



IO3: YOUTH WORKER'S TOOLBOX

Guidance for using the YEAP! Toolkit

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Acknowledgments and Disclaimer

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Further information about the project and the above partners is available at: <https://yeap-project.eu/en/the-project/partners.html>



Introduction

The Youth Entrepreneurship Adult Pathway (YEAP!) project aims to promote entrepreneurship education and social entrepreneurship among young people by developing a set of learning materials that will support trainers and youth workers to develop and assess young people's entrepreneurial skills.

This document is the outcome of Intellectual Output 3 of the project, which has developed a specially designed toolbox of learning resources for youth workers to use in coaching young entrepreneurs and students outside the classroom to facilitate their transition into the labour market through start-up as self-employed or as an entrepreneurial business.

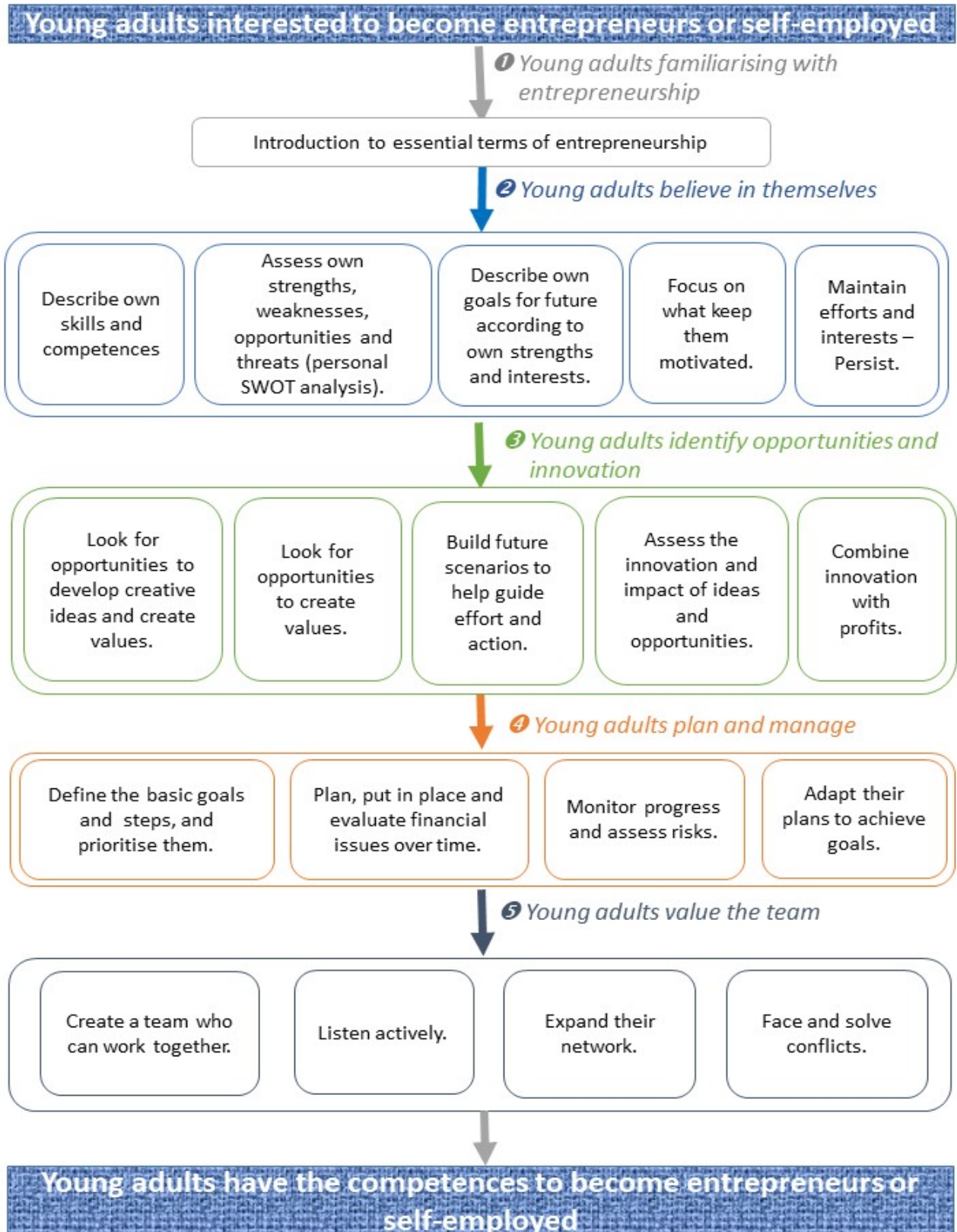
The Toolkit has been assembled and edited by Rinova, and is available through the links in this document. Five project partners from Greece, Cyprus, the UK and Finland have contributed materials and content, which therefore provides intercultural and international perspectives on entrepreneurial skills. This guidance pack, compiled by Rinova, accompanies the learning tools and gives information and tips for trainers on how to apply them in practice.

The toolkit guidance pack is arranged according to the Five Steps in the YEAP Flexible Learning Pathway, and therefore provides the necessary information for trainers to support young people through all stages of setting up a business. Many of the Tools are holistic and will be relevant for young people's learning across several steps of the pathway, as indicated.

A Matrix is available which maps the Tools against each module in the Pathway, so that trainers and mentors can pick from a range of relevant tools for each module and plan use of the Tools across the Pathway.



YEAP! Flexible Learning Pathway



Step One: Young adults familiarising with entrepreneurship

Introduction to essential terms of entrepreneurship.

| Tool 1: Display your ideas | |
|---------------------------------------|--|
| DURATION | 2 hours |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input checked="" type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>In this brainstorming exercise the learners learn to come up with ideas separately and then together as a large group. The brainstorming technique helps those who are more comfortable in smaller groups to contribute while still taking advantage of large group creativity and brainstorming.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences • Sense of initiative and entrepreneurship • Learning to learn |
| PREPARATION FOR USING THE TOOL | Have a print out and the materials of the tool ready |
| IMPLEMENTATION OF THE TOOL | <p>Ask the group to consider a common problem to solve or assign a problem for the purpose of this exercise.</p> <p>Divide the learners to groups of 4 or 5.</p> <p>Assign an area of the wall or a panel to each group and provide the necessary materials.</p> |

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| | <p>Ask each group to brainstorm on the problem and then display their ideas on their walls. Their aim should be to "sell" their ideas to other groups so there is an element of presentation skills required as well in this exercise. The end result can look much like a poster session in a conference, though without the polish and style as there is not a lot of time for that in this exercise.</p> <p>Allocate 45 minutes for this stage.</p> <p>After the allocated time, ask each group to visit all the displays created by other groups one at a time and evaluate them. They should take notes so they can be prepared for the discussion stage.</p> <p>Allocate 30 minutes for this part.</p> <p>Bring back everyone together and follow with a classic round table brainstorming session. Ask groups to vote for the ideas they like the most or if they think a combination of several ideas is the way forward.</p> <p>Allow 45 minutes for this final brainstorming between all groups.</p> <p>Follow with a discussion.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>The specific tool can be assessed using a questionnaire to be completed by all participants, who will provide feedback on the overall effectiveness of the specific tool.</p> <p>The discussions that will take place will also allow for the exchange of ideas between the participants and trainers and the provision of feedback by all learners and trainers.</p> <p>Ideally, you need to physically separate the groups so each can come up with their own ideas without overhearing other groups or seeing their results too early.</p> |
| <p>MATERIALS for implementing the Tool</p> | <p>Materials such as large papers, pens, pins, magnets, etc. so groups can place their ideas on their allocated walls.</p> |
| <p>EQUIPMENT AND FACILITIES</p> | <p>A safe space where the young adult is comfortable to meet, with a large wall and a whiteboard or a series of panels to allow each group to brainstorming and present their ideas by displaying it on their respective walls.</p> |
| <p>TOOLS ANNEXED</p> | <p>Toolbox Handouts: 4.19 Hand-out 3.4.5</p> |



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| | Handout for participants: https://docs.google.com/document/d/1qzMNMyOgouR6Rfh56R5MVCblyh3kFvRq4ijDqNQ7E24/edit?usp=sharing |
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| Tool 2: Elevator pitch | |
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| DURATION | 1 hour |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input checked="" type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool will help participants to formulate a clear and concise explanation of why their project or feature exists. So concise, in fact, that they could explain it during the course of an elevator ride.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Sense of initiative and entrepreneurship • Learning to learn |
| PREPARATION FOR USING THE TOOL | Have a printout and the materials of the tool ready |
| IMPLEMENTATION OF THE TOOL | <p>Introduce the elevator pitch template:</p> <p>“For [TARGET CUSTOMER TYPE] who want to [NEED / DESIRE], [PRODUCT / FEATURE] is a [MARKET CATEGORY] that [KEY BENEFIT]”</p> <p>Remind the participants that their goal is to come up with a snappy one-liner describing the work they are doing and the problem they are solving and that it is not the same as a vision. It's narrower than that. The elevator pitch is a way to articulate what's valuable to customers</p> |



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| | <p>about the product or service, in contrast to anything else that might be on offer.</p> <p>Hand out sticky notes and pens or markers and make participants work individually (or in pairs, for groups larger than eight), and fill in the blanks in the template using a sticky note for each blank.</p> <p>Challenge participants to dig deeper to understand each area and discuss the phrases that resonate the strongest. Make sure everyone understands the difference between (product) features, market categories, and benefits, so they can express their unique value proposition of their product or service. Within "key benefit", make participants consider what measurable value they deliver to customers and their organization.</p> <p>Take turns and have each team member (or group) to deliver their pitch.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>If participants are struggling to reach consensus, ask them to consider:</p> <p>What would happen if your product, project or feature didn't exist? What do you do that others don't?</p> <p>What would we lose without this product, project or feature?</p> <p>Who would suffer or be affected? Who are your users or customers?</p> <p>Apart from "what" your team is doing answer the "who" (who is your customer?) and the "why" (why does your team or project exist?).</p> <p>The sentence itself may need to be adjusted slightly in order to work for what is being discussed in a specific session.</p> |
| <p>MATERIALS for implementing the Tool</p> | <ul style="list-style-type: none"> • Sticky notes • Markers • Whiteboard or wall to stick notes on • Timer |
| <p>EQUIPMENT AND FACILITIES</p> | <p>A safe space where the young adult is comfortable to meet</p> |
| <p>TOOLS ANNEXED</p> | <p>Handout for participants: https://drive.google.com/file/d/1ZHfok8QRmHWft1iffcENXB5mdex9IUG/view?usp=sharing</p> |



Tool 3: Model of development of entrepreneurial qualities

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| DURATION | 60 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input checked="" type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The tool aims to develop the following competences:</p> <p>Entrepreneurship competence, awareness about entrepreneurship, economy, competence in economy, personal, social and learning to learn competence</p> |
| PREPARATION FOR USING THE TOOL | Prepare PPT, doc, print document with exercises |
| IMPLEMENTATION OF THE TOOL | <p>Explain in a step-wise form how to implement/apply the tool</p> <ol style="list-style-type: none"> 1. Introduce the theoretical part of the material to students 2. Involve students in exercises 3. Give students' homework 4. Discuss results from homework at the next class |
| TIPS FOR THE TRAINER | Be open for discussion, questions, be more general at the beginning and more specific later during exercises, allow students to ask questions at any time of the presentation, encourage active participation of all the students. |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Notebook • List with exercises • PPT |



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| EQUIPMENT AND FACILITIES | PCs , smartphones, chairs, tables, open space, training room, projector, screen. |
| TOOLS ANNEXED | TOOLS: Handout Annex 1.1 Click here to view |



Step Two: Young adults believe in themselves

Describe own skills and competencies

| Tool 1: My first job | |
|---------------------------------------|--|
| DURATION | <p>1 hrs. and 25 minutes</p> <p>10 minutes are required for the trainer to explain the exercise.</p> <p>45 minutes are needed to carry out the activity.</p> <p>30 minutes are required for participants (learners) to provide feedback on the tool and activity.</p> |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>Help the learners speak easier in a group and open up, while the ultimate goal is for each person to guess who had a particular first job.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue |
| PREPARATION FOR USING THE TOOL | <p>Have a print out and the materials of the tool ready</p> |
| IMPLEMENTATION OF THE TOOL | <p>In this activity, the learners all get to know each other better by learning about their first jobs. The question is not too intrusive and most people are happy and sometimes excited to talk about their first job as it reminds them of how far they have come. It also allows the learners to engage in a conversation with each other using the first job as an initial point in order to get to know each other better.</p> |



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| | <p>Give one blank card to each person.</p> <p>Ask the learners to write their first job on the card. You, the trainer, should also do the same too.</p> <p>Ask them to fold the cards.</p> <p>Collect all the cards including yours and shuffle them.</p> <p>Now read through each card one at a time. Let the group guess who had that first job. Once guessed successfully allow a one-minute conversation as that person explains what he did or recalls the experience for the group.</p> <p>Move on to another card and continue until all cards are covered.</p> <p>As you go through this exercise, the guessing game becomes easier as less people are left to choose from. This is why you also need to include yours so that there is still a choice to be made for the last learner.</p> |
| TIPS FOR THE TRAINER | <p>The specific tool can be assessed using a questionnaire to be completed by all participants, who will provide feedback on the overall effectiveness of the specific tool.</p> <p>Assessment can also take place in the group through group discussion and provision of feedback between the participants. A questionnaire can also be used to evaluate the overall group settings and outcome of the exercise.</p> |
| MATERIALS for implementing the Tool | <p>This activity requires blank cards.</p> |
| EQUIPMENT AND FACILITIES | <p>A safe space where the young adult is comfortable to meet.</p> |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.5 Hand-out 3.2.13</p> <p>Handout: https://docs.google.com/document/d/1HLH1goJPj2uSg5DzMDvQ9rkXe_juSWINrrDStD2Ns/edit?usp=sharing</p> |



Assess own strengths, weaknesses, opportunities and threats (personal SWOT)

| Tool 2: Create your own CV | |
|---------------------------------------|--|
| DURATION | 2 hours |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>Help the learners to become acquainted with how to create their own CV and put their knowledge, skills and competences most effectively on their CV.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Learning to learn • Communication in the mother tongue |
| PREPARATION FOR USING THE TOOL | Have a printout and the materials of the tool ready. |
| IMPLEMENTATION OF THE TOOL | Each learner will be expected to develop their own CV, which will be summarizing their knowledge, skills and competences on a maximum 2 pages in total. The CV will be completed using an online tool to which the learners will be expected to input their knowledge, skills and competences. The tool, however, will enable them to input their informally acquired skills and competences (soft skills) and focuses on such skills and competences for which the learner has not already acquired a formal education. |
| TIPS FOR THE TRAINER | The specific tool can be assessed using a questionnaire to be completed by all participants, who will provide feedback on the overall effectiveness of the specific tool. |



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| | Assessment can also take place in the group through group discussion and provision of feedback between the participants. A questionnaire can also be used to evaluate the overall group settings and outcome of the exercise. |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet. This activity requires the learner to use a computer and have an internet connection to access the online CV tool. |
| TOOLS ANNEXED | Toolbox Handouts: 4.4 Hand-out 3.2.12 Handout: https://docs.google.com/document/d/1gQhfmNqChwHuHALmgxYGSleMirT7CHmlzQtLNR-qQv4/edit?usp=sharing |

| Tool 3: SWOT analysis game | |
|---------------------------------------|---|
| DURATION | 50 minutes |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input checked="" type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | Objectives of the Tool: This tool will foster participants to predict the challenges that stand between their present and desired end state, as well as see the advantages they have that can be used to overcome any obstacles. Key ERF competence or competences that this tool is connected to: <ul style="list-style-type: none"> • Personal, social and learning to learn competence |



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| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer should bring the materials and prepare the setting so all participants can take part in the activity</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Draw a picture of SWOT Analysis image and explain the quadrants to participants:</p> <ul style="list-style-type: none"> • Quadrant 1: Strengths – What do you do well? • Quadrant 2: Weaknesses – What can you improve on? • Quadrant 3: Opportunities – What leads that you can focus your energy on? • Quadrant 4: Threats – What obstacles could affect progress towards your goal? <p>Next, provide dot stickers, sticky notes — preferably a different colour for each quadrant — and pens to the participants.</p> <p>In the upper left quadrant, write “Strengths.” For 5 – 10 minutes, have participants write their ideas on the post it notes, describing anything that will help them toward their goal (this could be a creative, career or business goal). Repeat this process for each of the other quadrants</p> <p>After everyone has written their ideas, have them place the post it notes they think are most important on the relevant quadrants. As a team, go through each category and cluster the related ideas together. Have participants do a vote by each placing one of the sticky dots you have provided to identify the most relevant clusters.</p> <p>To conclude the activity, summarize your findings and work together to identify how you can use the results to everyone’s advantage to reach their desired end state.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>Trainer should be familiar with SWOT analysis tools</p> |
| <p>MATERIALS for implementing the Tool</p> | <ul style="list-style-type: none"> • Flip chart • Sticky dots • Post-it notes |

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| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet |
| TOOLS ANNEXED | TOOLS: https://docs.google.com/presentation/d/1ysEsowAi-Od01gzaiGMAF2V0dF-658M6pErlLaarGO4/edit?usp=sharing |

| Tool 4: Biography | |
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| DURATION | 150 minutes |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input checked="" type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | Objectives of the Tool: The objective of this tool is to open up the possibility to bridge the gap between prior experiences and present activities for young adults. Possible skills and decision-making criteria with respect to career choice can be drawn from biographical work. Biographical work in competence assessment mainly means self-review by the participant. All areas of life, i.e. work, school, family and personal sphere, are included for they affect all decisions. Key ERF competence or competences that this tool is connected to: <ul style="list-style-type: none"> • Learning to learn • Communication in the mother tongue |
| PREPARATION FOR USING THE TOOL | Have a print out and the materials of the tool ready |



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| IMPLEMENTATION OF THE TOOL | <p>Aim, process and timeframe are explained for each interview.</p> <p>Findings of the interviews are highlighted by the interviewer in the subsequent presentation.</p> <p>Interview partners are chosen (e.g. by random selection).</p> <p>Key questions are introduced and explained.</p> <p>Interviews are conducted.</p> <p>Results are presented by participants to the rest of the group.</p> |
| TIPS FOR THE TRAINER | <p>As the biographical work may touch on very personal and private matters, an intimate atmosphere is very important. Participants are therefore informed that personal information is not to be passed on to outsiders and the completed questionnaires are personal properties.</p> <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> • Open evaluation in two small groups • Presentation by the participants, possibly aided by questions from the moderator • Participants add to their partner's presentation and rectify it, if necessary |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • One questionnaire per participant • Writing implements & stationery • Dictionaries in native languages for participants with migrant background • Hand out - see appendix |
| EQUIPMENT AND FACILITIES | <p>A safe space where the young adult is comfortable to meet</p> |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.1 Hand-out 3.2.4</p> <p>Handout: https://docs.google.com/document/d/1cYUa2fCnoKGoo3xpiPv08ValOrwJg2fLH_Ux7z2nXN8/edit?usp=sharing</p> |

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| Tool 5: Biographical partner interview | |
| DURATION | 150 minutes |

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| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The biographical partner interview tool is suitable for conducting biographical work with participants whose levels of education are different; as can be their scope of occupational activities and language proficiency. The findings should contain comprehensive information on quality and individual assessment of activities that can be used e.g. in a counselling or coaching session.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Learning to learn • Communication in the mother tongue |
| PREPARATION FOR USING THE TOOL | <p>Have a printout and the materials of the tool ready.</p> |
| IMPLEMENTATION OF THE TOOL | <p>A partner interview is guided by a set of pre-set questions and conducted between two participants. The pairs of participants receive two identical questionnaires and pose questions to each other in turns. Afterwards each participant presents his or her 'findings' on the interview partner to the group. The partner has the chance to add to or correct the information presented.</p> <p>Frequently the biographical partner interview is used at the start of a qualification course or competence assessment in order for participants to get to know another and also because of its positive effect on the group dynamic. The method moreover is efficient in terms of manpower and time.</p> <p>This method seems particularly effective, in comparison to e.g. an interview between a subject and an expert, as the partner and group sessions allow participants to compare their situation with others and to spur new impetus.</p> |



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| TIPS FOR THE TRAINER | <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> • Open evaluation in two small groups • Presentation by the participants, possibly aided by questions from the moderator • Participants add to their partner's presentation and rectify it, if necessary. |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • One questionnaire per participant • Writing implements & stationery • Dictionaries in native languages of participants with migrant background • Hand out |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.2 Hand-out 3.2.5</p> <p>Handout: https://docs.google.com/document/d/1xaB_5zGrhxkK9aKIHKsfRHYILM-LP-4FWX6b-Mvz-Wk/edit?usp=sharing</p> |

| Tool 6: What word describes you best? | |
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| DURATION | <p>50 minutes (but this highly depends on the size of the group involved and will increase in duration as participants increase in number.)</p> <p>Providing explanations on the exercise and tool: 5 minutes</p> <p>The actual activity takes = 10 minutes for 10 words and 5 minutes for one final word = 15 minutes</p> <p>Group feedback = 30 minutes</p> |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> |



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| | <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>Build one's motivation, goal setting, self-esteem and personal impact where knowing who you want to be is critical.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences |
| PREPARATION FOR USING THE TOOL | <p>Have a print out and the materials of the tool ready</p> |
| IMPLEMENTATION OF THE TOOL | <p>In this exercise, the learners are forced to choose one word that described them best. The process they go through to find this one word helps them to better understand their own likes and dislikes as they want to be seen by outsiders. The exercise is ideal for courses on motivation, goal setting, self-esteem and personal impact where knowing who one wants to be is critical.</p> <p>The following steps must be followed:</p> <p>Explain to the learners that everyone has certain likes and dislikes that define their character. Sometimes being forced to describe this helps people to better understand where they are and where they want to go.</p> <p>Ask the learners to think of 10 words or phrases that describe them the best and write this down. These can be words that describe their character, talent, personality or even their emotional state. The words can describe how they are or how they want to be.</p> <p>For your reference some examples are provided below. However, you don't need to elaborate too much on this as not to anchor learners on their use. You want them to come up with their own original words. Examples are:</p> <ul style="list-style-type: none"> • Character • Determined • Prosperous • Over Achiever • Go getter • Honest • Problem solver • Competitor |



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| | <ul style="list-style-type: none"> • Emotions • Super-happy • Enthusiastic • Skills • Windsurfer • Artist • Explorer • Pilot • Writer <p>Allocate 10 minutes for this part.</p> <p>After the allocated time, ask the learners to choose one word from the set that describes them the best.</p> <p>Allocate 2 minutes for this part.</p> <p>Ask everyone to present their ideal word to other.</p> <p>Distribute the blank badges and ask them to write their ideal word on their badges. They should wear the badges for the rest of the course to emphasize the word both to themselves and to others. This will also make the word more memorable for them.</p> <p>Optionally, ask the learners to share the other 9 words they have chosen with other participants too. This helps the group to get to know each other better and can act as an icebreaker.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>The specific tool can be assessed using a questionnaire to be completed by all participants, who will provide feedback on the overall effectiveness of the specific tool.</p> <p>Assessment can also take place in the group through group discussion and provision of feedback between the participants. A questionnaire can also be used to evaluate the overall group settings and outcome of the exercise.</p> |
| <p>MATERIALS for implementing the Tool</p> | <p>This activity requires, pen, paper and blank badges</p> |
| <p>EQUIPMENT AND FACILITIES</p> | <p>A safe space where the young adult is comfortable to meet</p> |
| <p>TOOLS ANNEXED</p> | <p>Toolbox Handouts: 4.6 Hand-out 3.2.14</p> |



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| | Handout: https://docs.google.com/document/d/1_f_wzzl6ZvoAXQT0ra4woGleUcX3swDvHAj9fcFdeMM/edit?usp=sharing |
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| Tool 7: Power of positive feedback | |
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| DURATION | 2 hours |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input checked="" type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | Objectives of the Tool: Learners appreciate the power of positive feedback, however small, when it is provided repeatedly during the course of a conversation. The aim of the exercise is to be thought provoking so you can then continue with a session on giving appropriate positive feedback. As a result it is ideal to go through this exercise at the beginning of a session on giving feedback. Key ERF competence or competences that this tool is connected to: <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences |
| PREPARATION FOR USING THE TOOL | Have a printout and the materials of the tool ready |
| IMPLEMENTATION OF THE TOOL | Divide the learners to pairs. If you have an odd number of learners use a group of 3. Ask each pair to nominate one person as a speaker and one as listener. If you have a group with 3 members, two will be listeners and one will be a speaker. Explain that in this exercise speakers must talk about a particular topic and the listeners will listen to them and give them feedback. |



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| | <p>Ask the speaker to leave the room so you can brief the listeners. While outside, each can think of a subject they want to talk about when they come back.</p> <p>Explain to listeners that they must use positive feedback to guide the speakers' conversation towards a direction of their choice. They can use body language, gestures, nods, confirming voices such as "yes" to guide the speakers. No other types of feedback, including negative feedback is allowed.</p> <p>Ask the listeners to think of 'Goal Statements' that they will try to guide to speaker towards saying, and then write this on a piece of paper. They should then fold their paper and place it in front of them. The topics should not be obvious but can be anything they like:</p> <ul style="list-style-type: none"> • The state of the economy is going down. • I love working with clay and making sculptures. • We pay too much tax these days. • I love mountain biking. • My new tablet computer is the best gadget I ever had. <p>Ask the speakers to come back to the training room and to start talking about their topic.</p> <p>While talking, the listener should use positive feedback to guide the conversation towards their goal statements.</p> <p>Observe the conversations to see if you need to give a bit more time so more listeners achieve their goals. For this you may need to know their goals in advance.</p> <p>After the allocated time, bring back everyone and ask the listeners to declare if they reached their goal statements or how close they were to do so. The listeners can now reveal their goal statements to their partners and reveal their intentions throughout the conversations.</p> <p>Expect majority of the groups to reach their goals. Surprisingly, despite giving only positive feedback, it is easy to guide the conversation towards a particular topic. Your aim in this exercise is to highlight this critical point.</p> <p>Follow with a discussion to emphasis the point.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>The specific tool can be assessed using a questionnaire to be completed by all participants, who will provide feedback on the overall effectiveness of the specific tool.</p> <p>The discussions that will take place will also allow for the exchange of ideas between the participants and trainers and the provision of</p> |



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| | feedback by all learners and trainers. In a group setting to allow for the overall group evaluation and input. |
| MATERIALS for implementing the Tool | This activity requires papers. |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet |
| TOOLS ANNEXED | Toolbox Handouts: 4.7 Hand-out 3.2.15 Handout: https://docs.google.com/document/d/1S1q15jRPrHxf0Bt8nAdO_pv_uUsoy4atVp0pmYuY6Q/edit?usp=sharing |

Describe own future goals according to strengths and interests

| Tool 8: Expert-assisted self-evaluation of educational and work history | |
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| DURATION | 8 - 12 hours (divided into 4-hour blocks) The time needed can vary with the individual. Between the different blocks, enough time should be available for the participants to obtain documents and to carry out additional research. A minimum of 30 minutes for introduction and response to individual questions is necessary. |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input checked="" type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | Objectives of the Tool: <ul style="list-style-type: none"> • Gain awareness of quantifiable professional skills • Carry out vocation-related, demand-oriented research regarding a career or training goal |

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| | <ul style="list-style-type: none"> • Match existing skills and potentials to job market needs • Document existing job skills • Learn the methodology to later develop one's portfolio independently <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Learning to learn |
| PREPARATION FOR USING THE TOOL | Have a printout and the materials of the tool ready. |
| IMPLEMENTATION OF THE TOOL | <p>Moderators explain the aims, process and time frame. They accompany and assist the subsequent steps.</p> <p>Based on the employment or qualification aims that were set beforehand, participants conduct their research with the help of various media (mostly online). The objective is to identify the requirements of the particular job sector and the prerequisites for enrolment in training programs. The findings are saved on a computer.</p> <p>Participants document their existing skills on prepared forms, in a thematic order (e.g. vocational training, work experiences, informally-gained skills). If possible, the reports are supplemented by certificates, employer' reference letters and other documents (e.g. proof of insurance).</p> <p>Job market requirements are matched to a person's skill set and capabilities during individual consultations.</p> <p>Additional research and documentation of competences if necessary.</p> <p>Confirmation of the chosen career or educational goal, as well as formulation of supplementary or alternative goals.</p> |
| TIPS FOR THE TRAINER | The participants are consulted regularly during the process. This is complemented by a summarising counselling interview in the end. |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Templates for documentation of results • Information material on Internet databases or search machines (for research purposes) • Printer and paper • Dictionaries in the native languages of migrant participants • Participants need stationery as well as appropriate certificates and documents |



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| | <ul style="list-style-type: none"> • A brief summary of the participant's education and vocational history prepared beforehand would be helpful |
| EQUIPMENT AND FACILITIES | <p>A safe space where the young adult is comfortable to meet</p> <p>Computers with MS Office (alternatively: Open Office, minimum Version 2.0), Internet access and Web browser</p> <p>Individual storage device for every participant (e.g. USB sticks)</p> <p>Projector, writing board, flipchart</p> |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.3 Hand-out 3.2.6</p> <p>Handout: https://docs.google.com/document/d/1m8gx_iu7YvgPDOLTwQ3WyuujyLAO4rq599tH772Fyrg/edit?usp=sharing</p> |

| Tool 9: SMART of course | |
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| DURATION | 50 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims to help learners identify the value of time and the specific steps to help them reach their goals, as well as how to create SMART goals.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |



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| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer should print at least one copy of the SMART goal sheet and familiarise themselves with SMART by watching the video, if they are not already familiar.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Show the following video (3:57 minutes) to the participants: https://www.youtube.com/watch?v=1-SvuFIQjK8</p> <p>Discussion (example questions):</p> <ul style="list-style-type: none"> • What is a SMART goal? • What does the acronym SMART stands for? • Provide participants with a copy of the SMART Goal sheet. Explain what a SMART goal is, and give participants some examples of the S-M-A-R-T guidelines the can be prepared beforehand by the trainer or generated through the discussion. |
| <p>TIPS FOR THE TRAINER</p> | <p>Trainer should be familiar with the goal setting theories and possess a strong background in the use of the appropriate tools.</p> <p>Methodology of PBL highlights the importance of establishing authentic goals. It is very important that learners be able to write down and set their own SMART goals in order to deal with their everyday issues that will arise during the implementation of their project.</p> |
| <p>MATERIALS for implementing the Tool</p> | <p>SMART Goal Questionnaire and Examples, two copies per participant.</p> |
| <p>EQUIPMENT AND FACILITIES</p> | <p>Computer (with Internet access)</p> <p>Video projector</p> |
| <p>TOOLS ANNEXED</p> | <p>TOOLS: Word SMART goal sheet</p> <p>https://docs.google.com/document/d/15fFT8KJbdDE0560KSO1CsZikLI R9xGLTq-EI8At7h7w/edit?usp=sharing</p> |

Tool 10: Personal orientation tools



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| DURATION | 45-60 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>These tools were originally designed by London Youth for the Talent Match London programme. This set of tools provide a useful way of having the participant reflect on themselves, their skills and weaknesses, their future, and their goals.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Entrepreneurship competence • Cultural awareness and expression competence. |
| PREPARATION FOR USING THE TOOL | <p>Trainer should familiarize themselves with the instructions on each of the three worksheets and have a good understanding of how the materials work, prior to the session.</p> <p>Prior to the session Trainer to print out enough of the worksheets for so that there is one of each for each participant, with some spares just in case.</p> |
| IMPLEMENTATION OF THE TOOL | <p>The tool can be implemented in either a group/classroom session or a 1-to-1 session:</p> <p>In a group/classroom session, the trainer should distribute one of each of the worksheets to each participant and then start off by giving a brief introductory talk explaining the purpose of the activity and how it works. Following this, the group should each go through the worksheets individually, whilst the trainer hovers around the room, discussing each participant's responses with them.</p> <p>In a 1-to-1 session, the trainer should sit with the participant and go through each of the worksheets with them whilst they fill them in,</p> |



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| | discussing the participants responses with them and asking them questions to help them come to the answers if they get stuck. |
| TIPS FOR THE TRAINER | These are holistic tools designed to support young people’s self-realisation on the pathway towards a career. The trainer should be prepared to follow up by signposting to specific support agencies where further needs for support are identified |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • The printed worksheets. • Pens and pencils. |
| EQUIPMENT AND FACILITIES | Classroom (or a small meeting room/office for 1-to-1) Enough tables and chairs for each participant. |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Wheel of Life https://drive.google.com/file/d/1L6mSxexV8SAq869DqZB7SsQ88UASkrBE/view?usp=sharing</p> <p>Right Here Right Now https://drive.google.com/file/d/1MRRDcgiRX6ez_aRU1Eadp9cuJeFCLNAj/view?usp=sharing</p> <p>My Future https://drive.google.com/file/d/1sJtHUaVgNKX-EYto3lRTugkTxzwd6xqS/view?usp=sharing</p> |

Focus on what keeps them motivated

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| Tool 11: Motivation test | |
| DURATION | 60 minutes |

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| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims to clarify participants’ motivations and make the aware of motivational aspects that they avoid or neglect to clarify.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| PREPARATION FOR USING THE TOOL | <p>Trainer has to make sure that there are smart devices available for participants, in order to take the motivation test.</p> |
| IMPLEMENTATION OF THE TOOL | <p>Ask participants to access https://www.mindtools.com/pages/article/newLDR_57.htm and take the test (it is free).</p> <p>Provide each participant with a copy of the interests’ questionnaire.</p> <p>After the completion, ask participants if they can find similarities, or patterns between the results of the test and their answers of interest’s questionnaire.</p> |
| TIPS FOR THE TRAINER | <p>Trainer should be aware of motivation theories (the article containing the online test has some information on this, and if needed they should do their own research) and provide adequate time for debriefing.</p> <p>Students’ motivation is a key to success in problem-based learning (PBL) implementation (Nor Farida Haruna, Khairiyah Mohd Yusof, Mohammad Zamry Jamaludin, Syed, 2012).</p> |

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| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Interest questionnaire (one for each participant) • Pens or pencils |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet with internet connection |
| TOOLS ANNEXED | <p>TOOLS: Word file, Interests questionnaire</p> <p>https://docs.google.com/document/d/1mW2FLwCbQiuNt0nd0-Od39Pbxj4SIOe8hoGVlaNKOZI/edit?usp=sharing</p> <p>Reference: Haruna, Mohd Yosof, Zamry Jamaludin, Syed 2012.</p> |

Maintain efforts and interests – Persist

| Tool 12: Format mentoring interview | |
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| DURATION | <45 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>To assess the participant and to assist them in becoming more aware of themselves, their progression and their goals (as well as how to practically achieve them).</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Entrepreneurship competence • Cultural awareness and expression competence. |

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| PREPARATION FOR USING THE TOOL | Prior to the session, the trainer should familiarise themselves with the interview questions and general structure of the planned discussion, and either print or write some notes for this if necessary. The trainer should also read and ensure that they understand the guidance provided in the guidance document attached. |
| IMPLEMENTATION OF THE TOOL | <p>The activity should be implemented as a 1-to-1 session with the participant and trainer. This activity also works best when these sessions are recurring.</p> <ul style="list-style-type: none"> • The trainer should start each session by having a 10-minute colloquial conversation with the participant, introducing themselves if this is the first session or asking about progress if this is a follow-up. • Following this, the trainer should conduct an interview based on the questions outlined in the attached document (using the recommended questions for first/follow-up meetings respectively). • Following the interview, the trainer should suggest or discuss actions with the participant based on what they've said in the interview. • Finally, the trainer and participant should arrange their next interview prior parting. |
| TIPS FOR THE TRAINER | Mentor should note specific actions agreed during the mentoring interview and confirm these with the mentee. Then, start the next meeting with reviewing the actions that have been taken (both by mentee and mentor). |
| EQUIPMENT AND FACILITIES | A small private office or meeting room, with a table and some chairs (or any other seating set-up suitable for an interview/discussion). |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Format Mentoring Interview https://drive.google.com/file/d/1YCT6jXzplrurJUbd4GUN8QJAKNuugLWu/view?usp=sharing</p> |

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| Tool 13: Measuring your resilience | |
| DURATION | 45 mins |

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| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims to help young people identify the level of their personal resilience, explore eight dimensions of their resilience, ultimately showing them how to easiest enhance and strengthen their overall resilience.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| PREPARATION FOR USING THE TOOL | <p>Print out copies for participants.</p> |
| IMPLEMENTATION OF THE TOOL | <p>Introduce the topic of resilience and open for discussion on resilience – what it is, why its important and how we benefit from it.</p> <p>Proceed to hand out the “Measuring your resilience” papers. Instruct them to fill out “Your Resilience Quotient” and tally up their score, on page 5. The overall score will tell them whether they are <i>Very resilient</i>, <i>Resilient</i>, <i>Somewhat resilient</i> or <i>Not very resilient</i>, descriptions found on page 4.</p> <p>The RQ dimensions scores will show which dimensions of resilience are stronger than others, which they then map out on page 3 “Plotting Your Resilience Quotient”.</p> |
| TIPS FOR THE TRAINER | <p>Familiarise yourself with the handout, read through it and identify the different sections that the participants will fill out</p> |
| MATERIALS for implementing the Tool | <p>Printed out handouts and pens.</p> |



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| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet. |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Measuring your resilience by Russel Consulting Inc.</p> <p>https://drive.google.com/file/d/1QTA4bmM1ero4ToWbMIolfrgOzck25-lz/view?usp=sharing</p> |

References

Article:

Nor Farida Haruna, Khairiyah Mohd Yusof, Mohammad Zamry Jamaludin, Syed. (2012). *Motivation in Problem-based Learning Implementation*. International Conference on Teaching and Learning in Higher Education (ICTLHE) . Elsevier Ltd. [online]
<https://drive.google.com/file/d/1Jx7S4FFndIOXj07rVqavWEfbuLHKNTYK/view?usp=sharing>



Step Three: Young adults identify opportunities and innovation

Look for opportunities to develop creative ideas and create values

| Tool 1: Practice pitch | |
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| DURATION | 60 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>To allow the participants to experience what it is like to both deliver and receive pitches, in order to form a better understanding of what is effective and what isn't, as well as get some practice pitching.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Digital competence • Personal, social and learning to learn competence • Entrepreneurship competence • Cultural awareness and expression competence. |

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| <p>PREPARATION FOR USING THE TOOL</p> | <p>Send out either the tool document itself, or an adapted version for the specific session’s needs to the group which will be attending, and ask them to prepare, according to the instructions in the document, a pitch to deliver in the session.</p> <p>The trainer may need to provide guidance for this, being open to answering any questions they may receive in regard to this prior to the session from participants.</p> <p>Communicate with the participants and ask them what kind of resources they might need for their pitches. If these resources are unavailable, discuss alternative solutions with them and assist them in figuring out other options.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>The trainer should start the session by introducing the activity and giving a quick rundown of how things will go.</p> <p>The trainer should then either assign the participants roughly even sized groups, or allow them to choose for themselves (the trainer should gauge which option will work best depending on the participants – i.e. if some of the participants already know each other, it may be more interesting and effective to encourage mingling by splitting them up into different groups)</p> <p>Once they are in groups, the participants should take turns within their groups delivering their pitches to the other group members. There is more detailed guidance in the instructions document on both of the roles.</p> <p>After each pitch, the panel should give constructive feedback to the person pitching and tell them whether or not they would have accepted the proposal.</p> <p>At the end of the session, if there is time, the trainer should ask the group to come together, and go around in a circle, each saying one thing which they learnt worked well, and one thing which maybe didn’t work well or they need to improve on.</p> |
| <p>MATERIALS for implementing the Tool</p> | <ul style="list-style-type: none"> • Printouts of the instructions (one for each participant, with some additional as spares) |
| <p>EQUIPMENT AND FACILITIES</p> | <p>Medium-Large sized training room with plenty of desks and chairs which can be moved around.</p> <ul style="list-style-type: none"> • Computers. |

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| | <ul style="list-style-type: none"> • Screens. • Flip-charts. • Markers. |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Practice Pitch https://drive.google.com/file/d/1tuziYY0o7EQCFVJnF0S3ZBQPp0r4XW4K/view?usp=sharing</p> |

| Tool 2: What's the big idea? | |
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| DURATION | Half a day. |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims to help the young person test their entrepreneurial concept to see how it stands up to a series of rigorous questions, ultimately leaving them with all the important knowledge necessary to choose to (or not to) implement the idea.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Sense of initiative and entrepreneurship, • Learning to learn, • Social and civic competences |
| PREPARATION FOR USING THE TOOL | <p>Printouts of the attachment ready.</p> <p>Trainers should read through the attachment beforehand, so they are familiar with the material when questions or help is needed. It can be useful to fill one out ahead of time for demonstrative purposes.</p> |



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| IMPLEMENTATION OF THE TOOL | Introduce the participants to the document “What’s the big idea?”. Start by reading the instructions for “Road testing your idea”, then allow enough time for each participant to finish the task. Continue to introduce each section separately, making sure the participants know what they are doing. Assist if there are any questions. |
| TIPS FOR THE TRAINER | Some of the questions demand a lot of reflection or thinking through, make sure you give the participants enough time to do so. If they are particularly struggling, pair two together and give them the chance to bounce some thoughts off each other to get going. |
| MATERIALS for implementing the Tool | Printed out templates, pens for writing. |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet with internet connection. |
| TOOLS ANNEXED | TOOLS: What’s the big idea? https://drive.google.com/file/d/14ieqeBYfzxsxL5RKjUedD9VfGGfL2vCx/view?usp=sharing |

Look for opportunities to create values

| Tool 3: Innovation test | |
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| DURATION | 25 minutes |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage |



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| | <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool is designed to clarify the basic elements of innovation.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Citizenship competence • Entrepreneurship competence |
| PREPARATION FOR USING THE TOOL | <p>Trainer should study the presentation about innovation (Attached Presentation), print one test for each participant (Attached Document). They should ideally possess some basic knowledge regarding innovation theories, which if needed, they can do further research on based on the points highlighted in the presentation.</p> |
| IMPLEMENTATION OF THE TOOL | <p>Trainer gives a presentation regarding innovation.</p> <ul style="list-style-type: none"> • Provide some time for discussion regarding the topics addressed by the presentation • Provide each participant with a copy of the test • Reveal to participants the correct and wrong answers • Discuss with participants the outcomes of their tests |
| TIPS FOR THE TRAINER | <p>Trainers should facilitate the conversation regarding innovation and help participants with any questions may emerge.</p> <p>A workplace that encourages innovation has certain features, and can offer space for divergent ideas, new questions and experimentation. IT is crucial for learners to identify first what are the basic elements of innovation, in order to distinguish an innovative idea from an improvement or even an operational idea.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • A print of the test for each participant. • Presentation on a USB stick (or some cloud) |
| EQUIPMENT AND FACILITIES | <p>A safe room equipped with a projector and a laptop.</p> |



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| TOOLS ANNEXED | <p>TOOLS:</p> <p>Document: https://docs.google.com/document/d/1o7-TgSsh5ERHCbaVedQCSE5rhNSWGfELsRsCD_aGJ08/edit?usp=sharing</p> <p>PowerPoint: https://docs.google.com/presentation/d/1VXRLieuXBoqE3-8e6RyOPsnUAKldhPeXKWr8_h9HJVE/edit?usp=sharing</p> <p>References</p> <p>The presentation consists a part of a larger presentation, developed for the needs of CERF project.</p> <p>Test: https://www.forbes.com/sites/work-in-progress/2011/12/06/test-your-innovation-iq/#120fbb8395b0</p> |
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Build future scenarios to help guide effort and action

| Tool 4: Scenario interviews | |
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| DURATION | <p>3 hours</p> <p>30 minutes reading the scenarios, filling out the own recommendations and preparing the interview questions</p> <p>1 1/2 hours to make the interviews</p> <p>1 hour to summarise and process the interviews</p> <p>30 minutes to review the task and compare results</p> |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The task will help the participants to develop their problem-solving abilities by studying different situations, finding possible solutions</p> |



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| | <p>and then interviewing different people and learning how others see these situations.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences • Learning to learn |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Have a print out and the materials of the tool ready</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>The learners have to become familiar with the scenarios provided in the annex. Depending on the level of the participants they may work with a different amount of scenarios.</p> <p>At first the participants should add their thoughts and recommendations to the scenarios in the solution matrix in the annex.</p> <p>When they have become familiar with the situations and they have added their own opinion, the participants individually interview strangers, friends or family about these situations.</p> <p>The participants should prepare a short narrative and three to four interview questions they will ask the interviewees. The participants could make audio- or video-recordings of the interviews. After each interview, they should summarize the statements of their interview partners and pass them onto the solution matrix.</p> <p>When the matrix has been filled out completely the participants compare their individual results with each other.</p> <p>In the review of the exercise it is important to point out the different opinions and ideas regarding a situation. The participants will learn through this that there are more ways of perceiving and approaching a situation. It is important to point out that there is no correct/incorrect reaction or solution to any of the scenarios.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>This exercise is primarily thought for training interviewing and improving the problem-solving capabilities. However, it can be easily modelled into a role-playing exercise. For example, the scenarios could be acted out by participants of the group. They could extend the stories or modify them to the individual needs and situation of the group.</p> <p>Possibilities to review this activity are:</p> |



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| | <ul style="list-style-type: none"> • Make a peer review of the solution matrixes of the participants. The peers should give each other feedback of their work. • Analyse the recordings of the interviews in order to improve the interviewing technique. • Learning diary |
| MATERIALS for implementing the Tool | It is a good idea to use a whiteboard, or similar, when working with the case method so that everyone can follow the progress and also feel more involved in it. |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet well-lit and if possible, quiet. |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.17 Hand-out 3.4.1</p> <p>Handout: https://docs.google.com/document/d/1d2xv3CSRSETIefZ1fAmx3H5nF7-vgiAkAcCMc78AgaA/edit?usp=sharing</p> |

Assess the innovation and impact of ideas and opportunities

| Tool 5: The hat game | |
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| DURATION | 50 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This tool aims to enhance the ability of learners to observe an issue from different perspectives, in order to detect opportunities and assess the impact of different ideas.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer may present briefly main aspect of opportunity assessment.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Participants are asked to focus on their business idea.</p> <p>Participants are explained the meaning of the colour of every hat (the facilitator can opt to use the video for this, or explain it themselves)</p> <p>The white hat means "information". When the white hat is on, everyone is focusing on information.</p> <p>The red represents emotions, feelings and intuition. Wearing the red hat participants have to reach their emotions and intuitions in the discussion without the need to explain why one feels that way.</p> <p>The black hat is the basis of "critical thinking". Wearing the black hat participants have to answer the question: is this right or wrong?</p> <p>The yellow hat is the much-neglected positive aspect of thinking. Wearing the yellow hat participants look for values, benefits and why something should work.</p> <p>The green hat represents creativity and ideas "out of the box". Wearing the green hat, participants explore statements of provocation and investigation experience the freedom of seeing where a thought goes.</p> <p>The blue hat considers any issue from a managing perspective asking questions such as; "What is the major subject? What is the main goal?"</p> |



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| | <ol style="list-style-type: none"> 1. As a group, participants use the same colour hat at once in order to be aligned with each other, and take turns discussing their ideas from the perspective of the hat. 2. The facilitator captures the ideas generated on flipcharts. 3. After the facilitator feels as though enough has been captured, they should instruct the group to move onto another hat and repeat the process. |
| TIPS FOR THE TRAINER | <p>Trainer acts as a facilitator and comments on the captured ideas.</p> <p>In PBL methodology, projects have to be planned around topics that for their handling participants have to foster new pathways and perspectives and have to develop tools and innovative strategies.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Flip charts, markers • Prop hats of the 6 colors, or some other visual prompt |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet |
| TOOLS ANNEXED | <p>TOOLS: Video</p> <p>https://www.youtube.com/watch?v=oHiwpz7r4wY</p> |

| Tool 6: Innovative idea development | |
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| DURATION | <p>5 hours:</p> <ul style="list-style-type: none"> - Reviewing Annexes – 1 hour - Development of the idea process – 3 hours <p>Creating a presentation - 1 hour</p> |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation |

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| | <input type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool: This Tool will help young adults develop an innovative business idea and plan its development based on the model of Innovation process</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Entrepreneurship competence • Cultural awareness and expression competence |
| PREPARATION FOR USING THE TOOL | Printing the Annexes |
| IMPLEMENTATION OF THE TOOL | <p>The Innovation process steps proposed in the Annex is the scheme of innovation process, simplified and adapted for younger or less experienced audiences.</p> <p>To implement the tool the youth worker can suggest the trainee to develop their own idea according to the proposed steps.</p> <p>The idea can be either created from scratch or it can be an actual business idea the trainee came to the training with.</p> <p>The goal for a trainee is to plan the development of the idea in accordance to each of steps. Step 5 -7 can be executed in a light mode / simulated or simply planned, based on the amount of time the young adult possesses. The minimum action required by the tool is just to plan the implementation of the proposed steps.</p> <p>Upon completion of planning, the trainee is asked to prepare a PowerPoint presentation showcasing the results of his work (what ideas were generated, which ones and why were selected, some simple prototype suggested, how implementation and monitoring were planned).</p> |
| TIPS FOR THE TRAINER | <p>The Tool can be executed within a single session or multiple sessions, including working at home.</p> <p>Young Adult should be supported in a one to one meeting(s) to go through idea development steps described in the Annexes.</p> |



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| | <p>The youth worker should provide feedback during the process and on the final presentation, developed by student, highlighting the areas that can be worked more on and what aspects of the work have been weaker.</p> <p>When providing feedback to the young person, look first for positive areas that the young person is giving energy and attention to and re-enforce these.</p> <p>Then discuss the areas that need more attention, accentuating the actions the young person can take.</p> <p>Finally, agree a small number of actions the young person will take and a timescale for these.</p> |
| MATERIALS for implementing the Tool | Annexes print out |
| EQUIPMENT AND FACILITIES | <p>A safe space where the young person is comfortable to meet</p> <p>Computer with Internet</p> <p>PowerPoint for creating the presentation</p> |
| TOOLS ANNEXED | <p>Annex 1, Innovation Process Steps Description</p> <p>https://drive.google.com/file/d/1aNgyptdAkTkJu-SHjOrirlq0kJbH1mMI/view?usp=sharing</p> <p>Annex 2, Innovation Process Steps Infographics</p> <p>https://drive.google.com/file/d/182EhWr7wqWw9X0mzGWEwvdTRarYZyQJV/view?usp=sharing</p> |

Combine innovation with profits

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| Tool 7: Creative model canvas | |
| DURATION | 3.5 hours introductory session, and further ongoing one-to-one review sessions over a longer period |



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| <p>MODULE</p> | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>Creative Model Canvas provides a tool for visioning and planning a business or project idea, and for continuing to review and revise it. It can be used as a reference, adapted and re-used at all stages throughout the start-up process. We introduce it here because it offers a tool to explore what is innovative and what is profitable in terms of the value proposition of a creative business idea.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Entrepreneurship competence • Cultural awareness and expression competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer to print a copy of the Creative Model Canvas ideally on a large scale (A3), and provide post it notes and coloured pens.</p> <p>The tool is adapted for Creative Businesses from the Business Model Canvas developed by Alexander Osterwalder in the book “Business Model Generation”. In preparation for using the tool, the trainer should familiarize themselves with the concepts underlying the Model Canvas.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>The tool can be used:</p> <ol style="list-style-type: none"> 1) in a group workshop to introduce how to use it. See Ppt presentation R1.1. The presentation should be followed by a practical session in which learners fill out the canvas. They can do so either for their own existing business start-up idea or project, or if they do not have one, they can try it out with any business idea or project. 2) In one-to-one sessions with start-ups to apply the concepts to their business idea. The tool is flexible to be applied at any stage in the start-up process and can be returned to and revised in a series of sessions during the process of advising. |



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| <p>TIPS FOR THE TRAINER</p> | <p>In presenting the Canvas to a group, follow the order in the Ppt presentation, starting with the Vision.</p> <p>In using the canvas in individual sessions, be more flexible starting with the areas in which the learner has more developed ideas.</p> <p>Use post-it notes as these can be moved from one section of the canvas to another</p> <p>Advise the learner to keep the written ideas on the post-its simple.</p> |
| <p>MATERIALS for implementing the Tool</p> | <ul style="list-style-type: none"> • A3 print out of the Canvas, post-it notes and coloured pens • Ppt presentation, if presenting to a group |
| <p>EQUIPMENT AND FACILITIES</p> | <p>For groups: Training room with screen, digital projector, tables for learners to write their canvases</p> <p>One-to-ones: a room with table for writing the canvas</p> |
| <p>TOOLS ANNEXED</p> | <p>TOOLS:</p> <p>Creative Model Canvas https://drive.google.com/file/d/1sw_wh3sdP-RpD1lhEMUKZ5jI7HsYweK6/view?usp=sharing</p> <p>Creative Model Canvas Presentation https://drive.google.com/file/d/1iaAKF2-njQSCuXTrTgguKCZK0nbMn_zL/view?usp=sharing</p> |



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Step Four: Young adults plan and manage

Define the basic goal and steps and prioritise them.

| Tool 1: Designing a project – project roles | |
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| DURATION | <p>1 day</p> <p>1 hour for the brainstorming and clustering the areas of interests and tasks</p> <p>30 minutes for the assignment of roles</p> <p>2 hours for researching and sharing good practices</p> <p>2-3 hours to realise the project</p> <p>1 - 1 1/2 hours for presenting and reviewing the exercise</p> <p>This exercise can also be done in a shorter timeframe. It depends on type and extends of the project outline how much time the groups may need.</p> |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>Participants gain knowledge of on the job tasks by setting up their own project. They will be working in teams on whatever they like. They will research and learn from good practices and then design their own collaboration project.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue |



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| | <ul style="list-style-type: none"> • Social and civic competences • Sense of initiative and entrepreneurship • Learning to learn |
| PREPARATION FOR USING THE TOOL | <p>Have a printout and the materials of the tool ready</p> |
| IMPLEMENTATION OF THE TOOL | <p>The participants will be working on a project/assignment of their liking. In small groups of at least four people per group they will select a topic for their project, then look up examples and at last plan their own actions. Through this exercise they will become familiar with certain tasks that are to be realised in a certain job.</p> <p>At the beginning of the exercise the people in a large group should investigate what areas of shared interest are present in the group. The small groups they will be working with should be according to these areas of interest. For example, all people interested in IT, Fashion, Sales etc. form a group.</p> <p>The small groups then decide on what specific project they want to work on. It is possible that the facilitator of this exercise previously determines the fields of interest and the projects they may work on. Examples for projects could be: setting up a newsletter, designing a piece of wardrobe, planting a garden, creating a new webpage etc.</p> <p>Once the participants have decided for a topic and a project, they are invited to assign roles to the members of the group. The roles taken should be: leader, co-worker, specialist, assistant. The participants may discuss why they choose whom for a certain role and what characteristics each of these people should have.</p> <p>Ideally the group is large enough so that in addition there can be one observer who only monitors the work of each group but is not involved in the working process. If the groups are rather small it is also possible to assign one observer for all working groups. The description of each role is set from the facilitator, in such a way as to simulate the working environment of the sector selected.</p> <p>The second step after assigning roles in the group the learners should gather ideas for their project in a brainstorming manner. The leader of the group directs this process.</p> <p>When all people have a rough idea of the project outline they start to research good practices. Either online, in books or real life they gather examples on how to do what they are planning to do themselves. It is also</p> |



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| | <p>possible that they bring in an expert or look up a company where they do what they are planning to do.</p> <p>When they have gathered enough input the team members share their findings.</p> <p>Only then they should actually start working on the productive part of their projects. The reason for starting to work only until then is that the participants can learn how others do it first and then go into action.</p> <p>During the productive phase, the facilitator is available to resolve any questions or provide clarifications and guidance when necessary. Time keeping is also their responsibility.</p> <p>It is important that after the productive part of the task, the participants reflect and talk about their roles.</p> <p>Each group presents their project and then a discussion follows. The facilitator moderates the discussion and asks the participants to provide their assessment on the projects presented.</p> <p>Also, self-assessment is required from each group, who also comment on the roles allocation and the distribution of tasks. They also refer to the team work and how it was carried out.</p> |
| TIPS FOR THE TRAINER | Depending on the knowledge, skill and competence level of the learners who are being addressed by this exercise, it is possible to adjust it. |
| MATERIALS for implementing the Tool | <p>The participants may need computers and internet in order to research good practices. Depending on the project the participants may need special materials for completing their tasks.</p> <p>There is a hand-out that can be used for the roles in this exercise. Find the hand-out in the annex. The title is "Project roles".</p> |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet and the trainer can observe the team. |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.13 Hand-out 3.3.2</p> <p>Handout: https://docs.google.com/document/d/1hDbUj86P3UC2DAb0eSR9PTaSMEUEmMaptVyJh9Ku_DA/edit?usp=sharing</p> |



| Tool 2: Project planning app | |
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| DURATION | 45 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims to help teams manage workflows, organize tasks and activities (projects and processes), and collaborate in a shared workspace.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Digital competence, • Entrepreneurship competence, |
| PREPARATION FOR USING THE TOOL | Trainer should have downloaded and familiarize with the free version of Airtable. |
| IMPLEMENTATION OF THE TOOL | <p>Assist participants to access:</p> <p>https://airtable.com/product?utm_source=capterra&utm_medium=listing&utm_campaign=capt-database&utm_source=capterra</p> <p>Participants should navigate to sign in (https://airtable.com/signup) and then download the free version of Airtable.</p> <p>The trainer should instruct participants to choose Blocks, Templates and Universe of their choice, either for a real or hypothetical project they have.</p> <p>Participants can also connect Airtable with other digital tools (mail, social media etc).</p> |



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| | The trainer should go around the room, and check in on participants, offering any help if needed. |
| TIPS FOR THE TRAINER | Trainers can make a demonstration on an example or show the introduction video to the participants making comments or pausing the video for step by step implementation. Project planning tools can contribute so PBL learners who are involved in a number of projects will increase engagement and accomplish grade-level learning outcomes. |
| MATERIALS for implementing the Tool | One smart device per partner (smart phone, tablet , laptop) |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet with internet connection |
| TOOLS ANNEXED | TOOLS: Explanatory video https://airtable.com/product?utm_source=capterra&utm_medium=listing&utm_campaign=capt-database&utm_source=capterra |

| Tool 3: The business plan | |
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| DURATION | Used over a series of sessions. |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input checked="" type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |

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| OBJECTIVES and KEY COMPETENCE S | <p>Objectives of the Tool:</p> <p>This tool aims to help the young person develop their idea for a business and provides a structure for them to produce a business plan.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Sense of initiative and entrepreneurship, • Learning to learn, • Entrepreneurship competence |
| PREPARATION FOR USING THE TOOL | <p>If it is preferred to write the business plan by hand, printouts of the template will be needed.</p> <p>Trainers should read through the template beforehand, so they are familiar with the material.</p> <p>It can be helpful to prepare examples of completed plans.</p> |
| IMPLEMENTA TION OF THE TOOL | <p>The tool should be used over a series of sessions, as the young person builds up the plan section by section. Set a series of achievable tasks and review the progress at each stage.</p> <p>It can also be used in a group. Encourage everyone to think of an entrepreneurial venture they would like to work on. Have them explain and discuss with one another why they want to get involved with this business, what they'd try to sell, logistics and finances etc.</p> <p>Introduce the participants to the Business plan template, asking them to fill in the information that has started to form from their ideas and discussion.</p> |
| TIPS FOR THE TRAINER | <p>The important thing is for the young person to understand why they need to produce a business plan. Who are they writing it for? It will raise a series of questions and they will need to do some research to find the answers. Start with the areas they are confident with and can answer easily. Tackle it in small manageable stages, set achievable actions and keep regularly reviewing progress to maintain motivation.</p> |
| MATERIALS for implementing the Tool | <p>One laptop/tablet device per partner with access to the template or, Printed out templates, pens for writing.</p> |



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| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet with internet connection |
| TOOLS ANNEXED | TOOLS: Business plan template: https://drive.google.com/file/d/13OC5cSQUiONkpijSMchJsRG6mjH14DoV/view?usp=sharing |

Plan, put in place and evaluate financial issues over time

| Tool 4: Building a town | |
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| DURATION | 2 hours |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>Identify competencies and skills such as work planning, concentration, team work skills, conflict resolution skills, motivation.</p> <ul style="list-style-type: none"> • Enhance appreciation between playful exercises and the earnest nature of the assessment • Improve self-esteem. <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences • Sense of initiative and entrepreneurship • Learning to learn |

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| PREPARATION FOR USING THE TOOL | Have a printout and the materials of the tool ready |
| IMPLEMENTATION OF THE TOOL | <p>Discuss content and task objective.</p> <p>Form groups of 3 - 4 participants (e.g. by random selection).</p> <p>Working in small groups, construct a town with buildings and infrastructure from material provided.</p> <p>Participants are observed with regard to task planning, concentration, teamwork, conflict resolution, motivation, diligence and fine motor skills. Notes are taken with the help of prepared observation forms.</p> <ul style="list-style-type: none"> • Present group results. • Evaluate personal skills and capacities in the observation forms. • Evaluate skills and capacities using a list of criteria in the observers' meeting. • Strengths-and-weaknesses profile • Feedback talk |
| TIPS FOR THE TRAINER | <p>It is the moderator's job to set up the work groups, introduce the task and assign the observers, assign working space to the groups and start the task.</p> <p>The observers will stay in the background, though they may move around, and remain neutral and unobtrusive.</p> <p>The moderator checks for constraints, missing material and the framework conditions. If difficulties arise during the task, the moderator can allow for changes or clear up the situation.</p> <p>Possibilities to review this activity are:</p> <ul style="list-style-type: none"> • Present the "town" • Identify strengths and weaknesses in the feedback talk with the use of self-evaluation and observed evaluation; findings are shown in a strengths-and-weaknesses profile. • Discuss career choice based on the needs of the professional field and the participant's strengths-and-weaknesses profile. |
| MATERIALS for implementing the Tool | <p>The groups will find work material and a large table on which a surface is prepared for the building of the town.</p> <ul style="list-style-type: none"> • 1.5 - 2 square meters of cardboard per group • Coloured construction paper |

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| | <ul style="list-style-type: none"> • Paper and cardboard • Cartons, cloth scraps. glue, scissors • Paint, thick markers • Hand out - see appendix |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet and large enough for construction work. |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.14 Hand-out 3.3.4</p> <p>Handout: https://docs.google.com/document/d/1Ppaj3SD-s7WX6QX-sacxpdLmfjJaxu3mzIDISLUXH6s/edit?usp=sharing</p> |

| Tool 5: The case method | |
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| DURATION | Minimum 2 hours, including an explanation and introduction |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The aim of this exercise is to learn the group one technique to deal with issues. i.e. motivational problems regarding learning etc. by involving all in the group at the same time, and to get a structured way of dealing with issues and at the same time also be able to get consensus with the solutions.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences • Sense of initiative and entrepreneurship • Learning to learn |



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| PREPARATION FOR USING THE TOOL | Have a printout and the materials of the tool ready |
| IMPLEMENTATION OF THE TOOL | <p>This is a method that focuses on solutions, in particular, solutions made by the people who were involved in the situation that needs attention for future use.</p> <p>A method for solving problems and managing other situations. Intended for groups but can work on an individual basis as well. This method is also intended to make people learn how to solve problems on their own by using this model.</p> <p>This is also a good method for workgroups, and other groups of people, to solve problems or situations on their own and at the same time develop their own competences.</p> <p>The tutor will introduce and explain this model to the group and the group will then decide upon a topic to deal with.</p> <p>The tutor will also take the role as moderator and fill in the participants ideas in the model.</p> <p>The first times when using this model, it is a good thing to work it step by step, and once you are used to it, you can put things where they belong as you go.</p> <p>The goal is for the group, once everything is visible to them, to agree on a solution or an action-plan for the specific topic they have been working on.</p> |
| TIPS FOR THE TRAINER | Assessment is built into this model; you assess as you go. This includes self-assessment from the individuals/group working the model. |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Preferably one big white-board, or at least that much space required to draw the model so it is visible to the whole group. |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet well-lit and if possible, quiet. |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.18 Hand-out 3.4.2</p> <p>Handout: https://docs.google.com/document/d/1DZnNtWL1Cry77V3MH90nA4m2zfSXVAp2nD8pEccltF8/edit?usp=sharing</p> |



| Tool 6: Business model canvas | |
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| DURATION | The recommended session length is 2 hours |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input checked="" type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The Business Model Canvas is a facilitated brainstorming exercise intended to generate ideas, help participants sharpen the value proposition and lead to a better understanding of what clients (i.e. sources of revenue) are and are not interested in and help identify where an organization should be in the future and establish a plan for getting there.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Sense of initiative and entrepreneurship • Learning to learn |
| PREPARATION FOR USING THE TOOL | <p>Download the Business Model Canvas and see the video that will help explain the process of filling it out. (see tools annexed).</p> <p>To save time during the session, it's helpful to have each participant watch the short introductory video (tools annexed) which briefly explains the sections of the business model canvas.</p> |
| IMPLEMENTATION OF THE TOOL | <p>The facilitator should begin by introducing the purpose and goals for the session (see objectives and key competences) as well as explaining how building the business model canvas will work during the session.</p> <p><u>BUILD</u></p> <ul style="list-style-type: none"> • To build the canvas, the group will collaborate through short timed rounds of work for each section of the |

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| | <p>Business Model Canvas. Participants do not need to follow a sequence for boxes within each period. For each section, participants write down concepts or visions on sticky notes and stick them to the canvas. Ideas will change and move during the process, so participants should not write directly on the poster. One color of sticky note should be used for items that are certain, while the second color should be used for more uncertain or aspirational points. Content on the sticky notes may be nouns, actions or descriptors.</p> <p><u>PRESENT AND REFINE</u></p> <ul style="list-style-type: none"> • After a short break, participants should go back to their draft business model to tell the story of their model one box at a time. The facilitator should lead a discussion to reflect on the summary: Does it resonate with your current approach? How does it feel? Are there things missing? Does this capture where you want to go as a data intermediary? If not, what's missing? The group should also review elements that were categorized as certain versus uncertain. Once the story has been told, the group should briefly revisit each box to reorganize, remove, or add elements to the business model. <p><u>IDENTIFY OPPORTUNITIES AND OBSTACLES</u></p> <ul style="list-style-type: none"> • To wrap up the session, the group should reflect on the newly refined canvas and review any uncertain elements. Are there assumptions that you made? (Write them down on a sticky note if so). Are there obstacles to meeting those uncertainties and assumptions? As an example, the group may have made assumptions about the need you were meeting for particular customer segments. Are there opportunities that the canvas presents? Write down each obstacle and opportunity on a sticky note. Participants should feel free to remove sticky notes and reorganize off the canvas. |
| <p>TIPS FOR THE TRAINER</p> | <p>The facilitator should emphasize to the participants:</p> <ul style="list-style-type: none"> • To get all of the ideas out in the open in the “build” session. This is particularly important to encourage ideas from all team members and not have only team leaders participate. • To work independently and collaborate where needed. This can be facilitated by making sure that each participant has their own pad of |



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| | <p>sticky notes and markers. Working independently helps participants to suspend judgment, but they should also pay attention to what other participants are posting to jog new ideas.</p> <ul style="list-style-type: none"> • To avoid self-editing or refining the sticky notes in the “build” session. Participants will have time to refine the model later (and should). |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Business Model Canvas (pdf) is a link to a printable worksheet for the Business Model Canvas. • sticky notes (of at least two colours) • markers |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet |
| TOOLS ANNEXED | <p>Business Model Canvas (pdf): https://www.ellenmacarthurfoundation.org/assets/design/Business_Model_Canvas_Final.pdf</p> <p>Business Model Canvas Explained (video): https://www.youtube.com/watch?v=QoAOzMTLP5s</p> |



Tool 7: Identifying and assessing the right income streams for you

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| DURATION | The recommended session length is 2 hours |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <ul style="list-style-type: none"> To encourage participants from voluntary and community organisations to explore opportunities for diversification across a spectrum of income streams. <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> Learning to learn |
| PREPARATION FOR USING THE TOOL | <p>The facilitator should emphasize to the participants of the 4 income options available to voluntary and community organisations listed below:</p> <p><u>1. Gift Economy</u></p> <ul style="list-style-type: none"> Philanthropic giving, voluntary donations, pure charity. Provides unrestricted income for organisations to use at their discretion to further their charitable aims. <p><u>2. Grant Funding</u></p> <ul style="list-style-type: none"> Usually restricted funding provided to deliver specified outputs and/or mutually agreed outcomes. Grant funders are likely to want to monitor what is done with their investment and have clear expectations about what will be achieved. <p><u>3. Structured Market</u></p> |



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| | <ul style="list-style-type: none"> • Payment for goods or services according to the terms set out in a contract between a VCO and a third party purchaser, be it from the public, private or voluntary sectors <p><u>4.Open Market</u></p> <ul style="list-style-type: none"> • Within the overall realm of trading, the range of services and goods that can be sold is potentially endless. Some types of trading are undertaken purely to generate profit, while other types can also contribute to the delivery of an organisation’s mission. Income generated in this way is unrestricted. <p>Then the facilitator should also explain that to be sustainable, income needs to be:</p> <ul style="list-style-type: none"> • Stable – it’s important to have a mixture of income streams so that if one diminishes it doesn’t threaten your organisation’s overall viability. Being able to predict with confidence your future resource levels also enables longer-term planning. • Suitable – there are a wide range of funding and finance options which are appropriate for different situations. Understanding what each can offer, and ensuring there is a good match between your objectives and the type of funding or financing you are seeking, is essential. • Sufficient – there’s never enough money, but understanding your costs properly allows you to make informed decisions about accepting contracts or undertaking project work. This is critical for effective planning and growth. |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>The facilitator will choose one of the four available potential income sources listed above (which the organization of the participants haven’t utilize so far) and write it in the center of the whiteboard.</p> <p>Then using the questions below (as they presented - one by one) the facilitator should encourage the participants to discuss and explore the impact of the chosen income source on 4 key areas of the organization and write all the answers in the whiteboard.</p> <p><u>1.Impact on Organization:</u></p> |

- Organization form: How will your new income stream affect the legal structure of your organization?
- Governance: What new governance procedures will be required?
- Mission: How does the new activity fit with your mission
- Management: Which management techniques will you need to use?

2. Impact on Activities:

- Services: What new services or activities will you be required to deliver?
- Product: What products will you need to start developing?
- Location: Will you work in the same location or somewhere new
- Activity level: What changes in activity level can you expect?

3. Impact on Beneficiaries and Stakeholders:

- Community need: How would the income stream respond to beneficiary needs
- Partners: How will your current partners and funders respond?
- Market: Is there a market for your new project? Who are your competitors
- Funder: restrictions How would funder restrictions impact on it?
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4. Impact on resources:

- People and staff: Do you have the right people in your organisation to manage this income stream?
- Skills: Does your team have the skills and should you invest in training?
- Finance: What kind of finance arrangements will be required?
- Space and access: Do you have the right accessible space for your project?

When the participants have completed all the answers (or as many as possible), the facilitator should encourage the participants to reflect on the Stability, Suitability and Sufficiency of the income stream.



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| TIPS FOR THE TRAINER | Different income types are accessed and managed in different ways and involve different relationships with the individual or organization supplying the funds. Within the range of options there is enormous variety and possibility. Sustainable funding can involve all these income streams, or a more limited range – diversification across the spectrum, or if that is not possible or appropriate, within a particular stream. The key to sustainability is knowing which streams are the right ones for the organization to explore and how you can develop the capacity to secure and manage them |
| MATERIALS for implementing the Tool | A big whiteboard and markers |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet |
| TOOLS ANNEXED | Income exploration tool: https://drive.google.com/file/d/1BM4e9QIDeAo3P9Mzvu8-huQ4AwDGuw1j/view?usp=sharing |

| Tool 8: Costing and Pricing | |
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| DURATION | One hour. |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This tool aims to help the young person calculate the costs of running the business and help them set prices for their goods and services. Having done this exercise, they will have the necessary tools to work out a pricing strategy.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Sense of initiative and entrepreneurship, • Learning to learn, • Entrepreneurship competence • Plan finances over time |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>If it is preferred to do the exercise by hand, printouts of the template will be needed.</p> <p>Trainers should read through the document beforehand, so they are familiar with the material when questions or help is needed. Fill one out ahead of time for demonstrative purposes.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Introduce the participants to the Sales strategy pricing exercise, instructing them to fill in the information that is asked for in the form. Assist if there are any queries or difficult calculations.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>This exercise can be used to support basic numeracy skills.</p> |
| <p>MATERIALS for implementing the Tool</p> | <p>One laptop/tablet device per partner with access to the template or,</p> <p>Printed out templates, pens for writing.</p> |
| <p>EQUIPMENT AND FACILITIES</p> | <p>A safe space where the young person is comfortable to meet with internet connection.</p> |
| <p>TOOLS ANNEXED</p> | <p>TOOLS:</p> <p>Costing and pricing</p> <p>https://drive.google.com/file/d/13BoUm1Y5rs4on5Lifz1Vh-PzCXXNvD0-/view?usp=sharing</p> |

Monitor progress and assess risk

Tool 9: Hiding place – 10 people to shelter

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| DURATION | 1 hour 15 min |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The purpose of this tool is for the participants to make a decision under a problematic situation. Time is limited, which introduces further stress. Throughout this exercise one can observe individual's strategies for problem solving and one's behaviour in group decision making as well - participation, exposure of arguments, assessing risk, responding to conflict, etc. The exercise provides information about the personal values of the participants.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences • Sense of initiative and entrepreneurship • Learning to learn |
| PREPARATION FOR USING THE TOOL | Have a print out and the materials of the tool ready |
| IMPLEMENTATION OF THE TOOL | <p>Instructions to participants:</p> <p>"You are a member of the Advisory Board of the President. Your task is to offer the best solutions to problems related to the survival of people in very severe accidents, nuclear war and catastrophes.</p> <p>Suddenly a World War III erupts and nuclear missiles begin to strike one after another the cities of the country. Many places no longer exist. The population in surviving towns flees in panic. In a special bunker in which you are together with the President, you receive a</p> |



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| | <p>call from one of the few specialized shelters, which is in particularly strongly hit area. Looking for your help!</p> <p>In the chamber in front of the hiding place ten people have entered, but the hiding place is equipped so that it can ensure the survival of only six people for three months. People have realized that they cannot decide for themselves which six of them to remain in the hiding place and they want you to decide. They will obey your feedback and opinion!</p> <p>You only have 30 minutes to make a decision and report it to the people. You have some information about the people in the chamber at the entrance of the hiding place. You can eliminate only 4 people! Take first your own individual decision. Then take a group decision with other board members.</p> <p>It is important to note that there is possibility that these six people who you will save in the hiding place, can be the only survivors, because their hiding place is more reliable than where you are with the President.</p> <p>Your choice is extremely important! Try to complete it in the best possible way! If you do not make this decision within half an hour, you can bring these people to a fight in which survival becomes problematic. "</p> <p>Participants receive a worksheet with descriptions of the 10 people to shelter. (see Hand-out "Ten people to shelter") When the time is up, make a group discussion to consider the contribution of each of them.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>The consultant observes the behaviour and responses of each participant and monitors the expression of relevant knowledge, skills and competencies to solve a problem. In the subsequent discussion, he asks more questions to complete his/her observations for each participant.</p> <p>The exercise can be done with just one person. Then the time to resolve the situations reduced and discussion is only about his/her own individual decision and strategies.</p> |
| <p>MATERIALS for implementing the Tool</p> | <p>Work sheets "Ten people to shelter", pens.</p> |
| <p>EQUIPMENT AND FACILITIES</p> | <p>A safe space where the young adult is comfortable to meet, well lit and if possible, quiet.</p> |

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| TOOLS ANNEXED | Toolbox Handouts: 4.21 Hand-out 3.4.8 Handout: https://docs.google.com/document/d/1AzX9Xm7KWQ5T9kQzbLy-GRMbc4bD9aZtaS4lu9J3USs/edit?usp=sharing |
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| Tool 10: Risk register | |
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| DURATION | 30 mins |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input checked="" type="checkbox"/> Step 4: Young adults plan and manage <input type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | Objectives of the Tool: This tool aims to help the individual reflect upon risks that can severely impact the success of their business and take appropriate action in order to prevent the risks from taking place. Key ERF competence or competences that this tool is connected to: <ul style="list-style-type: none"> • Sense of initiative and entrepreneurship, • Learning to learn, |
| PREPARATION FOR USING THE TOOL | Printouts of the attachment to read. Trainers should read through the attachment beforehand, so they are familiar with the material when questions or help is needed. Fill one out ahead of time for demonstrative purposes. |
| IMPLEMENTATION OF THE TOOL | Introduce the document “Risk register” that is attached. Start by reading through the informative text explain the use of risk assessment/register tools. Introduce the assignment and make sure that everyone knows what they are doing. Encourage them to apply this task to the |

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| | <p>business idea they have been developing during the course. Allocate enough time for each participant to finish the task.</p> <p>Emphasise the fact that a Risk Register is a living document that gets modified and added to with every identified target that comes up – so save them (create a new one) and keep adding to them!</p> |
| TIPS FOR THE TRAINER | It is possible that people will struggle to identify risks - research risk register beforehand so you have some examples to give in case they get stuck. |
| MATERIALS for implementing the Tool | Printed out templates, pens for writing. |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet. |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Risk register</p> <p>https://drive.google.com/file/d/1HWJ2LUQ-VCraJXuW4TNFBK-I0WK9wRKT/view?usp=sharing</p> |

Adapt their plans to achieve goals

| Tool 11: Limiting instructions and creativity – observation checklist | |
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| DURATION | 2 hours |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input type="checkbox"/> Step 5: Young adults value the team</p> |

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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This tool helps to emphasise the importance of giving open-ended instructions. Research shows that when the instructions are limiting or force a person or a group to consider only a subset of solutions, they are likely to produce fewer creative results. In this exercise, learners will go through a creative problem-solving process and see the comparison between limiting and open-ended instructions for themselves.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences • Sense of initiative and entrepreneurship • Learning to learn |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Have a printout and the materials of the tool ready.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>You have two options here:</p> <p>Let learners choose the product. Ask the learners to consider a new product that they are planning to introduce to the market, but that it has no brand name yet. If all learners are from the same company, they can choose an upcoming product (if it is possible to discuss it in front of you and each other). Otherwise ask them to consider a hypothetical product or a product that they like to see in the market based on their hobbies and interests. Encourage a discussion on this product so everyone understands what it is.</p> <p>Tell them what the product is. To eliminate a potentially lengthy discussion on choosing a product, disagreements or brainstorming on product names before the main exercise, you ask them to consider a generic product of your choice. Examples could include:</p> <ul style="list-style-type: none"> • A new salad takeaway released by a fast food chain. • A new mobile phone with a micro projector • A new mineral water • A new soft drink <p>Divide the learners to three groups. Explain that each group needs to come up with a name for the product under consideration, though they need to do this by following the instructions given to them.</p> <p>Give each group one instruction sheet at random. They should not share their instructions with other groups.</p> |



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| | <p>Separate the groups so they can work in isolation.</p> <p>Ask them to start brainstorming the problem.</p> <p>Bring back everyone and ask each group to read through their suggested product names while other groups listen.</p> <p>Ask everyone to compare all results and state which group came up with the most ideal or creative names. Expect them to choose results of Group C who had no limitation in their instructions and could be more creative.</p> <p>Follow with a discussion.</p> |
| TIPS FOR THE TRAINER | <p>The specific tool can be assessed using a questionnaire to be completed by all participants, who will provide feedback on the overall effectiveness of the specific tool.</p> <p>The discussions that will take place will also allow for the exchange of ideas between the participants and trainers and the provision of feedback by all learners and trainers.</p> <p>Assessment can also take place in the group through group discussion and provision of feedback between the participants. A questionnaire can also be used to evaluate the overall group settings and outcome of the exercise.</p> |
| MATERIALS for implementing the Tool | <p>This activity requires Instructions for each group. You need three instructions in total.</p> |
| EQUIPMENT AND FACILITIES | <p>A wide area with partitions or separate rooms. It is ideal if groups cannot hear each other while going through this exercise. Overhearing other groups' conversations can significantly affect the outcome of the exercise.</p> |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.20 Hand-out 3.4.6</p> <p>Handout: https://docs.google.com/document/d/1fKZr6a2Om5gKiRCd4LI20IImzC5WiSLcngELOMWJJ0/edit?usp=sharing</p> |



References

Guides:

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<https://drive.google.com/file/d/1NrGalair-zkb7XVW4Nda2bDxViaSWpb1/view?usp=sharing>

bplans.com - Bplans offers free business plan samples and templates, business planning resources, How-to articles, financial calculators, industry reports etc.



Step Five: Young adults value the team

Create a team who can work together

| Tool 1: Tower build | |
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| DURATION | 25 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool is designed to improve the performance of a team and also to realise the benefits and the challenges of working in teams.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Citizenship competence • Entrepreneurship competence |
| PREPARATION FOR USING THE TOOL | Trainers should have all materials available for all participants. |
| IMPLEMENTATION OF THE TOOL | <p>Divide participants in groups of 3-4 people.</p> <p>Give each group a deck of cards and ask each team to build a tower using every material have at their disposal (see Optional Additions).</p> <p>Inform participants that the team with the tallest tower wins.</p> <p>Set a time frame (10 minutes)</p> |



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| | <p>Optional additions:</p> <p>Provide every group with a set of papers or 25 A4 sheets or a box of spaghetti & tape or glue</p> |
| TIPS FOR THE TRAINER | <p>Watch the annexed video example of the activity if needed.</p> <p>Explain the rules clearly.</p> <p>Ask the teams if they have any question, before start the countdown.</p> <p>After the activity, talk about teamwork and encourage participants to reflect on:</p> <ul style="list-style-type: none"> - How the team designed their procedure. Did they start to build the tower immediately? Did they set a team meeting to decide their building steps? - Responsibilities of each member. What was the contribution of each member? - Would they change something if they started again? <p>In the PBL framework it is good practice for learners to adopt a hands-on perspective, form groups, sit together at a table and share, talk, plan, and do some work. Teams focus on performance, commitment, and outcomes. Groups might follow a vague set of standards, but high-performance teams operate by an explicit ethic of service to others, listening, attentiveness, and shared leadership.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • A deck of cards • Optional Additions: A set of papers or 25 A4 sheets or a box of spaghetti & tape or glue |
| EQUIPMENT AND FACILITIES | <p>A safe space where the young person is comfortable to meet.</p> <p>A steady surface (table or floor) without inclination.</p> |
| TOOLS ANNEXED | <p>TOOLS: Example of the activity</p> <p>https://www.youtube.com/watch?v=Vxkkmnde9ps</p> |



| Tool 2: Pilot | |
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| DURATION | 10 minutes per pair |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims to improve participants problem solving and collaboration skills.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| PREPARATION FOR USING THE TOOL | Trainer has to collect the appropriate materials, ensure the safety of the place and set up the “minefield”. |
| IMPLEMENTATION OF THE TOOL | <p>Use materials (boxes, office chairs, water bottles, soda cans etc.) to create an obstacle course of "mines" within your empty space.</p> <p>Divide participants into pairs, where one partner is blindfolded. The role of the other partner in each group is to guide the blindfold person from one end of the course to another without setting off any mines.</p> <p>The leading person guides her/his blindfold partner by using only verbal instructions in order to get them through the minefield. Leading partners cannot enter the course.</p> |

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| TIPS FOR THE TRAINER | <p>Depending on the number of people you have and how difficult you want this activity to be, you can vary the number of pairs trying to complete the course simultaneously so that pairs have to work harder to listen to each other and communicate clearly or interfere altering the minefield during their try.</p> <p>This tool provides a good collaborative experience, enhancing partners teamwork skills and abilities of communication.</p> |
| MATERIALS for implementing the Tool | Items that can be used as obstacles (mines) without jeopardising participants integrity (boxes, office chairs, water bottles, soda cans, etc) |
| EQUIPMENT AND FACILITIES | An empty room or hallway. It can be also implement in open-space, but boundaries have to be placed. |
| TOOLS ANNEXED | <p>TOOLS: Examples of the activity</p> <p>https://www.youtube.com/watch?v=er92AWG3Ho4</p> <p>https://www.youtube.com/watch?v=DwjNFYnlVol</p> <p>https://www.youtube.com/watch?v=rmCVGVrANF0</p> |

| Tool 3: Last team standing | |
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| DURATION | 35 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This activity reinforces the collaboration among participants, strengthen team-oriented skills and forces participants to act as a team in order to conclude the challenge and reach their final goal.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer should explain thoroughly the rules to participants gather all materials and help participants through the implementation process.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <ol style="list-style-type: none"> 1. Divide participants in groups of four people. 2. Provide one flipchart sheet to each team. 3. Instruct teams to step on the flipchart and provide 1 minute to teams to prepare. <p>Rules:</p> <ul style="list-style-type: none"> • All team members must step on the flipchart • If a member of a team is not on the flipchart, the team is disqualified. • After the conclusion of every round, you fold the flip chart in half, provide one minute for the teams to regroup and ask them to fulfil the task. • Repeat as many times as needed in order to have a winning team |
| <p>TIPS FOR THE TRAINER</p> | <p>Provide adequate time for debriefing after the completion of this activity.</p> <p>Examples of question do be asked during debriefing process:</p> <ul style="list-style-type: none"> • What strategy did your team adopt? • Who and how decided for this strategy? • If you retake the challenge, would you change something to your strategy, and if yes, what exactly? • What were your emotions during the implementation of this activity? • How did you feel against your teammates? • How did you feel against your opponents? |

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| | Regardless the subject taught, team building activities are required in order to strengthen team members' bonds, inspiring them to discover their own pathway through team's synergy and reinforcing spirit. This tool can foster team working communicational skills. |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • A flipchart sheet for each team • Timer, preferably visible to all participants |
| EQUIPMENT AND FACILITIES | A safe area providing enough space for the implementation of this activity. |

| Tool 4: Best entrepreneurial idea | |
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| DURATION | 60 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>The tool aims to develop the following competences:</p> <ul style="list-style-type: none"> • Entrepreneurship competence • Awareness about entrepreneurship • Competence in teamwork • Potential of development of ideas • Personal, social and learning to learn competence |
| PREPARATION FOR USING THE TOOL | Prepare the room, divide people to 3-4 teams |


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| IMPLEMENTATION OF THE TOOL | <p>Explain in a step-wise form how to implement/apply the tool</p> <ol style="list-style-type: none"> 1. Introduce the game to students 2. Divide students to 3-4 groups + 1 judges group 3. Give time to elaborate business ideas 4. Presentation of business ideas 5. Select the best business idea 6. Discuss strong and weak points of each business idea |
| TIPS FOR THE TRAINER | <p>Be open for discussion, questions, be more general at the beginning and more specific later during exercises, allow students to make questions at any time of the presentation, encourage active participation of all the students.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Template for business idea. |
| EQUIPMENT AND FACILITIES | <p>PCs , smartphones, chairs, tables, open space, training room, projector, screen.</p> |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Handout, Annex 1.2</p> <p>https://drive.google.com/file/d/1ocitWcVueRz-8RaGULLvTsHJ2iNk1IOo/view?usp=sharing</p> |

Listen Actively

| Tool 5: Question game | |
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| DURATION | 45 minutes |
| MODULE | <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>To understand the meaning and use of effective questioning techniques (as one of the techniques of active listening) in communication. Through the tool participants will also learn when to use closed and when to use open questions.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Entrepreneurship Competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainers have to choose an image that are familiar with and remember any small detail about it.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Learners are given the abovementioned information:</p> <p>Trainer keeps an image on her/his hands. Image is not available to learners (might be upside down in front of a desk or in a pocket/box). This image depicts something very familiar to trainer e.g. her/his house.</p> <p>The task of the learners is to draw the picture as similar as possible to what the trainer has in his/her mind.</p> <p>Learners are allowed to ask trainer questions in order to draw a sketch of this image. This sketch has to be as detailed as possible. For example, in case trainer has a picture of hers/his house, learners have to draw outdoors details, such trees, garden, barbeque etc.</p> <p>A time limit can be applied, in order to end the questioning procedure. Alternatively, trainer might set a maximum number of questions</p> <p>Debriefing of the procedure.</p> <p>It is expected that learners will ask mostly close ended questions that can be answered with a single “yes” or “no”. In general those questions will hardly lead to an outcome and will consume time.</p> <p>It is essential to make it clear during debriefing process, that learners had the opportunity to ask <u>any kind</u> of question, including descriptive questions too.</p> <p>Descriptive questions help learners to acquire a deeper understanding over the discussed topic, providing more detailed</p> |

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| | <p>answers than close ended ones. (e.g. what's in your mind/ thinking? What is depicted on your picture?)</p> <p>Furthermore, a hint acquired from open ended question (since answers must be more detailed) might lead to a series of other questions, leading towards the objective.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>Trainers will have to be prepared to answer in all short of questions, without leading or misleading learners.</p> <p>It is very important for PBL learners to generate the questions that will lead them either to answers or to new questions. This procedure will enable them to form a complete picture of the task. Open ended questions will provide the big picture and closed ended questions will refine the details of the task. This tool introduces to learners this alternative way of thinking.</p> |
| <p>MATERIALS for implementing the Tool</p> | <ul style="list-style-type: none"> • A4 sheets • Pens and/or pencils • An image that learners have to draw, based on their own questions. |
| <p>EQUIPMENT AND FACILITIES</p> | <p>A safe space where the young person is comfortable to meet</p> |
| <p>TOOLS ANNEXED</p> | <p>TOOLS: Example image</p>  |

| Tool 6: Attention to details | |
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| DURATION | 30 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>Enhance active listening skills by paying attention to important details.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Entrepreneurship competence |
| PREPARATION FOR USING THE TOOL | Trainers should read the scenario on Att2 thoroughly. It is preferable to remember and narrate the scenario by heart, in order to avoid stops or emphasize in certain parts, even by mistake. |
| IMPLEMENTATION OF THE TOOL | Trainers should follow the introduction and steps described in Att2. |
| TIPS FOR THE TRAINER | <p>Trainers should pay full attention to details when they read the scenario to learners.</p> <p>The original hint (you are a bus driver) should be heard but not over-emphasized. The tone and volume of voice should remain the same during the narration.</p> <p>The ability to listen comes the opening of doorways to higher learning experiences. Active listening in PBL decreases subjectivity and when people feel heard, validated, and understood, they are better able to figure out solutions on their own. Through active</p> |

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| | listening miscommunication issues are being resolved, which is also the aim of this tool, learners to develop the ability of active listening. |
| MATERIALS for implementing the Tool | A copy of the scenario to be used. Trainers are free to modify Att2 in order to serve the needs of their audience. |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet |
| TOOLS ANNEXED | TOOLS: Word document (Att2) https://docs.google.com/document/d/1MXwvv16C-bnHwXMy-eCeUuqqkvVjEjIXs5BdBZOJW7s/edit?usp=sharing |

| Tool 7: Active listening test | |
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| DURATION | 20 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool focuses on the parts of a message that you should think about when listening.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Cultural awareness and expression competence |

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| PREPARATION FOR USING THE TOOL | Trainer have to prepare themselves based on the presentation regarding Active Listening |
| IMPLEMENTATION OF THE TOOL | Trainer provides a presentation regarding Active Listening. (Annexed PowerPoint) Then learners answer the Active Listening Test.(Annexed Document) |
| TIPS FOR THE TRAINER | Do not just read the PowerPoint. Add additional information and examples. Role plays may also be integrated here. Learning and teaching in small groups highlights the importance and the impact of active listening. Although listening begins as we receive the message and our brains process them into meanings, active listening is the skill that will help listeners to decode the information provided from the transmitter. Through this multiple choice test learners can test their knowledge regarding active listening. |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Copies of Active Listening Test • Pens or pencils |
| EQUIPMENT AND FACILITIES | A safe room that the presentation can take place and the learners can fulfil the test. If projector is not available, trainers can provide copies (printed or electronically) and implement the presentation with another mean (e.g. orally). |
| TOOLS ANNEXED | TOOLS: EG. PowerPoint/Test PowerPoint: https://docs.google.com/presentation/d/1zGJOdKefclcbtODXXRYzBfg9l_t8NeQScSe2AuMrC3U/edit?usp=sharing Document: https://docs.google.com/document/d/1oPni7V1QmmLWPi9WD-DDyG1rESzZFG1ov8C11tvYZCI/edit?usp=sharing |



| Tool 8: Effective communication | |
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| DURATION | 45 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This tool aims learners to gain the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence, • Entrepreneurship competence |
| PREPARATION FOR USING THE TOOL | Familiarization with the procedure described in MMC_Att1. |
| IMPLEMENTATION OF THE TOOL | <p>Divide the participants into two groups: The “speakers” and the “listeners”. Each group should then move to a separate room. The “listeners” will be handed the handout (MMC_Att1), which provides them with instructions on what “annoys them” as members of a culture. Also, brief the “speakers”, by telling them that they will be trying to sell mobile phones to the “listeners”. Ask them to choose two “salespersons”, one male and one female.</p> <p>After the “listeners” read and memorise what “annoys” them, bring them back to the same room where the “speakers” are. Ask the “salespersons” to start introducing themselves to the “listeners”, while the rest of the “speakers” are keeping notes on what they believe “annoys” the “listeners”.</p> |

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| | <p>After the conversation is finished, let the speakers finalise their findings and then ask them to read them aloud.</p> <p>Discussion follows where the “listeners” reveal what “annoys” them and a comparison is made with what the “speakers” found.</p> |
| TIPS FOR THE TRAINER | <p>Trainers are expected to spent time on debriefing of the exercise with the group. Provide adequate time to participants in order to express their thoughts and fillings.</p> <p>It is expected that after the completion of this activity, participants will be able to adapt their communication skills to non-routine situations, solve miscommunication problems that may arise in non-routine situations and select the appropriate methods for communicating, taking the context into consideration.</p> |
| MATERIALS for implementing the Tool | Printed copies of the Attachment (MMC_Att1) |
| EQUIPMENT AND FACILITIES | No special requirements, just a safe place large enough so the one group can be isolated as the tool describes. |
| TOOLS ANNEXED | <p>Document Link:</p> <p>https://docs.google.com/document/d/1BDNOXjj9NUrkCRH_YYjxvu6BuzLshhRA368vVqnDoH8/edit?usp=sharing</p> |

| Tool 9: Do you know your skills in teamwork? | |
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| DURATION | 1 hour and 30 min |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input checked="" type="checkbox"/> Step 5: Young adults value the team |

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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>The purpose of this tool is through a battery of questions to assess the knowledge, skills and competences of the consulted to work successfully in a team. This exercise helps the consulted to extract knowledge about his/her own ability to work in a team based on past experience and hypothetical situations.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Learning to learn |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Have a print out of the tool ready</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>This is an individual exercise in which the main method is the interview. The consultant has a set of questions during the interview which will help him/her collect information on the knowledge, skills and competence to work in a team. The consultant may predispose the participant in advance and explain what the task of this interview is, to encourage him to feel free to tell as much from her/his experience in teamwork as he/she can. You can start with more general questions related to the work experience of the participant in order to assess to what extent it is related to teamwork. If there is considerable experience, you can use most of the questions listed below. If the participant has not accumulated such experience, you may reformulate the questions to state hypothetical situations: "Imagine that ..."; "Let's say you work in a team where ..."</p> <p>Using the battery of questions below you can explore and evaluate various aspects of teamwork. The questions are asked sequentially or randomly, depending on the purpose of counselling. You can only use questions that correspond to the knowledge level of the consulted, and ask additional follow-up questions. Encourage the participant to give as much concrete examples as he can.</p> <p>The advantage of the interview as a method is that it allows you to set sufficient additional and provocative questions, so as objectively to assess the skills for working in a team. It is good to ask control questions - questions that measure the same skill, but sound differently in order to verify the accuracy of the information. The disadvantage of this method is that it is not really possible to see the skills for working in a team in practice, as it can be done during a role play. Experience of the consultants asking questions, in-depth</p> |

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| | research and analysis of different working situations can compensate for this shortcoming. |
| TIPS FOR THE TRAINER | <p>The battery of questions allows evaluating the basic knowledge, skills and one's competencies for teamwork. The interviewer can ask questions in sequence or in random order, depending on the person. It is important to ask enough follow-up questions in order to obtain maximum information. Depending on the background of the person the consultant may include additional questions.</p> <p>Battery of questions could be proposed in the form of a questionnaire. (see Hand-out "My skills in team work"). This is particularly relevant in a group context.</p> |
| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet |
| TOOLS ANNEXED | <p>Toolbox Handouts: 4.16 Hand-out 3.3.7</p> <p>Handout: https://docs.google.com/document/d/1tGNTCQ2nWgMZLrZN-ae6M1VP8DVwcEWkCvZY-dW40s/edit?usp=sharing</p> |

Expand their network

| Tool 10: Network card game | |
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| DURATION | 15 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input checked="" type="checkbox"/> Step 5: Young adults value the team |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This tool aims to challenge preconceptions and foster collaboration of participants in an unpredictable way.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer has to prepare the game cards.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <ol style="list-style-type: none"> 1. Divide participants into smaller groups (3-4 people) 2. Set a time frame (3-5 minutes) 3. Hand out flashcards naming common objects — sea, clouds, chair, tree, house 4. Ask participants to work together to think of new names for all those objects. 5. Ask participants to shuffle, forming new teams and repeat step 4 setting the time frame again. 6. Write down the alternative names and provide time to participants to comment on the abstract connections that lead them to their outcomes <p>Optional extra step:</p> <ol style="list-style-type: none"> 7. Ask participants to associate the object with a business, imagining a picture of it is the social media cover image of the business, and then have a similar discussion as in step 6 about their reasoning. |
| <p>TIPS FOR THE TRAINER</p> | <p>Trainer should create a high synergy environment, in order for participants to express their thoughts regarding the abstract connection leading to their outcomes.</p> <p>It is fundamental for PBL methodology to collaborate, since collaboration influences the development of critical thinking skills. Therefore, it is critical for participants to form collaboration networks and understand the mechanisms that bringing people together.</p> |



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| MATERIALS for implementing the Tool | Cards depicting everyday objects, A4 sheets, pens and markers, flipchart for the debriefing process |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet |
| TOOLS ANNEXED | TOOLS: Word file sample images https://docs.google.com/presentation/d/1MhyBm7X-uhl_Ad5iREjQvC9yZFtoFzFZUMHEm8Gbgum/edit?usp=sharing |

| Tool 11: Network app | |
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| DURATION | 50 minutes |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input checked="" type="checkbox"/> Step 5: Young adults value the team |
| OBJECTIVES and KEY COMPETENCES | Objectives of the Tool: <p>This tool provides opportunities of face-to-face meeting through an app that allow event attendees to embed their LinkedIn profiles, making it easy for attendees to check each other out.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Digital competence • Personal, social and learning to learn competence |

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| PREPARATION FOR USING THE TOOL | To save time, trainer should ask for participants to create a LinkedIn profile. |
| IMPLEMENTATION OF THE TOOL | <p>Ask participants to create a LinkedIn profile (if they don't have one already).</p> <p>Ask participants to navigate to https://match.presdo.com/demo_orders/new and download the Presdo Match mobile app through App store or GooglePlay.</p> <p>As soon as all participant possess the application, ask them to start the tutorial</p> <p>Inform participants regarding the schedule personal walkthrough tool at https://match.presdo.com/demo_orders/new that can access any time.</p> |
| TIPS FOR THE TRAINER | <p>Trainer must have downloaded prior to the meeting and familiarized with the use of the Presdo Match app.</p> <p>This tool can be applied in any major event, in order to foster networking among participants, through their LinkedIn profiles.</p> |
| MATERIALS for implementing the Tool | Smart devices (tablets, smart phones), ideally one for each participant. |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet with internet connection. |
| TOOLS ANNEXED | <p>TOOLS:</p> <p>Tutorials of the application https://match.presdo.com/demo_orders/new</p> |

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| Tool 12: Let's talk about networking | |
| DURATION | 25 minutes |

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| <p>MODULE</p> | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>The main objective of this tool is to encourage participants to consider and discuss challenges and skills relating to building personal and professional networks.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer should prepare a projection of network circles (image, or handout)</p> <p>Trainers should be familiar with network theories.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Ask participants to find someone in the room to whom they have never spoken, make introductions and find out a little bit about them.</p> <p>Stop the talking and ask participants about the basic elements of networking.</p> <p>Highlight the importance of asking someone you don't know a few questions, to get them talking is a really useful networking skill.</p> <p>Discuss 3 tiers of a network: see annexed document</p> <p>Get people to write names from their own networks in each circle as presenter speaks</p> <p>Open discussion (sample questions)</p> <ul style="list-style-type: none"> • What happens if a professional relationship in your inner-most group breaks down? • How do you develop a vibrant, buoyant outer circle? • How do you tap into your layer of possibility? |



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| TIPS FOR THE TRAINER | <p>Trainer should act as facilitator, interfering as little as possible and provide enough space to participants to express their thoughts on networking matters.</p> <p>It is essential for learners to identify their personal and professional network, in order to explore all professional option that provides to them and apply all networking technics they are familiar with.</p> |
| MATERIALS for implementing the Tool | Projector, screen, pc or a hand out of the networking circles scheme |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet |
| TOOLS ANNEXED | <p>TOOLS: EG. Word networking circles</p> <p>https://docs.google.com/document/d/1QggNEI3KbhlWhOSEvGin5BMQsP--Z3s0zRka5hQsSM0/edit?usp=sharing</p> |

| Tool 13: Basics of networking | |
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| DURATION | 35 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This tool aims to help participants to critically examine their network so that can reflect on their own support system</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainers should bring all necessary materials.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Provide each participant with a flipchart sheet</p> <p>Provide all participants with post-it notes of three different colours. Those 3 colours represent:</p> <ul style="list-style-type: none"> • People, who help you with your tasks, people who are helpful and useful to you in completing your work. • People who help you with your career. These are the people who contribute to your professional development and career advancement. • People who provide personal support to you. These are the people you go to for your emotional well-being and psychosocial support. <p>Ask participants to draw a cross on the centre of their flipchart</p> <p>Ask participants to place themselves on the centre of the cross</p> <p>The horizontal axes represent the organizational relationship: those who lie left of you are outside your organization, those who lie right of you are working in the same organization as you do.</p> <p>The vertical axes represents the age distance, those who lay upper you are senior and those who lie beyond you, are junior to you.</p> <p>Ask participants to place their different colour post it, respecting distance and axes. Close distance reveals relationships where there is a high degree of trust, liking and mutual commitment. Open distance reveals relationships where you don't know the person very well. Moderate distance reveals relationships in the middle, neither very close nor distant.</p> |



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| TIPS FOR THE TRAINER | <p>Trainer should make clear all the rules, in order for participant to draw their own network map.</p> <p>By defining their network as well as the set of relationships that help them to acquire or get their job done, young learners will be in position to advance their career, and understand the necessity and use of their contacts in order to provide them both personal and professional support.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Flipchart sheets • Pens and markers • Post it notes (three different colours) |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet, with enough space for participants to work |
| TOOLS ANNEXED | <p>TOOLS: Example</p> <p>https://docs.google.com/document/d/1nmzhPL-cDocEF6EiKYB4tOgNwCBBQRmeqD8zNg-h7iQ/edit?usp=sharing</p> |

Face and solve conflicts

| Tool 14: Conflict arguments | |
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| DURATION | 50 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input checked="" type="checkbox"/> Step 5: Young adults value the team |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>To help participants understand how they perceive conflict, and what conflict means in their life experiences.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Prepare the handout to give to the participants</p> <p>Provide adequate time for debriefing.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Explain to participants the purpose of this exercise: people often perceive conflict based on their earlier life experiences.</p> <p>Pair participants and ask them to discuss with each other their definition of conflict. They should also talk about some earlier experiences that led them to these definitions.</p> <p>Reconvene and have pairs report on the results of their conversations. Ask participants for examples that influenced their thinking about conflict, and then (using participant input) write a group definition of conflict on the flipchart.</p> <p>Lead a discussion about the positive aspects of conflict resolution, asking questions such as:</p> <p>How can conflict affect relationships?</p> <p>In what ways can conflict generate growth and self-development?</p> <p>Distribute the handout, and ask the participants to complete the Quiz, thinking about the discussions so far. Explain that this activity is one that should get them thinking about additional feelings concerning conflict and ways to resolve a difficult situation.</p> <p>When the Quiz is completed, ask participants to share and discuss answers.</p> <p>Reference: 50 Activities for Conflict Resolution Group Learning and Self Development Exercises Jonamay Lambert and Selma Myers</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>Ask the following questions regarding the handout, reminding the group that there are no right or wrong answers:</p> <p>How do you feel about the responses?</p> <p>Can you see a difference in philosophy? What are your thoughts about that? (Possible answers are that responses in the left column</p> |

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| | <p>generally represent a narrow interpretation of the destructive side of conflict, whereas responses in the right-hand column seems to represent the constructive side of conflict.)</p> <p>Which statements best represent your attitude, the ones in the left column, or the ones in the right?</p> <p>Remember:</p> <p><i>Individual definitions of conflict can shape how you deal with conflict when you are personally involved. Explain that the more you learn about defining conflict, the more likely you are to understand conflict situations and develop resolution skills. You will begin to look at individual needs and intentions (your own and others), and learn to use constructive communication to resolve conflicts.</i></p> |
| MATERIALS for implementing the Tool | Handout: Pop Quiz on Attitudes Toward Conflict |
| EQUIPMENT AND FACILITIES | <ul style="list-style-type: none"> • Flipchart |
| TOOLS ANNEXED | <p>TOOLS: EG. Handout</p> <p>https://docs.google.com/document/d/1Tv4R2o9vhuHYEYJzK8KD1go-dGTsYuTa9b5mpMQxQak/edit?usp=sharing</p> <p>Reference: 50 Activities for Conflict Resolution Group Learning and Self Development Exercises Jonamay Lambert and Selma Myers</p> |

| Tool 15: Pathways to conflict resolution | |
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| DURATION | 25 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input type="checkbox"/> Step 4: Young adults plan and manage</p> |



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| | <p>☒ Step 5: Young adults value the team</p> |
| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <ul style="list-style-type: none"> • Discover the steps towards effective conflict resolution • Create a conflict-resolution process that can be used in any conflict • Create effective pathway to the conflict-resolution process <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence • Expression competence. |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainers should be aware of the conflict resolution theories.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Split your group into smaller teams of four to seven participants. Station the teams in different areas throughout the room.</p> <p>Ask each team to write the word Conflict on one sheet of paper and the word Resolution on another.</p> <p>Instruct them to tape the sheets of paper about six feet apart on a nearby wall.</p> <p>Invite the teams to brainstorm the specific steps necessary to get from “Conflict” to “Resolution.”</p> <p>As the steps are agreed upon, have team members write them on sheets of paper and place them on the wall between the “Conflict” and “Resolution” sheets. Steps can be shown in any form (arithmetically, arrows etc)</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>If participants are having trouble, you may suggest that they reverse the steps, starting from “Resolution” towards “Conflict”</p> <p>Use some time for debriefing, asking questions like:</p> <ul style="list-style-type: none"> • What happens right before “Resolution”? • Are there any additional steps after “Resolution”? What could be added? • Why is beneficiary to have a step-by-step approach to conflict? • How can those steps to be remembered in conflict situations? |



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| | <ul style="list-style-type: none"> • Additional activity: Have the team test the steps by using them in a conflict-resolution activity. <p>Teams can perform this activity in order to clarify their objectives and methodologies adopted when and if conflicts arise. This tool introduces learners to conflict resolution steps, in order to be able to recall them and solve conflicts in everyday situations.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • A4 sheets, markers, tape |
| EQUIPMENT AND FACILITIES | A safe area that papers can be placed and teams can implement their discussions separately. |
| TOOLS ANNEXED | <p>TOOLS: Word Att6</p> <p>https://docs.google.com/presentation/d/1VFUHCRu7A4YJB85Ti5Bllg9KwmlsgQVcGiXVhfE8aI8/edit?usp=sharing</p> |

| Tool 16: Dialogue to solve conflicts | |
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| DURATION | 25 minutes |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input checked="" type="checkbox"/> Step 5: Young adults value the team |



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| <p>OBJECTIVES and KEY COMPETENCES</p> | <p>Objectives of the Tool:</p> <p>This tool is designed in order for learners engage a conflict by practicing their skills in dialogue aiming to grow mutual agreement.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| <p>PREPARATION FOR USING THE TOOL</p> | <p>Trainer should have understood the difference between debate and dialogue, so they can elaborate participants during time-out phase of this activity.</p> |
| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Ask learners to form pairs.</p> <p>Have each pair stand face to face, right fist out (as in Rock, Paper, Scissors), and say together, “one, two, three out”</p> <p>Once the word out is said, the two participants state out loud the name of any item they can think of (chair, coffee mug, pen).</p> <p>After they state their items, pairs have to exchange arguments in order to prove that their item is “better” than the other person’s item.</p> <p>Provide 2-3 minutes of debate.</p> <p>Call a brief time-out to discuss with all learners the difference between debate and dialogue.</p> <p>Call pairs to form again and continue with their conversations, but encourage pairs to engage in dialogue— e.g. asking questions and listening to the answers—. The objective this time is to come to a mutual agreement.</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>Trainer must highlight during the time-out the essential difference between debate and dialogue. Trainers must make sure that participants understands that true dialogue is collaborative and the intention is to really listen to other’s perspective with a willingness to be influenced by what we hear, while debate is a discussion with the goal of persuading or advocating for their own view, attempting to prove the other side wrong, and searching for flaws and weaknesses in the other’s positions.</p> |



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| | This tool fosters the purpose of the dialog in PBL that is to work through the problem and to proceed to a conclusion by reason and argument, everyone at their own pace. |
| EQUIPMENT AND FACILITIES | A safe space where the young person is comfortable to meet |
| TOOLS ANNEXED | TOOLS: Video link regarding difference between dialogue and debate. https://www.youtube.com/watch?v=GZCPZ9fhwC4 |

| Tool 17: Conflict resolution questionnaire | |
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| DURATION | 45 minutes |
| MODULE | Select the Steps on the Pathway that the Tool applies to: <input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship <input type="checkbox"/> Step 2: Young adults believe in themselves <input type="checkbox"/> Step 3: Young adults identify opportunities and innovation <input type="checkbox"/> Step 4: Young adults plan and manage <input checked="" type="checkbox"/> Step 5: Young adults value the team |



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| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>To understand different perception and perspective of conflict, in order to better handle conflict and build trust.</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Personal, social and learning to learn competence |
| PREPARATION FOR USING THE TOOL | <p>Trainer should be familiar with Thomas-Kilmann conflict mode questionnaire, as well as with the behavioural types described.</p> |
| IMPLEMENTATION OF THE TOOL | <p>Provide each participant with a copy of the Thomas-Kilmann conflict mode questionnaire. Allow 15 to 20 minutes for participants to answer all questions.</p> <p>Reveal the marking scheme and provide some minutes for the participants to calculate their score.</p> <p>Debrief behavioural types described and provide feedback to participants</p> |
| TIPS FOR THE TRAINER | <p>Provide adequate time for the debriefing procedure.</p> <p>Make sure that you explained all behavioural types and that it is clear to participants that there are no “good” and “less good” types by analysing pros and cons of each one of them.</p> <p>It is a noted that Thomas-Kilmann conflict mode questionnaire describes thoroughly five distinct conflict styles. By helping individuals understand their default approach in conflict, it encourages the exploration of alternative ways to handle different situations.</p> |
| MATERIALS for implementing the Tool | <ul style="list-style-type: none"> • Copy of the Thomas-Kilmann conflict mode questionnaire for every participant. |
| EQUIPMENT AND FACILITIES | <p>A room that provides a safe environment to participants to answer the questionnaire and conditions for the team to debrief</p> |



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| TOOLS ANNEXED | <p>TOOLS: Att7 Word Thomas-Kilman conflict mode questionnaire https://docs.google.com/document/d/1dG956X-fhz6rdw08pd5-990LJosXMIiWIVXX-aQ/edit?usp=sharing</p> <p>Att8 Marking of Thomas-Kilman conflict mode questionnaire https://drive.google.com/file/d/1mOhsvLB8RkW5pAhQcpKMq6ke-Rvmatmw/view?usp=sharing</p> |
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| Tool 18: Conflict resolution simulation (mediation) | |
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| DURATION | <p>Time: 2:15 hours</p> <p>45 minutes preparation (this can be done by assigning the roles as homework a day or two before),</p> <p>45 minutes for the role play</p> <p>45 minutes for talking about how it went (closing discussion)</p> |
| MODULE | <p>Select the Steps on the Pathway that the Tool applies to:</p> <p><input type="checkbox"/> Step 1: Young adults familiarising with entrepreneurship</p> <p><input checked="" type="checkbox"/> Step 2: Young adults believe in themselves</p> <p><input checked="" type="checkbox"/> Step 3: Young adults identify opportunities and innovation</p> <p><input checked="" type="checkbox"/> Step 4: Young adults plan and manage</p> <p><input checked="" type="checkbox"/> Step 5: Young adults value the team</p> |
| OBJECTIVES and KEY COMPETENCES | <p>Objectives of the Tool:</p> <p>This simulation exercise provides an excellent opportunity for young adults to experience first-hand a realistic situation of tense community conflict and to personally attempt to use dialogue as a tool to address a conflict situation. It can be used across the Pathway at any stage where conflict resolution is required</p> <p>Key ERF competence or competences that this tool is connected to:</p> <ul style="list-style-type: none"> • Communication in the mother tongue • Social and civic competences |
| PREPARATION FOR USING THE TOOL | <p>Have a printout of the tool ready</p> |

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| <p>IMPLEMENTATION OF THE TOOL</p> | <p>Each of the participants will be given a role that he/she will play and a bit of the dialogue, describing a difficult disagreement in some part of Finland in the present. (see CONFLICT RESOLUTION SIMULATION at tools annexed).</p> <p>Each role gives a short description of the character the participants will play, and what that person thinks and feels. Participants will have 10 or 15 minutes to think about the role they will play. Some participants will be playing characters that distrust or fear each other. These characters might be aggressive and angry at the beginning. Other participants will be playing characters that are more relaxed and more willing to reach agreement with the others and play a more bridging role.</p> <p>Before the simulation starts, participants should present the roles they are playing to each other.</p> <p>Participants can use the space which is provided for the simulation as they would in a normal urban space – they should feel free to walk away from other people, to find places to sit and talk, to search for and meet others. They can also use communications tools such as mobile phones and internet to talk to each other.</p> <p>After the role-play there should be plenty of time to discuss how things went, and to talk together about what participants learn from it in the closing discussion (see CONFLICT RESOLUTION SIMULATION at tools annexed).</p> |
| <p>TIPS FOR THE TRAINER</p> | <p>To get the most out of this exercise explain the participants to:</p> <ul style="list-style-type: none"> • Think hard about what their character wants, and doesn't want, how they can communicate this to the other characters, why their character feels this way, and how the other characters must be feeling. • Put themselves in the shoes of the other characters and ask questions. • Make good use of the description they were given, think of how their relationships can help them and try to develop new relationships during the simulation. • Look for solutions and be creative. |
| <p>MATERIALS for implementing the Tool</p> | <p>Give the general instructions to all the participants. This should give them a good idea of the main parts of the entire role play (including the closing discussion) and the purpose of each.</p> |

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| EQUIPMENT AND FACILITIES | A safe space where the young adult is comfortable to meet |
| TOOLS ANNEXED | Link: CONFLICT RESOLUTION SIMULATION |

References

Literature:

Lambert, J. and Myers, S. (1999). *50 Activities for Conflict Resolution*. Amherst: Human Resource Development Press.

Hayden, C. J. (2013). *Get Clients Now!* AMACOM

Port, Michael (2010). *Book Yourself Solid*. Wiley

General references

Other useful sources of information relevant to several of the steps throughout the pathway:

Literature:

Osterwalder, A. and Pigneur, Y. (2018). *Business Model Generation*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Osterwalder, A., Pigneur, Y., Bernarda, G., Smith, A. and Papadakos, T. (2015). *Value Proposition Design*. Hoboken, New Jersey: John Wiley & Sons, Inc.



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Cedefop (2019). *Skills for green jobs: 2018 update. European synthesis report*. Luxembourg: Publications Office. Cedefop reference series; No 109.

<http://data.europa.eu/doi/10.2801/750438>

European Commission (2016), *EntreComp into Action*. [online]

<https://drive.google.com/file/d/1E0ijSZArBn0cGX9efi7yLXRN0yFF20TW/view?usp=sharing>

Institute of Entrepreneurship Development (2013), *Educational Material for Young Entrepreneurs*. [online]

https://drive.google.com/file/d/1NHWQmjue_6l6l6dfuwtr3_jUtcewGac/view?usp=sharing

mindtools.com/ - Use MindTools.com resources to learn more than 2800 management, leadership and personal effectiveness skills, helping you to be happy and successful in your work life.

startupdonut.co.uk/ - Advice, resources and tools for starting a small business in the UK. Information on getting finance, business planning, hiring, IT, marketing and much more.

United Nations (2018), *Entrepreneurship for Sustainable Development*. [online]

<https://drive.google.com/file/d/1EYePfnFQCCvjqfLcZXsea3hsdwcYLleN/view?usp=sharing>

