



# ACE Youth

Arts and Creative Entrepreneurship

## IO1 ACE Youth Creative Sector Entrepreneurship Curriculum

Entrepreneurship Training

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Until 2020 at least, the cultural and creative sectors represented growth and created jobs across the board, particularly for young adults, whilst also strengthening social and community cohesion. The creative sector drives innovation, acting as a catalyst for change and stimulating invention and progress across a diverse cultural and economic landscape. Further to being essential drivers for cultural diversity in Europe, the creative sectors comprise highly innovative companies and were deemed to be one of Europe's most dynamic sectors.

However, along with tourism, it is the cultural and creative sectors that have been the most badly affected by the Covid-19 crisis. Venue-based sectors (such as performing arts, live music, festivals, cinema, etc.) were hardest hit by social distancing measures. The abrupt drop in revenues has put their financial sustainability at risk and has resulted in lay-offs with repercussions for the value chain of their suppliers, from creative and non-creative sectors alike.

The Ace Youth project will serve this sector, the one most at risk, by building and sharing measures and materials to offer entrepreneurial competencies and resilience training for the aspiring young people most affected.

Mentoring can play its part supporting budding, young entrepreneurs, and we propose to incorporate inter-generational mentoring in the materials of the project. It is also widely accepted that target group specific, coherent entrepreneurship education initiatives are in short supply throughout Europe, and now is the ideal time to blend entrepreneurial training with resilience training for young people in the cultural and creative sectors.

The project is divided into three main parts:

**IO1 ACE Youth - Creative Sector Entrepreneurship Curriculum**

**IO2 ACE Youth - Pedagogy Toolkit for Creative Sector and Young Peer Mentors**

**IO3 ACE Youth - MOOC Platform**

Beyond the tangible materials however, an overarching result will be a new model of cooperation between stakeholders in all partner countries and the world of business. Another core objective of the ACE Youth project is to dismantle the barriers to entrepreneurship and starting a business in the cultural and creative sectors. By supporting enterprising young people of any level to explore options for becoming an entrepreneur early enough, we can strive to ensure that particular option has equal gravity as working towards a career, a career that might not even exist in the near future.

Young people will be the ultimate beneficiaries of the project, gaining from senior mentoring and training materials, and interaction with other people facing the same challenges of turning '*what you enjoy doing*' into a meaningful enterprise. Youth leaders needs are also catered for, and they will have access to new methods of supporting young people to achieve their full creative potential.

We are also aiming to promote a more favourable attitude towards creative entrepreneurship from the public's perspective. A key to this is reducing the stigma of failure for entrepreneurs and promoting entrepreneurial skills as valuable life skills. Research and innovation is at the heart of the project concept and we are aware that trends change, whilst what was believed to be the case just a few years ago is now no longer valid. To be truly innovative we have to capture the current trends, especially in the current Covid -19 climate and ensure the young beneficiaries of the project will get meaningful training, useful advice and creativity guidance.

## IO1 - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT1 - Entrepreneurship Training - Developing Ideas

#### Section 1 - Introduction to Topic

Have you ever had a genius idea that soon fizzled out only because you had no idea where to start? Well, not anymore! Here is a step by step guide on how to develop your simple idea into a winning business start-up proposal. So next time inspiration strikes, you'll be ready to go.



**1 - Write it down!** It might seem simple, but this is a valuable exercise. Start by giving it a name; this act alone can make the process more real, you can always change it later. Then, jot down a few bullet points outlining the idea. Finish with a two-line summary that easily and quickly explains the idea to someone. This will make it much easier to talk to people about your idea.

**2 – Think!** Before going any further, is this idea realistic? Be honest with yourself. Do you have the required skills? If it needs millions of euros, a lot of land, or a lot of people. Perhaps, consider starting on a smaller scale. Remember, the general rule is the bigger the project; the more preparation is needed.

**3 - Find the proof.** Once you've established your idea is realistic, it's time to figure out if there is a need or a demand. Research the chosen industry and cite reports and statistics. This will help you grow confidence in your idea and will also be helpful further down the line when pursuing funding.

**4 - Step by step plan.** Make a list of the initial steps required to make your idea happen. You can turn this into a chart or a map. Write as many steps as you can think of. Identify if you will

require funding, and if so, at what stage? Highlight any gaps you have and continue with your research.

Now your idea is documented and fleshed out. However, before presenting your idea to others, you should ask yourself, is my idea comprehensive enough? It is possible that it still requires further development and expansion at this stage. What else can you say about the topic? You may still require some additional research, and you likely need to develop further the points you've already made. Potential business partners or funders will want to see you provide depth and analysis about your topic. The following are some strategies for further developing and enriching your ideas:

**Details:** Ask yourself the Five W's and How: Who? Where? What? When? Why? and How? Be specific and thorough.

**Amplification:** In basic terms, the definition of amplification is the process of making something stronger, bigger, louder, or more important. Expand a previous idea by including it in subsequent sentences.

**Appealing to Emotion:** What images, ideas, events, and memories do you want to trigger in people's minds?

**Analysis:** To develop your argument supporting your idea, reflect on the significance of quotes, facts, ideas, and broader claims you are making. Ask yourself, "What does this quote or idea or statistic really mean? Why did I include it or think it important to my point?"

Now you've developed your idea into a detailed concept! Well done!

## Section 2 - Exercises

Exercise 1 - Elevator Pitch	Resources
<p>You will assign each student the task of cultivating their own personal elevator pitch.</p> <p>Begin by explaining the concept and value of an elevator pitch;</p> <p><i>“An elevator pitch is a concise and persuasive sale pitch of yourself or your idea, usually lasting about 60 seconds.</i></p> <p><i>When it comes to networking opportunities and interviews, crafting your elevator pitch is critical in making a good impression. No matter what profession, employers and investors look for excellent communicators.”</i></p> <p>Ask learners to spread out and find an individual working area and invite them to begin working on their elevator pitch.</p> <p>If students have a potential business idea to include in their pitch, invite them to do so. If not, they can focus on pitching themselves as a potential asset to an already existing company.</p> <p>Once completed, invite students to present their pitch to the class. Encourage them to keep within the standard 60-second delivery. Encourage students to continue practising their delivery at home;</p> <p><i>“Remember to practice! Your elevator pitch should be natural, informative and concise. Tell a story to make yourself memorable.”</i></p>	<p>Separate working areas</p> <p>A piece of paper per participant</p> <p>A pen or pencil per participant</p>

## Trainer Tips

The following is a guide of instruction for students which will enable them to design an effective interview setting elevator pitch,

- |  |                           |
|--|---------------------------|
| 1. Start with an introduction and educational background. Include your name and qualifications. This part of the pitch should not exceed 10 seconds - keep it short and sweet.   | 5 minutes                 |
| 2. List three characteristics about yourself. It is crucial to tie these characteristics and skills into your past experiences. Your example might be through school, a club, or past employment. This should be kept to 2 - 3 sentences. Take this opportunity to paint a picture of yourself using your chosen skills. Make sure you tell a story. | 15 minutes                |
| 3. Expand on your value. This section is an excellent transition from your characteristics because you can specifically connect it to your idea or preferred role. What makes you the right person for this journey, what makes you, you. Be specific!   | 20 minutes                |
| 4. End your pitch with a question or statement. This can be a question to schedule a further meeting or a genuine question for the professional.   | 5 minutes                 |
| 5. Invite each student to deliver their pitch to the group.  | 1 minute per participant. |

<b>Exercise 2 - Informative Writing, From a pitch to a plan!</b>	<b>Resources</b>
<p>This exercise will help learners improve their nonfiction writing skills while incorporating nonfiction reading skills. Two vital competencies for developing an idea into a comprehensive concept. These skills will enable learners to discuss their ideas competently and elevate their ability to draft a useful business plan.</p> <p>The accompanying handout (Appendix no.1) will help learners practice:</p> <ul style="list-style-type: none"> <li>● Developing a topic sentence</li> <li>● Transitioning between ideas</li> <li>● Identifying supporting details</li> <li>● Eliminating unnecessary information</li> </ul> <p>It will give learners the know-how to self-develop their elevator pitch idea and modify it into a fully developed concept.</p> <p>This handout can be used as part of a small group or whole class lesson to teach these skills or as independent practice after the skills are taught.</p>	<p>Separate working areas</p> <p>A printed handout per participant</p> <p>A pen or pencil per participant</p>
<b>Trainer Tips</b>	
<ul style="list-style-type: none"> <li>● This handout can be completed individually by learners or in small groups or pairs. Equally, it can be used as a group exercise and completed as a group activity.</li> <li>● Tailor the length of time needed to complete the handout to your learners' ability.</li> <li>● Try doing some warm-up exercises as a group to give learners a practical understanding of the task at hand.</li> </ul>	



## Section 3 - Case Study

### KeyCafe

KeyCafe is altering how people manage their Airbnb. It allows local cafes to sign up to hold keys securely. This grants the Airbnb host a hassle-free experience for exchanging keys to the property. Guests can collect and return keys any time the cafe is open, and the host can control who has access to the key storage through a mobile app.



The idea for KeyCafe began with the co-founder, Clayton, actively trying to come up with business ideas. He started by looking at his own inconvenienced experiences and those of his friends. He worked on concepts he could identify with.

As an Airbnb host in the early days of 2012, Clayton was always having trouble getting his keys to the guests in Vancouver, a city he did not live. There was no service available to respond to his needs accordingly. As a result, he would pay for cleaning services to bring the key, who would sometimes forget. Or he would hire a delivery service to wait for the guest, which was costly. Clayton invited his friend Jason into the idea as he was an Airbnb host who encountered the same problems and was a marketing professional.



In the following three months, they investigated to establish if it was just them who experienced this problem or if it was something big that they could capitalise on. They hired students to survey people and used other techniques to collect hundreds of data points. It soon became clear that the idea had legs, and people would avail of the service.

Here's some advice about idea development straight from Clayton: "If you have an idea don't just jump into it because you think it's great or because it is your first idea. It needs to solve a real need... Starting in an industry you understand will help a lot, because you may be more familiar with the problems out there."

You can read more about [how companies created their successful business ideas here.](#)

## Appendix 1.

### Informative Writing Handout

#### Section1 - Supporting Details

**1.1** There are 58 families of beetles with nearly 29,000 species in Europe, and many of them are helpful.

Choose the supporting detail:

Beetles have two sets of wings.	
Beetles don't see very well.	
Some beetle species pollinate flowers or eliminate garbage.	

**1.2** Honeybees are social insects that can be found all over the world.

Choose the supporting detail:

Honeybees pollinate many crops.	
Their colony survives for many years because they huddle together to stay alive during the winter months.	
They can only sting once because their stingers tear off after they sting and fly away.	

## Section 2 - Topic Sentence

2.1 Write a topic sentence for the following details:

- Fossils provide information about how bats evolved to scientists.
- Scientists have found evidence of bats from 50 million years ago.
- Bat skeleton fossils indicate they were very similar to what they look like today.

Your Topic Sentence


2.3 Write a topic sentence for the following details:

- Penguins have many on-land predators including foxes, cats, and snakes.
- Many birds hunt penguins.
- Penguins are prey for mammals such as leopard seals and sea lions.

Your Topic Sentence


### Section 3 - Transitions

**3.1** The Nobel Prize in Literature is one of literature's highest honours. \_\_\_\_\_, the fiercely independent French writer Jean-Paul Sartre refused the 1964 prize.

Choose from the transitions provided to complete the sentence.

Even so	Specifically
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**3.2** Isaac Newton was raised to be a farmer. Instead, he went on to study maths and physics at Trinity College.

Choose from the transitions provided to complete the sentence.

For example	Instead
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**3.3** Ladybugs are a type of beetle. \_\_\_\_\_, many scientists prefer to call them ladybird beetles because they are not "bugs". These insects are useful because they feed on garden pests. \_\_\_\_\_ some species do have unwanted effects; \_\_\_\_\_ eating the leaves of various crops.

Choose from the transitions provided to complete the paragraph.

otherwise	also	similarly
however	for example	additionally

## Section 4 - Stay on topic

4.1 Which sentence doesn't belong? Cross it out with your pen.

The scientific method is a way scientists learn by studying the world around them. The world is a big place. Scientists begin by asking a question and then follow a process for discovering the answer. Many students use the scientific method when participating in a science fair at school.

4.2 Which sentence doesn't belong? Cross it out with your pen.

Volcanic eruptions happen because of plate tectonics. An extinct volcano will never erupt again. The Earth's crust is made of huge slabs called plates, and when these plates move and collide, it causes earthquakes and volcanic eruptions.

## Section 5. Supporting Details

**5.1** Write three supporting details that might follow this topic sentence.

There are many ways to prepare for a job interview.

1.	
2.	
3.	

**5.2** Write three supporting details that might follow this topic sentence.

Taking care of a pet is a big responsibility.

1.	
2.	
3.	

**5.3** Write three supporting details that might follow this topic sentence.

There are lots of ways to celebrate a birthday.

1.	
2.	
3.	

## IO1 Example - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT2 - Entrepreneurship Training - Spotting Opportunities

#### Section 1 - Introduction to Spotting Opportunities

##### What does Spotting Opportunities mean?

Spotting Opportunities is the act of identifying, evaluating and then acting on an opportunity. Spotting Opportunities, as a skill, relates to imagination and the ability to identify opportunities for creating value by exploring the social, cultural and economic landscape. Success requires that we identify the needs and challenges that ought to be met, and establish new connections to generate opportunities to create value.



*“To use your imagination and abilities to identify opportunities for creating value.”*

(EntreComp: The Entrepreneurship Competence Framework, 2016 p. 12)

**Recognising an opportunity**, otherwise known as opportunity seeking, is an essential skill for an entrepreneur. Picking any, or the first idea that comes to mind, will not lead an entrepreneur to success as there may not be demand or interest in it. Successful entrepreneurs will try to find a ‘gap in the market’ where an interesting idea awaits! They may, for example, identify a problem and attempt to think of an innovative solution.

How could you, as an entrepreneur, recognise an opportunity?

- Identify what matters to you as an entrepreneur: What do you care about? What local problems worry you?
- Find out what is already being done in your local area. See what is lacking and develop an idea from there.

- Communication is key! Speak to local businesses, schools and family members about their interests as this may spark an idea. Express curiosity and kindness for someone else's work and ideas.
- Social media is a gift for finding opportunities: Is there a local youth entrepreneurship Facebook group you could join?

Going through these steps should hopefully help you come across an opportunity that motivates and excites you! And if you haven't found that opportunity yet, just keep looking. Staying positive and curious is key to being a good entrepreneur. Finding a good opportunity often sits with being able to find a gap in the market.

**“A gap in the market is an opportunity to make and sell something that is not available yet.” (Marketbusinessnews.com, 2020)**

**Analysing an opportunity**, which can be known as opportunity screening is the next stage. The focus in this stage is researching the opportunity further. This step is important as it allows entrepreneurs to evaluate an opportunity closely and think about its actual feasibility. An entrepreneur can determine whether the opportunity is worthy of pursuing or not from here.

**Acting on the Opportunity** The final step is to act on the opportunity which can be known as opportunity seizing. This step is about finally committing to an idea and pursuing it!

The prospect of embarking on an opportunity may be daunting, but the work completed during the opportunity screening phase should prepare and dispel some of the fear. The only way to seize the opportunity is by doing it!

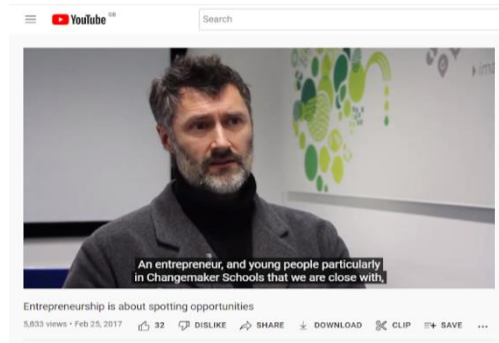
Reflect and answer the following question:

**Why should an entrepreneur spot opportunities?**

*See answers below.*

- *In order to think of ideas*
- *In order to find solutions to problems*
- *In order to be innovative*





Link here - <https://www.youtube.com/watch?v=LctfWCH5j0w>

## Section 2

Exercise 1 – Survival Island	Resources
<p>This activity will involve working individually and in small groups. They will need the space to sit together and will participate in a group discussion and activity.</p> <p>The trainer will present the whole group with the following scenario:</p> <p><i>"Your plane has crashed on a desert island and you are stranded, your group needs to choose the 10 most useful items you might need to survive and put them in order of importance".</i></p> <p>The trainer will now provide a list of <b>20</b> potentially useful items to each group. The list should include these (<i>but add others if preferred</i>)</p> <ul style="list-style-type: none"><li>• Shaving Mirror</li><li>• Can of Petrol</li><li>• Water container</li><li>• Dried food sachets</li><li>• Plastic sheet</li><li>• Chocolate bars</li><li>• Fishing rod</li><li>• Rope</li><li>• Solid foam board</li><li>• Bottle of Rum</li><li>• Shark repellent</li><li>• Mosquito net</li><li>• Sun lotion</li><li>• Matches</li><li>• Multi-tool</li><li>• Radio</li><li>• Sea chart</li><li>• Binoculars</li><li>• Thermometer</li><li>• Bandages</li></ul>	<p>Two separate working areas</p> <p>Flipchart</p> <p>Notepad and pens etc</p> <p>Access to the list</p> <p>Picture cards with items on the list</p>

<p>Learners to discuss and identify the <b>10 items</b> they deem to be most useful and <b>discard the other 10 items</b>, try to prompt the groups to discuss in depth and to consider the logic / reasoning for their decisions.</p> <p>Provide learners with a short, imaginative description of the island e.g. Long distance and location to fresh water, no dangerous animals, shark infested waters, lots of fresh food around, bugs in the summer etc</p>	
<p><b>Trainer Tips</b></p>	
<p>Start with a snowballing activity</p> <p>Separate your participants into pairs to look at the list.</p> <p>Encourage the pairs to prioritise the items and explain why they would choose that item and try not to let the pairs see each other's ideas. Record the 10 most useful items for each pair using the flipchart and invite them to explain their choices using a table.</p> <p>Join two pairs to form a group of four and combine choices to refine and select between the paired groups with the reasons why. The groups of four present and explain their revised top ten choices to the wider group</p> <p>All groups combine to discuss the choices and develop a final, shared top 10 items</p> <p>A final discussion to look at similarities and differences between the group choices would be a useful session ending activity.</p>	<p>5 minutes</p> <p>30 minutes</p> <p>5 minutes per pair</p> <p>20 minutes</p> <p>5 – 10 minutes per group</p> <p>5 – 10 minutes per group</p>

Exercise 2 – Solutions and Strategies	Resources
<p>Individuals to identify one ‘problem’ that they encounter on a daily basis. This can be a physical barrier, a bad habit or something that makes them deeply unhappy they see every day</p> <p>In small groups (2 - 4) participants will then work together, also thinking about their ‘day-to-day’ lives and the world around them.</p> <p>The small groups will then note their problem and discuss in their small groups. Each participant will listen and empathise with the others in the groups and share their own issue with the others.</p> <p>Taking flipchart paper, the issue should be noted down in a table format and the group members should suggest solutions and strategies from an objective viewpoint. No idea should be dismissed and the participants should get equal time.</p> <p>The group should then present their recorded problems, along with the shared ideas, solutions and strategies to address them in a table format.</p> <p>The key to the exercise is then to consider the solutions as a whole group and share the potential to turn these into viable business or entrepreneurial opportunities.</p> <p>The wider group discussion should be structured so all participants can share their thoughts and reflect on the activities and even set extension exercises to develop a business plan etc.</p>	<p>Pens and paper for each group</p> <p>Large or Flip chart paper</p> <p>A prepared table on flip chart or whiteboard to record the sessions</p>

## Trainer Tips

Split a large group into smaller groups of 2 - 4 participants.

5 minutes

The guide times can be flexible so long as the groups are engaged.

5 minutes to identify and explain the issue and longer for discussion

Guide the groups if they can't identify a simple issue (e.g. environmental waste, poor local transport, bad WiFi, no phone signal, shortage of housing)

Allow 30 minutes for the group to discuss the solutions

Fostering group discussion will enable all participants to understand the activity fully and to reflect on each groups 'problems' and 'solutions'.

The wider discussion can be up to 1 hour

It is hoped that the exercise will encourage the wider entrepreneurial skill of identifying opportunities in the world around you and the session culminates in a discussion and decision about the best potential opportunity for a business.

### Section 3 - Case Study (an activity)

Ask each group/pair to spend some time researching **local entrepreneurs**. They can do this using newspapers, social media or discussing with family etc.

Each group / pair should try to find an entrepreneur who they admire or find inspiring (they could be family members, local social entrepreneurs or just successful local people)



Each group / pair will now be asked to create an in-depth case study of their chosen entrepreneur including the step by step process that the individual took to become an entrepreneur. This should include any successes and failures along the way, how they developed their ideas, who they worked with to achieve their goals and how they planned their enterprise idea.

If possible they can interview the local entrepreneur, explaining the topic and how asking they came to be in that position, how they spotted the opportunities in their working life and other advice.

Each group will deliver a presentation about the local entrepreneur they have chosen, this should include why they chose the individual, why they admire them and any advice the entrepreneur offered to younger people starting out on their vocational journey.

## IO1 - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT3 - Entrepreneurship Training - Motivation and Perseverance

#### Section 1 - Introduction to Topic

Motivation is a state-of-mind filled with energy and enthusiasm which helps people to work on or achieve their goals. It is crucial to understand what drives you to work towards your particular goal. It is important in everyday life but it is even necessary in business and management.



There are a lot of branches of how people can be motivated, but there are two most important: extrinsic factors and intrinsic factors. With extrinsic factors, people are motivated by bonuses for hard work or sanctions if a job is not done. With intrinsic factors, people are motivated by a desire to satisfy human needs, like a desire to please your boss or achieve personal goals. But the majority of the people are motivated by a combination of extrinsic and intrinsic factors.

The best tools to improve motivation are rewards, trust, recognition, career advancement and purpose.

## Section 2

Exercise 1	Resources														
<p data-bbox="172 353 1286 427">Ask learners or young people to think about things that they like to do or get the most enjoyment from and write them down.</p> <table border="1" data-bbox="145 434 1251 1028"><tbody><tr><td data-bbox="145 434 1251 515">1.</td></tr><tr><td data-bbox="145 515 1251 595">2.</td></tr><tr><td data-bbox="145 595 1251 676">3.</td></tr><tr><td data-bbox="145 676 1251 757">4.</td></tr><tr><td data-bbox="145 757 1251 837">5.</td></tr><tr><td data-bbox="145 837 1251 918">6.</td></tr><tr><td data-bbox="145 918 1251 1028">7.</td></tr></tbody></table> <p data-bbox="320 1070 1169 1104">Now ask them to think about your life goals and write them down.</p> <table border="1" data-bbox="145 1146 1251 1767"><tbody><tr><td data-bbox="145 1146 1251 1227">1.</td></tr><tr><td data-bbox="145 1227 1251 1308">2.</td></tr><tr><td data-bbox="145 1308 1251 1388">3.</td></tr><tr><td data-bbox="145 1388 1251 1469">4.</td></tr><tr><td data-bbox="145 1469 1251 1550">5.</td></tr><tr><td data-bbox="145 1550 1251 1630">6.</td></tr><tr><td data-bbox="145 1630 1251 1767">7.</td></tr></tbody></table> <p data-bbox="213 1809 1278 1944">Now ask learners to combine the two previous tables. Write down their goals, and then write down activities that they like and think about how those activities could help them achieve their goals and give them motivation.</p>	1.	2.	3.	4.	5.	6.	7.	1.	2.	3.	4.	5.	6.	7.	Paper, pens
1.															
2.															
3.															
4.															
5.															
6.															
7.															
1.															
2.															
3.															
4.															
5.															
6.															
7.															



Your goals	Your favourite activities	How activities can give motivation to you

**This table should help you whenever you need extra motivation to accomplish your tasks or goals.**

### Trainer Tips

These tables should help learners whenever they need extra motivation to accomplish their tasks or goals. Let the participants take as long as they need to finish tables. They should write from 3 to 7 activities and goals.

This activity lasts up to 1-1,5 hours

Exercise 2	Resources
<p><b>Future and goals</b></p> <p>Tell learners to ask themselves all these questions.</p> <ul style="list-style-type: none"> <li>• What value does this goal represent to you?</li> <li>• How will you celebrate your victory?</li> <li>• How would that contribute to the world?</li> <li>• What about this goal demonstrates what you stand for?</li> <li>• What keeps you going?</li> <li>• What excites you about that?</li> <li>• What about this goal fits into your purpose?</li> <li>• What part of this relates to your dreams?</li> <li>• What would you do if you had all the time, energy and money to achieve your goals?</li> <li>• Why is that important to you?</li> <li>• What do you want to experience?</li> <li>• What works well?</li> <li>• What's another way to look at that?</li> <li>• How can you reframe that to help you move on?</li> <li>• How will you demonstrate motivation and perseverance?</li> </ul> <p><b>Motivation and meditation</b></p> <p>Practising meditation can help increase and sustain motivation toward pursuing your goal. Meditation helps with concentration and allows us to stay focused for longer. Try meditation every day for at least 10 minutes.</p> <p>You can find many guided meditations on the internet, or you can design a personal reflection that suits you best. The most important thing is to clear your mind and focus on your goal.</p>	
<b>Trainer Tips</b>	
<p>This can help not only to improve participants' motivation but also to achieve their goals and improve their skills. Let them try meditation for 10-15 minutes.</p>	<p>This activity lasts up to 1 hour</p>

## Section 3 - Case Study

### Read the text and answer questions. A Motivating Place to Work: The Case of Zappos



In 2010 on Fortune magazine's "100 Best Companies to Work For", Zappos was listed 15. They offer new employees a five-week training course and an option to receive \$2000 at any point during those five weeks if they feel that they don't fit in the company. But only 1% of trainees take that offer. It is because Zappos is creating an environment that encourages motivation and builds inclusiveness. The Company addresses the self-actualisation need that employees desire from their work experience. Work is also structured differently in Zappos. For example, there is no limit to the time customer service representatives spend on a phone call. They are encouraged to make personal connections with the individuals on the other end rather than try to get rid of them. Although Zappos has over 1300 employees, they strive to address their needs, such as goals for achievement, affiliation, or simply to enjoy their working environment.

**What would motivate you in your workplace?**

**How would you try to make a positive microclimate in your office?**

For further reading:

<https://positivepsychology.com/motivation-tools-worksheets-activities/>

<https://positivepsychology.com/motivation-theories-psychology/>

<https://www.breathehr.com/en-gb/blog/topic/employee-engagement/what-are-motivation-theories>

[https://saylordotorg.github.io/text\\_organizational-behavior-v1.1/s09-theories-of-motivation.html](https://saylordotorg.github.io/text_organizational-behavior-v1.1/s09-theories-of-motivation.html)

## IO1 - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT4 - Entrepreneurship Training - Innovation Gaming

#### Section 1 - Introduction to Topic

Developed by Luke Hohmann, Innovation Games were originally designed for primary market research. The customers are totally engaged in the creative process, enabling data to be collected directly from customers, prospects, and others.



Grounded in the cognitive sciences and the neurosciences, Innovation Games engage people in a way that frees their brain from their mind-maps and associations, allowing them to freely associate and create new ideas in unfamiliar and valuable ways.



The brain has been well-tooled to think in a particular way, but games can overcome those constraints.

## Section 2 - Four Exercises

### Exercise 1

Game objective:

When things don't go according to plan, there are two ways to change our perspective. One is to ignore what is wrong and focus only on the positive. Although it may lead to a better attitude when the circumstance exceeds your low expectations, this technique still leaves you with the negatives that are causing your cognitive dissonance. Changing your mood is only useful if the circumstance is impossible to improve, which is often not the case. That said, the most beneficial way to really change the course of our lives is to alter the situation.

**Number of Players:** 5 – 8

**Duration of Play:** 1 hour

#### How to Play:

1. Before your meeting, draw a star in the middle of a large poster or whiteboard. In the centre of the star, write the topic you are going to focus on (ex. Project X, Conference, Daily schedule). Around the star, write different aspects of the topic you want to discuss with your team (ex. advertisements, graphics, communication, functions).
2. At the beginning of the meeting, distribute plenty of pens and sticky notes (2 different colours) to your participants.
3. For 5 – 10 minutes, have your players write what they like about the aspects you wrote around the star. Tell them only to write their ideas on one colour of sticky note.
4. Ask players to jot down what they dislike about each aspect for the next 5 – 10 minutes, only writing on the other colour of sticky note.
5. When everyone is done writing their ideas, have each participant present their notes and post them under the respective aspects on the chart. Cluster all of the “likes” and “dislikes”

together to make the results easier to understand.

6. When all of the notes have been posted, collaborate to identify how the ideas can enhance your project. What can be changed? Could you improve your project by simply eliminating any of the “dislikes”? Encourage participants to come up with solutions for the problems they presented.

### Strategy

This game can result in major changes, so make sure that everyone is clear on what alterations are going to be made to eliminate any “dislikes.” Consider assigning specific tasks to people to prevent social loafing and to ensure that the changes will indeed be made.

You can play this game with anybody related to your project. Ask customers what they like/dislike about different aspects of your product or service. Or, collaborate with your key partners to determine if your relationship is going according to plan. This activity is adaptable to your needs and can be customized for any audience.

### Exercise 2

#### Object of Play:

Innovation drives business; without it, companies would remain stationary and get trampled by the competition. Whether altering our products or creating new ones, we thrive on advancements. Scott Sehlhorst, President of Tyner Blain LLC, has illustrated a way of forming fresh ideas that solve customers’ problems by using current or potential inventions in his article “Product Managers & Innovation.” Scott’s strategy inspired the game Innovation Generator, which helps teams identify and address customer needs. The combination of value and invention provides the fuel necessary for innovation.

**Number of Players:** 5 – 8

**Duration of Play:** 1 hour

#### How to Play:

1. Begin by giving your players post-it notes and markers. Draw three columns on a large

white board or poster and label them as follows:

A. Customers'/Prospective Customers' Problems

B. Invention/Value

C. Innovation

2. Ask players to think of problems that customers within your market may have. After they write all their ideas on sticky notes and post them in the first column, discuss what the issues mean for your company.

3. Work as a group to choose five inventions your company has or could create. Write these on post-its of a different colour and put them in the second column. Ask your players to explore the values of these inventions — other than their current purposes — and post their ideas around the invention notes in the second column. Think of how these values can resolve the problems noted in the first section. Doing so ensures that your team's innovations focus on meeting your stakeholders' needs.

4. Finally, collaborate to develop new innovations by combining the inventions with their values from the second column.

### Strategy:

Focus on innovations that address the notes from column one. This will ensure that the exercise leaves you with useful information that responds to customers' needs.

### Exercise 3

#### Object of Play:

Scott Sehlhorst, President of Tyner Blain LLC, has developed an ingenious way to guide the development of your product by identifying your stakeholders. Before laying out a framework of requirements that your product must meet, it is necessary to know your most important users. Doing so allows you to prioritise changes based on what people will actually use and provides you with the opportunity to build loyal customers by addressing their needs. However, this is easier said than done, as many unidentified users are indirectly incorporated

into your sphere of stakeholders through connections with those closest to the system (product). With Customer-Centric – based on Scott’s Onion Diagram in his article “How to Visualize Stakeholder Analysis” — you can peel back the layers of the ecosystem in which your customers operate and uncover those who benefit from the outputs of the system. Play this game to identify stakeholders who can give you the requirements necessary to make your product succeed.

**Number of Players:** 5 – 8

**Duration of Play:** 1 hour

### **How to Play:**

1. Start by giving your players sticky notes and pens. On a large poster or whiteboard, draw four concentric circles and label them as follows:

- Innermost: The product (ex. Pest Control Software)
- 2nd: System – direct stakeholders (ex. Manager)
- 3rd: Containing system – stakeholders of the system, even if they don’t directly interact with it (ex. service technician)
- 4th: Wider Environment – stakeholders outside of the environment (ex. Suppliers, customers)

2. Work as a team to identify people that belong in each area. This requires you to think outside the box (or shall we say circle?), as each user persona will be connected to many others within the ecosystem.

### **Strategy:**

For further organisation, you can draw arrows between personas to identify who communicates with whom; doing so will reveal the tangle of relationships originating from the system and bring attention to distant customers who use the output of the product.

### **Exercise 4**

You can play Merrill Covey Matrix instantly online! Clicking on the picture to the right will



start an “instant play” game at [innovationgames.com](https://innovationgames.com). Here, this image will be used as the “game board.” This chart is organised the same way as the in-person version, and the second cell is highlighted yellow to remind you of its importance. However, instead of post-it notes, there will be two different icons that players can drag onto the chart and describe to represent the tasks:

- Green squares – priority tasks that require attention
- Red square – tasks to minimise/eliminate

All moves can be seen in real-time by each participant, so that everyone can edit the positions and descriptions of the icons. Also, the integrated chat facility allows you and your players to collaborate to form the most efficient to-do list.

**Duration: 1 hour**

**Strategy:**

Delegation is an integral part of time management. Rather than assuming everyone will work together on each item, you must assign tasks in order to prevent social loafing. This way, people will feel more responsible for certain items and will accomplish them more efficiently. Considering how easy it is to neglect the items in the second cell, it is advised to highlight or surround the region with a different colour to portray its significance, as seen in the images above. Set aside time to work on these necessary tasks at the beginning of each week. Avoid creating long, intimidating to-do lists by breaking them down into smaller lists. For example, consider creating a task sheet for each person or a group list for each day or week.

**Key Points:**

While we are all busy working through our to-do lists, we may not be doing so as efficiently as we think. Play Merrill Covey Matrix to identify your tasks’ purpose and value and minimise or eliminate time-wasters. Plan ahead to avoid unproductive busy work and productively accomplish your goal.

**References:** <https://gamestorming.com/tag/innovation-games/>

## Section 3 - Case Study

**Sea Hero Quest** is a VR game that has been designed in a way that could detect signs of Alzheimer's Disease in players. The game has players navigating and controlling a boat through a series of checkpoints to reach their final destination. However, memory comes into play here as the checkpoints are shown on a map that is only revealed to the player at the start of their journey.



After they have observed the points, they have to rely on their memory of where the checkpoints are. The game was developed by a combined team from Geria and several universities across Europe. It allowed the identification of early symptoms of dementia and/or Alzheimer's that conventional medical tests weren't able to detect.



### References:

<https://blog.prototypr.io/gaming-innovation-that-has-real-world-consequences-1b43733792dd>

Game object: When things don't go according to plan, there are two ways to change our perspective. One is to ignore what is wrong and focus only on the positive. Although it may lead to a better attitude when the circumstance exceeds your low expectations, this technique still leaves you with the negatives that are causing your cognitive dissonance. Changing your mood is only useful if the circumstance is impossible to improve, which is often not the case. That said, the most beneficial way to really change the course of our lives is to alter the situation.

## IO1 - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT5 Entrepreneurship Training - Risk-Taking & Intrapreneurship

#### Section 1 - Introduction to the topic

Intrapreneurship is defined as entrepreneurship inside of an existing company. It refers to the new businesses or ventures created within a large or established organization.



Intrapreneurship is the practice of developing a new venture within an existing organization, to exploit a new opportunity and create economic value. Intrapreneurship helps managers to renew and revitalize their businesses, to innovate, and to enhance their overall business performance.

The intrapreneur undertakes to manage, and take the risks of a business model. In our time, an intrapreneur is interested in research and development and characterized as an innovation hunter who aggressively seeks for opportunities; transforms those opportunities into concrete marketable ideas; creates value-added; makes maximum efforts, assesses and undertakes the relevant risks to apply those ideas; and gathers the crops at harvest time.

The consequences of risks related to knowledge might be subtle in the beginning but in the end their devastating effects are reflected in financial results.

Knowledge risk is defined as a likelihood of any loss from an event connected with the identification, storage or protection of knowledge that may decrease the operational or strategic benefit of any party involved in the network.

## Section 2

<p><b>Exercise 1 – Success stories for young entrepreneurs</b></p>	<p><b>Resources</b></p>
<p>Form small groups of 3-4 people. Review 2 of the success stories of young entrepreneurs.</p> <p>Take notes in response to the questions under the link. Discuss your views with others in the group. (20min)</p> <p>Choose a spokesperson of the group to share the group's views with everyone.</p> <ol style="list-style-type: none"> <li>1. The groups explain to each other what the success story of the young man.</li> <li>2. What skills and abilities do you think were needed by this young person to succeed?</li> <li>3. What was the "big entrepreneurial idea"?</li> <li>4. How did this young person manage to be competitive with their idea and business?</li> <li>5. Has this person taken risks? (If "yes," what risks? If "no," explain why do you think so?) (40min)</li> </ol>	<p>Group 1: <a href="#">story 1</a> <a href="#">story 2</a></p> <p>Group 2: <a href="#">story 1</a> <a href="#">story 2</a></p> <p>Group 3: <a href="#">story 1</a> <a href="#">story 2</a></p> <p>Group 4: <a href="#">story 1</a> <a href="#">story 2</a></p>
<p><b>Trainer Tips</b></p>	
<p>At the end of the stories discussed, ask everyone to think about themselves and which story they find most relatable.</p> <p>Focus on one story per group per session. If you use both stories, it might take too long. The second story might be given for self-learning activity or further sessions.</p>	<p>Whole activity takes 60 minutes</p>

<p><b>Exercise 2 – Recruitment</b></p>	<p><b>Resources</b></p>
<p>You are an aspiring director looking for new employees. There are several candidates scheduled to be interviewed and you are reviewing the candidates.</p> <p>You only have photos of the candidates and you form a first impression. Review the candidate photos and write your opinion in the table for each candidate you see. (20min)</p>	<p>Whiteboard.</p> <p>Pictures of young people</p>
<p><b>Trainer Tips</b></p>	
<p>Make a table on whiteboard and divide it into 5 columns and several rows (depending on how many candidates you decide to present to learners). Each column should contain a question:</p> <p><b>Column 1: Candidate</b></p> <p><b>Column 2: Would you hire him/her?</b></p> <p><b>Column 3: Why yes/ why no?</b></p> <p><b>Column 4: What position do you see him/her in?</b></p> <p><b>Column 5: Would you advise it to change something if you hire him?</b></p> <p>Give learners time to look carefully at the candidates' photos and to think about how they would proceed. (20min)</p> <p>After learners wrote their opinion in the table, discuss in the group the risks of making the wrong choice. (20 min)</p>	<p>This activity takes 40 minutes</p>

## Section 3 – Case Study of Good Practice

### SOCIAL INNOVATION RELATED TO SOCIAL INCLUSION

Ice Open Ltd. is a social enterprise registered in Bulgaria with the main activities of chocolate production and sports event management. Since its inception, the company has supported and employed people with various types of disabilities and run charity campaigns.



Stanimira Chocolate House is chocolate brand, well known in Bulgaria.

The Pleven Friendship Marathon and the 1000 Balkan Charity Challenge are charity sporting events that Ice Open Ltd has organised over the last 7 years.



The mission of the social enterprise is to provide sustainable employment for people from vulnerable groups in the social economy

In 2021, the Ministry of Labour and Social Policy awarded 11 social enterprises in the competition for the Annual National Social Innovation Award, which was held for the seventh time on 17 December 2021. Ice - Open Ltd with the social enterprise chocolate house "Stanimira" was the winner in the category "Social innovation related to social inclusion".

References: <https://eyesopen-bg.com/>

## IO1 Example - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT6 - Entrepreneurship Training Financial Literacy, Planning and Management

#### Section 1 – Introduction

Managing financials is an essential activity to keep any business running well. This is not only involving planning and management of money and cash flow but, most of all, planning and the need of resources and assets of an enterprise and ensuring they are effectively used.



In this module, we will teach you how to estimate, plan and chase the resources to run the actual and the next future business. This activity is sometimes underestimated, particularly in smaller enterprises, whose managers are too focused on “here-and-now” perspective, thus losing the big picture.

A good financial management will allow your enterprise to avoid and prevent any shortage of resources and to let you run your business smoothly. We will provide not only theory but also real cases, which could give you a realistic perspective of this fundamental activity.

The method of PDCA will be the basic tool for our module:

- P – Plan: making a good plan is the first step of a good management
- D – Do: implementing your plan and respecting the milestones
- C – Check: follow-up your achievements and analyze any mismatch
- A – Act: take proper countermeasures to keep your plan back on track

## Section 2 – Exercises

Exercise 1 – PDCA Resources	Resources
<p>The audience is divided into teams of 5 members each. Each team has one “giver” + four “receivers”, one for each card suit:</p> <ul style="list-style-type: none"> <li>• each card has a “value” – ace is 1, two is 2, ... king is 10</li> <li>• the cards are backside up (no one can see which card is the next)</li> <li>• the giver decides to which receiver the next card will be given, before showing it</li> <li>• the goal is that when the distribution is over, all receivers should have an even amount of “value”</li> </ul> <p>This exercise is made up of four steps:</p> <ol style="list-style-type: none"> <li>a) each team decides how to organize the distribution and which rules their giver has to follow</li> <li>b) first distribution</li> <li>c) reflection on the results – even / uneven distribution and how to improve it</li> <li>d) second distribution</li> </ol> <p>At the end, all groups share their experience and their impressions, tutored by the trainer</p>	<p>Decks of poker cards (44 cards)</p>
<h3>Trainer Tips</h3>	
<p>your participants into small groups of 5 participants: one giver + four receivers</p>	<p>10 minutes</p>
<p>Each team has to discuss how to organize the distribution of cards</p>	<p>10 minutes</p>
<p>When the trainer says “go”, every giver starts distributing the entire deck of cards to each receiver</p>	<p>5 minutes</p>



When the distribution has ended, every team has to check how even / uneven their distribution has been and decide how to make it better	20 minutes
When each team has finalized their “countermeasures”, each deck is mixed and a new distribution starts	5 minutes
At the end, a wrap-up among all teams is driven by the trainers	10 minutes

Exercise 2 – Office refurbishment	Resources
<p><b>CASE 1</b></p> <p>Each team has to develop its plan to refurbish an old office, considering the following activities, listed up in alphabetical order:</p> <ul style="list-style-type: none"> <li>● ceiling and floor refurbishment / repairing, € 1.000, 2 weeks</li> <li>● electrical installation, € 1.000, 2 weeks</li> <li>● heating system installation, € 3.000, 2 weeks</li> <li>● new furniture installation, € 5.000, 2 weeks</li> <li>● old furniture disposal, € 500, 1 week</li> <li>● walls painting, € 1.000, 2 weeks</li> <li>● walls refurbishment / repairing, € 1.000, 2 weeks</li> <li>● water pipeline installation, € 2.000, 1 month</li> </ul> <p>Every team has to develop an activity plan and evaluate:</p> <ol style="list-style-type: none"> <li>a) how long the whole activity will take</li> <li>b) a financial plan – how much, by when</li> </ol> <p>After completing the exercise, there has to be a discussion among all the teams to analyse pros and cons of each plan.</p> <p><b>CASE 2</b></p> <p>What if the water pipeline has to be repaired after installed?</p>	<p>Papers, pencils with different colours</p>

## Trainer Tips

Split a large group into smaller groups of 3 or 4 participants

5 minutes

Explain the contents and the aims of this exercise

5 minutes

When the trainer says “go”, every team develops its own activity plan and financial plan

20 minutes

Wrap up – each teams explains its outputs and all other give feedback and advice

20 minutes

Repeat the activity all together (not split into teams) for CASE 2 and comment on any step agreed upon

10 minutes

## Section 3 - Case Study

A company in the alternative energy field ran a production under engineering, procurement, and construction (EPC) contracts in Russia. The company's financial management was centralized at the headquarters, while in Russia only operational staff was present. The lack of developed financial controlling functions in Russia created obstacles for the headquarters concerning the receipt of operational financial data and reliable projections on its activities in Russia.



The company worked with significant budgets and fixed revenues, while processes were to be performed dynamically and therefore required flexibility and quick responses. Accordingly, budgets required continuous monitoring and were to be periodically adjusted during the duration of the project.

Revenues from business operations in Russia were in a foreign currency but paid in Rubles, as were most supplier contracts. Due to this, potentially high differences in foreign exchange (FX) rates could have had an impact on profits. Significant turnover and balances on bank accounts during the projects required effective cash management. In short, the company required well-arranged financial management and project controlling, including a reduction of potential losses caused by FX.

SCHNEIDER GROUP proposed a complex solution for financial management, including project controlling, cash management (weekly cash flow), natural hedging of currency risks, and current accounting outsourcing. They performed local financial management on a regular basis with necessary financial analysis, cash management, and monitoring of the current position, including relevant advice for further decisions.



The required financial information and **RESULT** - regular status updates on financial projects, including operational reports that were available when needed, provided a good basis for further decision making and enabled the client to take effective measures and respond accordingly.

Careful and professional planning, financial advice, and forecasts for VAT, profit tax and other obligatory payments allowed all business processes and financial results to be planned.

## IO1 - ACE Youth Creative Sector Entrepreneurship Curriculum

### ENT7 - Entrepreneurship Training - Sustainable Thinking

#### Section 1 - Introduction to Topic

Almost eight billion people live on Earth today. Over half of us live and work in cities.

To make life more comfortable and wealthier, society has created an approach called sustainable management. This will lead to a positive future for the climate, the planet, organisations and - your life.



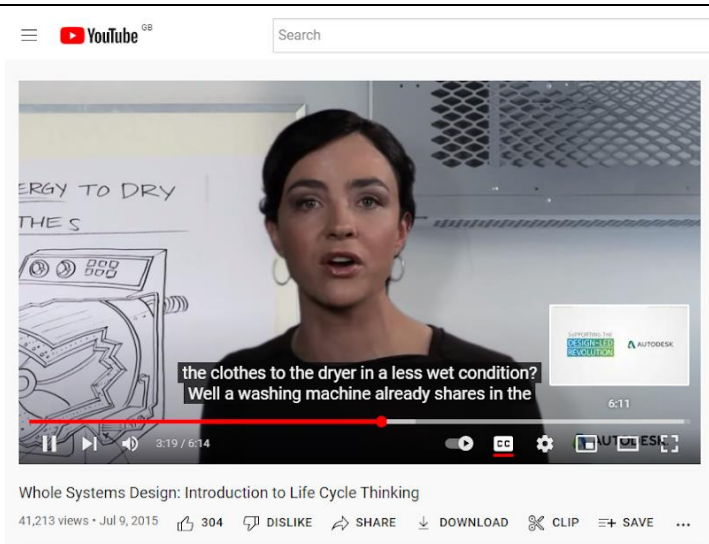
But of course, it starts with sustainability in thinking, which is “a capacity to engage effectively with social, environmental and economic change and challenges in the contemporary world. These include, for example: climate change; food and water security; human and labour rights”.

#### Section 2

Exercise 1 – Tree of Perspective	Resources
<p>Draw a tree on the flipchart paper.</p> <p>Provide every participant with sticky notes of three colours and ask the young people to reflect on your business idea for about (10 min).</p>	<p>Flipchart, colourful sticky notes, pens, etc.</p>

<p>Let them answer the following questions themselves :</p> <ul style="list-style-type: none"> <li>• Is your product eco-friendly? (If not - how can it become so?)</li> <li>• How does your product help other people?</li> <li>• What additional value does it have?</li> <li>• What should be improved urgently?</li> <li>• What is the prospective goal of the product?</li> </ul> <p>Feel free to add your own questions also.</p> <p>After that, ask them to write on one of the coloured sticky notes and state what things <b>have to be improved in</b> the product to become more sustainable in general?</p> <p>Put these notes onto the roots of the tree.</p> <p>We do not call them disadvantages or threats; we call them opportunities! (10 min)</p> <p>The second colour stands for reality - Here we included only facts. Why do you think your product or business management is sustainable already?</p> <p>These notes can go onto the tree trunk (10 min).</p> <p>The third colour - is the colour of your ideal product. (10 min)</p> <p>Through the open floor discussion, reflect all together on the picture you have.</p>	
<p><b>Trainer Tips</b></p>	
<p>If the group members do not know each other it is recommended to conduct a short ice-breaker before holding this activity.</p> <p>Facilitate the process of reflection so that participants can understand the purpose of this activity is to arrange their way of thinking in a sustainable manner.</p>	<p>This activity lasts 1 hour.</p>

Exercise 2 – System Mapping	Resources
<p>System mapping is an excellent method to boost your team’s thinking towards being <b>concrete and actionable</b>.</p> <p>Within this exercise, you will ask and support your learners to create their own system map of a product.</p> <p>Brainstorm solutions on a system map for more thorough and radical ideas within the team.</p> <p>Ask every participant to choose the winning ideas based on one’s preferences; to set priorities based on life cycle assessment (or another quantitative metric) and your business strategy.</p> <p>Give every participant/group of participants (if they represent the same product) flipchart paper; switch on the lounge music; tell them that they have 1 hour to work calmly on their own system mapping.</p> <p>One hour later, participants will present their maps.</p>	<p>Pleasant lounge music, flipchart paper for every participant / group of participants (if they represent the same product), pencils, markers, etc.</p>
<p><b>Trainer Tips</b></p>	
<p><b>Systems thinking</b> can make your product more sustainable while meeting users’ needs.</p> <p>Video about system mapping will help you to understand the idea of this on-the-job workshop:</p>	<p>This activity will take up to 2 hours.</p>



Link - <https://www.youtube.com/watch?v=7mC9xaJC2dQ&t=198s>

Brainstorming is an integral part of the working process. You will be surprised how many promising approaches are hiding in the participants' heads. Encourage participants to express their ideas

Exercise 3 – Tinker Toy Challenge	Resources
<p>Your colleagues are split into groups of 5 or 6. The task is to plan and build the tallest standing structure with the tinker toys.</p> <p>Firstly, every group has 10 minutes to discuss and plan. The objects can be manipulated. However, team members cannot start building or writing down a strategy during this phase.</p> <p>After that, every group has five minutes to build the structure with their team, but they are unable to give each other verbal cues (gestures are allowed).</p> <p>When the challenge is over, ask the participants to debrief: what worked for their group, what role each person took, and how they felt during the various phases.</p>	Tinker toys
<p><b>Trainer Tips</b></p>	
<p>“If you have an idea and I have an idea, and we exchange these ideas, then each of us will have two ideas”, - the Silicon Valley International School teacher, Phillippe Dietz, <a href="#">stated</a>.</p> <p>This will help to understand the activity approach better.</p>	1 hour



## Section 3 - Case Study

Leaders of sustainability Levi's & Co.

Sustainability is not only something touchable, it's our thoughts. Buddhists say 'clean your mind'. It definitely has a relation with sustainability. Levi as a brand is a perfect case study for business success. Is there an emblem of sustainable denim fashion that can be more recognised than Levi's?



Levi Strauss & Co.'s track record on sustainability has shown that prioritising environmental and social performance supports long-term financial success.

The company got a patent in 1873. Sales took a significant turn during the California gold rush. The demand for their products became too great for the company as they were still operating from a room in a small factory managed by Davis on Fremont Street. That is why, after 4 years of operating, the factory decided to expand. In 1886, they used the "two-horse" leather patch to symbolise the strength of the Levi clothing, and till today, the company continues to grow its significance.

Imagine, the company cares about sustainability without even knowing the meaning. The founders of Levi's & Co, were both representatives of jewish refugee families, and have been donating towards religious, educational development, and social purposes.



In the last fifteen years, global clothing consumption has doubled. And Levi Strauss & Co. has been a significant force behind sustainable fashion—producing wear that can last for years. For the last four financial quarters, Levi's has kept increasing sales beating the analysts' expectations each time. In the last two years, it has started encouraging customers, through a global ['Buy Better, Wear Longer' marketing campaign](#), to be more intentional about their clothing choices by buying fewer, but more durable items.

Levi's Jeans symbolise this idea, proving to be one of the most rugged wears that can last for an extended period. However, the company did not stop at that; nowadays, they are concerned

about making denim sustainable, according to its vice president - Paul Dillinger.

They also launched the health, labour, and safety standards for workers. They implemented the shorter workweek system and ensured that they didn't lay off any employees. They also have full medical support for domestic partners and employees. While other global companies follow a fast fashion context, Levi's has chosen another way - and it makes them different!

Another significant thing about Levi's products is that they have a 'care tag' to remind consumers to reduce their impact on the planet when washing and drying their clothes. It was the first brand to implement the environmental requirement in their factory, among many others. They did a life cycle assessment of their products and discovered new ways to reduce the brand's ecological footprint.

Some brands tend to forget how they started and what brought them the limelight. Some even compromise on quality as they get bigger to sell to more people at a minimised production cost. For Levi's, this isn't the case.



ŽINIŲ KODAS



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