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The ERASMUS+ Programme

„Stop being couch potatoes! Developing social
and entrepreneurial skills for NEETS"

Project number 2018-1-SK-01-KA204-046335

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Workshop scenario

General information about the workshop

Developing entrepreneurial skills for vulnerable young people

Name of Social Competence	Entrepreneurship
Name of the workshop	Developing entrepreneurial skills for vulnerable young people
Learning Objectives	• Increase the spirit of initiative and problem-solving skills among NEET young people
Duration	7 hours
Didactic materials needed	• Flip-chart papers, post-its, markers, office pins.
Innovative approach	Participant-oriented and experiential approach using empowerment techniques and creating a safe space for learning.
Learning results/outcomes	• Participants learn how to identify and correctly frame problems, as well as the steps for solving those problems; • Participants are encouraged to think creatively in order to solve problems; • Participants learn how to work together to identify common solutions, make decisions in a group, present in the plenary their conclusions; • Participants have an increased spirit of initiative and entrepreneurship;
Attachments listed	

Agenda of the workshop

1. Welcome and getting to know each other (1 interactive exercise for learning the names of the participants, 2 interactive teambuilding exercises) – 45 min
2. Setting the expectations/fears/contributions and the ground rules and values of the group – 30 min
3. Egg Drop – The group is split into smaller teams of maximum 5 people and their challenge is to build a nest which can keep an egg which is thrown from 2 meters above from breaking. (1 hour)
4. The Problem-Solving Matrix – Learning the steps of solving a problem and identifying creative solutions for it (45 min)
5. Hurson's Productive Thinking Model – Learning and applying on an hyphotethical problem a model for creative problem-solving (45 min)
6. The Pin Exercise – The group is split in small teams and are tasked to identify 50 uses for a simple office pin. (30 min)
7. From Problems to Solutions – The group shares about social//economical/community problems they care about and post them on a wall. Each participant then writes down as many solutions as possible for any of the problems posted on the wall, on individual post-its. All participants move to the problems that they care about from the wall and in the teams that are now formed they analyze all the solutions and try to identify together the most viable one. For that solution the group plans for what needs to happen, who would need to be involved, what resources would be needed to put the solution in practice. Finally, each group presents and debriefs their solutions in the plenary. (1,5 hours)
8. Reflection of the day and evaluation of the workshop (30 min)

Description of the activities

Activity 1	Welcome and getting to know each other
Didactic materials needed	• Colored paper, markers, chairs, rope
Type of activity	- 1 name game; - 2 team building exercises;

Description

Goals:
- Creating a safe space for the participants;
- Minimal team building atmosphere;

The facilitator starts with a name game, in order to make it easier for the group to remember who is in the room, as follows:
1. Each participant says his name and the history of their name or a story connected to it.
2. After they finish sharing with the group, they write their name on a piece of paper and stick it on their tshirt.

Once the exercise is finished, the facilitator chooses 2 team building activities which he/she thinks are suitable for the group, taking into consideration the specific sensitivities of the target-group. These exercises should be fun, but also not infringe on the personal boundaries of the participants.

Results:

- Participants feel safer with each other and a learning environment is being created;
- Participants know each other a bit better and can start creating new relationships;

Activity 2	Expectations and rules
Didactic materials needed	● Post-its
Type of activity	- Individual work - Reflection in groups;

Description

Goals:

- Explore the expectations, contributions and fears of the participants while trying to adapt the session content to address those needs;
- Creating a safe space for all participants through clear rules and values;

The facilitator hands out 3 post-its of different colours, representing expectations, contributions and fears. Each participant is asked to write individually on each post-it and when they finish they will stick the post-its on a specially designated space on a wall. The facilitator can further enhance the experience by creating a story around the wall, for example drawing a boat or a tree (e.g the contributions are the roots of the tree, the expectations the leafs, the fears the wind).

When all participants have finished, the facilitator starts reading from the post-its without trying to identify the people who wrote them, creating a group feeling. When necessary, the facilitator will explain how the expectations and fears are being considered or solved.

Moving onwards, the facilitator splits the group in smaller teams and for max 10 minutes they each have to present in the plenary the answer to the question "What rules do we need to make this workshop work for us?".

If he/she chooses, the facilitator can also prepare a list of minimal rules to be presented to the plenary.

The group decides (without voting) on the applicable rules.

Results:
- Participants feel safer with each other and with the facilitator;
- A learning environment is being created and strengthened;

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Activity 3	Egg Drop
Didactic materials needed	• Eggs, paper, carton, straw, markers, chairs, space, cleaning materials
Type of activity	Small groups work

Description

Goals:
- Identify challenges in solving problems in a group;
- Create a sense of competition;
- Get the participants out of their comfort zones;

The group is split into smaller teams of maximum 5 people and their challenge is to build a nest which can keep an egg which is thrown from 2 meters above from breaking. For 30 minutes each team has time to build the nests using any materials provided. When all groups have finished, the facilitator goes up on a chair and throws an egg into each nest. The team has achieved their goal if the egg does not break.
In the last 15 minutes the facilitator organises a debriefing in the plenary, focusing on how the groups made their internal decisions, how the participants felt in the group and when the egg was dropped, what they think they should have done differently.

Results:
- Participants are more aware of the nature of problem-solving in groups;
- Participants feel more engaged to continue the workshop;

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Activity 4	Problem-Solving Matrix
Didactic materials needed	● Flip-chart paper
Type of activity	Presentation and exercise

Description

Goals:
- Offer participants theoretical background for problem-solving;

Participants are introduced to the problem-solving matrix:

Problem:	Name:	Date:

1. Problem (What happened?)	3. Cause (Why did it happen?)
	4. Improve (How do we keep it from happening?)
2. Goal (What should happen?)	
	5. Check (How will we know if it worked?)

Each participants will use the matrix for a very simple problem in order to understand how it can be used.

Results:
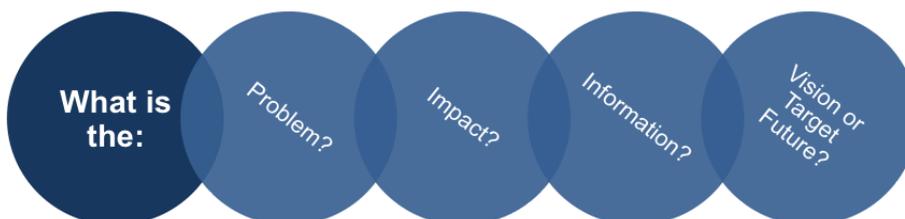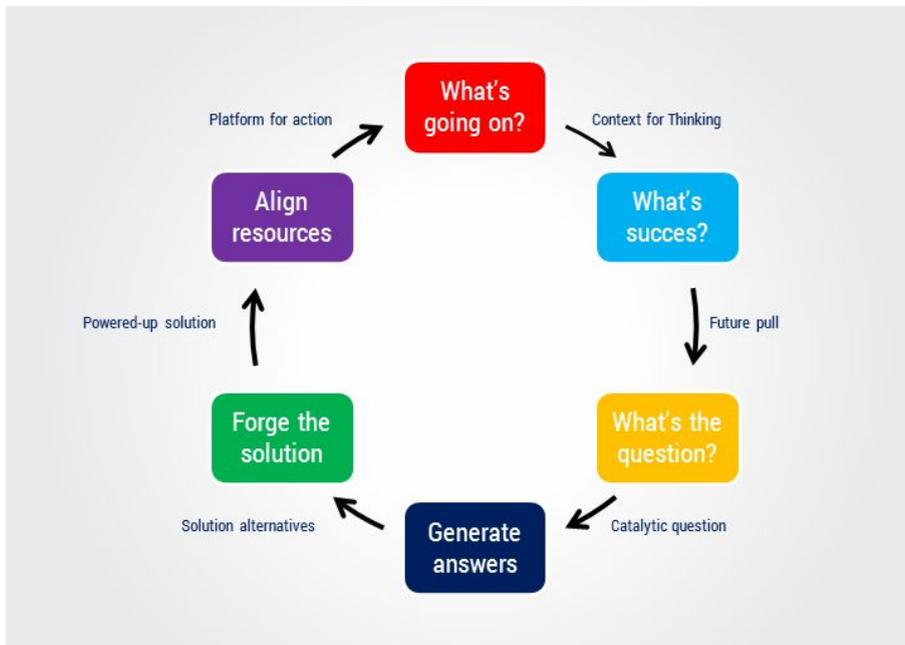- Participants have a practical tool that they can use when analysing problems;

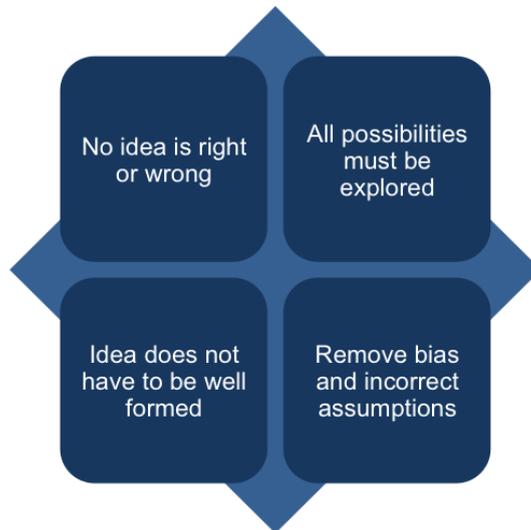| Activity 5	Hurson's Productive Thinking Model
Didactic materials needed	● Flip-chart paper, A4 paper
Type of activity	Individual work, group work

Description

Goals:
- Introduce participants to a specific problem-solving model;
- Develop problem-solving skills;

Participants are introduced the Hurson's Productive Thinking Model and asked to apply it to a very simple problem:

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No idea is right or wrong

All possibilities must be explored

Idea does not have to be well formed

Remove bias and incorrect assumptions

Results: Participants have a practical tool that they can use when analysing problems;

Activity 6	Pin Exercise
Didactic materials needed	• Office pins, paper
Type of activity	Small groups work

Description

Goals:
- Encourage creative thinking;
- Develop the antrepreneurial spirit of the participants;

The group is split in small teams of maximum 5 participants. Each group is tasked to identify at least 50 uses for an office pin, being encouraged to be as creative and entrepreneurial as possible. After 15 minutes, the groups shares in the plenary their ideas.

Result: Participants are inspired and have a stronger sense of entrepreneurship and what is possible to do from simple things;

Activity 7	From Problems to Solutions
Didactic materials needed	• Post-its, paper
Type of activity	Individual work, small groups work, plenary work

Description

Goals:
-   Develop problem-solving skills;
-   Create connections between real-world problems and potential solutions;

The group shares about social//economical/community problems they care about and post them on a wall. Each participant then writes down as many solutions as possible for any of the problems posted on the wall, on individual post-its. All participants move to the problems that they care about from the wall and in the teams that are now formed they analyze all the solutions and try to identify together the most viable one. For that solution the group plans for what needs to happen, who would need to be involved, what resources would be needed to put the solution in practice. Finally, each group presents and debriefs their solutions in the plenary.

Results:
-   Participants are more motivated to solve problems in their community;
-   Participants understand better how problems should be analysed and what works and what doesn't;

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Activity 8	**Reflection and evaluation**
Didactic materials needed	● Dixit cards
Type of activity	Group work

Description

Goals:
- Assess learning of the participants;
- Offer closure for the learning session;

Participants are asked to pick a Dixit card which represents their feelings and learning of the day, after which they each share in the group 3 things that they learned today and if there is any highlight or a thing that they would change.

Results:
- Positive closing atmosphere is created;
- Participants leave the workshop more motivated;
- Participants reflect on their own learning process;