in order to best achieve the goals ● T2S7 - Working in teams. Ability to work with the necessary people in order to achieve the vision ● T2S8 - Leadership. Ability to inspire and lead others ● T2S9 - Ability to recognize and face unethical behaviour ● T2S10 - Ability to think long-term and analyse possible impact	

Part 01: *Ideas and opportunities - vision and ethical and sustainable thinking -* f2f Learning Activity

In this part of the module, you will find a comprehensive learning activity that is designed for face-to-face group training. The duration of this learning activity is around 3 hours. The aim of this activity is to support the trainers/facilitators in providing a holistic learning experience to groups of learners that will support them to develop their Ideas and opportunities - vision and ethical and sustainable thinking competence.

The activity uses different tools that can be used with different target groups and adapted to fit the needs of each group of learners.

Summary

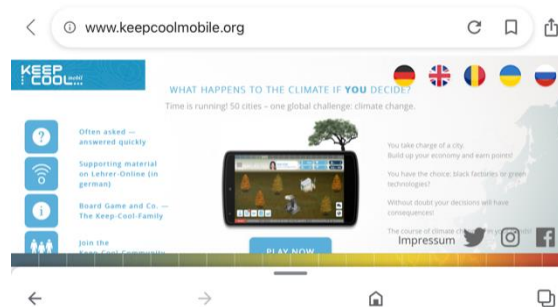| Name of tool/ estimated time		Type of tool	objective of the tool
Part 01			
1	Global bingo	Ice-breaker and get to know each other activity	To get to know each other better threw personal experience and attitude
2	Main definitions exercise	Group work on main definitions of the topic	To understand the main definitions and to have the same vocabulary for the work
3	Climate game	Online game for the group	To work together on climate change problem to understand the importance of sustainability and ethical attitude and common and personal responsibility
Break			
Part 02			
4	What are SGDs?	Presentation and brainstorming	To present the SDGs to the group and to understand what is it and main aim of it
5	"Snap game"	Group game about connection of personal projects and SDGs	To develop the skills of ideas and opportunities creation To understand connection between personal projects and SDGs
6	Personal vision	Personal analyse and vision creation	To make self-analyse and to gain skills on creation personal vision

Detailed Description:

Part 01	
Title of the session	**Get to know and understand part**
Approximate length	1 h 30 min
Group size	up to 30 participants
Equipment, materials & space needed	Global bingo: ● Room or common space outdoor ● sheets of papers with questions ● pens Main definitions exercise: ● Room or common space outdoor, ● 6 big sheets of paper, ● 6 markers Climate game: ● Room or common space outdoor, ● laptop and electricity, ● personal devices (smartphone or laptop), ● good internet connection. ● Link to the climate game http://www.keepcoolmobile.org/en/
Objectives	❖ Global bingo: The learners will get to know each other better threw personal experience and attitude ❖ Main definitions exercise: The learners will learn and understand the main definitions and to have the same vocabulary for the work. To learn how to work together, understand the difference between individual, organisation, company, community vision ❖ Climate game: The learners will work together on climate change problem to understand the importance of sustainability and ethical attitude and common and personal responsibility
Knowledge Skills Attitudes Reference	T2S1, T2S2, T2S3, T2S4, T2S5, T2A1, T2A2, T2A3
Detailed description	***Global Bingo:*** Trainer creates the list of questions that are connected with sustainability and responsible and ethical attitude. For example: 1.Find the person, who is trying to separate the rubbish 2.Find the person, who is vegetarian 3.Find the person who doesn't use plastic bags.. and so on. Opposite each statement you leave an empty space. Participants have 15 minutes to find the individuals who are doing this in their everyday lives and write down the name of the person. The first person who collects all names is the winner. In the end, the trainer makes a short summary and asks participants to share their impressions.

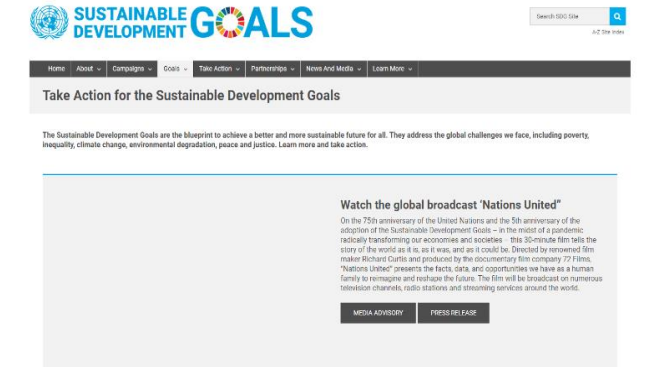|	
	Main definitions exercise: Using the most comfortable method, a trainer will divide participants into 6 teams (3-5 people each is ideal). They receive paper and markers, and they have 15 minutes to brainstorm what are supposed to be common definitions "Ethics", "Sustainability", "Vision" etc (this can be one definition for two teams) After 15 minutes the groups have to present their findings and start a general discussion. Finally, altogether, they have to agree and decide the most appropriate definition of each word and put it somewhere to be seen for the other participants. **Climate Game:** The trainer invites participants to go to the website http://www.keepcoolmobile.org/en/ Create a new game and give the code to players. Every participant registers, chooses the country and starts to develop the country and its industry. Players have to communicate and follow the level of hitting of Earth, go together to conferences, help each other, reduce the dangerous factories and discuss general success. At the end of the game, the participants can share their feelings and conclusions they have as a whole group.
Tips, recommendations for the facilitator	If the first game ends too quickly, the trainer can make the order that they have to be more responsible and more sustainable, and work together to save the planet and they play again.
Break	
Part 02	
Title of the session	**Personal Profit – Global Profit**
Approximate length	1 h 30 min
Group size	up to 30 participants

Equipment, materials & space needed	● Colour cards of SDG (Sustainable Development Goals) ● White paper ● Pens
Objectives	The learners will: ❖ Present the SDGs to the group and to understand what they and main aim of ❖ Develop the skills of ideas and opportunities creation ❖ To understand connection between personal projects and SDGs ❖ To self-analyse and to gain skills on creation and personal vision
Detailed description	**SGs and SNAP game:** **Step 1.** The trainer asks a question of the participants who should already know the SDGs (1-2 answers) and then the group discusses them: The Sustainable Development Goals are a kind of call to action from all countries - poor, rich and middle-developed. They aim to improve the welfare and protection of the planet. Most states recognize that action to end poverty must go hand in hand with efforts to boost economic growth and address a range of issues in education, health, social protection and employment, as well as climate change and environmental protection. https://www.un.org/sustainabledevelopment/sustainable-development-goals/ The trainer shows a picture and gives a quick explanation of each SDG if the title is not entirely clear. **Step 2**. Trainer divides participants into teams and encourages them to think about local issues that require attention and can be addressed using the participants' entrepreneurial skills. Each team creates 3 issues and writes each on a separate piece of paper and gives it back to the trainer. **Step 3.** Trainer mixes up the papers. They have SDGs on one side and on the other side the issues from participants. Trainer invites participants to play the game in their teams and explains the rules: In turn, they will raise and read one of their pieces of paper and one of the SDGs - the teams need to quickly think and discuss how this problem and the SDGs can be related. The team that is ready to give an answer shouts 'SNAP' and voices their version. Any others with a raised hand can give an additional option (the trainer keeps track of the time). Example 2: Trash in a local park, clean water and sanitation. Answer: if there is garbage in the park and no one cleans it, this garbage goes underground into the water and pollutes it, making it unsafe to drink …

Step 4. Trainer asks participants to make conclusions on the game and share their opinions. They conclude that all local actions are connected with global SDGs, so our thinking has to be global, sustainable and ethical to others and by just being responsible we can be successful!

Personal vision
Step 1. Trainer recalls the definitions of vision and aspects that were created in the first part of the training.
Step 2. Trainer offers for each participant to take a paper and to imagine how he or she sees themselves in 5 years - writing down the short description of this vision. After that, the trainer offers to write the main point of this vision in 5 years. Now write the exact steps that can help to attain this vision. The trainer is flexible, but can explain that now we've tried to create a personal vision, strategy and plan and with this analogy, entrepreneurship can work.
Step 3. Trainer to unite participants into the teams from before, and offer them the chance to develop the idea of one of the enterprises discussed during the SNAP tasks. After the trainer offers participants the chance to develop a mission, vision and strategy for 5 years that should include sustainability and ethical thinking.

- Mission statements should describe the current purpose a company serves. The company's function, target audience, and key offerings are elements that are often mentioned in a mission statement.
- Vision statements are a look into a company's future or what its overarching vision is.
- The same elements from the mission statement can be included in a vision statement, but they'll be described in the future tense.

Some example for inspiration https://blog.hubspot.com/marketing/inspiring-company-mission-statements
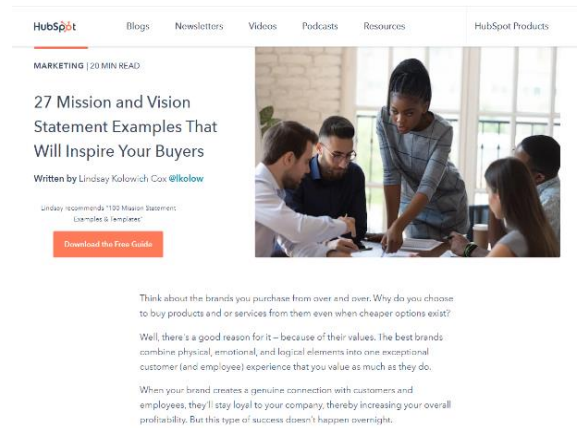
Tips, recommendations for the facilitator	The trainer is the facilitator of the sessions and always allow room for discussion and the presentation of teams and general conclusions
Sources/bibliography	https://www.un.org/sustainabledevelopment/sustainable-development-goals/

Part 02: Ideas and opportunities - vision and ethical and sustainable thinking – activities for self-directed learning

In this part of the module, you will find a set of activities for Ideas and opportunities - vision and ethical and sustainable thinking that will support the learners/users to consolidate their knowledge on the topic, discover more information and practice.

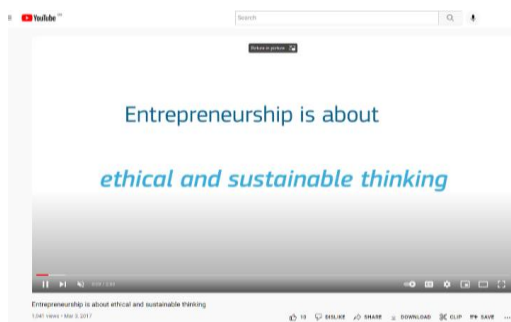**Activity 01: watching videos and practice**

The Trainer should share and encourage trainees to watch these videos:

The Design Thinking Process – https://www.youtube.com/watch?v=_r0VX-aU_T8
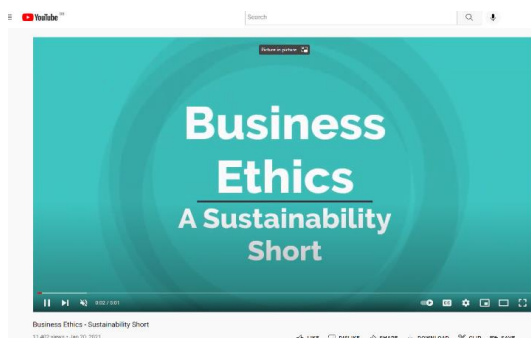
Business Ethics - Sustainability Short - https://www.youtube.com/watch?v=Sx4laIJkCVY

Entrepreneurship ethical & sustainable thinking - https://www.youtube.com/watch?v=Hg_tEWqB--s
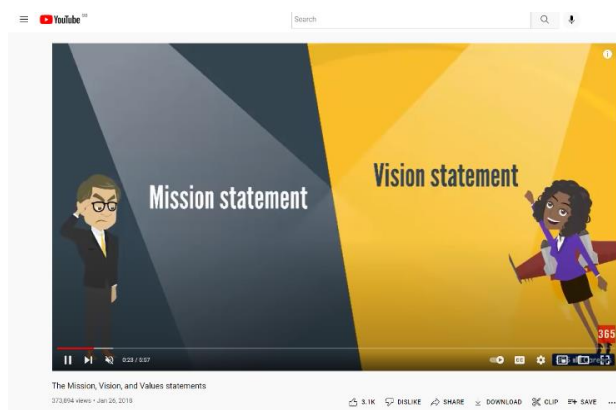
Try to make tasks from the last video to practice the topic

Activity 02: Practice in creating vision

With this activity we go deeper and try to practice individually with the most important aspects for creating entrepreneurship.
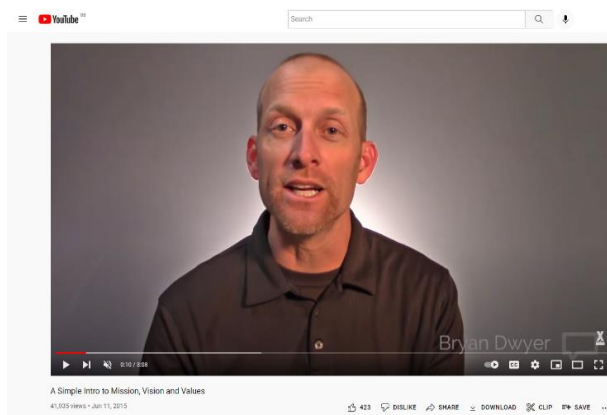
A Simple Intro to Mission, Vision and Values - https://www.youtube.com/watch?v=7mWQh_7fK3U

The Mission, Vision, and Values statements - https://www.youtube.com/watch?v=8wem6FZAucw

Watch the videos and write down your new entrepreneurial thoughts and reflections – of possible share your thoughts with peers.

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What is sustainability?

Sustainability means meeting our own needs without compromising the ability of future generations to meet their own needs. In addition to natural resources, we also need social and economic resources. Sustainability is not just environmentalism. Embedded in most definitions of sustainability we also find concerns for social equity and economic development.

Ethical thinking

Ethics play an important role not only in our personal lives but also in business. We can think of ethics as the principles that guide our behaviour toward making the best choices that contribute to the common good of all. Ethics is what guides us to tell the truth, keep our promises, or help someone in need. In brief, there are three main levels of ethical thinking: meta-ethics, which is concerned with how ethics are developed and how we make moral judgments; normative ethics, which is concerned with stances that might be taken on what is right and wrong; and applied ethics, which is concerned with the ethical positions.

What is a Vision Statement?

A vision statement describes what a company desires to achieve in the long-run, generally in a time frame of five to ten years, or sometimes even longer. It depicts a vision of what the company will look like in the future and sets a defined direction for the planning and execution of corporate-level strategies
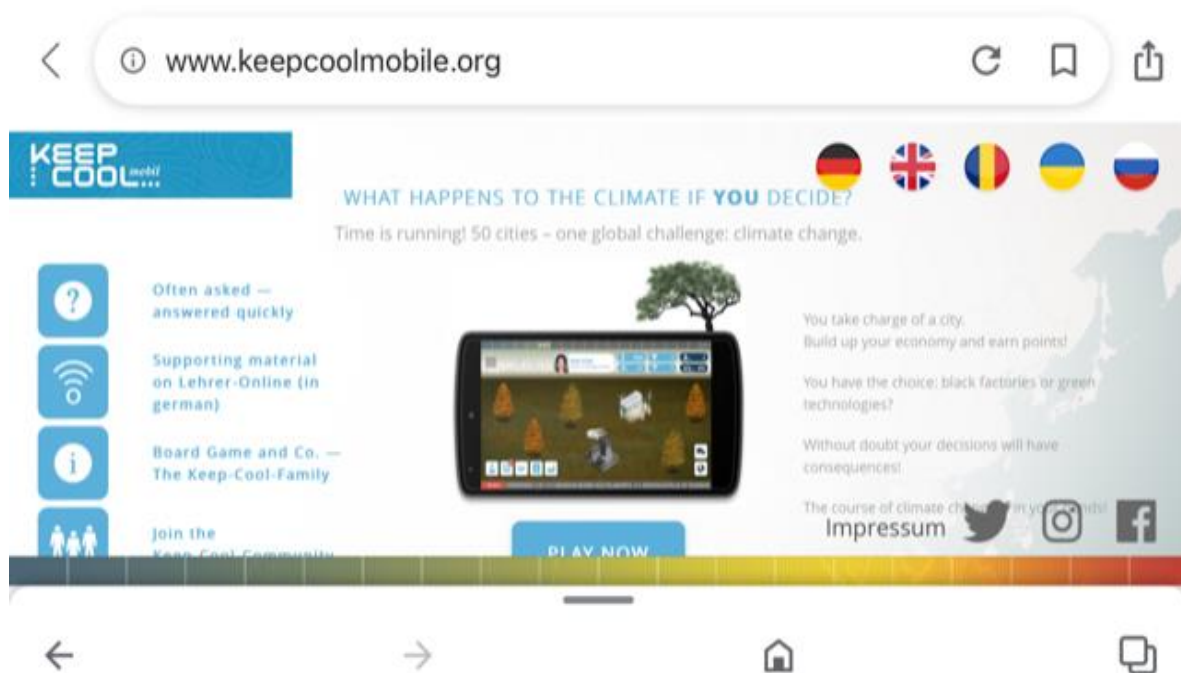
Global bingo

Download pictures and materials for SDG

Climate game: http://www.keepcoolmobile.org/en/

Topics to reflect on individually

- Reflect how do you understand the definitions sustainability, ethic, vision

- Reflect on your personal vision for next 5 years of your life

- Think about the connection of your personal life and your global life.

Keep a diary of activities

- Write down your impressions of the activities you took part in and things you did.

- Note what new information you discovered, and how you felt during every activity.

- What was difficult for you and what was easy for you?

- What conclusions have you reached?

- What are you next steps and ideas?

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TEATRO METAPHORA
ASSOCIAÇÃO DE AMIGOS DAS ARTES

social youth development **k.A.NE.**

Vita**Education**

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