

LOCAL WORKSHOPS AND NFE METHODS FOR SOCIAL ENTREPRENEURSHIP



**SOCIAL PROCESSES EMPOWERING
ENTREPRENEURSHIP DEVELOPMENT**

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

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





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

INDEX

SPEED TRAINING COURSE - SESSIONS	3
EXAMPLES OF SESSIONS ABOUT ENTREPRENEURSHIP	15
GENERAL NON FORMAL EDUCATION METHODS YOU CAN ALWAYS USE	28
OTHER NFE METHODS	43
EASY AND FAST EVALUATION TECHNIQUES FOR TRAINING WORKSHOPS	46
TIPS	47
ANNEXES	52
BIBLIOGRAPHY AND RESOURCES	58





SPEED TRAINING COURSE - SESSIONS

INTRO TO CREATIVITY

1

Topic

Creativity

Objectives

Reflect on different types of creativity

Stimulate creative thinking

Materials

matches or wooden sticks, glue, printed pictures - 1 per participant

Duration

60 mins

Instructions

1. Energizer – *5 mins*
2. Divide participants into 4 smaller groups
3. Explain that every group should accomplish 4 different tasks. Give groups *7 minutes (28 in total)* to accomplish every task.

Task number 1 – Every participant has to make a figure/statue from wooden sticks/matches. –

Task number 2 – Participants have to figure out a word puzzle, where each question contains the initials of the words that will make it a correct phrase. The objective is finding the missing words².

Task number 3 – Ask participants to finish a drawing³

Task number 4 – Ask participants to connect 9 dots without rising the pen from the paper and only using 4 lines ⁴

Every 7 minutes ask the group to change task. Facilitators will wait for group and will give small explanations of the tasks.

In total 35 minutes with explication and group division

4. Close the session with a little debriefing of the exercise and a discussion about different types of creativity. – *15 min*

Expected results

Better understanding of different types of creativity

Enlightening of the connections between the exercise and social entrepreneurship/real life

¹ for this session you would need 4 facilitators (1 per task)

² Annex 1

³ Annex 2

⁴ Annex 3





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
START WITH WHY

Topic

Social Entrepreneurship

Objectives

Reflect on personal perspective of Social Entrepreneurship

Materials

1 paper with "AGREE" written, another one with "DISAGREE" – Stick them in 2 opposite sides of the working room

Duration

90 minutes

Instructions

1. Energizer – **5/10 mins**
2. Start with showing the TEDtalk video "Start with why" ⁵ – **20 mins**
3. Start a group discussion about the video, where participants can express their understandings and believes. **30 mins**
4. Give **3 minutes** for the participants to write down why they want to be a social entrepreneur and why they do what they do. Make sure that participants write their own and do not ask to share their thought with the group.
5. Start an "Agree or disagree" method, stick 2 different papers (one with Agree and the other with Disagree) in two opposite parts of the working room, posing different statements:
 - o Women should not work with heavy machinery
 - o Everybody's opinion has the same importance in a company
 - o Leadership is defined by results
 - o Leadership is a behavior, not a formal role
 - o You have the leader you deserve.
 - o People work better if they are paid more

Participants will "take a position" according their personal opinion about each statement.

Ask participants to clarify why they took that certain position after each statement – **30 mins**

Expected results

Stimulate personal reflection on social entrepreneurship

Identify common and shared aspects of social entrepreneurship with the group

⁵ https://www.youtube.com/watch?v=u4ZoJKE_VuA&t=3s&fbclid=IwARIYNolAtRn6mBjrMFaOWu7tPC-FHEF1mg2t3TYOmX-lVbAXPdZ5m7aeMRw





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
SOCIAL ENTERPRISE BASICS

Topic

Social Entrepreneurship

Objectives

Introduce the main characteristics of Social Entrepreneurship

Materials

4 A3 papers with letters of the alphabet, markers/pens

Duration

60 minutes

Instructions

1. Energizer – **5 mins**
2. Ask participants to go around the room and write down individually a word regarding Social Entrepreneurship per each letter of the alphabet, on the A3 papers sticked to the wall – **10 mins**
3. Once done, divide them into smaller groups of 3 and ask each group to take an A3 paper and prepare a generic definition of every term previously written down. Give each group an additional term, related to Social Entrepreneurship, to be defined too – **15 mins**
4. Give each group some minute to present the terms and the definitions of their A3 paper and ask them if there is any concept that now is more clear, new or surprising for them – **20 mins**
5. Give theoretical input about the topic and a definition of Social Entrepreneurship.

NOTE ⁶

Expected Results

Develop knowledge about the basic principles of social entrepreneurship

⁶ if you want participants to start a group discussion, better to adapt the session and give 20-30 extra minutes.





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
CASE STUDY & SET UP YOUR OWN IDEA

Topic

Set up personal entrepreneurship idea

Objectives

Understanding the context through the study of the data given, developing ideas to solve/reduce a social issue identified in the data.

Materials

Dataset in paper and in an excel worksheet, plenary room for group discussion, flipchart paper, markers

Duration

90 min

Instructions

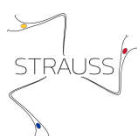
1. Energizer – **5 mins**
2. Divide participants in smaller groups with 3-5 participants each, trying to balance the group's components – **5 mins**
3. Introduce to the case study and explain of each chart in the dataset. The groups are free to place the case in any country. **30 mins**
4. Give participants **20 minutes** to study the data more deeply in smaller groups and to brainstorm regarding 4 ideas about social entrepreneurship based on the data provided.
5. Give participants extra **30 minutes** to develop one idea out of the 4 they had came up with, developing that idea through the Simon Sinek's model "Why? How? What"

Methods

Input, discussion, group work, brainstorming, "Why? How? What" model

Expected results

- Participants are aware on how to understand official data and connect them with the context where their social enterprise will operate
- Participants are able to develop ideas on the social issues identified through the data
- Participants start to understand if their idea is feasible or not.





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
THE TEAM AND THE SWOT MODEL

Topic

Teambuilding for Entrepreneurship
SWOT model

Objectives

Understand why is important to have a team with the right competencies' combination
Start analysing the market through the SWOT model

Materials

Flipcharts, markers, colored paper, plenary room for group discussion and work.

Duration

90 min

Instructions

1. Start with a team building game, to strengthen the cohesion and trust of smaller groups that will work together for all the simulation – **10 mins**
2. Explain why is important to have a good team and how to understand which competences do you need to realize your social enterprise idea – **5 mins**
3. Give the participants 15 minutes to describe their team, defining for each member: competencies, key role, past experiences that are connected with their social enterprise idea. – **15 mins**
4. Introduction to the SWOT model (**see Annexes for some literature on the SWOT model**). Then involve the participants filling the model through practical examples. **20 mins**
5. Give time to participants to fill the model, analyzing the market were they imagined to operate with their social enterprise idea, developed in the session before. – **30 mins**
6. Debriefing – asking what they learnt, how they felt, questions and answers to close the workshop and to connect with the next one. – **10 mins**

Methods

Team building, input, discussion, group work.

Expected results

- o Participants are able to identify which are the competencies they need to realize their idea and succeed with the project, understanding which people to involve in their social enterprise.
- o Participants are able to identify Strengths, Weaknesses, Opportunities, Threats in the market where their Social Enterprise will operate.





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
PORTER'S 5 FORCES

Topic

Market analysis: The Porter's 5 forces model

Objectives

Understanding the market through the Porter's 5 forces model

Materials

Flipchart papers, markers, colored paper, plenary room for group discussion and work.

Duration

90 min

Instructions

1. Energizer – **5 mins**
2. Introduction to the Porter's 5 forces model (see Annexes for some literature on the model). Then involve the participants discussing some practical examples that fit with the model – **25 mins**
3. Ask participants to fill the model, keeping on analyzing the market were they imagined to operate with their social enterprise idea. – **30 mins**
4. Ask participants to prepare the presentation of their social enterprise idea to the "investors" they will meet in the next session. Provide to the participants a possible structure of the presentation that includes all the work made during the last three sessions. – **30 mins**

Methods

Input, discussion, group work.

Expected results

- Participants are able to identify in the market where they will operate: Competitors, Threat of substitute products, threat of new entrants, power of suppliers, power of customers.
- Participants are able to connect the Porter's 5 forces model with the SWOT model in analyzing the market
- Participants are able to understand the dynamism of the two models
- Participants are able to prepare an effective presentation to ask for financial funds.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

BUDGET & FINANCES

Topic

Financial projections and financial funds

Objectives

Understanding the importance of preparing a proper financial statement, cash flows and performing a BEP analysis.

Have a rough idea of the financial funds to finance your social enterprise project.

Materials

A projector, a laptop, as many remote controls (mobile phone) as the small groups are, flipchart papers, markers, plenary room for group discussion.

Duration

90 min

Instructions

1. Energizer – *5 mins*
2. Explain why performing financial projections, cash flows and BEP analysis is important (see Annexes for some literature on financials) – *20 mins*
3. Start with the Kahoot quiz game to let the participants become familiar with words of the financial world and financial statement. – *45 mins*
4. After the Kahoot, ask to each group to make some forecast for the first year in relation to revenues expected, investment expected, people to hire – *15 mins*
5. Give to the participant a list, specifying that is dynamic and not exclusive, of potential funders to their project – *5 mins*

Methods

Input, Quiz (Kahoot), discussion, group work

Expected results

- Participants understand the importance of the financials and know how to ask to a financial advisor to prepare financial projections.
- Participants are able to forecast some data to root their idea in the reality
- Participants get to know some way to finance their idea





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

PRESS CONFERENCE 1

Topic

Presentation of group work

Objectives

Understand the model of the SWOT analysis, apply it to a social enterprise and express it in a presentation

Enlighten the strengths of a social enterprise

Materials

Flipcharts, markers, plenary room for group discussion, projector and computer if available and requested by the participants

Duration

60 mins

Instructions

1. Divide participants in groups, asking each group to develop a plan for the enhancement of a social enterprise that will be presented by all the members of the group – *20 mins*
2. After the setting up of the enhancement plan, groups are called to present it. Facilitator gives every group 9 minutes to present it. Participants will not be able to see the remaining time till the end of the presentation – *30 mins*
3. After all the presentations, facilitators give feedbacks in maximum 3 minutes per group, enlightening pros and cons of each presentation. Each plan will also receive a fake amount of money by the facilitators, considering the points of view of a private investor, a public investor, a government, a crowdfunding campaign and a bank – *10 mins*

Methods

Group work, discussion, presentation

Expected Results

Participants become aware of strategies to solve weaknesses and enlighten strengths of a social enterprise

Participants become able to present a complex idea in short time

Participants develop the ability of working in small groups

Participants better understand the importance of an effective communication





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

MARKETING & COMMUNICATION FOR SOCIAL ENTERPRISES

Topic

Marketing & Communication for Social Enterprises

Objectives

Give inputs on marketing meaning, strategies and communication for Social Enterprises; make practice on marketing and communication

Materials

Laptop, projector, flipcharts, markers

Duration

90 mins

Instructions

4. Energizer – *5 mins*
5. Introduction to the topic, more details about the topic – *5/10 mins*
6. Powerpoint presentation about theoretical input. Include real and funny examples of marketing and communication strategies, better if relative to existing social enterprises. – *30 mins*⁷
7. Divide participants into small groups of 3-4 and give them *50 mins* to:
 - build marketing strategy for their social enterprise:
 - where are we now? (Situation Analysis)
 - where do we want to go? (Goals and Objectives, Mission, Vision)
 - how should we get there? (Planning)
 - define the Marketing Mix (4 "P"s) of their social enterprise
 - a communication strategy for their social enterprise:
 - create a message
 - choose a target
 - set the communication goals/objectives
 - choose channel
 - make planning (resources involved, calendar, etc.)

Methods

Input, presentation, small group discussion, learning by doing

Expected Results

Understanding different characteristics of marketing and how to apply them to Social Entrepreneurship;
Understanding different characteristics of communication and how to apply them to Social Entrepreneurship.

⁷ to make the presentation more interactive, the facilitator can distribute to participants funny and theoretical questions, in order to divide the pace of the input. A video or two help too.





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
BRANDING & POSITIONING FOR SOCIAL ENTERPRISES

Topic

Branding & Positioning

Objectives

Give inputs on branding, positioning and apply them to Social Enterprises; make practice on understanding and designing visuals

Materials

Laptop, projector, flipcharts, markers, colors, paper

Duration

90 mins

Instructions

1. Energizer – *5 mins*
2. Introduction to the topic, more details about the topic – *10 mins*
3. PowerPoint presentation about theoretical input. Include real examples of branding, brands and how they are positioned. Better if relative to existing social enterprises. Present the importance of colors in the creation of the brand identity and the logo of a Social Enterprise (annex 6, annex 7).
Note⁸ – *25 mins*
4. Divide participants into small groups of 3-4 and give them *50 mins* to:
 - Create a logo of the Social Enterprise
 - Position a product/service of a Social Enterprise on a market

Methods

Input, presentation, small group discussion, learning by doing

Expected Results

Understanding different characteristics of branding and how to apply them to Social Entrepreneurship;
Understanding different characteristics of positioning and how to apply them to Social Entrepreneurship.
Understanding the importance of the visual identity (logos, websites, use of colors, etc.) for a Social Enterprise

⁸ to make the presentation more interactive, ask participants to recognize various brands through their logos.





PRESS CONFERENCE 2

Topic

Presentation of group work

Objectives

Presentation of results of Marketing, branding, communication and positioning of a Social Enterprise

Materials

Flipcharts, markers, plenary room for group discussion, projector and computer if available and requested by the participants

Duration

60 mins

Instructions

1. Divide participants in groups, asking each group to develop the logo and a communication strategy of a social enterprise in **20 minutes** that will be presented by every single member of the group.
2. After the creation of the logo and setting up a communication strategy, groups are called to present it. Facilitator gives every group 9 minutes to present the idea. Participants will not be able to see the remaining time till the end of the presentation. – **30 mins**
3. After all the presentations, facilitators (investors) give feedback in maximum 3 minutes per group, enlightening pros and cons of each presentation. Each idea will also receive a fake amount of money by the facilitators, considering the points of view of a private investor, a public investor, a government, a crowdfunding campaign and a bank – **10 mins**

Methods

Group work, discussion, presentation

Expected Results

Participants become able to put an idea in a visual, smart and effective shape

Participants become able to present a complex idea in short time

Participants develop the ability of working in small groups

Participants better understand the importance of an effective communication





BUSINESS PLAN SUMMARY

Topic

Business Plan

Objectives

Recap of the sessions related with the social business plan simulation.

Understanding the steps to build a social business plan.

Materials

Flipchart papers, markers, plenary room for group discussion and work.

Duration

90 min

Instructions

1. Energizer – *5/10 mins*
2. Go through the sessions done during the training and connect all of them through a real example (better if it comes from one/more participants). *30 mins*
3. Give the participants a visual structure of a business plan (see Bibliography for some literature on business plan).
4. Give the participants *40/50 minutes* to prepare an effective presentation of their social business plan to the “investors” they will meet in the “shark tank” session.

Methods

Input, discussion, group work

Expected results

- Participants understand the different steps to build a social business plan.
- Participants are able to prepare an effective presentation to ask for funds.





EXAMPLES OF SESSIONS ABOUT ENTREPRENEURSHIP

EXAMPLE 1

Topic

The lifestyle of an entrepreneur

Objectives

Connect daily life and entrepreneurship, Familiarizing youngsters with the entrepreneurship culture, Mapping the problems that young entrepreneurs are facing

Materials

Flipchart paper, markers, plenary room for group discussion and work

Duration

90 mins

Instructions

1. Energizer – *5 mins*
2. Introduction to the topic, more details about the topic, details about workshop connection between entrepreneur culture and private life. Definition of lifestyle – *5 mins*
3. “Where do I stand” method. Statements: – My government supports entrepreneurs; – I know how to be an entrepreneur; – I would like to be entrepreneur; – There are enough resources for starting an enterprise; *20 mins*
4. Group discussion. Participants are divided into four groups with 3-5 participants and they are invited to discuss the next question;
 - a) How much does entrepreneurship influence lifestyle, and vice versa?
 - b) Which problems do young entrepreneurs face nowadays?
 - c) Why are young people today hesitant to take a risk?*20 mins*
5. *Fishbowl method*⁹– presenting group ideas in format of the fishbowl discussion with guidance of facilitator/trainer – *20 mins*
6. Debriefing – Asking what they learned, how they felt, conclusion, question and answers to close the workshop. – *20 mins*

Methods

“Where do I Stand”, Input, discussion, group work, fishbowl, brainstorming

Expected Results

Understanding connection between entrepreneurship and daily lifestyle;

Participants become aware and understand better the entrepreneurship culture and similar terms;

Boost critical thinking about problems of young entrepreneurs and trying to find solutions through discussion;

⁹ SEE BELOW FOR FISHBOWL DESCRIPTION





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
EXAMPLE 2

Topic Entrepreneurship challenges

Objectives

- Comparing the relationship between working hours and productivity;
- Practicing both ways of working
- Managing time in the working place;

Materials

1 pack of clips, 30 pieces of spaghetti, flipchart for presentation

Duration

90 Minutes

Instructions

1. Energizer – *5 mins*
2. Divide the participants into 3 groups and give them the materials needed to perform the task. The 3 groups are formed of 4-6 participants and they need to construct the tallest structure out of the spaghetti sticks and clips provide observe the teams while working. Take notes if necessary – *20 mins*
3. After time has finished give them one round to check each other's work and collect the first feedback very briefly – *5 mins*
4. Start the debriefing of the exercise using the following questions: How did you feel doing the exercise? Are you happy with the end result? What was your role in the group? How did you share roles in the group? Was the time a stressful factor? Does this exercise reflect how you work in your daily life? What are your habits at work? Could you identify them during this exercise? – *30 mins*
5. Trainer/facilitator summarizes the discussion, provide any relevant statistics and facts related to time management and productivity at work. Give theoretical input about time management and roles within a team at the end of the session. – *30 mins*

Methods

Learning by doing, small working groups, Discussion; Presentation

Expected Results

Understanding the importance of time management and productivity

Participants reflect on working as a team and the importance of role division based on their abilities.

Emphasize and share methods and tools how to be productive at work

Share insights on time management tools





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

EXAMPLE 3

Topic

Critical and Creative Thinking

Objectives

- Foster critical thinking among participants
- Familiarize with entrepreneurship terms and vocabulary
- Improve time management skills
- Foster creativity and active participation

Materials

Crossword questions handout for each team, 1 copy of the crossword answers¹⁰. Flip charts, markers, pens, plenary room, space for teams to work separately

Duration

60 minutes

Instructions

1. Energizer – *5 mins*
2. Short intro of the workshop and its aim. Tell the group you are going to play and try to solve a crossword in small teams. Ask them not to use computers or phones – *5 mins*
3. Divide the group into teams of 4-5 people and hand out the Crossword Handout and pens. Ask them to work in groups and be strict with time. – *20 mins*
4. When the group is back, check the answers in plenary. You can prepare a Flipchart with the answers and display it for the whole group. – *10 mins*
5. Debriefing and closing – *20 mins*

Methods

Learning by doing, small group work, brainstorming, reflection, debriefing

Expected Results

Improved Critical thinking of participants.

Enhanced Team cooperation.

Participants are confronted with the idea of time management and sources management

¹⁰ Annex 4





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO
EXAMPLE 4

Topic

Youth Entrepreneurship

Objectives

- Explore the dimensions of youth entrepreneurship
- Provide space for sharing and learning from examples

Materials Flipchart, markers, plenary room for small group work

Duration

60 Minutes

Instructions

1. Energizer - *5 mins*
2. Divide participants in 4 groups. Ask the groups to identify the strong and weak parts of youth entrepreneurship state of play in their country/neighborhood by analyzing the 4 dimensions of entrepreneurship: Social, Political, Economic and Cultural. Give each group 1 dimension to analyze.
- *10 mins*
3. Give groups 25 minutes to work and prepare flipchart presentation.
4. Presentation of the results for each group - 3-4 minutes each group; - *20 mins*
5. Open discussion, debate on the ideas and questions raised from the presentation - *25 mins*

Methods

Small group work, online research, open discussion, presentation, debriefing

Expected Results

Analysing pros and cons related to the topic

Fostering better knowledge of the state of play of youth entrepreneurship





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

EXAMPLE 5

Topic

Adventure – Be your own boss

Objectives

- Encourage young people to take an adventure in entrepreneurship;
- Motivate youngsters through successful stories;
- Learning the basics of entrepreneurship;
- Exploring ways how to start your own enterprise

Materials

Laptop, projector, flipchart, markers

Duration

90 Minutes

Instructions

1. Introduction. Presentation of the topic, explain what is entrepreneurship, what qualities entrepreneurs have. Introduce any successful motivation story related. It is best of its some young entrepreneur. Ask the group for examples. - *40 mins*
2. Divide the team into 4-5 small groups and ask them to work together to create an enterprise idea.
3. Presenting group work, questions and answers round – *40 mins*
4. Conclusion – discussion about what they have learned in the workshop – *10 mins*

Methods

Brainstorming, Case study, PowerPoint presentation and/or video presentation, group presentations.

Expected Results

Clear understanding of what entrepreneurship is;

Getting motivated to start own enterprise;

Making connection of entrepreneurship and youth entrepreneurship





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

EXAMPLE 6

Topic

Time management, creativity

Objectives

- Learning how to be innovative and efficient while dealing with limited time and resources;
- Learning how to be creative; practical
- Learn how to work as a team;

Materials

Boiled eggs (1 per group); Pencils; Markers; Scissors; Glue; Tape; Papers; Plastic spoons. Each material needs to be calculated for as many groups as you have AND must have a price tag on it.

Duration

60 Mins

Instructions

1. Energizer - *5 mins*
2. Short introduction of the activity, to give guidance of what will happen.
Explain the team that their task in small groups will be to construct a flying object that will protect the egg from breaking when hitting the floor. Explain that each material provided has a Price tag, being the cost and it is participant's group decision to take it to consideration or not while building the most effective construction. - *10 mins*
3. Divide them into groups and display the material in the middle of the working space. Explain that they can take whatever they need for the construction.
4. Small group work - Building the construction practical activity. - *20 mins*
5. Displaying and Testing the flying objects by letting them fall down - *10 mins*
6. Debriefing and evaluation - *15 mins*

Methods

Small group work, Simulations, learning by doing, open group discussion

Results

Raised awareness of the importance of collaboration, creativity and managing with limited time and resources in an innovative way.

Participants increase their awareness of cost-related issues, use of creativity and complex problem-solving.





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
EXAMPLE 7

Topic

Communication

Objectives

- To guide participants how they can use communication in their team and how they can solve a problem through effective communication;
- To foster critical thinking and problem-solving skills;
- Stress the importance of active listening and roles in a team

Materials

Flipcharts, markers, 1 copy of the handout with the story, chairs for all participants, large room, pens and papers for testimonials

Duration

90 mins

Instructions

1. Energizer - **5 mins**
2. Remind participants of the game "Broken telephone" also known as Chinese Whispers and ask if they ever played it before. Explain how the game goes and make sure they understood. Ask for the first 2 volunteers (Reader and listener) to stay in the room and 2-3 volunteers to be the testimonials (their role is to listen, observe and take notes during the exercise). - **10 mins**
3. Ask the Reader and Listener to sit in chairs in front of each other, and Testimonials sit somewhere where they can listen to the exercise well. Give to the reader a handout with a short story and/or definition of social entrepreneurship, and ask him to read it to the Listener, whose task is to remember and tell it to the next person. Then have someone support you by calling inside participants one by one, where they listen to the story and then tell it to the next one. It's important that while they sit in the plenary room they have to be quiet and not interfere with the Listener and teller. - **30 mins**
4. Lead a debriefing and open group discussion on the exercise, by including the feedback and notes collected by testimonials - **20 mins**
5. Close the workshop with theoretical input on effective communication approach and its importance in social entrepreneurship field. - **25 mins**

Methods

Exercise, simulation, active listening, open discussion, presentation, theoretical input.

Results

Share information about effective communication, communication strategies in social entrepreneurship. Stress importance of active listening to improve communication





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO
EXAMPLE 8

Topic

Motivation to start a business

Objectives

- How to motivate the young people to start a business
- Learn about the entrepreneurship process
- Discover the steps to follow to have a successful business venture

Materials

Flipchart, markers, computer and video projector

Duration

60 minutes

Instructions

1. Energizer - *5 mins*
2. Introduce briefly the session and start with the opening. - *5 mins*
3. Show participants a motivating entrepreneur story. You can use any inspiring story you know. - *5 mins*
4. Introduce the participants with the empty Entrepreneurship Clock drawn on a flip chart. Brainstorm with them what could be the most important phases for an entrepreneur. Take notes on the flipchart while participants give their ideas. Lead a discussion and finalize it with showing the Model Clock¹¹ - *25 mins*
5. Close with theoretical input and final remarks on starting an enterprise. - *20 mins*

Methods

Theoretical input, brainstorming, open group discussion; video display

Results

To learn how to create a good business, by following some good examples of successful entrepreneurs

¹¹ Annex 5





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**
EXAMPLE 9

Topic

Entrepreneurship

Objectives

- Strengthen participants' knowledge of entrepreneurship and its associated concepts
- Identify and clarify other related issues and dilemmas linked to the entrepreneurship.

Materials

needed A4 paper, microphone, hand out with statements, computer and projector for the video.

Duration

90 minutes

Instructions

1. Start by brainstorming of word "Entrepreneurship". Ask participants what they first think when they hear it, what does it mean to them. - **10 mins**
2. Introduce the "Where do you stand" exercise and use the following statements, where participants have to choose if they Agree and stand on one side of the room; Disagree and go on the other side or they are undecided and stand in the middle. - **5 mins**
3. Read each statement out loud, allow the group to take a position and give them the Microphone to express their opinion.
Statements examples: ‡ Everyone can be an entrepreneur.
‡ Social enterprises do not need a lot of money to be started/run.
‡ One needs to have the proper education to be able to start a business.
‡ Profit is very important for social enterprise.
‡ The private sector has the resources and entrepreneurial skills to create big social change.
‡ Man can be a better entrepreneur than woman.
‡ A businessman and an entrepreneur are the same people. - **50 mins**
4. Make a summary of the exercise and give theoretical input on definitions on social entrepreneurship, startup and entrepreneurship. - **20 mins**
5. Close the session with the video on S.E made by the international network of S.E organisations ¹² - **5 mins**

Methods

Debate, open group discussion, video, presentation, input from trainers

Expected Results

Clarify confusing vocabulary terms related to different forms of entrepreneurship.

Development of debating and critical thinking skills

Information on what is youth entrepreneurship, start-up, social entrepreneurship and other related concepts.

¹² <http://sens.rs/en/social-entrepreneurship>





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO
EXAMPLE 10

Topic

Entrepreneurship

Objectives

- To reflect on the subject of entrepreneurship education
- To encourage participants to generate ideas through minutes mapping
- To explore the concept of entrepreneurship education and other key related concepts.

Materials

Flipcharts, markers, pens and paper for each participant

Duration

120 Minutes

Instructions

1. Energizer - *5 mins*
2. Briefly, introduce the session and ask participants to write the word "entrepreneurship education" and write down words which they associate with it while creating a mind-map. Allow them to work individually for 10 minutes. - *10 mins*
3. Divide the team into 4 groups and give them one of the following topics to discuss:
 - ‡ Concrete knowledge provided by entrepreneurship education
 - ‡ Concrete skills that are improved through entrepreneurship education
 - ‡ Concrete Attitudes and values that promote entrepreneurship education - *20 mins*
4. Ask participants to create pairs and share their mind-maps - *30 mins*
5. Call participants back in plenary and ask a round of feedback on what they discussed. - *30 mins*
6. Give theoretical input on entrepreneurship education concept based on Knowledge, Skills and Attitudes. Emphasize the 4 dimensions (political, social, economic and cultural dimension) of entrepreneurship - *25 mins*

Methods

Brainstorming, mind-mapping, open group discussion, small working group, presentation, input from trainers

Expected Results

Reflection on the subject of entrepreneurship education.

Discussion on the concept of entrepreneurship education and other key concepts related to it.

Fostering of critical thinking of participants

Discussion on knowledge, skills and attitudes of entrepreneurship education





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO
EXAMPLE 11

Topic

Entrepreneurship

Objectives

- To reflect on key elements of the successful enterprise.
- To discuss essential concepts related to entrepreneurship such as vision, ethics, marketing strategy, human resources, financial strategy, communication, innovation,
- To foster participant critical thinking about how to improve the necessary skills to become an entrepreneur.
- To share different opinions how to work with young people to improve the skills necessary to enter into entrepreneurship ventures.

Materials

Flipcharts, markers, laptop and projector

Duration

90 mins

Instructions

1. Energizer - *5 mins*
2. Divide the team into 4 small groups and ask them to write down the elements of a successful enterprise. Following a brief theoretical input on what leads to success, invite the small groups to brainstorm, discuss and make a list of 25 skills/knowledge/attitudes that are needed to start an enterprise. - *35 mins*
3. Ask the groups to come back in plenary and give 5 minutes each team to present their results - *20 mins*
4. Give theoretical input and/or add the missing elements based on participants presentation and materials prepared in advanced. - *10 mins*
5. Open group discussion how to improve the skills in entrepreneurship ventures, sharing concrete examples from successful entrepreneurs. - *15 mins*
6. Summarize and close the session. - *5 mins*

Methods

Brainstorming, reflection, small working group, learning by doing, powerpoint presentation, theoretical input.

Expected Results

Reflection on elements of the successful enterprise.

Discussion of important concepts like vision, ethics, marketing strategy, human resources, financial strategy, communication, innovation, customer cares etc.

Explore the top personal competencies of an entrepreneur

Fostering participants critical thinking about how to improve the necessary skills to become an entrepreneur.

Sharing of participants different opinions how to improve the skills necessary to enter into entrepreneurship ventures.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Improvement of participants' knowledge on how to build a successful enterprise.

EXAMPLE 12

Topic

Entrepreneurial competences

Objectives

- To improve participants skills on teamwork and foster creative ideas.
- To encourage creative thinking and business ideas.
- Guide participants to select the best ideas and encourage youngsters in undertaking entrepreneurship venture.
- To be able to assess needs in the community regarding new business ideas.

Materials

Markers, flipcharts, projector

Duration

120 minutes

Instructions

1. Open the session with asking participants to reflect on their own skills. Ask them to list their skills and rank them from the strongest to the weakest. Ensure that they cover a broad range of skills, such as planning skills, personal skills, and health and safety skills, in addition to their technical skills. – *20 mins*
2. Ask them to gather in plenary and share these skills with the big group. – *20 mins*
3. Ask them to reflect on what are the needs they can observe in their community that would require their skills. Put them on a flip chart paper as they share their ideas. Then ask participants to match their strongest skills with the needs in the community by drawing lines between their skills and the needs. – *10 mins*
4. Divide the team into groups of 3 people, based on their similar thoughts/interests and community needs identified. The task in small groups is now to create the plan to initiate a business idea. – *30 mins*
5. When teams are back, give 5 minutes each to introduce their business ideas. – *20 mins*
6. Close the workshop with theoretical input about methods and criteria used to assess demand for a product or service, sizing the market, marketing strategy etc. – *20 mins*

Methods

Individual reflection, small working group, theoretical input, presentation.

Expected Results

Improvement of skills on teamwork and creative ideas

Generation of a viable business idea

Identification of participants skills for entrepreneurship venture

Learning how to identify a need in the local community and use personal skills to fulfil that need

Getting knowledge in sizing the market, criteria to use and marketing strategy.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

EXAMPLE 13

Note ¹³

Topic

Social Enterprise Building

Objectives

- Foster creativity and innovation among participants
- Encourage teamwork among the participants
- Build team spirit while working on common ideas
- Promote learning about the social entrepreneurship among the group

Materials

Colorful Paper, A4 paper, markers

Duration

180 mins

Instructions

1. Explain the whole group that they will be working together in small teams to create their social enterprise ideas. Give them the following input, written on a flip chart so they can all take notes (or prepare it as a handout, one per each team - **10 mins**)
2. Divide them into small teams of maximum 3-4 people per team, give them the handout, flipchart paper and markers and let them work. Upon return, they must be ready with a presentation of their idea.
3. Participants have to discuss and respond to the following questions:
 - a. WHAT? – What kind of social enterprise do you want to set up? It can be a product or a service.
 - b. WHY? – What makes it useful and convenient, and a winning idea? What community needs does it answer? What makes it innovative?
 - c. HOW? – What do you need to start in terms of resources (financial, human and other kinds of resources)? How are you going to make it successful? What would be its slogan or campaign to launch it?
 - d. WHEN? – How much time do you need to launch it in the market? How do you think it can develop and in how much time?
 - e. WHERE? – Will your enterprise in be local, national or international level? Are you going to use some opportunities (such as funding, or materials, etc.) from somewhere else? - **120 mins**
4. Presentation of group work on social enterprises created by participants followed by feedback provided by participants and trainers. Allow enough time for each group to introduce and the participants to ask or clarify any questions they might have. Close the session with a debriefing and a round of applause for all the good work. - **50 mins**

Methods

Brainstorming, small group work, presentation, learning by doing, feedback from trainer's team.

Expected Results

- Knowledge how to set up a social enterprise based in community needs, specific information on steps to follow for opening a social enterprise.

¹³ This session is ideally done after participants have received prior theoretical input about the topic. It could be done after having explored the topic deeply, and this will transform the knowledge into practice.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

- Skills improvement: Creative thinking, solving problems, making decisions, observing surroundings, basing actions on needs and opportunities of the immediate context, working in a team and accepting other ideas.

GENERAL NON-FORMAL EDUCATION METHODS YOU CAN ALWAYS USE

Brainstorming

Brainstorming is a familiar technique in which a facilitator asks a specific question or describes a particular scenario, and participants offer many different ideas. These ideas are then usually written on a flipchart or chalkboard and considered for further discussion.

How does it work? Brainstorming can be used in any kind of group discussion when you want to encourage creativity and contributions from all members. Use this technique at the beginning of a session, class or meeting to ascertain participants' knowledge about a topic or to set an agenda. Or, use brainstorming briefly in the middle of another learning activity, such as storytelling or dramatization, to capture some of the ideas raised by the exercise. Similarly, leading a brief brainstorm at the end of a learning activity captures important "take-away" points.

Important Features: Typical "rules" of brainstorming:

- Ideas are called out randomly and freely from any participant. No idea is silly or unimportant.
- Usually, no discussion or comments on the ideas are allowed during the brainstorming phase, except for purpose of clarification. This keeps the flow of ideas coming quickly.
- The person recording the ideas should write them down as he or she hears them, without modifying them.
- Plan to do something with the list generated. Brainstorms are energizing and thought-provoking, but it can be frustrating to participants to make a list and take no action on it.

Note to facilitator: For nonliterate groups, writing down the ideas is largely unnecessary. Where people must rely on their memories for all their daily activities this faculty is often highly developed. Keep written notes for yourself in this case, if you like.

Variations

- **Card Sorting:** Quieter participants (reflective observers) might be less likely to participate in a brainstorming session. Or, sometimes the group is so large it is difficult to be sure that everyone has had a chance to be heard. An alternative type of brainstorming is card sorting. Give each participant one to three cards (depending on the size of the group and the amount of data you wish to generate) and a pen or marker. Ask a clear, specific question and direct each participant to write responses or ideas on the cards—one idea per card. Invite participants to post their cards on a wall. Sort the cards into groups, if you wish, and discuss the cards. If the group is large, have





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

participants share their cards in small groups and choose two cards to represent the thinking of each of the small groups. Card sorting ensures that all participants, no matter the learning style, have a chance to lend their ideas to the discussion.

Examples:

- At the beginning of a meeting of NGO leaders, group members use brainstorming to set an agenda for their time together.
- An environment Volunteer asks a community group to consider the many reasons that people continue to poach in protected areas. After recording the ideas, group members consider approaches to addressing each issue.
- In a science classroom, students brainstorm several potential outcomes to an experiment.
- At the end of a learning activity, a Volunteer uses card sorting to evaluate the session. Participants write the most important thing they learned on one card, and the one thing they would improve on another. Participants share their cards, or simply post them in a specified area before leaving the session.
- A Volunteer asks members of a youth group to think about one creative income-generating project and write the idea on a card. All cards are posted and considered by the group.

Case Studies

A case study is a written scenario that usually involves an important community situation. Since it is written beforehand, it can be specifically created to address relevant local issues.

How does it work? Typically, the facilitator distributes the case studies, and participants can work on them individually, in pairs or in small groups. After participants read, reflect upon, and discuss the case studies, the facilitator leads a large group discussion about the issues raised in each scenario.

Important Features: When writing or adapting a case study, it is important to:

- a) Be clear about the learning objectives. What are you trying to convey with the case study? Construct the case study so that these objectives can be met.
- b) Ensure cross-cultural appropriateness, and check for the adequate inclusion of women and men.
- c) Understand the learning needs of the participant group, and construct the case study so that it will be challenging to the participant group, but still manageable.
- d) Anticipate some of the questions participants will ask, and be ready with helpful answers.
- e) Work through the data and descriptions you provide in the case studies carefully. You don't want the group spending most of their time trying to figure out confusing or ambivalent details.

Variations:





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

- **Best Practices:** Often, case studies are not made up, but are drawn from real situations in the community or in similar communities. For example, case studies might involve a description of a program that has been particularly successful or has met specific challenges in another area, so that participants benefit from the lessons learned.
- **Simulations:** A more complicated version of the case study is a simulation. This activity is usually presented in steps—with participants receiving some information, working on the data, making decisions, and processing the findings. Then, the facilitator provides additional information or the next steps in a scenario, and the groups go back to work with these new data.

Examples:

- Teacher trainers are presented with classroom management scenarios and asked to identify causes and solutions.
- Community business leaders are presented with a mock budget and business plan and asked to identify potential challenges and to propose improvements to the business.
- Project planners engage in a simulation in which they explore decision making based on monitoring (M) and evaluation (E) data from a particular year. The next phase of the simulation might provide new M & E data, and the project planners must decide whether to modify their programs based on the new information and so on.

Demonstrations

A demonstration is a structured performance of an activity to show, rather than simply tell, a group how the activity is done. This method brings to life some information that you may have already presented in a lecture.

How does it work? Model the activity slowly and clearly for participants, answering questions after the demonstration to ensure understanding. Then, participants practice the activity individually, in pairs or in groups, to reinforce the learning. Important Features: Gather all materials and practice the demonstration by yourself before you do it in front of the group, to ensure that it is clear enough to make participants feel comfortable to try it themselves. Before demonstrating a technique, consider its suitability for the people, customs and economic constraints in the area.

Variations:

- If some participants or students have more knowledge than others about how to perform an activity, you might conduct demonstrations in groups—with one peer performing the demonstration and another monitoring the practice activity in each group.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Examples:

- Health Volunteers talk about the importance of using oral rehydration solution (ORS) when a child has diarrhea. They give a demonstration on how to make ORS from locally available resources, and then participants practice making it themselves.
- A group of vocational education students learn how to hook up a computer network by watching the facilitator demonstrate, and then practicing the new skill.
- Members of a women's group demonstrate tie-dyeing techniques to interested women in the community.

Dramatization

A dramatization is a carefully scripted play where the characters act out a scene related to a learning situation. It is designed to bring out the important issues to be discussed or messages to be learned. **How does it work?** Present a dramatization at the beginning of a learning activity to raise issues that are then dealt with through other methods: lecture, large or small group discussion, research and so on. The dramatization may be designed by the teacher/facilitator or by members of the participant group. It may be presented by co-facilitators, peer educators, or chosen participants who learn their parts and practice prior to presenting it to the target audience. Or, it may be the culmination of learning, with participants designing a dramatization to carry messages to others, such as to other students, to groups in the community, or to the general public. Dramatization combines learning and entertainment, and may involve puppets, songs, and dances.

Important Features: Identify the message of the dramatization first. Then, create a way to present the message through drama. Keep the drama simple and on target, so that the messages are clear.

Examples:

- In a school setting, a dramatization could introduce any of the following topics: understanding center of gravity in science, a key historical event or sources of infection in health.
- In an NGO setting, a dramatization could show donors reviewing grant applications to introduce a session on grant writing.
- In a community, students could dramatize the safety hazards of trash being left around homes.

Fishbowl

In a fishbowl discussion, most of the participants sit in a large circle, while a smaller group of participants sits inside the circle.

How does it work? The fishbowl can be used in two distinct ways:

- a) **As a structured brainstorming session:** Choose a specific topic based on the group's needs or interests. A handful of seats are placed inside a larger circle. Participants who have something to say about the topic at hand sit in the center. Anyone sitting inside the fishbowl can make a comment, offer information, respond to someone else in the center, or ask a question. When someone from the outside circle has a point to make, he or she taps the shoulder of someone





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

in the center and takes that person's seat. This continues, with people from the outside tapping and replacing people on the inside, as a lively brainstorm takes place. You will need to process the many ideas after the fishbowl exercise.

- b) **For structured observation of a group process:** Participants in the fishbowl are given a specific task to do, while participants outside the fishbowl act as observers of the group process. The inner group works on its task together, and the outer group is asked to note specific behaviors. To process the activity, ask the inner group to reflect on the group process, and ask the outer group to describe what they observed.

Important Features: When using the fishbowl as a structured brainstorming session, it is important to model how participants from the outside circle can tap and replace people from the inside circle. Model this technique by choosing a simple topic for the fishbowl as a quick practice activity, so that participants are comfortable tapping and replacing before discussion of the real topic begins. Ask one person to be the 'recorder' and jot down the main points that are raised during the activity for the group to discuss later. Keep the activity on track by clearly defining the discussion topic or group task before beginning the fishbowl.

Variations: See "How does it work?" above.

Examples:

- For structured brainstorming: – Trainers can discuss conflicts that develop. This technique gives everyone an opportunity to express his or her view, as well as reflect upon the issues of others. – A community group can decide which activities will be available at its new community center. This technique allows everyone to make suggestions, question and respond to ideas in a lively, creative manner.
- For structured observation of a group process: – Help a youth group reflect upon leadership and team processes. Give the inner group a task that needs to be accomplished as a team—say for example, each team member gets the piece to a difficult puzzle. As the inner group works, the outer group watches the ways in which the group worked together, any conflicts, emerging leadership and so on. – Guide a discussion about gender. Have women or girls sit in the center and discuss some issue around gender, while the men or boys sit on the outside and observe. Switch the groups. This provides an opportunity for the groups to "hear each other" in a less threatening environment.

Games

What is it? Games are appropriate NFE tools when they are used to encourage people to take charge of their own learning, and to test and reinforce new knowledge or skills.

How does it work? Adapt a popular game to convey or test knowledge of a particular topic, or create a new game to test or reinforce learning. Divide participants into groups, if necessary, to play the game. Use games after information has already been shared using another method or to assess participants' knowledge at the start of a learning activity.

Important Features: Some points to consider when adapting games for use in NFE include:





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

- What local materials might you use to substitute for any game boards or game pieces? Try to use cheap, local materials.
- Might any aspect of the game be considered offensive by local cultural or religious standards?
- What local games are played in this area? How might they be adapted as a learning activity?
- What is the local culture's attitude toward competition? Toward cooperative learning? How might this attitude influence the participants' motivation for, and enjoyment of, learning games?
- Think about the many games you have played throughout your life. How might you adapt some of them for use as a learning activity? What topics might you reinforce using these games?

Variations:

Scavenger Hunt: This activity is especially effective when your goal is to have participants explore a particular area or topic. Give teams of participants a list of items to find, signatures to get, places to locate and so forth. The team that completes the list first wins a prize. This is a good introductory activity in a training workshop or at the beginning of a new school year.

Examples:

- Some of the most popular games to adapt as learning games include BINGO, Snakes and Ladders, Pictionary, and Jeopardy.
- Teams of trainees might go on a scavenger hunt of the training area. They might be asked to buy particular items in a local market, get the signature of a local shopkeeper, pick up literature at a community group; and locate items in the bathrooms, kitchens and common areas, etc. The team with the most items completed in the shortest period of time wins a prize.

Jigsaw Learning

In a jigsaw activity, evenly divided groups are given a topic to learn (a piece of the puzzle to master). Once these small groups have mastered the content, the groups are reorganized so that each new group contains one member from each original group (now each group contains all essential pieces of the puzzle to put together). Each new group now contains an "expert" on the content that they have mastered in the original groups, and one at a time, each expert teaches the new content to the newly formed groups. The facilitator then processes the activity and emphasizes key learning.

How does it work? To use jigsaw learning, it is best to cover three to four different but related topics. One way to use this method is to prepare handouts that cover the information to be learned on each topic. For example, if you want a group of new teachers to learn four new learning methods, you might have four handouts — one that details role plays, one that describes demonstrations, one that outlines storytelling and another that covers panel discussions. Divide the participants into four groups, and give one type of handout to each group. For example, one group will work on role plays, one on demonstrations and so on. Give the groups adequate time to read, learn and prepare to teach the information on the handout. Next, regroup the participants into groups of four — each group should have one participant from the role play group, one from the demonstration group, one from the storytelling





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

group, and one from the panel discussion group. In these small groups, each person is given five to ten minutes to “teach” their topic to the other three members of his or her group. In this way, participants remain active and involved, and become an “expert” on one of the topics. After the groups have finished, the facilitator leads a plenary discussion, drawing out key learning about each of the topics. **Important Features.** To use jigsaw learning, it is important to:

- Ensure that the information is “teachable.” The topic should not be too long or overwhelming, but should be relatively easy to learn and teach.
- Allow enough time for participants to learn the information, discuss it with their expert groups and prepare to teach it to others.
- Give clear, easy-to-follow directions, both about the activity itself and in guiding participants to switch into their jigsaw groups. The trickiest part of using this technique is moving participants into their jigsaw groups without causing confusion. It might be a good idea to have color-coded badges, so that participants can readily identify group topics and get into their jigsaw groups more easily.
- Process the activity fully. Some participants are better teachers than others, so it is important to emphasize key learning at the end to ensure that all participants understand the main points for each topic.

Variations:

- *Sharing experiences:* Another way to use this method is to allow three or four groups of participants to share their experiences with each other. For example, suppose you are facilitating a meeting about the proposed zoning for a large shopping center. If the meeting representatives from the shopping center, local shopkeepers and local government officials, you might use jigsaw learning by creating small groups of three — with one of each “type” of participant. This arrangement would allow for a personal, face-to-face sharing of the issues, perhaps before a larger group discussion.

Examples:

- At a regional diversity meeting, participants from each country meet together and decide on important information to share about the diversity initiatives in their countries. The jigsaw groups then consist of one participant from each country—each will “teach” the others about the initiatives in their country program.
- In a secondary school history class, students divide into groups to study four different key historical moments. The jigsaw groups then consist of one student from each of these groups—each student teaches the other three about their key historical moment.

Lecturette

A lecturette is a short, oral presentation of facts or theory. No more than 15–20 minutes in length, the goal of a lecturette is to impart information in a direct, highly organized fashion.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

How does it work? The facilitator, presenter, or teacher presents knowledge on a topic, sometimes using flipcharts, computer software presentations or other media to guide the discussion. A question and answer period follows. **Important Features:** Lecturettes are most effective when:

- There is important specific information to convey or new theories or skills to be learned.
- An expert is available to share knowledge about a particular topic.
- The lecture is presented dynamically and care is taken to include participants by allowing questions, soliciting comments or using one of the variations below.
- The lecture uses personal stories or familiar examples to support theoretical points. Often, people remember stories more readily than theory.
- The lecture is reinforced using another learning method, such as demonstrations, role plays and games.

Variations: There are many ways to make a lecturette more interactive. Here is a handful, taken from the www.thiagi.com website. You may wish to refer to this valuable resource for more lecture ideas.

- **Best Summary:** Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set. To use this technique, stop the lecture at appropriate intervals. Ask participants to write a summary of the content presented so far. Organize participants into equal-sized teams. – Redistribute summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them—and read it.
- **Essence:** Participants write several summaries of a lecture, repeatedly reducing its length. Ask participants to listen carefully to the presentation and take notes. After the presentation, teams prepare a 32-word summary of the lecture. Listen to each team's summary and select the best one. Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries. Repeat the process three more times, asking teams to reduce the length of the summary to eight, four and then two words. Finally, ask each participant to write an individual summary of appropriate length.
- **Interpreted Lecture:** Lecture for about five minutes. Pause briefly and then randomly select a participant to repeat the essence of the lecture so far by "translating" the lecture into plain English (or the local language). After one participant interprets, ask others to add any missing items. Repeat the procedure in approximately five-minute intervals. This method will be more effective if you explain the process and the expectations clearly before you start.
- **Press Conference:** Present a short overview of the major topic and identify three or four subtopics. Distribute index cards to participants and ask them to write at least one question on each subtopic. Collect the question cards and divide participant into as many teams as there are subtopics. Give each team the set of questions dealing with one specific subtopic. Team members organize the questions in a logical order, eliminating any duplicates. After a suitable pause, play the role of an expert and invite one of the teams to grill you for 5-10 minutes. The presenter responds to the questions in a press conference format. At the end of this press conference, ask





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

members of each team to review their notes and identify what they consider to be the two most important pieces of information given in your answers. Repeat this activity with the other teams.

- **Superlatives:** At the end of each logical unit of a presentation, ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far. Or, during your presentation, stop at some logical point and ask participants to work in teams to identify the most important piece of information you presented so far. After a suitable pause, ask each team to share its decision. Now ask teams to select the most controversial (interesting, thought-provoking, etc.) statement that you made in your presentation. After teams respond, make the next unit of presentation. Repeat the teamwork procedure by specifying different types of information to be identified (such as the most radical, the most surprising, the most interesting or the most humorous).

Examples:

- The lender in a microcredit scheme presents the program to a women's cooperative, then gives the participants an opportunity to meet in small groups to come up with questions and concerns about the program.
- A secondary school science teacher presents information on soil erosion, after which students conduct a press conference on the topic.
- The head of a local government office is invited to speak to a group of primary school students. The students brainstorm a list of questions before the official arrives, and the students are encouraged to write down key words during the lecture. The facilitator guides a question and answer session, and then processes the key words and ideas following the official's visit.

Panel Discussions

This method usually involves the presentation of an issue by several resource persons at a table in front of a group. Usually, each presenter speaks briefly on the topic and then a moderator solicits questions from the audience. **How does it work?** The moderator introduces the presenters, keeps the discussion on the topic and within time limits and summarizes the discussion at the end. Each presenter typically speaks for a set period of time (for example, five minutes). After all presenters have spoken, the moderator invites questions from participants. At the end of the session, the moderator may summarize the discussion and thank the presenters for their participation. **Important Features:** Panel discussions are best used when you would like to present a number of different perspectives on the same topic. Rather than having a series of lectures or longer sessions, you might gather people with the relevant experience or knowledge on one panel. Consider preparing a guide for your panel guests, to help them prepare in advance and to ensure that your objectives are met.

Variations:

- **Small Group Discussion:** After the panel presentation, participants divide into small groups, and each panelist leads a question-and-answer session with a small group.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Examples:

- An education Volunteer assembles a Career Day panel for students. People in various professions speak about the work they do, followed by questions and answers.
- A group of people living with HIV/AIDS speak on a panel about their experiences of stigma, discrimination and/or living in a positive and healthy way.

Pictures

Pictures can help to creatively involve participants in a discussion, and to engage the right-mode processing preference **How does it work?** Create pictures around a particular topic with your co-facilitators or counterparts, and use those pictures to begin a group discussion. Bring in photographs, perhaps from the newspaper, or photos that you have taken yourself. Use these pictures to begin a discussion. Or, provide a topic and invite participants to draw a picture on that topic. After drawing the picture, participants stand and describe the image. **Important Features:** When using pictures to spark a discussion, ensure that the images are appropriate to the culture and the particular audience. Check the background of photos and illustrations to make sure there are no unusual images that distract from the message you are exploring.

Variations: See "How does it work?" above.

Examples:

- A Volunteer working in sanitation draws a picture card with one side depicting animals in a water source that is also being used to collect drinking water. The other side shows children sick with diarrhea. These pictures are a starting point for a discussion about sanitation, boiling drinking water and so forth.
- Participants in a training of trainers draw pictures to depict their ideal learning environment

Role Play

Role plays are short interactions of participants playing specific, predetermined roles to explore issues or practice skills. Roles are usually written out, and the facilitator may help participants playing the roles understand "who" they are to be.

How does it work? Role plays are generally used after a period of instruction or discussion. For example, if participants are learning communication skills, groups can role play being assertive in typical situations (e.g., students in peer pressure situations, or people needing to access services in a clinic or office). Stop the role play periodically and discuss what behaviors worked and what was difficult and allow the group to brainstorm different choices of behavior/words. The role play may be done again, with the same person practicing or someone else trying.

Important Features: For best results, the role playing situation should be realistic, and the roles of anyone involved should be written out or described verbally to each player. Younger people are often more





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

willing to role play in front of a group than adults, but care must be taken not to embarrass participants. Monitor the timing and process of the exercise so that the role play does not drag on, become silly or unrealistic. At any time, stop a role play and lead a discussion. Open-ended questions such as: "What was effective in X's behavior?" "How did s/he counteract the behavior of X?" can help involve the audience as well as the players. Invite new participants to come and practice the role, using their own words and ideas for the situation. It is important to process role plays after the activity. Ask participants open-ended questions such as: "How did you feel when...", "Why did you say..." or "What do you think went well?"

Variations:

- Sequential role plays allow the observing participants to tap a role player on the shoulder and step into that role. The action does not stop but continues with one or more new players. Sometimes an observing participant will clap to indicate that he or she wishes to step into a role. Sequential role plays are often used in complicated situations where a quick resolution of an issue is not possible, or where a number of options might be considered.
- Multiple role plays allow all participants to practice at the same time. These are sometimes done in trios, with two participants playing the designated roles, and the third person being an observer. After a few minutes of action, the facilitator calls time, and the observer leads a discussion in the trio using questions provided. Roles are then rotated, and each person plays a different role. After the second discussion, roles are rotated one more time. After the final small group discussion, the whole group discusses the experience, with the facilitator bringing up key points.

Examples:

- Clinic workers role play how to welcome patients and take data about the nature of their visits.
- Youth role play informational or job interviews.
- Co-op members role play negotiating prices with buyers.
- Group members role play leading a meeting.

Skit

A skit is an impromptu performance by participants to demonstrate something they know. Skits can be created by participants to show concerns they have about such things as peer pressure, health issues in their community or lack of resources. Skits may be used to demonstrate something learned, such as two styles of being a leader.

How does it work? Give participants a topic, the maximum length of the skit and the amount of time they have to prepare (depending on the complexity, 30 minutes or an afternoon, for example).

Important Features: The topic assigned needs to be "demonstrable"; that is, it should be fairly easy to determine how one might act it out. The participants need to have the experience or knowledge to prepare the skit on the topic given. Give participants adequate time to prepare the skit; they will want to think of the points they want to make, create a setting and characters, practice and get some props (potentially). In most cases, a minimum amount of time to prepare is 30 minutes.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Examples:

- Youth at camp create skits to show a favorite (hardest, funniest, etc.) part of their experience on the closing day.
- After sessions on recycling, participants are given several items and asked to create skits to show how their items can be recycled.
- A group of mothers create skits to show both positive and negative experiences at the wellbaby clinic.

Small Group Discussion

A small group discussion is a structured session in which three to six participants exchange ideas and opinions about a particular topic or accomplish a task together. After the groups have had an opportunity to work together, they report the highlights of their work back to the large group, and the facilitator helps the group process the activity. **How does it work?** Begin the learning activity by briefly presenting a topic to the large group. Then, divide the group into smaller groups and set a clear task for the small groups to accomplish. Write directions, goals and time allowed for the task on a flipchart. As groups are working, walk around and listen in briefly to each group. Keep groups focused by announcing the time remaining periodically. After the small group work, participants typically reassemble in the large group and a representative from each small group shares their findings to the large group for a whole group discussion. Help the group process the activity to be sure the intended message was conveyed. **Important**

Features: In facilitating small group work, remember to:

- Set a clear task that can be accomplished within the time limit.
- Make sure the task is interesting to participants and relevant to their learning goals.
- Rehearse the instructions in your mind to be sure your directions are clear and complete.
- Give instructions clearly, one at a time, especially if there are many steps. Giving too many instructions at once can leave participants confused. When small group work causes confusion and grumbling, it is usually because instructions were not clear or well-timed.

It is also crucial to devote as much energy to the reporting back and processing as to the small group work itself. Groups that have spent time working on a topic may feel cheated if they are not given adequate opportunity to present their findings, and the entire group may miss key learning. Most importantly, it is imperative to complete the learning cycle by processing the activity—the facilitator should guide a group reflection.

Variations:

There are a number of creative ways for groups to report their findings:





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

- **Group Report Out:** In turn, a representative from each group stands in front of the room and reports its findings, usually guided by written flipcharts or other notes. Sometimes this report includes a brief question-and-answer session with the rest of the group.
- **Gallery Walk:** Groups are instructed to write their information (or their drawings, community maps, etc.) clearly and legibly on flipcharts. Groups post their flipcharts around the room, and the facilitator invites everyone to take a "gallery walk"—to walk from one group's findings to another, reading the information and making note of important learning. After about 15 minutes (longer or shorter depending on the number of groups), the facilitator reconvenes the participant group and processes the activity, often beginning with basic questions about what the participants have noted in the gallery walk, what stands out, etc.
- **Each table adds an idea:** If a number of groups has been working on similar tasks, guide the report by asking each table to share one idea. The group briefly discusses the idea, and then the next table shares a different idea, and so on, until all ideas have been shared.
- **Songs, Poems, Skits, Collage, Commercials:** Depending on the task and the audience, invite groups to report in a creative way—by writing a song, poem, or rap, performing a skit or commercial, making a collage and so on. Guide the processing afterwards, so that key learning is not lost in the excitement over the group's creativity.

Examples:

- A Volunteer working in business development divides participants in a workshop into groups—each will consider the advantages and disadvantages of one of the income-generation ideas raised during the brainstorming session.
- When planning a community nutrition fair, members of a health committee divide into subcommittees to plan for various aspects of the project.
- In a community assessment, participants break into same-sex, same-age groups (young women, young men, older women, older men) and create community maps. The maps are then displayed in a gallery walk.

Stories

Using stories in a learning activity can be an effective approach, especially in cultures that have a rich oral tradition. **How does it work?** There are a number of ways to use stories to enrich your learning activity.

- **Sharing Stories:** Participants reflect upon a specific topic and share stories about that topic from their own personal experience. Activating prior knowledge about a topic creates enthusiasm and motivation and makes the topic more relevant to the group.
- **Storytelling** (sometimes called "critical incidents"): Tell or read a story to the group and then lead a discussion about the issues raised in the story. Use an existing parable or local story or create a story to illustrate the topic you want to address.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

- *“Finish the Story:”* One way to gain some insight into an issue or group is to begin a story and ask each participant to add a line or two. This works best in a smaller group, and can even be used as a quick and fun warm-up.

Important Features: Be clear about the message you want to convey when choosing a story. Also, check with counterparts to ensure the cultural appropriateness of the story.

Variations:

- **Pyramiding:** Sometimes participants may find it difficult to share stories of an intimate or personal nature, or they might be shy to share their own story with the large group. Pyramiding can be an effective addition to sharing stories. Participants share their stories with a partner and can choose not to share it with the larger group. Invite participants to share stories in pairs. Next, suggest that each pair choose one story to share. Then combine two pairs of participants—each pair will share one story with the group of four. Next, invite the group of four to choose one of those stories to share with a larger group. Combine two quads, to form a group of eight. Two stories are told within the group of eight. Continue in this way until you are left with only two or three groups. (The number of times will depend on the total number of participants.) Then invite representatives from those two or three groups to share stories with the entire group of participants. In this way, each participant has had a chance to share and discuss his or her own personal story, but only two to three representative stories are shared with the large group.

Examples:

- Engage a group in a subject by telling a relevant story. For example, tell a story to begin a discussion of girls' education.
- Encourage groups to illustrate their daily actions through storytelling. Use the *“Finish the Story”* when talking with a group of local farmers by starting a story: *“In the spring of last year, some of the farmers around Ekwendeni decided to plant soybeans along with their usual crops. At first, the farmers...”* Allow a participant to add the next line, and another to add the next, and so on. Guide the story if there is a lull, for example, by adding another line yourself, *“Women in the area used the soybeans to...”*

Visualization

In a visualization exercise, the facilitator asks the group to imagine some point in the future, often an ideal image of the future. The facilitator then guides the group through this image, asking them to imagine particular aspects of it. The exercise is designed to invite participants to explore the “big picture” and to tap into their deepest hopes and wishes. **How does it work?** Invite participants to close their eyes and imagine a particular experience, place or situation in the future. Give participants permission to get as comfortable as possible. Guide the visualization in a calm and slow voice. First, ask participants to make note of the particular scene and pause while they imagine. Pausing for a moment or two between





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

directives, ask them to visualize a specific situation, the people or issues involved and their emotions at the time. Generally, visualization usually lasts about five or 10 minutes. Visualization might be followed by a deeper discussion of the images, or by the creation of a vision statement or another approach.

Important Features: Guiding a group through a visualization exercise can be an incredibly powerful experience. Be clear and specific about your objectives before using a visualization exercise and spend time before the activity practicing what you will say as you guide participants through their imagery.

Variations:

Use visualization to invite participants to think back to a particular time and issue in the past. Or, use visualization to transport the group to a different location or to help participants consider the perspectives of others.

Examples:

A visualization exercise can be particularly effective:

- **To set the stage for strategic planning:** Ask members of a group to imagine their organization a few years in the future, performing at its peak, achieving all of its goals. Move from these visions to a discussion of how to achieve such an ideal image.
- **In goal setting for young people:** Invite students or other youth to imagine an ideal situation for when they are adults. This is powerful for goal setting, self-esteem building and risk reduction because participants are encouraged to focus on that vision and attempt to achieve it.
- **For teambuilding:** Have each participant remember and visualize the best team that he or she was ever on. Ask questions to help prompt the visualization: What made the team successful? What was your role on the team? How did the team's success make you feel personally? Once the participants have had time to recreate the memory, process and discuss the key points to help create a positive atmosphere for future teamwork.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

OTHER NFE METHODS

Open-ended problem drama

An open-ended problem drama is like a role play in that it illustrates a problem or conflict familiar to participants, but it is left unresolved to stimulate discussion and critical thinking. It can be created by the facilitator or by a group, and, like the role play, may be acted out by participants alone or facilitator and participants together. It can be written in detail or simply discussed in outline, practiced and revised by participants who may have limited literacy skills.

Successful use of the open-ended problem drama depends on both good dramatic design and good processing of the experience afterwards. To create a good drama, keep these points in mind:

- The problem drama should be based on a locally relevant anecdote or a situation depicting some familiar, poignant problem.
- It should be left unresolved so that participants will have to supply their own interpretation and suggest possible resolutions of the situation.
- The drama should depict a problem that occurs over a short period of time.
- It should focus on one major point rather than encompassing several story threads.
- It should contain believable characters – not all good or all bad – so that participants may side with more than one.
- It should be genuinely controversial, allowing for more than one reasonable conclusion.

Brief the players about their roles beforehand, giving them time to prepare, and allowing them to talk about how they felt about playing their parts before the observers discuss what they saw. Then encourage participants to interpret and suggest possible solutions to the drama.

The learning methods detailed above are some of the “classics,” but they represent only a fraction of the many activities available to you.

Critical incidents





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

A critical incident is a story-version of an open-ended problem drama that is followed by questions for discussion. It depicts a situation that has no clear solution but is meant to stimulate group discussion. It can be written for participants to read individually or in a group, or it can be told aloud, followed by participant discussion.

How to use a Critical Incident: Suppose you are training a group of particularly effective preschool teachers to help you plan and carry out a toy-making workshop for other preschool teachers in your region. Its purpose is to give the trainers who will be working with you an understanding of how to really communicate with the teachers that will come to the toy-making workshop. One of the issues that you've decided to address with your trainers is why many of the teachers seem depressed and apathetic about trying anything new. You don't want the trainers (who of course are teachers themselves) to simply condemn the teachers as lazy or uncreative. You want them to explore the problems of preschool teachers in some depth, to understand the stresses that they are under, and to verbalize what perhaps they themselves had been feeling all along. So you think of a situation that suggests a common conflict, preferably one from your own experience or the experience of a colleague, and write it in clear, simple language. Then write three or four questions for discussion that will help guide the participants' analysis of the situation.

Here is an example of a critical incident with questions for discussion:

A preschool teacher is surprised one day by a visit from the district inspector and a new Volunteer. As her classroom is completely empty, the teacher quickly sends the children playing in the yard to the primary school next door to borrow some chairs. She is trembling and seems quite frightened as she directs the children to set up the classroom.

The Volunteer asks sympathetically if she has trouble getting supplies such as paper and paint for the children. The teacher agrees and begins to explain, but the inspector interrupts her, saying, "You're lying. You have a budget for supplies and you haven't bought anything." The teacher breaks into tears.

Questions:

- Why in your opinion is the teacher so frightened?
- What might be possible reasons that the teacher has no supplies or even furniture in her classroom?
- Does the inspector have a point? What might prevent a teacher from using the budget that she has?

Ask your trainers to read the incident and the questions and discuss the questions in small groups. It is not necessary that they come to a group consensus, though in some cultures they will prefer to do this. Be sure to give the participants the time they need to discuss the questions to their satisfaction.

American groups would take about 20 minutes for such an exercise.

Now bring the small groups back together and ask one person from each group to report their answers to the large group. This may well lead to more discussion at the large group level. Your role here should be as facilitator, making sure that everyone has their say and refraining as much as possible from imposing your own opinion on the group.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

After the large group discussion you may want to summarize the main points that have come out of the experience, perhaps listing them on another roll-up. These points may serve as the basis of future discussions or as things to remember when the trainers later begin to plan how to motivate the teachers to actually make changes in their schools under these difficult conditions. The entire exercise will take a good hour if you have succeeded in getting the participants really talking and considering the issues. Critical incidents told aloud as problem stories can be very effective in stimulating discussion and problem-solving for groups with limited literacy.

Field trips

A field trip is an excursion to a site where participants can see a real life example of an activity or a situation that concerns them.

For example, a Volunteer working in small animal production might take a group to see how a local farmer has constructed rabbit cages in a particularly effective way, or someone working in carpentry could take the group to see a small furniture factory in another area, and later discuss the pros and cons of setting up one like it back home.

Field trips need to be planned carefully in advance, for if logistics do not go smoothly, if key people at the site are not informed about the purpose of the visit, or if the cultural context is not well understood, the resulting discomfort can detract from the learning that might otherwise have taken place.

It is best to structure the field trip so that participants know in advance that they should observe particular things or get answers to particular questions. Later discussion and processing of the experience (see page 31) will help participants analyze and generalize from the experience and consider its value for their own lives.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

EASY AND FAST EVALUATION TECHNIQUES FOR TRAINING WORKSHOPS

At the end of each nonformal education activity or session, spend fifteen minutes or so doing an evaluation. Since participants are often exhausted after a full day's work they will need the evaluation to be short, interesting to do, and varied in format.

Here are some possibilities:

EVALUATION CARDS: Hand out 3x5 cards to participants (or have them write on a scrap of paper) the answers to these open-ended questions:

I really liked...

I'm still confused about...

I hope...

FEELINGS: Draw a series of three faces on large envelopes

one with an unhappy face, one with a confused face and the last with a smiling face. Hang the envelopes on the wall. Ask participants to place a slip of paper or some other type of counter in the envelope that best shows how they feel about the previous activity, the session thus far, or whatever you wish to evaluate. Leave the room while participants individually place their slips of paper in the envelopes. When you return, count the slips in each envelope aloud, and ask for information about why they felt satisfied, confused or unhappy.

"HOW TO" EVALUATION: This type of evaluation is longer than the previous two examples. It is both formative (mid-program, for adjustments to participants' needs) and summative (end-of program, for determining if objectives have been met).





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Divide the blackboard or flip chart paper into two columns and label them "Strengths" and "Problems to be Solved." Ask participants to brainstorm both the good things about the program and the things that need improvement. These problems to be solved should be expressed by a "how to" statement, in other words, "how to provide hot food at lunch time" or "how to provide participants with written materials before the session begins."

Although participants may need help at first with this kind of phrasing, they will soon develop a knack for it and discover that they have started to suggest their own ideas for how these problems can be solved. Such an evaluation focuses on solutions instead of simply airing dissatisfaction with the program, which increases participants' sense of responsibility for the activity and is easier on the facilitators' feelings, as well.

TIPS

*From the book "Active Learning: 101 Strategies to Teach Any Subject" – Melvin L. Silberman
Published by Prentice-Hall, Inc. a Simon & Schuster company.*

What makes learning "**active**"? When it is, learners do most of the work. They use the mind: they study ideas, solve problems and apply what they learn. Active learning is agile, fun, useful, and personally engaging. Learners often leave their seats to move around the room and think aloud.

HOW TO MAKE LEARNERS ACTIVE FROM THE BEGINNING

Icebreakers and other opening activities for any type of class are techniques designed to accomplish one or more of the following tasks.

Team Building: will help learners get to know each other or the other, create a spirit of cooperation and interdependence.

Evaluation: knowing attitudes, knowledge and experiences the learners.

Immediate participation in learning: creating an initial interest of the matter.





In addition, these techniques encourage learners to take an active role from the first moment.

Use Visuals

Adding visuals increases remembering from 14% to 38%. Studies have also shown an improvement of up to 200% when using visuals to teach vocabulary. A picture may not be worth a thousand words, but it is three times more effective than words alone. When giving inputs has both an auditory and a visual dimension, the message is reinforced by two transmission systems. But, the simple fact of listening and seeing something is not enough to learn it.

Active learning cannot occur without learner participation. There are various methods for structuring the discussion and getting feedback from learners at any point. Some are especially appropriate when time is limited or when you want to encourage participation. The teacher may also consider combining these methods; for example, using a sub-discussion and then inviting a representative from each group to form a panel.

Open discussion. Ask a question and leave it open to the whole group without further structuring. The direct feature of an open discussion is attractive. In order to avoid a too long discussion, it is advisable to say previously: "I would like to ask four or five students to share...". To encourage students to raise their hands, ask: "How many of you have an answer to my question? Then you choose someone who has raised his or her hand.

Answer cards. Distribute cards and ask for anonymous answers to the questions. The system allows you to save time or deal with personal issues favored by anonymity. The need to express the answer concisely on a card is another advantage.

Survey. Plan a short survey to be completed and evaluated on the spot or questioned verbally. This system makes it possible to obtain data quickly and in a quantifiable manner. If a written survey is used, the results should be transmitted to the students as quickly as possible.

Learning Partners. Have learners work on tasks or discuss major topics with the student sitting next to them. This method is useful for getting everyone involved when there is not enough time to organize a small group discussion. A couple is a good group setting for developing supportive relationships and/or working on complex activities that do not lend themselves to large group settings.

Stimuli. Walk through the group and get brief answers to key questions. The stimuli allow you to get something fast from each student. Truncated sentences, such as "Something I would change in this country is ... "serve as a stimulus. If students want to "pass," they can. To avoid repetition, ask everyone to make a new contribution to the process.





TEN SUGGESTIONS FOR IMPROVING AN EXPOSURE

If used too often, dissertation will never lead to training, but there are times when it can be effective. For this to happen, the facilitator should first generate interest, maximize understanding and remembering, engage students during the presentation, and reinforce what has been presented.

Generate interest

1. **INTRODUCTORY STORY OR INTERESTING VISUAL MATERIAL.** Provide an anecdote, a fictional story, a comic strip, or a graphic that captures students' attention to what is to be taught.
2. **INITIAL PROBLEM.** Present a problem around which the dissertation is structured.
3. **TEST QUESTION.** Ask a question (even if the learners have little previous knowledge) to motivate them to listen to your presentation in order to obtain the answer.

Maximize comprehension and remembering.

4. **HEADINGS.** Reduce the main points of the conference to key words that act as verbal or auxiliary subtitles of the memory.
5. **EXAMPLES AND ANALOGIES.** Provide illustrations based on real life and, if possible, create a comparison between your material and the knowledge or experiences the learners already have.
6. **VISUAL SUPPORT.** Use pictures, slides, leaflets, and demonstrations that allow students to see as well as hear what the teacher says.

Obtain the participation of the students during the exhibition.

7. **CHALLENGES.** From time to time, interrupt the dissertation and challenge learners to give examples of concepts presented so far or to answer a question.
8. **CLARIFYING EXERCISES.** During the presentation, intersperse brief activities that clarify the ideas being conveyed.

Reinforcing the presentation

9. **APPLICATION PROBLEM.** Ask a problem or question that learners should solve based on the information provided during the presentation
10. **REVIEW.** Ask learners to review the content of the dissertation with each other or give them a self-assessment test.

TEN SUGGESTIONS FOR FACILITATING A DISCUSSION

Discussions plays a vital role in class discussions. Listening to a wide variety of opinions is a challenge to the mind of the learners. During a group discussion, the role of the facilitator is to facilitate the flow of learners' feedback. Although it is not necessary to intervene after everyone has spoken, it may be helpful





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

to attend to the group on a regular basis. Here is a list of ten techniques you can use when conducting group discussions.

1. **Rephrase** what someone has said so that the student feels understood and his classmates can hear a summary of what has been explained in greater depth.

So what you're saying is that you have to be very careful about the words you use because a particular person might be offended by them.

2. **Verify** that what a learner has said was well understood, or ask the student to clarify what the student has just said.

Are you saying that this political correctness has gone too far? I'm not sure I understood exactly what you said. Could you repeat it for us?

3. **Tribute** an interesting or sharp comment.

That is a good point. I'm glad you brought that to our attention.

4. **Develop a learner contribution** with examples or suggest a new way of looking at the problem. *Your comments provide an interesting point of view from the minority perspective. We could also consider how the same would be considered situation on the part of the majority.*

5. **Stimulate a discussion using** a variety of methods, such as speeding up the pace, using humor, if necessary, encouraging the group to make more contributions.

Wow, there are a lot of quiet people in this class! Here is a challenge. Over the next two minutes, let's see how many words they can think of that are no longer politically correct.

6. **Disagree** (gently) with a learner's comment to stimulate further discussion.

I see how you came to that, but I'm not sure that what you describe is valid in all cases. Has anyone had a different experience than John?

7. **Mediate** differences of opinion among learners to release tensions that may be forming.

I believe that Susana and Maria do not completely disagree with each other, but only express two different aspects of this subject.

8. **Combine the ideas**, showing the relationship that exists between them.

As we can see from the comments of Daniel and Joanna, the words we use can offend people. Both have given us an example of how they feel excluded by generic terms.

9. **Change the processes** of the group by altering the method to obtain participation or by initiating a stage of evaluation of the ideas presented to the group.

Let's divide into smaller groups and see if we can find any criteria for establishing and/or using generic words.

10. **Summarize** (and record, if desired) the main opinions of the group.

I have noticed three main ideas that have emerged from the discussion about offensive words: (1) exclude some people; (2) insult some people; (3) are determined only by the majority culture.

TEN STEPS TO FACILITATE EXPERIMENTAL ACTIVITIES





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Experimental activities contribute significantly to making learning active. These include role-plays, games, simulations, visualization, and problem-solving tasks. It is often much better for students to experience something than to hear about it. In facilitating experimental activities, consider the following ten steps.

1. **Explain the objectives.** Students like to know what is going to happen and why.
2. **Enlighten the benefits.** Explain why they have done the activity and describe how it links to previous activities.
3. **Speak slowly** when giving instructions. Visual support can also be provided. Try to make the instructions understandable.
4. If the instructions are complicated, **demonstrate the activity.** Allow students to see the teacher in action before doing so.
5. **Divide learners** into subgroups before giving further instructions. If this is not done while groups are being formed, students may forget what has been explained to them.
6. **Inform learners** how much time they have. Clarify the time allotted to the entire activity and then periodically announce how much time is left to finish.
7. **Keep the activity moving.** Don't slow things down with endless notes on the board or on a chart and keep the discussion from going on too long.
8. **Challenge learners.** There is more energy when activities generate a moderate level of tension. If tasks are too easy, learners get bored.
9. **Always analyze the activity.** When a task has been completed, invite learners to "process" the feelings that arose in them and share what they learned from the experience.
10. **Carefully structure the first processing experiences.** Orient the discussion and ask few questions. If the learners are divided into small groups, ask them to briefly share their answers in turn.

HOW TO MAKE LEARNING UNFORGETTABLE

Some educators think that, at the last minute, they can introduce more information by covering topics they have left over. The value of "covering" a topic is rather dubious. "Covering" means hiding, disguising





AL CENTRO DELLA **SICILIA**, DELL'**EUROPA**, DEL **MONDO**

and, in some cases, scattering. The impulse to teach to the end often leads to these three results. On the contrary, when learning is active, there is a better possibility of understanding. When time is spent consolidating what has been learned, there is the possibility of remembering.

For example, one can think about what happens when one works long hours with a computer: he/she obtains information, solves problems, elaborates thoughts ... but forgets to save the work. That's right: it's all gone. Learning can also fade away if learners don't have a chance to 'save' what they have learned.

Apart from "saving" what has been learned, it is also important to "taste" it. As with any experience, learning is "tasted" when one has the chance to reflect on it and give it an emotional closure. If we imagine the process as a meal, with the "aperitif" and the "main course" of active learning, now we can consider the "dessert".

There are many positive steps the educator can take to bring a meaningful, and perhaps even unforgettable, closure to his or her workshop, that can fall into four categories.

Review strategies. Strategies that help learner remember what they have learned, or how to test their knowledge and skills. These methods with the participation of the learners, allow them to "save" the learning acquired.

Self-evaluation. Activities that help learners evaluate what they now know, what they can do and the new attitudes that arise as a result. These allow learners to evaluate their progress.

Planning for the future. Activities that help learners consider how they will use what they have learned. They are strategies that confront learners with the fact that learning does not end in the working room.

Final Feelings. Activities that stimulate learners in remembering their experiences together and express their opinions. These are strategies that will help to close the class and allow learners to say goodbye.

FOR MORE INFORMATION AND EXAMPLES PLEASE HAVE A LOOK AT THE BOOK SOURCE "ACTIVE LEARNING: 101 STRATEGIES TO TEACH ANY SUBJECT"

Spanish title "APRENDIZAJE ACTIVO - 101 estrategias para enseñar cualquier tema"

Author: Melvin Silberman

ANNEXES

Annex 1

<http://www.puzzledepot.com/trivia/trivia01.shtml>



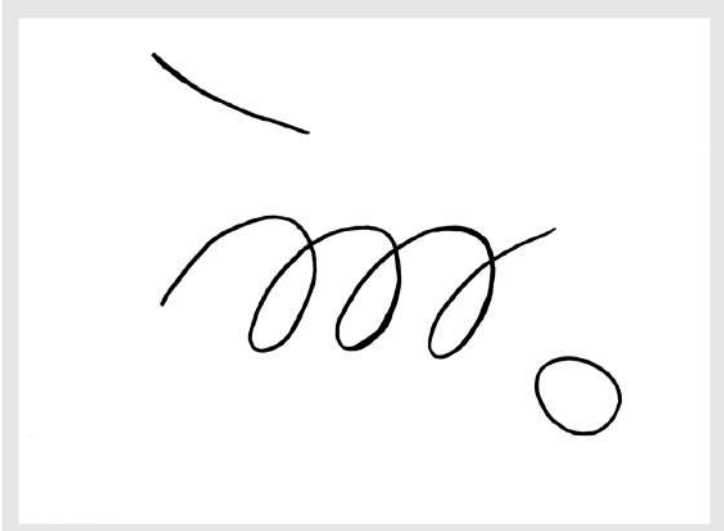
Co-funded by the
Erasmus+ Programme
of the European Union



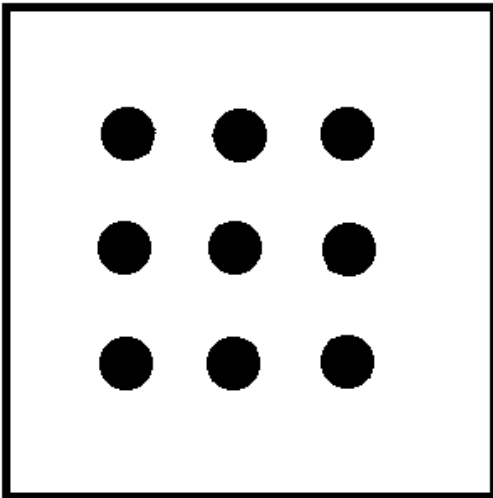


AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Annex 2



Annex 3





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Annex 4

ENTREPRENEURSHIP CROSSWORD – QUESTIONS SHEET

Across:

- 4. There are certain _____ that an entrepreneur needs to be successful.
- 6. Entrepreneurs help the economy by reducing _____.
- 10. A business needs _____ to attract customers.
- 11. A good entrepreneur can spot _____ and act on them.

Down:

- 1. Successful entrepreneurs set themselves _____ and then strive to achieve them.

- 2. _____ are often thrown in the way of the entrepreneur.

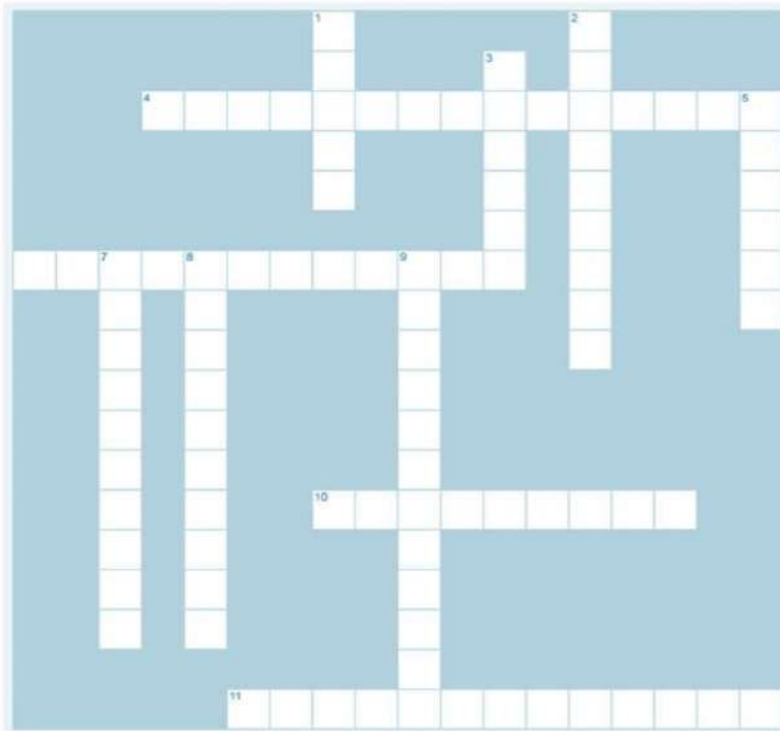
- 3. The aim of running a business is to make a _____.

- 5. Business owners must try to look after themselves and manage _____.

- 7. It helps if the entrepreneur has previous business _____.

- 8. The process of changing raw materials into finished goods is known as _____.

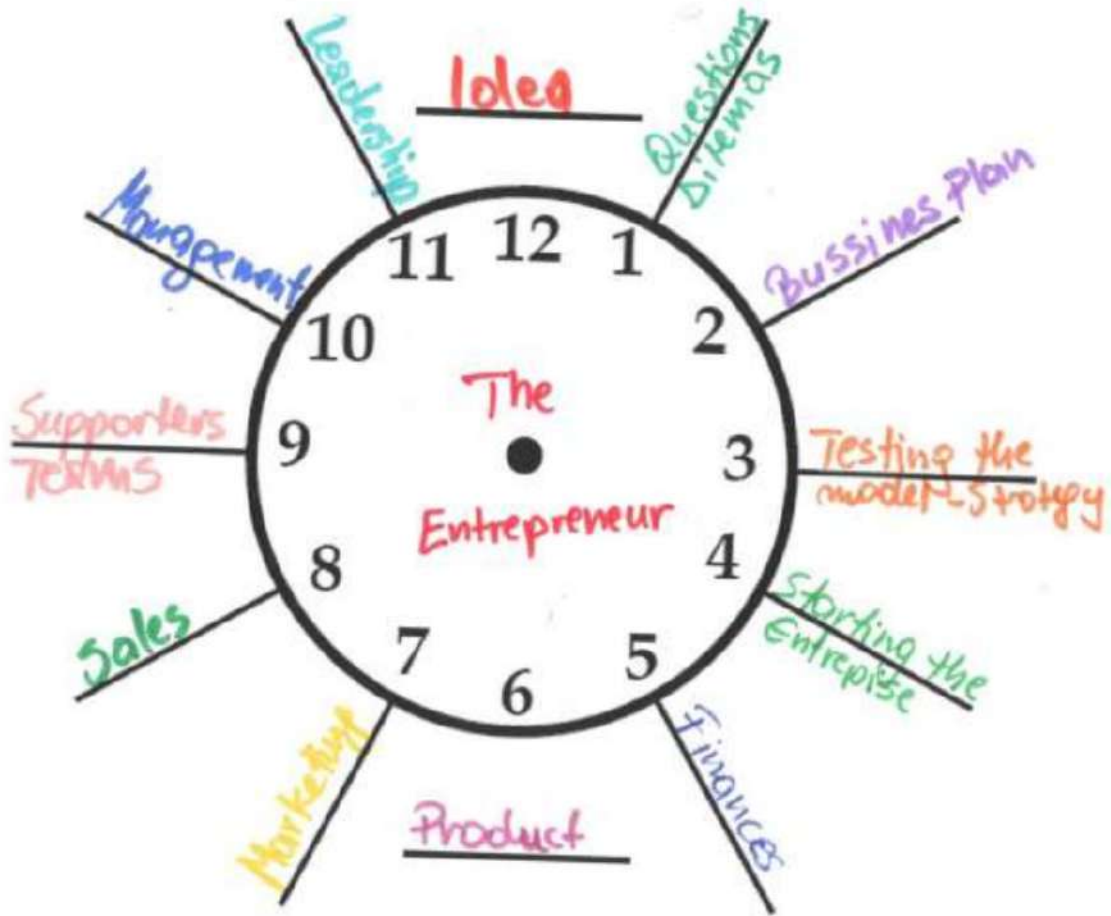
- 9. A person who owns and runs their own business and assumes risk for the potential of profit.





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Annex 5





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Annex 6

COLOR EMOTION GUIDE

OPTIMISM	CLARITY WARMTH	Nikon, ups, Denny's, NBC, Google
FRIENDLY	CHEERFUL CONFIDENCE	NICKELODEON, Hooters, amazon, IMdb, CAT, Chevrolet, Sprint, Diversity
EXCITEMENT	YOUTHFUL BOLD	Kellogg's, Nintendo, Kmart, ORACLE, Payless, Penzoil, Subway, eBay
CREATIVE	IMAGINATIVE WISE	Syfy, monster, YouTube, Coca-Cola, CNN, NETFLIX, Shell, IKEA
TRUST	DEPENDABLE STRENGTH	Dell, JP Morgan, flickr, Mobile, Barbie, Virgin, Exxon, Fanta, ACE, Starz, Best Buy
PEACEFUL	GROWTH HEALTH	DeLorean, Whole Foods, APLANET, hp, NASA, Intel, orkut, Target, Harley-Davidson, DHL
BALANCE	NEUTRAL CALM	CN, Apple, Mercedes, Tropicana, Spotify, HESS, Facebook, Walmart, Oral-B, Pfizer, vimeo, TACO BELL, Heinz, Avis, Shutterfly, McDonald's

Icons at the bottom: Yin-Yang, Peace, Fist, Lightbulb, Lightning, Smile, Thumbs Up





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

Annex 7

<p>RED Red evokes a passionate and visceral response. It is a color that increases your heart rate, makes you breathe more rapidly, and activates the pituitary gland.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Aggressive Energetic Provocative Attention-Grabbing <p>POPULAR FOR: [Icons: Fire, Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>PURPLE Purple is a sophisticated yet mysterious color. The richness of this color tips its hat to the royalty and elegance found deep within us.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Royalty Sophistication Nostalgia Mystery Spirituality <p>POPULAR FOR: [Icons: Crown, Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>BLUE Blue is arguably the most popular choice for a brand color. Blue is thought to put people at ease as it is reminiscent of the sky and ocean.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Trustworthy Dependable Secure Responsible <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>GREEN Green is synonymous with calm, freshness, and health. But there is a wide variation between its shades. Deeper greens are associated with affluence, lighter greens with serenity.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Wealth Health Prestige Serenity <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>YELLOW Because the color yellow is reminiscent of the sun, it communicates hope and optimism. Yellow stimulates creativity and energy, and its brightness is especially useful to catch a customer's eye.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Positivity Light Warmth Motivation Creativity <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>ORANGE Orange combines the brightness and cheer of yellow with the energy and boldness of red to make a color that is full of life and excitement.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Vitality Fun Playful Emberant <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>BROWN Brown speaks of earthly simplicity, as well as strength and durability. However, use caution with brown as it reminds most people of dirt.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Earthlike Natural Simplistic Durable <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>BLACK Black is used by companies that wish to boast a classic sophistication. Black works especially well for expensive products.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Prestige Value Timelessness Sophistication <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	
<p>WHITE White represents purity (think wedding dress) and cleanliness (think doctor's coat). With this in mind, white is a popular choice for health care and child-related businesses.</p> <p>COLOR CODE</p> <ul style="list-style-type: none"> Pure Noble Clean Soft <p>POPULAR FOR: [Icons: Heart, Car, House]</p> <p>QUESTIONABLE FOR: [Icons: Skull, Cross, X]</p> <p>UNPOPULAR FOR: [Icons: Pill, Gun, Plane]</p>	



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





AL CENTRO DELLA SICILIA, DELL'EUROPA, DEL MONDO

BIOGRAPHY AND RESOURCES

- Training module on entrepreneurship – January 2017 – Beyond Barriers Association
- Non Formal Education Manual – Information Collection and Exchange Publication No. MO042 – Peace Corps
- [SES Foundation online library](#)
- [A business planning guide to developing a social enterprise](#)
- Starting my own small business – Facilitators Guide and Starting my own small business guide [Participant Workbook by UNESCO and UNEVOC](#)
- 50 MINUTES, The SWOT Analysis: A key tool for developing your business strategy, 50 Minutes, 2015
- LAMBERT M. SURHONE, MIRIAM T. TIMPLEDON, SUSAN F. MARSEKEN, SWOT Analysis, VDM Publishing, 2010
- <https://www.investopedia.com/terms/s/swot.asp>
- 6 SWOT Analysis Examples to Help You Write Your Own: https://www.slideshare.net/Bplans/6-swot-examples-to-help-you-write-your-own/14-THE_ULTIMATEGUIDE_TOCONDUCTING_ASWOT_ANALYSISCLICK
- FREDERIC P. MILLER, AGNES F. VANDOME, MCBREWSTER JOHN, Porter Five Forces Analysis, VDM Publishing, 2011
- MICHAEL E. PORTER, The Five Competitive Forces that Shape Strategy, Harvard Business School Publishing, 2008 <https://hbr.org/2008/01/the-five-competitive-forces-that-shape-strategy>
- Business plan forecasting: <https://www.dummies.com/business/start-a-business/business-plans/business-plan-forecasting/>
- W. CHAN KIM, RENÉE MAUBORGNE, Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant, Harvard Business School Press, 2005
- C. PAROLINI, Business Planning. Dall'idea al progetto imprenditoriale, Pearson Education Italia, 2016
Business plans and planning for social enterprises and nonprofits:
<http://www.socialgoodguides.com/business-plans-and-planning-for-social-enterprises-and-nonprofits-guide/>

