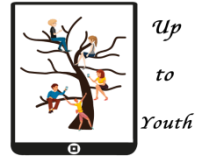# Up to Youth

Promoting Future Digital Social Entrepreneurs

2018-1-TR01-KA205-057895

IO-5 - HANDBOOK FOR YOUTH TRAINERS

Content

About the Handbook

The following handbook is designed as a teaching material that **enables teachers and trainers to use experiential methods and tools to teach their learners and mentees how to develop and start implementing their business idea.**

It is prepared in a way that everyone can use it to **guide, train or mentor young people and job seekers**, to help them **develop an entrepreneurial mindset** and enable them to **enter the job market** as more qualified employees or as a self-employed person, an entrepreneur.

We believe that young people have the potential to successfully solve current and future challenges in the world. We just need to provide assistance and guidance based on a practical, experiential approach.

In this handbook readers will get to know the **basic concepts of the social entrepreneurship** and find useful content to support their trainings, such as a collection **of icebreakers, training methodology** and examples of different **learning activities** together with the **learning outcomes**.

The handbook was prepared in the scope of the Up to Youth project, which is described further on.

Up
to
Youth

Co-funded by the
Erasmus+ Programme
of the European Union

Project Up to Youth

The project is funded under the Erasmus+ programme, Key Action 2: Strategic Partnerships for youth.

The most relevant priority for the project is "YOUTH: Promoting entrepreneurship education and social entrepreneurship among young people". For the more specific objective of promoting the employability of young persons, including young migrants, the priority is linked to achievement of relevant and high-quality skills and competences.

Each entrepreneur has own unique character, but all entrepreneurs are ideally required to have certain skills and competences. A wide range of skills is required to create and develop a social enterprise and these skills range from those for promoting social inclusion (these are needed when working with individuals on their employability and integration into the labour market and include life skills, social skills and work skills to support entry in the labour market), skills for entrepreneurship and management (e.g. marketing and finance, business planning and development, skills for growth and scaling), and skills for workforce development, essential to achieve sustainability and growth (Spear et al. 2012).

And lastly, one of our project's priority is linked to open and innovative practices in a digital era. Rapidly changing technology has affected the functions and working styles in entrepreneurship as well as almost in every business branch. In this context, our project bands together "digital entrepreneurship" and "social entrepreneurship". We can cite its reason from Strategic Policy Forum on Digital Entrepreneurship published by DG Internal Market, Industry, Entrepreneurship and SMEs (European Commission): "…Age cannot be seen as a barrier to digital skills' development. As we enter a digital era, local leaders need to make sure that every single resident in their territory is able to get digital knowledge in the short and long term. In a world where technologies are becoming ubiquitous, there are simply no alternatives to digital literacy. Cities and regions failing to reskill their workforce will inevitably see their economic attractiveness compromised and thus not be able to compete globally (…) And Europe needs more entrepreneurs to speed up the digital transformation process. Business entrepreneurs, social entrepreneurs, societal entrepreneurs, innovation entrepreneurs, technology entrepreneurs, academic entrepreneurs, political entrepreneurs, cultural entrepreneurs as well as public and private entrepreneurs are critical to drive forward the digital shift." The priorities selected above should be a good match to new entrepreneurship models as well as social entrepreneurship.

Website

Website of the project, including e-learning platform, has been developed for the needs of the project, where youth are able to attend the on-line courses and receive training from a distance. The e-learning platform provides open on-line courses and also includes an e-library with important and relevant resources. These open on-line courses are available for everyone.

Through the website, youth will:

- Improve their social entrepreneurial skills such as how to start a social enterprise, fund raising;

- Develop their digital marketing skills and New Media Skills (e.g. e-commerce, using social networks);

- Increase their multicultural awareness to access migrant efficiently;

- Learn important financial skills such as budgeting, creating business models.

Moreover, this website is available for all kind of entrepreneurs since the training for digital marketing skills, digital media skills and basic financial skills are suitable for all kind of entrepreneur.

Link

- Here you can find a link to the website:

  https://uptoyouth.eu/

Introduction to entrepreneurial mindset

The importance of entrepreneurship and an entrepreneurial mindset is increasing, for individuals, organisations, companies, and society as a whole. Potential impacts of entrepreneurship have increased and start-up companies and ambitious entrepreneurs have become an important driving force of innovation, progress, economy, and social change. In the light of fast global changes on different levels, shifts in global trends and the fact that entrepreneurship is defined as a transversal competence, it is even more important to build and improve the entrepreneurial capacity of each individual. Good news is that entrepreneurial skills, knowledge, and attitudes can be learned and can lead to the development of entrepreneurial mindsets and culture, which benefit individuals and society as a whole. **An entrepreneurial mindset can help individuals create and develop ideas, spot opportunities, take initiative and risks, cope with uncertainties and changes, make ambitious decisions and progress, mobilise resources, increase financial and economic literacy. It also encourages networking, working with others and contributes meaningfully to personal growth and increases employment potential.**

Since entrepreneurship is changing, also teaching entrepreneurship has experienced a small renaissance during the past few years. The theoretical background of the handbook lies in the design thinking approach. Design thinking refers to the methods and processes for investigating ill-defined problems, acquiring information, analysing knowledge, and positioning solutions in the design and planning fields. As a style of thinking, it is generally considered the ability to combine empathy for the context of a problem, creativity in the generation of insights and solutions, and rationality to analyse and fit solutions to the context (Wikipedia).

Following the design thinking mindset, we foster using a lot of fieldwork in teaching social business. Through fieldwork we translate our assumptions, hypotheses, and wishes into facts. Entrepreneurs have a lot of assumptions about their customers. Often those assumptions reflect entrepreneurs' perspective and not the perspective of the customer. For instance, in designing a new supermarket you may assume that customers need shop assistants. However, is this truly a fact or just our generalized experience with different supermarkets? By conducting thorough field research, you may find out more about your customers' needs when buying products for their daily life. We get the emotional distance from our initial business idea. Yes, entrepreneurship is about passion. However, do not change passion for blindness. Entrepreneurs are sometimes so convinced of their business idea that they do not look for information about the customers. In fact, they even reject feedback if they by coincidence get some. **Do not fall in love with your business idea. Be open and learn to understand your customer.**

What is Social Enterprise?

A social enterprise or social business is defined as a business that has specific social objectives that serve its primary purpose. Social enterprises seek to maximize profits while maximizing benefits to society and the environment. Their profits are principally used to fund social programs.
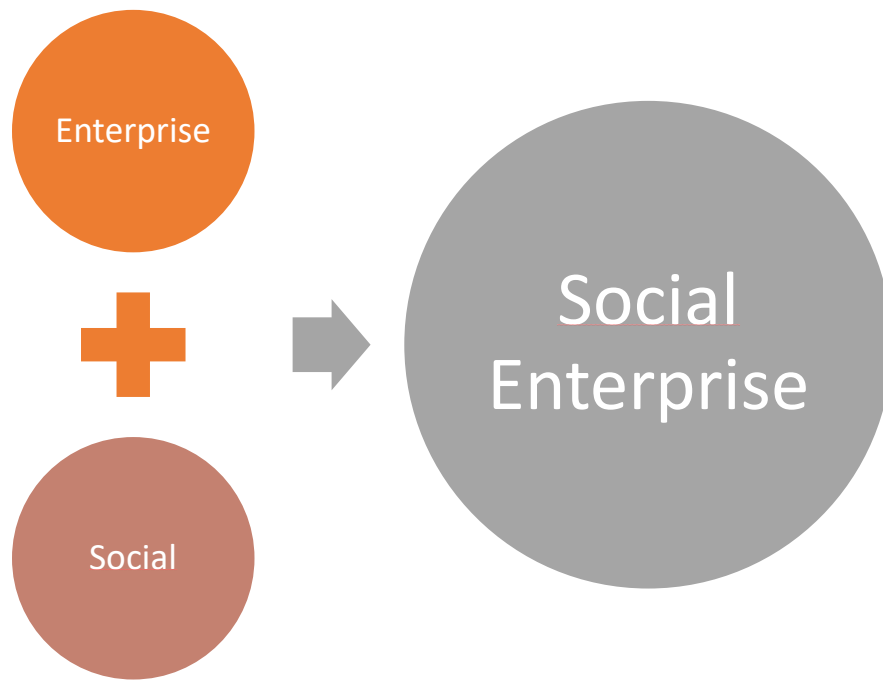
Understanding Social Enterprises

The concept of a social enterprise was developed in the UK in the late 1970s to counter the traditional commercial enterprise. Social enterprises exist at the intersection of the private and volunteer sectors. They seek to balance activities that provide financial benefits with social goals, such as providing housing to low-income families or job training.

Funding is obtained primarily by selling goods and services to consumers, although some funding is obtained through grants. Because profit-maximization is not the primary goal, a social enterprise operates differently than a standard company.

While earning profits is not the primary motivation behind a social enterprise, revenue still plays an essential role in the sustainability of the venture. Sustainable revenue differentiates a social enterprise from a traditional charity that relies on outside funding to fulfill its social mission. This goal does not mean social enterprises cannot be profitable; it's simply that their priority is to reinvest profits into their social mission, rather than fund payouts to shareholders.

The Organization for Economic Cooperation and Development (OECD) identifies social enterprises as being highly participatory, with stakeholders actively involved and a minimum number of paid employees.

KEY TAKEAWAYS

A social enterprise is a business with social objectives that serve its primary purpose.

Maximizing profits is not the primary goal of a social enterprise as is with a traditional business.

Unlike a charity, social enterprises pursue endeavors that generate revenues, which fund their social causes.

Regarding employment, preference is given to job-seekers from at-risk

Special Considerations

Employees of social enterprises come from many backgrounds, but priority is given to those who are from at-risk sections of the community. These include long-term unemployed workers, those who have historically worked in jobs where they were informally paid, and members of marginalized groups. The social enterprise may seek to provide a living wage, which in most cities is above the minimum wage. Sometimes, drawing employees from at-risk groups may be the stated social goal of the enterprise.

Social Enterprise vs. Social Entrepreneurship

A social enterprise should not to be confused with social entrepreneurship, which tends to focus on individuals who develop solutions to social and environmental problems using existing business techniques and strategies. Social entrepreneurs seek innovative ways and operate to drive change, whereas social enterprises form to fulfill a business purpose and solve societal needs through their commercial activities.

Examples of a Social Enterprise

Many social enterprises successfully maximize improvements in social well-being. For example, Warby Parker is an American eyeglass retailer that donates a pair of glasses to someone in need for every pair sold. Tom's, a California-based retailer, similarly has pledged to donate a pair of shoes or sunglasses for every pair sold. Also, Climate Smart trains businesses and gives them software tools that let them track and cut their greenhouse gas emissions.

Example of a Social Enterprise – "Demgoodcafe"

It is a social enterprise that enables people with hearing disabilities to actively participate in life. The company, where good coffee can only be ordered in sign language, now operates in Beşiktaş near Bahçeşehir University. "Demgoodcoffe" is established to break down social prejudices against hearing-impaired people and to increase their participation in society and therefore to create a change in perception in Turkey. *Learn more at : https://www.youtube.com/watch?v=cpTy6dR6o8c*

5E Instructional Model

We highly recommend you to use 5E Instructional Model. The 5E Model of Instruction promotes active learning. Learners are involved in more than listening and reading. They learn to ask questions, observe, model, analyze, explain, draw conclusions, argue from evidence, and talk about their own understanding. Learners work collaboratively with peers to construct explanations, solve problems, and plan and carry out investigations.

Learners come to the classroom with ideas about how the world works. If their initial understanding is not engaged, they may fail to grasp new concepts and information.

-How People Learn
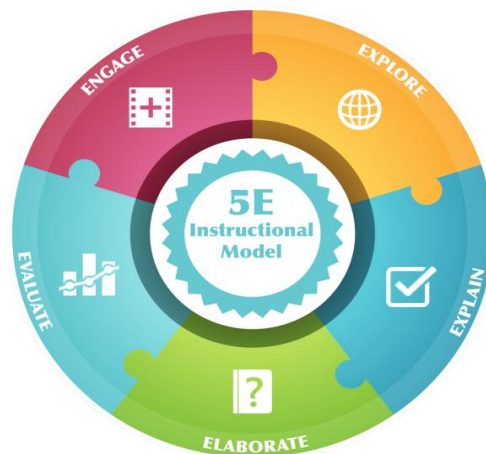
"The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places learners at the center of learning. It encourages all learners to explore, construct understanding of concepts, and relate those understandings to phenomena or social/technical problems." – Rodger Bybee

Engagement: Attention of learners and background information check about subjects by the trainer. In general, this stage increases the interest and motivation of the learner. The learner is mentally focused on the situation or event. In the activities held at this stage, the connection between past and future information is provided.

- ➢ Demonstration
- ➢ Reading
- ➢ Free Write
- ➢ Analyze a graphic organizer

➢ KWL (Know already—Want to know—Learn)

➢ Brainstorming

Learners ask questions such as:

1) Why did this happen?

2) What do I already know about this?

3) What have I found out about this?

4) Shows interest in the topic

Exploration: Learners gather evidence of answers to the questions they ask by planning and implementing research. This step allows learners to develop concepts and skills by gaining experience. Therefore, at this stage, learners discover both their own thoughts and their thoughts from outside. Thanks to this stage, the trainer is offered the opportunity to explain a concept, word, or ability formally**.**

➢ Perform an investigation

➢ Read Authentic Resources to Collect Information

➢ Solve Problem

➢ Construct a Model

Explanation: The trainers bases the classifications, concepts and principles that he/she presents in an appropriate format on the discoveries and explanations of his/her learners, allowing them to create scientific explanations and answer new questions using this new knowledge. Therefore, thanks to the stage, learners have the opportunity to explain their own findings. After the explanations, the trainer begins to make theoretical explanations.

➢ Learners' Analysis & Explanation

➢ Supporting Idea with Evidence

➢ Structured Questioning

➢ Reading and Discussion

➢ Trainer Explanation

➢ Thinking Skill Activities: compare, classify, error analysis

Elaboration: Learners use the knowledge they have just learned to solve the new problems they face. This stage gives learners the chance to advance their knowledge and apply it in other contexts. Therefore, the information

and data learned are tried to be applied in different contexts. At this point, learners engage in discussion and exchange of information with each other.

Activity which expands and solidifies learner thinking and/or applies it to a real-world situation.

- ➢ Problem Solving
- ➢ Decision Making
- ➢ Experimental Inquiry
- ➢ Thinking Skill Activities: compare, classify, apply

Evaluation: Trainers measure their learners' understanding of new knowledge, value judgments and abilities through formal and informal means. The information learned is evaluated more formally. Unofficial assessments can be given at the beginning of the course, but after progressing through all stages, an official assessment is needed. At this stage, learners will be offered the opportunity to show the concepts, meanings and abilities they have learned. From the trainer's point of view, it is also possible to control whether learning outcomes are achieved.

- ➢ Any of previous activities
- ➢ Develop a Scoring Tool or Rubric
- ➢ Performance Assessment
- ➢ Produce a Product
- ➢ Journal Entry
- ➢ Portfolio

5E Model Lesson Plan Template

Date:
Subject / grade level:
Materials:
Lesson objective(s):

ENGAGEMENT

- Describe how the trainer will capture learners' interest.
- What kind of questions should the learners ask themselves after the engagement?

EXPLORATION

- Describe what hands-on/minds-on activities learners will be doing.
- List "big idea" conceptual questions the trainer will use to encourage and/or focus learners' exploration

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EXPLANATION

- Learner explanations should precede introduction of terms or explanations by the trainer. What questions or techniques will the trainer use to help learners connect their exploration to the concept under examination?
- List higher order thinking questions which trainers will use to solicit learner explanations and help them to justify their explanations.

ELABORATION

- Describe how learners will develop a more sophisticated understanding of the concept.
- What vocabulary will be introduced and how will it connect to learners' observations?
- How is this knowledge applied in our daily lives?

EVALUATION

- How will learners demonstrate that they have achieved the lesson objective?
- This should be embedded throughout the lesson as well as at the end of the lesson

5E Model Lesson Example

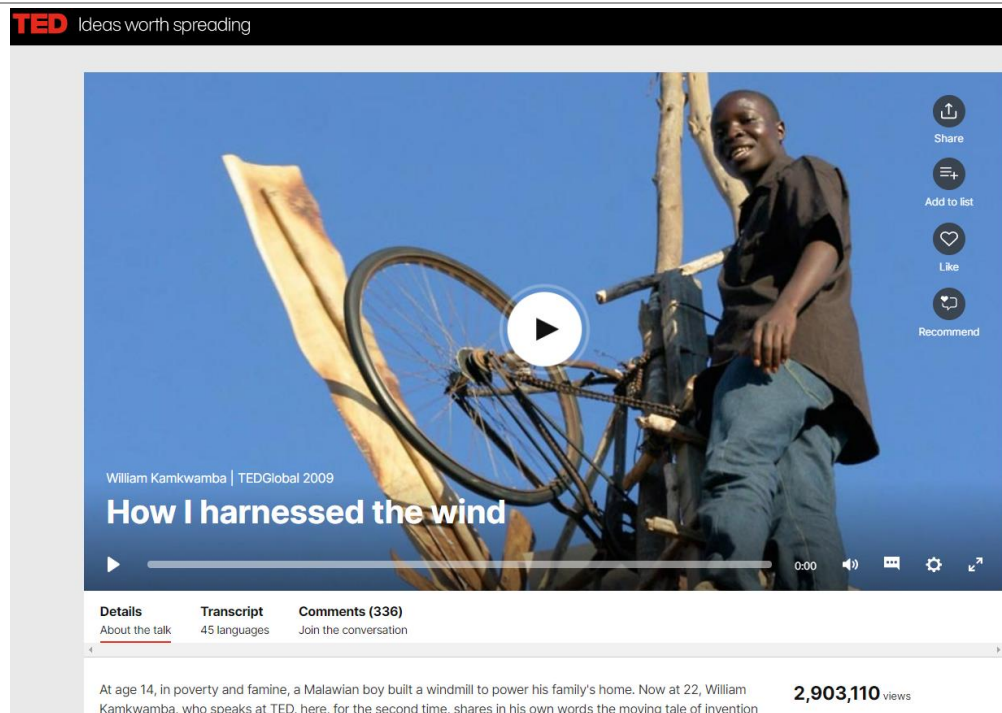|	
Date:	
Subject: What is a Social Entrepreneur?	
Grade Level: Graduate, Undergraduate learners	
Duration: 60 Minutes	
Materials: Charts linked below	
Resource: https://cdn.we.org/wp-content/uploads/2016/07/Social-Entrepreneurship_WE-Are-Rafikis_9-12_CA.pdf	

Lesson objective(s):

Learners will:

- Develop an understanding of what it means to be a social entrepreneur
- Develop an awareness of how social entrepreneurs contribute to positive social change locally and globally

ENGAGEMENT

- Tell learners that the following video and activity will introduce them to the topic of the lesson. Show learners "William Kamkwamba: How I Harnessed the Wind" https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind (5:51).

TED Ideas worth spreading

William Kamkwamba | TEDGlobal 2009
How I harnessed the wind

0:00

Details | Transcript | Comments (336)
About the talk | 45 languages | Join the conversation

At age 14, in poverty and famine, a Malawian boy built a windmill to power his family's home. Now at 22, William Kamkwamba, who speaks at TED, here, for the second time, shares in his own words the moving tale of invention

2,903,110 views

- Now ask learners if have ever heard the concept social entrepreneurship or met any person who owns or works for a social enterprise. Continue by exploring more about what they know about social entrepreneurship.

EXPLORATION

- On a large piece of chart paper, create a word cloud using the words that were mentioned in the discussion and also in the video to activate learners' prior knowledge and introduce them to the key vocabulary for the lesson package.

- In partners, ask learners to brainstorm the relationships between the listed words. Are there any words that are unfamiliar to you? How do the words connect to the story in the video? Are you able to infer what we will be investigating in this lesson package?

- *Educator's Note: To create a word cloud, display the key words listed, on the front board or on a chart paper. Write the words in different directions and orientations and consider using different coloured markers or writing the words on different coloured cards to make the display more visually engaging. Alternatively, create a digital word cloud*

EXPLANATION

- Confirm that learners will be learning about social entrepreneurs and the impacts their enterprises have on the local and global community. On a chart paper, create a KWL chart by drawing three columns and labelling them Know, Want to Know and Learned. Brainstorm what learners already

know about social entrepreneurs and social enterprises and record their ideas in the Know section. Then brainstorm the questions that learners have about the topic or the aspects of the topic they would like to know more about. Encourage learners to consider what a social entrepreneur does, what makes them different from other people in business, what motivates them and how their enterprises contribute to their local and global community.

- Using the jigsaw strategy, divide learners into home groups of four learners. Give learners in each group a number from one to four and have learners join others with the same number to form expert groups. Ask each expert group to use the questions from the KWL chart as a guide to explore the story of a young social entrepreneur and the social enterprise they created. Provide the first module of the Up to Youth Project
  https://uptoyouth.eu
  https://drive.google.com/open?id=1rJBQhKs-0FjA1Eid0avls-VFN29N0mNZ

ELABORATION

Form at least two groups. You can divide the class according to the place they live (such as same neighborhood or similar social background of the place they live. After that ask them to

- What social change they would like to create
- For what will this change will be a solution for
- How to create an enterprise while creating the change
- What are the impacts of their enterprise for the neighborhood?
- Who their target group socially and economically will be?
- What will be the difference if they merely focus on economic aspect not the social ones?

EVALUATION

- Give learners two sticky notes to use as exit tickets. Ask them to write one thing they have learned about social entrepreneurs and one question they still have. Ask them to sign their name and post the sticky notes on the KWL chart (Download from here
  https://www.facinghistory.org/sites/default/files/KWL_Chart_handout_v.final_.pdf) . Record learners' responses on one of the forms from Appendix 2: Classrooms Observation Forms (Download from here: https://cdn.we.org/wp-content/uploads/2016/07/Social-Entrepreneurship_WE-Are-Rafikis_9-12_CA.pdf) and use this information to assess where learners are in their understanding of what it means to be a social entrepreneur. In the following lesson, provide clarification or more information for those who may still have questions

Icebreakers

Icebreaker Objectives

Icebreaker activities are often integrated into business trainings, company seminars, school settings, youth camps and team-building workshops for various reasons. Participation is encouraged from each person in attendance to keep the entire group engaged in the activity. Different activities are designed to attain different goals, so adapt your choice of icebreaker games to achieve the desired outcome.

1. To Warm Up or Get to Know One Another

At the start of a seminar or workshop, facilitators often incorporate an icebreaker to allow for each attendee to get to know one another. The warm-up activity gets the audience prepped for the instruction that may follow or can be used to introduce the conference concept and allow for in-depth contributions throughout the day. Icebreakers are often designed to be an entertaining activity to encourage conversations and introductions among those attending the seminar. The values, ethics, morals and methods displayed by each attendee may allow other guests to learn something new or adapt their current skill sets.

2. To Practice Cooperative Learning

Working together to achieve the task or project is one of the objectives of icebreakers. Companies and firms often group their employees into teams in areas of marketing, sales, human resources and management. Teamwork and cooperation are effective in accomplishing business feats in a timely manner by delegating specific tasks to each person and collectively combining efforts. Icebreakers can work the same way to allow participants to practice team-building and learn to trust one another's skills and judgment.

3. To Learn and Practice Skills

New skills or concepts can be learned through a group activity or icebreaker. Just as kindergarten learners do, adults often learn through experience or by actually performing the task. Certain concepts may be difficult to explain; going through the motions of how to integrate the concept into an everyday work environment may be a more effective learning strategy. Other icebreakers may be used to assess how much information is previously known before beginning the lecture portion of the day and to avoid redundant information.

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4. To Even Out Large and Small Personalities

Management professionals can be grouped with hourly workers in an icebreaker activity designed to even out the "power" each hold. When engaged together in a specific task, all attendees are of equal value to the project and learn to work together without reflecting their roles in a company work environment. Rotate the positions of each group member during the icebreaker to give each person a chance to display both leadership and subordinate skills.

Team Building Activities

When you need to keep your team building activities limited to a small space or prefer to have groups remain seated, use table top exercises as an alternative. Select activities that require very little movement and few supplies. Your team building games can be get-to-know-you games or challenges that bond your group together.

1. Lose Your Shoes

For a quick and easy icebreaker or to be used before or after a break, ask all members from each table to place their shoes in a box that corresponds with the table's number or name. As the people return to their tables, place the box of shoes in the center of each table. Have each group attempt to match the individuals to their rightful shows by describing the personality of the shoe owner.

2. Power of Words

Challenge teams to form words out of letters written on index cards. Keep the same number of people per team if possible. Hand each table an equal number of index cards and some markers. Have everyone write one letter of the alphabet per index card without showing their teammates. Give the entire group one minute to complete. Allow everyone to start forming words within an allotted amount of time; it could be 15, 30 or 60 minutes, depending on the length of time you want for the game and the number of cards you issue per person. When you call time, the team with the most words formed wins. You can also determine winners by asking teams to form a sentence from the group of words or give extra points to teams that form longer words.

3. What Colour Is Your Day?

To get your teams together to see things through each other's eyes, play the easy game of What Colour Is Your Day. Choose whether the team will be divided into small groups or if all will work together. The purpose of this game is to show the entire group how similarly and differently they all think and allow them to discuss how they may approach different situations when working together. Give each participant a notepad and pen. Simply ask everyone to close their eyes. When everyone's eyes are closed and they are quiet, ask them to think of the days of the week. Ask them what colour each day is. Give them a second or two to think, and then ask them to open their eyes and immediately write down what colour each day is to them. Allow the group to work on this project for about five minutes before going around the room to discuss everyone's colour choice and theory behind why they chose the colour to represent each day.

Leadership Icebreaker Games

Icebreakers are intended to break awkward tension that can exist when people are unfamiliar with one another. They provide a safe environment and opportunity for people to connect and enjoy each other's company. Leadership icebreaker games should teach a lesson in leadership, although the emphasis is to have fun and allow the group to get to know one another. Use icebreakers during leadership training sessions. They are intended to be used to loosen everyone physically, socially and emotionally.

1. Two Truths and a Lie

If the leaders are seated at tables, there's no need to separate others into teams. If not, separate the group into teams of up to five to seven people. Provide each person with paper and have them write down two facts about themselves and one lie. Have each person read off his or her written statements to the group and have the rest of the group determine which statement is a lie. This helps familiarize the members with one another and teaches listening skills.

2. Group Stand

This icebreaker can be performed with a few or many people. If the group is more than 20 people, split the group into two teams. Have the team sit in a circle with their backs toward one another. Instruct the team that the objective is for the entire team to stand together at the same time while locking arms. Allow the team to

communicate and develop a strategy. Eventually, the team will use the pressure of being back-to-back to stand up at the same time. After the icebreaker, have the group discuss lessons learned from the activity.

3. **Human Knot**

Have everyone stand in a circle and grab the hand of someone else. Do not provide any other instructions except to grab random hands. The team will become a huge knot. Instruct the team that the objective is to untie the knot without letting go of each other's hands. The team will have to use oral communication, leadership skills and teamwork in order to accomplish the task. Give the team a time limit of five minutes to accomplish the task. After the team completes the icebreaker, discuss the importance of listening skills, leadership skills and working as a team.

Networking Icebreaker Activities

Networking activities offer an opportunity for seasoned co-workers and new employees to come together in a stress-free atmosphere and express themselves. Encourage strong, courteous communication and discuss differences of opinions openly until you've determined appropriate solutions. Spend a weekend afternoon together outside of the workplace, perhaps in the park, and make the activities and exercises fun and memorable. Take photos during the event and hang them on a break room bulletin board to promote positive memories once everyone has returned to the workplace environment.

1. **Day Colours**

Appropriate for participants of all ages, Day Colours is an engaging ice breaker activity intended to get people communicating and sharing various viewpoints freely without concern for negative judgment or rejection of ideas. The point of this exercise is for participants to realize and understand that different people view the same ideas, concepts, behaviours and expectations differently. Begin play by instructing everyone to close their eyes, imagine the days of the week and then associate a colour with each day. Open eyes and write down colours. Have all players reveal their beliefs and why they attached a colour to a day, and then hold a group discussion focusing on differences of opinion.

2. Healthy Work Environment

Promote a healthy work environment by giving participants the tools to know the difference between appropriate and inappropriate language, behaviour and interpersonal touching in the workplace. To engage in this activity, break the group up into teams of six to nine people. One person initiates each round of play from the front of the room using a partner as an example of proper behaviour. Begin with a light and easy option, such as the right way to greet someone, and then move on to right-minded touching, such as a handshake or polite hug. Hold discussions after each interaction and encourage teams to address the pros and cons of each interaction.

3. Race Car Frivolity

Get participants talking and networking with a fun, physical activity that allows them to build something together. Break up into groups of three to four people and inform all teams that they're required to build a race car to be powered by human energy and feet in an outdoor competition following completion of the vehicles. Provide PVC piping, duct tape, wheels, nuts, screws and tools. Encourage teams to think creatively and consider the weight of their passenger. A steering wheel is helpful, although the individual pushing from behind can also be responsible for steering. Participants practice communication and decision-making skills while doing this task.

Training modules

Training modules of this project include Social Entrepreneurship, Financial Literacy, Digital Marketing and Multicultural Awareness.

Social Entrepreneurship: As the main goal of the project is to develop young people's social entrepreneurship skills, most of the modules are in this area. Training content prepared for skills such as fundraising, types of social entrepreneurship.

Financial Literacy: Aim of this field is to enhance youth basic financial skills so that they will be able to maintain their business' financial management by themselves and understand the terminology used in financial sectors.

Multicultural Awareness: Aim is to develop youth's multicultural awareness in order to overcome issues related with being from different cultures. In this way youth will have more inclusive business and reach more people.

Digital Marketing and New Media Skills: As one of the main goals of this project is to develop young people's "digital" social entrepreneurship, they will be introduced to digital entrepreneurship and will strengthen their basic digital marketing skills.

During the project, 10 modules were developed:

1. Introduction to Digital Entrepreneurship
2. Social needs analysis
3. Social business model
4. Funding your idea
5. Finance and budget for Digital Social Entrepreneurship
6. Digital Marketing
7. Digital model for Social Entrepreneurship
8. Human resources and team management
9. New Media skills
10. Multicultural awareness

Module Learning objectives and Group activities

Module 1: Introduction to Social Entrepreneurship

Learning objectives:
- To define the social entrepreneurship
- To define the digital social entrepreneurship
- To list the differences between social entrepreneurship and
- entrepreneurship
- To distinguish impacts of social entrepreneurship
- To define the social economy
- To identify forms of social entrepreneurship

Group activities:
- ✓ Working in groups, develop your own idea of a social enterprise: what would it sell, how would it make money, what social good would it do?
- ✓ Research three successful social entrepreneurs and summarize in pictorial form what success characteristics they have in common.

External resources:

https://www.youtube.com/watch?v=cpTy6dR6o8c

Module 2: Social needs analysis

Learning objectives:
➢ To identify the steps in a systematic approach to the social needs analysis
➢ To understand the meaning of the social needs analysis
➢ To evaluate at various methods that can be used for collecting the data
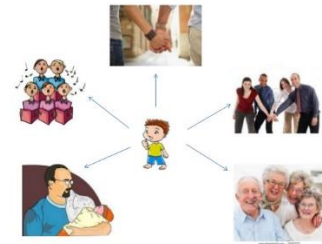➢ To find useful online tools to help you with a social needs analysis

SOCIAL NEEDS

Group activities:
✓ Make a detailed plan of how you will conduct each step of the social needs' analysis for your future social enterprise, based on the systematic social analysis approach - define the scope of the needs' analysis, make a plan how to collect information, collect and analyse the data, determine priorities and make decisions about how to address the issue.
✓ Imagine you would like to establish a social enterprise to help lonely elderly people. Which method will you use to explore the social needs of the elderly and other people, related to them?

External resources:
https://www.youtube.com/watch?v=Tegt6uEfN6U&feature=emb_title
https://www.youtube.com/watch?v=8-uEZSzCM9Y
https://aifs.gov.au/cfca/publications/families-and-children-expert-panel-project-resource/needs-assessment/export

Module 3: Social business model

Learning objectives:

At the end of module 3 you will acquire knowledge on:

➢ The concept of the social business model
➢ The procedure of describing your idea
➢ The procedure of implementing a business idea
➢ The concept of the Social Business Model canvas
➢ Main aspects while creating a social business model canvas

Group activities:

✓ The purpose of this activity is to brainstorm ideas and foster teambuilding between members. The trainer will separate the participants into groups of 4-5 persons. Each group will have in their availability one table, a paper, post-its, coloured pens and crayons. Each group has to find an idea for business development. All groups will share their ideas. Discussion:

➢ *Which idea you find the most interesting?*
➢ *What is the added value of this idea?*

✓ The trainer will separate the participants in groups of 4-5. Each group will get the template, post-its and colour pens, to prepare their model canvas. Then, all groups will present their model canvas. Discussion:

➢ *Which part of the canvas is the most important in your business?*
➢ *Does the canvas need to be updated though the enterprise working circle?*

  o Link for the template:
    https://www.strategyzer.com/canvas

General Business Model Canvas Template

External resources:

https://www.youtube.com/watch?v=xBJCXSbX3O8
https://www.youtube.com/watch?v=2C-2v99paQM
https://www.youtube.com/watch?v=-Ml5YZsgorM&t=2s

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Module 4: Funding your idea

Learning objectives:
➢ To identify the importance of the fundraising
➢ To understand the steps that you should follow in order to find funding for your idea
➢ To understand which way of funding is suitable for your idea

Group activities:
✓ The purpose of this activity is to enable participants to start their first crowdfunding campaign in order to seek money for their start-up capital. The trainer will separate the participants in groups of 4-5 people. Each group has to think of a business idea. Each group will receive a paper of the printed template (you can find the template in Appendix 1). All groups have to present their campaigns and vote for the most efficient one.
  Discussion:
  ➢ *What do you think about the crowdfunding campaigns?*
  ➢ *Which is the most important thing to be shared in your campaign?*

✓ The purpose of this activity is pursuing investors to fund your business. The trainer will separate the participants in groups of 4-5 people. Each group will receive the template of one-page leaflet (you can find the template in Appendix 2). All groups have to present their result.

External resources:
https://venngage.com/blog/business-pitch-deck-templates/
https://www.youtube.com/watch?v=Njh3rKoGKBo
https://www.youtube.com/watch?v=677ZtSMr4-4

Module 5: Finance and budget for DSE

Learning objectives:
- To define the Finance
- To define Budgeting
- To define Digital Social Entrepreneurship
- To know what are the Financial Skills
- To use Financial management tricks as an entrepreneur
- To understand what documents you need to have updated as an entrepreneur
- To understand what taxes apply to your business
- To get finances from an investor
- To understand what is Social Enterprise Budgeting

Group activities:
- Research on the internet what finance issues social entrepreneurs can face. Working in groups, find the ways to solve those financial issues.

- Working in groups, create an idea of Social Digital Enterprise and answer the questions:
  - *What does your start up or project consist of? What is the idea behind it?*
  - *How much capital do you need to start?*
  - *When are you going to invest this capital?*
  - *How is your product or service going to change the market?*
  - *When do you expect to have your break-even point reached?*
  - *What is your added value compared to your competitors?*
  - *How are you going to promote your product or service?*

- Research on the internet what financial opportunities are in your country for Digital Social Entrepreneurship.

External resources:
https://www.youtube.com/watch?v=mUzghqyukXc
https://www.youtube.com/watch?v=j1Vwth0B8I8
https://www.youtube.com/watch?v=8FtnwbVAj1E

Module 6: Digital marketing

Learning objectives:
➢ To define digital marketing
➢ To understand the difference between marketing and digital marketing.
➢ To know the basis of increasing website traffic
➢ To understand the importance of search engine optimization.
➢ To apply social media marketing
➢ To define email marketing.
➢ To know how to gather online feedback for products and services

Group activities:

✓ Imagine you are running a social enterprise for a target group of retired people and your Minimum Viable Product (a version of a product with just enough features to satisfy early customers and provide feedback for future product development) is a digital walking stick that helps them to find their ways. Suggest an email marketing strategy. Your strategy should answer following:
➢ *Aim of the marketing*
➢ *Age group of the target*
➢ *Location of the target*
➢ *List of the emails (How to get it)*
➢ *The email texts*
➢ *Methods for gathering feedback*

✓ Imagine you are running a social enterprise with the target group of retired people and your MVP is a digital walking stick that helps them to find their ways. Design a social media add. You should also include information on following:
➢ *Aim of the marketing*
➢ *Age group of the target*
➢ *Suitable social media*
➢ *The design of the adverts and the text*
➢ *Methods for gathering feedback*

External resources:
https://blog.hubspot.com/marketing/social-media-marketing
https://analytics.facebook.com/

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Module 7: Digital model for Social Entrepreneurship

Learning objectives:
- To define the social entrepreneurship
- To define the digital business model
- To distinguish types of digital business model
- To understand what you need to become a digital entrepreneur?
- To list the advantages of digital entrepreneurship
- To develop a digital business model

Group activities:
- ✓ Question for discussion:
  - Do you think that entrepreneurship has a role to play in making a better world? Or is entrepreneurship mostly about money and lifestyle?

    Guidelines for learners: Research on the internet examples of that entrepreneurship has a role to play in making a better world.
- ✓ Guidelines for learners: Use one of the five simple types of digital business to create a new digital business idea.
  - What personal interest and expertise do you have in this area of business?
- ✓ Guidelines for learners: Describe an idea you had in the past for a new product or service that you were not able to pursue.
  - What barriers most prevented you from pursuing this idea? Please write down these barriers.

    Working in groups, find solutions to get rid of those barriers.

External resources:
https://www.youtube.com/watch?v=jsQ82tajpiE

Module 8: Human resources and team management

Learning objectives:

➢ To evaluate which method of attracting new team members is suitable for the enterprise.
➢ To identify three dimensions of the suitability of the candidate for a job.
➢ To understand some ways to retain staff in social enterprises.
➢ To identify different reasons for staff turnover in social enterprises.
➢ To find appropriate digital tools for easier team management.
➢ To list two basic principles of communication as a founder.

Group activities:

✓ Guidelines for learners: Imagine you are establishing your own social enterprise. You would like to attract some new employees. Answer the following questions:
  ➢ *Where do like-minded people gather?*
  ➢ *How to attract them to join you?*
  ➢ *Do you already know someone that can help you?*
✓ Choose one of 5 listed reasons why employees leave social enterprises: (too many needles policies; burnout; lack of trust; lack of training; and little recognition). Write down a plan, how you would address a specific issue.

External resources:

https://www.youtube.com/watch?v=7178mTndI6A
https://www.youtube.com/watch?v=vSYaWtVNP0I
https://www.inspire2enterprise.org/2018/02/26/5-reasons-high-staff-turnover-social-enterprises/

Module 9: New media skills

Learning objectives:
- ➢ To list the E-commerce stages
- ➢ To define E-commerce stages
- ➢ To define the web page
- ➢ To decide which web design tools are used
- ➢ To prepare the web page with WordPress
- ➢ To define the Search Engines steps
- ➢ To define the SSL (Secure Socket Layers)
- ➢ To install the SSL Certificate

Group activities:
- ✓ Guidelines for learners: Prepare a list of most common e-commerce sites in your country and try categorizing them (e.g. Food, fashion, electronics, etc.)
- ✓ Guidelines for learners: Review your favourite e-commerce site and prepare a document about their menus, SSCL certification and content.
- ✓ Guidelines for learners: What kind of sentence would you write if we asked you to establish your own vision statement and why?

External resources:

https://www.apachefriends.org/index.html
https://wordpress.org/
http://www.seobook.com

Module 10: Multicultural awareness

Learning objectives:
- ➢ To define Multicultural Awareness and working environment
- ➢ To understand the basic skills for working in diverse environments
- ➢ To know the importance of Multicultural skills
- ➢ To understand how to build relationships with a person from a different background. Apply social media marketing
- ➢ To define empathy
- ➢ To know how to work in a team with diverse backgrounds

Group activities:
- ✓ Form a group of 5 and think of a value they know their parents have. Share with the group and tell the group the value and HOW they know it's a value their parent has.

✓ Guidelines for learners: Work in pairs and ask your partners to tell you a difficulty he/she had and you use your mimics to show that you are listening. Repeat the same activity but this time do not use your mimics or gestures. Ask your partner's feelings on both.

External resources:

https://www.fond.co/blog/9-ways-multicultural-team/
https://www.diversityresources.com/cultural-diversity-workplace/
https://www.commisceo-global.com/blog/cultural-awareness-in-the-multicultural-workplace

Evaluation

In order to check whether the learners have mastered the training materials well, we prepared an assessment form, which must be filled in after each module. If the student has mastered the training material well, it is allowed to move on to the next module.

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Appendix 1

CROWDFUNDING CAMPAIGN

TEMPLATE

Cover Image or Short video presenting the purpose of the campaign

Target Amount

Title of the campaign

Write the mission of your campaign

Introduce yourself and share your story

Describe the project or your business

Describe how you will use the budget collected

Images

Appendix 2

Key information about your business (contact information)
NAME………………………………………………………………………
ADDRESS………………………………………………………………….
ZIP…………………………………………………………………………
EMAIL……………………………………………………………………..
PHONE…………………………………………………………………....
 	
The purpose of the one-page leaflet in 3 sentences.
1._____
_____
2._____
_____
3._____
_____
	The one-page leaflet should be
	  ✓ Formal and of high quality.
	  ✓ Readable from any device, such as smartphones and tablets, for the often usage of people.
	  ✓ Descriptive and clear.
	One-page leaflet could start with all the key information about founder's firm, some images and some contact information that will likely be the founder's calling card when others introduce him/her. A founder has to know that the one-page document will be communicated and distributed to the general public, including the competitors. In addition, video or a short movie can be created instead of just a presentation.

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Appendix 3

Module 4: Funding your idea

20 € exercise

You have 20 € in your pocket. Which business ideas can you develop with 20 €? Provide at least 7 ideas in 7 minutes.

Questions for a discussion:

- What do you need in order to start-up a business?
- Is an entrepreneur born or made?
- Great athletic talent is not equal to a great athlete. Why? How does this apply to entrepreneurship?

The aim of this exercise is to raise awareness of learners that the money is not the most important thing to start-up a business. The most important is to be pro-active, creative and goal oriented. In addition, to have a good team, of course.

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Appendix 4

Module 2: Social needs analysis

Create customer maps

- A customer map reflects your understanding of the customer
- It is an empathy map which helps you synthesize your observations
- SAY: What are some quotes and defining words your customer said?
- DO: What actions and behaviours did you notice?
- THINK: What might your customer be thinking? What does this tell you about his or her beliefs?
- FEEL: What emotions might your subject be feeling?
- Note that thoughts/beliefs and feelings/emotions cannot be observed directly. They must be inferred by paying careful attention to various clues. Pay attention to body language, tone, and choice of words.

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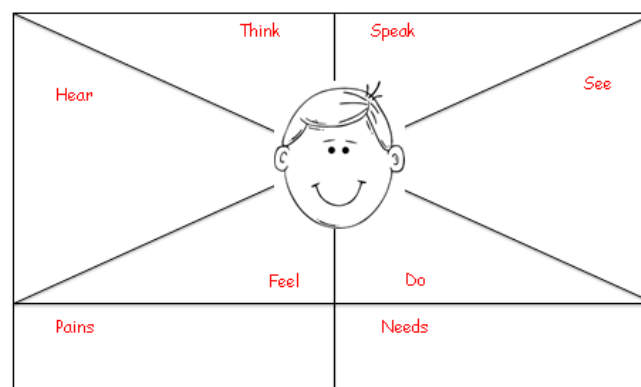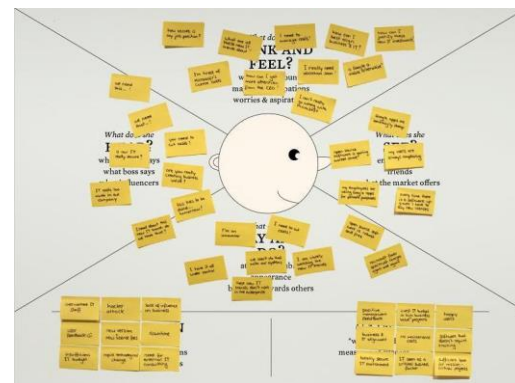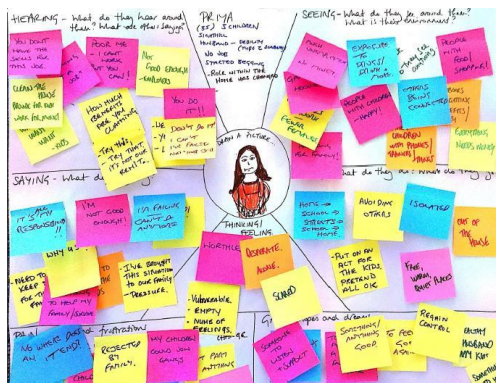
Appendix 5

Module 3: Social business model

Idea generation techniques

Idea generation techniques: Brainstorming principles

Make a list of brainstorming principles. In groups of 4 to 5 learners prepare guidelines for effective brainstorming. Provide at least 7 principles in 7 minutes.

Brainstorming principles …

- ✓ Avoid evaluation.
- ✓ Encourage wild ideas.
- ✓ Feed off the ideas of others.
- ✓ Stay focused on the subject.
- ✓ Visualise.
- ✓ Write down your ideas.
- ✓ One person speaks, everyone else listens.
- ✓ Work on the quantity or number of ideas.

Your starting point is the "how might we" sentence.

Remind everyone in the team of the main principles of brainstorming. Generate as many ideas as possible. Quantity is important. Be persistent and take enough time. It is not until **20 minutes** into the process that your brain starts to produce the best ideas; earlier on, you only think of the most obvious associations.

Idea generation techniques: Random entry

The author of random entry technique is Edward de Bono. Here is his video clip about the random entry technique: https://www.youtube.com/watch?v=dQbxUSF7ZS8

We need a new way to break from that 'cycle', a new stimulus that will show us another 'path'. Doing that means using a technique that is random, unconnected to our experiences and inevitably, judgement.

You cannot get new ideas by looking harder at the old ones, so you bring in something which is random or unconnected with the situation.

The drawing on this work card shows thinking proceeding along the usual track until something random is brought in and leads thinking off in a new direction.

Random entry: example

Cigarettes PO soap. Soap suggests freshness, and freshness suggests spring, and that means flowers. Perhaps every cigarette should have flower seeds in the filter so when it is thrown away a flower will blossom from it and therefore make parks more beautiful.

Random entry exercise

Individual work. You are trying to invent a new detective character called James Cooper. In order to get some new ideas, you use a random input and say:

　　　　"James Cooper PO ice cream".

What can I use as a random entry? Word, picture, sound …

Idea generation techniques: S.C.A.M.P.E.R.

Michael Michalko analysed thinking styles of famous people: Einstein, Leonardo da Vinci, Freud, Darwin, Mozart … He collected and published different creativity techniques. One of them is S.C.A.M.P.E.R.

Here is a video about S.C.A.M.P.E.R. https://www.youtube.com/watch?v=G8w0rJhztJ4

The procedure of conducting S.C.A.M.P.E.R. technique is simple:

1. Isolate your challenge or subject you want to think about
2. Ask SCAMPER questions:

    • What procedure can I **substitute** for my current one?
    • What can I **combine**?
    • What can I **adapt** from someone else?
    • How can I **modify** or alter my way of doing this?
    • What can I **magnify** or add to my way of doing this?
    • How can I **put** my challenge **to other uses**?
    • What can I **eliminate** from the way I do this?
    • What is the **reverse** of my method?
    • What **rearrangement** might be better?

Substitute
Combine
Adapt
Modify / **M**agnify
Put
Eliminate
Reverse / **R**earrange

Appendix 6

Prototyping

An important step in business idea development is to prototype, to test and learn. Very important is that visualisation of ideas and concepts start to grow from 2D to 3D perspective. Usually, prototyping sessions are connected to the product prototype, but recently prototyping has also become common for service prototyping, such as planning experience for the future end-users. There are different descriptions of what prototyping is, but one thing is common for all, prototyping is designed for testing and further development of your idea, product, service or experience.

While prototyping, it is important to think about what you are trying to learn with your prototypes, and create low-resolution objects and scenarios which probe those questions. A low-resolution concept allows you to pursue many different ideas you generated without committing to a direction too early on. The goal of prototyping is not only to create a mock-up or scale model of your solution concept; it is to create experiences to which users can react. Bring resolution to the aspects that are important for what you are trying to test, and save your efforts for other aspects. You also need to think about the context and testing scenario you will create to get meaningful feedback. It is not always the case that you can just hand an object to someone on the street and get real feedback. Test in the context that your solution would actually be used (or approximate the important parts of that context). For example, if you are creating a consumer food storage system, let users test it in their kitchens at home – some of the nuanced but important issues will only emerge there.
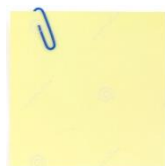
Exercise prototyping: Happy birthday

You arrived at work and it's your colleague's birthday. Instead of just saying Happy birthday, you try to make a creative present or at least a nice memory of the day at work. You open your office table drawer and you find different materials that bring you crazy ideas. Choose one and come up with a present.

Paper clip   Post-it   Pencil   Adhesive tape

Some tips for prototyping sessions:

- **Start building**. Even if you aren't sure what you're doing, the act of picking up some materials (paper, tape, and found/random objects are a good way to start!) will be enough to get you going.
- **Focus on the story** – the aesthetics are not important
- The **size** is not important - the concept of a new house does not build a house but shows a model (e.g. Use of LEGO bricks instead of the real ones …).
- **Stop wasting time** on details
- **Don't spend too long on one prototype**. Move on before you find yourself getting too emotionally attached to any one prototype.
- **Don't be in love** with your idea – avoid emotional attachment
- **Don't make a final decision** about the product/service before the prototype is completed
- **Avoid destructive thinking** – for example, »It's impossible, it's not for us …«
- **Build with the user in mind**. What do you hope to test with the user? What sorts of behaviour do you expect? Answering these questions will help focus your prototyping and help you receive meaningful feedback in the testing phase.

Identify important touch points/variables. Identify what's being tested with each prototype. A prototype should answer a particular question when tested.

Promoting Future Digital Social Entrepreneurs

2018-1-TR01-KA205-057895