



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

#### General Programme

|  | DAY 1   | DAY 2  | DAY 3  | DAY 4  | DAY 5   |
|--|---|--|--|--|---|
| <b>1<sup>st</sup> Session</b><br>9.15h to 11.15h.  | Ice-breaking games<br><br>Cohesion games                                      | Young entrepreneur visit students<br>+Students are Journalists | Visit to a Local Company: collecting materials videos, photos and articles | Creativity “out of the box”:<br>Haut cuisine show cooking      | Creativity “out of the box”:<br>Local artist share their work   |
| <b>Break</b><br>11.15h to 11.45h.                  |   |  |  |  |   |
| <b>2<sup>nd</sup> Session</b><br>11.45h to 13.45h. | Intro to social entrepreneurship and to tools for interview/share experiences | Creating dissemination materials about the experience          | Creating dissemination materials about the experience                      | “Learning by doing”:<br>Practical workshop of creative cuisine | “Learning by doing”:<br>Collective concert / pottery / painting |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

#### Detailed Daily Programme

| Day 1  | What?   | How?  | Learning outcomes  | Objectives  | Preparation   |
|--|---|---|--|---|---|
| <p><b>Session 1.1</b><br/><b>09:15 – 11:15</b></p> <p><b>Ice breakings</b><br/><b>Cohesion Games</b></p> | <p>NFE games to create trust and avoid shyness in the group as well as creating cohesion in the group setting the bases for the learning process and the necessary interaction among participants and facilitators in the following activities.</p> | <p>NFE methods:</p> <p>Games:</p> <p>-Name and gesture: every person say their name and make a gesture; next person on the circle needs to repeat all the names/gestures before them and add his/her own.</p> <p>-Speed dates: people stay in two circles (inner and out) in a way that each person look to a partner. The trainer proposes a question to talk about during 1 minute. Ex. What has been the funniest moment of your month/week/life?<br/>After so, the inner/outsider circle moves (f.e. two steps to the right) and we repeat the game with a new couple.</p> <p>-Line of silence: the group need to order themselves in a line (touching a rope in the ground for example) without talking in the order that the trainer says. Ex: order yourself by the colours of</p> | <ul style="list-style-type: none"> <li>Participants will get to know each other better.</li> <li>Identify the nature of the group, their mindset and their background so as to help participants get acquainted.</li> <li>Creation of an atmosphere for the pleasant cooperation and implementation of project activities.</li> <li>To learn different ways of communication (verbal and not verbal).</li> </ul> | <p>To set the grounds for the future activities of the training.</p> <p>These activities contribute to achieve all the training goals by having a cohesion and cooperative group.</p> | <p><b>Preparation</b> takes around ½ hour always that we count with a trainer with experience in non-formal education.</p> <p><b>Materials:</b><br/>Music sound system<br/>Rope</p> <p><b>Tips:</b><br/>*More games can be added and a small break can be made between the 2 hours.</p> <p>*It is important to keep this exercise for at least 1 hour and a half so the group can build the trust needed for the rest of the training.</p> <p>*Try to work in a circle always that possible or also in small groups, depending on the activity.</p> |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

|  |  |  |  |   |   |
|--|--|--|--|---|---|
|  |  | your eyes from lighter to darker.  |  |   |   |
| <b>Coffee Break</b>  |  |  |  |   |   |
| <p><b>Session 1.2</b><br/><b>11:45-13.45h.</b></p> <p><b>Intro to social entrepreneurship and to tools for interview/share experiences</b></p> | <p>Session to set the grounds on the concepts and tools that we are going to work with during the week.</p> <p>1<sup>st</sup> part: What is social innovation and social entrepreneurship? Why is it important for a region like ours?</p> <p>2. Tools for increasing visibility of social entrepreneurship initiatives.</p> | <p>1. Cooperative definition of what we understand for “social entrepreneurship”: First in small groups, we create a definition. Then we share all the definitions in a bigger group. Debate to agree on a common definition for the understanding of the group and give practical local examples of entrepreneurial initiatives with social value.</p> <p>2. What TOOLS we can use to give visibility to social entrepreneurial initiatives (choose one or two):</p> <p>-How to make a good post in Instagram/facebook: how to make a nice text / photo; what are the best hours to post it; how to increase impact (hashtags; tags...).</p> <p>-How to make a short interview in video (YouTube).</p> <p>-How to make a short interview in audio (Podcast).</p> <p>-How to make a short interview in an article.</p> <p>In each of them we will with the following structure:</p> <p>-Explanation.</p> | <ul style="list-style-type: none"> <li>• Participants will have a clear idea of what is understood by social entrepreneurship; why is it important for a periphery and what are the main examples of good practices in the region.</li> <li>• Participants will have a better knowledge of the resources of the region.</li> <li>• Participants will have the practical knowledge of the tools that we will use during the week to “acts as speakers” of local initiatives.</li> </ul> | <p>To set the grounds for the future activities of the training.</p> <p>These activities contribute to prepare the group to be fluent when having the meetings with local stakeholders, to interact with them, to know what kind of questions they can ask and to be able to sum up the information that they will use in the visibility tool that they will try out.</p> | <p><b>Preparation</b> can take around 4 hours.</p> <p>A trainer with experience in non-formal education with young people is needed:</p> <p>-Previous knowledge of the tools for interviews that the trainer is going to propose to the group. (ex. How to make a YouTube video; how to write a good post in social media, etc.).</p> <p>-Previous knowledge of the basics of social entrepreneurship.</p> <p><b>Materials:</b></p> <p>-Papers<br/>-Colours<br/>-Post-it<br/>-PC (at least 3) or phones (depending on the tools chosen).</p> <p><b>Tips:</b></p> <p>*Working in small groups and share in the common group.<br/>*Use motivating materials (colours, stickers, post-it) to make more interesting the working atmosphere.<br/>*Make the youngsters to be the “interviewed</p> |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>-Practical example.</li><li>-Try out by yourself (to put in practice the chosen tool in small groups).</li></ul> |  |  | <p>main character” in the practices.<br/>*The second part of the activity needs to be practical.</p> |
|--|--|--|--|--|--|



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

| Day 2  | What?  | How?   | Learning outcomes  | Objectives  | Preparation   |
|--|--|--|--|---|---|
| <p><b>Session 2.1</b><br/><b>09:15 – 11:15</b></p> <p><b>Young Entrepreneur visit Students</b></p> | <p>Experiential activity of sharing best practices of the region to inspire new generations.</p> | <p>NFE methods:</p> <p>1. Motivational Talk:<br/>A young person who is a good example of how to start your own career/business answering to needs of the territory will share their experience with students. The speaker will focus on their personal path, what challenges they needed to overcome or how the “normal” path is not always the only one.<br/>The “entrepreneurial project” shared with students does not need to be necessarily a “business”. It can also be a personal or social project, a professional career or a success story that can inspire young people to follow their dreams, to believe in the possibilities of their region and to believe in themselves.</p> <p>2. Round of questions:<br/>Students can make questions to the speaker and gather information for the second session.</p> | <ul style="list-style-type: none"> <li>• Better knowledge of the region, its opportunities and resources.</li> <li>• Better knowledge of a “network” of young people who are developing the region.</li> <li>• Ideas about how to apply their passion to create their career path.</li> <li>• Skills to “think out of the box”</li> <li>• Communication abilities, social skills and development of sense of initiative and entrepreneurship.</li> </ul> | <p>-To increase the knowledge of the region, its opportunities and resources.</p> <p>-To give “good models” of young people for new generations.</p> <p>-To develop entrepreneurial skills and sense of initiative.</p> | <p><b>Preparation</b> takes 2 or 3 days.<br/>The person preparing the logistics needs to have knowledge of the region and its stakeholders.<br/>The speaker should have communication abilities and social skills as well as prepare the Motivational Talk (at least 1 or 2 hours of preparation).</p> <p><b>Materials:</b><br/>Screen and projection (possible use of videos).<br/><br/>Paper, pens.<br/>Phones (to record).</p> <p><b>Tips:</b><br/>*Graphic support can be useful when sharing the experience: videos, photos of the initiative, etc.<br/>*The use of other NFE small games can be added by the trainer or the speaker to break the ice at the beginning of the session.</p> |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

| Coffee Break   |   |  |   |  |  |
|--|---|--|---|--|--|
| <b>Session 2.2</b><br><b>11:45-13.45h.</b><br><br><b>Creating VISIBILITY materials to share the experience of the Young Entrepreneur</b> | <p>Session to integrate the knowledge of the first session by creating dissemination materials; in this session students will apply the tools learnt in the 1.2. session about visibility to real practice.</p> | <p>The group will be divided into smaller groups. Each one of them needs to come up with a way to disseminate the “success story” that they learnt in the previous session 2.1.</p> <p>Each group will choose a different method of dissemination or they can use the same one but with different styles. Examples of what could be:</p> <ul style="list-style-type: none"> <li>-Podcast.</li> <li>-Post in fb/Instagram.</li> <li>-Small video of YouTube.</li> <li>-Article in a blog.</li> </ul> <p>The trainer will make sure that they have enough support to achieve their task but also they they have enough space for free creativity and to follow their own decision processes.</p> | <ul style="list-style-type: none"> <li>• Motivation, inspiration of a positive role of other young person.</li> <li>• Digital skills to disseminate a good practice.</li> <li>• Communicative skills, both in person (talking and making the interviews), writing (creating the content) and digital by using it tools to disseminate their product.</li> <li>• Creativity.</li> <li>• Teamwork abilities.</li> <li>• Self-esteem and empowerment.</li> </ul> | <p>-To increase knowledge about the importance of dissemination and visibility of best practices and local initiative.</p> <p>-To empower youngsters by the example of a “good model” that is also a young person that is achieving their goals and is getting recognition because of it.</p> <p>-To increase the knowledge of the region, its opportunities and resources.</p> <p>-To develop entrepreneurial skills, sense of initiative, creativity and digital skills.</p> | <p><b>Preparation:</b> 1 or 2 days. It is necessary that the trainer/facilitator has expertise in the use of the dissemination tools given to the group so he/she can be a guide (ex. How to make a YouTube video; how to write a good post in social media, etc.). The facilitator needs to have also experience with NFE.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-Papers, colours, post-it</li> <li>-PC (at least 1 per group) or phones (depending on the dissemination tools chosen).</li> </ul> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>*Working in small groups and share in the common group.</li> <li>*Use motivating materials to make more interesting the working atmosphere.</li> <li>*The outcomes of each group need to be shared in the web/social of the centre/association, so the youngsters get recognition and their work becomes a</li> </ul> |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

|  |  |  |  |  |                               |
|--|--|--|--|--|-------------------------------|
|  |  |  |  |  | useful tool of dissemination. |
|--|--|--|--|--|-------------------------------|

| Day 3  | What?  | How?  | Learning outcomes  | Objectives   | Preparation   |
|--|--|---|--|--|---|
| <p><b>Session 3.1</b><br/><b>09:15 – 11:15</b></p> <p><b>Visit to a Local Company or Project</b></p> | <p>Experiential activity of sharing best practices of the region to inspire new generations.</p> | <p>NFE methods:</p> <p>1. Visit to a local company:<br/>The group of youngsters/students go to visit a local company that is recognised because some of their good practices (ex. Sustainable development, social inclusion of people with fewer opportunities, innovation, etc.).</p> <p>The person receiving the group in the company should explain their process of creation, their mission/vision and what are their processes to run the enterprise.</p> <p>2. Round of questions:<br/>Students can make questions to the host and gather information for the second session.</p> | <ul style="list-style-type: none"> <li>Better knowledge of the region, its opportunities and resources.</li> <li>Better knowledge of a “network” of people who are developing the region.</li> <li>Ideas about how to apply their passion to create their career path.</li> <li>Skills to “think out of the box”</li> <li>Communication abilities, social skills and development of sense of initiative and entrepreneurship.</li> </ul> | <p>-To increase the knowledge of the region, its opportunities and resources.</p> <p>-To give “good models” of people who are investing in different projects or initiative to develop the region in a sustainable and responsible way.</p> <p>-To develop entrepreneurial skills and sense of initiative.</p> | <p><b>Preparation</b> takes more than 1 week.</p> <p>The person preparing the logistics needs to have knowledge of the region and its stakeholders so they cooperate with the visit.</p> <p>The logistic includes the preparation of the transport from the school/centre to the company as well as having the necessary permission of parents to go to the visit.</p> <p>The speaker should have communication abilities and social skills as well as prepare the tour of the enterprise.</p> <p><b>Materials:</b><br/>Pen, papers (to take notes during the visit).<br/>Phones/cameras to take photos or videos.</p> <p><b>Tips:</b><br/>* The facilitator accompanying the group can also make questions about difficulties in the path, positive aspect of being an</p> |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

|   |   |  |   |  |  |
|---|---|--|---|--|--|
|   |   |  |   |  | entrepreneur, etc. to make the visit more interesting.   |
| <b>Coffee Break</b>   |   |  |   |  |  |
| <p><b>Session 3.2</b><br/><b>11:45-13.45h.</b></p> <p><b>Creating VISIBILITY materials to share the experience of the Company/Project</b></p> | <p>Session to integrate the knowledge of the first session by creating dissemination materials; in this session students will apply the tools learnt in the 1.2. session about visibility to real practice.</p> | <p>The group will be divided into smaller groups. Each one of them needs to come up with a way to disseminate the “success story” that they learnt in the previous session 3.1.</p> <p>Each group will choose a different method of dissemination or they can use the same one but with different styles. Examples of what could be:</p> <ul style="list-style-type: none"> <li>-Podcast.</li> <li>-Post in fb/Instagram.</li> <li>-Small video of YouTube.</li> <li>-Article in a blog.</li> </ul> <p>The trainer will make sure that they have enough support to achieve their task but also they they have enough space for free creativity and to follow their own decision processes.</p> | <ul style="list-style-type: none"> <li>• Motivation, inspiration of a positive role of other young person.</li> <li>• Digital skills to disseminate a good practice.</li> <li>• Communicative skills, both in person (talking and making the interviews), writing (creating the content) and digital by using it tools to disseminate their product.</li> <li>• Creativity.</li> <li>• Teamwork abilities.</li> <li>• Self-esteem and empowerment.</li> </ul> | <p>-To increase knowledge about the importance of dissemination and visibility of best practices and local initiative.</p> <p>-To empower youngsters by the example of a “good model” that is also a young person that is achieving their goals and is getting recognition because of it.</p> <p>-To increase the knowledge of the region, its opportunities and resources.</p> <p>-To develop entrepreneurial skills, sense of initiative, creativity and digital skills.</p> | <p><b>Preparation:</b> 1 or 2 days. It is necessary that the trainer/facilitator has expertise in the use of the dissemination tools given to the group so he/she can be a guide (ex. How to make a YouTube video; how to write a good post in social media, etc.).</p> <p>The facilitator needs to have also experience with non-formal education.</p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>-Papers, colours, post-it</li> <li>-PC (at least 1 per group) or phones (depending on the dissemination tools chosen).</li> </ul> <p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>*Working in small groups and share in the common group.</li> <li>*Use motivating materials to make more interesting the working atmosphere.</li> <li>*The outcomes of each group need to be shared in the web/social of the center/association, so</li> </ul> |





## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

|  |  |  |  |  |   |
|--|--|--|--|--|---|
|  |  |  |  |  | <p>the youngsters get recognition and their work becomes an useful tool of dissemination.</p> |
|--|--|--|--|--|---|

| Day 4 and 5   | What?   | How?   | Learning outcomes  | Objectives   | Preparation  |
|---|---|--|--|--|--|
| <p><b>Session 4.1 /5.1.</b><br/><b>09:15 – 11:15</b></p> <p><b>Creativity “out of the box”:</b></p> <p>Ex. Haut cuisine show cooking</p> <p>Ex. Local Artist share their experience</p> | <p>Through a different activity based on creativity or “not common” career paths, a person from the territory who has a success story about their life project will share their experience with students.</p> | <p>NFE methods:</p> <p>1.Talk about Life Project “out-of the box”:<br/>A person (speaker) will share their experience with students about their life project, how the path until achieving their goal has been and what/who has been their inspiration or support in their path.</p> <p>The life project should be related with some career that is not very common, that uses some of the resources of the territory or that answers to a need of the region.</p> <p>2. Show:<br/>The person will share their abilities with the group by letting them enjoy from their “art”.</p> <p>Example of activities could be a show cooking by a professional chef; a concert by a musician; a graffiti show by a street artist, etc.</p> | <ul style="list-style-type: none"> <li>• Ideas about how to apply their passion to create their career path.</li> <li>• Skills to “think out of the box”</li> <li>• Communication abilities, social skills and development of sense of initiative and entrepreneurship.</li> <li>• Creative abilities, cultural awareness and expression.</li> </ul> | <p>-To increase the knowledge of the region, its opportunities and resources.</p> <p>-To give “good models” of people who have created a personal project having a success story to share.</p> <p>-To develop the ability of think “out of the box” about the different opportunities that a person has depending on their interests, abilities and passions.</p> <p>-To develop entrepreneurial skills and sense of initiative.</p> <p>-To develop creativity.</p> <p>-To increase the cultural diversity of the region by enhancing the skills of young people and the confidence to share it with others.</p> | <p><b>Preparation</b> takes more than 1 week.</p> <p>The person preparing the logistics needs to have knowledge of the region and its stakeholders so they cooperate with the visit.</p> <p>The logistic includes the preparation of the materials needed by the “artists”.</p> <p>The speaker should have communication abilities and social skills as well as prepare the talk and show.</p> <p><b>Materials:</b><br/>Depending on the needs of the artist.</p> <p>Ex. for a show cooking of a chef:</p> <ul style="list-style-type: none"> <li>-Space with a kitchen.</li> <li>-Food.</li> <li>-Cooking instruments.</li> </ul> <p>Ex. For a musician:</p> <ul style="list-style-type: none"> <li>-Place where to play their music</li> <li>-Sound system</li> </ul> <p>Ex: Plastic artist.</p> |



## Prospects in Peripheries Toolkit - Supplemental Material for Trainers

### Training 3: IMPULSA Entrepreneurial Learning

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  |   |  | <p>-Paints, canvas, wall...</p> <p>*The activity can be adapted to any artistic project in the territory.</p>  |
| <b>Coffee Break</b>  |  |  |   |  |  |
| <p><b>Session 4.2</b><br/><b>11:45-13.45h.</b></p> <p><b>Learning by Doing: practical workshop</b></p> <p>Ex. Cooking workshop</p> <p>Ex. Pottery workshop</p> <p>Ex. Cooperative concert</p> <p>...</p> | <p>Session to integrate the knowledge of the session before and experience the empowerment of the art and creativity by doing/experiencing the activity.</p> | <p>The group will play and try the artistic activity by doing it themselves.</p> <p>Example of these activities could be:</p> <p>-Pottery workshop where young people can make their own ceramic pot.</p> <p>-Graffiti workshop to create a collective wall painting in the school.</p> <p>-Cooking class to create a dish based on local products but used with "creative cuisine".</p> <p>-Collective concert with recycled instruments.</p> <p>...</p> <p>The trainer will make sure that they have enough support to achieve their task but also that they have enough space for free creativity and to follow their own creation processes.</p> | <ul style="list-style-type: none"> <li>• Ideas about how to apply their passion to create their career path.</li> <li>• Skills to "think out of the box"</li> <li>• Sense of initiative and entrepreneurship</li> <li>• Creative abilities, cultural awareness and expression.</li> </ul> | <p>-To increase the knowledge of the region, its opportunities and resources.</p> <p>-To give "good models" of people who have created a personal project having a success story to share.</p> <p>-To develop the ability of think "out of the box" about the different opportunities that a person has depending on their interests, abilities and passions.</p> <p>-To develop entrepreneurial skills and sense of initiative.</p> <p>-To increase the cultural diversity of the region by enhancing the skills of young people and the confidence to share it with others</p> | <p><b>Preparation</b> takes more than 1 week.</p> <p>The person preparing the logistics needs to prepare the spaces to do the workshops and the materials needed by the "artists".</p> <p>The artist facilitator should have teaching and social skills as well as prepare the workshop.</p> <p><b>Materials:</b> Depending on the needs of the artist.</p> <p>Ex. for a show cooking of a chef:</p> <p>-Space with a kitchen.</p> <p>-Food.</p> <p>-Cooking instruments.</p> <p>Ex. For a musician:</p> <p>-Place where to play their music</p> <p>-Sound system</p> <p>Ex: Plastic artist.</p> <p>-Paints, canvas, wall...</p> <p>*The activity can be adapted to any artistic project in the territory.</p> |