



Teachers' Handbook



Co-funded by
the European Union

The material of the project reflects only the author's views. The European Commission's support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission or the Hellenic National Agency cannot be held responsible for any use which may be made of the information contained therein.

Erasmus+
Enriching lives, opening minds.

CONTENTS

INTRODUCTION	3
HOW TO USE THE TEACHERS' HANDBOOK	5
CURRICULUM	6
ADDITIONAL ACTIVITIES	11
IDENTIFY YOUR PERSONAL TRAITS	19
GREENHOUSE EFFECT	21
FIND YOUR CARBON FOOTPRINT	24
DISCOVERING WHAT “SUSTAINABLE TRANSPORTATION” IS	26
MESSAGE IN A BOTTLE	29
HOW TO BUILD AN EMPATHY MAP	32
DISCOVERING PARTNERSHIP OPPORTUNITIES FOR YOUR VSE	35
PRESENTATION OF A SOCIAL INNOVATION PARTNERSHIP	37
EXPLORING THE STAGES OF THE SOCIAL INNOVATION PROCESS	39
EXPLORING THE SOCIAL ENTERPRISE MACRO-ENVIRONMENT	41
COMPLETE THE BUSINESS PLAN	43
WHAT ARE “IMPACT” AND “SUSTAINABILITY”?	45
PRESENT YOUR OWN PITCH	47
UNDERSTANDING THE VALUE OF TEAMS IN SOCIAL ENTERPRISES	49
THE VALUE OF THE VOLUNTEERING WHEEL	51
DIGITAL PLATFORM	53
CREATING A VSE	57
MINI GAMES	59
ADDITIONAL LEARNING RESOURCES	62

INTRODUCTION

Welcome to the Teachers' Handbook for the Social Enterprise Curriculum of the INITIATION project. The INITIATION project aims to build the mindset, knowledge and skills of social innovation and social entrepreneurship among high school students towards the identification of solutions to environmental and social problems.



Through the training and educational content of the project, students are encouraged to become more community-oriented and participate actively in addressing environmental and social problems at their local communities. Also, the INITIATION project incorporates in its training approach an innovative web-based Digital Platform for engaging schools in Social Entrepreneurship.

The project provides students the opportunity to:

- identify environmental problems and develop their own social enterprises and business plans to combat them with the help of their teachers.
- connect with their local social actors.
- cultivate their green skills, creativity, and other key competences, such as team working, collaboration and problem solving.

Following, here are the most important contents of the project:

Curriculum

A course of 8 modules empowering high school students with social enterprise skills through active learning, design thinking, and transformative experiences.

Additional Activities

Several activities to test your students' understanding of each module and improve the effectiveness of learning. These activities can be completed individually, in pairs, or in groups, to help students evaluate by themselves their knowledge regarding the terms and concepts learnt in each module.

Mini games

Mini games provide students with gamified environment that mimic real-life scenarios. Through these games, students can apply theoretical knowledge and practice decision-making in a safe and controlled setting.

Digital Platform

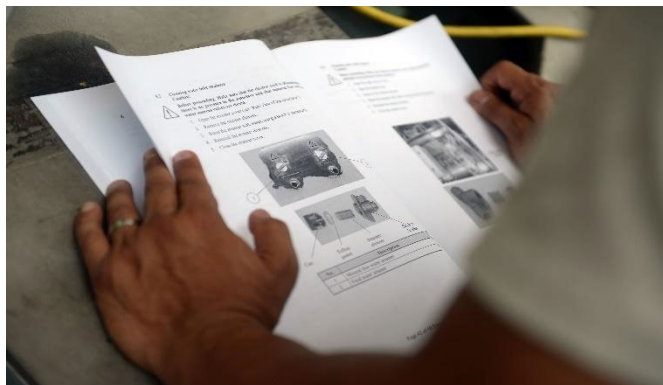
The web-based Digital Platform for Schools Social Entrepreneurship has been built from the ground-up to support high schools among EU to explore learning resources and mini games on Social Entrepreneurship, develop Virtual Social Enterprises (VSEs) aiming to solve environmental or social problems, and promote best practices among European schools.

Additional Learning Resources

A set of extra activities, videos, presentations, articles, examples, best practices and case studies that provide additional content to further support the training and educational material provided through the modules.

HOW TO USE THE TEACHERS' HANDBOOK

The teachers' handbook provides guidelines for the exploitation of the curriculum, the activities, the mini games, the VSE and additional resources on useful topics.



The Teachers' Handbook is a comprehensive guide developed to support educators in delivering a transformative learning experience to high school students. It provides essential information on each module and offers additional activities to enhance students' engagement and understanding.

Each activity includes the following:

- Title,
- Objectives (in short text briefly describing the purpose and expected outcomes of the activity)
- Number of stages, along with step-by-step instructions on how to complete the activity,
- Duration (in minutes), providing the time needed for the activity to be carried out by students,
- Resources and a list of the materials required for the activity,
- Type of the activity (applicability in class or online) – (synchronous or asynchronous activity)
- Further reading and useful links to facilitate students learn more about the terms and concepts of the respective module.

CURRICULUM

This chapter provides a description of the curriculum and the structure of each module, along with the expected learning outcomes.



The current multidisciplinary curriculum fosters social enterprise competences in high school students and teachers through hands-on learning. By integrating practice-based pedagogies and design thinking, students gain insights into social innovation, sustainability and organizational aspects. This transformative experience equips them with adequate knowledge and proper skills to develop and implement impactful social enterprises, addressing environmental or social challenges and advocating positive change in their communities.

The whole structure of the training curriculum is divided into 8 modules. Each of them includes guidelines regarding the timeframe in which they should be implemented, but this does not deter teachers and trainers from adjusting each module to their special needs, class, subject, or teaching approach.

Find below the modules with a short description and the expected learning outcomes:

- **Module 1: Introduction to Social Entrepreneurship and Social Innovation**
 - Module 1 will help students understand the concepts of Social Innovation and Social Entrepreneurship. Particularly, this module focuses on the meaning of social and environmental issues, providing a suitable introduction to the definition of the study framework. Examples of Social Innovation and Social Entrepreneurship are examined and actors in these spheres of interest are identified.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 5 Hours
 - [Link to the module](#)

- **Module 2: Environmental and Climate Change Challenges**
 - Module 2 provides a comprehensive overview of scientific evidence for climate change, followed by environmental challenges in several sectors and useful insights on the impacts of a warmer world in the 21st century. Moreover, the module provides a tool for calculating ecological footprint and focuses on case studies and examples found in different EU regions. Practices and examples addressing environmental problems through Social Innovation and Social Entrepreneurship are presented and how students as individuals can take action to avoid a warmer world are discussed.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 10 Hours
 - [Link to the module](#)

- **Module 3: Introduction to Design Thinking**
 - This Module looks at how an individual uses design thinking skills to identify and choose opportunities that

enable social innovation. Design thinking concepts and tools are provided to help students understand design thinking as a problem-solving approach. Social design thinking has the dynamic to empower young people to develop together solutions to social problems, offering grounds for collaborative work on working, experimentation and prototyping. Design thinking concepts, process, and tools are provided in this module to help students understand design thinking and apply it as a problem-solving approach.

- Learning in Classroom: 4 Hours
- Self-Learning: 10 Hours
- [Link to the module](#)

- **Module 4: Application of Social Innovation and foundation of a sustainable Social Enterprise**
 - Module 4 helps students get an idea of how a Social Enterprise can be set up, along with how Social Innovation can be developed and applied within a Social Enterprise to address social and environmental problems. Particularly, this module helps students learn about the different types of Social Enterprises and the business models available for Social Enterprises in their country. Students have also the opportunity to learn why social business modelling is useful and how they can develop a proper Social Enterprise model by themselves. In addition, through the content and activities students become familiar with how the Social Business Model Canvas (SBMC) tool supports the creation of a Social Enterprise, how the members of a Social Enterprise make their decisions, and why partnerships and collaborations are important in establishing a Social Enterprise.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 13 Hours
 - [Link to the module](#)

- **Module 5: Developing a Business Plan for Social Enterprises**
 - Module 5 gives students an insight into the business plan as a more detailed and lengthier version of the business model. Particularly, this module helps students learn the basics about the development of a business plan for Social Enterprises and the different components of the macro-environment analysis. Also, through the content and activities of the module, students have the opportunity to become familiar with how to create an inspiring vision for a Social Enterprise, along with how to write a good mission statement and develop a proper social value proposition.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 14 Hours
 - [Link to the module](#)

- **Module 6: Measuring social impact**
 - The United Nations have agreed upon some basic categories that are urgent and people need to act immediately, establishing the SD Goals. This module presents these goals and introduces the concept of impact to help you learn how your actions will influence each category or goal of sustainable development. You will learn to measure your impact, and we will use different methods. For example: along this module, UN SDGs Impact Standards will be offered to you as one of dozens of frameworks which it is important to look at and that can be used to assess the social impact in a simple way.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 10 Hours
 - [Link to the module](#)

- **Module 7: Communicating with your social enterprise**
 - This module will give you some instructions guiding you to the next level of knowledge about the importance of communication in social enterprises. It will also offer you activities that you can implement by yourself or with you schoolmates to communicate a social endeavour.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 8 Hours
 - [Link to the module](#)

- **Module 8: How to Handle the Organisational Aspects of a Social Enterprise**
 - Module 8 helps students learn how important is the collective work of people within Social Enterprises for providing solutions to environmental and social problems. Particularly, this module provides students the opportunity to become acquainted with how teams are formed within Social Enterprises, along with how members make their decisions and collaborate to develop workable teams. Through the content, students also learn how to recruit and manage volunteers for supporting the implementation of activities in a Social Enterprise, while they get an insight into why Social Enterprises need to be accountable to their community.
 - Learning in Classroom: 4 Hours
 - Self-Learning: 10 Hours
 - [Link to the module](#)

ADDITIONAL ACTIVITIES

Here you will find a set of additional activities, which cover a range of relative topics and useful skills. The activities correspond to the modules and are marked with different colours based on the level of difficulty, the effort to put into the task, the skills required and those meant to be developed, along with the level of collaboration needed to complete the activity.

LEVEL OF DIFFICULTY

GREEN – EASY
 BLUE – MEDIUM
 ORANGE – HARD

MODULE 1

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT
1.4 – Identify your personal traits	<p>This activity helps students understand important concepts related to their personal skills and what they could want to develop more.</p> <p>They will develop:</p> <ul style="list-style-type: none"> ● Critical thinking ● Self and group reflection ● Emotional Intelligence 	30 minutes	<ul style="list-style-type: none"> - Paper sheets - Pen / Pencils

MODULE 2

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT

2.1 – Greenhouse effect	<p>This activity helps students understand important concepts related to greenhouse effect, while developing skills such as:</p> <ul style="list-style-type: none"> ● Critical thinking ● Conceptual understanding ● Observational Skills ● Experimental design 	60 minutes	<ul style="list-style-type: none"> - 1 transparent, plastic bottle - 2 thermometers - 2 bulbs (halogen bulb, NOT a LED bulb)
2.2 – Find your carbon footprint	<p>This activity engages students in discussions about sustainability and climate change, while developing skills such as:</p> <ul style="list-style-type: none"> ● Data Collection and Analysis ● Critical thinking ● Communication skills ● Environmental awareness ● Sustainability education 	60 minutes	- Laptops or printed out material
2.3 – Discovering what “sustainable transportation” is	<p>This activity focuses on sustainable transportation and encourages students to brainstorm ideas and reflect on the concept. You can use this activity to develop these skills:</p> <ul style="list-style-type: none"> ● Critical skills ● Collaboration and group work ● Research skills 	Throughout the year as small assignments	<ul style="list-style-type: none"> - - Print the card scheme of sustainability (see page 27) - - Print the card “The champion cities” (see page 27)

	<ul style="list-style-type: none"> ● Communication skills ● Analytical skills ● Problem solving ● Environmental awareness ● Empathy and community engagement 		
2.4 – Message in a bottle	<p>The activity is focused on raising awareness about waste management and its impact on the environment. It encourages students to think critically and take action. You can use this activity to develop these skills:</p> <ul style="list-style-type: none"> ● Observation skills ● Critical thinking ● Communication skills ● Problem solving ● Research skills ● Environmental awareness ● Time management 	90 minutes	<ul style="list-style-type: none"> - PC - Video Projector - Speakers or an interactive blackboard - Blank paper (possibly recycled) - Pens - Markers

MODULE 3

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT
3 – How to Build an Empathy Map	The activity involves creating an empathy map to understand the perspective of a user or	60 minutes	<ul style="list-style-type: none"> - Whiteboards - Markers

	<p>target audience regarding a social cause or issue. You can use this activity to develop these skills:</p> <ul style="list-style-type: none"> ● Empathy skills ● Communication skills ● Critical skills ● Research skills ● Listening skills ● Decision making ● Collaboration skills 		<ul style="list-style-type: none"> - Sticky Notes (if in person) - Padlet, Miro or other co-working tools (if online)
--	--	--	---

MODULE 4

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT
4.1a – Discovering Partnership Opportunities for your VSE	<p>This activity helps students better understand why and how partnerships are crucial for Social Enterprises and the Social Innovation process. Particularly, it helps students develop the following skills:</p> <ul style="list-style-type: none"> ● Research skills, ● Analytical skills, ● Communication skills, ● Critical thinking, ● Strategic thinking and planning skills, ● Presentation skills, ● Networking and outreach, ● Entrepreneurial mindset, ● Empathy and social awareness, 	60 minutes	<ul style="list-style-type: none"> - Sheets of paper or WORD file (if online) - Pencils - Desktop or laptop with internet access - Projector for presentations

	<ul style="list-style-type: none"> ● Problem solving. 		
4.1b – Presentation of a Social Innovation Partnership	<p>This activity empowers students to appreciate the significance of collaboration in driving social innovation and equips them with a range of skills such as:</p> <ul style="list-style-type: none"> ● Research Skills, ● Critical Thinking, ● Communication Skills, ● Teamwork and Collaboration, ● Public Speaking, ● Strategic Thinking, ● Problem Solving, ● Cross-Cultural Competence, ● Analytical Skills, ● Innovation and Creativity, ● Negotiation and Conflict Resolution, ● Global Citizenship. 	60 minutes	<ul style="list-style-type: none"> - Sheets of paper or WORD file (if online) - Pencils - Desktop or laptop with internet access - Projector for presentations
4.1c – Exploring the Stages of the Social Innovation Process	<p>This activity empowers students to engage in the social innovation process by identifying and addressing community challenges. It promotes a range of skills such as:</p> <ul style="list-style-type: none"> ● Problem Identification and Analysis, ● Desk and Field Research Skills, 	60 minutes	<ul style="list-style-type: none"> - Sheets of paper or WORD file (if online) - Pencils - Desktop or laptop with internet access

	<ul style="list-style-type: none"> ● Critical Thinking, ● Creative Thinking, ● Communication Skills, ● Teamwork and Collaboration, ● Problem-Solving and Solution Design, ● Presentation Skills, ● Critical Evaluation, ● Decision-Making, ● Community Engagement. 		
--	---	--	--

MODULE 5

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT
5.1 – Exploring the Social Enterprise Macro-Environment	<p>This activity helps students understand the importance of macro-environment analysis (PESTEL), competition identification, and SWOT analysis in the context of Social Enterprises. It also equips students with valuable practical skills, such as:</p> <ul style="list-style-type: none"> ● Analytical Skills ● Critical Thinking ● Research Skills ● Communication Skills ● Teamwork ● Problem Solving 	60 minutes	<ul style="list-style-type: none"> - Whiteboard or flipchart - Markers - Handouts with a brief overview of PESTEL and SWOT analysis
5.4 – Complete the Business Plan	This activity equips students with valuable	60 minutes	- 1 big size coloured print

	<p>insight into entrepreneurial and business planning. It makes them acquainted with essential attributes and skills for future social innovators and entrepreneurs, such as:</p> <ul style="list-style-type: none"> ● Creativity, ● Teamwork, ● Critical thinking, ● Problem Solving ● Financial Literacy 		<p>(A3) depicting the business plan components</p> <ul style="list-style-type: none"> - Pencils <p>Sheets of paper, or a WORD file (if online)</p>
--	---	--	---

MODULE 6

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT
6.1 – What are “Impact” and “Sustainability”?	<p>This activity will be useful to students for introducing the new concept of Impact and Sustainability that will be covered in the whole 6th module.</p> <ul style="list-style-type: none"> ● They will develop: ● Critical Thinking ● Self-analysis ● Team work 	30 minutes	<ul style="list-style-type: none"> - Flipchart / Jamboard (if online) - Post its - Markers

MODULE 7

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT

7.2 Present your own pitch	<p>This activity helps students understand important concepts related to communicating the key messages to stakeholders and the general audience, while developing skills such as:</p> <ul style="list-style-type: none"> ● Storytelling ● Identify the core message ● Communication ● Team work ● Listening and public speaking 	60 minutes	None
----------------------------	---	------------	------

MODULE 8

ACTIVITY	DESCRIPTION	ESTIMATED TIME	EQUIPMENT
8.1 – Understanding the value of teams in Social Enterprises	<p>This activity helps students understand important concepts related to social entrepreneurship and teamwork, while developing skills such as:</p> <ul style="list-style-type: none"> ● Adaptability ● Resource Management and Optimization ● Teamwork ● Communication ● Problem Solving ● Conflict Resolution 	60 minutes	<ul style="list-style-type: none"> - Board - Desks - Paper plates - Ingredients for sandwiches
8.3 – The Value of the Volunteering Wheel	<p>This activity helps students develop the following skills and gain insights into the benefits of volunteering and its</p>	Throughout the year as small assignments	<ul style="list-style-type: none"> - Board, - Two drawing pins, - A colored copy of the

	<p>connection to social entrepreneurship:</p> <ul style="list-style-type: none"> ● Research and Analysis ● Presentation Skills ● Teamwork and Collaboration ● Critical Thinking ● Communication Skills 		<p>Volunteering Wheel,</p> <ul style="list-style-type: none"> - Desktop or laptop, - Projector for presentations
--	---	--	--

In the next pages you may find the above additional activities in more detail with specific stages to follow in order to implement them in your class.

IDENTIFY YOUR PERSONAL TRAITS

MODULE 1 - SUBMODULE 1.4 - EASY



DESCRIPTION

This activity helps students understand important concepts related to their personal skills and what they could want to develop more.

They will develop:

- Critical thinking
- Self and group reflection
- Emotional Intelligence

STEPS

1. Ask the students to take some time to have a look at the skills listed in the submodule and think if they feel to own one or more of them or if they are aware they need to develop them and how.
2. Ask the students if they feel like sharing, stressing the fact that the class will be a safe space and they don't have to if they don't want. Discuss the skills that students have or don't have, making also examples if needed.
3. Ask the students to write on a piece of paper one skill that the person on their right has already. Then each person read it in turn, out loud and the class can make comments on what they think about it, comparing the result of the personal individual moment of reflection of step one with step 3.

APPLICABILITY:

In person / Online

TIME NEEDED:

30 minutes

MATERIALS:

Paper sheets

Pen / Pencils

GREENHOUSE EFFECT

MODULE 2 - SUBMODULE 2.1 - EASY



DESCRIPTION

This activity helps students understand important concepts related to greenhouse effect, while developing skills such as:

- Critical thinking
- Conceptual understanding
- Observational Skills
- Experimental design

STEPS

1. Place the first thermometer in the bottle then replace the top. Place the second thermometer on the table. Read the temperature shown by both thermometers: they should indicate the same temperature. Place a bulb above each of the thermometers and switch them on. Wait between 5 to 10 minutes then read the temperatures: the thermometer placed in the bottled indicates that the temperature is higher than the one left in the open air.
2. Brief reminder of the greenhouse effect. The Earth's surface exposed to the sun absorbs the heat from the sun rays. When the Earth becomes dark, it sends the accumulated heat back towards space (heat always travels from a warm environment to a less warm one). The greenhouse gases present in the atmosphere absorb a portion of this heat; the remainder being sent into space. Greenhouse

APPLICABILITY:

In person

TIME NEEDED:

60 minutes

MATERIALS:

1 transparent plastic bottle

2 thermometers

2 bulbs (halogen, NOT a LED bulb)

gases then "release" this heat into the atmosphere, causing a rise in temperature.

3. Students are expected to acknowledge two things. First, the name "greenhouse effect" is therefore not entirely correct because the role of a greenhouse is to form a physical barrier to trap this heat, which is not the case for greenhouse gases in the atmosphere. Secondly, in our experiment, the plastic bottle plays the role of the atmosphere and 'traps' the heat provided by the bulb, just like a

greenhouse. The thermometer in the bottle shows a rise in temperature. Close this activity by announcing that this model is sufficient to visualise a result (rise in temperature) caused by an element (greenhouse gases in the atmosphere) which prevents the heat from completely returning to space. However, this model is not correct in terms of the phenomenon causing a rise in temperature. In this experiment, the bottle serves as a greenhouse, but does not enable the "greenhouse effect" to be highlighted in the climatological sense (absorption + emission).

Teacher's Notes (write down here any modification or integration for the activity)

FIND YOUR CARBON FOOTPRINT

MODULE 2 - SUBMODULE 2.2 - EASY



DESCRIPTION

This activity engages students in discussions about sustainability and climate change, while developing skills such as: Data Collection and Analysis, Critical Thinking, Communication Skills, Environmental Awareness, Sustainability Education.

STEPS

1. This exercise invites the teachers to make use of the ecological footprint "questionnaire/online calculator tool" as a subject and engage into an activity with the HSS. Students are given several questions written in the language which is being taught in the classroom. These questions, in the form of a multiple-choice questionnaire, ask trainees about their daily habits and activities. These can be edited to be appropriate for the class group they are responding. Questions can include inquiries about water use, eating habits, transportation, shelter and other relevant categories. By answering the questionnaire, HSS will be able to calculate their ecological footprint. Following the calculation of the results, the classroom can be ranked according to their ecological footprint (e.g. from Climate Superhero, to

Climate Hero, Climate Rascal, and Climate Villain) and HSS can be divided into pairs, with one partner having a low and the other having a high ecological footprint. These pairs can engage into a discussion about habits and lifestyle, and how these may be adapted to take Climate Change and the effects of our activities into concern. Conclusions may be presented to the classroom.

2. It is important that teachers are prepared by knowing the questions, and realizing what the ecological footprint is, in order to have a background idea of the topic when discussing it with trainees. It is also beneficial if the teacher takes the test themselves so that they have an idea of their own ecological footprint before asking the trainees to calculate theirs.

APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

Laptops or printed out material

Teacher's Notes (write down here any modification or integration for the activity)

DISCOVERING WHAT “SUSTAINABLE TRANSPORTATION” IS

MODULE 2 - SUBMODULE 2.3 - HARD



DESCRIPTION

This activity focuses on sustainable transportation and encourages students to brainstorm ideas and reflect on the concept. You can use this activity to develop these skills:

- Critical skills
- Collaboration and group work
- Research skills
- Communication skills
- Analytical skills
- Problem solving
- Environmental awareness
- Empathy and community engagement.

STEPS

1. Write on the board the phrase “sustainable transportation” and ask the learners to make an initial

brainstorm on that. You can use the [scheme of sustainability](#) (economy, society, planet) to encourage the

APPLICABILITY:

In person

TIME NEEDED:

Throughout the year as small assignments

MATERIALS:

Print the card “scheme of sustainability”

Print the card “The champion cities”

learners to come up with ideas around these areas.

2. Split the learners in 3 groups and hand out one card of [“The champion cities”](#) in each group. Explain that in each card, there is a city which is a champion in the field of “sustainable transportations” according to the [Mobility Index 2017](#).
3. Ask the learners to read the cities’ cards in groups and after to fill in the initial brainstorming with all the new ideas that came up after studying the best practices of other cities. How does sustainable transportation contribute to the community? Reflect

on that and write your thoughts on the board or on a flipchart. You can also return to all the ways of transport the learners and their families have written on the board and make a hierarchy starting from the less “sustainable” way of transport to the most explaining your reasons.

4. Debriefing: Why is it important to reduce CO2 emissions? How sustainable do you think is the way we move in our community/city/country? Which of the practices that are adopted from other countries or proposed by you, would be possible to be implemented in our community?

Teacher's Notes (write down here any modification or integration for the activity)

A large rectangular area with a grey border, containing ten horizontal lines for writing.



MESSAGE IN A BOTTLE

MODULE 2 - SUBMODULE 2.4 - MEDIUM



DESCRIPTION

The activity is focused on raising awareness about waste management and its impact on the environment. It encourages students to think critically and take action. You can use this activity to develop these skills:

- Observation skills
- Critical thinking
- Communication skills
- Problem solving
- Research skills
- Environmental awareness
- Time management.

STEPS

1. Write each statistic information on a piece of paper and glue them on each rubbish items (using paper tape, for example). Scatter items around the classroom. You want to create a sense that the classroom is full of rubbish like on a dirty street. Project on the board

an artwork of Chris Jordan and wait for the learners to enter the classroom. You might want to start with his [artwork](#) depicting water bottles, which is one of the most common waste items.

APPLICABILITY:

In person

TIME NEEDED:

90 minutes

MATERIALS:

PC

Video Projector

Speakers or an interactive blackboard

Blank paper (possibly recycled)

Pens

Markers

2. Begin the lesson like a normal day. Learners enter the classroom and you start teaching without mentioning anything about the rubbish on the floor. Explain to learners that you will start the day with art. Tell them that you are very excited and impressed with the work of artist Chris Jordan. Ask them to look at the picture on the board and try to understand what it depicts and how he made it. Zoom in slowly to unveil the rubbish the artist used. Once clearly seen, discuss what kind of message he wants to convey. The sequence of the activities might change depending on when the learners ask about the rubbish on the floor.
3. Whenever the learners ask about the rubbish on the floor, respond: Why are you so impressed? The whole planet is full of rubbish like this. It is just that they don't see it. If you don't believe me, just pick up one item and read the label. The statistic in the annex is indicative. You can research and add interesting facts from your country and depending on the rubbish you choose to display.
4. Debriefing: What impressed you the most from what you read? How many of the rubbish items do you use daily? Yourself, your family, in school? Would you like to live in an environment full of rubbish? There are many places around the world where people literally live in rubbish. Do you know what happens to our waste?
5. Discuss with the learners the following: Items thrown in the trash are often transported to a landfill where they remain intact for a very long time, or the trash is burned in an incinerator and the ash is sent to a landfill. Some items may travel to a recycling facility in our countries or outside the EU. Give the example of China and watch this [video](#) . In January 2018 China banned the import of 24 types of waste for recycling from European countries. Debate: Why do you think China took this decision? What do you think is the impact on European countries? How are they going to recycle their waste? What kind of waste management solutions would you propose for your country? Make propositions for each of the following category: Personal choices, School life, Companies and manufactures, Governments. Underline that, before moving to recycling, it is very important to reduce waste.
6. Upload a picture of the classroom setting with the students. Share the notes from the final propositions. You can use the e-board, save them and upload them. Otherwise, you can take notes on the blackboard (or ask students to do so) and upload pictures of the platform.
7. Ideas for follow-up and actions:
 - Watch ["Trashed" by Jeremy Irons](#)
 - Investigate your area or your country's waste management system. How is rubbish collected? Visit a recycling plant. Interview a rubbish man. Try to find what is the most thrown away rubbish that could be recycled.
 - Look at developing countries. Do they all have a waste management

system? If so, which waste management system do they have?

- [How does waste management system work in refugee camps?](#)

- [Waste management and resilience.](#)

- Investigate how much time is needed for different items to break down Make a list with two columns, 1 with the time you thought and 1 with the actual time each item needs to be degraded. Choose items that are commonly thrown away.

- Organize a zero waste or plastic free day or picnic.

- Use the rubbish from the ground to create recycled work of arts. [Get inspired by Mohamed Suleiman, a Saharawi refugee](#)

- Organize a day out in which you do community service. Choose an area and collect the waste cleaning the area! Network with other associations of your area that work in this, together we are stronger!

Teacher's Notes (write down here any modification or integration for the activity)

HOW TO BUILD AN EMPATHY MAP

MODULE 3 - EASY



DESCRIPTION

The activity involves creating an empathy map to understand the perspective of a user or target audience regarding a social cause or issue. You can use this activity to develop these skills:

- Empathy skills
- Communication skills
- Critical skills
- Research skills
- Listening skills
- Decision making
- Collaboration skills

STEPS

1. The exercise proposed here serves to identify the social cause, putting him/herself completely in the shoes of the user and thus trying to recognize his/her needs and points of view.
2. When the trainer sets up the materials, he divides them into four quadrants and labels them with the following terms:
 - what the user *sees*, *says*, *does*, and *feels/thinks* about the social cause he/she must deal with. Under the trainer's guidance, the group completes the empathy map together using any topic of relevance.
3. As a first step, students analyze the quadrants relating to the external

APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

Whiteboards

Markers

Sticky Notes (if in person)

Padlet, Miro or other co-working tools (if online)

dimension, and then move on to the quadrants relating to the internal dimension. At the basis of this activity, each learner must have prior knowledge on the topic/issue addressed. The quadrants should contain the following information:

Outside dimension

- a. What does he/she see? What does he/she encounter in their daily experiences? It can be people, activities, or things. What do the people around them do? What do they observe, read, and see in their environment or marketplace that might influence them?
- b. What do they do and say? How do they behave? What is their attitude like and what do they say? This can change depending on where they are, who they are with or who is nearby. Attitude can be represented by actions towards others or the way they convey something. What do you listen to? What does the user feel and how does it influence them? Consider personal connections with family, friends, and colleagues, as well as what is being said in the media by bloggers, social media influencers and industry experts. Focus on things that have an impact on their thinking, not on superfluous streams of information. Influencers should focus on the people, things or places that influence the way you act.

Inside Dimension

- c. As part of this phase, learners explore the user's thoughts and feelings, which are not observable, but can be inferred from direct quotes that are obtained during the research process.
- d. What do you think and feel? What matters to the user who is thinking about it? Consider the positive and negative sides of thoughts. What makes you feel good or bad? What do they worry about or what keeps them awake at night? How do they feel? Scared?

At the end of this activity, the empathy map will be formed, and participants will have a clearer and more defined perception of who the user is for whom they want to build a new service and what they need. There will be a final debriefing moment in which summaries of the learning experience will be drawn.

4. Debriefing - Discussion

Once the students have completed the map, ask students few questions, such as:

- a. How did the behaviours affect you?
- b. What do you think you did well?
- c. What do you think you might do differently?
- d. What is the one thing you have learnt today that you will take into your business practice?
- e. How do you feel about your results? How had you come across any difficulties (or ease/possibility) to achieve them?

Teacher's Notes (write down here any modification or integration for the activity)

DISCOVERING PARTNERSHIP OPPORTUNITIES FOR YOUR VSE

MODULE 4 - SUBMODULE 4.1 - EASY



DESCRIPTION

This activity helps students better understand why and how partnerships are crucial for Social Enterprises and the Social Innovation process. It empowers them to become socially responsible and innovative individuals by fostering a range of essential skills for addressing environmental and social issues through collaboration and entrepreneurship.

STEPS

1. Ask students to identify a SE that is operating in their community and is mainly concerned with addressing environmental or social issues.
2. Allow students the time to search its official website and explore any kind of partnerships or any support provided by government bodies, local businesses, or nonprofit organizations. If information is not available online, you can also encourage students to contact the SE, or even visit its premises to find out more details about collaboration with any other parties or key stakeholders.
3. Once students have gathered adequate information, ask them to write down on a list the partnerships recognized with a short description (1 sentence might be

APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

Sheets of paper (in person) or a Word file (online)

Pencils

Computer with internet access

Projector for presentations

enough). Also, they need to highlight those that they consider as very important for any SE and that would embrace them in their own Virtual Social Enterprise (VSE) as well. Allow students to share this information with their schoolmates in order to decide together on a final list consisting of up to five possible partnerships.

4. Ask students to work together in order to create a short plan about the selected

partnerships that would benefit their VSE. They can now prepare a presentation for their VSE key stakeholders and potential partners in order to facilitate synergies and promote social innovation through collaboration.

5. Finally, students will contact the potential partners and invite them to present their suggestions about innovating through collaboration with their VSE.

Teacher's Notes (write down here any modification or integration for the activity)

PRESENTATION OF A SOCIAL INNOVATION PARTNERSHIP

MODULE 4 - SUBMODULE 4.1 - EASY



DESCRIPTION

This activity empowers students to appreciate the significance of collaboration in driving social innovation and equips them with a range of skills necessary for effective teamwork, research, analysis, and communication in the context of Social Enterprises.

STEPS

1. Students need to identify a social innovation created either by large R&D departments or by strategic alliances between for-profit firms, SEs, governmental entities, or any other parties and key stakeholders. If information is not available on official websites, you can also encourage students to search online, or even contact the collaborating entities (SEs, firms, etc.) to find out more details about the partnership.
2. Allow students to work together in order to develop a short presentation about every aspect of the innovation identified in the previous step. The main objective of their presentation is to discover and project the

APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

Sheets of paper (in person) or a Word file (online)

Computer with internet access

strengths of each partner engaged in the social innovation process and how they contributed from different perspectives in order to take advantage of the collaboration benefits throughout the social innovation process. Through this activity, students will learn that the development of new ideas is strengthened when actors with different perspectives and opinions are invited to think along and new ideas are cross-fertilized, sharpened and combined through collaboration. Selection and testing of the most promising solutions are enriched if actors with different backgrounds and concerns participate in negotiation of gains and risks.

Teacher's Notes (write down here any modification or integration for the activity)



EXPLORING THE STAGES OF THE SOCIAL INNOVATION PROCESS

MODULE 4 - SUBMODULE 4.1 - EASY



DESCRIPTION

This activity empowers students to engage in the social innovation process by identifying and addressing community challenges, fostering a range of skills essential for social innovation and problem-solving in the real world

APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

Sheets of paper (in person) or a Word file (online)

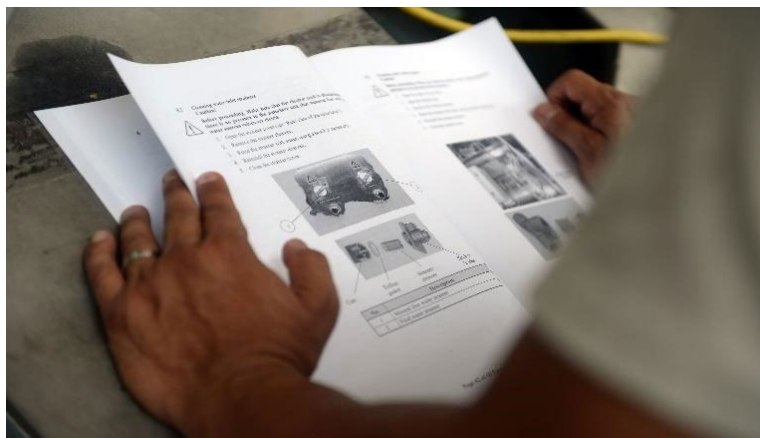
Computer with internet access

STEPS

1. Students need to identify and analyze an environmental or social problem in their community. (internet, articles, newspapers, magazines, etc.) and field research.
2. Encourage students to search information about the challenge identifying the causes and consequences of the problem. It is recommended to use a problem tree.
3. Once students have gathered adequate information, ask them to redefine the challenge doing some desk research
4. At the next step, students are invited in groups to design some ideas answering the following questions: What is it for? How would it work? What stakeholders? What are the benefits, influence and impact?
5. Finally, students at plenary share their ideas and rate each one of them based on specific criteria (novelty, benefits, how easy is to be applied, etc.).

EXPLORING THE SOCIAL ENTERPRISE MACRO-ENVIRONMENT

MODULE 5 - SUBMODULE 5.1 - HARD



DESCRIPTION

This activity helps students understand the importance of macro-environment analysis (PESTEL), competition identification, and SWOT analysis in the context of Social Enterprises.

STEPS

1. Begin by discussing the importance of understanding the macro-environment for Social Enterprises. Explain the concept of a PESTEL analysis (Political, Economic, Social, Technological, Environmental, and Legal factors) and its relevance in Social Enterprises. Also, highlight the need for Social Enterprises to identify and monitor their competition. Emphasize that students will learn how to conduct PESTEL and SWOT analyses, which are crucial for Social Enterprises to identify opportunities and challenges.
2. Divide the students into small groups of 3-5 and ask each group to identify a case study of a Social Enterprise. Instruct the groups to conduct a PESTEL analysis of their Social Enterprise selected. Ask them to identify and discuss political, economic, social, technological, environmental, and legal factors that impact the Social Enterprise.

APPLICABILITY:

In person

TIME NEEDED:

Throughout the year as small assignments

MATERIALS:

Whiteboard or flipchart

Markers

Handouts with a brief overview of PESTEL and SWOT analysis

Each group should present their findings to the class.

3. Encourage students to discuss how important competition analysis is in the context of SEs. Provide examples of SEs and their competitors if possible. Ask students to brainstorm and list potential competitors for their Social Enterprise selected from the previous step. Encourage them to think beyond direct competitors and consider indirect competition as well.
4. Explain the concept of a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and its significance in Social Enterprises. Distribute handouts with a template for a SWOT analysis. Instruct the

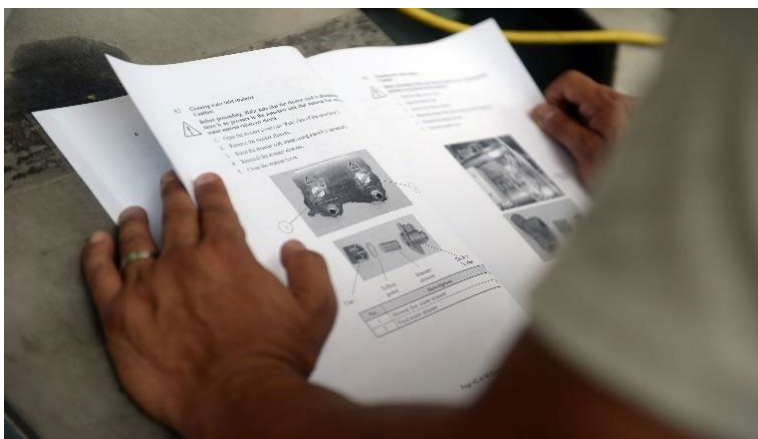
students to complete a SWOT analysis for their selected Social Enterprise, taking into account the information gathered from the PESTEL analysis and competition identification. Each group should present their SWOT analysis to the class.

5. Facilitate a group discussion in class about the insights gained from the PESTEL and SWOT analyses. Encourage students to share their thoughts on how these analyses can help Social Enterprises create a competitive advantage and plan for the short, medium, and long-term. Conclude the activity by emphasizing the importance of ongoing monitoring and adaptation in the ever-changing macro-environment of SEs.

Teacher's Notes (write down here any modification or integration for the activity)

COMPLETE THE BUSINESS PLAN

MODULE 5 - SUBMODULE 5.4 - EASY



DESCRIPTION

This activity equips students with valuable insight into entrepreneurial and business planning. It makes them acquainted with essential attributes and skills for future social innovators and entrepreneurs.

STEPS

1. Begin by briefly introducing the purpose of a business plan for a SE.
2. Place on the board or at any point of the class that can be seen by all students, a coloured copy of the worksheet provided [here](#), with all the key components of a business plan for SEs. You can use your own template or use any template you may find online. Also, distribute simple copies of the worksheet or your own template to students.
3. Instruct the students to work together in order to come up with a SE idea and try to fill out the worksheet with information about their idea.
4. Give adequate time to complete the worksheet, making sure to leave a few minutes at the end for any final touches. You can facilitate the activity by writing on the template on the board the ideas and information decided by students.
5. Once the template is completed, encourage students to provide feedback to each other and offer suggestions for improvement.
5. Conclude the activity by asking each student to reflect briefly on what they have learned and write down one key takeaway from the activity.

APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

Sheets of paper (in person) or a Word file (online)

Pencils

1 big size coloured print (A3) of the worksheet depicting the [business plan](#) components

Teacher's Notes (write down here any modification or integration for the activity)

WHAT ARE “IMPACT” AND “SUSTAINABILITY”?

MODULE 6 - SUBMODULE 6.1 - EASY



APPLICABILITY:

In person / Online

TIME NEEDED:

30 minutes

MATERIALS:

Flipcharts / Jamboard (if online)

Post its

Markers

DESCRIPTION

This activity will be useful to students for introducing the new concept of Impact and Sustainability that will be covered in the whole 6th module.

They will develop:

- Critical Thinking
- Self-analysis
- Team work

STEPS

1. In three or more small group the terms “Sustainability” and “impact” will be reflected on. Each group will have two flipcharts, each with one word. Students will discuss what ideas or key word come to their mind for the two words.
2. Give the students 10 min and ask them in each group to write on the flipchart the words/definition/related ideas.
3. Teacher/s will read the answers and a discussion could follow on how much they agreed or not on the definitions and related concepts. At the end, teachers will read the official definitions for both.

Teacher's Notes (write down here any modification or integration for the activity)

PRESENT YOUR OWN PITCH

MODULE 7 - SUBMODULE 7.2 - EASY



APPLICABILITY:

In person / Online

TIME NEEDED:

60 minutes

MATERIALS:

//

DESCRIPTION

This activity helps students understand important concepts related to communicating the key messages to stakeholders and the general audience, while developing skills such as:

- Storytelling
- Identify the core message
- Communication
- Team work
- Listening and public speaking

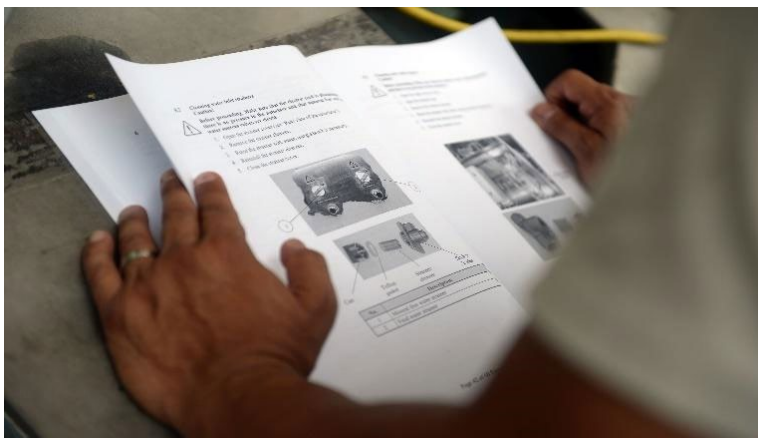
STEPS

1. Split the class into smaller groups and ask each group to choose a target stakeholder they want to convince. Each group shall choose:
 - Their main idea to share
 - Their target stakeholder
2. Give each group 20 min to write down the main components of their pitch and ask them to have a spokesperson at the end.
3. Each spokesperson will go to the next group and present the idea in front of another group and so on. Each group will make notes and give feedbacks when all back together at the end of activity.

Teacher's Notes (write down here any modification or integration for the activity)

UNDERSTANDING THE VALUE OF TEAMS IN SOCIAL ENTERPRISES

MODULE 8 - SUBMODULE 8.1 - MEDIUM



DESCRIPTION

This activity offers valuable experiential learning opportunities for students, who become familiar with the significance of teamwork, resource management, problem-solving, and collaboration in the context of social entrepreneurship. Also, through the activity, a sense of social responsibility and empathy for those in need is instilled in students.

STEPS

1. Ask students to suppose they are members of a SE that cares for the homeless people in your community. The SE must prepare meals, as it does every day. The menu today says sandwich. Alternatively, it can be salad, or any other meal relatively easy to prepare.
2. Divide students into four small groups, ideally of two to six people, depending on the size of your class. Encourage the teams formed to select a desk to work on and gather around.
3. Write the recipe for a sandwich on the board and provide each team all necessary ingredients and paper plates. Make sure to create a deliberate imbalance in the amount of ingredients placed on each desk. For example, you may place more bread on the desk of the first team, more cheese slices on the desk of the second, more ham on the desk of the third, and more vegetables on the desk of the fourth.

APPLICABILITY:

In person

TIME NEEDED:

60 minutes

MATERIALS:

Board

Desks

Paper plates

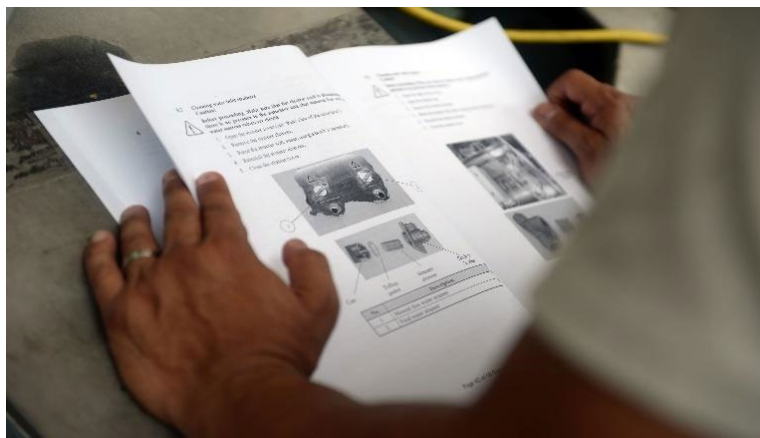
Ingredients for sandwiches

4. Once the teams are ready, encourage them to start preparing the sandwiches following the recipe. Allow some time to see what will happen. Sooner or later, the teams will run out of some ingredients that other teams have in abundance. At this point, some students may remain silent, hesitant, or confused on what to do next. Some may inform you about the shortage of ingredients and ask you for further instructions. Some will notice that other teams have the ingredients missing from their own table and will take initiative to ask those teams to redistribute their ingredients. Here, it is very important not to intervene. You can politely ignore any questions. The teams are expected to start communicating, cooperating and spontaneously exchanging ingredients to continue with preparing more sandwiches, until all ingredients have been used.
5. Once the teams have used all ingredients, you may stop the activity and ask students to move back. Then, encourage them to share their opinion on what happened and how they managed to find a solution when they realized the lack of resources on their desk. Students are expected to acknowledge two things. First, the teamwork required within their own group to prepare the meals, and second, the need for communication and cooperation between the different teams within a SE, so as to take full advantage of the resources available and achieve the ultimate goal – which in this case is to ensure enough food for the homeless. Close this activity by announcing that students should be now familiar with the value of teams and the importance of collaboration between individuals or departments within a SE, even if working on distinct assignments.

Teacher's Notes (write down here any modification or integration for the activity)

THE VALUE OF THE VOLUNTEERING WHEEL

MODULE 8 - SUBMODULE 8.3 - EASY



DESCRIPTION

This activity helps students identify the benefits of volunteering to building confidence, competence, connections, and community. Students can become familiar with how volunteerism connects with social entrepreneurship and realize the value that volunteers can bring in Social Enterprises.

It is not exclusively a one-off activity, since it can produce multiple opportunities for students to work on assignments that demand from them to prepare different presentations about various topics and aspects regarding the benefits of volunteering.

STEPS

1. Use one drawing pin to fix on the board a colored copy of the [Volunteering Wheel](#) (find and download it from this link). Place the pin at the center of the Volunteering Wheel, so that it can spin around. Then place another drawing pin on the board, and specifically at the top edge of the Wheel. Make sure that the second pin is close enough to the Wheel, but without touching it by a short margin.
2. The second pin is used as indicator to show a random topic each time you are spinning the Wheel fast. The topic indicated will be the next assignment for students.

APPLICABILITY:

In person / Online

TIME NEEDED:

Throughout the year as small assignments

MATERIALS:

Board,
Two drawing pins,
A colored copy of the [Volunteering Wheel](#).
Desktop or laptop,
Projector for presentations

They have to work together in order to think and come up with best practices about the topic indicated. Of course, you can add freely any other task as an assignment (e.g., students to find a real case example about the topic) depending on the subject you are teaching at every class.

task. In this case you must turn the Wheel as many times as needed to have a different topic indicated for each group.

3. Divide your students into small groups and have them working in teams to complete the

4. Ask students per groups to prepare a short presentation about the specific part of the wheel indicated each time. They will need to present it in class at the next lesson. In this way, all students will have the chance to become acquainted with all topics introduced by the Volunteering Wheel.

Teacher's Notes (write down here any modification or integration for the activity)

DIGITAL PLATFORM

This e digital platform is used to build the SE and SI mind-sets of high school students, through experiential and active learning that is enabled by exploring mini-games and building VSE and business plans to fight environmental problems that local communities are facing.

The web-based Digital Platform for Schools Social Entrepreneurship has been built from the ground-up to support high schools among EU to explore learning resources and mini games on Social Entrepreneurship, develop Virtual Social Enterprises (VSEs) aiming to solve environmental problems, and promote best practices among European schools. Moreover, it provides high schools the opportunity to connect and collaborate with the real social entrepreneurship ecosystem at local/regional and even European level, creating communities of practice.

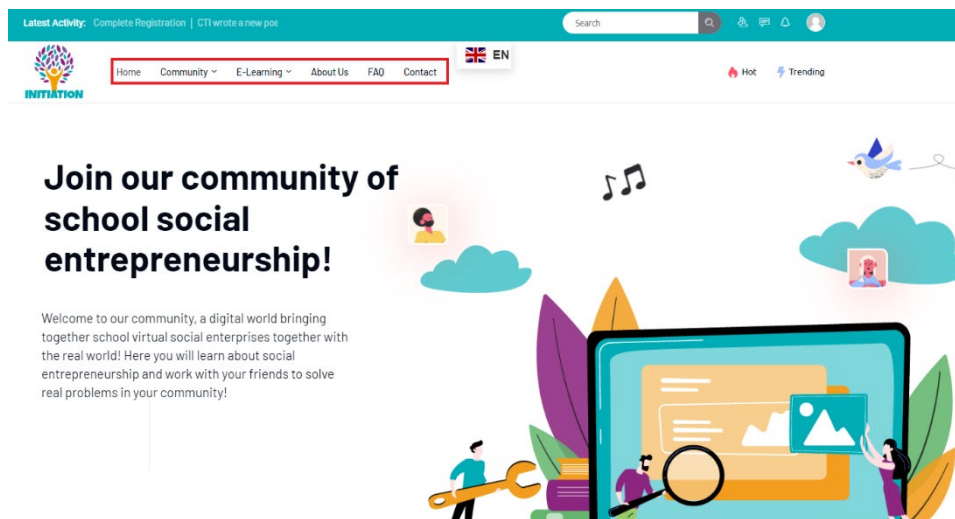
The website can be accessed at <http://elearning.initiation-project.eu/> where all the functionalities and tools are present for both teachers and students.



Some of the major tools and features are:

- Mini Games
- E-Learning resources
- Wall: A global newsfeed for VSEs where users can interact with each other
- VSE page
- Member page
- VSE tool: A tool to design a VSE

The Digital Platform is built in a way that makes all the tools and features easily accessible through the navigation bar which resides on the top section of the website. Below, the landing page is shown with the navigation bar highlighted in red:



MINI GAMES

Through Mini Games, the students can access a variety of scenarios regarding Social Entrepreneurship. An interactive interface aims to engage the students in the form of a dialog by having the students become part of a storyline. The Mini Games can be accessed through the navigation bar on the top of the page by going to "E-Learning" -> "Mini-Games". An example Mini Game is shown below:

Be proactive



E-LEARNING RESOURCES





The E-Learning page contains categorized learning material aimed at social entrepreneurship. The material is structured in such a way that students can read it at their own pace, unordered. The online learning material can be accessed through the navigation bar on the top of the page by going to "E-Learning" -> "Online Courses".

Home > All Courses > English

English

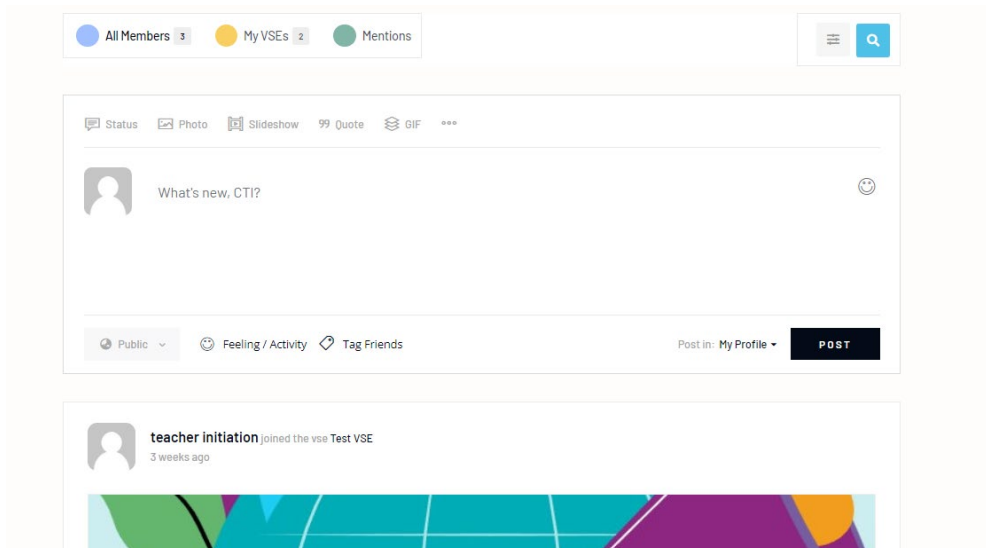
Search courses...



 INITIATION English	 INITIATION English	 INITIATION English	 INITIATION English
Module 1: Introduction to Social Entrepreneurship and Social...	Module 2: Environmental and Climate Change Challenges	Module 3: Introduction to the design thinking	Module 4: Application of social innovation and foundation of a...
Free	Free	Free	Free

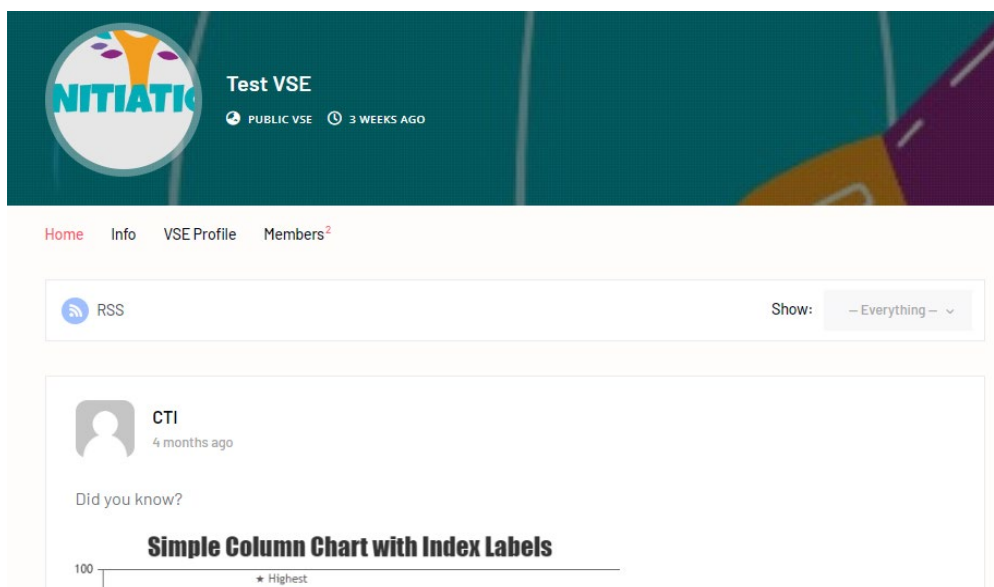
WALL

Students and teachers that are participating in the Initiation project can easily interact with each other through the "Wall" page. A global newsfeed is available in the form of a "Wall" which can be accessed through the navigation bar on the top of the page by going to "Community"->"Wall".



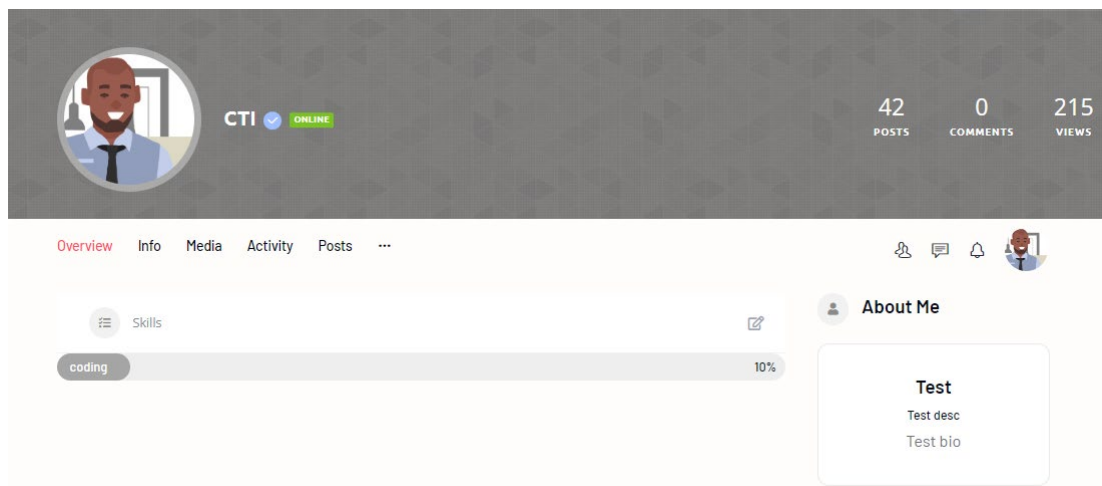
VSE PAGE

During the initial creation of a Virtual Social Enterprise a unique page is generated. The VSE page includes a newsfeed accessible by the public along with information about the VSE. You can access this page through the navigation bar by going to "Community"-> "Virtual Social Enterprises". Then click on the VSE you are interested in.



MEMBER PAGE

New members are able to personalize their account by changing their bio, profile picture, name and more. Moreover, students can interact with other members and make friend requests. The Member page can be accessed through the navigation bar on the top of the page by going to "Community"-> "Members". An example user profile is shown below:



VSE TOOL

The VSE Tool is accessible to every Virtual Social Enterprise and incorporates a multi-step process that engages users by asking them to design various aspects of a VSE. The Company name, social mission, key stakeholders, members, financials and target market are a few of the questions that students are tasked with answering. For every step of the process where input is requested, a submit button is present. Students should click "submit" before moving to the next page if they want their changes to be stored. The VSE Tool is accessible at all times if students want to modify their previous input.

Home / **Create a New VSE**

Company Name

You're so close to starting your own social enterprise with your classmates. Now you just need to come up with a name for your organization. This name should tell people what your social enterprise is all about and be easy to remember.

Here are some things to think about when picking your social enterprise name:

- Make it easy to spell and say
- Avoid using confusing initials or acronyms
- Make sure it matches your mission and target market
- Try using a word or phrase that shows what you believe in or what makes your brand special

Take some time to brainstorm with your classmates or teacher and come up with some different name ideas. When you're ready, type your chosen name into the Company Name field and hit 'submit'.

Good luck and have fun!

Company Name

Previous Page

SUBMIT

Next Page

CREATING A VSE

In this section, the process of creating a VSE from start to end is presented. Starting from account creation till the generation of a pdf report, students are able to work together towards building a unique virtual social enterprise.



Register

To create a new account, click the Register button on the top right of the website to access the registration page. Continue by filling the form with your credentials and read the Terms and Conditions and our Privacy Policy. If you are a teacher, proceed by ticking the checkbox and inserting the code "TeacherInitiation2023". Next, click sign up and verify your e-mail address to gain access.

Login

To login, click the Login button on the top right of the website. A popup will appear where you can enter your credentials. Lastly, click the log in button.

Creating a VSE (Teachers only)

Once you have created an account using the code you have received, follow these steps:

1. Access the Virtual Social Enterprise page through the navigation bar by going to "Community" -> "Virtual Social Enterprises".
2. Click on "Create a VSE". This will reveal a multi-step process.
3. Enter a VSE name and description. Click next. (These can be a placeholder)

4. Select "This is a public VSE" and click next.
5. On the "Photo" and "Cover Image" step, click next.
6. For the final step, you can invite students to join the VSE you just created.

Inviting students to the VSE

You can invite students that are members of this website. You can do so during the creation of a Virtual Social Enterprise or at a later time by following the steps below:

1. Access your Virtual Social Enterprise through the navigation bar by going to "Community" -> "Virtual Social Enterprises".
2. Next click on "My VSEs" and enter the VSE you created.
3. Click on "Send Invites" and then add students to the VSE.

Declaring a student as leader inside the VSE (Teachers only)

You can declare a student as a leader of a VSE once he has become part of it. The VSE leader will have access to additional VSE pages that allow configuration and management of said VSE. To do so, follow the steps below:

1. Access your Virtual Social Enterprise through the navigation bar by going to

- "Community"-> "Virtual Social Enterprises".
- 2. Next click on "My VSEs" and enter the VSE you created.
- 3. Click on "Manage" and then "Members".
- 4. Promote the student from the Member role to Administrator.

- 3. Click on "Manage" and then "VSE Setup".
- 4. Enter your alias and proceed.

Generating a PDF report

Everyone is able to generate a PDF report which includes the information provided by the students during the use of the VSE tool. The PDF report will help teachers give feedback back to students regarding the effectiveness of their VSE. Moreover, it will be useful for third parties to become familiar with the VSE, accelerating the exchange of ideas and information. To Generate a PDF report, follow the steps below:

Accessing the VSE tool

If you are a teacher or a student that has become a leader of a VSE, you have access to the VSE tool. The VSE can only be accessed through the "Manage" tab of a VSE. To access the VSE tool, follow these steps:

- 1. Access your Virtual Social Enterprise through the navigation bar by going to "Community"-> "Virtual Social Enterprises".
- 2. Next click on "My VSEs" and enter the VSE you created.

- 1. Access a Virtual Social Enterprise through the navigation bar by going to "Community"-> "Virtual Social Enterprises".
- 2. Next click on the VSE you are interested in.
- 3. In the "VSE Profile" tab click on the button to generate the PDF report.

MINI GAMES

This chapter of the teachers' handbook will introduce you to the mini games, a useful set of practical exercises in a gamified scenario. They are thoroughly described so that you can choose the ones that best fit your teaching style.



The mini games provide students with gamified environment that mimic real-life scenarios. These games allow students to apply theoretical knowledge and practice decision-making in a safe and controlled setting. They are particularly useful for training skills in fields like entrepreneurship and business.

Mini games serve as an effective complementary tool for online learning. They offer a range of benefits and serve various purposes, making them valuable additions to the INITIATION educational platform.

The mini games are aligned with the learning objectives and ensure to complement the overall instructional design. Lastly, mini games enhance learner motivation, engagement, and knowledge retention, making the learning experience more enjoyable and effective.

There are developed six mini-games in total. All can be found here:

<http://elearning.initiation-project.eu/mini-games/>

SCENARIO THEME	SCENARIO TITLE	DESCRIPTION OF EACH SCENARIO
Scenario 1	Food waste challenge	Join Andreas and Eleni in the school cafeteria as they witness first-hand the issue of food waste. Struck by the sight of untouched food being tossed in the bin, the duo decides to tackle this problem head-on. Take part in this interactive story as you guide Andreas and Eleni in formulating a plan to reduce food waste, from implementing an effective meal planning system to making smart decisions about groceries. This journey will challenge your problem-solving skills while emphasizing the importance of reducing food waste in our communities.
Scenario 2	Face the problem of recycling	Join Kostas and Nefeli as they take on the challenge of managing waste in their picturesque village. Disturbed by the sight of overflowing waste bins, they embark on a journey to find a solution. In this interactive story, you'll help the duo explore potential partnerships and methods for recycling waste. Your decisions will guide their approach as they tackle the complex issue of community waste management, demonstrating that everyone can contribute to creating a cleaner, more sustainable environment.
Scenario 3	Be proactive	Join Socrates and his diverse team as they tackle the task of transforming their school's traditional printed newsletter into a dynamic e-newsletter. Amid the buzz of a school lunch break, they must anticipate and manage risks linked to technology, teamwork, and audience reach. In this interactive scenario, your role is to guide the team, helping them identify potential risks and design effective strategies to overcome them, as they journey towards the successful completion of their assignment.

Scenario 4	Let's convince the Dean	In this intriguing scenario, join Liz and Yeo, two environmentally conscious students, as they hatch a plan to promote sustainable energy in their school. As they build an impactful awareness campaign to convince their Dean to install solar panels, you'll be their guide. Through interactive decision-making, you'll aid them in strategizing, crafting their message, and rallying their fellow students. Harness the power of storytelling to advocate for change and see if you can help light up their school with green energy!
Scenario 5	Clothes Swap Crusade	Join the eco-conscious adventure of Nikos and Maria in this enlightening scenario, 'Problem-solving – integrity and responsibility.' As they sort through their outgrown winter clothes, they ponder ways to dispose of them responsibly. Journey with them as they explore options like donations, clothing swaps, repurposing, and recycling. But it's not just clothes - even their old toys are up for debate. Dive into this interactive tale to learn about sustainable choices and make impactful decisions, all while aiding those in need!
Scenario 6	Let's go to ECOcamping!	Pack your backpacks and strap on your boots for an eco-friendly camping adventure! In 'Know Your Strengths: Let's go to ECOcamping!', join Marc, Julia, and Ishmael as they face challenges and decisions on a school trip to the woods. They learn the importance of leadership, teamwork, and making eco-conscious decisions, from choosing home-cooked meals to organizing 'Hunt the Intruder' game. You too can dive into this scenario, learning to lead, make sustainable choices and promote a healthier planet!

ADDITIONAL LEARNING RESOURCES

In this section you can find a set of additional learning resources, useful to further extend the range of topics and ideas for your activities.



1. Social Entrepreneurship and Social Economy

- <https://socialb-erasmus.eu/eb-courses/>

The SocialB Project provides an accessible suite of learning resources to support individual learning, organizational learning and network development in the field of social enterprise.

2. Social Entrepreneurship Education

- [Skoll Foundation YouTube Channel:](#)

Videos featuring social entrepreneurs and their projects.

- [Skoll Foundation Stories](#)

Inspiring stories of social entrepreneurs and their impact.

- [Ashoka](#)
- [Read about an Ashoka Fellow](#)

Ashoka is a leading organization in the field of social entrepreneurship. Their website provides valuable resources and stories of young changemakers.

- [Stanford Social Innovation Review](#)

An excellent resource for articles, case studies, and research on social entrepreneurship and innovation.

- [Hult Prize](#)

An annual social entrepreneurship competition for students with a focus on solving global challenges.

- [Acumen Academy YouTube Channel](#)

Acumen Academy offers a variety of videos on social entrepreneurship, impact investing, and leadership. They often feature interviews with social entrepreneurs and experts in the field.

- [Gates Foundation YouTube Channel](#)

The Bill & Melinda Gates Foundation often features videos on global issues, including social entrepreneurship and philanthropy.

3. Climate Change and Environmental Challenges

- <https://www.un.org/en/climatechange/science/causes-effects-climate-change>

This United Nations page provides information on the causes and effects of climate change. It highlights the significant contribution of fossil fuels to global climate change and the risks posed to human beings and all other forms of life on Earth.

- [Climate Change Challenge](#)

National Geographic Society's resource library offers a unit on climate change challenges, including causes, impacts, mitigation, and adaptation strategies.

- [Environment, disasters and climate change](#)

This UNHCR page discusses the impact of unsustainable use of natural resources on environmental degradation and the well-being of displaced and host communities.

- [Climate change and its effects on natural resources](#)

This article explores how climate change and population growth have put stress on natural resources, making them increasingly scarce or expensive to source.

- [We're gobbling up the Earth's resources at an unsustainable rate](#)

This UNEP article highlights the urgent need for systemic reform of resource use to address climate change, biodiversity loss, and other environmental challenges.

4. Business Modelling and Planning for Social Enterprises

- [Business Model Canvas](#)

A tool for designing, describing, and pivoting business models, that is proved to be useful for social entrepreneurs.

- [Lean Canvas](#)

Similar to the Business Model Canvas but designed specifically for startups, this tool can also be adapted for social enterprises.

5. Design Thinking

- <https://www.youtube.com/watch?v=qyoZTUGzdGY>

This video discusses the Design Thinking Process and how it applies to a graphic designer.

- <https://web.stanford.edu/~mshanks/MichaelShanks/files/509554.pdf>

This is a process guide - An Introduction to Design Thinking

- <https://www.youtube.com/watch?v=3sOeSkTUTA0>

Design Thinking is a cyclical process that allows you to solve complex problems in a creative way. For more info watch the above video.

- <https://www.youtube.com/watch?v=ClI6AEzXh8c>
- <https://www.youtube.com/watch?v=aPnTPK0c53w>
- <https://www.youtube.com/watch?v=GLpZ6RZHyoM>

Resources for teachers on how to brainstorm individually/in a group.

- <https://www.youtube.com/watch?v=TAV08bn5uEo&t=23s>

Five Rules of Design Thinking (TED Talk) (Why and how to do it)

- https://creativeeducator.tech4learning.com/2012/articles/Interview-Dr_Maureen_Carroll

Build 21st Century Skills with Design Thinking

7. Social Impact

- [Impact Reporting and Investment Standards \(IRIS\)](#)

A comprehensive system for measuring, managing, and optimizing the social and environmental impact of a business.

- [B Impact Assessment](#)

A tool for assessing and improving a company's social and environmental impact. It can also help guide business planning for social enterprises.

- [Theory of Change](#)

A framework for organizations to map out their strategies for creating social impact.

- [Global Reporting Initiative \(GRI\)](#)

GRI provides guidelines and standards for sustainability reporting, helping organizations measure and communicate their sustainability performance.

8. Sustainability and Sustainable Development

- [United Nations Sustainable Development Goals \(SDGs\)](#)

The official United Nations website for the Sustainable Development Goals provides in-depth information, data, and resources on global sustainable development efforts.

- [Sustainable Development Solutions Network \(SDSN\)](#)

SDSN mobilizes global scientific and technological expertise to promote practical solutions for sustainable development.

- [Sustainable Development Goals \(SDG\) Tracker](#)

An interactive tool that tracks progress toward achieving the UN's Sustainable Development Goals.

- [The Natural Step Framework](#)

A sustainability framework and methodology that helps organizations and communities transition to sustainability.

- [TED Talks on Sustainability](#)

TED offers a collection of talks by experts and thought leaders on sustainability.

9. Project Management

- [Smartsheet Templates](#)

Smartsheet provides a variety of project management templates, including Gantt charts, project schedules, and more.

- [ProjectManagementDocs](#)

A website offering a collection of free project management templates and documents.

- [Trello](#)

A user-friendly project management tool that uses boards, lists, and cards to help teams organize tasks and projects.

- [Asana](#)

A versatile project management and task tracking tool that helps teams collaborate and manage work efficiently.

10. Consulting Techniques

- <https://norsensus.no/media/2019/12/storytelling-toolkit-for-empowering-and-better-communication-nordic-storytellers-young-norsensus-nordbuk-norden-1.pdf>

This toolkit includes ready workshop scenarios that young leaders could use to deliver workshops for young people or the community in order to develop specific skills, including communication and digital skills related to storytelling, advocacy, communication strategies, social media campaigns, etc.

- <https://www.wvi.org/sites/default/files/2020-06/WV-Storytelling%20Toolkit%20June%202020.pdf>

This handbook will support you in your journey as a young leader by equipping you with basic storytelling skills to create written or visual stories to help create change in your community.

11. Passion and Purpose Techniques

- [TED Talks on Purpose](#)

TED offers a collection of talks by thought leaders on the topic of purpose, passion, and meaning.