



# Social entrepreneurship training programme



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# Contributions

This toolkit is the result of the collective effort of the following organisations:



**Foundation for Development of the  
Cultural and Business Potential of Civil  
Society**

Bulgaria | [www.cubufoundation.com](http://www.cubufoundation.com)



**The International Council for Cultural  
Centres**

Bulgaria | [www.international3c.org](http://www.international3c.org)



**University of Thessaly, Department of  
Special Education**

Greece | [www.uth.gr](http://www.uth.gr)



Iceland | [www.midstod.is](http://www.midstod.is)



**Italian Union of the Visually Impaired –  
Firenze**

Italy | [www.uicifirenze.it](http://www.uicifirenze.it)



**Artevelde University College**

Belgium | [www.artevelde-uas.be](http://www.artevelde-uas.be)



**National Rehabilitation Center for the  
Blind - Plovdiv**

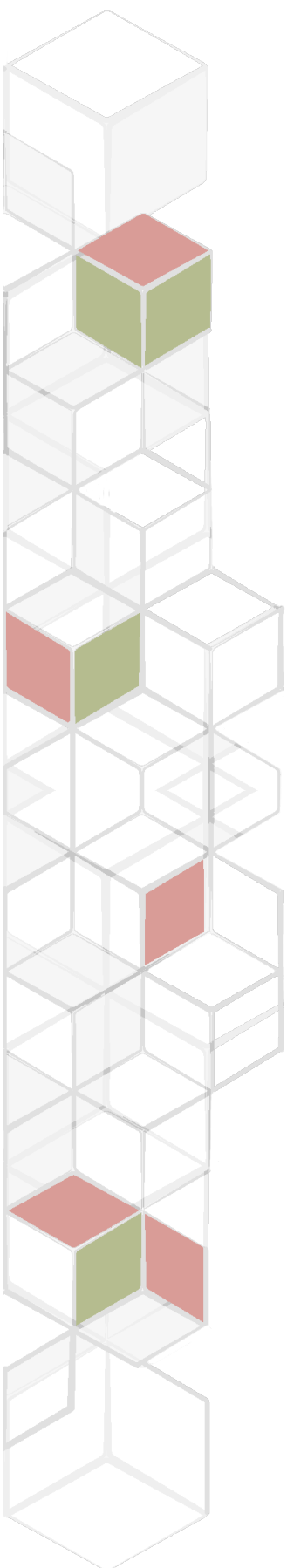
Bulgaria | [www.rehcenter.org](http://www.rehcenter.org)



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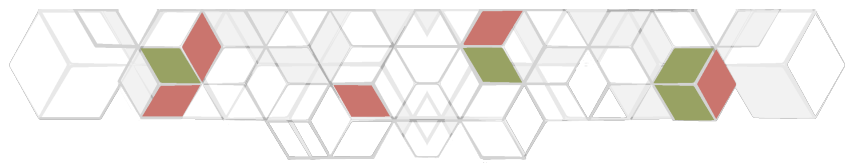
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# 1. Introduction

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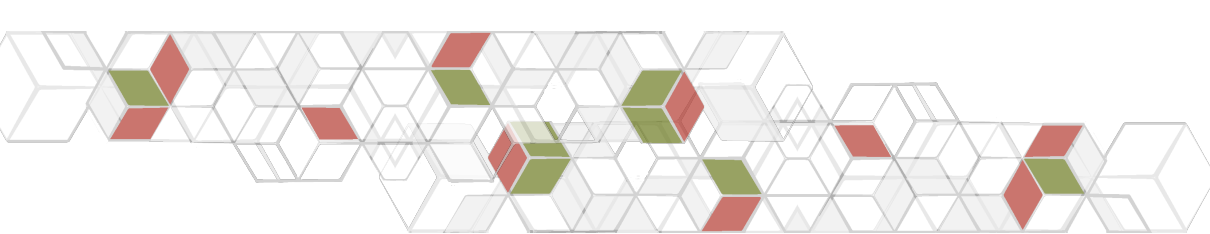
# The new era of youth work and social entrepreneurship

There has been a great need of creativity among humans, and it will become even more intense in the future. People, in order to achieve creativity for their well-being, need a job regardless of their specific needs. Particularly for young people, finding a job is one of the main goals in their lives as it is a tool that will allow them to become self-sufficient. Obviously, young people with visual impairments do not differ from their peers. Widening their cognitive horizons, their mental balance and socializing are essential components for people with visual impairments (v.i.). It is well known that people with visual impairments face additional difficulties in their rehabilitation but also in their daily living, such as mobility, education, and entertainment, which are reliant not only on the governments for spatial planning, transportation, education, but also on the lack of awareness of the general public on problems related to visual impairments. A quite large number of researches have proven that working-age adults with visual impairment report lower levels of psychosocial well-being than their sighted peers in terms of mental health, social functioning and quality of life.

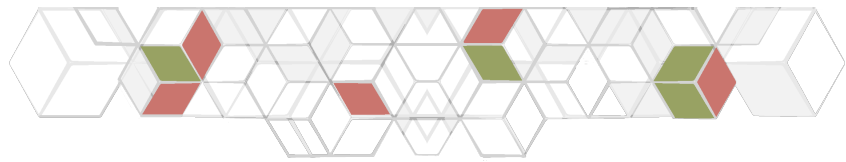
Finding employment in present days is a challenge for all young people. More and more young people start their professional paths by searching for opportunities for youth work or voluntary activities in order to build certain experience and to accumulate expertise. Social entrepreneurship, which we discuss in details in a section further down, is one of the best existing instruments for creating employment for people with disabilities or some other disadvantage. Still, in most cases, these instruments are initiated by visionaries not belonging to the affected group that would benefit from a certain social enterprise. Young people with v.i. need to build the confidence and accumulate the skills necessary to turn themselves into social entrepreneurs in order to shape their jobs, working environments and missions the way they like. Building these skills, confidence and resilience require achieving awareness on several different levels.

## **Awareness and provision of the necessary working tools for people with v.i. according to individuals' special needs.**

The workplace as well as the circumstances, related to a blind or person with v.i. can affect his or her psychological and physical health. A visually impaired person should be provided with the appropriate technical equipment to meet his/her needs, and the workplace must be technically well-equipped to access it. The right of people with v.i. to have equal access to labor market is unquestionable. This also includes the opportunity to





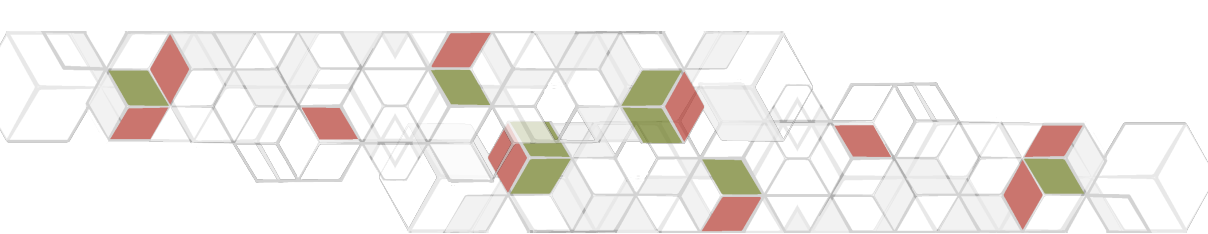


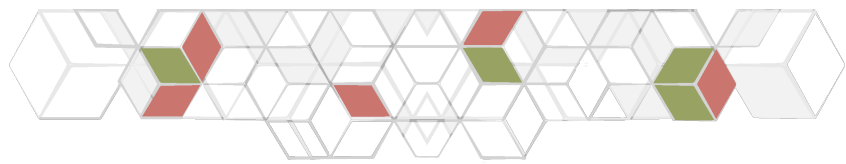
have the right working tools to earn a living in a healthy work environment. Appropriately adapted or specialized equipment and personal assistance should be available for people with v.i. Furthermore, rehabilitation, vocational training, vocational guidance and placement services that provide professional staff with the knowledge, skills, experience, as well as the facilities and resources to meet their specific needs, thereby ensuring that those who wish to find employment have the opportunity to do so, is also needed for persons with v.i.

Usually, many possible facility adjustments are straightforward and easily arranged. Such as adjusting lighting by adding more lights or changing the kind of lighting being used in a workspace. It could also involve reducing glare from windows. Communicating via voice mail or email, instead of writing information down by hand, using file formats that are easy for screen-reading software to interpret (PDF). Also labeling workplace equipment, tools, or other items with labels in large print, Braille, or another format that works for people with v.i. Another specific tool is to provide magnifying devices when needed.

In the field of technology access, computer screensavers, screen magnifiers, synthesized text conversions, conventional Braille and electronic coding software, as well as Braille keypad keyboards are essential. Some of these technologies include:

1. Screen-reader software, which reads the information displayed on a computer or device's screen and converts it into synthesized speech. That information may also be rendered to a refreshable braille display on a separate external hardware device.
2. Screen-magnification systems, which allows a worker with low vision to see clearly and could be installed on his or her hard drive or through a network. This software can be turned on or off as needed.
3. Video magnifiers, to watch videos on a computer. They use cameras to put a magnified picture of a printed document or book onto a screen or monitor.
4. Braille devices - workers who read and write in Braille can use a variety of devices on the job:
  - Refreshable Braille displays: they are connected to a pc and then translate information on the screen and display it in Braille;
  - Braille note-takers: they help persons with v.i. take notes during meetings or while performing other tasks;
  - Braille printers: they produce Braille documents;





5. Optical character recognition (OCR) systems: they scan printed documents and convert them to text to speech.

### **Awareness of the assistive technology and its possibilities regarding accessibility within the working environment.**

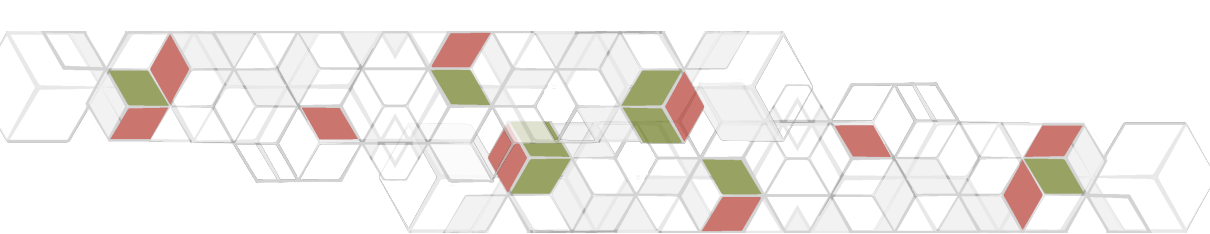
In order to explore unknown or unfamiliar spaces it is essential to develop efficient orientation and mobility skills. The visual channel gathers most of the information, required for the exploration. People with visual impairments lack this crucial information, facing consequences and difficulties in mapping and navigating spaces. An important issue that contributes negatively for people with visual impairments finding a job relates to facilities. Fortunately, there has been developed a number of tools and techniques to assist people with visual impairments.

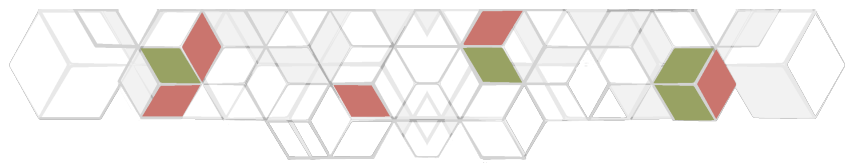
There have been many types of special and assistive technology. Most of them are specially designed to receive information through touch or sound. The most common ones are called ATs and function through touch (haptic aids). Another way to categorize the ATs is according to the level of independence, achieved by the individual. In specific, they provide sufficient information for blind or visually impaired people to achieve tasks safely and independently. In addition, secondary aids are not sufficient alone and must be used along with the primary aid. ATs are not available in shops or online, but they have to be developed under a special order. They include 'bionic eyes' which are necessary devices, designed to replace functioning in the optic system, e.g. by conveying light to electrical impulses.

Accessibility for a visually impaired person, among many others, means the provision of audible visual alerts of all kinds, from traffic lights, to bus stops, pedestrian indicators etc. Concerning public transport, orientation indicators should be adapted to provide audio descriptions of navigation information in order to provide audible signals of important travel sites such as ticket offices, public toilets, airports, ports etc. (Hersh & Johnson, 2008).

For accessibility to buildings, infrastructures and services, ergonomic arrangements should be made for the workplace to be spacious and secure. For the technology and information sector - the data should not be circulated exclusively in conventional forms but also in alternatives, such as digital format and Braille writing, as well as large fonts and bold color contrast, etc. Accessible web services or applications must fully comply with the WEB Content Accessibility Guidelines (WCAG) of World Wide Web Consortium - standard and at least AA compliance level.

In the field of technology access - computer screensavers, screen magnifiers, synthesized text conversions, conventional Braille and electronic coding software, as well as Braille keypad keyboards are essential.





Furthermore, the image of dogs, guiding people with v.i. along streets and through public spaces is rather familiar. The guide dog is a "mobility aid" that can enable people with v.i. to travel safely. Guide dogs are professionally trained dogs, usually Labradors, Labrador-Retrievers, or sometimes German Shepherds, because these breeds can be easily trained and they become loyal friends, ensuring their handler's safety and independence in their daily lives.

### **Awareness of the accessibility standards to ensure access for everyone involved.**

Global Accessibility Awareness Day is May 16<sup>th</sup>. The purpose of GAAD is to get everyone learning and talking about digital (web, software, mobile, etc.) access and people with v.i.

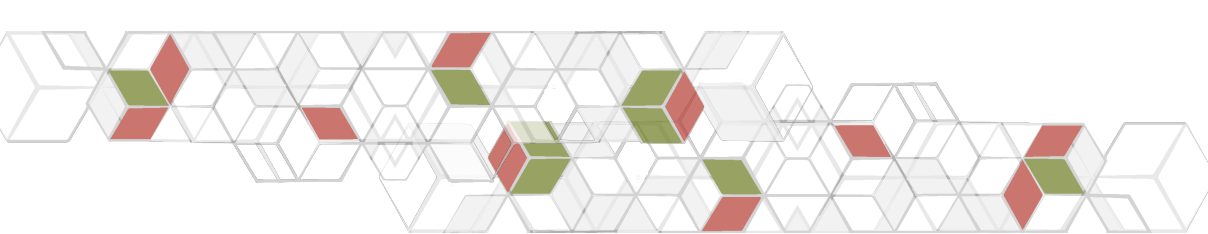
In order to enable people with v.i. equally and actively participate in the society in an independent manner, States Parties should respond appropriately and provide insurance to the persons with v.i. That should happen on an equal basis with the rest of the society and ensure appropriate transportation, physical environment, Information and Communication Technologies. Consequently, they must promote the development, production or distribution of accessible information and ICT technologies at an early stage, so that these technologies and systems become accessible at low cost.

### **Awareness of the need to translate/transform the visual stimuli in order to keep people with V.I. included in the social interaction.**

People with visual impairments are like all humans, with the only difference that they cannot or barely see. They go to school, work, they have all kinds of relationships and of course, they raise families. They may need some help getting things done, but this is not something that should be taken for granted.

International research has proven that blindness does not automatically lead to low intelligence, unless there are specific circumstances, such as infectious diseases, where one's intelligence is likely to be adversely affected. Therefore, a child with visual impairments has been proven to have normal cognitive abilities. However, its educational level may be lower than it should be because of the difficult understanding of concepts, related to vision, slow reading and inappropriate teaching methods, lack of technological tools, etc. (Polychronopoulou, 1995).

Moreover, persons facing blindness or v.i. are able to read and write like everybody else but in different ways. For instance, by printing on paper, using a minimum 14-point size font or by using a computer, where special software is available to enlarge text on the screen, to speak it out with a synthetic voice or to show it in Braille on a refreshable braille display.





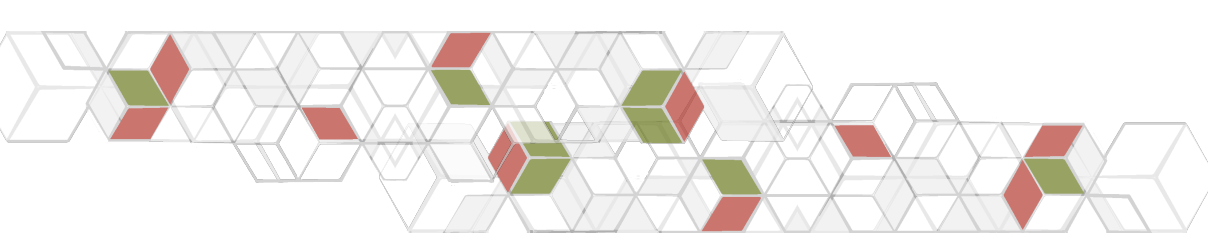
Very often people with v.i. feel that they are treated as completely helpless individuals, who are not able to be independent. Many people struggle to communicate with a person with a visual impairment. That is why they often apply the "triangle of communication" by talking to the person, accompanying him/her. However, a positive state of mind could help and enhance the positive self-esteem, as well as the psychological well-being of the individual. Also, the positive support from the society can protect against adverse life events (Chang S. & Schaller J., 2000), as it fosters the adaptation to stressful conditions. (Cimarolli V.R. & Boerner K., 2005).

The social integration of people with v.i. is divided in clinical-medical and psychological-sociological dimension. The medical dimension is about competencies, difficulties and the chance to become active members of the labor market. The sociological point of view concerns the environment, the various ways of facilitating the disabled, their industrial integration, working and technological tools, etc. (Δροσάκη Ευστρατία, Διπλωματική Εργασία, 2018). People with v.i. are part of a wider group of social discrimination and as a result, they experience negative emotions and reactions. Therefore, public information and government intervention in production and training areas are considered necessary to improve the existing situation. (Polychronopoulou, 1995).

The fact, that all people have the right to be involved in society and live independently, was officially recognized in the 21<sup>st</sup> article of the "Convention on the Rights of Persons with Disabilities" of the United Nations. It is important for everyone to understand that the access to any kind of information requires only the sense of awareness.

### ***Internet sources***

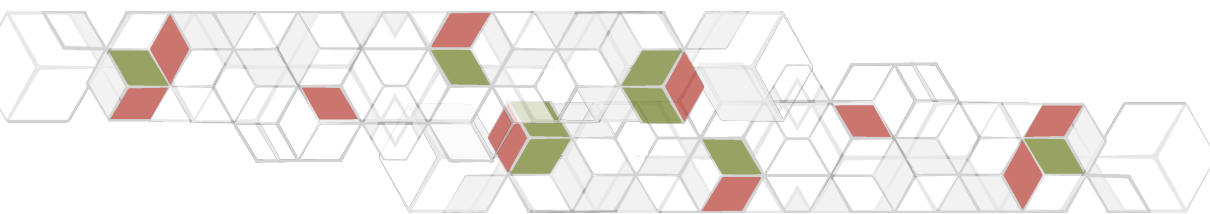
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- [http://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS\\_IDA\(2018\)603218\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2018/603218/EPRS_IDA(2018)603218_EN.pdf)
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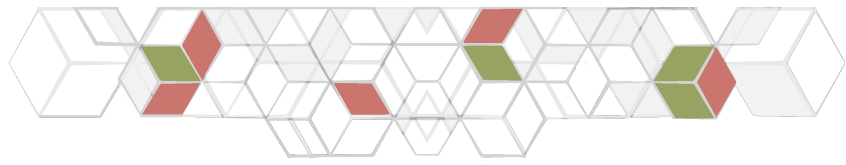


## 1. Introduction



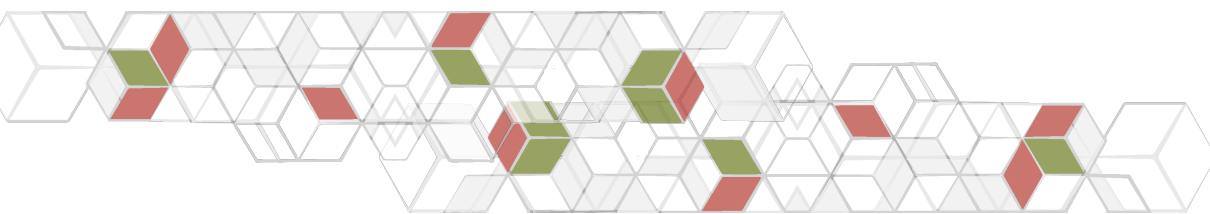
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- <https://www.trade-schools.net/articles/jobs-for-blind-people.asp#needs>
- [http://people.duke.edu/~jmgroh/Encyclopedia\\_proofs\\_edited.pdf](http://people.duke.edu/~jmgroh/Encyclopedia_proofs_edited.pdf)

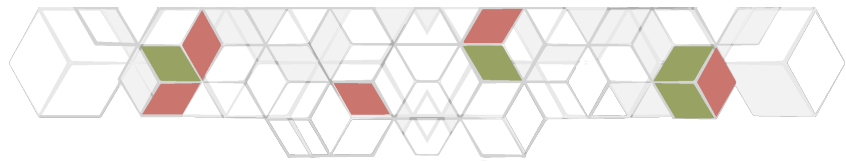




## Personal development - Practical activities

In this section we are about to present to you exercises, which are relevant for working on self-development and development of successful teams. Preparatory work like this is important because a person needs to be aware of his/her own skills and possibilities as well as tools and methods for self-improvement in order for the resilience, confidence, communication skills and charisma to be built within the character of the future social entrepreneur. After this work on the self is done, although self-improvement can or should never be finished or stopped (there is always more to learn and more to develop), we should concentrate on the team that is about to carry out the tasks of the social enterprise. One of the most important things each self-assessing entrepreneur-to-be discovers during his/her self-assessment (inventory of skills) is that he/she cannot do everything a business needs and that he/she would be much more successful if he/she is a part of a larger team of competent and like-minded people.





## External and internal sources

### ***Learning objective/rationale:***

To help participants improve their soft skills, to motivate them by highlighting their external and internal sources of energy and self-esteem.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

This activity is suggested to be conducted by participants with v.i..

Every participant works alone and writes down around 7 internal (e.g. my persistence, my smile, my body, etc.) and 7 external (parent, weather, home, etc.) resources of energy and motivation.

After finishing the writing procedure, participants come into pairs and discuss their findings, discovering similarities and differences between each other and most of all answering the question "why does this motivate me and how?".

All participants gather in a circle and discuss their findings individually and in pairs.

Following this activity, participants will have around 15 minutes for a short discussion, evaluating the activity. The discussion will be related to the questions below and other questions that participants may ask.

### ***Materials needed:***

Papers and pens, Braille devices and materials.

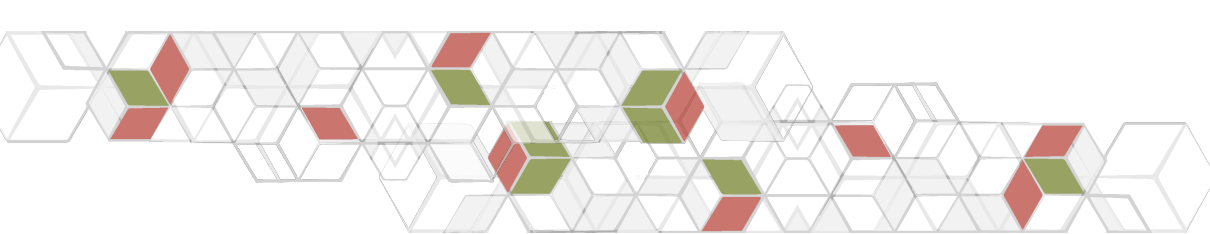
### ***Time:***

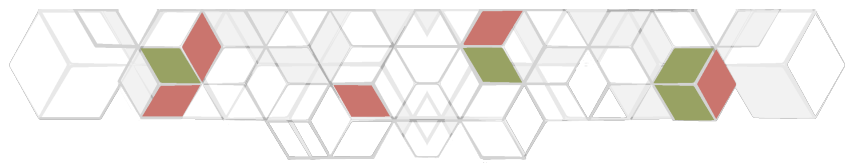
60 minutes

### ***Questions for discussion/ debriefing:***

Will I adapt this knowledge to my personal day life motivational program?

How do I motivate myself? By using more internal or more external sources of energy?  
Why?





## Self exploration;

### ***Learning objective/rationale:***

- To make participants feel free and express their abilities, skills and talents.
- To spot the elements of their personality those need to be developed and strengthened.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

This activity can be conducted in groups of five or four v.i. and sighted participants.

At first the facilitator will start a conversation related to how much we feel self-confident and ready when we are looking for a job. After that, the participants will be divided into groups of five so that it will be easier to work.

Everyone will be given pieces of paper, pens or markers and for the blind participants brailers will be available at their disposal.

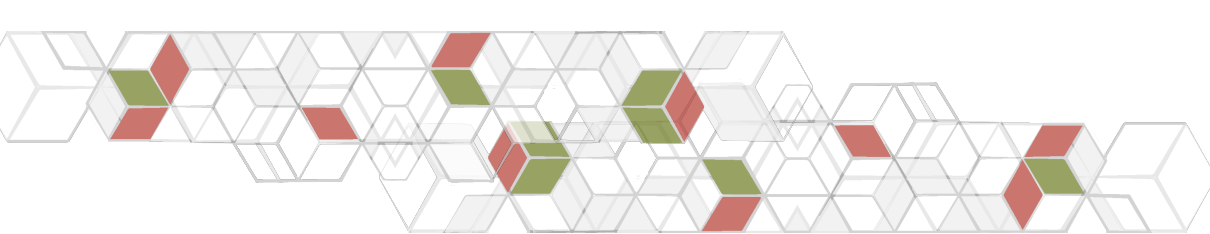
All participants will have at their disposal ten to fifteen minutes to think and then write down at least five words/phrases that describe and reflect their personal point of view about their skills, abilities and talents. For example sociable, easily motivated, able to generate catchy ideas and so on and so forth.

After having finished the first part of the task, they will be given another fifteen minutes to think and write down at least five words/phrases that they think describe/express the elements of their personality that need to be strengthened. For example shy, hesitant in taking initiatives at work, low self-confident etc.

Each group, with the help of the assistants, will stick the pieces on a bigger piece of paper, making a pyramid where the words/phrases will be placed in the order the participant thinks is the best from the top to the bottom. For instance, at the top may be the word "sociable", because he or she thinks it is his or her best feature and after that they will place the ones which come after the best one in a row.

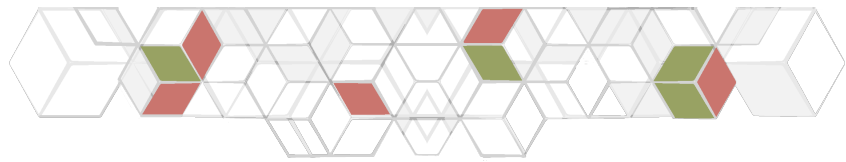
The same process will follow making the other list with the elements that need to be strengthened. For example, "firstly I have to be more open to take initiatives since I have to share my thoughts and ideas at work".

Finally, all the participants can hold a discussion, exchanging their points of view or personal experiences.





## 1. Introduction



### ***Materials needed:***

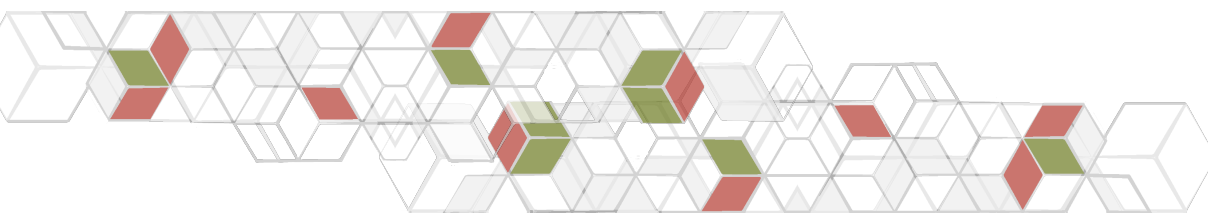
Pieces of paper, pens and markers, braille, scissors and stickers.

### ***Time:***

80 minutes

### ***Questions for discussion/debriefing:***

- Which are the most outstanding characteristics of my personality and what do I have to work on?
- Which personal experiences can I share with the rest of the group to strengthen their abilities?





## **Presenting oneself at an interview**

### ***Learning objective/rationale:***

- Prepare participants for a possible future job interview.
- Help participants feel confident while talking about themselves.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

This activity can be implemented by participants with v.i. and or with sighted participants.

The participants will be given instructions of a hypothetical job interview (for example each group of three people will perform an interview about a different field of work: a teacher at a private school, an office worker at a company etc.).

The participants will work in groups of three. One will be the interviewer, the second one will be the interviewee and the third one will be the observer.

Each group will have 15 minutes to prepare themselves for the situation and hold the interview. Then the third person of the group (the observer) will watch the interview while taking notes of the interview process and then write down the points that should be mentioned and discussed after the interview.

After the interviews a discussion will be held so that participants can share their points of view and exchange possible similar experiences after listening to the observers' notes.

### ***Materials needed:***

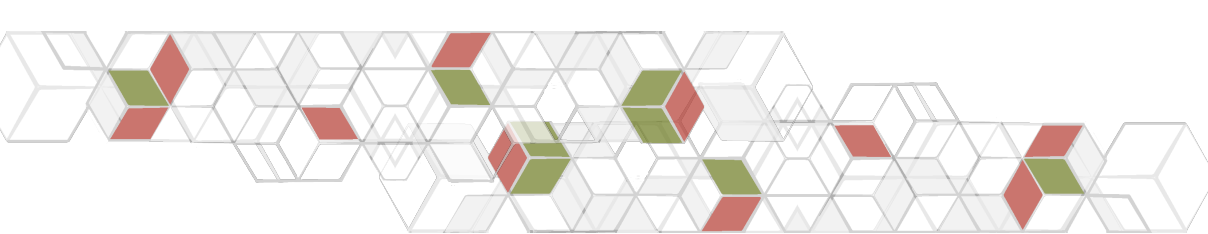
Papers, pens, markers, Braille.

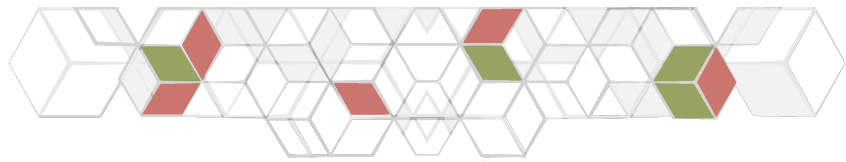
### ***Time:***

90 minutes

### ***Questions for discussion/debriefing:***

- How did I feel during the interview?
- Did I feel comfortable to answer questions, related to my profile, knowledge and qualifications?





## Creating a professional profile

### ***Learning objective/rationale:***

- To learn how to create a professional profile.
- To encourage networking.
- To highlight your “positive” characteristics.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

This activity is suggested to be conducted by participants with v.i.

The activity will start with a presentation by an expert who is going to inform the participants about the attributes and benefits of professional online profiles.

After a detailed overview, the participants will be given a draft, including questions and topics, related to similar online platforms.

All participants will have approximately 30 minutes at their disposal to create their own imaginary profile with the help of a draft. During this part of the activity, the expert will individually support the participants if necessary.

Following this activity, participants will have around 10 minutes for a short discussion, evaluating the activity. The discussion will be related to the questions below and other questions that participants may ask.

### ***Materials needed:***

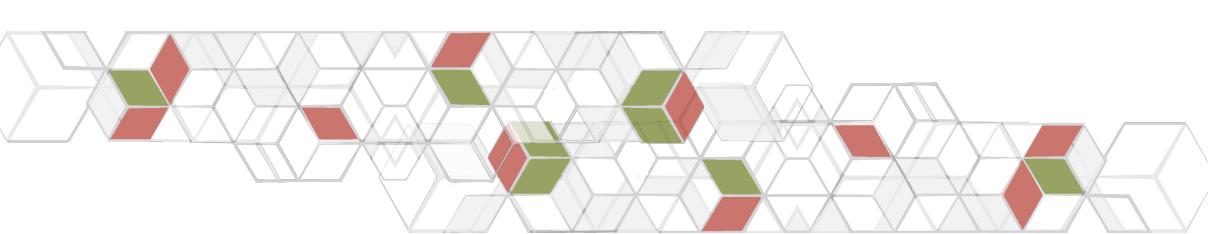
A draft, based on the creation and registration process of a professional profile on an online platform.

### ***Time:***

90 minutes

### ***Questions for discussion/debriefing:***

- How did I feel during the creation of my professional profile?
- Will I use the knowledge that I acquired to set up my own professional online profile?





## The Freedom Body Sculpture

### ***Learning objective/Rationale:***

- To help people figure out where they should use their energy in life.
- To help participants decide in which skills they should focus on, so they have a higher chance of success.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

- The Freedom Body Sculpture is a fun self-awareness activity.
- This activity can be implemented by a group of sighted and participants with v.i..
- It is suggested to work in groups of two or more people.

The facilitator of the activity writes on a flip chart the following:

The three components of the Freedom Body Sculpture: "Talent, fun and demand".

Then the facilitator asks every person of the team to use his/her partners as material to make three human sculptures that describe his/her components (talent, fun, demand).

### ***Explanation of the terms:***

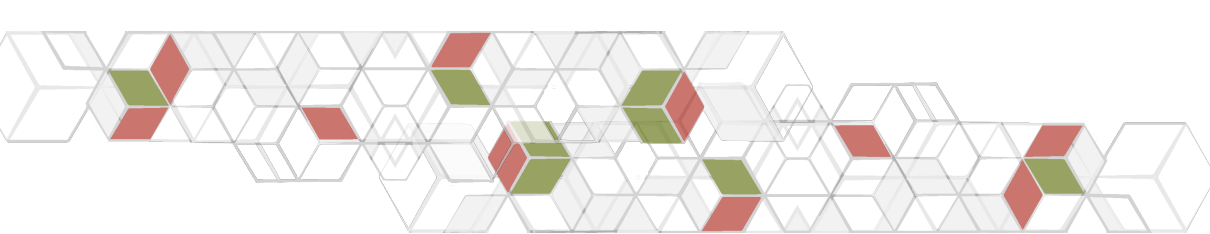
- "Talent" refers to what someone is good at.
- The fun component is what someone wishes to do all the time, even if he/she doesn't have to pay for it.
- "Demand" is what people actually need or want, and will pay for.

Every team member will make their components and the other members are asked to find out what every human sculpture is about.

A discussion may be held so that they will share their thoughts and exchange their opinions on this topic.

### ***Materials needed:***

A flip chart, markers.



## 1. Introduction



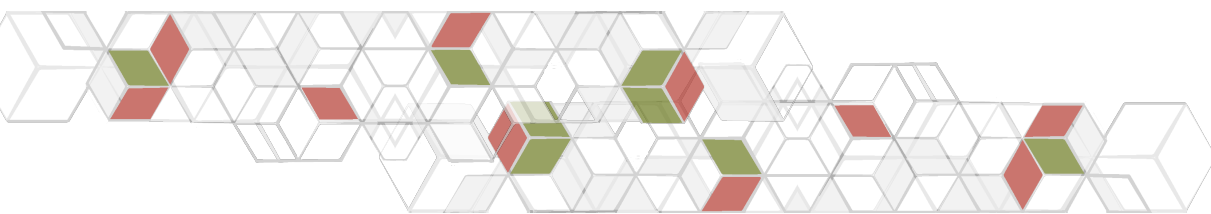
### ***Time:***

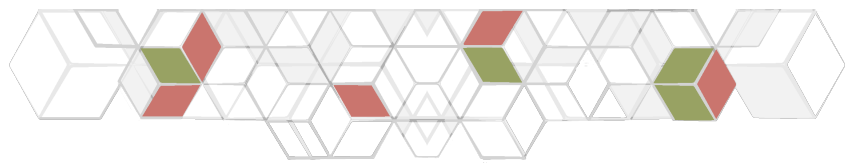
60 minutes.

### ***Questions for discussion/debriefing:***

- How did I feel during the creation of the sculptures?
- Was it hard to identify the three components and think about how to put them into a sculpture?

***Source:*** [www.melearning.app](http://www.melearning.app)





## **Social skills: self-presentation and first contacts – individual tasks and game in pairs**

### ***Learning objective/Rationale:***

Improving skills for self-presentation. Preparing for job interviews

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Any number of participants, in pairs of 2.

One person in each pair is the interviewer and the other one is the job candidate. The pairs have to represent different job interviews (e.g. one pair represents a job interview for the position of a receptionist, the other – the position of an office assistant, etc.). One person of each pair – the interviewer has to think of the best and most appropriate way to present the organization and ask the candidate questions. The other person in each pair – the candidate has to find the best and most accurate way to describe his/her skills and qualities.

### ***Time:***

60 minutes

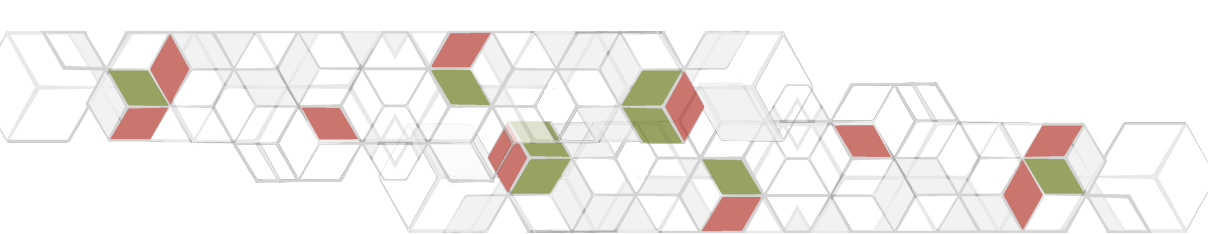
### ***Questions for discussions/Debriefing:***

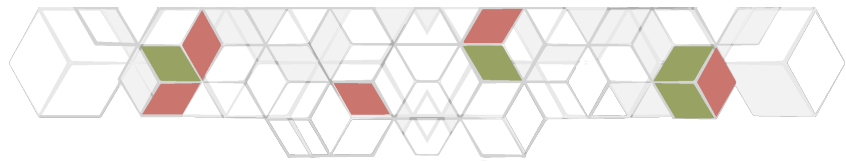
For candidates:

- What are your best qualities? What are your problematic areas and how are you working on improving them?
- What are your expectations, regarding your future work place? What is important to you?

For interviewers:

- What can you offer to your future employees? What can you do to make your teamwork together in an efficient and productive way?
- What are the most important qualities you are looking for?





## **Self-control. Coping with negative emotions.**

### ***Learning objective/ Rationale:***

Improving personal skills for recognizing and coping with negative feelings and emotions.  
Learning self-control.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

An exercise for an unlimited number of participants. Each one will receive a table-like structured sheet with fill-in text, describing typical everyday situations that cause negative feelings and reactions. They will have to fill in their reactions and then think about better ways to react in these situations. Each participant has to think about at least 4 situations, typical for their life, or that have happened recently to them.

### ***Materials needed:***

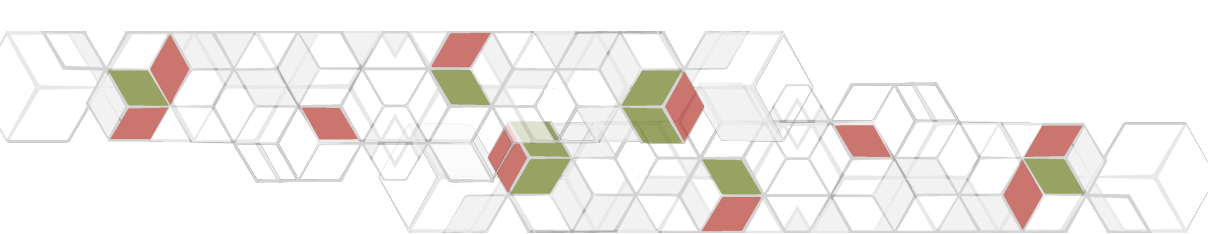
Sheets with table-like content, pens or pencils.

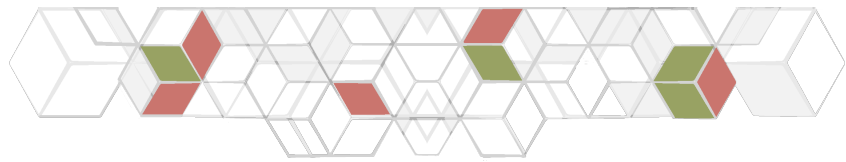
### ***Time:***

20 minutes

### ***Questions for discussions/Debriefing:***

- What was the most difficult for you in this task?
- Which situations are the most usual and the most difficult for you to cope with?
- What personal qualities and skills are necessary in order to improve one's self-control?





## Pressing each other's palms

### ***Learning objective/Rationale:***

Self-evaluation and reflection on conflict coping styles

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

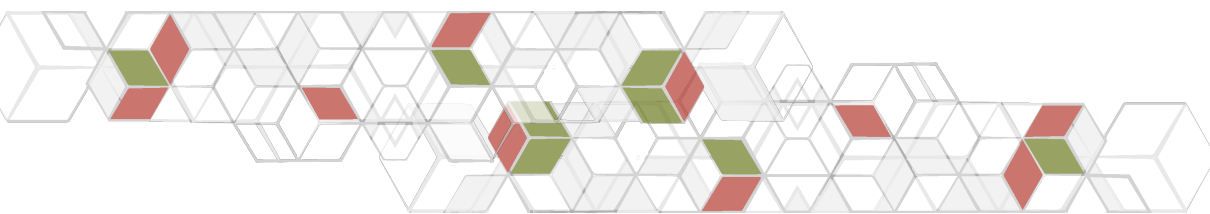
The participants form 2 rows facing each other. Each pair of participants put out their hands and their palms touch against each other. They start gradually pushing their palms against the palms of the person, facing them. Each person has to pay careful attention to his/her own reactions. A game for an unlimited number of volunteers in pairs.

### ***Time:***

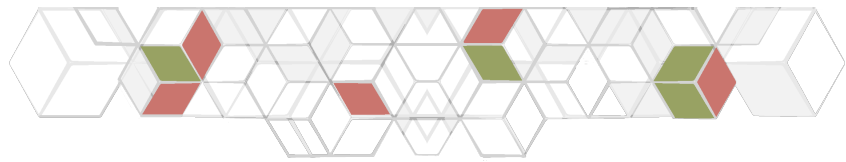
30 minutes

### ***Questions for discussions/Debriefing:***

- How did you feel?
- Did you try to push harder and harder against your partner's palms or did you give up?
- Did you try to find balance or took turns who leads and who follows?
- Did it take a long time for you to decide what to do?







## Anger management – trigger sheets

### ***Learning objective/Rationale:***

Improving skills for recognizing and coping with triggers of anger in everyday life.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

A task for unlimited number of participants. Each one will receive a sheet with table-like structured fill-in text. They have to think about typical situations in everyday life that trigger their angry reactions. They have to self-analyze their reactions and offer better alternatives. Participants take turns talking about their feelings. And the other participant listens and supports the discussion.

### ***Materials needed:***

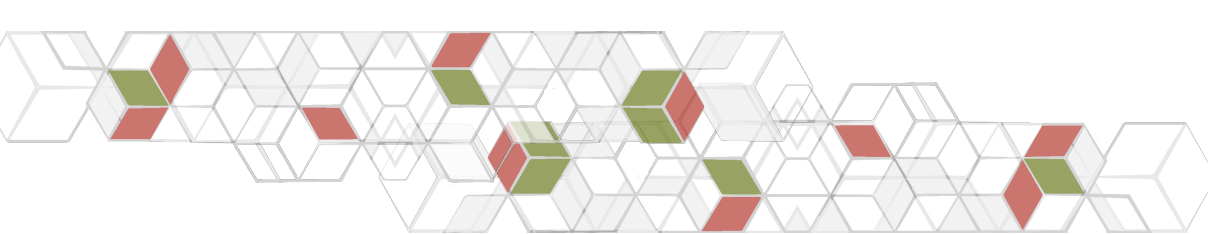
Something to write on, paper, pens, brailers, smart phone, or laptop.

### ***Time:***

40 minutes

### ***Questions for discussions/Debriefing:***

- Did you have to think for a long time about this task or did you already know your main anger triggers?
- Did you feel comfortable sharing this information with the others?
- Do you think anger can be used for good and how?
- Do you think anger is a normal human behavior/emotion?
- What are your preferable ways for keeping anger under control? /Such as: doing sports, long walks, relaxation techniques, etc./





## Work with emotions

### ***Learning objective/Rationale:***

How to let go of emotions that are affecting you in a negative way. The goal is to realize that negative feelings like frustration, bitterness, anger can really influence your well-being and become aware of the ways to how to work through it.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

1. Write emotions on a sheet of paper
  - a. Write down all the feelings that have been bothering you recently. Do not write about what happened, rather than just the feelings (anger, sadness, anxiety, negativity, frustration).
  - b. Tear the paper apart! And throw it away! Doing this you are getting rid of the negative emotions that are bothering you and affecting you.

1. How does thought influence one's behavior

Choose one event from your life, when you wished you did something differently.

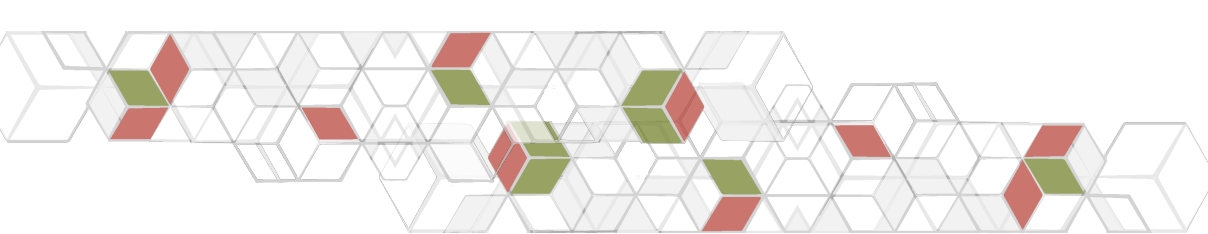
- a. Write down what happened?
- b. What did you think about when it happened?
- c. What emotions/feelings did you have?
- d. Did you have any physical symptoms?
- e. What did you do?
- f. After you fill out the paper, talk about the behavior and discuss what you could have done differently.

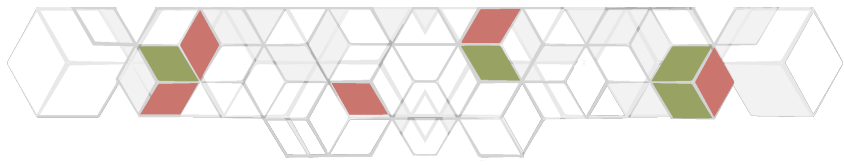
### ***Materials needed:***

Something to write with. Paper and pencil, laptop, smartphone etc. Timer

### ***Time:***

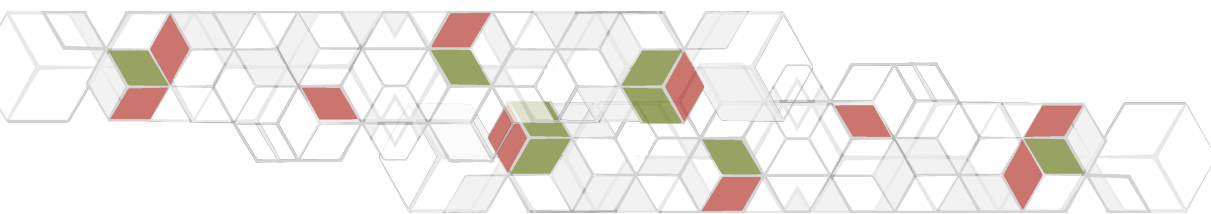
40-60 minutes





***Questions for discussions/Debriefing:***

1. How did you feel thinking about your feelings and writing them down?
2. How was it to find the situation in your life in which you now wished you acted differently?
3. How did you feel when you ripped the paper?
4. How would this exercise be applied in a real life situation?

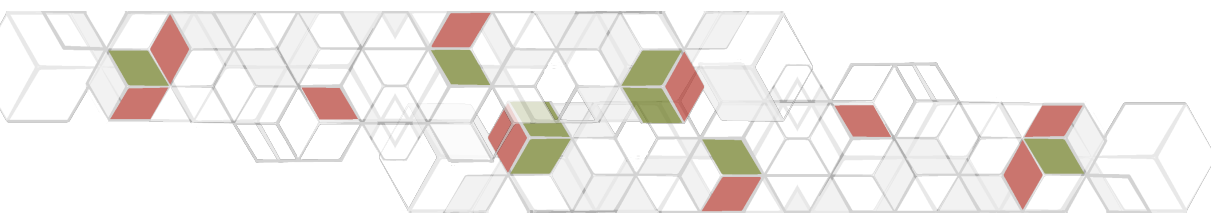


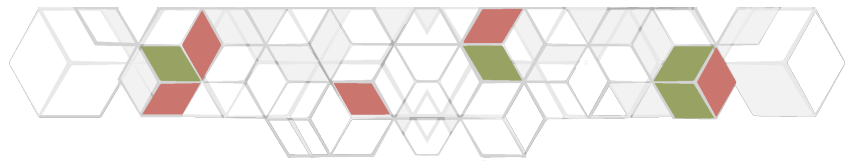


What happened:			
Thoughts	Emotions	Physical symptoms	Behavior
Example:	Example:	Example:	Example:
How unfair	Anger	Sweat	Raise your voice
I did not do it	Disappointment	Tear	Walk away upset
Why would you say that to me?	Hurt	Urge to cry Blush	Slam the door

#### Ways to deal with hard/difficult emotions

<u>Reflect on emotion</u>	Talk about it with someone you trust. Get support and recognition that it is ok to feel this way. Compassion.
<u>Make a decision</u>	How am I going to react to the emotion (in a positive or in a destructive way)
<u>Find a solution</u>	Talk about ways to work with the emotions: breathing, positive thinking, self-talk, relaxation, meditation
<u>Keep going</u>	Focus on something else to keep going and not get stuck with the emotion that is bothering you





## Improvisation

### ***Learning objective/ Rationale:***

Learning and reflecting on communication and improving confidence and motivation for personal growth.

### ***Description of the method/ nr. of persons of the group for which the method is suitable:***

Have a topic that relates to self-advocacy of blind or visually impaired people. This can be anything: for example, a stranger approaches you and wants to help you cross the street, or you started a new class at your school and you need to tell your teacher the accommodations that you need. You are a person going through airport security.

Work with the size of your group - you can split your group into smaller teams and have each team create its own improvisation and present it at the end to the others.

### ***Materials needed:***

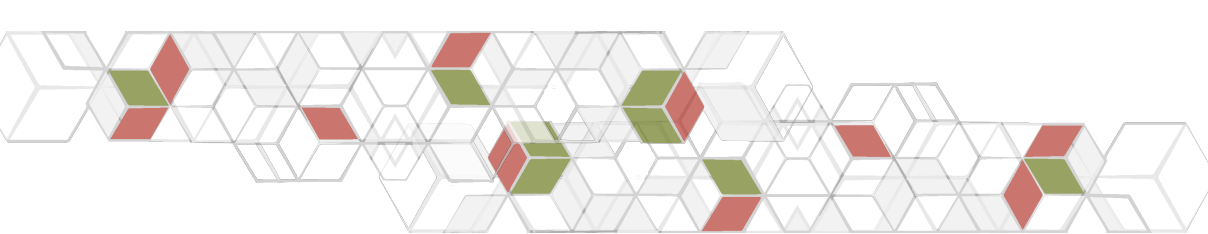
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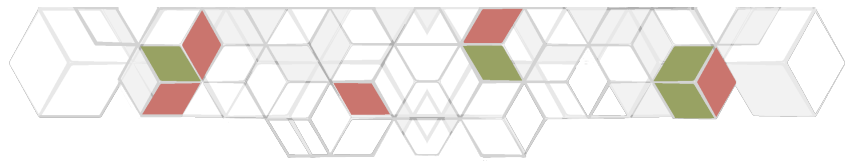
### ***Time:***

30-60 minutes

### ***Questions for discussions/Debriefing:***

- How did the communication go?
- How could it have happened differently?
- Were there any surprises?
- Have you ever been in a such situation





## Keep going, I am listening

### ***Learning objective/Rationale:***

How to be a good listener.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

All participants talk about how a good listener should be, brainstorming session.

Divide the people into groups of three: one is the speaker, one is listening, and one is an observer.

The speakers get 5 minutes to describe their view on a topic that they are interested in (for example death penalty for crimes against humanity, freedom of speech and restriction of that, or other topic that needs explaining, analyzing and elaborating).

The listener must listen carefully and be certain that he/she understands what the discussion is about, why it is of interest for the speaker and what the speaker opinion on the subject is.

The 3<sup>rd</sup> person observes the way the listener performs. He/she should not participate in the discussions, but should observe what is happening and how the others are doing. The viewer talks when it is his/her turn.

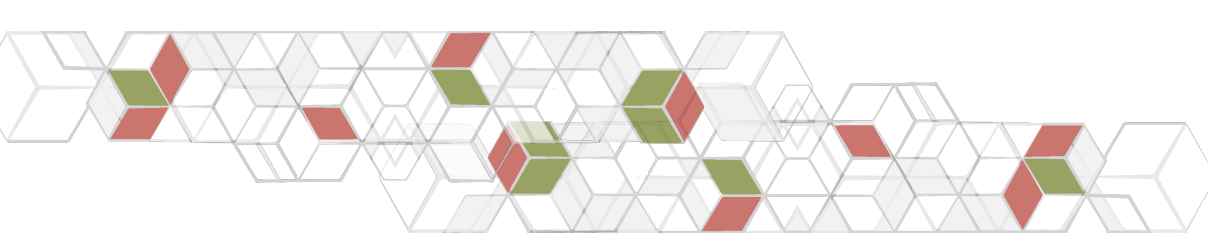
5 minutes later stop the exercises and ask the viewers for their point of view. Everybody should shift roles until everyone involved has played all the roles.

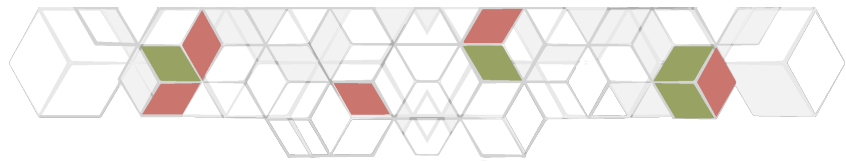
### ***Time:***

35 minutes

### ***Questions for discussions/Debriefing:***

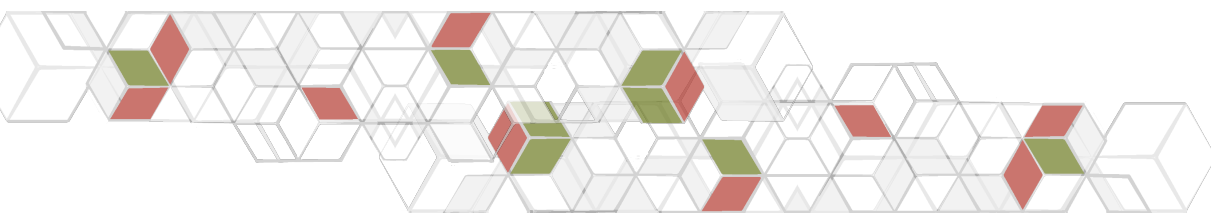
1. Did the speakers deliver their thoughts, ideas and feelings? Did they like to talk to someone who is actively listening?
2. How was it like to be actively listening? Was it difficult to listen without interrupting and tell their own point of view?

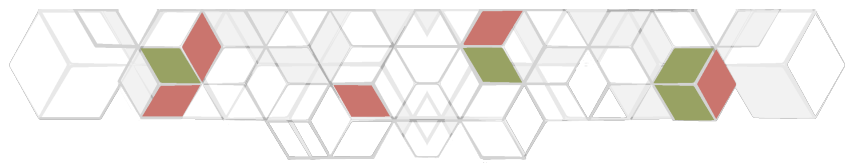




A good listener:

- shows respect, keeps eye contact, does not suffer from restlessness
- signals that he is listening actively and nods his head occasionally, or says "Go on, I'm listening..."
- does not intervene
- does not bother to break silences but gives the speaker time to think about and continue his speech
- does not draw attention from the speaker with his own comments
- ask open-ended questions that encourage the speaker to continue or clarify their case
- repeats the speaker's comments from time to time to show that he/she is following
- responds to the emotions that may lie behind the words of the speaker and shows his or her understanding





## The impatient boss

### ***Learning objective/Rationale:***

How to use available resources for problem-solving tasks, when you have limited time.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

People in a group: 3-5

Participants are given a piece of paper with a task from their impatient boss. The task has to be solved on a deadline and you don't have a lot of time.

### ***Materials needed:***

Papers with problem solving tasks both in braille and in print (possibly online access)

### ***Time:***

40 minutes

### ***Questions for Debriefing:***

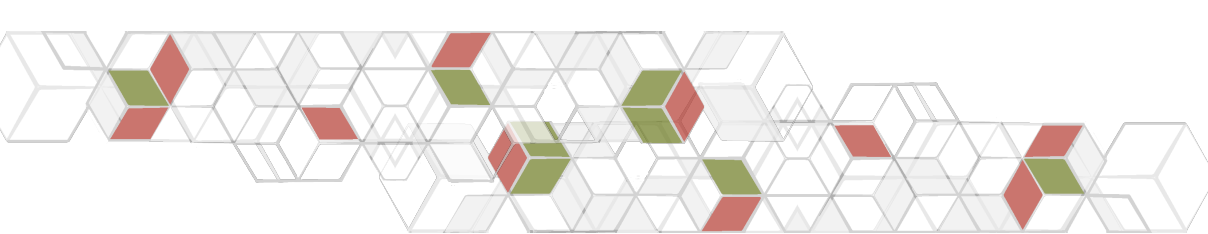
How was it to solve the tasks? How did you feel?

How did you cooperate in your group and what solutions did you find? Did you manage to solve the task in the deadline?

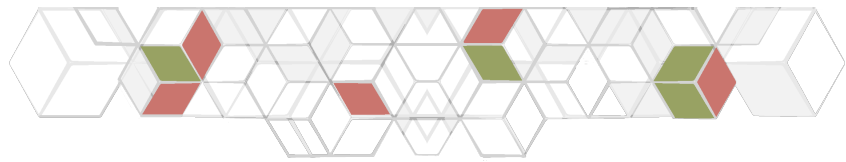
What did you learn from this exercise? How can we apply this exercise in real life?

Prepare at least 3 different tasks.

1. There is a meeting later that same afternoon and your boss asks you to take care of the catering. Nobody else in the office is available to help you.
2. Your boss asks you to write up a report and summaries about some issue. The only available resource is a book that is not available online. You have 2 days.
3. You are a teacher and your boss asks you to step in for another teacher who has had a family emergency. The other teacher administered a test and the students are getting impatient to get the results. Unfortunately, the test was administered on paper only. The other teacher promised the students to present their results today.







## Standing in a queue

### ***Learning objective/Rationale:***

To work with trust and responsibility within a group.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

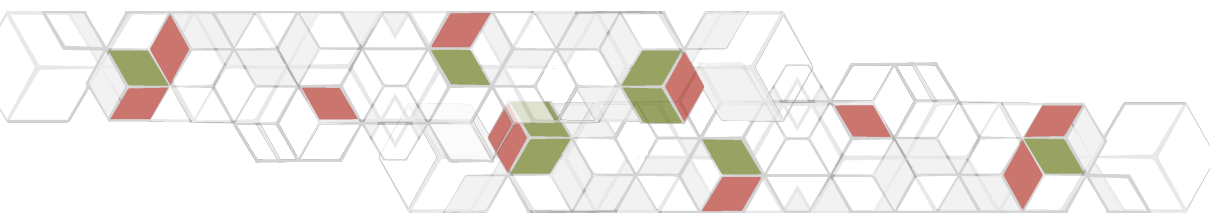
Have the group make a queue, based on a simple variable, such as age or a name in an alphabetical order. You can only say your age or name and NOTHING ELSE.

### ***Time:***

More than 15 minutes

### ***Questions for discussions/Debriefing:***

- How did it go?
- Were there any problems?
- Did someone take control? Was it necessary?





## Check in

### ***Learning objective/Rationale:***

To express your thoughts and emotions to an active listener

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

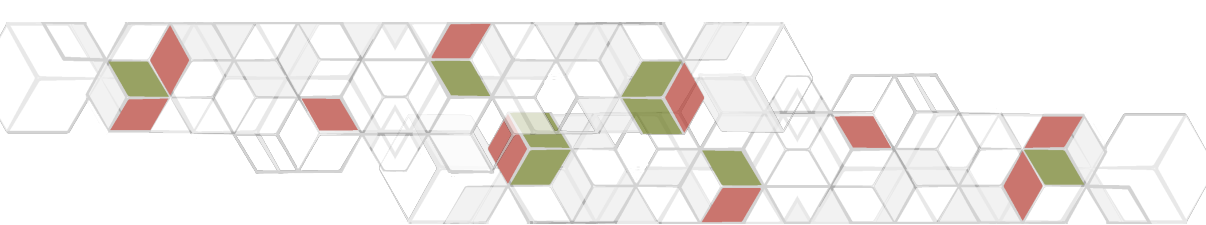
2 people work together. They will take turns to go over their week and reflect these four questions:

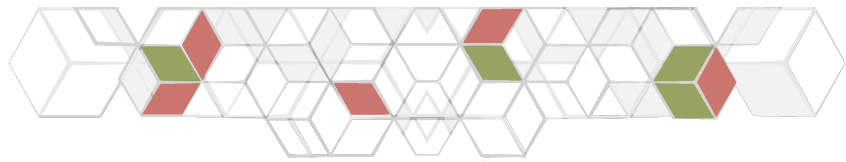
- What was positive this week?
- Am I sad about something?
- Do I have any worries?
- What am I proud of?

The listener can only listen and must not interrupt

### ***Time:***

10-20 minutes





## Minefield

### ***Learning objective/Rationale:***

This activity helps build trust and improve communication skills.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

15-20 people

Before starting the exercise you would need to prepare a minefield in the middle of the training room, using different objects, but be careful participants should not injure themselves during the game.

It involves participants, working in pairs, with one member being visually impaired. Then, using only specified communication techniques; the pair negotiates their way around or over a 'minefield' of obstacles.

The participants are told that they are only able to use commands such as the words 'left' or 'right,' 'forwards' or 'backwards.' The aim is to help the blind pair member navigate the 'minefield'.

### ***Materials needed:***

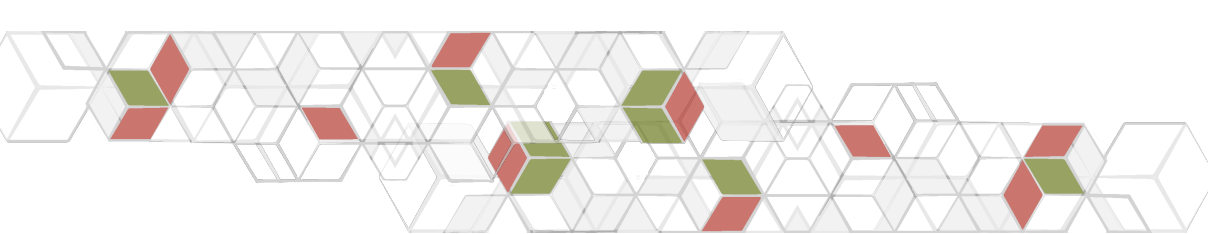
Boxes, wood objects, chairs, etc.

### ***Time:***

Around 40 - 60 minutes

### ***Questions for discussion:***

- Do you encounter any setbacks at your school/job?
- Did you like this activity? How did it make you feel?





## **Meditation**

### ***Learning objective/Rationale:***

This activity helps free the tension; it stimulates focus and concentration, gives positive feelings and regains strength and focus for the activities to come.

### ***Description of the method/ nr. of persons of the group for which the method is suitable:***

Any number of participants can engage in this activity. The participants sit in a circle. The facilitator plays a voice record that tells the participants to relax, to close their eyes, to feel their bodies, to start thinking of something positive, etc.

The facilitator plays some meditation music on. In 5 to 7 minutes, he/she tells the participants to slowly count to ten in their minds, before opening their eyes. Since ancient times it has been proven that meditation has a huge impact on people's achievements, happiness, and positive behavior towards others, also it increases self-consciousness, self-esteem and health itself. It will be of a great aid for the participants to learn techniques to take over when being in intense situations and to cope easily with stress.

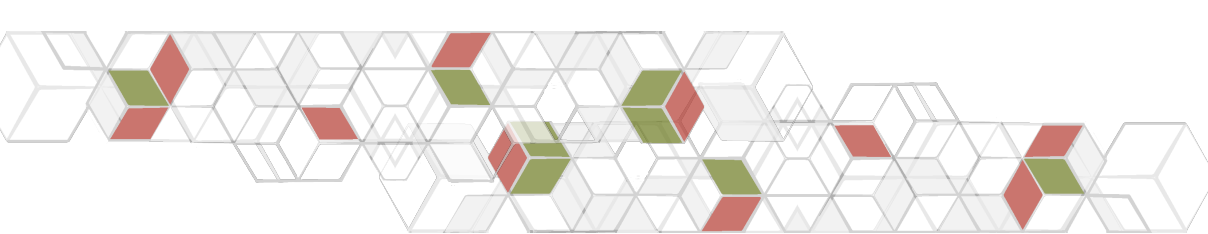
After the meditation is over, the facilitator can make a discussion on the way participants felt and what kind of positive situations they reflected on while meditating.

### ***Time:***

15 – 20 minutes

### ***Questions for debriefing:***

- How did the meditation make each of you feel?
- Can you describe the positive situations you were thinking of during the process?
- Do you meditate often? Does it help you cope with stress and intense pressure?
- Do you know any other techniques similar to meditation you use to tackle problems?





## **Verbatim theatre (Whose story is it?)**

### ***Learning objective/Rationale:***

Building confidence, developing active listening skills.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The exercise is suitable for groups that could be divided by three (9 or 12 participants).

In this exercise, participants are divided into groups of 3. Each participant has to think of a story, some bright memory. The participants separate into their small groups of three and sit with their backs towards each other. They have three minutes – 1 minute for each – to make an audio description of their memory to the others. After that the groups turn their chairs so that each group's participants are face to face. Now they have a total of 3 more minutes to discuss additional questions, related to the shared memories. The participants from each group need to select one of the three memories and to present it, one by one, to the others (acting as audience). The questions which they had the chance to ask each other have the purpose of getting to important details. The facilitator can make a short discussion about what questions would be appropriate and what questions would be inappropriate, correct or incorrect.

Then the participants present the selected memory one by one as if it were their own. Each participant has the right to change certain elements – for example age, clothes, year – so that it would sound plausible to the audience.

Each participant has 1 minute to tell the selected memory.

The audience has to try to guess whose memory it really is.

### ***Materials needed:***

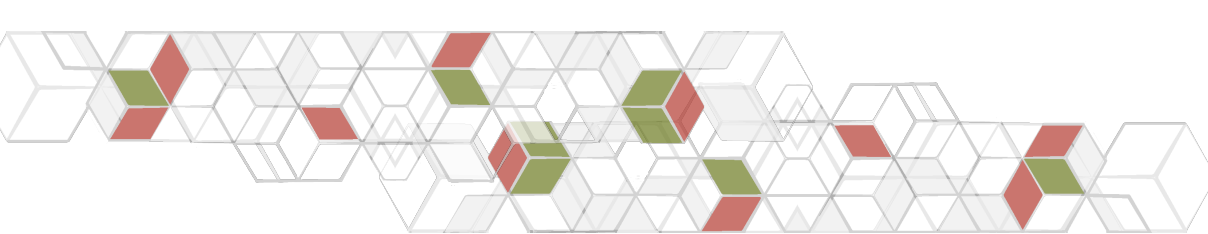
Chairs as many as the participants

### ***Time:***

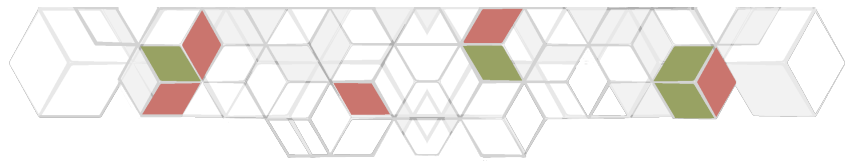
40 minutes or more if participants need more time to discuss.

### ***Questions for discussions/Debriefing:***

- Was the objective achieved and how?
- How did you feel when you had to speak with your back towards the others? What about sharing other people's stories?

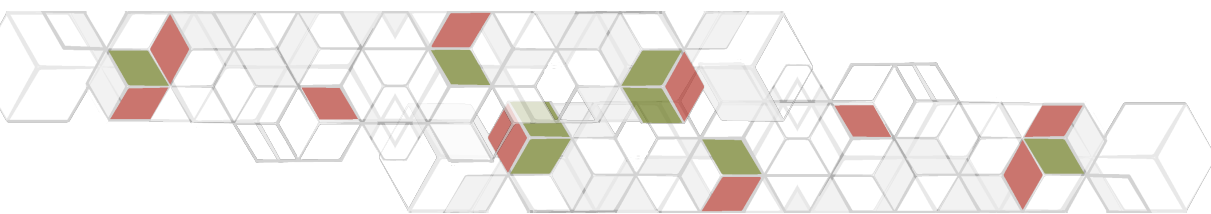


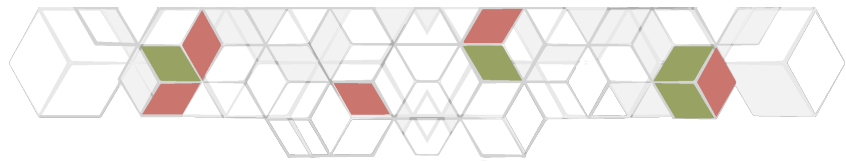
## 1. Introduction



- How did the time pressure affect your behavior?

Source: (Aristidou, 2017)





## Feedback

### ***Learning objective/Rationale:***

An extremely useful exercise, which supports groups to build trust and openness as well as individuals become self-aware and gain insight

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Regular and effective feedback is an ingredient of utmost importance in building constructive relationships and thriving teams. Openness brings trust and trust creates more openness, which represents an upward spiral. Feedback exercises aim to support groups build trust and openness and individuals become self-aware and insightful. Exercises of this type should always be conducted thoughtfully and with high awareness of group dynamics. This is an exercise for groups that have worked together for some time and are familiar and experienced with giving and receiving feedback. The words “stop”, “start” and “continue” are used in the exercise in order to guide the feedback messages.

### ***5 principles of effective feedback:***

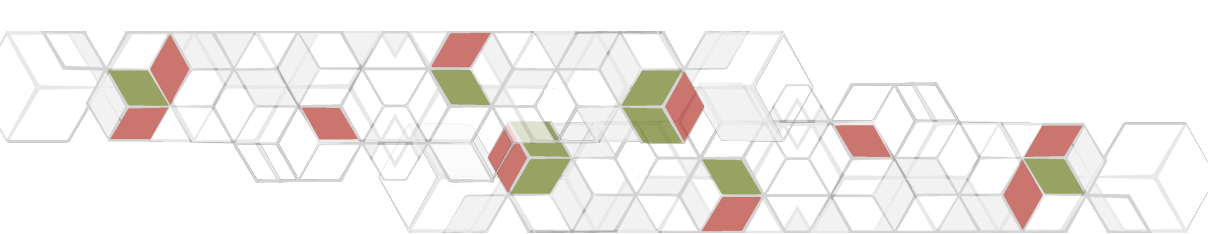
1. Even if it seems obvious - plan your meeting thoroughly.
2. Be willing to listen, because quite often people, especially those in authority, are unwilling to listen. ...
3. Choose the right time. ...
4. Choose the right place. ...
5. Aim at making the meeting successful for everybody.

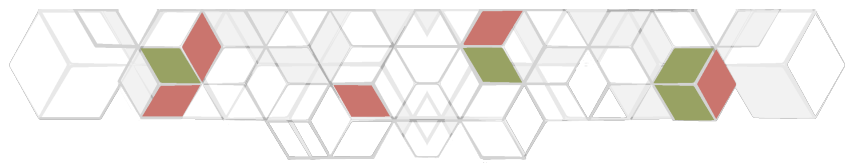
### ***Instructions:***

Work in a small team or, if your group is a larger one, divide it into groups of 2 to 4. The best way to give feedback however is in couples. Groups should have spent quite a long time working together and should have built a range of shared experiences from which to draw when giving feedback.

Give the instructions: “Think of the person you are addressing your feedback to. Use the principles for effective feedback, which are the following:

- Be descriptive about the behavior, not about the person





- Do not judge or label
- Focus on performance outcomes
- Don't try to change other people
- Speak plainly and clearly
- Let the other party know that you would like to provide feedback
- Own your own feedback and speak for yourself only
- Don't mix up your own thoughts and feelings with other people's thoughts and feelings
- Be specific. Do not generalize.
- Be timely and regular
- Focus on solution/s

Tell participants that they should try to reflect on each of the three prompts (Start, Stop and Continue), but they do not have to use all of them if they cannot think of relevant feedback. Ask the participants to complete these three sentences:

Something I would like you to START doing is... Something I would like you to STOP doing is... Something I would like you to CONTINUE doing is...

In each smaller group, each participant completes the specified sentences for each participant in the group. Once all participants in a specific group are done thinking, they deliver the feedback verbally, taking turns.

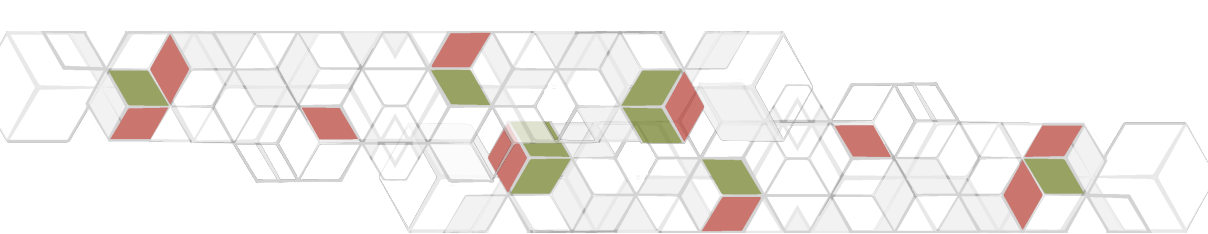
***Time:***

10-20 minutes

***Questions for discussions/Debriefing:***

After giving and receiving the feedbacks the participants can use the following questions to discuss the feedback among each other:

- Do you have any suggestions on how to improve my working skills?
- Would you like to share any ideas that you have about my way of working?
- How do you feel after the feedback?

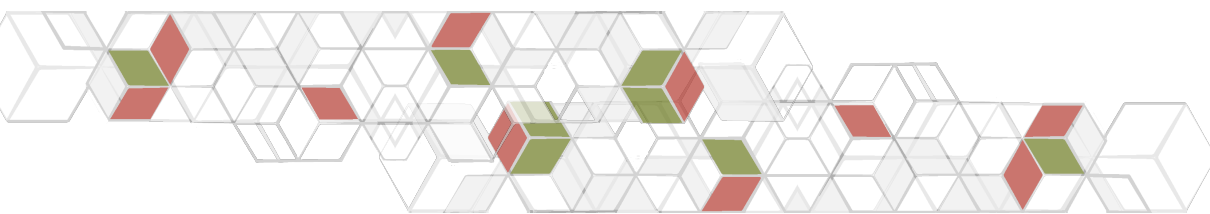




## 1. Introduction



- Do you have any suggestions how I can improve the way I give feedbacks?





## Ice-breakers

- **Famous people**

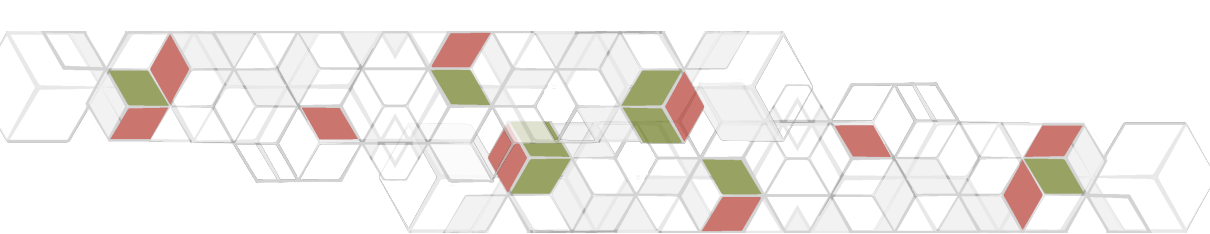
- ✓ You sit in a circle and one person names a famous person, sport idol, musician, actor/actress, cartoon character etc. For example, Brad Pitt. Then the next person in the circle has to find a famous person that starts with the last letter in the name Brad Pitt (for example Tarzan - Nick Cave - Edward Scissorhands, and so on).
- ✓ In the first round there is no time limit (you are out if you can't find a name)
- ✓ In the second round, there is a time limit and you can decide to have 10-15 or 20 seconds.
- ✓ Last one standing wins.

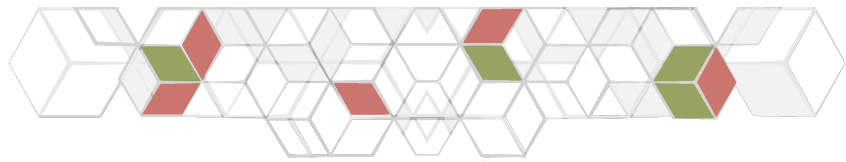
- **The customs**

- ✓ One person decides a rule (food categories, first letter in your name, toys, animals, everything that starts with the letter A - the options are endless).
- ✓ In the beginning of the game you say: "I get through the customs with..... (then you choose for example: a snake" - the secret rule being: Everything that starts with the letter S)
- ✓ All the others then guess, one at a time "Can I go through Customs with ..... and try to figure out the rule.
- ✓ When it is your turn to guess you can either guess an object/person or guess a rule.

- **20 questions**

- ✓ Divide participants into pairs. One of them starts by thinking of something and then giving a hint to the other one whether it is a place, person, food, game or something else. The other participant then has 20 "yes" or "no" questions to guess what the other has in mind. If he cannot guess, the other person wins.
- ✓ Many variations of this are possible, for example, doing it in larger groups or setting rule that the object in mind has to be from the culture of the other.





- **One true and one false statement**

- ✓ Every participant thinks about/writes down two true statements about him/herself and one false one (10 minutes to think about them).
- ✓ He/she tells the others his/her statements one at a time and the group decides which is true and which is false.

- What is your favorite.....

A very easy icebreaker to get to know people. Sit in a circle and go around telling each other your favorite things:

- ✓ Food
- ✓ Animal
- ✓ Movie character
- ✓ Drinks
- ✓ Song
- ✓ Musician
- ✓ City
- ✓ Place

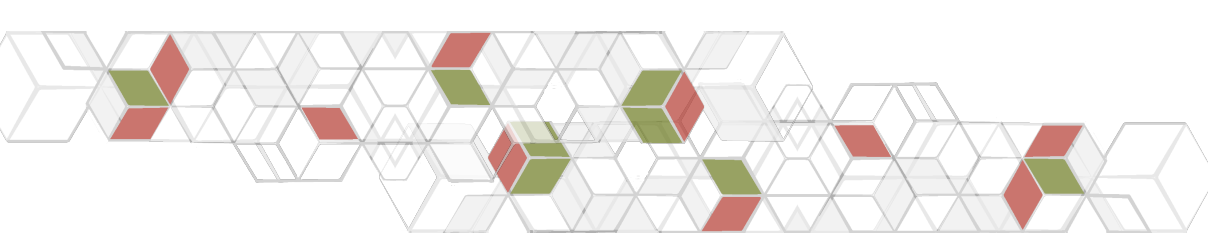
- **Pass the hoop**

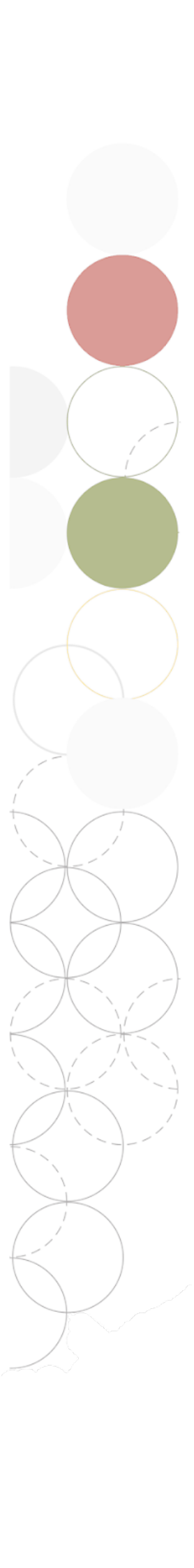
In addition to encouraging the adoption of teamwork and problem-solving skills, this game also develops communication skills. For every successful leader effective communication is crucial. The two cannot go separately.

More than 20 people could participate, both sighted and visually impaired, they could be equal number, each group including 10 people. They would need a hula hoop

***Instructions:***

One person in the group has a hula hoop around his/her arm. The game aims at passing the hula hoop the whole way around the circle without letting go of each other's hands.





## 2. Social entrepreneurship through the perspective of entrepreneurs with v.i.

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## Social entrepreneurship

**Social entrepreneurship** is the use of existing or the setting up of new companies and other organizations (non-governmental incl.) for the purpose of developing, funding and implementing solutions to various social, cultural, economic, environmental or other issues. This concept may be applied to a variety of organizations with different sizes, structures, aims and beliefs. Almost anyone can become a social entrepreneur, regardless of his/her career type or professional background. They may range from social work<sup>1</sup> and community development<sup>2</sup> to entrepreneurship<sup>3</sup> and environmental science<sup>4</sup>. The requirement is that the entrepreneur creates an establishment, which has people at a disadvantage in its decision-making body and returns its profits or income for covering their salaries or creates products and services for people at a disadvantage, which the latter obtains at no or almost no cost. In other words, social entrepreneurship is the use of new approaches, or rather new ways of considering the role of business, to solve social and economic problems.

There are numerous reasons behind the popularity of social entrepreneurship. There is something very interesting and appealing about people who have set up a social enterprise and why and how they started doing what they are doing. The social entrepreneurial effort is intriguing because it is usually backed by innovative ideas and successfully creates new products and/or services that bring a substantial improvement in people's lives, whether in the form of creating a job placement for them or by providing them with an instrument, service, tool at no or a very accessible price. However, it is not just that. Social entrepreneurship goes beyond all these and gives a clear signal about the necessity for social change. It gives an example about how possible and feasible such activities can be, paying off to the ones that initiated them and having a long term, transformational benefit to society. This distinguishes such entrepreneurs from all others.

Social entrepreneurship is so appealing precisely because it promises a lot. If the promised benefits are not delivered because too many economically inefficient efforts are included in the implementation, then social entrepreneurship will miss out its target and its appeal will be lost. Therefore, the carefully made design of all entrepreneurial and economic aspects is necessary if we also want to secure the success of the social element of the initiative.

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<sup>1</sup> [https://en.wikipedia.org/wiki/Social\\_work](https://en.wikipedia.org/wiki/Social_work)

<sup>2</sup> [https://en.wikipedia.org/wiki/Community\\_development](https://en.wikipedia.org/wiki/Community_development)

<sup>3</sup> <https://en.wikipedia.org/wiki/Entrepreneurship>

<sup>4</sup> [https://en.wikipedia.org/wiki/Environmental\\_science](https://en.wikipedia.org/wiki/Environmental_science)





The word entrepreneurship, as most things, has a positive and a negative side. On the positive side, it carries a special, unique ability to sense and act on opportunity, creating or bringing about something new to the world. On the negative side, entrepreneurship requires certain period before its true impact is evident.

Still, is entrepreneurship simply alertness to opportunity, creativity, determination? Although these and other behavioral traits are part of the story and certainly provide important clues for prospective investors, they do not represent the whole story, because descriptors of the kind are also used for inventors, corporate executives, artists and other important actors in society.

An entrepreneur is someone who not only “shifts economic resources out of an area of lower and into an area of higher productivity and greater yield” (French economist Jean-Baptiste Say) but also creates value (Austrian economist Joseph Schumpeter). Schumpeter identified in the entrepreneur the force necessary for driving economic progress, without which economies would become static and declining.

Whether they consider the entrepreneur as a breakthrough innovator or an early exploiter, theorists do universally associate entrepreneurship with opportunity. Entrepreneurs are believed to have an exceptional ability to spot and seize new opportunities, the commitment and drive, required to pursue them, and a steady willingness to undertake the inherent risks.

When speaking of a social enterprise, related to the lives and wellbeing of people with visual impairments, there are numerous great experiences and good practices, which cover all possible manifestations. These might be – an enterprise for workers with v.i., an enterprise created by an entrepreneur with v.i., an enterprise providing services and goods for a community with v.i. Whatever the nature and the structural form of the social enterprise, the creation of value in the form of quality of life (whether through salaries or through goods/services obtained) is clearly present and brings benefits to the people involved in it.

If we can outline a list of rules for creating a successful social enterprise by/for people with visual impairments, it may include:

- 1) The social entrepreneur-to-be should follow his/her passion

He, she or they are about to initiate an endeavor, which should ideally be rewarding but also accompanied by challenges and hard times. Therefore, it is essential that he/she/they have a passion for the core activities of the enterprise and can authentically promote it with vigor and unfailing conviction. If the entrepreneur-to-be can do this, then he/she is bound to being successful.





### 2) The social entrepreneur-to-be should try to be bold at the beginning

If the entrepreneur is passionate about the idea and is able to promote it in a way that makes the whole package attractive to investors, then success is feasible. The thing is the entrepreneur should be the one or have the inspired team pursuing partners and potential investors for an initial investment. Shortage of cash will certainly cause stress and might lead to short-term decisions that will be regretted later.

### 3) The social entrepreneur-to-be should trust his/her instincts

Not every promise or lead is necessarily bound to bring success. So the entrepreneur-to-be should trust his/her instincts and if he/she believes that something is not going to come to fruition, he/she should focus the attention elsewhere. There are many entrepreneurial people, who listen carefully to other people's ideas and catch the existing value even if they are not personally responsible for coming up with the grand idea. In the same line of thought, if the entrepreneur is uncertain he/she should ask for advice from others with relevant experience.

### 4) The social entrepreneur-to-be should not forget that impact is more important than turnover

A social enterprise is a constant balancing act of ensuring that social impact is guaranteed and maximized, while at the same time all the expenses are covered. It is not simple to measure impact. On the other hand, measuring the financial performance is relatively easy. Following the easy path of measuring the performance on finances only would inevitably reduce the positive impact, delivered to society.

### 5) Social Media have changed everything

Social media have completely changed the dynamics for social entrepreneurs in the same way they have changed them for all other aspects of life. It is easier and cheaper than ever to get your message out to the targeted audience, but the content must be clever, otherwise the amount of existing noise will drown the effort. Even if your endeavor takes care of people with visual impairments, make sure to you use all social media channels and as much visual material as possible in order to make as great an impact on the sighted community.

### 6) The social entrepreneur-to-be should look out, rather than look in

Successful enterprises are flexible, responding adequately to things that are happening in society. This involves and requires much publicity and meeting people, having conversations and being visible. All of this requires energy and a certain, substantial level of confidence. Slipping into a routine of sorting out administrative activities and covering







technical duties only, rather than having an external presence, is very likely to lead to a decline, including to demotivation of the team, which will feel a weakening in the role of the leader.

### 7) Social entrepreneurs-to-be should do favors

Another trap entrepreneur can fall into is concentrating purely on activities, for which an immediate return can be seen. The social entrepreneur is a person who always looks to try and help other people. It is amazing how often this goodwill is returned in unexpected and positive ways.

### 8) Social entrepreneurs-to-be should be open and honest

Creating a start-up is far from easy. There are usually periods when things are not working out and when the entrepreneur is genuinely wondering how to make both ends meet, which is particularly tricky and fragile, considering the employees who work at the enterprise or what target group the enterprise products/services are focused on. At times like this, the leader should be open and honest with the key collaborators – suppliers, banks, investors, etc. The relationship will thus be healthier and stronger.

### 9) Last but far not least, the social entrepreneur-to-be should take good care of him/herself

The success or failure of the entrepreneurial initiative largely depends on him/her. Exhaustion and illness will not be good for anybody. The entrepreneur should therefore look after him/herself, have fun and make sure there is enough time for all the things that he or she enjoys and needs in order to feel all right.

To give you a taste of what social entrepreneurship for/with people with impaired vision can look like, we have an annex with good practices, among which **“Dialogue in the Dark”** in Germany, which is one of the world’s most exciting life-changing experiences, where visitors are guided by blind guides in absolute darkness. **“BlindArt”** from Latvia is a success story, marked by creations of a unique book for children, including impaired ones. **“Bread in the dark”** which focuses on working in mixed pairs with people with visual impairments for dialogue on various existential questions, experienced tangibly through the processes of kneading bread as metaphors for life and **“Dinner in the dark”**, where blind people serve guests in the dark and facilitate inspiring transformational discussions on existential questions.

Before plunging into any entrepreneurial endeavor, it is necessary to implement a SWOT analysis as a form of a market positioning assessment. Nowadays it is an indispensable method of assessment of business positions and chances at the market and knowing how to apply it is of extreme importance for any entrepreneur-to-be. SWOT analyzes all





strengths, weaknesses, opportunities and threats of the concrete business idea, regardless of whether it is for a social enterprise or for ordinary profit making. Below you can find a SWOT analysis of a potential social enterprise, which can be used as a basis in the implementation of any social entrepreneurship SWOT. Together with it, we are also providing the possibility for analysis of “aspirations” and “results” (AR).





### **SWOT Analysis of a potential social enterprise**

While SWOT focuses mainly on what can go wrong, AR focuses on the positive aspects and the future aspirations.

We often formulate the items as questions: (e.g.)

<b><i>Strengths</i></b>	<b><i>Weaknesses</i></b>
<ul style="list-style-type: none"> <li>• Experts in the area</li> <li>• Training ability</li> <li>• Society Friendly</li> <li>• Dynamic organizational configuration</li> <li>• Culture of excellence</li> <li>• Corporate social responsibility (when a business)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of experiences</li> <li>• Low reputation</li> <li>• Lack of funding</li> <li>• Size and scalability constraints</li> <li>• Inherent lack of strategic flexibility</li> <li>• Divergence of goals and objectives</li> <li>• A lot of time and resources, necessary for the training of employees with special needs and low qualifications.</li> <li>• Lack of enterprising human resources in the regions.</li> </ul>
<b><i>Opportunities</i></b>	<b><i>Threats</i></b>
<ul style="list-style-type: none"> <li>• Advantage for innovation</li> <li>• Growing interest in Social entrepreneurship</li> <li>• Blurred boundaries between the sectors, in which the enterprise can function</li> <li>• Uniqueness</li> <li>• Need of this kind of services</li> <li>• A positive trend for the number of micro-enterprises is observed, which means that individuals are able to start a private entrepreneurship.</li> <li>• A high share of educated individuals who could develop a social entrepreneurship.</li> <li>• A high potential of unemployed individuals who are able to work: people with a disability, at a social</li> </ul>	<ul style="list-style-type: none"> <li>• Existence of similar businesses.</li> <li>• Unfavorable legal and taxation framework.</li> <li>• Funding and forecasting of funds flow are uncertain.</li> <li>• Demand for accountability and sometimes mistrust, due to possible tax reliefs for the sector.</li> <li>• The employment related legislation for people with disabilities is complicated.</li> <li>• Tax reliefs and privileges for social enterprises may distort the market.</li> <li>• Reduction of the tax burden on social enterprises decreases tax revenues in the government budget.</li> </ul> <p>(the last two however should not be considered that much, because a) social enterprises are</p>





<p>disadvantage or at a preretirement age, etc.</p> <ul style="list-style-type: none"> <li>• A growing number of socio-economic problems, which the government is not able to solve on its own.</li> <li>• Introduction of training courses and programs on social entrepreneurship at various educational institutions.</li> <li>• Involving existing business incubators or strong business institutions in providing mentoring, guidance and consultations for the newly emerging social entrepreneurs.</li> <li>• Introduction of tax reliefs for social enterprises.</li> </ul>	<p>seldom as massive and influential on the market as necessary to distort it and b) the reduced tax burden may trigger an entrepreneurial impulse, which otherwise wouldn't have sparked at all and there would have been 0 tax revenues from this particular opportunity.</p>
<b><i>Aspirations</i></b>	<b><i>Results</i></b>
<ul style="list-style-type: none"> <li>• what are your future expectations and those of your team members?</li> <li>• where do you and your team members want to see yourself and your social enterprise in the future?</li> <li>• Where do you get energy from?</li> </ul>	<ul style="list-style-type: none"> <li>• What results do the stakeholders expect from your social enterprise (target group, financiers)?</li> <li>• What results do the stakeholders expect from your social enterprise (target group, financiers) in the future?</li> <li>• What do you and your team think the future of your social enterprise looks like?</li> </ul>

	Threats	Opportunities	Results
Weaknesses	Damage control	Make choices	Review
Strengths	Defend	Invest	Use
Aspirations	Re-think	Realize	Risk





## Leadership skills (practical activities)

In this section you can find a list of leadership skills - one of the most important entrepreneur's skills is not being a good manager, rather than a person, whom the others – team-mates, clients, suppliers, partners, etc. – would like to follow, be with, work with, someone whose company (both professional and personal) the others would like to be a part of.

Leaders can be found in all parts of the organizational work – both in the office, as well as on site. A leader is someone, who can successfully influence the others work for an objective, which is favorable for the entire group. The leader needs some extra skills though in order to be able to handle complex business issues.

A manager on the other hand is a person, who, in the best-case scenario, is a leader. The employees follow him/her, because they are supposed to. The manager offers stability and trust in the organization and is good at delegating tasks.

Management is considered to do things properly, while leadership is considered to do the proper things. The managers have subordinates, while the leaders have followers. The employees may not feel loyal to the manager, but will stick to the leader, because they have a greater sense of trust in him/her. Managers, who lack real leadership skills, have no specific qualities that are attractive to the followers and lack charisma.

Being both is especially valuable in the case of a social enterprise, which needs a lot of support and loyalty in order to be sustainable.





## Developing strategies for problem solving tasks

### ***Learning objective/ rationale:***

- To help participants improve their decision-making skills.
- To strengthen collaboration, working as a member of a team.
- To encourage participants use relevant strategies to face problems when the latter emerge in a typical day at work.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

This activity can be conducted by both participants with v.i. and sighted participants.

#### ***Step 1***

The participants will be divided into groups of three or four. Then the facilitator/ leader of this activity will explain to the participants the process of this task. Then, he/she will give them a "problem-solving task", a scenario of a situation, met in a typical day at work to be faced by each group. The scenarios are provided in Annex A.

#### ***Step 2***

Each group will have to work on a different situation and find solutions, make decisions and use strategies to overcome any barriers so that the difficulty/ problem will be faced.

#### ***Step 3***

The groups will have thirty minutes to work on their task: to read the scenario, use strategies and find possible solutions to face the emerged difficulties and write them down as a list or simple notes.

#### ***Step 4***

After the groups have completed their task, all groups will have five to ten minutes to act a short role-play, presenting their task: the scenario and the solutions/results they have worked and decided on to overcome the problem/ emerged difficulty.

#### ***Step 5***





A final discussion will be held about the used strategies, the way they worked out the problem and collaborated and other important elements to be shared among the groups so that the useful information will be spread around.

***Materials needed:***

Pieces of paper, pens or markers, and brailers.

***Time:***

90 minutes

***Questions for discussion/debriefing:***

- Did I feel comfortable, sharing my ideas while working in a group?
- Did I learn any new ways to handle a situation?
- Did I need more instructions and clarifications on what to do during the task?





## Handouts

### Scenario A

The company you work for has organized a public event to be held in the city. As a part of the timetable, you have invited an external speaker to host a 90-minute presentation on the stage. The event has already started two hours ago and there is still one hour left until the speaker starts his activity. Suddenly, your phone rings and the speaker informs you that due to a private issue he is not able to come.

### Scenario B

The company you work for has organized a training for all the employees. As the seminar begins, it gets clear that most of the presentation is based on visual material such as pictures and graphics, and the speaker does not give any additional information, which makes it difficult for the v.i. / blind colleague to follow the content.

### Scenario C

The organization you work for has taken over parts of a collaborative project. At the end of the working day, some tasks are taken home to be completed till the next day. Everyone, including a v.i./blind colleague takes the responsibility for his/her own contribution. Coming home from work, the v.i./blind colleague wants to get the task done, but soon enough he/she realizes that the website that has to be used is not accessible at all.

### Scenario D

At work, the employees (including a v.i. colleague) are asked to fill in an evaluation questionnaire after having attended an external seminar. The questionnaire was sent for each employee as a normal print.







### Scenario E

In a computing company with many employees, there has been a new blind/partially sighted worker for six months. One of the sighted colleagues behaves to the v.i. worker in an unusual way. For example, he avoids using words like “look”, “see” and “watch” in direct communication. Whenever the v.i. worker has to move around/ leave the room for a task, the sighted colleague has already stood up to take it over and generally, he does not seem to be fully aware of his v.i. colleague’s abilities.





## Enforcing personal development

### ***Learning objective/rationale:***

Help people recognize similarities, differences and different perspectives and find ways to lead to an active communication between sighted and v.i. people.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The activity is suitable for participants with v.i. and the sighted assistants will act as facilitators.

#### ***Step 1***

The facilitator of the activity will hand out material to the participants such as paper, markers, pens or brailers to be used for the task. Later, the participants will have some time to think and then draw pictures, cut and stick shapes or write words or phrases, which describe their personality (interests, abilities, social behavior, etc.).

#### ***Step 2***

After having finished the first part, the participants will place their writings and pictures on a poster and after that, the leader of the activity will read all of them loud. On the poster, each category of words or pictures must be placed under the correct title, which will be written with different colors for the sighted and differently marked for the v.i. people, using a sticker or piece of cloth.

#### ***Step 3***

After the reading process (please see Step 2), a conversation will start, based on the description and the meaning of each note. For example, "we realized from the posters that lot of people have in common this word or that picture, why is that?"

We suggest placing the poster on a wall until the end of the project so that after the completion of the project, everyone will have the opportunity to come back to the poster and add what he or she thought or gained during the interactions that will have taken place during the day.

### ***Material needed:***

Paper, markers, scissors, pens and Brailers.





***Time:***

This activity can be done in 1 hour, but it is suggested to repeat it after the completion of this project.





## Monster Talk

### ***Learning objective/Rationale:***

- Reflect on various aspects of communication
- Improving listening skills

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

1. Ask for 2 volunteers (afterwards, other pairs can do the same exercise). These two participants sit facing each other
2. One is the "real" person, the other acts as a vocal mirror
3. The real person begins by speaking very slowly. Not slowly in between words but slowly during the word. E-a-c-h w-o-r-d i-s s-t-r-e-t-c-h-e-d o-u-t.
4. By doing this the other person (the vocal reflection) can discover during the word what word they should be saying simultaneously
5. The sounds people make as they are not quite sure of what they are saying gives this game its name
6. As pairs get used to each other they can pick up the pace. It is possible to come close to normal conversation speeds
7. The facilitator should not describe the vocal mirror as an echo of the real person. This gives the wrong impression. The mirror should be as close to simultaneous speech with the "real" person as possible.
8. The "real" person should speak like a slowed down recording with elongated consonants and vowels.

### ***Materials needed:***

Not required

### ***Time:***

20 minutes





***Questions for discussions/Debriefing:***

After this activity, conduct a short feedback session with the volunteers to determine:

- What did it feel like to have another person determining what you were saying?
- How much non-verbal communication occurred?
- When did it become easier? And what made it easier?





## Getting prepared for the role of a facilitator

### ***Learning objective/Rationale:***

This activity is intended to help the participants prepare for a situation they may be concerned about through devising a role-play, which can be conducted in a supportive environment.

While the participants on the VIVA LTTA C1 are all experienced youth workers, the aim of this activity is to give them the opportunity to practice teaching facilitation skills to a group of learners who have no or little experience in group facilitation (the youngsters with visual impairment who will attend VIVA local workshops and the C2 activity).

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

To implement this activity, the facilitator asks each participant (those of the C1 activity) to think back to when they began tutoring for the first time and to make a list of three situations they were most concerned about, such as dealing with difficult people, managing a clash of personalities in the group, etc. The participants are then asked to narrate the situations and as a group pick one scenario to role-play. The facilitator then assigns roles to different participants and asks that they "act out" the issue of concern. Each role-play should last no longer than 3-5 minutes. After the first role-play is complete, the facilitator can appoint one of the participants to play the role of a facilitator. The 'facilitator' role then passes to another participant for each subsequent role-play activity.

### ***Materials needed:***

Participants sit in a semicircle

### ***Time:***

40 minutes

### ***Questions for discussions/Debriefing:***

Following the role-play, the acting facilitator then leads their group to address the following questions:

- What were the major issues that posed a facilitation challenge?
- How did the facilitator try to address the situation?
- Name some additional strategies that can be used to manage the situation?



## 2. Social entrepreneurship



- How could the situation have been handled differently?





## How to promote an event?

### ***Learning objective/Rationale:***

Through the activity, participants can reflect on how to organize and promote an event, that they may organize (a trip, a dinner in the dark, etc.). They can reflect on different ways to communicate the event to different audiences and they can point out different stakeholders, who could help in organizing such an event.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

To implement this activity, the facilitator asks all participants to imagine they are looking to promote an event they organize e.g. a trip, a dinner in the dark, a sport event, etc.

At first, the facilitator gives all participants the opportunity to brainstorm contacts (friends or relatives) they have and to think about who could be interested in participating in this event, and/or about other people, who could help them promote it.

The facilitator then asks participants to think of local notice boards or information spots, where they could display a flyer to promote the up-coming event.

Next, participants are asked to think of 5 local organizations or networks that may help them spread the news. These organizations can help by making referrals, posting notices on Facebook, etc.

Lastly, participants are asked to list any other sources they can think of that will help them promote the event. These can include local newspapers, community radio shows, church groups, community bulletins, etc.

Once all lists are presented, the facilitator then leads a group discussion on the topic of promoting an organized event. Participants will be stimulated to discuss the different engagement approaches they need to adopt in relation to each contact.

For this activity, the facilitator may decide to split the group of participants into smaller groups or pairs, and then at the end of the activity all groups or pairs can present their promotion plans to the group. It will be useful for the participants to see the different approaches that different groups adopt to completing this activity; for example, some groups may have contacts through local schools, community centers and community organizations; some may only have online contacts, etc. All of these different contacts require different inclusion approaches and so these are useful perspectives for participants to be aware of.





## 2. Social entrepreneurship



### ***Materials needed:***

Pens, papers, computer with screen-reader or Braille note-taker for blind participants

### ***Time:***

40 minutes





## Controlled dialogue

### ***Learning objective/Rationale:***

This method is helpful when two people find it difficult to listen to each other and to understand each other's concerns

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The facilitator must form working groups of 3 people per group.

Form a group of three, one observer and two speakers/listeners.

There are three phases to this form of dialogue – after a set amount of time or points, the group can go on to the next phase:

- The listener repeats word for word what the speaker has said. Only then, the listener/s is/are allowed to answer.
- The listener summarizes what the speaker has said and then answers.
- When answering, the listener addresses all issues and concerns of the speaker.

The observer makes sure learners stick to the format and helps if necessary. Particularly in the first and second phase the speaker should concentrate on essential points, as listening requires a lot of concentration.

### ***Time:***

30 minutes

### ***Questions for discussions/Debriefing:***

The facilitator can conduct a debriefing about active listening and listening skills.





## Six Thinking Hats

### ***Learning objective/Rationale:***

This method encourages a group to look at a situation from a new angle. Each 'hat' represents a different way of looking at something

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

There are a number of ways to do this exercise.

For example, individuals within the group can wear different hats whilst the group discuss an issue. Another alternative is that everyone in the group can try on one of the 'thinking hats' for a while and then everyone can put on another one.

As the Tutor, you may want to think about the order in which the group wear the different 'thinking hats'. One possible order for a creative problem solving process is presented below. The roles the 'hats' bring give you a chance to examine thoroughly every option and prioritize or choose the best one(s).

- White hat: White-hatted people concentrate on the facts – what information and knowledge about the situation do you have. What can you learn about the situation from this information? What info is missing? Can you plug the gap? If not, can you consider it when discussing the situation? What can you learn from past trends?
- Green hat: Green hat people think creatively in a no criticism, freeform thinking kind of way.
- Red hat: Red hats are the emotional input of the discussion. They allow themselves to be intuitive and act as much on hunches as on fact. They are sensitive to the emotional responses of others in the group.
- Black hat: Black hats live under a black cloud! They should think pessimistically. Look for the flaws in the plan, find the obstacles!
- Yellow hat: Yellow hats bask in sunlight – they should think positively, looking for the value in every possibility. What benefits does it bring?
- Blue hat: The blue hat is worn by the facilitator(s). They concentrate on process, calling on the other hats to add in their thinking as and when it is appropriate and making sure that each option is scrutinized from all perspectives. They are neutral, helping the group achieve its task without trying to shape the decision.





***Materials needed:***

White, Green, Red, Black, Yellow and Blue paper and tape to make "hats". If participants do not wish to wear these "hats", they can simply hold the colored paper in their hands for the purpose of the exercise. A situation or a topic to analyze.

***Time:***

30-60 minutes

***Questions for discussions/Debriefing:***

The facilitator can conduct a debriefing about different ways to view a situation. This leads also to a discussion about creative and different ways to solve a situation.

Source (Bono, 1985)





## Facilitating my team

### ***Learning objective/Rationale:***

This method encourages a group to reflect on facilitating skills and communication skills when being a facilitator/leader.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The facilitator asks all participants to sit in a semi-circle and discuss the following scenario:

- Imagine you are running a meeting with your collaborators (if you already have a business) or with the team you are starting your new entrepreneurial adventure, and it is clear there are some communication issues within the group.
- A few people are doing all the talking.
- They do not seem to be aware that they are dominating the discussion and that other participants are feeling fed up and left out.
- What could you do to help change this dynamic?

The facilitator can take note of the main strategies offered by the group, and record them on a flipchart (if the facilitator is a person with visual impairment, they can ask for sighted assistance or they can take notes on their computer/Braille note-taker).

### ***Materials needed:***

Markers, flipchart, materials for facilitators with visual impairment in order to take note (computer with a screen reader, Braille note-taker, etc.)

### ***Time:***

20 minutes





## **"Snake" – team work skills game**

### ***Learning objective/Rationale:***

Building trust and learning to function as a team

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

A game for at least 5-6 participants. Depending on the amount of people in the group, ask the participants to divide into teams of 5-7 people. This is a no-talking activity, but allow the group to take 1-2 minutes to pre-plan.

The person in the back of the line will guide the participants around the circle barrier by simply tapping the shoulders of the person in front of them, who will tap the shoulders of the person in front of them, and then be guided to the bucket where they will drop the throwable object.

When a participant drops the throwable object into the bucket, they will then remove their blindfold and become the sighted team member. The person who was in the back of the line then puts on a blindfold.

Continue this process until all workshop participants have placed an object into the bucket. If there is more than one team, the first team to finish is the winner and then it should encourage the other teams until they also finish. If the participants are uneven, the team with the least members will continue to rotate until they have dropped as many objects into the bucket as the largest team would have to drop into the bucket.

### ***Materials needed:***

Blindfolds, Throwable objects, Buckets, Rope/Tape for barrier

### ***Time:***

10 minutes

### ***Questions for discussions/Debriefing:***

- How did you feel during this game?
- Was it harder for you to lead or to follow and why?
- Do you think trust is important in a team and if yes, how would you improve it?





## Persuasion skills

### ***Learning objective/Rationale:***

Improving skills for persuading, presenting and arguing in an adequate manner.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The participants form 3 groups and choose a topic for a discussion. For example, "Should a person with low vision be trained and treated like a blind person or like a sighted person". Group 1 has to persuade everyone in favour of the idea that the person should be treated like blind. Group 2 has to prove that the person should be considered as sighted. Group 3 will consist of people who are not convinced about both points of view. They have to listen carefully to the other groups and decide whose part to take. A game for at least 9 participants – 3 in each group.

### ***Materials needed:***

Optional paper and pencils or board with markers.

### ***Time:***

20 minutes

### ***Questions for discussions/Debriefing:***

- What was the most difficult for you in this task?
- What was the most pleasant and the easiest?
- Was it hard for you to present and convince the others? How did their reactions affect your performance?
- Did you manage to listen carefully and understand what others were saying or asking?
- What do you believe is the best way to win an argument?





## Debates

### ***Learning objective/Rationale:***

Public speaking, creating and listening to logical arguments, organizing group work.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Create teams by dividing your group into smaller teams. It is good to have 1 or 2 participants, designated as speakers. Decide on a topic and make each opposing team decide whether they are going to be with or against the statement of the topic. Allow time for discussing and building an argument. It is best if the debate is given at least 1- 1.5 hours.

### ***Materials needed:***

Pens and paper for notes for the teams.

### ***Time:***

At minimum 1.5 hours

### ***Questions for discussions/Debriefing:***

Topics and discussions can range through anything. Possibly avoid topics that are too politically charged for your group of participants or topics that are likely to be agreed on by most or all in the group. Possible topics around blindness and visual impairment may be: Visually impaired people can do any job they want.







## Leadership characteristics

### ***Learning objective/Rationale:***

Helps participants develop analytical skills.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

6 to 10 people

#### ***Step 1***

Every group member shares a story about someone whom he/she personally considers an influential leader. It can be a public figure or a personal acquaintance/friend/relative.

#### ***Step 2***

When everyone has shared his/her story, participants discuss the characteristics that they think made the person in each respective story an efficient leader.

### ***Time:***

15-20 minutes

### ***Questions for discussions:***

- According to you, what kind of qualities should a leader have?
- Are there situations, in which leadership is not necessary, and all attempts to lead turn out to be irritating and may result in rejection?





## Silver Lining

### ***Learning objective/Rationale:***

Looking at the positive aspects of a 'negative' experience helps individuals shift their perspectives. Sharing experiences, people develop deeper relationships, and group bonding is promoted.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Participants form groups of at least two people who have shared any kind of experience – for example working on a project together at school, at the university or at work.

#### ***Step 1***

One person shares an experience from working together that was negative for him/her.

#### ***Step 2***

After this, a second person reflects on the same experience, but instead focuses on the positive aspects of the experience (which is the 'silver lining'). Then this same person shares a negative experience of their own, and this time it is up to the person n. 1 to focus on its positive aspects.

### ***Time:***

Around 15 minutes

### ***Questions for discussion:***

- Do you usually focus on the positive aspects of your work or personal negative experience? Do you think people learn from the negative experience?
- How did this activity make you feel?





## Shark Tank

### ***Learning objective/Rationale:***

An activity, derived from a TV show that gives people a chance to demonstrate their entrepreneurial skills. The aim of this activity is for the participants to create a business plan together that outlines the steps to build a successful company from the start.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

People may work individually or in groups. Ten people or more; both sighted and visually impaired.

#### ***Step 1***

Once the participants have a plan, they are able to create their offer or the so called 'pitch', which should contain their brand's name, its' slogan or the sentence they turn to their targeted market with, a detailed business and marketing plan, financial predictions (sales, profits and market share) and potential threats (competition, lack of resources).

#### ***Step 2***

In the manner of a role-play, appoint a few chosen people to be the so-called 'sharks' (those who consider the projects' merit and offer imaginary 'investments'). The winning group, or individual, is the one who manages to get the biggest investment from the 'shark/s'.

### ***Time:***

15 – 20 minutes

### ***Questions for discussion:***

- What did you learn from this activity?
- How did it make you feel?





## **Verbatim theatre (Let me say it instead of you)**

### ***Learning objective/Rationale:***

Building confidence, developing active listening skills.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The exercise is suitable for groups that are a multiple of three (6, 9 or 12 participants).

In this exercise, participants are divided into groups of 3. While one group of 3 performs, the others act as an audience. A group of three participants stands in front of the others in the shape of a triangle – one participant is behind the other two, who are in front of the audience. The person who is in the back whispers to one of those in front – one or two sentences per turn. Afterwards the one, who has been whispered to, has to share it with the audience aloud, keeping the intonation, the emotion, the voice strength of the one whispering.

It would be a good idea for the whisperer to touch the shoulder of the person, who he is going to whisper to next, so the person knows he/she will have to listen carefully and then tell the story to the audience.

The exercise is really liberating. If a shy person has problems telling his/her own stories, he/she will avoid that by telling other people's stories, which is a quite different experience. Then his/her own story will be whispered out and told to the audience by someone else. Gradually a shy person learns to speak in a more confident way, no matter whether he/she is speaking on someone else's behalf or not.

### ***Materials needed:***

Lines on the floor, produced with duct tape – microphones might be useful

### ***Time:***

40 minutes or longer, if participants need more time for discussion

### ***Questions for discussions/Debriefing:***

- Was the objective achieved and how? How did you feel in the beginning and then at the end?
- How did you feel when you had to tell other people's stories aloud?
- What about sharing your own stories through a whisper?



## 2. Social entrepreneurship



- How did you feel hearing your story, told by someone else?

Source (Aristidou, 2017)





## Accountability

### ***Learning objective/Rationale:***

Taking responsibility; young people with v.i. solving a problem by making their own decisions.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The exercise is suitable for small groups (4 to 6 participants). Begin a meeting by saying to the group – “On the table you will find 4 different objects. The arrangement of these objects (the order, in which they are placed on the table) is totally wrong. You have 5 minutes to study what the objects are and then 5 more minutes to improve the order of these objects”. If anyone asks further questions or for more instructions, only repeat what you instructed them in the first place. While some may continue asking questions, others may start moving the objects straight away, after studying them.

Observe the team and the things they do, without giving any further information, feedback, or instructions. After the time is up, let the participants know that they are supposed to stop their activities.

### ***Materials needed:***

Objects with different shape (sphere, cube, pyramid, cylinder, star etc.) and from different material (wood, plastic, fabric, rubber, etc.)

### ***Time:***

30 minutes or longer if participants need to discuss more.

### ***Questions for discussions/Debriefing:***

- Was the aim achieved and how?
- How did you feel when I refused to give you more details about the task?
- How did the time pressure affect your behavior?

Discuss with the participants how and why a lack of clarity makes it challenging to complete a task. Use this opportunity to highlight to the participants that if they fail to ask questions and the person in charge of a project does not provide the necessary clarification, the whole group is at risk of making mistakes or even not completing a task.



## 2. Social entrepreneurship



Discuss how the participants may be more likely to respond to pressure or stress, by taking action without first confirming a plan, and the significant problems this approach can lead to.





## Trust battery

### ***Learning objective/Rationale:***

Increase awareness on the level of trust that participants have in their team members. Help leaders and team members understand which workplace relations they need to work on.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

5-10 people

At the beginning, the cups are empty and are supposed to be filled or “charged” with rice or beans. The trust battery is charged 50% when people are first hired – the cup is half-full. Every time you work with someone at the company, the trust battery between the two of you is either being charged or discharged, based on things like whether you or your counterpart delivers what has been promised.

The trust battery makes a summary of all interactions between two colleagues to date. If you want to recharge the battery, you have to do different things in the future. Only new actions and new attitudes count.

A trust battery is personal: Peter may be at 85% with Katya, and 40% with Pavel. While Katya may be at 25% with Peter and 60% with Pavel.

Therefore, the point of this exercise is to give you and your team an honest assessment about what is your trust battery with other people on the team.

1. The facilitator should start by explaining the concept of trust battery to the participants in the workshop
2. Hand out the trust battery cups (one for each person to be charged, assessed) and rice/beans (the rice or beans for each person charged can be placed in a second cup, the same size as the one representing people’s trust in others). Give time to the participants to get to know their cups and the material they are about to fill them with.
3. You can divide the participants into two groups and ask the members of group 1 to charge the people from group 2 and the other way round.
4. Give a few minutes for everyone to reflect and fill in the trust battery cups, based on the interactions they had with each person in the past: How much charged is your trust battery towards this person?







5. Ask participants to reflect on how they may improve the relationship with those people and in what fields.

***Materials needed:***

Cups and rice or beans

***Time:***

40 - 45 minutes

***Questions for discussions/Debriefing:***

- Why did you place some people's trust battery lower than other's ones?
- Are there relationships where you perceive that your mutual trust batteries are at different levels of charge?
- What actions can you apply to improve a low trust battery?
- As a leader or a colleague, what can you do to help your colleagues succeed in charging their trust batteries?

Make the questions and the answers not personal, rather than general. The exercise should be used in order to make people change their working and relationship attitudes in order to improve the team atmosphere and not further spoil relationships. For new groups that do not know each other, the exercise may be used after a certain period of working together, so that the participants get to know each other and build some experiences together – necessary for shaping a sort of an opinion/evaluation.

Source: <https://www.sessionlab.com>





## Leadership braid

### ***Learning objective/Rationale:***

Helps people reflect on the different dimensions of what skills and attitudes they need in order to become good leaders

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

\* A piece of rope is used to represent the full set (100%) of skills a leader has, or at least a certain selection of the most important ones. We make knots with the rope in order to mark the significance of a skill. The longer a certain part, separated by knots is, the more important the respective skill is, according to the participant.

The exercise is most efficient with small groups (4 to 6 participants at a time).

1. The facilitator starts the exercise by presenting the model of the Leadership braid: It is a reflection and self-assessment tool, through which we may consider the most important skills and attitudes that a person needs to master in order to be a great leader.
2. The facilitator may present his/her own version of the leadership braid to demonstrate an example.

The facilitator should emphasize that his/her version is just an example, and the participants should think about what is important for leadership in their own perspective.

3. The facilitator should assign time for the participants to prepare their own set of important leadership skills and attributes, and ask them to make their own leadership braid. Each participant makes a braid of his/her own.
4. At this point, the facilitator may ask the participants to share their braids with the group and explain which labels (skills) they have chosen. The facilitator may discuss certain decisions and identify common patterns in the group's perception of a good leader.
5. The facilitator should ask participants to assess themselves on a scale of 1 to 10 for each knot (in other words – each skill). This self-assessment should serve as grounds for setting up their own personal goals for leadership development – for example, I consider the ability to prioritize properly as very important, but I am far from being good at it. I need to work on setting and following priorities. The areas





where the participants consider themselves weaker or inadequate should receive more focus in their future development.

### ***Example dimensions for a Leadership Braid:***

- Integrity
- Having vision & ability to inspire
- Empathy
- Value & Acknowledge People
- Passion & Purpose
- Self-awareness
- Self-efficiency
- Prioritization

It would be good to use a limited set of skills in order to make the task possible with participants who are v.i. Give them time to feel their ropes, to measure the lengths and do the exercises. If they do the exercise twice, each time with a set of 4 skills to measure and evaluate, and then with the 4 most important out of the total 8 given as examples, they can do the final rating and evaluation. The facilitator should instruct the participants that they are not supposed to choose the 2 most important skills out of the two ropes – they could choose 1 out of the first rope and 3 out of the second one, depending on which skills they consider as most important.

The idea of having the rope is to have something tangible, something tactile in their hands in order to give measure to the importance they assign to something.

### ***Materials needed:***

Ropes or lases

### ***Time:***

50 - 60 minutes

### ***Questions for discussions/Debriefing:***

The facilitator should encourage the participants to set a follow-up action within a few months of time to revisit their final Leadership braid. The participants should re-assess themselves, celebrate their development and refine their next goals.





## In your shoes

### ***Learning objective/Rationale:***

Helps participants understand the point of view of others, develops communication skills, helps with solving a problem or a discussion. This is a good way to clear out miscommunications.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The participants share a problematic situation. A few people, including the one, sharing the story, take different roles and present the situation. They replay the situation and switch their roles until everyone has taken each role. The situations can be imaginary, or based on a true story.

### ***Examples:***

1. An employee is late for work and the boss is not happy with that. (2 people)
2. An employee has not finished their job on time and the boss is not happy with the leader of the project. (3 people)
3. The leader of a project is new at this company. Some of the employees are demotivated, because they have been working for this company for a long time and have gained a lot of experience, but they were not the ones, promoted on the position of the leader. Instead, the company hired an external person. (3 people + the main manager)

### ***Time:***

45 - 90 minutes

### ***Questions for discussions/Debriefing:***

- How did you feel in each role?
- What did it change when you changed your role?
- What did you learn from each taken role?





## Centre Stage

### ***Learning objective/Rationale:***

All participants could reflect on the different leadership approaches

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Select four group members as volunteers. Sighted participants can also be part of the exercise.

#### ***Step 1***

One of the group members undertakes the role of an employee, who has been lately missing meetings or been late to work. Each of the other three participants demonstrates a different style of leader (laissez faire leader, autocratic leader, participative leader – to save time, the facilitator should specify who plays what).

#### ***Step 2***

Ask all participants to form a circle, and place two chairs in the middle of it.

#### ***Step 3***

After each demonstration of dealing with the miss-performing employee, ask the whole group to reflect on the different leadership approaches and styles. For example, the group could consider what has worked and what has not.

#### ***Step 4***

Finally, as a conclusion, ask the group to consider what the 'ideal' leader would do in this scenario.

### ***Materials needed:***

Ask all participants to form a circle and put two chairs in the middle of the circle.

### ***Time:***

30 - 40 minutes

### ***Questions for discussions:***

- What kind of qualities should a leader have in your opinion?
- What kind of leadership approaches do you know? Which is your favorite?





## Brainstorming for change

### ***Learning objective/Rationale:***

The goal is for the participants to come up with possible solutions to social, political or economic problems.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The facilitator puts participants into groups of 4 or 5.

#### ***Step 1***

Working together, people brainstorm both small- and large-scale solutions to a given problem.

#### ***Step 2***

Once the groups have finalized their list of detailed solutions, the facilitator forms a discussion with everybody, and together they examine which of the proposed solutions could be a suitable option and why exactly.

### ***Time:***

15 - 20 minutes

### ***Questions for discussion:***

- What are the topics that you are most interested in?
- Do you use brainstorming at your workplace/school lessons when you need to solve a situation?





## A Creative self-presentation

### ***Learning objective/Rationale:***

Presentation skills are essential for a leader, because they create the initial impression to the others. With this exercise, the future leaders learn how to express themselves in an interesting and creative way, which will help them construct the phrases they use and cope with shyness, and will increase their self-esteem.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

About 20 people, sitting in a circle, passing an object - it could be a toy, which the facilitator (a sighted person) first gives to someone, and it serves as an indicator, showing that it is someone's turn and he/she is allowed to talk. Both sighted and blind people can take part in this activity.

The facilitator asks all the people in the circle to introduce themselves in a creative way, giving to the one, who will be the first to talk, an object, which he/she holds during his/her presentation and when he/she is done, he/she passes it to the person next to them.

### ***Material needed:***

An object

### ***Time:***

15-20 minutes

### ***Questions for discussion:***

- Do you think first impressions are everything? Do they mostly determine people's overall opinion about you?
- How can being creative have a positive impact on other people's behavior towards us?





## Social entrepreneurship skills (activities and exercises)

Social entrepreneurship is a chance not only to start up business for oneself, but also to make it beneficial to others in a socially sustainable and responsible way. Social entrepreneurship gives value back to society either through the salaries of the people it employs, or through the products it produces and offers to people with special needs. Social entrepreneurship is a change-maker with huge potential. Going to web-sites such as <https://www.causeartist.com> and checking their lists of profit and non-profit best examples can be extremely inspirational, informative and can also lead to some ideas sparking.

Therefore, in order to initiate the spark of the social entrepreneur in young visually impaired people, we offer here a list of activities and exercises, which focus on developing social entrepreneurship skills.

**Social entrepreneurship** is an approach, used by start-up companies and entrepreneurs, in which they develop, fund and implement solutions to social, cultural, or environmental issues. This concept may be applied by a wide range of organizations, variable in size, aims, and beliefs. For-profit entrepreneurs typically measure performance, using business metrics like profit, revenues and increases in stock prices. Social entrepreneurs, however, are either non-profits, or they blend for-profit goals with generating a positive "return to society". Therefore, they must use different metrics. Social entrepreneurship typically attempts to further broad social, cultural, and environmental goals, often associated with the voluntary sector in areas such as poverty alleviation, health care and community development.

In the 2000s, scholars and practitioners have debated, which individuals or organizations are considered social entrepreneurs. So far, there has been no firm consensus on the definition of social entrepreneurship, as so many different fields, disciplines and organization types are associated with social entrepreneurship, ranging from for-profit businesses to hybrid models, combining charitable work with business activities, to non-profit charities, voluntary sector organizations and non-governmental organizations. Philanthropists, social activists, environmentalists, and other socially oriented practitioners are often referred to as social entrepreneurs.

Social entrepreneurs can include a range of career types and professional backgrounds, ranging from social work and community development to entrepreneurship and environmental science.







Social entrepreneurship in modern society offers an altruistic form of entrepreneurship that focuses on the benefits that society may reap. Simply put, entrepreneurship becomes a social endeavor when it transforms social capital in a way that affects society positively. Social entrepreneurs recognize immediate social problems, but also seek to understand the broader context of an issue that crosses disciplines, fields, and theories. Gaining a larger understanding of how an issue relates to society allows social entrepreneurs develop innovative solutions and mobilize available resources to affect the greater global society. Unlike traditional corporate businesses, social entrepreneurship ventures focus on maximizing gains in social satisfaction, rather than maximizing profit gains.

Social entrepreneurship is distinct from the concept of entrepreneurship, yet still shares several similarities with its business cousin. Jean-Baptiste Say (1767–1832), a French economist, defined an entrepreneur as a person who "undertakes" an idea and shifts perspectives in a way that it alters the effect that an idea has on society. Say further defines an entrepreneur as someone who "shifts economic resources out of an area of lower, into an area of higher productivity and greater yield." The difference between "entrepreneurship" and "social entrepreneurship", however, stems from the purpose of a creation. Social entrepreneurs seek to transform societies as a whole, rather than transforming their profit margin, as classic entrepreneurs typically seek to do. Social entrepreneurs use a variety of resources to bring societies into a better state of well-being.

Source: [https://en.wikipedia.org/wiki/Social\\_entrepreneurship](https://en.wikipedia.org/wiki/Social_entrepreneurship)





## Social Enterprises

### ***Learning objective/Rationale:***

Participants understand what a social enterprise is.

You can search several ways for social enterprise ideas. Seeing examples of social enterprise in action is one of these best ways to get inspired for what you might want to create!

Social enterprise ideas, unlike conventional business ideas, typically result from a desire to solve a social need; similar to how many non-profit and charity organizations find their beginning.

Traditional business ideas can also come from identifying a social need. However, the difference between a social enterprise idea and a traditional business idea is the motivation of the entrepreneur. The primary motivation for a traditional entrepreneur is more-often-than-not a desire to make money; a social entrepreneur is driven more by a passion to solve a social problem, and only chooses to use business as a mechanism to solve these problems.

Further, you will discover some examples of Social Enterprises that may serve you as inspiration:

1. Social SuperMarket: create a food market that sells food to low-income communities at a discounted price. Discounted food is donated (or purchased very cheaply) from food suppliers and other supermarkets that cannot sell the food themselves for a variety of reasons, such as approaching expiry dates, dented cans, and product mislabeling.
2. Sustainable Water - Build small water purification stations in communities in developing countries, using off-the-shelf products. Initial funds to build it can come from traditional charitable methods, or through debt/equity financing; the communities can be partial owners (or full owners, if using cooperative business model). Ongoing costs to maintain and staff the water station come from the sale of purified water to its beneficiaries, but at near break-even levels, costing almost nothing for the beneficiaries.
3. Social Crowded funding - Build a platform for social entrepreneurs to find groups of funders. Similar to the Micro Lending platform, but lenders take a promise of something in the future in return for 'donating' a bit of money to the Social





Entrepreneur's project now. Charge a small fee to cover the operational costs of the platform.

4. Cooking/Baking for a social cause - Open a bakery/restaurant or another food-providing establishment that focuses on building employment skills for underemployed groups, such as at-risk youth or former drug addicts. The profit from sales of food and beverage go to wages, training, and social improvement programs for the staff-beneficiaries.
5. Education books on social topics - Create a book or other educational publication, whose benefit is easily understood and salable. Learning about the topic of the social education book should benefit the reader, such as a recipe book that focuses on recipes, promoting sustainable food culture. The proceeds from the book are used to support education initiatives along the same topic and for groups who will have the most impact and benefit. In the case of sustainable food preparation practices, the target education group would be chefs.

**Source:** <https://www.thesedge.org/socent-spotlights/22-awesome-social-enterprise-business-ideas>

All these ideas and many more serve as an excellent inspirational session for the participants. Before the training course, prepare a presentation, pointing out the definition of Social Entrepreneurship as well as some examples like the ones above. You could search online for further examples of social businesses.

Participants can be involved actively after the presentation by being asked to provide examples of Social Businesses from their community, region or country. Each participant could be asked to present the Business model and talk a little bit about it. This task could be given to participants before the start of the training, in such way they will come prepared with a small 3-minute presentation of the social enterprise they have found, or some time can be given to the participants for research and then the presentation can take place. Your approach depends very much on the duration of the training you organize, and how much time you can allocate for this task.

Keep in mind: participants are facing visual impairment so the presentation should be a verbal one and handouts should be sent to the electronic devices of each of the participants.

In order to be able to open a Social Business, an individual has to think and become an entrepreneur, therefore in the next pages we will present several methods that will help





your participants gain the competences and abilities, necessary to start thinking about social business and eventually develop one.

Note: When working with participants with visual impairment, make sure you adapt the method to their needs. For example, if there are accompanying persons present, make sure one is in each group and they can take over the writing in the drawing part, giving opportunity to the participants to be fully involved in the exercise verbally.

If possible, we strongly support participants with v.i. to bring their electronic devices with them: thus, all things that would be normally written on flip chart papers can be written in a common document, to which all participants can have real time access. You can use a very simple Google Doc or more advanced memnti.com or pedlets.com

It is important to always be informed about the extent of the impairment your participants are facing, so you can prepare and adapt the methods accordingly. In some cases, just using a very big font or big letters when writing on the flip chart can be enough, but in other cases the adaptation needs a little bit more effort. To help you adapt methods for a group of participants, facing different types of v.i., please consult [www.inclusion.ofetin.ro](http://www.inclusion.ofetin.ro) for more details on aspects that need to be taken in consideration during a training session.





## Entrepreneurship Assets and Deficits & Defining Expectations

### *Learning objective/Rationale:*

- Examine existing entrepreneurship resources, using a balanced approach.
- Identify entrepreneurship resources

### *Description of the method/nr. of persons of the group for which the method is suitable:*

#### **Step 1**

Raise the following question and facilitate a discussion:

As an entrepreneur, is it important to understand the environment around you?

Why or why not?

When all of the responses are given, explain that it is essential to understand the environment around you. What is available? What is not? What are the opportunities you can take advantage of? What are the threats to avoid? Throughout the entrepreneurial process, it is important always to keep your surrounding environment in mind, in order to make good decisions and be prepared to meet the unique needs of your market. The activity that we will do today is called "Assets and Deficits Mapping" and it will help you understand the positive and negative aspects of the environment in which you work.

#### **Step 2**

**Asset Mapping:** Divide the group into smaller groups of 3-4 people. Once settled, have the groups select a single recorder (it can be the accompanying person or a not visually impaired person from the group, or someone who can record the exercise result on an electronic device with text to speech software). Have each group make a list that combines all the participants' "individual" skills and knowledge that they bring to the Training. Give them about 10 to 15 minutes to work. Then stop the groups and ask them to listen for further instructions. On a blank flipchart or electronic device, shared document, etc, draw three rectangles - one inside the other.

1. In the inner square write all the individual entrepreneurial skills in your group. Use the list you have just created.





2. In the middle square add all the local associations or groups in your community that could assist you in creating a small business— for example, women’s groups, religious groups, schools, NGOs, etc.

3. In the outer rectangle list all national institutions with whom you have connections – for example, ministries, foundations, etc., that might be able to assist in the creation of a small business.

Give the participants 20 minutes or so to work. Ask them to list somewhere the names of the people in the group and to post their flipcharts along one wall, next to each other, or if you work on a common document, make sure to have each groups’ contribution recorded separately.

Ask the groups to report out their assets maps:

- Ask each group to report a few items from the center - their individual skills and capacities.
- Then ask for some examples from the second layer - community or local resources.
- Finally ask for some examples from the outer layer - national resources.

Raise the following questions or comments to encourage a discussion:

As you look at all the individual and group skills, connections to organizations and associations, how does that make you feel about this group? (Proud, capable, empowered, etc.)

We can call these flipcharts “assets maps” or “strength maps”. Who created them? You did; this means that you are aware of your own strengths. Is it important for entrepreneurs to work together with one another and the surrounding community? Why or why not?

***Trainer Note (a): When participants do an inventory of their capacities or skills and identify their linkages to one another or to groups and institutions, a creative process begins to happen, in which people start thinking and sharing ideas for businesses. As facilitators, we can help people develop ideas into businesses, and mobilize assets by connecting individuals to groups, groups to institutions, institutions to institutions, and so on. Sometimes, the best thing we can do is help “people who know” link up with “those, who want to learn.”***





### ***Step 3***

**Deficit Mapping:** Ask participants, in their groups, to do a second map. This time, they should focus on deficits, issues, or problems that might affect a potential entrepreneurship project:

1. In the center square, list skills or knowledge, needed for carrying out an entrepreneurship project, which individuals in your groups lack. Issues could include lack of creativity, insufficient training, or lack of work supplies.
2. In the next square, list issues or problems in the local community that might hinder completion of an entrepreneurship project, such as limited finances for the community as a whole; uncooperative leaders, lack of transportation, lack of paved roads or lack of electricity.
3. In the outer square, list national level issues or problems that might hinder completion of a project, such as lack of communication resources, lack of means to discover new ideas, or lack of compatible goals of ministries or NGOs, and so on. When they finish, have them post these new maps next to the others and share some of their observations.

Ask participants the following questions:

1. Did it feel different to do the two maps? If so, how was it different?
2. How do you feel about the two different visions of your group?

We often concentrate on what we are lacking, rather than all we have to help us move forward in life. In doing an exercise like an Assets Map, we realize that there are actually a lot of resources at our disposal to help us.

Where normal people see deficits, entrepreneurs see opportunities. If there is not stable electricity in your community – they see an opportunity to install a solar panel farm. If they do not know how to do accounting, they find a friend who can help them. Entrepreneurship involves seeking out creative solutions to address problems or needs.





#### Step 4

**Summary Discussion:** (15 minutes) Summarize the discussion by asking the group: "What was the point of making these maps?" The group should come up with at least the following:

- Realize how much we each have to offer.
- Realize how many resources we have at our disposal.
- Not focus on what you lack or need.
- Provide a balanced perspective on entrepreneurship strengths and weaknesses.

Explain to participants that in this program we want to reinforce that it is more positive to:

- First, build on strengths and existing resources, because it empowers participants.
- Second, acknowledge that resource deficits may exist.
- Third, have participants self-identify their entrepreneurship goals before we try and assist them.

**Defining Expectations:** (15 minutes)

Building on this theme, ask participants:

- What do you expect or want from the Training Program? Give participants a moment to think first, and then give each person a chance to speak. List their responses on flipchart paper or common document that can be accessed by all participants. Clarify any expectations that the program will not meet. Wrap up the session by stating: "We, the trainers, will do our best to meet your needs. However, let us not forget that everyone here is a resource. The program will accomplish what we want if we all put in our best efforts. Are we ready?" Okay, here we go!!!

**Materials needed:**

Flip chart paper, markers adaptation is needed for participants with visual impairment.

**Time:**

120 minutes

**Source:** <http://www.osezinnover.com/wp-content/uploads/2013/06/YETP-2.0-English.pdf>







## Change the image of a familiar situation

### ***Learning objective/Rationale:***

- Introduction to creativity and differentiation.
- Why creativity is important for entrepreneurship.
- Conduct creativity exercises.

### ***Objectives:***

1. Understanding the importance of creativity in entrepreneurship.
2. Understanding the importance of creativity exercises for bringing original ideas and the ways to apply that to entrepreneurship.
3. Practice creativity exercises and realize that anyone can be a creative individual.

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Group size: Small groups of 3-4 participants

Ask a participant to give you a repetitive activity that they often do (an activity such as walking to school, preparing food, cleaning the house, doing laundry, watching television, etc.). Ask for DETAILS when in the situation! Once the participant has given details for their activity, explain that the aim of this exercise is to take that normal situation and change each detail. It can be completed in whatever bizarre way, but it has to be different.

Explain the following as an example: "One activity that I do often is eating lunch and dinner at a restaurant. The details of completing this activity – I walk to the restaurant and when entering, I look around to see if there is a free table and I take a seat. I then wait for a waiter to come up to me and I ask them what they have available to eat. Once I am informed, I will reflect, make my decision, and order. After I order, I will wait for my meal to be prepared and served. Once served, I will sit and eat my meal, listening to the radio or watching television. After I eat, I will ask the waiter how much it costs, and pay. Once paid, I will take my stuff and leave."

Now, I will take this normal activity and change each detail.

"This time around, instead of walking to the restaurant, I will have the restaurant come and pick me up, wherever I am. When entering, instead of finding a seat and asking what they have available, I will immediately walk back into the kitchen, bringing my own ingredients and telling the cooks what they are going to prepare for me, and how I like it cooked. Usually I pay the set price afterwards, but this time I have to negotiate the price and pay





before the preparation begins. Usually I sit and wait for my food, but this time while I wait, I play checkers with the waiter. This waiter is really good at checkers and if I win, I get a free cola, but of course I lose. When my food is brought, instead of sitting while eating, I go to the dance floor and dance while eating. I have already paid, so I can stay and dance for as long as I want or leave whenever I want.”

Explain to the participants – I tried to be as creative as I could when changing this otherwise normal task. It is not about feasibility or being correct, it is about being as different as possible. It is now, afterwards, when I can look at my story and think if there are any feasible ideas. “You know, picking up the clients isn’t such a crazy idea! Maybe that can be a way I will differentiate myself. If my clients want to come to my restaurant, they can call me and I will have one of my waiters go and pick them up.” Another reflection: “Bringing in ingredients, why not!? That could be an option to give my clients and another way to differentiate myself from competitors and have potential clients choose me!”

Have the groups conducting this exercise come up with as many different situations as they can in the allotted time. Ask the participants to present one of the ideas that were transformed from a normal situation into creative entrepreneurial difference.

### ***Materials needed:***

Flipchart or blackboard, markers or chalk, brailers, variety of objects

### ***Time:***

120 minutes

### ***Questions for discussions/Debriefing:***

Pose the following questions for final discussion:

- How do you feel after conducting the creativity exercises?
- How can these activities, and being a creative individual, help as an entrepreneur?
- How can being a creative individual help you in your life in general?
- Why creativity exercises are implicated and why are they important to entrepreneurship?
- Is there anything you changed in your story that could be used for a business idea?

***This educational method was developed by the partners in the project “Growing Green” coordinated by Fora Copenhagen and co-funded by the Erasmus+ program of the European Union, KA2 – Capacity Building in the Field of Youth. Source: (Growing Green)***





## Business café

The activity is designed to stimulate brainstorming/creative thinking

### ***Learning objective/Rationale:***

To generate ideas out of discussions.

### ***Preparation:***

Set up a number of café-style tables with paper tablecloths to record ideas that the conversation generates. Prepare some snacks for each table; offer drinks so that participants feel welcome (optional).

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Start by asking the participants to individually reflect upon ideas of sustainable entrepreneurship. Write on a flipchart the first six ideas generated. These are the business ideas that will be discussed in the Business Café.

Assign one table for each business idea. The “owner” of the business idea will act as a host and will not change the table. Divide the rest of the participants in groups of four. You will now have six groups. Assign each group one table and give them 10 minutes to discuss upon the business idea. When the time is up, the host will remain at its table, but the group will move to another table. Repeat this twice. Give 10 minutes per round.

Give the groups a number of questions that can guide their discussions:

1. What is good about the idea?
2. How could it be changed to improve it?
3. How could it be implemented?
4. How could it be done more successful?
5. Are there any challenges that you can already foresee in implementing it?

Instruct the host to write down the inputs from the groups visiting. Make the host aware that after three visits, they will present in plenary the inputs they have received. After each group has visited three tables, the hosts will present the inputs gathered, question by question. Each host will have just two minutes for their presentation. After the six presentations from the hosts, ask the participants to choose the business idea that they like the most. The participants will return to the table idea and continue to work on its development together





with the host. Give each table 45 minutes to further develop the business idea with the use of the Business Model.

When the time is up, ask representatives of each group to come up and present their Business Model. Give each group 5 minutes.

### ***Materials needed:***

Tables and chairs, flipchart papers or paper table cloth/old wallpapers, markers, snacks, print out questions for the hosts, projector (if possible), computers or electronic device for each table (if possible)

### ***Time:***

3 hours

### ***Questions for discussions/Debriefing:***

In plenary, the hosts will present what came out of the discussions and the whole group can discuss the points they consider most important.

- What ideas are worth following up?
- What needs to be done next?
- How to choose between the different ideas?

Further information: Instead of the World Café, you could also do a silent discussion, where participants share, discuss and connect ideas in writing. This often encourages more quiet participants to contribute.

***Adapted from:*** <http://www.ifm-sei.org/files/up/15-word-cafe.pdf>





## Time for Action

### ***Learning objective/ Rationale:***

An exercise to encourage a reflection on our daily habits and their global impact, as a means for identifying opportunities for creative intervention through innovative thinking and sustainable entrepreneurship

### ***Objectives:***

- Encourage participants to reflect upon the global impact of their everyday habits;
- Encourage the participants to see opportunities for innovation in everyday life;
- Encourage participants to develop need-based products and services;
- Foster participant's creativity.

### ***Preparation:***

Make sure to read the whole exercise and modify to the needs of your group if necessary

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

Group size: 9 to 24 participants

1. Using the template below, ask the participants to individually reflect upon their daily routine. Ask them to write one activity they do at every hour during a typical day. (15 minutes)
2. Ask the participants to reflect upon the global impact (negative/positive) of each of their daily activities, and to note it down (20 minutes)
3. Ask the participants to reflect upon their activity, why they make particular choices, and are those choices avoidable. Ask them to think of one service or product that could help them make more sustainable choice/reduce the negative global impact of their activity (20 minutes)
4. Ask the participants to make groups of 3 or 4 persons. In their groups, ask the participants to present to each other their daily routines and ideas for services or products. Ask them to identify similarities between each other's diagrams. Ask the groups to conclude by agreeing upon one idea that they wish to take forward. (30 minutes)





5. Ask the groups to further develop an idea of a sustainable business and prepare a pitch for the product/service (45 minutes)
6. Ask each group to present their idea to the rest of the group.

***Materials needed:***

A sheet of A3 Paper for each participant, brailler or laptop to write.

***Time:***

2 to 3 hours

***Questions for discussions/Debriefing:***

You can ask following questions:

- Would you like to do the business in reality?
- What keeps you from doing it?
- Why did nobody do it before?
- What help/support would you like to have?

Follow-up suggestions: Ask participants to design a business plan out of their ideas by using business canvas model





Time	Activity	Impact	Solution
7:00	Eat a banana for breakfast	Banana is imported from Costa Rica	Fresh locally grown fruit delivery service on bicycle
9:00			
11:00			
13:00			
15:00			
17:00			
19:00			
21:00			
23:00			

***This educational method was developed by the partners in the project “Growing Green” coordinated by Fora Copenhagen and co-funded by the Erasmus+ program of the European Union, KA2 – Capacity Building in the Field of Youth.***

**Source** (Growing Green)





## Exercises to become a better entrepreneur

### Overview:

The following exercises can be a fun way of getting used to being an entrepreneur. It is often hard to get used to a change of vocabulary or a change of attitude towards your clients, so getting used to all this in a fun way is helping.

The exercises can be done in large group of participants, or you can divide them in smaller groups. Give out the tasks one by one and in between each of the tasks, ask the participants to share or present the results in front of the large group.

Time: you can stretch out each of the exercises and make as many rounds of each as you like; it all depends on how much time you have in the program.

### Exercise 1: Use random words within sales calls

When it comes to sales, you have to learn how to think fast. You cannot predict what people are going to ask. To learn how to think on the spot, you should exercise random words to say in your next sentence.

For example, use the word "suntan" and "sandwich" in the next sentence.

***With your expertise and my marketing knowledge, we will end up crushing it so much that we will be sitting on the beach within the next 6 months, getting a suntan, drinking beers, and eating sandwiches.***

You might find this game difficult at first, but it gets easier over time. It also helps stimulate your creativity and can help build your confidence when doing sales.

Write different words on small piece of papers, fold them and put them inside a bin, ask participants to come one by one, take one or two pieces of paper and start forming a sentence with the words on the paper, on the spot.

You can play as many rounds as you want.

### Exercise 2: Find 5 facts

Do your research before any business meeting or phone call. Focus not only on the company but also on the individual. The companies may write the checks, but it is individuals within the organization, who make the decisions.







You can find out a lot about individuals by performing a few Google searches and using tools like Facebook or Instagram.

Getting to know someone within the company is important since people prefer to do business with people, who are like them. With a bit of research, you can increase your odds of closing a deal. It also never hurts to learn how to become a good researcher. As an entrepreneur, you will not always have the answers, so you will need to learn how to find them through research.

Ask participants to write different company names on a paper, maybe companies that are not very well known, as well as different names of persons. Put all pieces of paper in a bin and ask participants one by one to come and extract a paper and then to try to find out as much as possible about the person or company, in such a way that the information would serve them at a potential interview or sales meeting.

You can play as many rounds as you want, you can even establish specific information that each of them needs to find out about the company or person on the paper.

### **Exercise 3: Do something embarrassing in public**

Fear is something that holds a lot of us back. In business and in life, you probably care what other people think about you. For this reason, you likely fear doing anything that could embarrass you or cause others to judge you.

One way to get around this is to do something embarrassing in public. One such example is to lie down on the sidewalk with barely any clothes on for 10 minutes.

Sure, you may feel a bit uncomfortable at first, but you will eventually get used to it.

By doing something embarrassing on a weekly basis, you will start to care less what others think of you. Eventually, this will also apply to your entrepreneurial life, and you will start to do whatever it takes to succeed.

Ask participants to come up randomly with embarrassing things. Ask them to act out this in the safe environment of the training room. You could also come with things and situation yourself and give them to the participants before you play the game. If participants feel comfortable enough after a few rounds to go out and act the situation in a public place, we suggest a park maybe, you can also incorporate this into your game.

You can play as many rounds as you have time.





#### **Exercise 4: Read the news every day**

Find a few news sites that you like, and read them each day. From BBC to CNN, there is no shortage of news sources from which to choose. By reading these sites each day, you will develop a good working knowledge of current events.

##### ***Why is this important?***

Here are 2 good reasons to read the news daily:

**Current events affect businesses** – if something big is happening in the world, it can affect your business in a negative or positive way. For this reason, you should keep yourself informed.

**People talk about the world** – when you are attending business meetings or networking functions, others will likely bring up current events. If you stay up-to-date, people will see that you are knowledgeable and smart, and it will help you stay engaged in the conversation.

Ask participants to make a list of newspapers or info sites they usually read and then research on newspapers or websites that share regular information about the business sector their business belongs to.

#### **Exercise 5: Learn your numbers**

When I speak with new entrepreneurs, do you know what many of them tend to forget? Their numbers. From how much the things cost to how much they charge to their profit margins, most new entrepreneurs tend to forget their business numbers.

As an entrepreneur, you will have customers and clients who will put you on the spot. They will ask you questions such as:

How much do you charge?

How long will it take to see results?

How many customers do you have?

These may seem like simple questions—and indeed, they are - but many entrepreneurs tend to freeze on the spot and forget or simply do not know the answers.

If you cannot answer these simple questions, how skilled can you be at your job?





At least that is what people you are speaking to might think about you. Lacking a good answer shows that you are inexperienced and might not be worth working with.

Study your numbers, memorize them, and know them like the back of your hand. Doing this will help you understand your business more clearly and show you where you need to fine-tune it in order to grow it faster.

Ask participants to think about an imaginary business model and put on paper some numbers that would be an answer to the above questions, give 25 minutes for preparation and then give opportunity to participants to meet in a non-formal setting, in the training room and discuss their business numbers.

You can prepare the room and create a conference setting, or a cocktail setting or a launch of product setting, in such way the participants will feel more relaxed and can enjoy the activity more.

### **Exercise 6: Stop judging people**

Who likes being judged? *I know I do not...*

As humans, we naturally judge other people based on many factors, such as how they dress<sup>5</sup>, how they look, how they speak, or where they live<sup>6</sup>.

You should not judge others. As long as someone is not doing anything unethical, let him or her live their life. If they are happy, you should be happy for them.

When you start judging others, you will notice that you will start to shut doors that could have been potential business partnerships, and you will start creating enemies for no reason.

### ***So, how can you stop judging other people?***

Every time someone does something that would normally provoke you to judge him or her, just say to yourself, "I'm not going to judge them." I know this sounds silly, but it really works.

Also, explain to the participants that judging brings negative thoughts and energy over your business and it might affect negatively your performance.

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<sup>5</sup> <https://www.quicksprout.com/how-spending-162301-42-on-clothes-made-me-692500/>

<sup>6</sup> <https://www.quicksprout.com/how-a-ferrari-made-me-a-million-bucks/>





### **Exercise 7: Cut out the BS**

People hate it. Stop beating around the bush, and get to the point.

The next time you are hanging out with friends or colleagues, get to the point. Of course, you do not want to hurt people's feelings by being too direct, but you need to get to the point when it comes to business-related matters.

Not everyone will like it, but many will end up respecting you for it. It also shows how confident you are, and you will start gaining some new deals as a result.

As participants practice giving a message further in a very concise way, structuring the information.

Preparation: Find several 10 to 15 line long texts give each text to one participant. After reading the text to him in another room, please ask him to come into the training room and give the information to the whole group.

Try finding a text with a lot of technical information and details, a scientific description is also good or a part of a very descriptive novel.

After the participant is presenting the text to the whole group, also read out loud the initial text for participants to understand the difference.

Repeat this exercise several times, with different text as well as different participants. Start a discussion on the performance of each of them and draw some conclusions at the end of it.

### **Exercise 8: Hold a silly conversation for 2 minutes**

Have you ever tried to hold a conversation on a silly topic for 2 minutes?

Write some random silly words on different papers and put them all in a bin, ask participants to come up and extract a paper. On the spot they have to give a 2-minute speech about how the word on the paper SAVED THEIR LIFE ONCE.

Do not give any time for preparing the speech, participants need to start directly speaking after the extracted the note. Explain to the participants the speech does not need to be true or have any sense, the idea is for the participants to speak freely and have a coherent presentation.

Why should you do this? It will teach you conversational skills. From being entertaining to capturing your audience's attention, conversation is a required skill in business. It also helps participants gain some public speaking skills.





Play several rounds of this game, in such a way that all participants get their turn. In case participants enjoy it, prepare several more papers with silly words and play again.

### **Exercise 9: What was she wearing and doing?**

Memorization is important. If you forget little details, how will you remember the important ones?

Ask participants to start studying the people around them, and pay attention to each detail - from their clothing to their actions and body language. In doing so, they will train themselves to remember more information.

Ask than participants to divide in groups, go to preferably separate spaces or rooms and start quizzing each other on details that specific persons were wearing the day before. Make sure those persons are not in the group. In order to see if answers of participants are accurate, for preparation you will need to have pictures taken of each person from the group and different objects from the room, form the day before.

Give around 30 minutes to the participants to play this game and to write the answers down. You can then show the pictures in the big group to see how accurate the memories of the participants were.

To make it more fun you can organize a small contest between the teams and establish a winner who can also have a price at the end of the day.

### ***Conclusion to be presented to participants:***

When you start out as an entrepreneur, you will lack many of the skills needed to succeed. So, what should you do? Rather than quit, try to learn the skills you need.

Developing these skills does not have to be boring like reading textbooks. You can learn them through fun exercises, like the ones you experienced before.





## **Bakers without Borders**

### ***Learning objective/Rationale:***

Social entrepreneurship model; critical thinking, creativity, empowerment of the players

***Description of the method/nr. of persons of the group for which the method is suitable:***  
at least 2 players

### **INTRODUCTION**

This is a game in which we will experience the meaning of the expression “to earn my daily bread”. This expression comes from our shared ancient history, in which the most common work was agriculture - working in the fields, sowing and harvesting wheat for bread, which was the main source of nutrition and sustenance for most of the humans.

Nowadays, “to earn your daily bread” refers to any type of work you do, which is your main source of income. However, in our game, we will focus on one of the best types of work – that of the baker! In addition, how the power of the baker in the community can create a space for therapy, social change and community. How can we create this kind of bakery in our community or town? Moreover, how can we make sure it is a lively place, which makes people happy and is open to all?

Here we will experiment with creating a community ‘Bread House’ by cooperating and joining our efforts, individual talents and resources – in order to try help our community have a place to meet and feel at home, whenever someone is lonely, sad, or simply in need of someone to greet him/her with a genuine smile and share some bread together!

For the purpose of this game, we use the symbol of the Bread House as an image of any social enterprise that you would like to develop for the benefit of the society.

### **Preliminary preparation:**

Each player starts the game with 10 seeds in his/her hand, which he/she should choose in advance. The seeds can be wheat grains, lentils, beans, or anything you like to play with. The seeds represent your gifts and talents, your resources and money.

This is a collaborative team game, in which players take decisions together and should respect the opinion and wishes of the others.







**The game has 4 stages** (written as sections on the board of the game): Ploughing, Sowing, Irrigating, and Harvesting.



At **each stage of the game** you take **3 main steps**:

***Step 1***

You **make your choices**, according to the 5 options in each stage, or according to your own ideas. And because you work in a team with the other participants, you should all agree on the options to be selected. If you choose to continue with your own idea, instead of supporting some of the 5 options, which we offer you, you are more than welcome to propose and discuss them with your team.





**This game can change any time you play it**, depending on the social business that all players decide to create together: anything from a chocolate factory, a pizza place, an ice cream shop, or any other food business, to whatever other enterprises you imagine and invent (computers and technologies; sport; etc.). The key is that this game will teach you how to make your enterprise have a social cause and help solve a social problem and engage people in need by creating and strengthening communities around the business.

After you have made your choices, it is time to invest your grains and pass to STEP 2.

### ***Step 2***

You invest your **“money”/your gifts or talents** (from the hand-full of seeds you have prepared at the beginning of the game) and put them physically in the common Granary of Gifts area in the middle of the paper board of the game. Each time you select how much to invest in a topic, among the options in each stage (20 topics, divided in 4 stages). You are free to skip some of the proposed ideas and introduce your own ideas to invest in. If you decide to continue/invest in your own idea (instead of the 5 options given), you would need to decide within the team how many seeds you are going to put/invest for your idea, thus the instructions that we give further in the 5 options would not be applicable for you.

As you can see, this effort requires at least 2 players, because a single person never has enough “gifts” to secure all resources, needed to create a Bread House. One very important value to start the game with, is to not be worried that you will run out of money (seeds) – the key lesson is that if you cooperate with your partners, you can achieve the whole task (to complete all stages of the game). Simply cooperate!

### ***Step 3***

You **keep on building your Bread House** by writing on a sticky note what you have selected from the options in each stage, and then sticking the note on the game board in the corresponding box (Ploughing, Sowing, Irrigating, and Harvesting). This is your work plan for building your Bread House, which companies usually call a visual “mind-map” or a “business plan”.

**So now, let us start the game!**







## STAGE I: Ploughing the field

### *Look for people in need in your community or town!*

Think about all the people in your community or town, who are in need of help, who might need food or shelter, who are isolated, sick, or simply lonely! Think also of other problems you see around you, in the street, in the park, at school, etc.

***Lesson to be learned: Humility and understanding of equality: when you want to help a person or a group of people in need, always do it with the respect with which you treat equals and the humility, that you are no better than anybody else is. All humans are born equal, and at the same time, all humans are simply different. This is why our care for one another should be expressed with love and respect, but never with pity.***

***The key thing to never, ever forget, is that the word "human" has the same root as the word "humus" (in the earth soil), which should inspire us to be grounded and humble in all our relations!***

Here below are the 5 options we have prepared for you, but it is up to you as a team to decide and write down on the sticky notes the groups of people you want to help bring together at your Bread House. As a team you can choose more than 1 option (one player can support Option 1, the other - Option 2 etc. – however always after discussing this in the team), but always keep in mind the limited number of seeds you start with and that there are other stages to be accomplished.

1. **Social institutions** (an orphanage for children without parents; a home for elderly people without families; a hospital) – **for each group a participant chooses to help, he/she puts/invests 1 seed.**
2. **Day centers/associations of people with disabilities** (children or adults with mental and physical disabilities, such as autism or cerebral palsy or visual impairment, etc. - **for each group a participant chooses to help, he/she puts/invests 1 seed.**
3. **Homeless people** – **put/invest 1 seed.**
4. **Low-income families** and other poor people – **put/invest 1 seed.**
5. **Other local problems:** ecological problems (polluted rivers, genetically modified foods, plastic trash in streets or parks, etc.); social problems (violence at school, violence at home, street gangs, etc.); urban infrastructure (no proper street or public buildings' infrastructure for people with special needs, etc.); and others - **each**





**participant, who chooses one of these problems, or another problem you discussed with the team, should put/invest 1 seed for each problem selected.**

Of course, you are free to choose your own issues or to incorporate other suggestions and ideas, and if you do so, please offer them to the group so that each participant can decide what he or she wants to work on. In that case you should decide inside the team how many seeds each person would invest in the new idea, as the idea/suggestion could be so broad that you may need to divide it in subgroups and to invest more than 1 seed.

Now follow the instructions of STEP 1, STEP 2 and STEP 3.





## STAGE II: Sowing

### ***Sow the seeds generously in order to harvest!***

You can start organizing activities in a community center or another community space, before you open your own Bread House, in order to attract more people and community support.

***Lesson to be learned: After or during the game, try to sow wheat in a pot/garden/field together with your family and friends, and follow the process of growing – if you help seeds grow, they can live forever and keep multiplying and feeding people. Then try to mill some grains at home, simply by crushing them between stones, or in a mortar, and you will learn why this gives us richer flour, so much better than using an electric mill. Anything done slowly, by hand, and with love is the best!***

Here are the 5 options we have prepared for you, but don't forget that you can also think of your own ideas:

1. Start offering **free “Bread therapy”** for the people in need – **if you choose this option, put/invest 4 seeds in total for your whole team**

***Lesson to be learned: real help takes extra time, effort, patience, and love, especially when you work with people, who have special needs – but never forget that they have their own special talents and there are important lessons that you might learn from them!***

2. Start organizing regular (best if weekly) **community baking events** for mixed groups, seek other people and partners to join in – **put/invest 3 seeds in total for your whole team**

***Lesson to be learned: sustainable community change takes extra effort and love, because people are different and it takes time to build relations***

3. Connect to **schools and kindergartens** and invite them for educational programs, for example the **“Cultures and Breads of the World: Cultural Anthropology for Children”** Program, where with each visit you teach children about a different country and you make a traditional bread or pastry – **put/invest 3 seeds in total for your whole team**

***Lesson to be learned: the educational programs at school are usually based on textbooks and not on real-life experiences, and this is why it is so important to***





*offer children hands-on experiential learning opportunities, as is the case with our “learning-by-doing”, where all senses are engaged and bread helps us learn about various cultures around the globe.*

4. Offer **“Bread Building” team building** to local businesses and bigger companies; invite them to be a part of the community baking events – **put/invest 3 seeds in total for your whole team.**

*Lesson to be learned: helping teams of people, who are exhausted and stressed from too much work takes extra sensitivity and care, in order to tailor each “Bread Building” event specially and uniquely for the needs and problems in each individual team*

5. Start organizing **birthday parties, popular celebrations and community festivals** – **put/invest 2 seeds in total for your whole team.**

You are again free to choose/propose other activities and to incorporate other suggestions and ideas, and if you do so, please offer them to the group, so that each participant can decide what he or she wants to work on. Then you should decide within the team how many seeds the team would invest in the new idea, according to the importance you would like to put on the suggestion.

Now follow the instructions of STEP 1, STEP 2 and STEP 3.





### STAGE III: Irrigating and weeding

*Keep working carefully to help the seeds grow!*

1. **Location is key** – find the right place (in a busy street; near a park; think whether it is accessible for people in wheel chairs or with other disabilities; maybe find an old bakery – you should decide depending on the customers you think will buy your bread and the people in need you want to support): **put/invest 4 seeds in total for a good location**
2. **Buy machines and equipment** – think about whether you would like to bake in a wood-fired oven and let people enjoy the fire during the community baking. Be aware that such an oven is expensive and may need special permits. If yes, **you need to put 4 seeds total for a wood-fired oven**. If you decide to use an electric oven, you might need to buy it second-hand, otherwise it may be too expensive: **put/invest 3 seeds in total for an electric oven**. You also need a mixer, one or two tables to knead on, and a place to proof your bread: **put/invest 3 seeds in total for additional equipment**.
3. **Find good employees** – this is usually the hardest part, because every person has his or her own way of doing things. If you decide to hire people with disabilities or from underprivileged groups, **put/invest 4 seeds in total**. **Otherwise put/invest 2 seeds in total for other employees**.
4. **Find ethical and ecological food products** – if you want your bread to be truly good for people, you need to find high-quality products, i.e., you need to pay the producers what the product is really worth. You will need to purchase flour, honey, and other products for your breads. This takes time, effort, and extra money, since products such as these are produced by small farmers and with a lot more effort and care than others – but also so much more love! – **put/invest 4 seeds in total for ecological products; put/invest 2 seeds for cheaper, but low-quality products**
5. **Create your recipes and sourdough starter** – it would be a great idea to find an old woman, who could give you a traditional recipe. Recipes will always vary and change according to the different locations, due to the local weather, the bacteria in the air, etc., so **put/invest 2 seeds in total for the time needed to perfect your recipes**.

You are again free to choose/propose other activities and to incorporate other suggestions and ideas, and if you do so, please offer them to the group so that each participant can decide what he/she wants to work on. Then you should decide within the team how many



## 2. Social entrepreneurship



seeds the team would invest in the new idea, according to the importance you would like to put on the suggestion.

Now follow the instructions of STEP 1, STEP 2 and STEP 3.





## STAGE IV: Harvesting

*Enjoy the fruit of your work and share them with others!*

1. **Enrich your public image and marketing** – create a website, logo, marketing strategy, connect to the media when you organize bigger events (not for your own sense of pride, but in order to reach more people and invite them to come, especially those who are isolated at home or at institutions) – **put/invest 3 seeds in total**

2. **Start training people in Bread Therapy** – put/invest 1 seed in total

*Lessons to be learned: at this stage, since you have become more popular and a part of a larger international network, other people and organizations start seeking your help and your training, so you do not need to put much effort and time to promote your work.*

3. **Start training people in baking (organize courses)** – put/invest 1 seed in total

*Lessons to be learned: as above, people, who are usually interested in baking at home as a hobby or in professional baking, will look for you.*

4. **Help people open other Bread Houses “social franchises”** – put/invest 3 seeds in total

*Lessons to be learned: here you do not need to put much effort in looking for interested people, because they find you when they see a good working model. However, you do need to put time in on-going communication and supervision of other Bread Houses to make sure that they keep the quality of service and, most importantly, that they continue having a strong social mission, community engagement, and free bread therapy sessions.*

5. **Become a *Baker without Borders*** - start helping communities around the world – put/invest 4 seeds for each participant if your project is outside of your country; put 2 seeds if it is in your country

*Lessons to be learned: one of the sweetest moments in a person’s career is to be able to use his or her professional experience to help and train others and to multiply all lessons learned and, hopefully, virtues acquired. We wish you all the best in your life journey as a “Baker without Borders”!*

You are again free to choose/propose other activities and to incorporate other suggestions and ideas, and if you do so, please offer them to the group, so that each participant can





decide what he or she wants to work on. Then you should decide within the team how many seeds the team would invest in the new idea, according to the importance you would like to put on the suggestion.

Now follow the instructions of STEP 1, STEP 2 and STEP 3.

At the end of the game all seeds should be collected, as this is the total investment of your joint gifts, love, efforts, and money for opening your social business!







## CONCLUSION

### Dough-nations

#### *Let's unite around the dough!*

**Creating art from the seeds:** At the end of the game, you can take all of your seeds collected in the "Granary of Gifts" and use them to make a paper collage or mural (painting on a wall) with the seeds of your Bread House. You can stick the grains on paper with some glue.

**Building "dough-nations":** with such art pieces you will keep a collection and have a memory of each one of the Bread Houses you have created in your life, with diverse groups of friends and in diverse places of the world where you have traveled. Thus, slowly you can start building "dough-nations", nations united around making dough and baking bread.

#### ***Materials needed:***

Bakers without Borders game, different kinds of seeds (each player plays with 10 seeds); a pen, sticky notes; optional: a sheet of paper and glue

#### ***Time:***

1 to 1.5 hours





## Useful resources

1. <https://www.youtube.com/watch?v=mlpcyTX1Vow>  
Muhammad Yunus Panel Discussion 1- "The Future of Social Entrepreneurship"
2. <https://www.youtube.com/watch?v=VZQvhsa6LN0>  
The Power of Social Entrepreneurship: P R Ganapathy at TEDxGolfLinksPark
3. <https://www.youtube.com/watch?v=N8LVa9pb-n8>  
How to be a social entrepreneur: Andy Stoll at TEDxUlowa
4. <https://www.youtube.com/watch?v=Kx9tizvS8NY>  
Why social enterprise is a good idea, and how we can get more of it: Alex Hannant at TEDxTeAro
5. <https://www.youtube.com/watch?v=Vvq9YgoJabY>  
Changing the world through social entrepreneurship: Willemijn Verloop at TEDxUtrecht
6. <https://www.youtube.com/watch?v=Pl8c5ooHfWs>  
5 Keys to Success For Social Entrepreneurs: Lluís Pareras at TEDxBarcelonaChange
7. <https://www.youtube.com/watch?v=M3fl1R2IZFk>  
How to create a successful social enterprise | Marquis Cabrera | TEDxTeachersCollege
8. <https://www.youtube.com/watch?v=Kx9tizvS8NY>  
Why social enterprise is a good idea, and how we can get more of it: Alex Hannant at TEDxTeAro
9. [https://www.youtube.com/watch?v=1\\_xUDh-h394](https://www.youtube.com/watch?v=1_xUDh-h394)  
How to build a successful social enterprise: Marquis Cabrera at TEDxNortheasternU
10. [https://www.youtube.com/watch?v=95f8RV\\_YdKY](https://www.youtube.com/watch?v=95f8RV_YdKY)  
The social enterprise revolution: Melody Hossaini at TEDxKLWomen 2013
11. [https://www.youtube.com/watch?v=jk5LI\\_WcosQ](https://www.youtube.com/watch?v=jk5LI_WcosQ)





### Social Entrepreneurs: Pioneering Social Change

12. <https://www.youtube.com/watch?v=0BttcH5MfD4>

Alistair Wilson - CEO of the School for Social Entrepreneurs UK

13. <https://www.youtube.com/watch?v=fuCmTnYoXjw>

Pape Samb: Linking Education with Entrepreneurship

14. <https://www.youtube.com/watch?v=iBO6rz1grok>

Newman's Own Foundation CEO Explains Unique Social Entrepreneurship Model

15. <https://www.youtube.com/watch?v=m4Q04SYx5eo>

Innovation and entrepreneurship in 21st century schools: Tim DiScipio at TEDxAshburn

16. <https://www.youtube.com/watch?v=hWvrreuTlAg>

MiKE Helps Create High School Social Entrepreneurs

17. <https://www.youtube.com/watch?v=g9SUUeSy7D>

Social Entrepreneurship The Better Globe Way





# 3. Intercultural communication

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## Activities

In this section of the SETP we aim at addressing skills, without which no contemporary social entrepreneur can consider him/herself successful– intercultural communication. There are few people on this planet who would need someone to give them proof how small the world has become and how interconnected – at least via means of transportation – the people have become. Innovative ideas are rarely limited within their area of their initiation. Even if your initial business is local, when people start talking about it, it will quickly expand into a global thing and there is little you can do about it. If however making an impact and introducing social change is your true idea and impulse behind the enterprise, then you should be ready to embrace the international and intercultural attention, which your business or endeavour will attract. Hence, the need for intercultural communication skills and intercultural awareness and understanding.

The learning objectives of the material presented in this section are help the reader to:

- understand why he/she experiences differences
- become aware of the origin of differences
- accept differences without losing his/her own personality and identity
- communicate in a super diverse environment
- experience how working in team and in an international project influences him/her personally






## What is culture

### *Learning objectives:*

Participants will become more aware of:

- their own culture
- how does it influence their communication
- how can they become better intercultural communicators in an interconnected world

Title	How do you say hello?		Popcorn style: whoever is ready to answer, can do so. The instructor starts first and is also the moderator	10 minutes max.
Objective	Experiencing intercultural and interpersonal differences			
Function	Teaser	Describe how you say hello in these 3 situations: <ul style="list-style-type: none"> <li>• when you meet with friends</li> <li>• when you meet family</li> <li>• when you meet someone for the first time</li> </ul>		

Nowadays, the concept of culture is often used to focus on differences. You probably do not have to dig deep into your memory to find a situation in which you or someone in your environment said or thought: "This is apparently part of his/her culture", "we don't accept this in our culture", or "he/she was a nice person but our cultures didn't match very well".

The list of definitions of culture is endless. The earliest definitions describe culture as static: culture is then something that is given, that you are born with. In this way of thinking, culture can easily be used to divide people into superior and inferior, good and bad. Later on, culture was seen and defined as being dynamic, as something that you can learn. Some examples are ***"Culture is the way in which a group of people solve problem"*** (Trompenaars, Hampden-Turner, 1998), ***"Culture is seen as an ongoing process of organizing and negotiating meaning"*** (Hawkins, 1997) and ***"culture is the collective programming of the mind, which distinguishes the members of one group of people"***





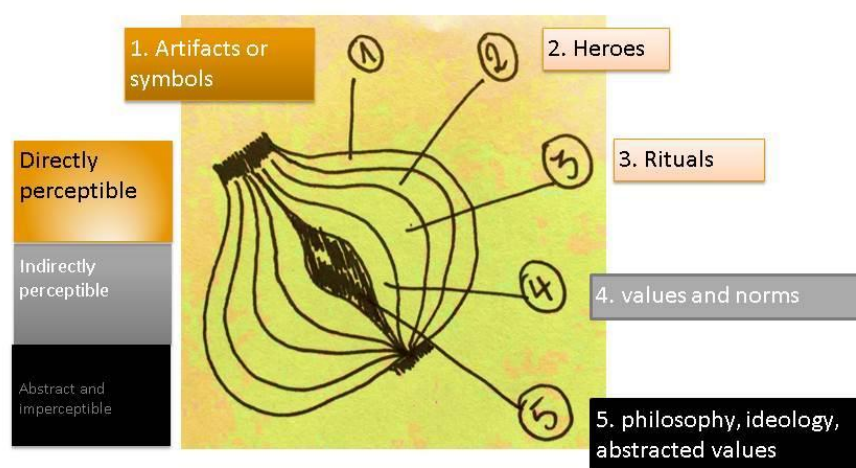
**from another** (Hofstede, 1991). None of the definitions means that we all have “the same culture”. It is inherent to us, human beings, to feel the need to make sense of our experiences to be able to function properly. Culture plays an important role in doing so. By making sense of our experiences, influenced by our upbringing, our socialization (interaction with others, our education, the groups we are acting in, the things that are happening to us) and our perception (looking around us and making conscious or unconscious choices about how we want to behave), we create our culture. This is what Hofstede calls “programming”, and the word “collective” means the programming of a group of people. Of course, we belong to all kinds of groups, also called subcultures. You can easily sum up many groups you belong to: gender, ethnicity, religion, hobby, education level and subject, age, disability, social class, region, country, continent etc.

In this training, we see culture as even more than dynamic. We see culture as **circular**. Our culture and the one of the people around us are **constantly in evolution**, because of the influence we all have on each other, generated by our **interaction** with others, with different contexts and with different groups or subcultures. Therefore, we see culture as **something fluid** and we consider people as both products and producers of culture.

In addition, if someone is acting “strange” or “different” in relation to “our culture”, we can feel anxiety, disapproval, uncomfortably, strange.

Culture has several levels of visibility. We use the metaphor of the culture onion (Schein, 1980) to explain the layers.

## The metaphor of the culture-onion





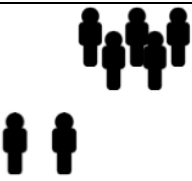


1. Artifacts or symbols: directly perceptible things you notice, for example entering a new country.
2. Heroes: people you admire, role models, for example a historical person, a teacher, someone from your family, a care taker
3. Rituals: a ceremony or action performed in a customary way, for example burning a candle light to remember a person who passed away
4. Values and norms: written and unwritten standards of correct behavior (norms) and the way you describe what is right or good (value). For example, taking of your shoes before entering a house (norm) and the value of being neat
5. Philosophy, ideology, abstracted values: the basic assumptions you learn when mostly when you are young without being consciously aware of. For example, respect.

When discussing the impact of culture, it is important to be aware of the fact that not every difference is cultural. Sometimes the differences are related to circumstances or individual factors. Imagine for example that you are very quiet during the first days you are working together with new people in a team. This can have a cultural reason, but it can also just be caused by the fact that you are an introvert person, or that you do not dare to talk in a foreign language.






Title	Holy houses		2 by 2 followed by a group reflection. Instructor is moderator.	15 minutes max.
Objective	Being aware of what are the values in your own live and from what perspective and background we experience values and norms			
Function	Assignment	<ul style="list-style-type: none"> <li>• Think of a proverb that is commonly used in your family or community. These proverbs are representing "holy houses" that are important in your family.</li> <li>• Now express to your peer if and how these "holy houses" were a support or an obstacle for you.</li> <li>• Choose 1 proverb per person and come back to the group. Say one by one the proverb in your own language, and reflect on it. Was it positive, negative, out of love, out of philosophy of life, religion etc.</li> <li>• Choose with the group 1 or more proverbs you would like to use for your team</li> </ul>		





Title	The layers of your culture		Write down or record in another way  Present to the group. If necessary, the instructor can start first and is also the moderator	15 to 20 minutes max.
Objective	Experiencing intercultural and interpersonal differences			
Function	Assignment	<ul style="list-style-type: none"> <li>• Think about an example for every layer of culture from your own life</li> <li>• Think about an example for every layer of culture that you experienced abroad or in another cultural setting</li> <li>• Share with the group</li> </ul>		





## What is the effect of categorizing?

Feeling different and being experienced as different or strange, can lead to a range of reactions: strangeness as:

- a curiosity
- funniness
- an unfamiliarity
- a treat

The reaction can cause:

- a selective perception
- compassion
- hostility
- an allergic reaction

Often, these reactions are the result of the fact that we, human beings, have a brain that needs to group people, behaviors, objects etc. The reason our brain likes to group is, because otherwise we would constantly have to make choices and decisions again. Imagine that for every food you want to eat you have to ask yourself if it is edible or poisonous, for every movement you do in traffic if it is right or wrong, for every hour of the day if you should act in a certain way or not, for every person we meet if he/she is a friend or an enemy, etc.

Grouping or categorizing makes us feel comfortable and we need it, but doing it with people can also lead to some negative effects:

1. Self-fulfilling prophecy and Pygmalion effect: because we think about someone in a certain way, our reactions lead to the fulfilling of our prophecy
2. The way we communicate can be influenced by categorizing
3. Categorizing can lead to:
  - a) Stereotyping
    - Based on facts
    - Generalizing
    - Distorted picture
  - b) Prejudice





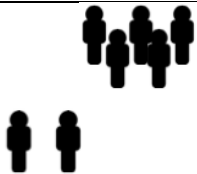
- Based on gut feeling and thinking
- Evaluating
- Can be positive or negative

c) Discrimination

- Unfair treatment

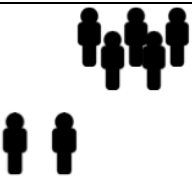
d) Racism

- Unfair treatment
- Based on skin color and origin

Title	Holy houses		First 2 by 2 followed by a group reflection. Instructor is moderator.	15 minutes max.
Objective	Being aware of what are the values in your own life and from what perspective and background we experience values and norms			
Function	Assignment	<ul style="list-style-type: none"> <li>• Think of a proverb that is commonly used in your family or community. These proverbs are representing "holy houses" that are important in your family.</li> <li>• Now express to your peer if and how these "holy houses" were a support or an obstacle for you.</li> <li>• Choose 1 proverb per person and come back to the group. Say one by one the proverb in your own language, and reflect on it. Was it positive, negative, out of love, out of philosophy of life, religion etc.</li> <li>• Choose with the group 1 or more proverbs you would like to use for your team</li> </ul>		





Title	Strong associations		First 2 by 2 followed by a group reflection, where answers are compared per group. Instructor is moderator.	15 minutes max.
Objective	Being aware of your categorizing mind			
Function	Assignment	<p>When meeting people from another country, we often have expectations and stereotyped ideas of others, based on their nationality.</p> <ul style="list-style-type: none"> <li>• Which generalizations, notions or associations you think others have about people of your nationality (positive and negative)</li> <li>• Which of these generalizations are well and not matching with yourself</li> <li>• Ask the group if they agree with your opinion and ideas</li> </ul>		





## What is intercultural communication?


When people interact with each other, they communicate. Communication can be verbal and not verbal, written, oral, with signs, by touching each other, etc. In fact, every time a message goes from a person as sender to a person as receiver, we can define this process as communication. Several factors can cause noise (misunderstandings) in the communication. The way a sender codes his message can be different from the way the receiver decodes the message. This noise can be the result of several factors:

- External: the interference comes from the environment (for example the music is too loud to understand each other, a person is talking too silently, you don't see the person who's talking...)
- Internal: the noise is caused by emotion (for example you are too angry to listen, you are so in love that you can't express yourself anymore), worries (for example you feel stressed, you are impressed by the status of the person interacting with you), prejudices (for example: you don't trust the other person)
- Cultural: the noise is caused by differences in culture (for example you address yourself in an inappropriate way to a professor, just calling him by his name, because this is how you are used to do so in your country)

On top of that, similar to what was written in paragraph A (not every difference is cultural), we have to mention that the noise will not only be caused by external, internal and cultural differences, but also by personal differences. Though we will continue in this workshop to use the term "intercultural communication", it is important to always keep in mind that "intercultural" can often be replaced by "interpersonal".





Title	Noise game		Play the game in groups of max 10 people, sitting in a circle.	15 minutes max.
Objective	Being aware of the noise in communication between sender and receiver			
Function	Teaser	<ul style="list-style-type: none"> <li>• Whisper a short story that once happened to you, in the ear of the first participant</li> <li>• Ask this participant to whisper it in the ear of the next one</li> <li>• The story goes in the same way from participant to participant</li> <li>• The last one has to tell the story as he received it</li> </ul>		







## **Mapping your communication culture in a diverse team, based on 4 leadership and management styles (Meyer, 2017)**

Participants will learn to:


- understand the reasons for noise and differences in communication from a cultural and personal perspective
- become aware of the origin of differences in communication
- accept differences in communication without losing their own personality and identity
- communicate in a super diverse environment
- experience how working in team and in an international project influences them personally

For this workshop only a few of the well-known models and within these models only a few aspects are highlighted because they make most sense for the participants.





### Communicating: High and low context (Hall, 1990)

Title	Describe your house		2 by 2 followed by a group reflection. Instructor is moderator	10 minutes max.
Objective	Understanding the difference between high and low context communication giving and receiving feedback			
Function	Teaser	<ul style="list-style-type: none"> <li>Describe the house or dorm you are living in to your peer</li> </ul> <p>The instructor asks some of the participants to tell how they described their house. If the participant communicates low context, he/she will give many details and for the listeners it will almost look as if they are moving through the house.</p> <p>If the participant communicates high context, he/she will use less words and details and describe almost only the atmosphere in and around the house</p>		

Communication always comes with a certain context. How much meaning you get from the context differs from culture to culture but also from context to context and person to person. Being a visually impaired person, can also have an effect on high or low context communication. How do you think it does?

Remember that you only talk about differences when comparing your way of communicating with someone else. You could be a lower context communicator compared to person A, but a higher context communicator compared to person B.

- In high-context communication people can read the atmosphere without much being said. One sentence or a few words tell a whole story. For example: when discussing about an idea for social entrepreneurship, one of the peers reacts: "it will be challenging for us, I think we should divide the tasks".
- In low-context communication, everything has to be explicitly stated, in clear and direct language. The communication goes straight on and comes without many nuances. For example: when discussing about an idea for social entrepreneurship, one of the peers reacts: "I suggest we divide the tasks right from the start, Ian can be responsible for the social media, Erica for the practical tasks, etc."





If you are a lower context communicator, interacting with a higher context communicator:

- As a receiver of a message: ask some detailed questions to understand the meaning behind the words of your peer
- As a source of a message: try not to give too many details


If you are a higher context communicator interacting with a lower context communicator:

- As a receiver of a message: ask some general and overviewing questions to understand the meaning behind the words of your peer
- As a source of a message: try to give some extra details and to express what you really want or mean in a more explicit way





### Agreeing and disagreeing: direct and indirect (negative) feedback (Hall, 1990)

Title	Describe your house		2 by 2 followed by a group reflection. Instructor is moderator	10 minutes max.
Objective	Understanding the difference between high and low context communication giving and receiving feedback			
Function	Assignment	<ul style="list-style-type: none"> <li>Describe an idea you have about social entrepreneurship to your peer and vice versa</li> <li>Give feedback on the ideas from your peer</li> <li>Reflect on the way you both expressed and experienced the feedback</li> </ul> <p>If the participant more communicates low context, he/she will give more explicit feedback. The listeners can possibly find the feedback offending or too direct</p> <p>If the participant communicates high context, he/she will use less words and give feedback in an indirect way. The listener can possibly find the message vague</p>		

Be aware of the fact that the way of evaluating an idea, a challenge, a performance, etc. can happen in different ways, related to culture and personality. Differences in how we give and receive negative feedback, compared to how we are used to do so, can lead to emotional reactions, communication noise and misunderstandings.

Negative feedback can be given in a direct or indirect way. Direct feedback is straight, strong and to the point. Indirect feedback turns around the real message. It comes with nuances, metaphors, or only after first focusing on the positive elements. Being a high context communicator does not mean implicitly that your feedback is indirect and vice versa. There are differences in the way people use high or low context compared to indirect or direct feedback.

For example: Most people in the US have a rather low context way of communicating. However, when it comes to feedback, they will always first give some positive facts before





coming to the negative ones. Whereas French people, who are also communicating low context, are used to give direct feedback. This can lead to communication noise or misunderstandings. Very direct negative feedback can come across as threatening, while indirect negative feedback could be misinterpreted as rather positive.

Examples of indirect negative feedback: Overall, it is ok. I very much like the introduction. Just a small thought concerning the core idea: maybe we could think it a little bit over in a sort of ways.

The underlined words in the first example are down-graders. People giving indirect feedback often use them. Being aware of the use of down-graders is a good way to detect an indirect way of giving feedback.

Examples of direct feedback: This is totally the strangest idea I have ever heard. This sounds absolutely horrible. I strongly believe this will not work. No kidding? You really think this will be a success?

The underlined words in the second example are up-graders. People giving direct feedback often use them to strengthen their statements. Being aware of the use of upgraders is a good way to detect a direct way of giving feedback.

Asking about the way a person understood what you just told can help detect how he/she interpreted the information, whereas asking "did you understand" will not help anyone further at all.





## **Scheduling: linear time and flexible time**

### ***Activity inspired from the work of Hall, Hofstede, Trompenaars and Kluckhohn.***

A day has 24 hours, but the perception of time can be very different.


1. Flexible time-oriented: people experience time as flexible and spatial.
  - They will be on time only if possible
  - They are relation-oriented, so if they for example have an unexpected visit or a chat with some family or friends, they will not interrupt this in order to be in time for their appointment
  - They do many things at a time (multitasking)
  - They can change their plans very flexibly
  - They don't mind crossing over a deadline
2. Linear time oriented: people experience time linearly, rigid and limited
  - They will do everything to be in time
  - They are task-oriented, so if they for example have an unexpected visit or a chat with some family or friends, they will interrupt this to be in time for their appointment
  - They do things one by one, and use to do lists
  - They prefer not to change their plans and stick rigidly on it
  - They cannot imagine that they would not reach a deadline

When having team meetings with a mix of flexible and linear time oriented people, noise in communication can lead to trouble. Some people will be in time, others will come later, some will wait till almost the day of the deadline to do something, others will work hard from the beginning, some will chat for hours before starting a meeting (in order to build up a good relationship), others will prefer to start immediately and work along a time schedule.





### Persuading: principle-first and application-first (Trompenaars)

Title	Life hacks		4 by 4 followed by a short presentation.	10 minutes max.
Objective	Understanding the difference between principle-first and application-first communication in the process of persuasion			
Function	Assignment	<ul style="list-style-type: none"> <li>• Try to find at least 3 life hacks with tooth paste on Internet</li> <li>• Find out how to convince your peers that the hacks really work</li> <li>• Reflect on the method you used</li> </ul> <p>If the participant communicates principle-first, he will look up some theories before trying to convince his peers.</p> <p>If the participant communicates application-first, he will show how it works without trying to explain why.</p>		

Reasoning can be principle-first (conclusions are derived from general principles) or application-first (factual observations of the real world lead to conclusions) method. A person can apply both, but often you reason, using one, according to your cultural and personal background. It can be a challenge if 2 people, reasoning in a totally different way, have to work and communicate together.

An application-first person starts his reasoning with summing up facts and opinions. Trying to persuade his peers, he will use practical and concrete information, and stay as much as possible away from theory.

A principles-first person starts his reasoning with an existing or developed theory. The used arguments are strengthened by a theoretical argument or theory.

In oral communication, but also in written (for example email) the difference is obvious.

An application-first person, who wants to persuade someone with an email, will get to the point within a pair of sentences, without explaining a lot.





A principle-first person who wants to persuade someone with an email, will write a much longer message, starting by introducing the subject, building up his arguments, writing some concerns and only then formulate his conclusion and ask for support.


The same system can appear when you try to persuade your peers from an idea you have for starting up a social enterprise. It is important to try to recognize whether you are dealing with principle- or application-first people, and on top of that how you, as a person, build up your reasoning. Being flexible and having patience when listening to others' statements and explaining yours will help the communication a lot.







### Leading and deciding: Power distance (egalitarian or hierarchical), individualism or collectivism (Kluckhohn, Hofstede)

Title	Name game		Answer questions by clapping hands for a positive answer	10 minutes max.
Objective	Understanding the difference between egalitarian and hierarchal orientation			
Function	Teaser	<ul style="list-style-type: none"> <li>• Did you use the teachers' first name in high school?</li> <li>• Do you call your parents by their first names?</li> <li>• Do you call your doctor by his name?</li> <li>• Are you mostly called by your first name in the networks you belong to?</li> <li>• Does your parents, teachers, therapists often tell you to be strong, independent</li> </ul> <p>The answers shows the difference that can appear between hierarchical and egalitarian oriented cultures and subcultures</p>		

Is power distributed equally, or unequally? Some people are used to live in cultures and subcultures with a top-down hierarchy. There is a leader, a leading committee, a higher ranked person, taking the decisions. People act very respectful to higher ranked or classified colleagues, teachers and people with a higher status. However, people can also be part of cultures and subcultures where everyone has equal rights to come up for their meaning and decisions.

#### 1. Individualism, egalitarian-oriented:

- Equal rights and individual independence is highly valued.
- You are responsible for your personal achievements
- You define yourself with your own name, job, and realizations...
- As a child you were raised up independent and me-oriented
- Open-door policy





- Everyone is called by their first name

2. Collectivism, hierarchical-oriented:

- It is widely accepted that some people are born or have the status of leaders
- You belong to and responsible towards the group you belong to
- You define yourself as member of a community
- As a child you were raised up interdependent and we-oriented
- Headquarters and separate offices for higher ranked people
- People are called by degree, function, surname


Being aware of your own perception of leadership and the process of decision-making is important for good teamwork. It can help define roles and understand how you and your peers act and react.





## Conclusion: Intercultural and Interpersonal mapping

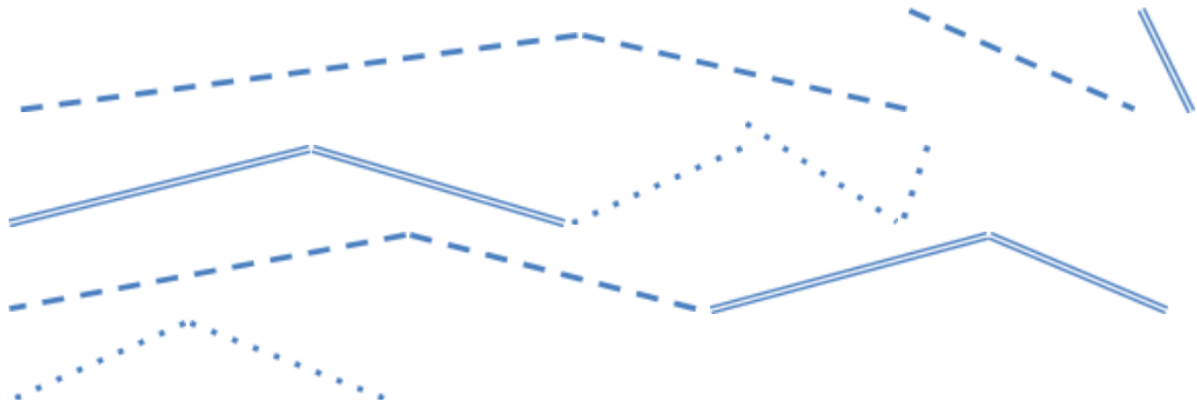
Now that you discovered some of the important reasons why noise can appear in communication, you can also make your own intercultural and interpersonal map. Of course, this can only be done in comparison to others. The position is always relative. If you would do the same exercise later on with members of another team, or in another context or period in your life, then your intercultural and interpersonal map will change. We are the product and the producers of our own culture, and as you learned before, culture is both fluid and circular.

Title	Make your Map		Teams (4 people), preferable from different countries or institutions or gender or age, etc.	15 minutes max.
Objective	<p>Discover and gain insight in how a person positions his country on the cultural map, compared to each of his peers' countries.</p> <p>Discover and gain insight in how international team members position themselves as individuals on the cultural map, compared to each of their peers</p>			
Function	Assignment	<ul style="list-style-type: none"> <li>• Position your country of origin, compared to the position of the countries of 3 participants (see example).</li> <li>• Reflect on the results and come to a consensus on where every country should be situated, and write the consensus in the second table.</li> <li>• Make sure you form a team with participants from different countries or contexts</li> <li>• Do the same but this time you focus on how you think your position as a person in the team is, compared to your peers</li> </ul>		





Example (---- : Belgium , ===== : France, ..... : Germany)



	Intercultural Map	
High-context		Low-context
Indirect feedback		Direct feedback
Application-first		Principle-first
Flexible time		Linear time
Hierarchical		Egalitarian
Collectivism		Individualism





#1: Map your own country and the one of your peers

	Intercultural Map	
High-context		Low-context
Indirect feedback		Direct feedback
Application-first		Principle-first
Flexible time		Linear time
Hierarchical		Egalitarian
Collectivism		Individualism

#2: Compare to how your peers mapped your country, reflect within your team and write in this table the final conclusion for mapping your own country and your peers'

	Intercultural Map	
High-context		Low-context
Indirect feedback		Direct feedback
Application-first		Principle-first
Flexible time		Linear time
Hierarchical		Egalitarian
Collectivism		Individualism





#3: Map yourself and your peers (as individuals)

	Interpersonal Map	
High-context		Low-context
Indirect feedback		Direct feedback
Application-first		Principle-first
Flexible time		Linear time
Hierarchical		Egalitarian
Collectivism		Individualism

#4: Compare to how your peers mapped you, reflect within your team and write in this table the final conclusion for mapping yourself and your peers

	Interpersonal Map	
High-context		Low-context
Indirect feedback		Direct feedback
Application-first		Principle-first
Flexible time		Linear time
Hierarchical		Egalitarian
Collectivism		Individualism





## Intercultural competences training

### ***Learning objective/Rationale:***

Provide knowledge and skills, needed to communicate with people with different cultural backgrounds in multicultural environments

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

#### 1. Introduction

What is intercultural competence?

Intercultural competence is culture-general and there are core competencies that individuals can develop that are not specific to any culture. Intercultural competence could be defined as a set of abilities, knowledge, attitudes and skills that allow a person to appropriately and effectively manage relations with persons of different linguistic and cultural backgrounds

#### 2. Contents of competences: skills and descriptions

The focus will be on different ways of communication in multicultural environment, contexts and with different purposes. Use of language, written and oral, in an intercultural perspective is important. Understanding of different cultures and diversity generates tolerance and acceptance. Understanding of different written and spoken texts is necessary in multicultural communication.

### ***Title of skill    Short description of the contents and application of skill***

#### Cultural self-awareness

Ability to:

- articulate cultural self-awareness and how one's own culture has shaped one's identity and world view.
- show respect to other cultures' attributes and value cultural diversity.
- think comparatively without prejudice about cultural differences.
- use patience and perseverance to identify and minimize ethnocentrism and seek out cultural clues and meaning.





### Culture-specific competence

Ability to:

- know and understand the political, social and democratic system, and the structure and organization of labor market and working life of the country.
- explain and analyze basic information about other cultures, political and social systems.
- participate in and contribute to the multicultural society and democracy.
- work and cooperate in multicultural teams respecting cultural values and differences.

### Sociolinguistic awareness and competence

Ability to:

- articulate differences in verbal and non-verbal communication and adjust one's own speech to accommodate persons from other cultures.
- communicate verbally, in writing and orally, in a respectful and appropriate way with persons with a different cultural background.
- understand and communicate differences of cultural behavior, attitudes and values.
- be curious and seek intercultural interaction and view differences as a learning opportunity and be aware of one's own ignorance.

### Global issues and trends

Ability to:

- explain the meaning and implications of globalization and relate local issues to global forces.
- view and interpret the world from other cultures' point of view.
- understand values and principles, related to equality between genders, to equality and tolerance between different ethnic groups and to diversity.
- attain a tolerant attitude towards diversity.







### ***Methods of skills development***

After a short theoretical introduction about intercultural competences and intercultural awareness (see above for some hints), the following 2 teaching/learning methods can be proposed to the group of participants:

#### **#Method 1**

Thematic discussions: Thematic discussions will help apply theory in practice, and at the same time develop efficient communication skills.

#### ***Stereotypes***

- Do you have stereotypes about other nationalities or minorities? What kind of? What are they based on (second-hand beliefs or personal experiences)?
- If possible, give examples of situations in which national stereotypes can cause misunderstandings in working life.
- What can you do/ have you done to reduce your negative stereotypes? Share your findings in small groups in a group discussion!

#### ***Cultural shock***

"25 Huge Culture Shocks That People Experience When Traveling"

<https://www.youtube.com/watch?v=gQPKhNbCd6g>

First watch the video about culture shocks. Remember that this video only refers to shorter incidents when travelling, but a genuine cultural shock develops during a longer period of time when staying in a foreign country. Then discuss about this topic in small groups.

#### ***Concept of space***

First read about personal space/distance of comfort in different cultures and/or watch some videos on Intercultural Communication – Space in Different Cultures. A resource can be: <https://laofutze.wordpress.com/category/space-in-different-cultures/>

Then discuss this topic in small groups.





## **#Method 2**

Role play: Find a problem or a challenge, create intercultural communication situations and play them, and afterwards, discuss and reflect on them based on critical incidents. A perspective can be to play contrary situations, the “right” way and the “wrong” way.

### ***Materials needed:***

Flipchart and markers for the facilitator, computer with Internet connection in order to play videos, pens and papers to take notes for participants, computer with screenreader or Braille notetakers for blind participants

### ***Time:***

1 hour (both methods)

### ***Questions for discussions/Debriefing:***

Learning is a process, therefore trainers and participants should assess their learning process continuously.

For this reason, there will be an individual written reflection report that acts as a personal assessment. The reflection report will act as a learning diary, showing how the participant has developed during the activity.





## Show and tell

### ***Learning objective/Rationale:***

- Share aspects of their culture with others.
- Develop an understanding of what is important in other cultures

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

1. Prior to this session, the facilitator asks all participants to bring in one item from their country, which is important to their culture – something, which is a symbol of their culture in their eyes and is important to them personally.
2. One by one, the facilitator asks participants to present the item to the group, to explain its use, why it is important to their culture and why it is important to them personally.
3. The learners pass the item around the group so that everyone can examine it.
4. After all participants have participated in the 'show and tell', the facilitator hosts a short feedback and review session.

### ***Materials needed:***

Items or objects from all learners to introduce in the show

### ***Time:***

25 minutes







## 4. Good practices

Content:

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## Social enterprise activities

Tenebris	
<b>WWW</b>	<a href="https://www.tenebris.bg/en/">https://www.tenebris.bg/en/</a>
<b>EMAIL</b>	<a href="mailto:booking@tenebris.bg">booking@tenebris.bg</a>
<b>Summary</b>	<p>"Dine in the dark" concept was developed in the 90's by Michel Reilhac, who later opened a theme restaurant in Paris. Multiple restaurants worldwide have followed and marginalized the idea since. For the first time on the Balkans, the concept is fully developed by Tenebris. The idea is to immerse the visitors in a world, where vision is not present and let the other senses take over. The goal is to create job opportunities for people with impaired vision, without the feeling of pittance. It is truly believed that they are not less valuable than anybody else, having their strengths and weaknesses. By the unusual work environment at Tenebris, vision becomes needless, maybe even a flaw. Tenebris is not a place for donation, but a workplace where the visually impaired are stronger and more capable than the rest.</p>
<b>Sources of funding</b>	Private at first, investment from the owner of the restaurant and then commercial
<b>Target group(s)</b>	From students to adults, who look for new adventure



#### 4. Good practices




Quantitative results	The dinner takes about 2 hours or 2 hours and a half. The visually impaired people who work there are not considered as waiters, they are called "hosts". There are four types of menus - meat, fish, vegetarian and traditional Bulgarian menu. They are changed monthly. There are 36 seats in the restaurant, 15 people could have dinner at the same time. The hosts are four blind people.
Qualitative impact	Tenebris is a social experiment, in which people with impaired vision will introduce the visitors to their intriguing world. And it is one, full of sense, touch, emotion, sound and flavor, often richer than the visual world. Many people, who were afraid of darkness before visiting the restaurant, overcome their fear or those, who want to challenge themselves eating in complete darkness, can do it there.





BlindArt	
WWW	<a href="http://blindart.lv/en">http://blindart.lv/en</a>
EMAIL	<a href="mailto:art@blindart.lv">art@blindart.lv</a>
Summary	The success story of "BlindArt" was marked by creations of unique book for children, including impaired ones. "Chasing the Sock Thief" is a storybook in 4 parts, which consists of storyline, created by members of the Blind Society of Latvia and illustrations made by blind and visually impaired children from Strasdumuiža's boarding school. Children, using previously prepared stencils, punctured little holes around the stencils on a paper with some sharper tools. Then, using the sense of touch, filled marked shapes with colors and created amazing illustrations. The book was published in two languages, Latvian and English, for children with no disabilities, as well as for blind ones, and the book was customized for them as well.
Sources of funding	Donations
Target group(s)	Visually-impaired and sighted people
Quantitative results (number of persons involved/employed, number of internships/work placements implemented, etc.)	In ten years' period, more than 300 blind and impaired people were helped to integrate into society, not only via short-term projects, but also by employing them. The impact was reached not only by empowerment and improvement of emotional state of disabled people, but also by financial support of enterprise. Purchased digital readers, renovated art room of boarding school for blind people, raised financial support for blind and impaired people, ensured books in Braille for school and Latvian Library for the Blind and many more has been done by "BlindArt" to


#### 4. Good practices



	improve lives of disabled people.
Qualitative impact <b><i>How much social effect does the entrepreneurial activity have? Describe the changes in the target groups because of implemented good practice</i></b>	Social enterprise gives an opportunity for somehow excluded part of society to work and socialize, as well as participate in different seminars, exhibitions and workshops for self-development and belonging to something bigger. "BlindArt" successfully connects business with artistic processes and social work, reaching bigger satisfaction from paid job, which makes an impact, not just asking for donations.

Dialogue in the dark in Hamburg	
WWW	<a href="http://dialogue-se.com">dialogue-se.com</a>
EMAIL	<a href="mailto:info@dialogue-se.com">info@dialogue-se.com</a>
Summary	The mission of the enterprise is to facilitate social inclusion of people with disability, disadvantaged and elderly on a global basis through exhibitions and workshops. Dialogue in the Dark pushes you out of the comfort zone, orienting you to a world without pictures. The Blind guides are master of this environment and hence provide the visitors with a sense of security. For more than 27 years, Dialogue in the Dark has been presented in more than 41 countries throughout Europe, the Americas, Africa and Asia. Millions of visitors have been led through the exhibition by thousands of blind individuals, and learned to see in the darkness.
Sources of funding	The income from the events supports the salaries of the visually impaired facilitators and provide them with meaningful job opportunities.
Target group(s)	Visually-impaired and sighted people
Quantitative results <i>(number of persons involved/employed, number of internships/work placements implemented, etc.)</i>	Today Dialogue in the Dark is an international network with presence in more than 41 countries as Exhibition, Workshops, Dinner in the Dark or an additional edutainment formats in their cultural context. More than 9 million visitors have gone through an experience in the Dark and thousands of blind guides and facilitators find employment through exhibitions and workshops. Internationally acclaimed, Dialogue in the Dark is one of the best-known social business concepts worldwide.


#### 4. Good practices



Qualitative impact	They offer gaining new skills and insights by working with an international, dynamic and diverse team in the areas of: Exhibition Research & Development; Business Development; Marketing & Communication; Exhibition Conceptualization & Design.
<b><i>How much social effect does the entrepreneurial activity have?</i></b>	
<b><i>Describe the changes in the target groups because of implemented good practice</i></b>	

Gallery	
WWW	<a href="http://www.rehcenter.org">www.rehcenter.org</a>
EMAIL	<a href="mailto:info@rehcenter.org">info@rehcenter.org</a>
Summary	<p>In January 2019, the NRCB opened a Gallery, which exhibits works of art, made by people with visual impairments - paintings, photographs, ceramics, and accessories. The Gallery has become a place to present the creative skills of the visually impaired. The opening of the Gallery created prerequisites for the active social inclusion of people with disabilities and for raising public awareness towards the opportunities of people with disabilities. Two visually impaired gallerists work in the Gallery. Thematic exhibitions are organized with works, made by people with visual impairments: the Thracian mosaic; Ceramic works; Photo exhibition; Exposition of paintings. The Gallery provides access for people with visual impairments to works of art and culture by providing sculptures and tactile maps of works of art. It has created an opportunity for sighted clients to experience the world of the visually impaired.</p>
Sources of funding	ESF program in Bulgaria
Target group(s)	Visually-impaired and sighted people
Quantitative results (number of persons involved/employed, number of internships/work placements implemented, etc.)	<p>Every month, the Gallery organizes Coffee in the Dark. Anyone who wishes, can come in, be served and drink a coffee in total darkness (blindfolded). In this way, the client can feel the world of the visually impaired and the challenges of living in the absence of sight. Customers are given ceramic works, tactile cards and sculptures to identify (blindfolded).</p>

#### 4. Good practices



<p>Qualitative impact</p> <p><b><i>How much social effect does the entrepreneurial activity have?</i></b></p> <p><b><i>Describe the changes in the target groups because of implemented good practice</i></b></p>	<p>Developing empathy; social understanding</p>
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## **Bread in the Dark (BIND)**

### ***Learning objective/Rationale:***

Community cohesion and personal transformation; social entrepreneurship model; breaking stereotypes; empowerment of visually impaired people

### ***Description of the method/nr. of persons of the group for which the method is suitable:***

The method Bread in the Dark represents a meeting between visually impaired and sighted in which they work as a team and knead bread. The number of visually impaired and sighted participants is equal and the best option is to have a group, no bigger than 20 people, which means 10 sighted and 10 visually impaired people. It is recommended to give 50% of the amount to the visually impaired people.

### ***Logistic requirements:***

The event takes place in a dark space (without any access of light, or which is equipped with curtains or blinds, allowing the space to be completely dark).

Before the event, the visually impaired need to go through a training on the method. It is highly recommended that they have previously participated in such kneading at least twice and that they have received an information about the stages and the aims of the event.

The event is led by one facilitator (sighted or visually impaired) and one assistant (sighted).

### ***Preliminary preparation:***

- We need to put on the table plastic bowls half of the number of participants (for example if the participants are 20, we would put only 10 bowls) with 500-600 grams of flour in each bowl;
- Near every bowl, we put a plastic bottle with 300-360 ml water (60% of the amount of flour). If there are 10 bowls, we need to put also 10 bottles;
- In the middle of the table/tables we put additional bowls, different in shapes, in which we put flour for kneading;
- The space is being darkened;



#### 4. Good practices



- We prepare pieces of paper with the names of the visually impaired people, which are going to be pulled by the sighted ones in order to make the couples;

The facilitator and the visually impaired enter the darkened space and put on their aprons.

The assistant and the sighted gather out of the darkened space and put on their aprons. The sighted participants pull out the names of the visually impaired from the bowl in order to define the teams.

The sighted put on the eye covers and go inside the darkened space with the support of the assistant. They pronounce the name of their visually impaired partner and find the person with the support of the assistant.

#### **INTRODUCTION:** (5 minutes)

The facilitator makes an introduction by saying what is going to happen during the event and what is available on the tables (bowls with flour and water). After that, the facilitator invites the participants to mutually warm up their hands and to make a light massage to one another.

#### **CHOICE OF A TOPIC:** (5-10 minutes)

The facilitator proposes to the group to choose the topic of the bread making and if the group does not have an idea, he/she proposes one.

Examples of topics: freedom, trust, challenges, new beginning. The topic needs to be understandable and important to all of the participants; it should not be too abstract or distant from the lives of the participants. It is also important to be such, to which they can easily attribute metaphors, related to the different elements of the bread.

#### **ADDING OF INGREDIENTS:** (20-30 minutes)

Two participants knead in one bowl.

- **SALT AND SUGAR:** The facilitator passes to the groups two jars – one with salt and one with sugar so that they go through each couple. Every participant adds salt and sugar in the bowl, which he/she shares with the partner. By adding the salt and the sugar, the participants need to answer to the question, which was asked by the facilitator (for example: Sugar - what conditions do you need to in order to feel free? Salt – what prevents you from feeling free?)





#### 4. Good practices



- **SOURDOUGH/YEAST:** The facilitator invites all the participants to define what sourdough means to them, having in mind the particular topic. The assistant passes through every bowl, adds sourdough/yeast and invites every participant to share what his/her definition of sourdough/yeast is. It is recommended to use only one word as a metaphor/definition (for example: what motivates you to be free?)
- **WATER:** The participants add water from the plastic bottles to the flour.

Examples of metaphors for the ingredients of the dough:

Flour: the small specks of flour can be easily lost but when united in a bread they have great importance and value

Salt: difficulties, challenges, negative sides

Sugar: happiness, strong sides, satisfaction, positive aspects

Sourdough/yeast: motivation, support from outside, special conditions

Water: the unifying factor

**KNEADING:** (20 minutes: 10 minutes in the bowl + 10 minutes on the table)

The facilitator instructs the couples to knead in a way that one of them kneads and the other one holds the bowl or they both knead with one hand and hold the bowl with the other. The participants knead the dough till it becomes smooth and easy to be shaped. In the meantime, the assistant passes through them and divides the dough in two equal parts. Everyone kneads their piece of dough.

**FORM:** (10 minutes.)

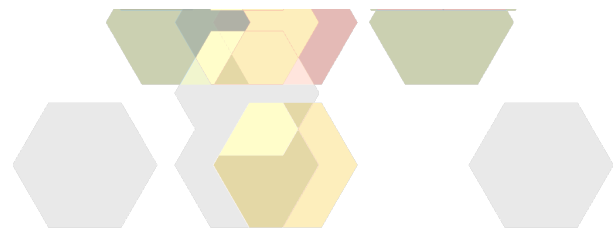
The facilitator invites the participants to form the dough in a form or sculpture, related to the topic being discussed. In the meantime, the assistant gathers everything which is no longer needed (bowls, bottles) and he/she brings the spices with which the participants would decorate their forms/sculptures.

**TOUCHING OF THE FIGURES:** (10 minutes)

When everyone is ready with the forming and decorating, the facilitator invites the group to move to the right or left in order to be able to touch the figures of the other participants and to guess what they represent. The facilitator needs to ask the participants in advance not to



#### 4. Good practices



share what figure/sculpture they have created from the dough. After this activity, the participants go back to their initial places.

#### **SHARING:** (10-15 minutes)

The facilitator invites each participant to share what he/she has felt during the kneading.

#### **CHOCOLATE\* (optional):**

The facilitator informs the group that the assistant will give each of them a piece of two different chocolates. The facilitator invites the participants to guess what the chocolate they have been given is.

#### **SWITCHING ON THE LIGHTS:**

The facilitator announces that that is the end of the event and thanks all the participants for taking part in it. The assistant gradually turns on the lights.

#### **Materials needed:**

Tables, which are suitable for kneading; aprons; eye covers; bowls, dishes for water (bottles); kneading products (flour, salt, sugar, sourdough/yeast, water, spices); dishes for the bread-baking (aluminum forms/trays); oven; kitchen utensils

#### **Time:**

2 hours

#### **Questions for discussions/Debriefing:**

This activity may be implemented in small groups (three or four) participants with v.i..

What is		in trust?
	the sugar	in freedom?
	the salt	in challenges?
	the sourdough	in the new beginning?
	the water	in realizing a dream?
		in your work?





## V.I.S.I.ON drama exercises for vocal and physical confidence

The exercises proposed underneath have been developed for the purpose of building physical and vocal confidence among youth with v.i. under the “Visual Impairment Social Inclusion ON” Erasmus+ project – [www.vision-erasmusplus.eu](http://www.vision-erasmusplus.eu). The selection below does only include those exercises that are considered useful for the present project and its target group. Confidence building via drama exercises has been a successful instrument for proper character development of young people in general. When it comes to creating conditions for proper development and self-fulfillment of a youth with visual impairments such exercises have proven life changing.

Before moving on to picking and combining your exercises, we would first like to give you some basic information, concerning elements, which must be taken into consideration, regardless of the choice and direction of the workshop to follow. These important elements, which you need to consider when preparing a workshop for participants, who are v.i., can be summarized below with some notes, based on the experience, which the partners accumulated during the national workshops and the closing international week. Here it comes:

### ***1. Number of participants, who are visually impaired***

Minimum and maximum number of participants in one group. Here you need to take into consideration the needs and expectations of the children and young people you are aiming at involvement in workshop activities. Smaller groups – up to 10-12 participants are easier to manage, even with fewer facilitators. There is time and appropriate attention to each individual participant and his or her needs. There is individualized support and much clearer feedback for each consecutive session, which ultimately leads to effectiveness of the work. Bigger groups – 20, 30 or more participants – could be used for warming up activities, getting people in the mood for action, singing together, uplifting the participants with the feeling of being part of something big and substantial. However, breaking the bigger group into smaller ones will make focused work possible. Full group activities are excellent for warming up all participants and helping them to engage with the method, which is to be used during the training through uplifting, energizing and emotional activities.





## ***2. Number of facilitators/trainers/supporters, and requirements, concerning their skills***

The ideal facilitator team includes one pronounced leader, who sets the pace, gives the instructions and follows through the entire process. This lead facilitator should have at least one or two co-facilitators, taking over from time to time, based on the initially selected program, proposing exercises, which he/she leads, but eventually gives the floor back to the lead-facilitator and continues supporting the visually impaired participants in the process. The facilitator team must involve experts, who have a good level of visual awareness and comprehension and are experienced in working with children and young people and delivering drama workshops. The allocation of tasks among the team members, together with specific instructions should be included in the description of each exercise. In addition to those, each group should be accompanied by the so-called chaperones. The chaperons are adults, who are not concerned with the drama part of the workshop, but rather with the condition and wellbeing of all visually impaired participants in it. The responsibilities of the chaperons lie in the area of taking care of all participants with v.i.' needs. The chaperons leave the workshop area only when they need to support a v.i. participant and the participants with v.i. should never be left without any back up chaperons.

In case of transnational groups, even when some or most of the participants with v.i. share a common language, it is always a good idea to involve interpreters. Those should not interfere/intervene in the action. They should unobtrusively give brief translations of the facilitator's instructions, gently supporting the participants with v.i. and helping them to have clear understanding of the entire process and all its elements/stages/tasks/exercises. The workshop leaders should use simple language and short sentences.

## ***3. Duration of the entire workshop and of each session (meeting)***

The duration of one session is ideally no longer than 1 hour and 20 minutes without any break, or 2 hours with a short break for the participants. Considering that the different sight loss conditions of the participants may vary and there may be some, who may tire quicker than others do, it is always advisable to ask them how they feel and if they need a break. A whole workshop, depending on the participants, can vary in duration. It can go from 20 to 25 meetings, when the target is skills building. If the objective is a common production, again, based on the complexity of this common production, the workshop can take 3-4 or 10 meetings, each with the specified duration.





#### ***4. Setting (the place/environment, where things should be happening) & materials***

The area, where a workshop should take place, must be checked and approved under a list of safety requirements. What needs to be taken into consideration, is the use of colors and contrasts, glare, too much noise... The necessary materials for each workshop session depend on the exercises picked. In each exercise presentation there is a special section, dedicated to "materials needed", which you can consult.

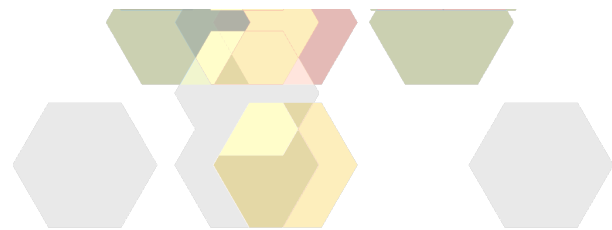
#### ***5. Overall objectives of the workshop***

The objectives of a workshop depend on several things. When starting with a new group that has never been involved in this type of activity, the main objectives would be to develop the physical and vocal confidence of the participants via drama exercises. If, however, the group has already gone through such workshops and is experienced and confident, the objective of the workshop could be for them to prepare a piece to present themselves with or to work on their leadership skills – how they could prepare and carry out a workshop for other visually impaired participants or for sighted participants. According to what the particular situation requires, you can pick some of the exercises according to their learning objectives, as well as present some of the other exercises with a train-the-trainer view.

#### ***6. Tools for monitoring the process and evaluating the achievement of the objectives***

When starting a workshop, you need to prepare a short list of questions, which would require the visually impaired participants to give feedback in order to help you with your selection of exercises or with your entire approach to the workshop. You should set some quality criteria – on the basis of reactions, behavior and feedback from the participants with v.i. (level of satisfaction, self-assessment of the level of self-esteem and confidence, following the workshop, level of ease, achieved in communication with other peers, as well as with third parties – visually impaired or not). These should be individual and assessed in relation to each participant – the individual needs and issues most certainly will vary from child to child, still you should not leave a single participant out of the monitoring and evaluation process. This is a role, which could perfectly fit in the list of responsibilities of the co-facilitators and/or chaperons.





## Blocks of the VISION training program – exercises with guidelines

### 1. *Building the Ensemble*

These suggested exercises aim to introduce the young people to each other, create a healthy group dynamic and make the young people comfortable with each other. This leads to shaping up a group, an ensemble of visually impaired children or young people, involved in a common action, with a common purpose, beneficial to all of them. This type of relationship among the participants is crucial. Confidence not only comes through self-awareness and the ability to trust yourself and your capabilities, but also comes from learning to know and trust your colleagues, to work as a team, to support each other and to believe in the credo, that your performance relies on the others' performance as well as yourself. In other words, how you work with others, the world at large, is as important for your self-confidence as your own feelings and perceptions about yourself.

These exercises are really important for the beginning of the workshop. They should be done in profundity during the first one or two sessions and then in brief during a few following sessions. Thus establishing the spirit of the community and also defining the rules that the group should follow. The **rules** are introduced and agreed to by everyone at the beginning of the training. One way of introducing this exercise is, when the trainers propose a core set of main rules, the participants may then add some of their own. Another way is to have the participants and those, carrying the initiative of brainstorming and proposing rules, while the facilitator lists the suggestions, add their own to this list. The guidelines should then be made available to all participants for regular consultation. The facilitators should always refer to the set of rules, when they see a necessity or a situation requires it. An excellent example as far as behavior rules are concerned comes from the Sofia team, which proposed, in the shape of a poem, a list of theatrical commandments, guiding the children in their collaboration with each other and with the facilitators.

The ensemble building should involve also introduction of the training team, so that the participants with v.i. have a clear idea who they are working with. The trainers/facilitators should also encourage the children to share who they are and what are their expectations. This introduction of the participants, acquaintance with one another, is particularly relevant for groups, that have not been in contact previously and their members do not know each other. The purpose is to give participants an opportunity to introduce themselves and become acquainted with each other; to increase participants' comfort level; to establish an unconstrained atmosphere for discussion and group cohesion.

The expectations sharing defines the objectives of the training course or session and sets the general direction of work for the group (e.g. selection of drama exercises, which would





be most useful and efficient with the specific group). The mission of the training team is to assist the group of visually impaired youths in realizing and articulating the expected results.

Where medical details cannot be asked directly from the participants, their mentors/parents/teachers in school should be consulted in order for each condition to be understood and the best approach to be selected.

On the basis of the objectives of the workshop and the training topic, the facilitator team should briefly present the activities, which are about to take place, their duration, the expected number of meetings and a few options for closure, which gradually should be narrowed to one – for example a presentation for the community, for the school, a flash mob, participation in a festival or something different. The participants should be given the options and supported into shaping up their idea for workshop finale.

The “Building the Ensemble” exercises demonstrated below gravitate around the following:

- Introduction and name games/activities
- Exercises, presenting who we are and what we think and feel
- Exercises, involving familiarity of space
- Exercises to build group cohesion and a sense of safety



Proposed by	Dinos Aristidou, UCAN
Title of the exercise	Pairs Connect
Running time	5-10 minutes
Learning objectives	To meet and work with new people in a safe and fun way To collaborate quickly To use the body in a creative way
Materials	None
Implementation of the exercise	<p>In pairs. Facilitator calls out things that come in pairs and the partners become these things with their bodies on the count of 10 seconds.</p> <p>E.g. Hammer and nail/knife and fork/shoe and foot/musician and their instrument/cup and saucer</p> <p>This is a quick exercise. Facilitator should keep changing the pairs so that young people get a chance to work with a variety of people. Because it is quick, it encourages immediate collaboration. It is also a fun introduction to use of the body. This can be elaborated into larger objects, working in groups of 3 or 4.</p> <p>Every time there is a change of partner, make sure the young people introduce themselves and shake hands. After the exercise, the young people should thank their partner. This formalizes the introduction as well as helps students remember each other's names.</p>
Evaluation	How many different people did you work with? How did you work?
Minutes and reporting of the evaluation	This is engaging and good fun, with all young people taking part fully, and clearly enjoying it.



Proposed by	Mared Jarman, UCAN
Title of the exercise	Giant's House
Running time	5-10 Minutes
Learning objectives	To work together and get to know each other quickly in a fun way. To warm up the body and get the mind to start thinking creatively.
Materials (if necessary)	None
Implementation of the exercise	In groups of 5 or 6. Leader calls out objects in the 'Giant's House' and the group makes these things with their bodies on the count of 10 seconds. The only rule is that everyone in the group has to be physically connected. E.g. 'In the giant's house is the giant's toothbrush /chair /watch /sunglasses /souvenir of the Eiffel Tower.' The leader should create a narrative with the objects and ask the participants for ideas of what might be in the 'Giant's House'.
Evaluation	How did you feel during the exercise? Which object that you created did you like most?
Minutes and reporting of the evaluation	This is a very engaging exercise, which is usually enjoyed by young people of all abilities. It helps them establish collaboration quickly and enjoy the company of others.

Proposed by	Megan John, UCAN
Title of the exercise	Passing the Hand Clap
Running time	5 Minutes
Learning objectives	<p>To get the group focused.</p> <p>To start working as a team and listening to each other.</p> <p>Working on coordination and rhythm</p> <p>To have fun.</p>
Materials	None
Implementation of the exercise	<p>The leader explains the exercises to the group. The group must pass an individual handclap around the circle. For example, the leader would start by passing a clap to the person on their left; the person to their left must then pass a clap onto the person on their left, and so on. This continues until the clap reaches the leader.</p> <p>The leader passes another clap around and encourages the group to speed up the pass in a rhythm to see how quickly they can get the clap moving.</p> <p>If the leader thinks the group is doing well enough, the leader can introduce a second clap to the circle.</p> <p>The next phase will be for the leader to explain the exercise in full again. This time you must clap together with the person next to you. Meaning the leader would turn to the person on their left, they would face each other and clap together simultaneously. This person on the leader's left would then turn to their left and clap together with the person next to them, and so on. This continues until you have a steady rhythm going. The leader would then encourage the group to speed up.</p>
Evaluation	<p>How did you feel during the exercise?</p> <p>Did you like the energy and the increase in the speed of the exercise?</p> <p>How did you collaborate with the others?</p>
Minutes and reporting of the evaluation	This is a very engaging exercise that is usually enjoyed by young people of all skills. It helps them develop coordination and focus and at the same time to enjoy themselves.

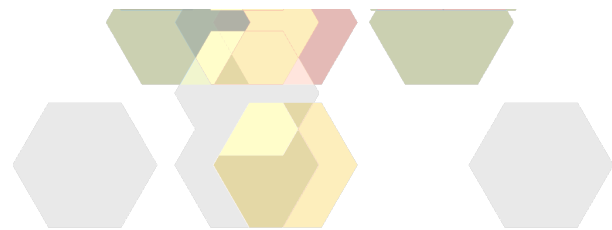
Proposed by	Bernard Latham, UCAN
Title of the exercise	STICKS
Running time	5 - 10 minutes
Learning objectives	Spatial awareness and an introduction to dance and movement.
Materials (if necessary)	1 m long Bamboo cane per participant. Note: make sure that there are no rough edges and participants are supervised at all times. Music: suggestion "Sacrifice", by Lisa Gerrard or something within this genre.
Implementation of the exercise	<p>This is a particularly engaging exercise that can be a performance piece as well.</p> <p>It introduces working in pairs and sensing a partner's movement and emotion. Again, listening to this particular piece of music is vital. It will set the mood, and help the participants work with the sound and with another person.</p> <p>Find a partner. Face each other. Each of you gets a stick.</p> <p>Give one end of your stick to your partner. Hold these ends with just the tips of your first fingers.</p> <p>Listen to the music.</p> <p>Your legs should be comfortably apart. This will enable you to move more freely and give you better balance.</p> <p>Remember, your pair is joined together by your sticks. Begin to move. Slowly. Explore your space. When you feel more confident with each other, move around your space. You have knees. Bend them. You have arms. Stretch them.</p> <p>One of you can take the lead and the other can follow. Change roles. Work together. Trust one another. Find out what is possible. Offer minimal support and let the participants feel their way into the music and movement. Verbally encourage at every opportunity.</p>
Evaluation	<p>How did you feel during the exercise?</p> <p>What did you like most?</p> <p>What music would you like to use next time you do the exercise?</p>
Minutes and reporting of the evaluation	This is a very engaging exercise that is usually enjoyed by young people of all abilities. The choice of music is very important, as it will set the mood and the speed of the movement. Take great care that the participants use the stick responsibly.

<b>Proposed by</b>	<b>Tsveta Baliyska-Sokolova, School "Louis Braille" &amp; Playback theatre "Here and now"</b>
Title of the exercise	SOCIOMETRY
Running time	15-20 minutes (depending on the objectives it could also take 60-80 minutes with sharing at the end)
Learning objectives	Sociometry is a science for defining the positions in the group (see: "Psychodrama - volume 1" by Jacob Moreno). The aim of this exercise is getting to know each other through playing. Sociometry demonstrates the positions within the group and biographical and characteristic features – visually, through positioning within space. The method is quick and fun. Based on 5-7 criterions, the facilitator and the group can learn about each other more than based on hours of sharing and/or other techniques for becoming acquainted.
Materials	Free space
Implementation of the exercise	<p>The facilitator should be trained in psychodrama and sociometry. He or she must have defined the criterions, under which he/she is going to separate the group, as well as the consecutiveness of these criterions, which is of major importance.</p> <p>The criterions must be considered in accordance with:</p> <ul style="list-style-type: none"> <li>• The group characteristics – is it a new group, is there a new member/s joining in, is it a fixed group with changing dynamics and so on.</li> <li>• The aims of sociometry – getting to know each other, defining positions within the group, researching the relations within the group, discovering hidden conflicts, etc.</li> <li>• The group dynamics and the circumstances and characteristics, which it takes place in</li> </ul> <p>The facilitator sets a criterion. For example, "line up according to height – from the tallest to the shortest", or according to shoe size, or age – from the oldest to the youngest, or according to palm size (could be a transition to the exercise "find the hands"). After the criterion is set, the group makes the line without any help from the facilitator. The facilitator asks each participant separately what his or her position is. Each participant explains and replies to the facilitator's questions, if he/she wants to</p>



	<p>explain his/her position better. If the facilitator considers it appropriate, he/she can suggest changing places. For example: "Is there someone, who would like to be from a different zodiac sign?" If someone confirms, the facilitator asks him/her what he/she would like to be and encourages him/her to go a place, corresponding to this zodiac sign and see how he/she feels there. The facilitator now asks how it feels to be in the new place and the participant responds. At the end, the facilitator asks in what position each participant would like to finalize the given criterion. After everyone has settled their positions and has checked out the others' positions – the facilitator gives the next criterion.</p> <p>It could be related to choosing someone from the group. For example, "place your hand on the shoulder of the person with whom you would confide something really personal", or "place your hand on the shoulder of the person whom you would rely on in case of an emergency situation", or „place your hand on the shoulder of the person, who you would select for a dramatic (comedy) role.</p> <p>There are two conditions – you cannot choose yourself, and you must make a choice. After everyone has done so, the facilitator conducts interviews with each participant.</p>
Evaluation	<p>How did you feel during this exercise?</p> <p>Was it comfortable for you?</p> <p>How would you evaluate your interaction with your mates? What about the interaction with the facilitator?</p>
Minutes and reporting of the evaluation	<p>This approach is very valuable, but it might arouse strong feelings, hostility, conflict, an outburst. The facilitator must be trained to manage a situation of this kind. Otherwise, it could have a negative effect on the group dynamics and the atmosphere of conducting the exercises.</p>





<b>Proposed by</b>	<b>Ina Gerginova &amp; Aleksander Evtimov, FDCBPCS &amp; Playback theatre "Here and now"</b>
Title of the exercise	Tactile circle
Running time	7-10 minutes
Learning objectives	Getting the sensation of being part of a group, feeling the other, shortening the distance and getting more comfortable with tactile contact. Increasing the personal awareness for the inner sensations, while being related to the others.
Materials (if necessary)	None
Implementation of the exercise	<p>The facilitators participate in the exercise. The atmosphere is of great importance. The space should be quiet and safe.</p> <p>The facilitator proposes to the group to form a circle by holding each other's hands and to close their eyes.</p> <p>The facilitator asks the participants to start exploring the two hands they are holding. Which one is bigger, warmer, softer, wetter, and more comfortable to hold? The participants answer the questions in their mind without speaking. The questions aim at focusing the sensation for the other.</p> <p>Everybody makes a small step forward. The facilitator asks the group to change the way they hold each other and to do it "the lovers' way" with fingers intercrossed. More questions: How is it different now? Are you comfortable or not? Is there energy passing through? Are you giving or receiving, or both? Do you like one hand more than the other?</p> <p>Everybody makes another small step forward. The facilitator asks the group to hug both people besides around the shoulders. Do you feel comfortable or not? What is different?</p> <p>Everybody makes another small step forward.</p>
Evaluation	The facilitator asks everybody to share the feeling with one word.
Minutes and reporting of the evaluation	A very sensitive exercise, creating a feeling of being one with the people around you and being able to notice the difference, the similarities, the important relations.



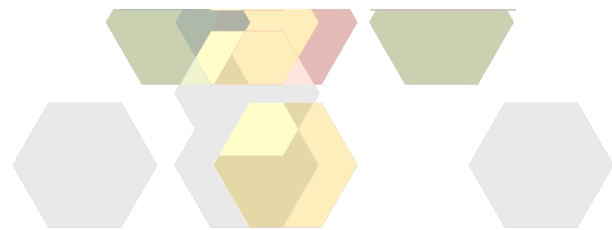
Proposed by	Casimiro Alaimo & Stefania Vitale, Music'Arte
Title of the exercise	TRUST GAMES "the Pole" (or "The circle")
Running time	It varies according to the number of participants and the experience variability the conductor decides for each pupil.
Learning objectives	Discovering and exploration of your own body through the physical contact with other peers. Empowering the trust in oneself and in others. Exploring by letting yourself contact with your peers, facilitating the processes of immediate contact.
Materials (if necessary)	None
Implementation of the exercise	Forming groups of 8-12, who make a circle, standing on their feet, close and embracing one another by finding with arms and legs the peer on the right and left, in order to create a true group embrace. One by one, a member of the group goes inside the circle and when he/she is at the center of it, he/she closes his/her eyes, the group then emits a vocal sound for the whole length of the exercise, so that the person inside the circle can explore his/her body and his/her peers, letting himself/herself go, moving, relying on the circle, trusting in the fact that the circle is ready to welcome the body in the center. The sound cape, shaped around the person in the middle, protects him/her from the external stimuli and his/her fears. This safeness triggers his/her trust in others and fosters the formation of the group and trust in the group. The conductor will regulate the length of the exercise for each pupil.
Evaluation	You can ask the participants how they felt while being a part of the circle and while being inside the circle. Which was better?
Minutes and reporting of the evaluation	Trust games are indispensable in a theatre workshop/laboratory, especially if the participants are blind or partially sighted. These exercises help build a better trust in oneself, in the others and in the surrounding world. They enable to develop a greater self-presence, a greater sensitiveness and a better understanding of other senses. The training on "trust" in a protected environment, such as a theatre workshop/laboratory, permits to live to the fullest in a conscious way, a collective dimension, in which everyone can think



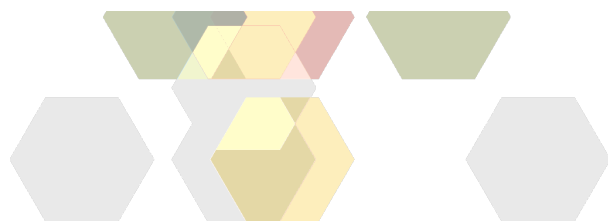
	<p>personally, focusing on his/her individual behavior, which becomes a fundamental contribution (together with the others') for a conscious group growth. Pragmatically, group work runs fine, when the members install real trust conditions in themselves and among each another. Actions become fluid, when everyone is concentrated in his/her own task, trusting the others and their own task.</p> <p>Some evaluations from participants, who tested this exercise during Palermo 1 (C1):</p> <p><b><i>"I was moving and then I felt someone's heart and it was beautiful"</i></b>. Marta, 14 years old, totally blind.</p> <p><b><i>"I knew the circle was small but I felt like it was huge"</i></b>. Silvia, 16 years old, visually impaired.</p> <p><b><i>"It doesn't feel like a circle. I was concentrated on the sounds and I lost the sense of orientation. The space was undefined"</i></b>. Megan, UCAN member, three typologies of visual impairment.</p> <p><b><i>"I felt like I was a part of the circle and not in the circle. We were a whole, one thing"</i></b>. Mared, UCAN member, peripheral sight.</p>
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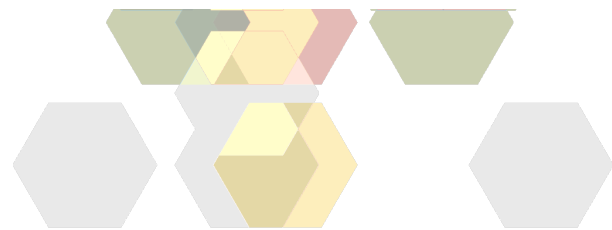






<b>Proposed by</b>	<b>Casimiro Alaimo &amp; Stefania Vitale, Music'Arte</b>
Title of the exercise	Japanese greeting
Running time	25 minutes
Learning objectives	A concentration exercise to learn to work in unison.
Materials (if necessary)	None
Implementation of the exercise	<p>The participants stand in a circle. The conductor helps the group find the concentration to start, pays attention to the participants' posture, which must be relaxed and as neutral as possible. The facilitator chooses a conductor among the participants. This conductor has to take a step forward and stretch out an arm (left or right) towards the center of the circle and say loudly the vocal sound "HA". As the conductor starts this movement, the whole group has to attempt to do the same movement and sound in perfect synchrony together with the leader. Then all participants return to their starting position, ready for a new try with a new leader.</p> <p>Variation: All participants can keep their eyes closed during the exercise.</p>
Evaluation	<p>How did you feel while doing the exercise?</p> <p>How did you feel as a leader?</p> <p>How did you manage the synchrony?</p>
Minutes and reporting of the evaluation	An excellent exercise for concentration, for listening and for feeling one with the rest of the group.





## 2. Skills building

This block, which takes more time and covers the most important part of the VISION training, includes sessions and exercises, aimed at overcoming identified issues and building the skills and confidence, which the participants aim at, through fun and liberating theatrical exercises. The exercises proposed below can be used on a modular basis – to be selected by the trainers, depending on the specific group and the needs/expectations revealed.

Proposed by	Dinos Aristidou, UCAN
Title of the exercise	Palm on Hand
Running time	10-15 minutes
Learning objectives	Confident movement and use of space Use of body Using different directions and levels Connection and complicity with others
Materials (if necessary)	None
Implementation of the exercise	<p>Participants begin by walking through space, feeling and experiencing the space. Participants stretch out their arm and use it to direct them through space as facilitator plays appropriate music.</p> <p>Facilitator introduces the idea of 6 directions of movement (left, right, up, down, front, back) and asks participants to explore all these directions</p> <p>Participants then work in pairs. One puts their palm on the top of the other's hand. One pushes down slightly and the other pushes up slightly so there is some tension.</p> <p>Keeping connected, the pair now moves through space - sometimes one of them leads, and sometimes the other, shifting leadership from one to the other, exploring space and moving in 6 directions.</p>
Evaluation	<p>How did you experience the space? How did you feel?</p> <p>How do you lead and how do you follow? Which do you prefer?</p>
Minutes and reporting of the evaluation	This is a very powerful exercise about leading and following and how we sometimes choose/need to lead and sometimes choose/need to follow. It builds confidence and connections





	between participants and confidence in using the space and the body.
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<b>Proposed by</b>	<b>Bernard Latham, UCAN</b>
Title of the exercise	Shoulders, Necks and Heads
Running time	5 - 10 minutes
Learning objectives	Physical self-awareness and control
Materials (if necessary)	None
Implementation of the exercise	<p>It is important to point out that the following exercises are used at the very beginning of a training program. Self-awareness is crucial, as is 'knowing your space' The participant has to become comfortable with himself or herself physically before moving on to broader things.</p> <p>Begin by standing in a neutral position, i.e. legs comfortably apart and arms by your side. Lift both shoulders up trying to touch your ears. Back to neutral. Repeat 4 times</p> <p>Back to Neutral position. Right shoulder circle backwards 4 times, repeat with left shoulder. Now repeat with both shoulders together.</p> <p>Back to neutral: Circle head to the right repeat 4 times. Circle head to the left repeat 4 times.</p> <p>Standing in neutral turn head to left then right – repeat 4 times.</p> <p>Lastly move head up then down repeat 4 times</p>
Evaluation	<p>Did you find any of those movements difficult?</p> <p>How do you feel now you have completed the exercises?</p> <p>This exercise allows the facilitators to identify any physical difficulties the participants may have</p>
Minutes and reporting of the evaluation	<p>Movement and connection with the physical self is often difficult for people with sight loss. When delivering this exercise, be sure that your audio describe all the movements and assist where necessary. Gentle encouragement and enthusiasm is vital to a successful session.</p>



Proposed by	Bernard Latham, UCAN
Title of the exercise	SLOW RISE AND SLOW FALL
Running time	5 to 10 Minutes
Learning objectives	Physical control, centered concentration and Music appreciation
Materials (if necessary)	Dramatic Music Suggestion DAWN by Cinematic Orchestra Participants to wear appropriate comfortable clothing.
Implementation of the exercise	<p>The workshop space will largely dictate the amount of participants. The important point is that there should be enough room to move to music with comfort.</p> <p>Firstly, ask participants to lie down on the floor on their backs. Encourage deep breathing and relaxation. Palms down, eyes closed. Suggest that it is the participants' responsibility to choose when and how to move, stress the importance of listening to the music. Ask that they imagine that invisible wires are very, very slowly pulling them up to a standing position, and to use the music as their guide and inspiration.</p> <p>Once the standing position has been reached, stand in a neutral position, and then imagine that they are being pulled back down to the floor, eventually ending up on the floor on their backs, palms down and eyes closed.</p>
Evaluation	<p>How did you feel while doing the exercise?</p> <p>If you do the exercise again, would you move slower?</p> <p>Did you find any part of the exercise difficult?</p> <p>Did the music help you, if so how?</p>
Minutes and reporting of the evaluation	This exercise is very useful preparation for performance or 'sharing' preparation. It allows the participant to consider the amount of physical control and concentration they have, and the importance of using music as physical cues in performance.



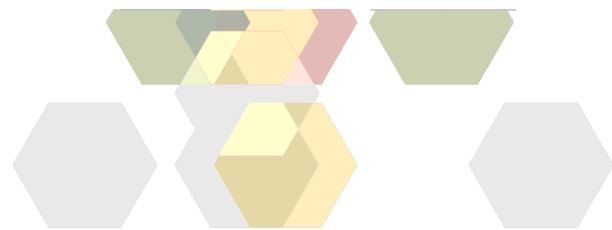
<b>Proposed by</b>	<b>Ina Gerginova &amp; Aleksander Evtimov, FDCBPCS &amp; Playback theatre "Here and now"</b>
Title of the exercise	Body images
Running time	10-15 minutes
Learning objectives	The main objective is learning to express with the body, to use imagination and to discover different ways to embody abstract concepts and concrete objects.
Materials (if necessary)	None
Implementation of the exercise	The facilitator starts a conversation about the body language and the importance of the connection with the body. He/she makes it clear that there is no right and wrong way of expression. Then the members of the group are asked to express with a pose: a clock, a tree, a sun, a flower, different animals, love, friendship, anger, a meeting and more... Depending on the group age and dynamics, the exercise can be time limited for each pose. The exercise slowly transforms from a pose, to moving character and the last few are dance miniatures.
Evaluation	How did you feel during the exercise? Was there an image you created in a particularly good way (according to you)? What do you think about the body images of your peers?
Minutes and reporting of the evaluation	An interesting exercise, describing and demonstrating the possibilities of the body to create various objects, feelings, emotions, actions. When used to its full potential, the body can be an excellent communication tool not only in theatre, but also in everyday life.





Proposed by	Casimiro Alaimo & Stefania Vitale, Music'Arte
Title of the exercise	Walk as if ...
Running time	30 minutes
Learning objectives	Transition to the stage fiction, staging of the body for representation of a situation.
Materials (if necessary)	None
Implementation of the exercise	The group walks around in the playing area. When the group has reached a good quality of movement and concentration, the facilitator gives series of commands, belonging to the category of "as if". The commands could belong to the spatial or atmospheric category ("as if you were in a swamp", "in the desert", "in the countryside", or "as if it is raining", "there is a strong sun", "it is snowing up to your knees", etc.); to the color category ("as if you were the color blue", or red, or yellow, or green, etc.); to the category of emotions and feelings (anger, joy, fear, curiosity, falling in love, and so on).
Evaluation	How did you feel during the exercise? Which assignment did you enjoy most? Why?
Minutes and reporting of the evaluation	This exercise presents a practical opportunity to combine playful imagination and theatrical exercise, facilitating the transition from everyday dimension to creative space and time.





### 3. *Sharing ideas, playing and creating*

The exercise block, presented below, is based on an inspiration pack with stories, myths and legends, created for the purpose of giving sparks and ideas, around which the lines of activities could evolve. The inspiration pack is available from the project web-site: <http://www.vision-erasmusplus.eu/pages/other.php>.

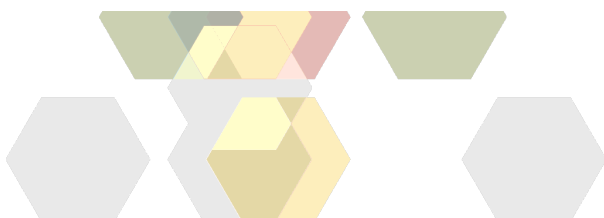
<b>Presented by</b>	<b>Dinos Aristidou, UCAN</b>
Title of the exercise	Animating a story
Running time	40 minutes to 1 hour
Learning objectives	To create theatre, using the body and voice to create scenes, locations and storyline
Materials (if necessary)	None
Implementation of the exercise	<p>This is a whole group activity. It is a good introduction to physical theatre and gets quick results, so that you can end up with a piece in as little as 1.30 hr.</p> <p>Choose any story- myths, fairytales, well known stories etc. are all great for this.</p> <p>Identify: objects, locations, actions from the story and WITHOUT READING THE STORY go through each of these with the group turning them into action.</p> <p>E.g. How do we show the sky?          How do we show a mountain?          Who will be the goddess?          How shall we show her travelling?          Who will be Medusa?          Who will like to say the story? etc.</p> <p>Once you have run through all the actions/animations, leader reads the story and the group do the actions as they have learned them, prompted by the words being spoken. Once you have been through it, you can rehearse and present.</p>
Evaluation	<p>How do you tell a story, using theatre?</p> <p>How do you create a scene?</p>
Minutes and reporting of the evaluation	This approach creates results quickly, it involves everyone and all have equal status in the telling of the story. It shows young people that entire worlds can be created through body, movement and voice. It gives participants a sense of





	achievement and shows how theatre is a strong way to tell stories.
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<b>Proposed by</b>	<b>Bernard Latham, UCAN</b>
Title of the exercise	FACES
Running time	5 - 10 minutes
Learning objectives	Opening Up facial understanding
Materials (if necessary)	None
Implementation of the exercise	<p>This is a full group exercise and is an excellent way for the participants to share with the facilitator how they express emotion facially. This is particularly important, as sometimes it is hard for a sighted trainer to interpret the facial expressions of a blind person. The exercise should be approached in a light and fun manner and is best done in a circle.</p> <p>Stand in the neutral position.</p> <p>Show a happy face.</p> <p>Show a sad face.</p> <p>Show an angry face.</p> <p>Repeat as many times as you like.</p> <p>Get faster and faster.</p> <p>Stand in the neutral position.</p> <p>Stick your tongue out.</p> <p>Move it to the right.</p> <p>Move it to the left.</p> <p>Move it up.</p> <p>Move it down.</p> <p>Repeat as many times as you like.</p> <p>Get faster and faster.</p>
Evaluation	<p>How successfully did the participants demonstrate the required emotion?</p> <p>What did the facilitator learn about the participants?</p>
Minutes and reporting of the evaluation	It is important to document if any young person is having difficulty, portraying facial emotion. If in doubt, consult an educational or emotional support worker.








<b>Proposed by</b>	<b>Tsveta Baliyska-Sokolova, School "Louis Braille" &amp; Playback theatre "Here and now" &amp; Claudio Ingoglia, FDCBPCS</b>
Title of the exercise	No-language communication
Running time	2-3 minutes per pair
Learning objectives	The purpose of the game is to be introduced to the possibilities in nonverbal communication and then free them from the pressure of words. (Friðriksdóttir, 2012)
Materials	None
Implementation of the exercise	<p>Phase 1: The trainer asks the participants if they know how babies communicate. He/she asks them to imagine and produce a conversation between babies, that know no words. Gestures are fine, because they are present in babies' communication, but no language is allowed. The trainer divides the participants in pairs. In the first part all pairs exercise at the same time; then, each pair shows its communication to all the other participants. This phase concludes when all the pairs have performed.</p> <p>Phase 2: This phase belongs to a game, called <b><i>Gibberish</i></b> (Spolin, 1986). Gibberish consists of the substitution of sensed recognizable words into non-shaped sounds. The trainer calls the pairs and asks them to create a conversation, producing the sounds of languages (French, Spanish, Italian, German, Russian, Chinese, etc.) that the participants recall but do not know. In the first part all pairs exercise at the same time; then, each pair shows its communication to all the other participants. This phase concludes when all the pairs have performed.</p> <p>Implementation: <b><i>Gibberish – the TV show</i></b>. In that game we set up three chairs, one for a TV-host, one for a foreign guest on the TV-show, and the third chair was for the translator. The foreign guest would be from a specific country and speak the language from this country gibberish-style. [...] The TV-host would speak English the whole time and the translator would 'translate' what the foreigner said to the TV-host and what the TV-host said to the foreigner. Therefore, in a way the translator is the one who controls the game. (Friðriksdóttir, 2012).</p> <p>Suggestion: Refrain from letting the character be from a country, the language of which the participants speak.</p>



#### 4. Good practices



Evaluation	How did you feel during this improvised communication? Did you understand the messages, which your partner was sending you through their baby talk or gibberish? Would you change anything if you had the chance to do the exercise again?
Minutes and reporting of the evaluation	A liberating exercise, which demonstrates how well communication could go, on the basis of intonation, strength or loudness of voice, body posture and gestures.





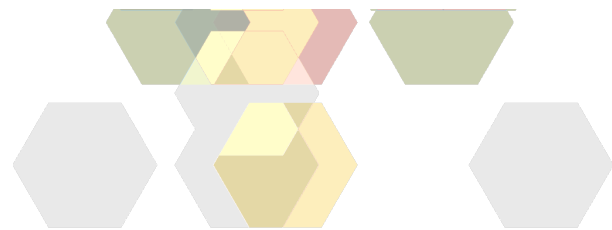
#### 4. Presenting

The purpose of these exercises is to support the participants in finalizing the process of selecting how they would like to present themselves and what they have learnt/built/developed with the help of the drama workshop.

Presented by	Dinos Aristidou, UCAN
Title of the exercise	The paper storm
Running time	10 minutes
Learning objectives	The use of voice and sound to create atmosphere and experience places and situations. To develop listening skills. To develop collaboration through listening. To present a storm.
Materials (if necessary)	Each participant needs a large sheet of newspaper.
Implementation of the exercise	<p>Participants stand in a circle. Each holds a large sheet of newspaper vertically, so that the longest side is facing down.</p> <p>The facilitator explains that they will all be creating a violent rain storm that will begin gently, with just a breeze, then develop into a few raindrops falling on the leaves and then into a violent rainstorm, before settling into gentle rain and finally silence.</p> <p>The group has to listen carefully, build up to the rainstorm and then bring it to a silent closure. The facilitator asks the participants to imagine they are sitting somewhere inside.</p> <p>Silence. Then the facilitator begins by moving paper gently. The group slowly takes over, using the paper to create the sound of rain by tapping, scrunching, rubbing the paper. Continue until group brings it back to silence.</p>
Evaluation	<p>How did that feel?</p> <p>How do you create atmosphere, using sound and objects?</p> <p>How did you work together as a group</p>
Minutes and reporting of the evaluation	This exercise is about collaboration, created through listening and working together, almost like an orchestra, complementing, initiating and developing each other's contribution. It also builds concentration and focus.



Presented by	Mared Jarman and Megan John, UCAN
Title of the exercise	Kumala Vista
Running time	15-20 minutes
Learning objectives	Listening to each other and working as a group. Developing listening, communication and coordination skills. Warm up the voice and learning a new song.
Materials (if necessary)	None
Implementation of the exercise	<p>In a big group, the leader stands in the center of the circle and begins a rhythm that the whole group should copy.</p> <p>The rhythm is a clap of the hands and a slap on the knees continuously.</p> <p>Once the group has picked up the rhythm, the leader instructs the group to repeat the lyrics. The leader can change the speed or volume of a song and continue to repeat the song until they are confident that the group is familiar with the song.</p> <p>The group is then divided in to two groups A and B. At this point, the leader will join one group and it will be the groups' job to sing and echo each other. The leader instructs group A to begin and group B to repeat the lyrics.</p> <p>The lyrics and melody can be checked in section videos on the project web-site – <a href="http://www.vision-erasmusplus.eu">www.vision-erasmusplus.eu</a> – title of the video "Kumala Vista".</p>
Evaluation	<p>How did you feel?</p> <p>Did you enjoy the concert you created with your mates?</p> <p>How did you collaborate with the others?</p>
Minutes and reporting of the evaluation	A very engaging exercise, which helps the young people to present themselves in confidence and in a great mood before the audience.



### 5. *Reflection and closure*

The purpose of the exercises, included in the closing section, is to summarize the training workshop and to allow participants to leave with feelings of accomplishment.

<b>Proposed by</b>	<b>Tsveta Baliyska-Sokolova, School "Louis Braille" &amp; Playback theatre "Here and now"</b>
Title of the exercise	Sharing
Running time	20- 30 minutes
Learning objectives	This is an exercise for summing up a long-term workshop. Sharing allows each participant to become aware of his/her own experiences and discoveries, qualities and drawbacks. The others, who are listening to the sharing, recognize some of their own feelings and experiences, they clarify for themselves concepts they were not aware of and they understand the other person better.
Materials (if necessary)	No
Implementation of the exercise	The participants are in a circle. Each shares his/her experiences from the workshop spontaneously or following the circle order. <b>IMPORTANT:</b> the facilitator/s must not allow evaluations or criticism; the participants must be encouraged only to share their feelings.
Evaluation	Questions, concerning participants' feelings, evoked by the activities in the workshop and the
Minutes and reporting of the evaluation	For the facilitator this exercise gives feedback what had been successful, and what - not so much; if anything had been omitted, what can be improved in his/her work, if each participant had been taken care of individually and if the group needs had been responded to as a whole.





### **Evaluation questionnaires**

#### **Evaluation of a workshop session**

- What did you enjoy the most? (could be a part of the session, a specific exercise, interactions with others, communication with the facilitators)
- Was there something you did not enjoy? (same as above)
- What can be improved? (same as above)
- What did you learn? (about yourself – skills, talents, interests, inspirations, fears - about your peers, about the facilitators, about life in general)
- What aspects of the session gave you most confidence? (where do you think you performed best ...)
- Was the time dedicated to the session enough? If not, how much time should be dedicated to it, according to you?
- How did you like your mates?
- Was the time dedicated to the separate exercises enough? If not, what should be changed, according to you?
- Was the break-time sufficient?
- What else would you change? (if anything ... probably related to something, you did not like)
- Any other suggestions?

#### **Overall evaluation of the workshop**

- What did you enjoy the most? (think about activities and exercises, interactions with others, communication with the facilitators)
- What did you enjoy the least? (same as above)
- What can be improved? (same as above)
- What did you learn? (about yourself – skills, talents, interests, inspirations, fears - about your peers, about the facilitators, about life in general)
- What else did you take away from the experience? (the feelings that accompanied you during the workshop and the emotions that you experience now, any specific knowledge or skill, friendships)
- What aspects of the workshop gave you most confidence? (where do you think you performed best ...)
- What makes a good facilitator? (tell us how you imagine a good facilitator – skills to communicate with and approach to young people in general, understanding of how to work with youths, who are visually impaired, specific skills ...)



#### 4. Good practices



- What advice would you give a facilitator? (how can a facilitator improve his/her performance according to you, in order to match your vision of a good facilitator...)
- How long is the best time for sessions?
- What's the best amount of time for a break? For lunch?
- What is the most important part of a workshop? (the exercises, the role playing, the story telling, or may be the breaks)
- What would you change? (if anything ... probably related to something you did not like)
- What is essential and should be kept? (something, which according to you should never be left out of a workshop with participants who are visually impaired)
- Any other suggestions?





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